



The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, June 14, 2017 meeting:

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Agenda Title: **Increase to Required English Language Proficiency (ELP) Scores for Undergraduate Admissions**

**CARRIED MOTION:** THAT the GFC Academic Planning Committee recommend that General Faculties Council approve:

- the minimum overall TOEFL score be increased 4 points to 90, with no change to the required score of 21 on each band.
- the minimum band score for the IELTS Academic be increased from 5.0 to 5.5, with no change to the required minimum overall score of 6.5

Final Recommended Item: 4

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Agenda Title: **Budget Model Principles**

**CARRIED MOTION:** THAT the GFC Academic Planning Committee recommend to General Faculties Council approval of the budget model principles as set forth in Attachment 1, as amended, to take effect upon final approval.

Final Amended Recommended Item: 5

**OUTLINE OF ISSUE**  
**Action Item**

**Agenda Title: Increase to Required English Language Proficiency (ELP) Scores for Undergraduate Admissions**

**MOTION:** THAT the GFC Academic Planning Committee recommend that General Faculties Council approve:

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**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Lisa Collins, Vice Provost and University Registrar
Presenter	Lisa Collins, Vice Provost and University Registrar Melissa Padfield, Deputy Registrar

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To make changes to the minimum overall TOEFL score and the minimum band score for the IELTS Academic to better support student success and increase the likelihood of improved academic outcomes. The proposed changes are supported by research undertaken by the Office of the Registrar.
The Impact of the Proposal is	It is anticipated that the proposed changes will have a positive impact on student success within the international student body. Research conducted by the Enrolment Management unit in the Office of the Registrar shows the correlation between a higher overall ELP score and student success in first year courses, as indicated by final GPA and/or course withdrawals.  As a result of the proposed changes, an increased number of applicants might enter their chosen faculty/program through the Bridging program. The number of International applications may decrease which may lead to a reduction in the number of students admitted. There may also be a positive reputational impact associated with more rigorous ELP requirements.
Replaces/Revises (eg, policies, resolutions)	Calendar section "Language Proficiency Requirements"
Timeline/Implementation Date	Fall 2018
Estimated Cost and funding source	None
Next Steps (ie.: Communications Plan, Implementation plans)	Publish in 2018/2019 calendar Promote to students through recruitment channels Bear Track messaging on requirements Applications and admissions of International students will be monitored over a three year period.
Supplementary Notes and context	On November 19, 2015, the Chair reported on the establishment of a group to look at English language proficiency and ASC had a brief discussion on current band scores and the difference in requirements for graduate and undergraduate programs.

**Engagement and Routing** (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p>	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> <li>• University of Alberta International (John Soltice, Cen Huang) (May-June 2016)</li> <li>• Faculty of Extension, English Language School (Donald Mason, Greg Sowak, Mimi Hui, Michael Viola, Martin Guardado) Monday, July 11th, 2016</li> <li>• Academic Standards Committee June 2016</li> <li>• Faculty of Arts Executive Committee</li> <li>• Faculty of Arts Chairs' Council</li> <li>• International and undergraduate advisors in the Faculty of Arts</li> <li>• Stuart Landon</li> <li>• Advisory Committee on Enrolment Management (May, June 2016)</li> </ul> <p><u><i>Those who are actively participating:</i></u> ELP Working Group Tuesday, December 15th, 2015 Friday, May 27th, 2016 <u>Members</u> Brenda Leskiw (Science) Jim Bohun (ALES) Melissa Casey (RO) Nat Kav (Vice Provost's office) Elizabeth Taylor (Rehabilitation Medicine) Sam Stowe (RO) December 2015 meeting only Rebecca Nagel (Arts) Yidi Liu (SU) May 2016 meeting only Marina Banister (SU) May 2016 meeting only Fahim Rahman (SU) December 2015 meeting only Suzanne French (Provost's office)</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>ASC Subcommittee on Standards – May 4, 2017 GFC Academic Standards Committee – May 18, 2017 GFC Academic Planning Committee – September 13, 2017 GFC Executive Committee (for information) – September 11, 2017 General Faculties Council – September 25, 2017</p>
<p>Final Approver</p>	<p>General Faculties Council</p>

**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p>Alignment with the Institutional Strategic Plan – <i>For the Public Good</i> OBJECTIVE - Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world. Strategy: Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university.</p>
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<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p><b>1. Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Sections 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (GFC ASC).</p> <p><b>2. GFC Academic Standards Committee (ASC) Terms of Reference:</b> “B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)</p> <p>iv. ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or to academic standing regulations.</p> <p>v. ASC provides advice or recommends to APC on general University admission or</p> <p><b>3. UAPPOL Admissions Policy:</b> “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. These criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)</p> <p>The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</p> <p><b>4. UAPPOL Admissions Procedure:</b></p> <p>“PROCEDURE EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS</p> <p>Following approval by GFC:</p> <p>a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar). For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in</p>
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**FINAL Item No. 4**

