



Monday, February 22, 2021
Remote Meeting
2:00 PM - 4:00 PM

OPENING SESSION 2:00 – 2:05 p.m.

1. Approval of the Agenda Bill Flanagan
2. Report from the President (no documents) Bill Flanagan
 - Report of the Committee of the Whole
 - COVID Update
 - Board-GFC-Senate Summit Update

CONSENT AGENDA 2:05 – 2:10 p.m.

[If a member has a question or feels that an item should be discussed, they should notify the Secretary to GFC, in writing, two business days or more in advance of the meeting so that the relevant expert can be invited to attend.]

Bill Flanagan

3. Approval of the Open Session Minutes of January 25 and February 8, 2021
4. New Members of GFC

DISCUSSION ITEMS 2:10 – 2:30 p.m.

5. Remote Learning John Nychka
Helen Vallianatos
Steven Dew
Wendy Rodgers

ACTION ITEMS 2:30 – 3:30 p.m.

6. Synchronous and Online Proctoring in Winter 2021 Chanpreet Singh
 - Motion 1: To Approve*
 - Motion 2: To Approve*
 - Motion 3: To Approve*
7. Proposed Rescission of GFC Policy 37 and Consideration of the GFC Programs Committee Terms of Reference Brad Hamdon
Kate Peters
 - Motion: To Approve*

DISCUSSION ITEMS 3:30 – 4:00 p.m.

8. Clean Air Strategy Andrew Sharman
Kevin Friese
Andrew Leitch

- | | | |
|-----|---|----------------|
| 9. | Integrated Asset Management Strategy (IAMS) Update | Andrew Sharman |
| 10. | Development of a GFC position on metrics associated with academic restructuring | Steven Dew |
| 11. | Question Period | Bill Flanagan |

INFORMATION REPORTS

[If a member has a question about a report, or feels that a report should be discussed by GFC, they should notify the Secretary to GFC, in writing, two business days or more in advance of the meeting so that the Committee Chair (or relevant expert) can be invited to attend.]

12. Report of the GFC Executive Committee
13. Report of the GFC Academic Planning Committee
14. Report of the GFC Programs Committee
15. GFC Nominations and Elections
 - A. [Current Membership Vacancies](#)
 - B. Report of the GFC Nominating Committee
16. [COVID-19 Governance Decision Tracker](#)
17. Information Items
 - A. Annual Undergraduate Enrolment Report 2020-2021
 - B. Report on the Isolation Accommodations Program
18. Information Forwarded to GFC Members Between Meetings
 - Announcement concerning the Dean of Engineering
 - Acting Deans - School of Business and Faculty of Nursing(2021-01-29)

CLOSING SESSION

19. Adjournment
 - Next Meeting of General Faculties Council: March 22, 2021

Presenter(s):

Steven Dew	Provost and Vice-President (Academic)
John Nychka	Vice-Provost (Learning Initiatives), Chair GFC Committee on the Learning Environment
Brad Hamdon	General Counsel and University Secretary
Kate Peters	GFC Secretary and Manager, GFC Services
Bill Flanagan	President and Vice-Chancellor, University of Alberta

Chanpreet Singh	Appointed Student Representative from the Council on Student Affairs (COSA)
Wendy Rodgers	Deputy Provost
Andrew Sharman	Vice-President (Facilities and Operations)
Kevin Frieze	Assistant Dean, Health and Wellness
Andrew Leitch	Director, ERM Programs
Helen Vallianatos	Associate Dean of Students

Documentation was before members unless otherwise noted.

Meeting REGRETS to:	Heather Richholt, 780-492-1937, richholt@ualberta.ca
Prepared by:	Kate Peters, 780-492-3477
University Governance	www.governance.ualberta.ca

New Members of GFC

MOTION TO APPOINT:

The following undergraduate student representatives to serve on GFC for a term commencing February 22, 2021 and ending April 30, 2021:

Megan Ciocchetto	Faculty of Agricultural, Life and Environmental Sciences (ALES)
Liam Pearce	Faculty of ALES

Item No. 5

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Remote Delivery and Assessment
---------------------	---------------------------------------

Item

Proposed by	Steve Dew, Provost and Vice-President (Academic)
Presenter	Steve Dew, Provost and Vice-President (Academic), Wendy Rodgers, Deputy Provost, John Nychka, Vice-Provost (Learning Initiatives), Helen Vallianatos, Associate Dean of Students

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	This item is before GFC Exec to update the committee on actions taken by the University in response to concerns raised by students about the remote learning environment at the GFC meeting on January 25th.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>Summary</p> <p>Like other post-secondary institutions across the province and country, the University of Alberta has moved most of its course offerings to remote delivery in response to public health restrictions brought about by the COVID-19 pandemic. This change has presented challenges for both students and instructors.</p> <p>Since the pandemic began, many individuals, offices, and committees have worked proactively to prepare resources and supports for students and instructors. This work has been undertaken by the PHRT Academic Impacts Subcommittee, the GFC Committee on the Learning Environment, Deans' Council, and through dialogue between students and instructors in Faculties, Departments, and service units. In the majority of cases, challenges have been resolved through collaborative conversation between instructors and students, with support from the Centre for Teaching and Learning and the Dean of Students' Office.</p> <p>We recognize that some students continue to have significant challenges with the remote learning environment. International students, particularly those students who are studying from abroad because of travel restrictions, may have particular challenges presented by remote learning. A number of students have raised concerns about the impact of connecting to synchronous learning activities from widely different time zones, as well as the impact of participation grades and remote proctoring.</p> <p>A number of potential solutions to these challenges have been suggested. The issues are complex and touch a number of other areas including academic freedom and privacy regulations.</p>

Item No. 5

	<p>The complexity of the University’s current circumstances calls for compassion, patience, and care in supporting students and instructors alike. The University is committed to working with students and instructors to ensure we overcome these challenges.</p> <p>Following the General Faculties Council meeting on January 25th, the Provost struck a Task Force on Remote Teaching and Learning, under the leadership of the Deputy Provost and co-chaired by the Vice-Provost (Learning Initiatives) and the Associate Dean of Students. Membership and the meeting schedule is underway. The Task Force will work quickly, in consultation with stakeholders, to prioritize issues, beginning with work towards reducing, and eliminating where possible, the use of remote proctoring for the spring/summer terms.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<p>Office of the Provost and Vice-President (Academic) Dean of Students Information Services and Technology Registrar Faculty Relations University Governance Deans Council of Student Affairs (Discussion, January 14, 2021) General Faculties Council (Discussion, January 25, 2021) Committee on the Learning Environment (Discussion, February 3, 2021) General Faculties Council Executive Committee (Discussion, February 10, 2021)</p>
--	---

Strategic Alignment

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="570 1514 1541 1719"> <tr> <td data-bbox="570 1514 1089 1719"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1089 1514 1541 1719"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	General Faculties Council Terms of Reference			

**Governance Executive Summary
Action Item**

Agenda Title	Synchronous Online Learning
---------------------	------------------------------------

Motion 1

THAT the Council on Student Affairs recommend that the General Faculties Council make appropriate provision for alternative delivery of lectures accessible to students in courses who cannot attend synchronous components, not including exams, until in-person delivery resumes.

Motion 2

THAT the Council on Student Affairs recommend that the General Faculties Council have an appropriate alternative way of completing the course for students facing synchronous learning accessibility challenges, such as, and not limited to, students who parent, students studying in a different time zone or having a poor internet connection, from the participation grade/weightage that is based on attendance or activities requiring students to participate synchronously, until in-person delivery resumes.