	<p>March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).”</p> <p>b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.</p> <p><b>5. GFC Academic Planning Committee</b> Terms of Reference “7. Admission, Transfer and Academic Standing</p> <p>a. To consider advice or recommendation from the GFC ASC on proposals for the establishment of or change to general University admission or transfer policies affecting students, including policies affecting Open Studies students, and to act for GFC in approving policies which in APC’s view are minor or routine; and to recommend to GFC on proposals involving major change</p> <p>b. To consider advice or recommendation from GFC ASC on proposals which involve substantial change to admission/transfer or to academic standing regulations.”</p> <p><b>6. GFC Executive Committee</b> Terms of Reference “GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda. [...] When recommendations are forwarded to General Faculties Council from APC, the role of the Executive shall be to decide the order in which items should be considered by GFC. The Executive Committee is responsible for providing general advice to the Chair about proposals being forwarded from APC to GFC.”</p>
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**Attachments**

1. Attachment 1: Changes to the Undergraduate English Language Proficiency Requirements Case for Action (page(s) 1)
2. Attachment 2: English Language Proficiency Requirements for U15 (page(s) 2-3)
3. Attachment 3: IELTS Band Score Group Analysis (page(s) 3-9)
4. Attachment 4: Calendar Change Proposal 2018-19 (page(s) 12)

*Prepared by:* Melissa Padfield, Deputy Registrar, melissa.padfield@ualberta.ca

# Attachment 1: Increase to Required English Language Proficiency (ELP) Scores for Undergraduate Admissions

## Changes to the Undergraduate English Language Proficiency Requirements Case for Action

### Context:

Raising the undergraduate English Language Proficiency (ELP) requirement for the TOEFL and IELTS<sup>1</sup> is critical to support the academic success of applicants for whom English is an additional language. Changes to these requirements began to be actively discussed in 2015. At that time concerns were raised as to the whether the existing minimum thresholds were sufficient to ensure student success. It was also noted that the ELP requirements at the University of Alberta were lower than all our comparator institutions in the U15. Preliminary research conducted within the Faculty of Arts by Stuart Landon (June 2015) observed that there was a positive correlation between IELTS scores and academic performance. Due to this interest and early research the Office of the Registrar conducted research more broadly and found good support for the proposed changes to the minimum thresholds for IELTS and TOEFL.

### Key Issues to solve and support:

- Student success
- Institutional competitiveness

### Analysis:

- The analysis focussed on IELTS only as the most predominant method of meeting ELP
- Given that the six years of data used saw similar results across all year's additional years of data have not been added to the existing analysis
- The analysis showed that the greatest gain for student success was found in elevating the IELTS band score minimum from 5.0 to 5.5, raising it further did not have a large impact
- Course withdrawal rates were not greatly impacted by a change in IELTS requirements
- Of the students included in the analysis approximately 7% (individual years ranged from 4%-12%) would no longer be admissible based on the proposed changes to the IELTS threshold

### Future state:

- Requirements that improve student success in first year
- Requirements that are more consistent with other U15 institutions
- Changes to IELTS and TOEFL will have the broadest impact on the applicant pool as they are the two most predominant standardized test presented by applicants
- IELTS change minimum band score to 5.5 (currently 5.0) with no change to the current overall score of 6.5.
- TOEFL score to be increased to 90 and no change on the minimum band score of 21- The proposed change in the TOEFL score is strictly the equivalent score increase to IELTS in the context of their scoring standard. We have included it here as it is the second most commonly used method of meeting ELP. Most applicants using TOEFL are already meeting this standard.
- Other methods of meeting ELP will be calibrated as needed and brought forth following these initial changes.

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<sup>1</sup> IELTS and TOEFL are the most commonly presented means by which students attempt to meet ELP requirements, representing on average 50% and 10% of the applicant pool each year respectively.

**English Language Proficiency Requirements for the U15**

Accurate as of May 8, 2017

(Only U15 institutions offering programs delivered in English as the primary languages of instruction have been included- Universite Laval and Universite de Montreal have been excluded)

Institution	IELTS		TOEFL(iBT)		Notes
	Total	Component	Total	Component	
U of A (current)	6.5	5	86	21	Applicants to teaching and health sciences disciplines need a further level of spoken English Proficiency. A minimum score of 7.5 on IELTS Speaking or 26 on TOEFL speaking.
UBC	6.5	6	90	Listening: 22 Speaking & Writing: 21	
U of T	6.5	6	100	Writing: 22	Discretionary Range: total score 89~99 & 19~21 on Writing
McGill	6.5	6	90	21	Education & Management: TOEFL score of 100 Music: TOEFL score of 79~80
U of C	6.5	N/A	86	N/A	Nursing: IELTS 7.0 with no components below a 7.0; TOEFL: 92 with no components below 23 Education: IELTS 8.0 with no components below a 7.0; TOEFL 100 with no components below 27
McMaster	6.5	5	86	20	
Waterloo	6.5	Writing: 6.5 Speaking: 6.5	90	Writing: 25 Speaking: 25	

Attachment 2: Increase to Required English Language Proficiency (ELP) Scores for Undergraduate Admissions

		Reading: 6.0 Listening: 6.0			
Queens University	6.5	N/A	88	Writing:24 Speaking: 22 Reading: 22 Listening: 20	
Dalhousie University	6.5	6	90	20	
University of Manitoba	6.5	N/A	86	20	
U of Saskatchewan	6.5	6	86	19	
Western	6.5	6	83	20	
U Ottawa (Programs offered in English)	6.5	Writing: 6.5	86	22	



# FIRST YEAR GRADE POINT AVERAGES AND COURSE WITHDRAWALS AMONG REGISTERED HIGH SCHOOL AND POST-SECONDARY TRANSFER APPLICANTS WHO MET ELP REQUIREMENT BY IELTS

## 1. DESCRIPTION OF DATA

Over the academic years from 2010/12 to 2015/16, a total of 5,580 observed<sup>1</sup> high school and post-secondary transfer applicants who had submitted IELTS result as part of their application were admitted. Of this, a total of 3,876 eventually registered. Of those who registered, 2,302 were registered in degree programs while 1,574 registered in bridging program.

Figure 1: Six-Year Total Registration among observed High School and Post -Secondary Transfer Applicants who submitted IELTS Scores for Admission (2010/11 – 2015/16)

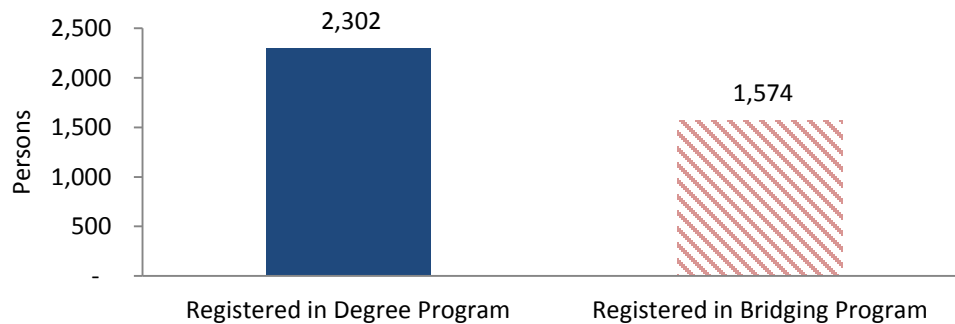
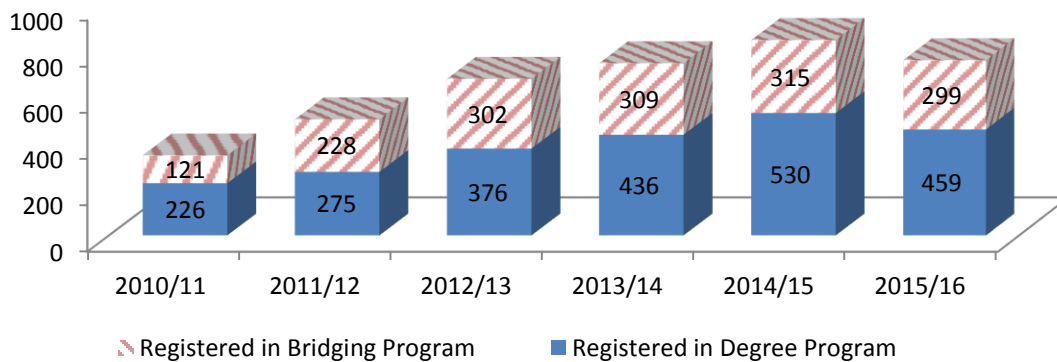


Figure 2 below shows the yearly breakdown of registration in degree and bridging program.

Figure 2: Yearly Registration among observed High School and Post -Secondary Transfer Applicants who submitted IELTS Scores for Admission



<sup>1</sup> There are 6,149 applicants (471 registered) whose applicant type (high school, post secondary or internal transfer) could not be observed. As this analysis is specific only to high school and post secondary applicants, applicants for which type could not be observed were removed from consideration.

This report analyzes GPAs as well as course withdrawals within three defined groups drawn from among the 2,302 persons who registered in degree programs. Each group includes only persons with IELTS overall score of 6.5 or greater. In addition to meeting the overall score requirement, the following conditions applied to persons in specified group.

Group 1: Band Score = 5.0 or greater in each IELTS band and at least one band score = 5.0

Group 2: Band Score = 5.5 or greater in each IELTS band and at least one band score = 5.5

Group 3: Band Score = 6.0 or greater in each IELTS band and at least one band score = 6.0

Of the 2,302 students registered in degree programs, a total of 1,728 were caught by this grouping criteria as shown in table 1.

*Table 1: Number of Students Identified in defined Groups by Academic Year.*

Academic Year	Group 1	Group 2	Group 3
2010/11	13	77	53
2011/12	26	105	84
2012/13	18	158	110
2013/14	23	147	145
2014/15	18	206	193
2015/16	25	180	147
<b>TOTAL</b>	<b>123</b>	<b>873</b>	<b>732</b>

Comparison is made between each group with regards to;

- I. Fall and Winter GPA in the first year of study
- II. Proportion of persons in each group whose first year Fall and Winter GPA fall below 2.0
- III. Proportion of persons in each group who withdrew from at least one course during their first year of study and
- IV. Average number of course withdrawals among those withdrawing.