Motion 3

THAT the Council on Student Affairs recommend the General Faculties Council explore alternatives and resolve the concerns/issues related to synchronous online learning.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Chanpreet Singh, President of the International Students' Association (ISA)
Presenter(s)	Chanpreet Singh, President of the International Students' Association (ISA)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is:	<p>The proposal is before the committee because the General Faculties Council (GFC) needs to explore alternatives and resolve issues related to synchronous online learning. Students are severely suffering, mentally and academically, due to synchronous online learning practice including lectures not being accessible to students in some time zones, participation grading based on attendance or activities requiring students to participate synchronously, and banning the use of the proctoring tools violating student privacy.</p> <p>GFC is asked to make appropriate provision for alternative delivery of lectures accessible to students in courses who cannot attend synchronous components, not including exams, until in-person delivery resumes.</p> <p>GFC is also asked to consider appropriate alternative ways of completing coursework for students facing synchronous learning accessibility challenges. These may include, but are not limited to, students who parent, who study in a different time zone, who have a poor internet connection. These students should be provided with alternatives to participation grades/weightage that are based on</p>

Item No.6

	<p>attendance or activities requiring students to participate synchronously. These measures should be offered until in-person delivery resumes.</p> <p>Finally, it is recommended that GFC explore alternatives and resolve the concerns/issues related to synchronous online learning.</p>
<p>Executive Summary</p>	<p>Due to Covid-19, the University of Alberta switched to the remote delivery of the lectures. This created an additional problem for the international or out-of-province students studying remotely in varied time zones. Some courses have weighting of term work based on the attendance of the students or participation in a synchronous activity. This is leading to some students having to wake up in the middle of the night or at odd times to attend lectures scheduled on Mountain Standard Time (MST).</p> <p>Students who parent are also severely suffering due to their inability to actively participate in synchronously delivered lectures. Students from rural communities, or developing countries are also suffering due to poor internet connections, further limiting their ability to participate in a synchronously delivered lecture.</p> <p>Recording of synchronously delivered lectures or other alternatives to make course content accessible to students until in-person delivery resumes is the minimum that the University of Alberta can do to help students. Decisions to use proctoring tools, should consider the students in developing countries with hours of power cuts and poor internet connectivity.</p> <p>The GFC should acknowledge these concerns and take actions as described in the motions. While we understand that some courses might require active class participation, at the same time it is unacceptable to force a student to compromise their mental health or physical wellbeing. Concerns have been raised about pedagogy, academic integrity, Academic Freedom, and balancing the needs of a diverse group of students, but it's important to understand that they are only applicable for the short term. GFC members should recognize that Academic equity and student mental health are as important as Academic Freedom. Students are suffering mentally and the University may, in some circumstances have a duty to accommodate these students in accordance with the University's Duty to Accommodate procedure. This is why General Faculties Council (GFC) is asked to explore alternatives and resolve the concerns/issues related to synchronous online learning.</p>
<p>Supplementary Notes and context</p>	<p><i>The GFC Executive Committee discussed the motions recommended by COSA at their February 10th meeting. Using their authority to prepare the agenda for GFC as set out under 4.2 in their Terms of Reference, the Executive Committee chose to provide the following comments to GFC on this agenda item:</i></p> <p>1) The intent of Motions 1 and 2 should guide the work of the Provost's Task Force on Remote Teaching and Learning (the Taskforce), taking also careful consideration of the quality of education so that the high quality of education delivered will be preserved.</p>

Item No.6

	<p>2) The taskforce shall interpret motion 2 as encouraging that the full extent of reasonable accommodations (currently only mentioned as “but not limited to...” in the motion) be considered when providing alternatives to participation grading, and that the taskforce support with advice and strategies to meet the needs of students now and in the future.</p> <p>3) GFC should note the scope of the University's duty to accommodate and the definition of protected grounds in the Duty to Accommodate Procedure (see legislative compliance section).</p>
--	---

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • David Draper, Vice President Academic (University of Alberta Students’ Union) • Sachiketha Reddy, Vice President Academic (University of Alberta Graduate Students’ Association)
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • 30+ GFC Graduate/Undergraduate Student Members. • Council of International Students
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • University of Alberta International (UAI) • Office of the Dean of Students • Registrar and Associate registrars - University Registrar • Vice Provost Learning Initiatives • Vice Provost Programs • Public Health Response Team Academic Impacts Group • Public Health Response Team • GFC Committee on the Learning Environment • GFC Programs Committee • GFC Executive • Festival of Teaching and Learning Steering Committee • GFC Academic Standards Committee
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Council on Student Affairs (COSA) January 14, 2021 (Recommendation) GFC Executive Committee, February 10, 2021 (Recommendation on the GFC Agenda, see comments provided under Supplementary notes and context) General Faculties Council, February 22, 2021 (Approval)</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.</p>	
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p>	
	<p><input type="checkbox"/> Enrolment Management</p> <p><input checked="" type="checkbox"/> Faculty and Staff</p> <p><input checked="" type="checkbox"/> Funding and Resource Management</p> <p><input checked="" type="checkbox"/> IT Services, Software and Hardware</p> <p><input checked="" type="checkbox"/> Leadership and Change</p> <p><input type="checkbox"/> Physical Infrastructure</p>	<p><input type="checkbox"/> Relationship with Stakeholders</p> <p><input type="checkbox"/> Reputation</p> <p><input type="checkbox"/> Research Enterprise</p> <p><input type="checkbox"/> Safety</p> <p><input checked="" type="checkbox"/> Student Success</p>

<p>Legislative Compliance and jurisdiction</p>	<ol style="list-style-type: none"> 1) Post-Secondary Learning Act (PSLA): <ol style="list-style-type: none"> a. Section 32 (1) of the <i>PSLA</i> states that “A general faculties council may establish a council on student affairs to exercise immediate jurisdiction over student affairs with respect to any matters and in any manner the general faculties council determines and to exercise or perform any other powers, duties and functions the general faculties council determines.” b. Section 26(1) of the <i>PSLA</i> states that “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(...): <ol style="list-style-type: none"> c. (o) make recommendations to the board with respect to (...) any other matters considered by the general faculties council to be of interest to the university” - Section 19(3) of the <i>PSLA</i> further states that “[a] board must consider the recommendations of the general faculties council, if any, on matters of academic import prior to providing for.” 2) Discrimination, Harassment and Duty to Accommodate Policy 3) Duty to Accommodate Procedure <ul style="list-style-type: none"> - The Duty to Accommodate Procedure notes the University’s legal obligation and the shared responsibility between the University and the member of the University community requiring accommodation. Once a request for accommodation based on a protected ground has been made, or where the University should reasonably have known that an individual requires accommodation, the primary responsibility for considering and effecting an accommodation, up to the point of undue hardship, rests with the appropriate university representative. 4) Council on Student Affairs Terms of Reference 5) Assessment and Grading Policy 6) Evaluation Procedures and Grading System – University Calendar 7) Alberta Freedom of Information and Protection of Privacy Act FOIPP): Purpose of collection of information <p>(33) No personal information may be collected by or for a public body unless (...)</p> <ol style="list-style-type: none"> c. that information relates directly to and is necessary for an operating program or activity of the public body. 8) Access to Information and Protection of Privacy Policy 9) Access to Information and Protection of Privacy Procedure 10) Collective Agreement between the Board and the AASUA 2018-2020
--	---

Attachments:

1. Attachment 1 (page(s) 1 - 5) Open letter to the University Administration
2. Attachment 2 (page(s) 1 - 2) Letter to the Council on Student Affair (COSA)

Prepared by: Chanpreet Singh, ISA President, isa.president@ualberta.ca



University of Alberta
**INTERNATIONAL STUDENTS'
ASSOCIATION**

Date: December 3, 2020

Immediate Release

Open Letter to the University Administration

This letter is addressed to the University President, Provost and Academic Administration of the University of Alberta by the University of Alberta International Students' Association (UAISA, hereby ISA), to call upon the University to address the concerns related to recording of live lectures not being mandatory, participation grades and the use of remote proctoring softwares. The ISA raised these concerns earlier this year in the Council on Student Affairs (COSA), but unfortunately, the administration so far has failed to adequately address these concerns.

One particular concern raised by the ISA is the lack of live recorded lectures that could be used as resources by students, with some professors and sessional lecturers not offering any live recorded lectures at all. Adhering to the live classes schedule designed based on the MST time zone results in students living across the world compromising their sleep and well-being to attend classes. Therefore, some international students are missing live lectures or lacking enough attention and concentration while taking online courses as it is late at night in their country. These factors are negatively affecting their capabilities to effectively learn their course material, and ultimately their well-being.