**2. ANALYSES**

**2.1. FALL & WINTER GPAs**

Figure 3 shows yearly averages of first-year Fall and Winter GPAs of students in each group. As will be seen throughout this report, 2013/2014 shows a remarkable variation in the yearly trends for students in Group 1. Therefore, aggregate statistics is presented in two parts - figure 4 presents the overall GPAs in the 6 year aggregate data in panel 4a whereas the GPAs are reestimated in panel 4b without 2013/2014 data.

Figure 3: Yearly Averages of First-Year Fall and Winter GPA<sup>2</sup>

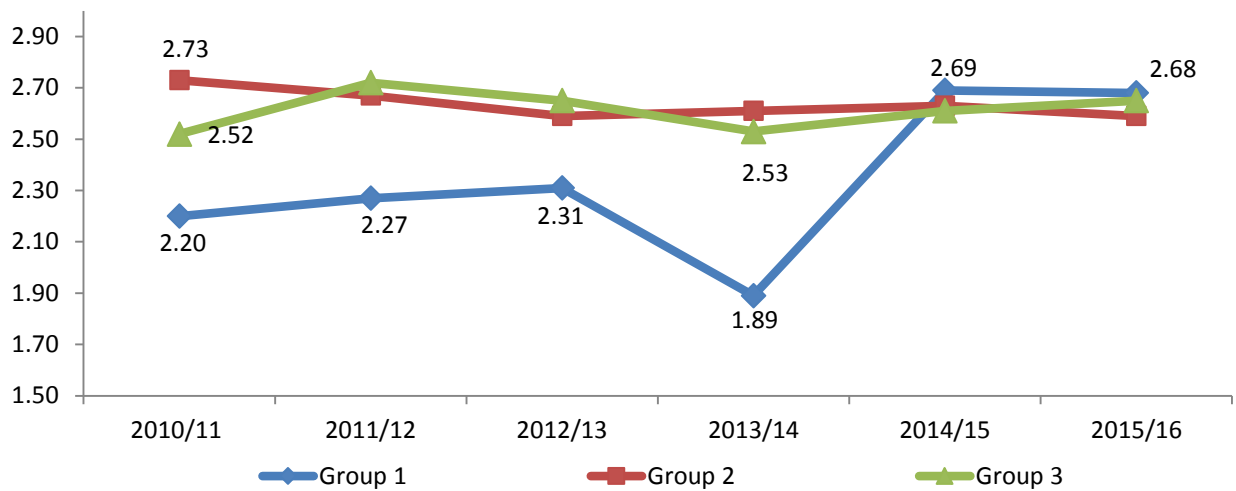
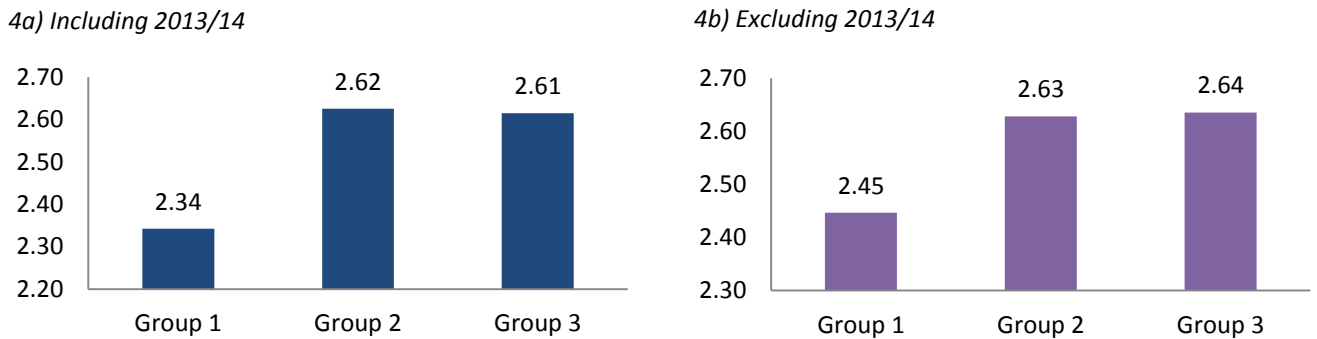


Figure 4: Averages of First-Year Fall and Winter GPA from 2010/11 to 2015/2016 Data.



<sup>2</sup> 2015/16 GPA is based only on Fall term as Winter term is yet incomplete. GPAs for all other years cover both Fall and Winter terms.

**2.2. PROPORTION OF STUDENTS WITH FIRST YEAR FALL/ WINTER GPA OF LESS THAN 2.0**

Figure 5 shows the proportions of students in each group whose first year Fall and Winter GPAs fell below 2.0. For instance in 2010/11 academic year, 5 of the 13 students in Group 1 - therefore 38% of Group 1 - had GPAs falling below 2.0. Also 12 of the 77 students in Group 2, - therefore 16% of Group 2 had GPAs of less than 2.0 in 2010/11. Figures 6a and 6b shows the aggregate proportions with and without 2013/14 respectively.