We have also raised concerns regarding courses having participation weightage, to insist students to attend live lectures, again forcing international students to wake up in the middle of night for these participation credits.

Many professors are using multiple proctoring systems (i.e, SEM and ExamLock) to conduct remote proctoring for quizzes, seminars and exams. These softwares require a stable internet connection and have lighting requirements, which are not available to every international student studying around the globe. While we understand that final exams may require some sort of proctoring, making every weekly quiz or seminar proctored might be unfair to students sitting around the world, especially in developing nations. We as ISA stand by the UASU advocacy effort in banning the use of remote proctoring softwares.

International students are not in a different timezone by choice, they are in their home country due to very restricted availability of Canadian visa services, global travel restrictions and living expenses in Canada. As one of the leading internationalized universities, it is the duty of the University of Alberta to support international students in such times and address their concerns.



University of Alberta

INTERNATIONAL STUDENTS' ASSOCIATION

Our concerns have been frequently ignored by the administration, but as an advocate of international students, it is our duty and responsibility towards our community to write this open letter to the administration to make ourselves heard. The University of Alberta has 9,000+ international students, who chose University of Alberta amongst all other great institutions not only in Canada but globally, and this is how we are addressing concerns/issues that are impacting them the most by sidelining them under the name of Academic Freedom. It is unfair for the university to claim that it is not possible for it to simply make live-recorded lectures available whereas, on the other hand, it is relatively easier for the university to ask an international student to wake up at 2 am for four months.

The ISA strongly urges the University of Alberta Administration to address these concerns and make considerate decisions for the international students. The UAlberta international students' community is suffering across the globe and it is yet to see what our very own institution does to help them in such hard times. Today, the entire international students' community stands united and expresses these concerns through international student leaders who have joined this open letter initiative and their thoughts are attached to this letter.

The UAISA and entire international students' community calls upon the University of Alberta to make recording of live lectures mandatory and ban participation grades.

Regards,

Chanpreet Singh
President of ISA



Support from the entire International Students' Community

"A lot of students need to get up at mid-night to attend courses, seminars and labs, with eight-hour time differences. We feel that studying in such a way is harmful to our physical and mental well-being, and makes it more difficult for us to obtain achievements in those courses we are attending. So we hope that the university can make arrangements regarding this issue to ease our struggles, and make the opportunity for every student in U of A to obtain knowledge and make progress as fair as possible. "

- Kevin Tang,
President of the Chinese Students and Scholars Association

"The University of Alberta's Black Students' Association stands behind the International Students' Association in their open letter to the University of Alberta. We at the UABSA are committed to helping the international black identifying students at the University of Alberta, this includes advocating for students to have equal access to their classes. We understand that this time has been stressful and challenging for all however, that does not take away the fact that each and every student should have equal access to attending lectures and seminars even if they are in a different time zone. For this reason, the UABSA stands behind the recommendation to make it a priority for professors to record their lectures for international students. "

-Celine Caruso Dixon
President of the Black Students' Association

"As the president of the Indian Students' Association, It is extremely sad to see students who are currently abroad, go through so much, than the rest of us during these tough times especially on factors that are accommodable. Research has shown that sleep loss leads to learning and memory impairment, as well as decreased attention and vigilance, which can eventually lead to low grades and potentially lead them into a negative feedback loop. Considering the long-term consequences of our actions right now, I would like to appeal for providing the students with flexibility, in the terms of recorded lectures and to forgo participation grades to ease their burden. I sincerely hope that the university will reconsider its decision and make this a norm to support its students."

-Priyanka Maripuri
President of the Indian Students' Association



University of Alberta

INTERNATIONAL STUDENTS' ASSOCIATION

“International students are at a disadvantage in this new online environment with mandatory live lectures, having to wake up at irregular hours to receive marks for their classes. As the university strives to create an environment with EDI at the forefront, it is crucial that recorded lectures are available to students across the globe. To create equity in our learning, it is essential that these recordings are provided to students.”

-Nicole de Grano & Rupert Gomez
Co-Presidents of the Philippine Students' Association

“The university experience makes a great difference in nourishing one's personality, in the times we are living in I believe the International Student Community is already at a great disadvantage and going through enough stress, so not providing the International students with proper resources such as recorded lectures is just setting them up for failure. I cannot stress this enough, I do strongly support the ISA for taking the initiative and bringing this matter to the responsible personnel, and would like to see the University take proper actions to address this issue.”

-Maimoona Kanwal
President of the Pakistani Students' Association

“Vietnam is 14 hours ahead of the MST time zone, forcing many of our international Vietnamese students to attend classes anywhere from 10PM to 5AM. A lot of homes in Vietnam are small, and oftentimes study and bedroom spaces are shared with other family members. It is incredibly hard for students to wake up to attend live lectures in the middle of the night while also trying to be considerate to their family.”

-Noella Chu
President of the Vietnamese Student's Association

“Through these dynamic times, it is important to understand how decisions made can affect students, both locally and internationally. Adapting to the intersect between recent changes in education and the current global circumstance can already be a task of its own, however introducing new obstacles to those who live in different time zones can be overbearing. It is essential to recognize the needs of students and offer a fair system in which education prosperity can be achieved. Not only can these changes prove to be beneficial to the academic success of students, but also to their mental health.”

-Elfas Johannes
President of the Eritrean & Ethiopian Students' Association



University of Alberta

INTERNATIONAL STUDENTS' ASSOCIATION

“Some professors refuse to record lectures on the basis of “encouraging students to attend live lectures to not miss anything behind.” I believe that this is unreasonable and discriminatory against international students who are not currently residing in Canada due to time difference. This is a trying time for all of us, educators and students, but we do hope that in order for students to study and for educators to instruct optimally, recorded lectures, more diverse availability times for office hours and banning participation grades will be the most beneficial solution to both students and educators.”

- Salsabila Natasha Andhika Putri
President of the Indonesian Students' Association

"The Nigerian Students' Association at the University of Alberta is committed to ensuring that Nigerian students enjoy a rich and fulfilling learning experience. The presentation of lectures and exams in a synchronous manner places a vast disadvantage to students residing outside of Canada. While we recognize the need to ensure academic integrity, it is also crucial to ensure academic fairness. Requiring students to attend lectures or write examinations at really late hours is far from equality, in our opinion. It is vital to have all classes recorded and available to be watched at the students' earliest convenience. We strongly urge the University of Alberta's Administration to consider this request in preparation for Winter 2020 and upcoming semesters hosted virtually.

-James Aina
President of the Nigerian Students' Association



University of Alberta

INTERNATIONAL STUDENTS' ASSOCIATION

Date: November 2, 2020

Office of the Vice President Academic

Impact of Online Learning on International Students

Covid-19 has made this academic year a challenging one for the entire UofA Community. The international student community overseas is currently facing increasingly hard challenges when trying to navigate through the technical aspects of remote learning. This document shall summarize a few of the challenges faced by international students.

Issue with Lectures not being recorded:

One particular concern raised by our community is the lack of live recorded lectures that students could use as resources, and which some professors and seasonal lectures are not offering at all. ISA is committed to raise awareness and foster changes regarding this issue. For international students overseas, time zone differences are affecting their ability to productively engage in online classes, mainly because of the odd times some lectures are being delivered in their home countries (e.g. very early mornings). It is also important to understand that our university has students from over 156+ countries, some of these students are in countries where there are no adequate internet connections, and hence are highly affected by the delivery of online live classes. Therefore, some international students are missing live lectures or lacking enough attention and concentration while taking online courses. These factors are negatively affecting their capabilities to effectively learn their course material, and ultimately their well-being.

Adhering to the live classes schedule designed based on the MST time zone results in students living across the world compromising their sleep and well-being to attend classes. Making the recordings available is crucial for the well-being and success of international students (currently residing around the world in different time zones) as they would be able to watch the lectures at a more appropriate schedule instead of joining classes in the middle of the night in some countries, as mentioned earlier. Recording lectures made available for later review could also potentially assist students in general to do better in the course as they would be to study the material multiple times and with better attentiveness.



Issue with Participation grade:

Few courses have participation weightage, to insist students to attend live lectures. While we understand that the motivation behind participation marks is to increase students participation and attendance, at the same time forcing international students to wake up in the middle of night for these participation credits is not valid. While, mandating attendance for a single lecture over the term for in-class activity is an exception, expecting students to attend every lecture in the middle of night is a concern. This would eventually lead to unfair performance evaluation of students from a different time zone.

Issue with Proctoring Systems - Smart Monitoring System (SEM) or ExamLock

Many professors are using multiple proctoring systems (i.e, SEM and ExamLock) to conduct remote proctoring for quizzes, seminars and exams. Such systems block the users computer and monitor students movements using webcams and audio/screen recorders. We understand that it is essential to proctor exams for academic integrity purposes, but it is also important to understand that our university has students from over 156+ countries, with not all of them having access to adequate internet connection. Students have also informed ISA about hardship in meeting the lightning requirements when using the proctoring systems. In addition, many countries do not have adequate electricity supply, thus leading to unpredictable power outages while writing exams on SEM or ExamLock. While we understand that final exams might need some sort of proctoring but making every weekly quiz or seminar proctored might be unfair to students sitting around the world, especially in developing nations.

Conclusion:

As an international student advocating body at the University of Alberta, we bring forward aforementioned concerns to the university administration and seek cooperation in resolving the concerns as we believe no student should have to wake up at odd times (for example, 3 am in the morning) for a whole term to attend classes. We understand that these are difficult times for both students and professors. The professors and students are both currently undergoing a learning process in which different means of technology/technique have to be experimented with, to understand what works best for online education. Most of the concerns outlined in this document are solvable by providing specific instructions to the professors such as making it mandatory for every lecture to be recorded, banning participation grades forcing students to attend more than one lecture, and restricting proctoring tools to only final exams or very essential components of a course. ISA looks forward to hearing more from the administration on the issues outlined in this document and we are committed to work together in resolving the aforementioned issues.

Governance Executive Summary
Action Item

Agenda Title	Proposed Rescission of GFC Policy 37 and Consideration of the GFC Programs Committee Terms of Reference
---------------------	--

Motion

THAT the General Faculties Council rescind GFC Policy Manual Section 37

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	University Governance
Presenter(s)	Brad Hamdon, General Counsel and University Secretary Kate Peters, General Faculties Council Secretary

Details

Office of Administrative Responsibility	General Faculties Council
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal to rescind GFC Policy 37 is the final step in the reorganization of program approval processes. Before considering the proposed rescission, GFC shall consider whether it wishes to revise the Programs Committee Terms of Reference.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The <i>ad hoc</i> Committee on Program Approval Processes was established by GFC Exec on January 14, 2019 with the purpose:</p> <p style="padding-left: 40px;">To review current approval processes and propose revised pathways that will be transparent, straightforward and will incorporate the recommendations of the report of the ad hoc committee on Academic Governance including Delegated Authority, and other issues that have arisen since the report was endorsed by GFC.</p> <p>The final proposal approved by GFC May 25, 2020 created a single standing committee, the GFC Programs Committee, responsible for a cohesive, transparent, and streamlined approach to the program approval process. The GFC Policy Manual Section 37 must be rescinded to complete the changes.</p> <p>Section 37 of the GFC Policy Manual lays out the previous process for course and minor program changes that is now superseded by the delegated authority from GFC to the GFC Programs Committee as laid out in their approved Terms of Reference. The proposed rescission will eliminate the conflict between GFC Policy 37 and the approved committee terms of reference.</p> <p>At the October 19th meeting of GFC, the proposed rescission of Policy 37 was deferred to allow for discussion of Academic Restructuring. The approved motion to table the rescission for consideration at a later meeting also requires them to consider whether GFC wishes to revise the Programs Committee Terms of Reference. Specifically, a motion was submitted by a GFC member to revise the Terms of Reference of the GFC Programs Committee that would require rescission of the</p>

Item No. 7

	<p>delegated authority to Programs Committee to approve new programs, modifications of existing programs, and program terminations. The proposed changes would have the Programs Committee recommend to General Faculties Council on:</p> <p><i>a. introduction and modification of academic programs</i> <i>b. termination of academic programs and report to GFC and APC for information.</i> <i>c. introduction, modification, and termination of programs from the Centre collegial de l'Alberta</i></p>
<p>Supplementary Notes and context</p>	<p>Rescission of the GFC Policy Manual:</p> <ul style="list-style-type: none"> - <i>GFC Executive Committee recommended that General Faculties Council approve the Rescission of the GFC Policy Manual on September 14, 2020</i> <p>Delegated Authority to the GFC Programs Committee</p> <ul style="list-style-type: none"> - <i>The General Faculties Council has delegated authority to approve the introduction and modification of programs to the GFC Programs Committee. This authority was previously delegated to the Academic Standards Committee and the Academic Planning Committee.</i> - <i>The work of the Programs Committee with delegated authority from GFC resulted in 30 motions being approved up to their January meeting. These decisions are usually time sensitive related to admissions and program cycles. Bringing this work to GFC will present difficulties in terms of agenda planning for Executive Committee, and for General Faculties Council in terms of meeting efficiency.</i> - <i>Suspension of programs begins at the Department and Faculty level and are approved by GFC and the Board before consideration by the Ministry who has the authority to approve.</i> - <i>Termination of programs typically follows a five-year teach out period and does not require Board approval before submission to the Ministry. The authority has been delegated to the Programs Committee and was previously delegated to the Academic Standards Committee.</i> - <i>The GFC Principles of Delegation of Authority state:</i> <ul style="list-style-type: none"> o (7) "Withdrawal of delegated authority should be considered judiciously based on the best interest of the institution and cannot be done retroactively." o (8) "An officer or body is not compelled to exercise delegations. The fact that a delegation is held does not oblige the officer or body to exercise the delegation if, in the opinion of the delegate, some special or unusual circumstances are involved which make it sensible that the issue should receive consideration at a more senior level."

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p>	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • GFC Academic Standards Committee, Sept 19 and Oct 17, 2019, Jan 16 and Apr 16, 2020 • Advisory Committee of Associate Deans Undergraduate, Sept 26, 2019, Jan 23, 2020
---	---

Item No. 7

<p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<ul style="list-style-type: none"> • GFC Academic Planning Committee, Sept 25, 2019, Nov 27, 2019, Jan 15 and Apr 15, 2020 • GFC Executive Committee, Oct 7, 2019, Jan 13 and Apr 6, 2020 • General Faculties Council, Oct 21, 2019, Jan 27, 2020 • GFC Executive's Transition Committee, Jan 8, 2020 • GFC Nominating Committee, Feb 12, 2020 • Faculty of Graduate Studies and Research Council, Jan 22, 2020 • FGSR Policy Review Committee, Oct 2, 2019 • GFC Executive Committee, May 11 2020 • General Faculties Council, May 25, 2020 • Program Support Team, August 27, 2020
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Executive Committee, September 14, 2020 (for recommendation) General Faculties Council, September 28, 2020 (deferred) GFC Executive Committee, October 5, 2020 GFC, October 19, 2020 (deferred with motion to consider the Programs Committee Terms of Reference) GFC Programs Committee, November 19, 2020 (for discussion on Terms of Reference and mandate) GFC Executive Committee, January 11, 2021 (for discussion on Program Committee mandate and Terms of Reference) GFC Executive Committee, February 10, 2021 (for approval of the GFC agenda) General Faculties Council, February 22, 2021 (for approval)</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Objective 21 Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
<p>Legislative Compliance and jurisdiction</p>	<p><i>Post-Secondary Learning Act</i> GFC Programs Committee Terms of Reference GFC Executive Committee Terms of Reference General Faculties Council General Faculties Council Principles of Delegation of Authority</p>			

Attachments

1. GFC Programs Committee Terms of Reference
2. GFC Policy Manual Section 37: Two Column Comparison

Prepared by: University Governance

37. Courses and Programs: General Regulations and Course and Program Changes

Note from the University Secretariat: The Post-Secondary Learning Act gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over "programs of study" for any "degree or diploma" (section 26(1)(b) and (c)) and also over the "granting and conferring of degrees other than honorary degrees" (section 26(1)(f)). GFC has thus enacted policies concerning Course and Program Changes, as set out below.