Figure 5: Proportion of Students with first year GPA less than 2.0

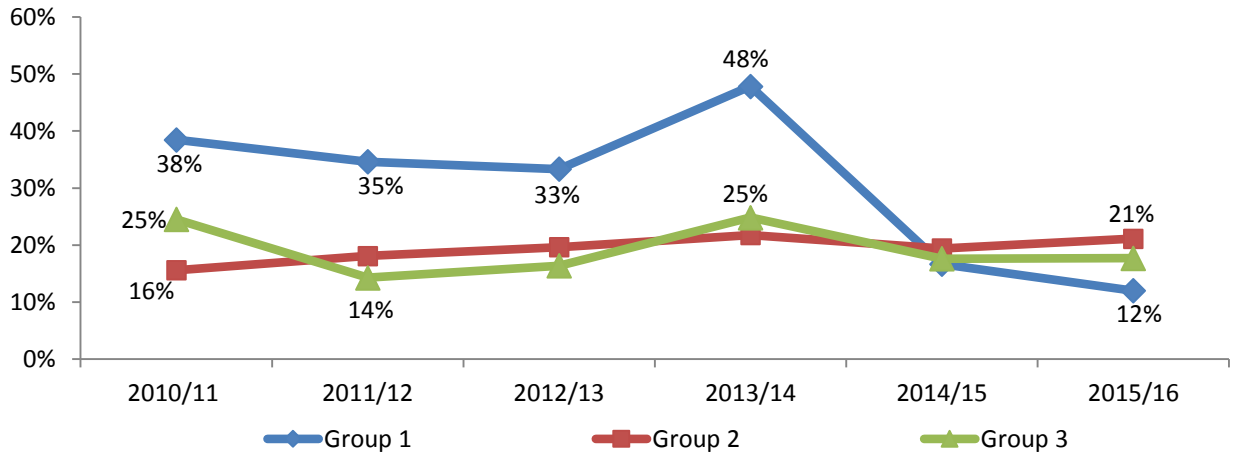
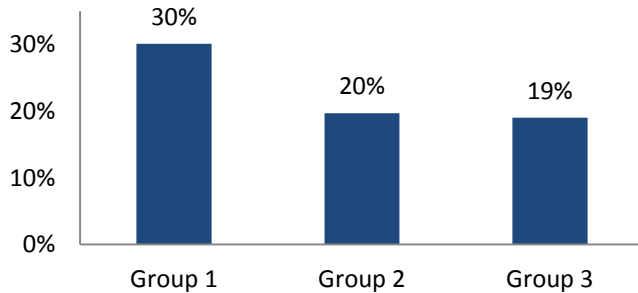


Figure 6: Proportion of Students with first year GPA less than 2.0 from 2010/11 to 2015/16 Data

6a) Including 2013/14



6b) Excluding 2013/14

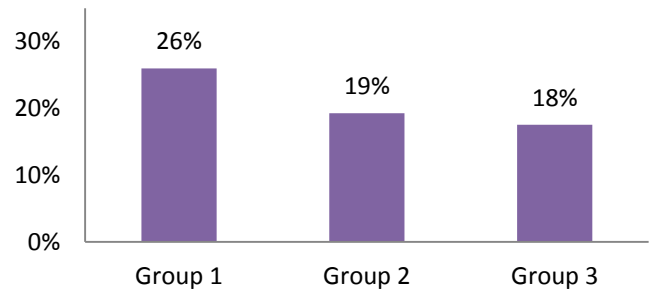


Table 2: Number of Students with GPA less than 2.0

Academic Year	Group 1	Group 2	Group 3
2010/11	5	12	13
2011/12	9	19	12
2012/13	6	31	18
2013/14	11	32	36
2014/15	3	40	34
2015/16	3	38	26
<b>TOTAL</b>	<b>37</b>	<b>172</b>	<b>139</b>

Table 3: GPA Sub-Categories among Students with GPAs less than 2.0 from 2010/11 to 2015/16 Data

	Group 1	Group 2	Group 3	Total
GPA = 1.7 to 1.9	6	67	40	<b>113</b>
GPA = 1.1 to 1.6	21	48	43	<b>112</b>
GPA below 1.1	10	57	56	<b>123</b>
Total	37	172	139	<b>348</b>

**2.3 PROPORTION OF STUDENTS WHO WITHDREW FROM AT LEAST ONE COURSE IN FIRST YEAR**

Figure 7 shows the yearly proportion of students in each group who withdrew from at least one course during their first year on the program. Figures 8a and 8b show the estimates from aggregated data.