The complete wording of the section(s) of the Post-Secondary Learning Act, as referred to above, and any other related sections, should be checked in any instance where formal jurisdiction or delegation needs to be determined.

37.1 Approval of New Courses; Challenging Procedures; Changes to Existing Programs; Discontinuance of Service Courses

A. Submission of Course Change Proposals and Circulation by Secretary to GFC

REMOVE (Outdated)

All course changes, including the provision or discontinuance of service courses offered by one Faculty to another, shall be submitted in the first instance to the Faculty Councils for approval.

Course changes shall be forwarded to the Secretary to GFC from the Faculty Councils.

All program changes, and any course changes which affect the nature or course-sequencing of a student's program, will normally take effect in the academic year following their approval (i.e., the year the information is published in the Calendar). Exceptions may be made jointly by the Offices of the Vice-President (Academic) and the Registrar.

The Secretary shall keep a circulation list of Deans, Department Chairs and other interested parties to whom the course changes will automatically be sent. In accordance with the circulation list, the Secretary to GFC shall circulate once per month, during the first week of each month, all course changes received and they will be subject to challenge.

Note from the University Secretariat: On an annual basis, The Office of the Registrar and Student Awards will circulate internally (i.e., to the Registrar's Office), for information, a listing of courses for which approval has been granted by either the Provost or the Board of Governors to assess additional instructional support (miscellaneous), cost recovery, or alternative delivery fees.

The text that will be added to the course

Indicate in Guidelines and *Calendar* Guide: "Changes to service courses offered by one Faculty to another, including proposals to discontinue them, will require Faculty-to-Faculty consultation and review by the Program Support Team before PC approval.

REMOVE (Administrative)

To be added to the [Changes in Regulation Section in the University Calendar](#)

REMOVE (no longer relevant)

Interested parties may request to be added to the FYI list for the GFC Programs Committee meeting materials. Those with questions or concerns can reach out to the committee coordinator.

REMOVE (no longer accurate)

REMOVE (No longer accurate)

descriptions that require payment of additional instructional support fees is as follows:

?Course requires payment of additional instructional support fees (see Student Instructional Support Fees Policy in UAPPOL).?

The text that will be added to the course descriptions for alternate delivery or cost recovery courses is as follows:

?May contain {alternative delivery/cost recovery} sections; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.?

B. Challenges of Course Proposals

General Faculties Council policy regarding course change procedures is so interpreted that the following shall be circulated and subject to challenge:

- a. offering of new courses
- b. dropping of existing courses
- c. changes to the content of existing courses which alter the nature of the course
- d. changes in prerequisites, options and weights.

Challenges which can not be resolved between the Faculties concerned shall be reported to the Secretary to GFC within two weeks of circulation. Challenges may emanate from any person.

Upon receiving notice of challenge, the Secretary to GFC, having ascertained that

REMOVE (Approval of new courses and changes to existing courses included in Programs Committee Terms of Reference)

attempts to resolve the difficulty have been made both at Departmental and Faculty level, shall notify immediately the Dean and/or Department Chair concerned and have the challenge placed before the Executive Committee of General Faculties Council for final resolution.

In those cases where the Executive Committee is of the opinion that a policy issue is involved, it will place the issue before General Faculties Council. Course challenges can only be made with respect to individual courses and must be accompanied by reasons relating to the specific course in question.

The Executive Committee shall decide whether a challenge is frivolous and an appeal from such a decision shall lie to General Faculties Council.

C. Automatic Approval Date for Course Proposals

Faculties may assume that their course changes have been finally approved if no notice of challenge is received from the Secretary to GFC by the expiry of the third week after circulation.

D. Deletion of a Service Course

The Secretary to General Faculties Council shall be informed of all withdrawals of service courses* in order that a record may be kept.

If agreement is reached between a servicing and a serviced Faculty on a proposed withdrawal of a service course, then approval need not be sought from General Faculties Council nor from the Executive Committee.

If agreement cannot be reached between the servicing and serviced Faculty on a proposed

REMOVE (No longer accurate)

REMOVE. To be added to administrative guidelines: Services courses were defined by GFC as basic courses applicable to other disciplines that should be taught by the Department charged with responsibility for the basic discipline. (GFC 26 MAY 1975) New service courses or modification of existing services courses, where more than one faculty is impacted, will require Faculty-to-Faculty consultation and review by the Program Support Team before PC approval.

REMOVE (Authority lies with the GFC Programs Committee)

withdrawal of a service course, the matter should be referred to the GFC Executive Committee. If the Executive Committee is unable to resolve the problem, the matter should be referred to General Faculties Council.

For information on the GFC ad hoc Committee on Service Courses, see 37.3.1.

* NOTE FROM THE UNIVERSITY SECRETARIAT: Faculties are asked to denote on their submissions those courses which are considered to be service courses.

E. Changes to Existing Undergraduate Programs

1. Faculty Councils shall approve program changes and submit them to the Secretary to GFC.

2. The Secretary to GFC shall then:

a. Circulate the changes in accordance with procedures governing course changes. Challenges should be lodged with the Secretary to GFC, who shall notify the Registrar and the Provost and Vice-President (Academic) of any challenge. Changes to existing programs may not be implemented until a challenge is resolved,

and,

b. Forward program changes to the Provost and Vice-President (Academic), who will discuss them with Deans of affected or interested Faculties and the Chair of the GFC Academic Standards Committee, where the Provost and Vice-President perceives this to be necessary or useful. (GFC 29 SEP 2003)

3. Any challenge to a program change arising

REMOVE (Covered in the GFC Programs Committee Terms of Reference)

REMOVE (To be added to the "Guidelines" : All changes impacting more than one Faculty, will require Faculty-to-Faculty consultation and review by the Program Support Team before PC approval.; 'Guidelines' document will contain instructions on consultation

REMOVE (no longer relevant)

REMOVE (Consultation advice will be included in the 'Guidelines' doc)

from step 2(a) shall be coordinated by the Secretary to GFC, in consultation with the Provost and Vice-President (Academic), who together will ensure that Faculties are subject to only one negotiation procedure and approval route. (GFC 29 SEP 2003)

4. Any concerns of another Dean or Deans or of the Provost and Vice-President (Academic), arising from step 2(b), shall be discussed with the Dean of the originating Faculty, who may, if the Dean sees fit, recommend to his/her Faculty Council a revision of the changes.

a. If the proposed changes are not accepted by the Deans and the Provost and Vice-President (Academic) the changes, together with supporting and opposing statements, will be considered by APC and submitted to the Executive Committee of GFC, which shall hear representations from the Deans and/or the Provost and Vice-President (Academic), and shall then approve or reject the proposed changes.

b. Any Dean may appeal the decision of GFC Executive to GFC itself.

F. Faculty of Extension Courses and Programs: Approval Route (See also Section 12, 1, 3, 14)

1. GFC delegated to the Academic Standards Committee the authority to approve new non-credit programs and program expansions in the Faculty of Extension. Where additional funding and/or space is required, ASC would provide a recommendation on the proposed program to the GFC Academic Planning Committee (APC); APC, in turn, would have the GFC-delegated authority to give final approval for the overall program. (GFC 29 SEP 2003)

REMOVE (no longer relevant)

REMOVE (Now covered by GFC Programs Committee Terms of Reference)

2. GFC delegated to the Provost and Vice-President (Academic) the authority (a) to approve new non-credit courses or major changes in the content or delivery of existing non-credit courses in the Faculty of Extension and (b) to receive and resolve challenges concerning these courses.

3. GFC delegated to the Academic Standards Committee the authority to make a decision on any challenge made to an Extension non-credit course which the Provost and Vice-President (Academic) has been unable to resolve. (GFC 30 MAR 1981) (GFC 29 SEP 2003)

4. Credit programs and courses in the Faculty of Extension will follow the normal route as outlined in Section 3 and Section 37.1.

G. Changes to Existing Graduate Programs

1. All proposed changes to existing graduate programs shall be submitted to the Dean of the Faculty of Graduate Studies and Research (FGSR);

2. The Dean of FGSR shall assess the proposed changes and identify those deemed to be editorial or administrative and internal to the academic program of the unit submitting the change. These, if approved by the Dean, will be submitted directly to the GFC Secretary to be circulated to interested staff for information;

3. Changes which are deemed to be of a major nature, or minor changes which have potential impact on other units, shall be submitted to the Council of FGSR for ratification;

4. Minor Changes which are approved by the Council of FGSR shall be submitted to the Secretary of GFC for information. The GFC

REMOVE Now covered by the GFC Programs Committee Terms of Reference. (See FGSR [Graduate Program Manual](#) for administrative details)

Secretary will circulate the changes to interested staff for information.

5. Major Changes which are approved by the Council of FGSR shall be forwarded to the Provost and Vice-President (Academic). The Provost and Vice-President (Academic) will assess the nature of the change and may approve proposals which have a clear and current precedent or analogue, involve no request for additional funds or space, and appear (after appropriate consultation) not to raise jurisdictional questions or larger issues of University-wide support.

Proposals which do not meet these criteria will be routed through the University's committee system by the Provost and Vice-President (Academic).

6. Minor Changes are those which do not change the basic nature and/or intent of the program. Major Changes are those which change the basic nature and/or intent of the program, or which result in a change or addition to the degree designations of the Faculty of Graduate Studies and Research.

(See also Faculty of Graduate Studies and Research, Section 63.)

H. Courses Recommended for Admission

The GFC Academic Standards Committee does not consider courses recommended for admission (as opposed to courses required for admission); these proposals instead will be submitted to the Secretary to GFC to be circulated for information only. (GFC 29 SEP 2003)

37.2 Course Numbering and Naming System

REMOVE (No longer accurate)

REMOVE and add to 'Guidelines' doc. Currently covered by the UAlberta Calendar Guide and in the *University Calendar*

Course numbers which are deleted shall not be reused for a minimum of five years (ten years is preferred). This period of retirement is necessary to prevent confusion of the academic record by students, advisors, and those who refer to transcripts. (GFC 17 JUN 1996)

Faculties are discouraged from presenting proposals to renumber courses at the same number level (eg, from one 200-level number to another 200-level number) because of the confusion that this can create for students, academic records, advisors, departments, Faculties, administrative systems and transfer institutions. Strong academic reasons must be provided for such proposals. (GFC 17 JUN 1996)

Recommendations to renumber courses at the same level shall be proposed by the appropriate Faculty Council, circulated according to the procedures described in Section 37.1, and, in the absence of unresolved challenges, submitted to GFC Executive for ratification. Course renumbering to a different number level will normally be accomplished by deleting the current course and introducing a new course at the new level. (GFC 17 JUN 1996)

Course subject names shall designate broad areas of study (often an entire department) and shall not be used to designate numerous specializations. Faculty Councils shall endeavour to keep the number of subject names in the Faculty to an acceptable minimum. Subject names shall not be added or changed except for strong academic reasons. Changes made to subject names can create problems for students, other departments, other Faculties, administrative systems, and other institutions which are involved in transfer agreements with the

University of Alberta. (GFC 17 JUN 1996)

New course subject names and their abbreviations shall be proposed by the appropriate Faculty Council, circulated according to the procedure described in Section 37.1, and, in the absence of unresolved challenges, submitted to GFC Executive for ratification. (GFC 17 JUN 1996)

The single designation of INT D shall be adopted for all interdisciplinary courses.

The following course number system shall be used for all new courses proposed after June 17, 1996:

000-099 Pre-University

100-199 Basic Undergraduate. Normally requires no university-level prerequisites. Designed typically for students in the First Year of a program.

200-299 Undergraduate. Prerequisites, if any, would normally be at the 100-level. Designed typically for students in the Second Year of a program.

300-399 Undergraduate. Prerequisites, if any, would normally be at the 200-level. Designed typically for students in the Third Year of a program.

400-499 Advanced Undergraduate. Prerequisites, if any, would normally be at the 300-level. Designated typically for students in the Fourth Year of a program.

500-599 Graduate. Designated for graduate students and certain advanced or honors undergraduate students in their final Year.

600-799 Graduate Courses.

REMOVE (Included in the [University Calendar Glossary](#) and course prefix list and to be added to the Calendar Guide)

REMOVE (see [Calendar Details of Courses](#))

800-899 Special Registrations

900-999 Graduate Thesis and Project Numbers

For the purposes of program descriptions and prerequisite designation, courses numbered 100-199 will be designated as Junior Courses and courses numbered 200-499 will be designated as Senior Courses. (GFC 17 JUN 1996)

Note: Some exceptions to the course number system described above have been granted to the Faculty of Law and the Faculty of Medicine and Dentistry. (GFC 17 JUN 1996)

Course titles should be as brief and general as possible. Care should be exercised to not recommend changes to existing titles which would suggest to a reader of the academic record that the course material has been substantially modified. In the case of a substantial modification of course content, a new course should be proposed. (GFC 17 JUN 1996)

37.3 Service Courses Policy

General Faculties Council reaffirms its present policy that basic courses applicable to other disciplines should be taught by the Department charged with responsibility for the basic discipline. (GFC 26 MAY 1975)

37.3.1

Since expertise and facilities in our university are organized according to departmental subdivisions, and since the duplication of staff and facilities is inefficient and impractical, General Faculties Council believes that Faculties can rightfully expect that properly qualified instructors from relevant

REMOVE and add to 'Guidelines' document.

REMOVE and add to 'Guidelines' document.

Departments will teach service courses on request. (EXEC 09 SEP 2002)

37.3.2

Individual Faculties have the right to determine the programs of their students, subject only to General Faculties Council's approval. This right, to be meaningful, must be taken to mean that Faculties can, if they wish, define the objectives of service courses (although it is assumed that, rather than specify specialized variants, Faculties will use existing standard courses wherever possible). (EXEC 09 SEP 2002)

37.3.3

Although Faculties have the right to determine course objectives, the means by which course objectives are to be attained must finally be the responsibility of the servicing Department, where subject matter expertise resides. (EXEC 09 SEP 2002)

37.3.4

Students at the University of Alberta must have access to all courses that form part of their program (as detailed in the University Calendar), and should not be discriminated against on the basis of their Faculty of registration. (EXEC 09 SEP 2002)

37.3.5

Historically, funding for Faculties has recognized the service teaching role. It is therefore incumbent on Faculties to see this role as part of their obligations. (EXEC 09 SEP 2002)

37.3.6

Given points (4) and (5) above, any attempt

to limit enrolment on a discriminatory basis in courses that form part of the program of students outside the Faculty will not be permitted. (EXEC 09 SEP 2002)

37.3.7

At the same time, program changes in Faculties that have an impact on service burdens for other Faculties require discussion and agreement between Faculties. (EXEC 09 SEP 2002)

Faculties seeking changes to existing programs must consider and seek the agreement to any impact of the proposed program changes on the library system and on course enrolments in other academic units. (EXEC 09 SEP 2002)

Any new program proposal going forward for approval will require a service impact statement. Where the affected Faculties and/or Library are in agreement this statement will note that fact and details of the arrangement. (EXEC 09 SEP 2002)

Where there is disagreement, the Office of the Provost and Vice-President (Academic) will assist in mediation. (EXEC 09 SEP 2002)

37.3.8

In order to ensure fairness in allocation of funds, the Office of the Provost and Vice-President (Academic) will recognize not only enrolment targets as mandated under Section 50 of this Policy Manual but also undergraduate course registrations and graduate enrolment. (EXEC 09 SEP 2002)

37.4 Repeating of Courses

1. Students may not repeat any university

course passed or courses for which they have received transfer credit except for reasons deemed sufficient, and verified in writing, by the Dean of the Faculty in which they are enrolled.

2. Only one re-registration for credit or audit will be permitted in any failed university course, except for reasons deemed sufficient by the Dean (or delegate) of the Faculty in which a student is enrolled.

3. Only one re-registration for credit or audit will be permitted in any university course in which a student has received a final grade of W, except for reasons deemed sufficient by the Dean (or delegate) of the Faculty in which a student is enrolled.