Figure 7: Proportion of Students who Withdrew from at Least One Course During their First Year

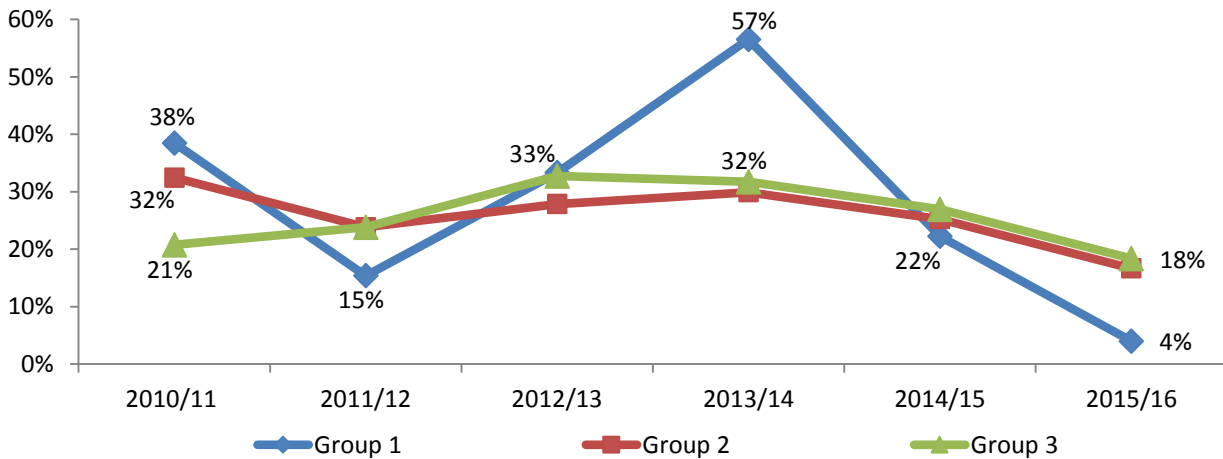
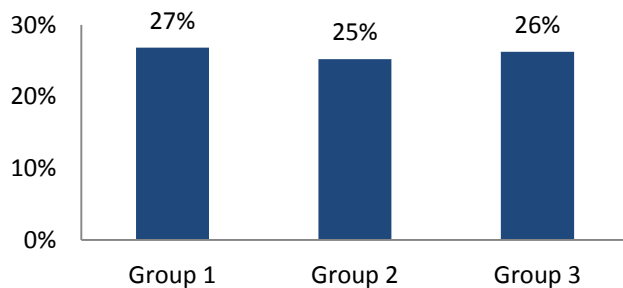


Figure 8: Proportion of Students who Withdrew from at Least One Course in their First Year from 2010/11 to 2015/16 Data

8a) Including 2013/14



8b) Excluding 2013/14

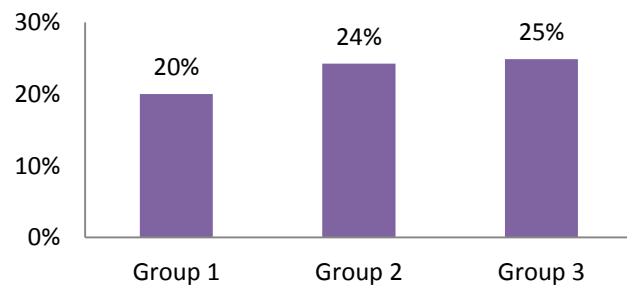


Table 4: Number of Students who Withdrew from at least One Course

	Group 1	Group 2	Group 3
2010/11	5	25	11
2011/12	4	25	20
2012/13	6	44	36
2013/14	13	44	46
2014/15	4	52	52
2015/16	1	30	27
<b>TOTAL</b>	<b>33</b>	<b>220</b>	<b>192</b>

**2.4 AVERAGE NUMBER OF COURSE WITHDRAWALS AMONG THOSE WITHDRAWING**

Some of the students withdrew from more than one course during their first year of study. Figure 9 shows the average number of courses withdrawn from among persons in each group who withdrew from at least one course. For instance, the figure shows that a Group 1 student who had at least one course withdrawal in 2012/13 withdrew from an average of 2 courses, whereas a Group 3 student with at least one withdrawal withdrew from an average of 1.42 courses. Figures 10a and 10b shows the corresponding averages in the aggregated data.

Figure 9: Average Number of Courses Withdrawn by those who withdrew from at least One Course in their First Year

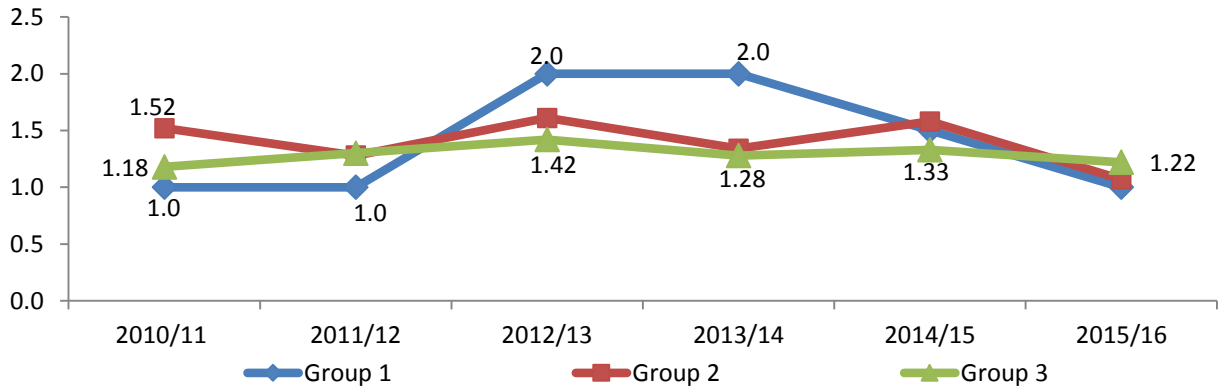
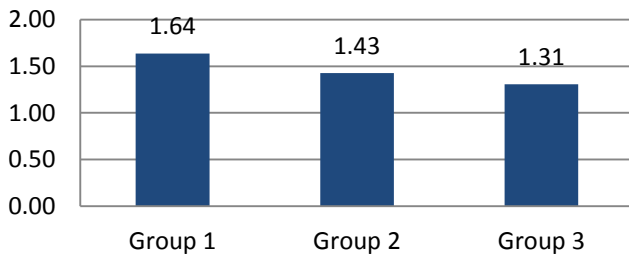
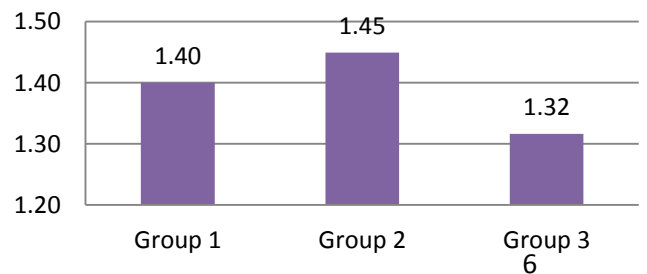