4. In cases where a student contravenes regulations 1., 2. or 3. above, the Dean (or delegate) may withhold credit or indicate the course as extra to the degree, on the course registration that contravenes the regulation.

5. Students may repeat a first-term course in the second term, if it is offered, as long as the student complies with regulations 1., 2. and 3. above.

6. An undergraduate student who, because of unsatisfactory academic performance is either required to withdraw, and/or required to repeat a year, and/or put on probation, will retain credit for courses in which grades of D or higher have been attained during the period for which the student's performance was evaluated as unsatisfactory. Notwithstanding this credit, Faculties may require substitution of other courses in programs in which full course loads are required. (EXEC 17 JUN 2002)

7. The Faculties of Law, Medicine, and Dentistry were granted exemption from the

REMOVE (See *Calendar* [Transfer of Credit](#))

REMOVE (See [Reregistration of Courses](#) in the *University Calendar*)

REMOVE (See *University Calendar* [Academic Regulations](#))

revision to Section 37.5.6 above, retroactive to April 11, 1983.

8. The Faculty of Pharmacy and Pharmaceutical Sciences was granted exemption from item 6 above. (EXEC 13 NOV 1990)

9. The Faculty of Engineering was granted exemption from item 6 above, effective 2002-2003. (CAAST 16 MAY 2002)

NOTES:

1. The new policy takes effect September 1, 1988.

2. Withdrawals recorded on a student's record prior to September 1, 1988 would not be included in that re-registration count.

3. Students are responsible for monitoring the number of times they have repeated a course.

4. Withdrawals (W's) in a course will be considered together with failures (WF's or F's) when a Faculty is restricting the number of multiple registrations in a course.

Questions about this policy should be directed to the Registrar.

37.5 Course Flexibility

ADC Report on Greater Flexibility of Course Offerings at Undergraduate Level

In the course of discussions within the Academic Development Committee concerning the development of interdisciplinary studies at the University the question of flexibility of course offerings at the undergraduate level arose. It was suggested

REMOVE (outdated)

REMOVE (Add language to Guidelines document as a statement of principle)

that there was a need felt among some students to have a greater selection of courses to make up their degree programs. These students did not want degrees made up of completely unrelated courses since in most cases a pattern or a direction would emerge from the courses they chose.

The Committee felt that the possibility should be looked at of finding new combinations of courses that would make meaningful patterns of study for students who wished to have a wider range of courses from which to choose.

In order to determine the existing degree of flexibility amongst Faculties and Departments in the offering of courses at the undergraduate level, the Academic Development Committee asked the Office of Institutional Research and Planning to carry out a study of this matter. The preliminary Report Describing Course Flexibility and Interdisciplinary Studies at the Undergraduate Level, dated November 1971 is available in the Office of the Secretary. The general conclusion of the Preliminary Report is that students' freedom to take options outside the Faculty in which they are registered varies widely depending on the Faculty with which the students are affiliated and the degree program in which students are enrolled, as follows:

1. in some professional Faculties the programs are structured to educate students for relatively specific occupations. Their programs, therefore, tend to have a high proportion of required courses and in some of these Faculties there are few options;

2. in the Faculties of Arts and Science the student has greater freedom in designing a program, but must normally restrict choices to the offerings in these two Faculties. Honors programs which are designed to provide depth in a non-applied area, indirectly limit

the number of options by requiring many courses in the area of specialization;

3. faculties in which the educational goals combine applied and basic education allow the greatest flexibility, since students have considerable freedom to choose options of both types.

Having considered the Preliminary Report, the Academic Development Committee has concluded:

1. that flexibility of course programming is the first step to interdisciplinary studies;

2. that restrictive regulations should be relaxed where possible in order to enable students to choose more freely from the course offerings of various Faculties.

The Academic Development Committee therefore recommends:

1. that Departments be asked to re-examine the number of required courses their students must have in their major field of study before the Department would approve the program as, for example, a degree in Physics or a degree in History;

2. that Departments be asked to re-examine their total programs, with particular emphasis on prerequisites and other restrictions to enrolment, whether or not they are actually legislated;

3. that the Faculties of Arts and Science be asked to re-examine the reasons for the restrictions in allowing credit for courses taken in other Faculties, with a view to easing the restrictions;

4. that in order to make more options available in practice, provision be made in

university scheduling to make this possible;

5. that Faculties be encouraged to provide adequate counselling to assist students in the selection of courses or programs best designed to meet their interests;

6. that Faculties be prepared to inform the Academic Development Committee as to their progress in implementing the recommendations of the Committee.

37.6 Withdrawal from Courses (effective 1999-2000)

Students may not officially withdraw from a course after the Withdrawal Deadline. All students registered in a course after the Withdrawal Deadline will be assigned a final grade by the instructor, based on course work completed.

Faculties shall have discretionary authority to waive withdrawal deadlines for their own students in exceptional circumstances such as illness or domestic affliction.

37.7 Prerequisite and and Corequisite Course Requirements

For admission to a course with a prerequisite requirement, the minimum grade which must be obtained in the prerequisite course shall be a D. (GFC 28 JUN 1976) (EXEC 05 OCT 1976) (EXEC 16 OCT 1981) (EXEC 17 JUN 2002)

The new policy with respect to a grade of D in a prerequisite course shall take effect in the 1977-78 Academic Year and shall affect students entering the senior course.

37.7.1 Prerequisite Course Requirements

REMOVE (see *Calendar* [Adding or Withdrawing from Courses after the Registration Deadline](#))

REMOVE (see *Calendar* [Prerequisite and Corequisite Course Requirements](#))

Students registering in courses for which a prerequisite is listed must meet the prerequisite requirements. A grade of D is the minimum grade acceptable in a course which is to be used as a prerequisite. Departments may cancel the registrations of students in courses offered by the Departments who do not meet the prerequisite requirements as stated in the course descriptions in this calendar.

Degree credit may be withheld for courses with prerequisite requirements if the prerequisite requirements have not been met or have not been waived in writing.

Where a prerequisite is stated, it is understood that equivalent courses may be used to satisfy the requirement. In addition, the prerequisite requirements may be waived with the written approval of the Department that offers the course.

Students who are unsure that they meet the prerequisite requirements in a course, or who wish to obtain permission to have a prerequisite waived, should consult the Department offering the course. (EXEC 03 OCT 1988)

37.7.2 Corequisite Course Requirements

Students registering in courses for which a corequisite is listed must also register in the corequisite course or have previously passed the corequisite course with a minimum grade of D. Departments may cancel the registrations of students in courses offered by the departments who do not meet the corequisite requirements as stated in the course description of this calendar. Degree credit may be withheld for courses with corequisite requirements if the corequisite requirements have not been met or have not

been waived in writing.

Where a corequisite is stated, it is understood that equivalent courses may be used to satisfy the requirements. In addition, the corequisite requirements may be waived with the written approval of the Department that offers the course.

Students who are unsure that they meet the corequisite requirements in a course, or who wish to obtain permission to have a corequisite waived, should consult the department offering the course.

Courses with corequisite requirements may only be used for degree credit if the corequisite requirements have been met or waived in writing. A grade of D is the minimum grade acceptable in a course used as a corequisite.

37.8 Quotas on Courses

See Enrolment Management, see Section 50.

See Course Weight - see Section 61.

37.9 Course Weighting

Note: Course description symbols and figures are given in the Calendar in the Course Listings section.

37.9.1 General

In the normal case, courses will be weighted in terms of their hours of instructional delivery. A course which consists of three hours per week of lectures or stand-alone seminars for one term of Winter Session (eg, 3-0-0 or 0-3s-0) shall be weighted as three units of course weight (i3). Except for courses offered by the Faculty of Engineering

REMOVE (See Enrolment Policy. Section 50 has been rescinded)

REMOVE (See *Calendar* [Details of Courses](#))

additional laboratory hours will not increase this weight (eg, 3-0-3 is also i3).

In the general case, then, one unit of course weight is assigned for each weekly hour of lecture or stand-alone seminar instruction for the entire term.