Figure 10: Average Number of Courses Withdrawn by those who withdrew from at least One Course in their First Year from 2010/11 to 2015/16 Data

10a) Including 2013/14



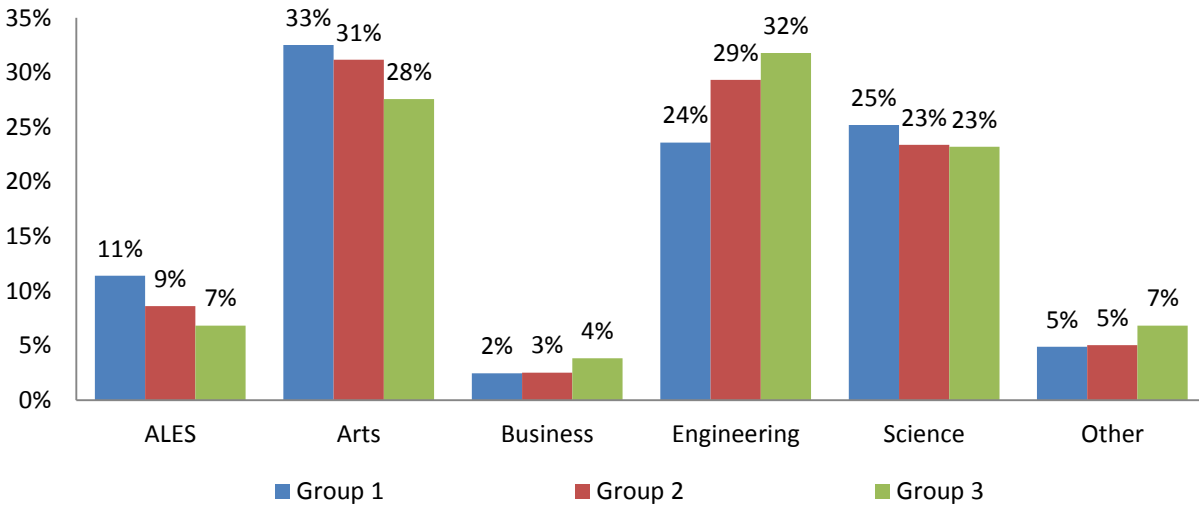
10b) Excluding 2013/14



**APPENDIX 1: STUDENT DISTRIBUTION BY FACULTY**

Majority of the students who submitted IELTS test scores and registered into degree programs were registered in the faculties of ALES, Arts, Business, Engineering and Science. This following chart shows the distribution of the sub sample of 1,728 students that were caught by the grouping criteria. 95% of those in Group 1 were registered in one of the five faculties listed above. Likewise, 95% of those in Group 2 as well as 93% of those in Group 3 were registered in one of the five faculties.

*Figure A: Distribution of Students in Specified Groups by Faculty*



Attachment 4. Increase to Required English Language Proficiency (ELP) Scores for Undergraduate Admissions

Link to Calendar section “Language Proficiency Requirements”:

[http://calendar.ualberta.ca/content.php?catoid=6&navoid=819#language\\_proficiency\\_requirements](http://calendar.ualberta.ca/content.php?catoid=6&navoid=819#language_proficiency_requirements)

CURRENT	PROPOSED
<p><b>English Language Proficiency</b>            ...</p> <ol style="list-style-type: none"> <li>5. One of the two TOEFL (Test of English as a Foreign Language) test formats with the appropriate score;               <ol style="list-style-type: none"> <li>a. Internet-based TOEFL (iBT) of at least 86, with no less than 21 on each band (see Note 4).</li> <li>b. Paper-based TOEFL of at least 580 with a TWE of 4.0 or better (see Note 4).</li> </ol> </li> <li>6. A score of at least 85 on the MELAB (Michigan English Assessment Battery) (see Note 4).</li> <li>7. A score of at least 6.5 on the IELTS Academic (International English Language Testing System) with no band less than 5.0 (see Note 4).</li> </ol> <p>...</p>	<p><b>English Language Proficiency</b>            ...</p> <ol style="list-style-type: none"> <li>5. One of the two TOEFL (Test of English as a Foreign Language) test formats with the appropriate score;               <ol style="list-style-type: none"> <li>a. Internet-based TOEFL (iBT) of at least 90, with no less than 21 on each band (see Note 4).</li> <li>b. Paper-based TOEFL of at least 580 with a TWE of 4.0 or better (see Note 4).</li> </ol> </li> <li>6. A score of at least 85 on the MELAB (Michigan English Assessment Battery) (see Note 4).</li> <li>7. A score of at least 6.5 on the IELTS Academic (International English Language Testing System) with no band less than 5.5 (see Note 4).</li> </ol> <p>...</p>



**OUTLINE OF ISSUE**  
**Action Item**

Agenda Title: **Budget Model Principles**

**Motion:** THAT the GFC Academic Planning Committee recommend to General Faculties Council approval of the budget model principles as set forth in Attachment 1, to take effect upon final approval.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Provost and Vice-President (Academic), Vice-President (Finance and Administration)
Presenter	Steven Dew, Provost and Vice-President (Academic)

**Details**

Responsibility	Provost and Vice-President (Academic), Vice-President (Finance and Administration)
The Purpose of the Proposal is (please be specific)	To recommend for approval by GFC the principles that will guide and inform the development and application of a new budget model for the University of Alberta.  The University's budget model outlines the mechanisms and processes for allocating/re-allocating resources to the Faculties and units in alignment with broad institutional priorities and with the University's strategic plan. The model will help inform decisions enabling the effective use of resources and supporting the long-term sustainability of the University's financial position.
The Impact of the Proposal is	The principles will guide the work of the technical working group and other stakeholders in the development and application of a new budget model for the University.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	The new budget model is being developed over the 2017/18 fiscal year, and is expected to be implemented, at least partially, for the 2018/19 fiscal year.
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	The technical working group will be primarily responsible for the near-term work on the development of the new model, subject to input and final approval by senior administration. The Provost and the Vice-President (Finance & Administration) are the Executive Sponsors for this project.
Supplementary Notes and context	

**Engagement and Routing** (Include meeting dates)

Participation: (parties who have seen the	<u><i>Those who have been informed:</i></u> •
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**FINAL Item No. 5**

<p>proposal and in what capacity)</p> <p>&lt;For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a>&gt;</p>	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> <li>• Deans</li> <li>• Vice-Provosts</li> <li>• Associate Vice-Presidents</li> </ul>
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> <li>• President’s Executive Committee</li> <li>• Budget Model Technical Working Group</li> </ul>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Planning Committee – June 14, 2017 GFC Executive Committee (for information) – September 11, 2017 General Faculties Council – September 25, 2017 Board Finance and Properties Committee – September 26, 2017 Board of Governors – October 20, 2017</p>
<p>Final Approver</p>	<p>Board of Governors</p>

**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good:</i></p> <p>Objective 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university’s core mission and strategic goals.</p> <p>Strategy ii: Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. <b>Post-Secondary Learning Act (PSLA)</b> Section 26(1) states: “Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing has the authority to [...]”</p> <p>(o) make recommendations to the board with respect to affiliation with other institutions, academic planning, campus planning, a building program, the budget [...] and any other matters considered by the general faculties council to be of interest to the university[.] [...]”</p> <p>2. <b>GFC Academic Planning Committee</b> Terms of Reference (Mandate) “The Academic Planning Committee (APC) is GFC's senior committee dealing with academic, financial and planning issues. [...] APC is responsible for making recommendations to GFC and/or to the Board of Governors concerning policy matters and action matters with respect to the following: [...]”</p> <p>4. Budget Matters a. To recommend to GFC on budget principles. [...]”</p>

Attachments (each to be numbered 1 - <>)

1. Attachment 1: Budget Model Principles

*Prepared by:* Kathleen Brough, Senior Administrative Officer, Office of the Provost and Vice-President (Academic)

## University of Alberta Budget Model Principles

The university's budget model outlines the mechanisms and processes for allocating/re-allocating resources to the Faculties and units in alignment with broad institutional priorities and with the university's strategic plan. The model will help inform decisions enabling the effective use of resources and supporting the long-term sustainability of the university's financial position. The following principles will guide and inform the development and application of the university's budget model.

- a. Supremacy of academic priorities -- the university's mission and academic priorities **as set out in the university's strategic plan** are paramount in all decision making. The budget model will facilitate the alignment of resources in support of the university core mandate of teaching and research.
- b. Transparency – the process for making resource allocation decisions is transparent and sources of institutional resources and comparative data are clearly identified and made available
- c. Accountability -- Faculty and unit leadership have the responsibility and authority to make resource allocation decisions and are accountable for achieving performance targets, including financial performance targets.
- d. Simplicity -- rules and processes are understandable and actionable
- e. Consistency -- rules are applied equitably across all Faculties and units.
- f. Predictability – long-term budget planning is facilitated. Changes to the model will require consultation among the stakeholders.