Full-Session courses are weighted as the sum of the weights for each term. Hence 3-0-0 for a full Winter Session received six units of course weight (i6).

A normal laboratory course with no separate lectures or seminars will receive one-half unit of course weight for each hour of instruction per week for the entire term (eg, 0-0-6 for one term would receive 3 units of course weight, or i3),

Other courses have a variety of types and hours of instructional delivery. In proposing such courses, Faculties shall seek advice from the Registrar who shall maintain a protocol of course weight calculation based upon total hours of instruction.

Some courses are offered for credit only and may carry a weight of i0.

The weight for a given course shall always been the same regardless of the Faculty, program or year in which it is taken.

A number representing this weight shall be included in the Calendar.

37.9.2 Faculty of Science

A full session course (or full course equivalent) means a single course with a course weight of 6 or two or more courses whose combined weights are 6. A half session course means a single course with a course weight of 3 or two or more courses

whose combined weights are 3. Please note - There are certain courses with weights of 1, 2 and 4; these courses are considered as one-sixth, one-third and two-thirds of a full session course respectively. For courses taken in Engineering, the course weight is designated by the i symbol. (See Section 192.8 of the Calendar.)

Following the title of the course is the symbol "i" standing for "course weight", and a number indicating the weight of the course as used in computing grade point averages and for meeting degree requirements. A full session course is weighted 6; a half session course is weighted 3. There are certain courses, offered over the full session or in a half session, with weights of 1, 2 and 4. These courses are considered as one-sixth, one-third and two-thirds of a full session course respectively. Some honors and graduate courses involving research may vary in weight according to the length and difficulty of the project. Some courses are offered for credit only, and carry a weight of 0. (See Section 194.1 of the Calendar.)

37.10 Course Syllabus and Calendar:

Publication of Incidental Fees

The University of Alberta's policies and procedures governing incidental fees are on line in the University of Alberta Policies and Procedures On line (UAPPOL). (BD OF GOV 23 JUN 2006)

REMOVE (No longer accurate)



1. Mandate and Role of the Committee

The GFC Programs Committee is a standing committee of General Faculties Council (GFC) charged with oversight on matters related to programs of study and courses.

2. Areas of Responsibility

- a. Introduction, Modification and Termination of Programs and Courses
- b. Admission, Transfer and Academic Standing Regulations
- c. Physical Testing and Immunization of Students
- d. Non-Credit Programs and Courses

All proposals for consideration of the Committee are first submitted to the Provost and Vice-President (Academic) and/or the Faculty of Graduate Studies and Research who will assist with consultation including consideration by the undergraduate or graduate Program Support Team (PST). PST is an administrative committee with a mandate to review proposals and advise the Programs Committee. The Programs Committee will not consider proposals until they have been reviewed by PST and strongly recommends that proposals are considered by the undergraduate or graduate PST before Faculty Council approval.

3. Composition

Voting Members (18)

Ex-officio (5)

- Provost and Vice-President (Academic), Chair
- Vice-Provost and University Registrar
- Vice-Provost and Dean, Faculty of Graduate Studies and Research
- Vice-President (Academic), Graduate Students' Association
- Vice-President (Academic), Students' Union

Elected by GFC (9)

- 5 academic staff elected by GFC (A1.1, 1.5, 1.6, 1.7), at least three of which are members of GFC, at least one of which will have graduate program administration experience. One member, ideally a member of GFC, will be elected by the committee to serve as Vice-Chair.
- 2 staff members at-large (A1.0, A2.0 and/or S1.0, S2.0)
- 1 graduate student, preferably from GFC
- 1 undergraduate student, preferably from GFC

Appointed (4)

- Vice-Provost Indigenous Programming and Research, appointed by the Chair
- Academic staff (A1.1, 1.5, 1.6, 1.7) from Faculté Saint-Jean, appointed by the Dean
- Academic staff (A1.1, 1.5, 1.6, 1.7) from Augustana Faculty, appointed by the Dean
- Academic staff (A1.1, 1.5, 1.6, 1.7) from Faculty of Native Studies, appointed by the Dean

Non-voting Members

- GFC Secretary
- University Secretary

- Associate Dean of Students
- Director Student Ombuds
- Director of Continuing and Professional Education Unit, Faculty of Extension

4. Delegated Authority from General Faculties Council

Should be reviewed at least every three years and reported to GFC.

- 4.1 Introduction, modification and termination of programs and courses
 - a. Approve the introduction and modification of academic programs
 - b. Approve the termination of academic programs and report to GFC and APC for information.
 - c. Approve the introduction, modification, and termination of programs from the Centre collegial de l'Alberta (including all admission/transfer, academic standing/graduation, and related matters)
 - d. Approve the introduction, modification and termination of embedded certificates
 - e. Approve the introduction, modification and deletion of courses
 - f. Approve new course designators

- 4.2 Admission, Transfer and Academic Standing Regulations
 - a. Approve routine changes to admission/transfer and academic standing regulations
 - b. Approve changes to International Baccalaureate (IB) and Advanced Placement (AP) regulations
 - c. Approve (for inclusion in the Alberta Transfer Guide) and deny courses for transfer credit to the University of Alberta which are offered by Alberta Council on Admissions and Transfer (ACAT) member institutions and institutions within the Alberta Postsecondary Six-Sector Model with specific exceptions outlined in the [Transfer Credit Articulation Procedure](#).
 - d. Approve routine changes to Physical Testing and Immunization of Students

- 4.3 Non-Credit Programs and Courses
 - a. Approve the establishment of non-credit programs and associated courses
 - b. Decide on any challenge made to non-credit courses which the Provost and Vice-President (Academic) has been unable to resolve.

5. Responsibilities Additional to Delegated Authority

- 5.1 Introduction, modification or termination of programs and courses
 - a. Review and recommend program suspensions to APC

- 5.2 Admissions, Transfer, and Academic Standing Regulations
 - a. Recommend to GFC on policies regarding admission, registration, academic standing
 - b. Recommend to GFC on changes to admissions, transfer and/or academic standing regulations with institutional scope
 - c. Receive and discuss the Report of the Senate Committee of Lay Observers of the Admissions Process in Quota Programs

6. Sub-delegations from the GFC Programs Committee

Should be reviewed at least every three years and reported to GFC.

6.1 Introduction, modification or termination of programs and courses

- a. *Academic Programs – Graduate Degree Specializations* - All proposals for establishment, suspension and termination of graduate degree second level specializations shall be submitted to the Dean of the Faculty of Graduate Studies and Research. The Dean, after consultation, may approve proposals which do not involve base operating or capital funds; the Dean will report these on an annual basis to the Programs Committee.

6.2 Non-Credit Programs and Courses

- a. Approval of modification, suspension, or termination of non-credit programs and courses is sub-delegated to the Provost and Vice-President (Academic) who will report these on an annual basis to the Programs Committee.

7. Limitations to Authority

The following further refines or places limitations on authorities held by or delegated to the Programs Committee:

7.1 Academic Programs

- a. In cases where a new program represents a new credential for the university, final approval resides with GFC and the Board of Governors
- b. Proposals which involve new space or resources or affect long-range planning shall be referred to the GFC Academic Planning Committee

7.2 Admission, Transfer and Academic Standing Regulations

- a. Substantial changes and those with institutional scope are recommended to GFC

8. Reporting

- 8.1 The Committee should regularly report to GFC with respect to its activities and decisions.

9. Definitions

Program - refers to all credit programs that result in a government approved credential including: degrees, diplomas and certificates

Non-Credit Program – refers to stand-alone programs for professional development and continuing education.

Embedded Certificate – refers to a credit program with a specific area of focus that is completed during the course of an undergraduate or graduate degree program

Routine - refers to proposals which do not involve or affect other Faculties or units and do not form part of a proposal for a new program. Routine changes include any and all changes to the wording of faculty or program specific admissions or academic standing regulations.

Substantial - refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept.

Dispute - If there is any dispute or question as to which of the above categories a proposal falls under, the Provost and Vice-President (Academic) (or delegate) will decide.

Academic staff – as defined by the [Recruitment Policy \(Appendix A\) Definition and Categories of Academic Staff, Administrators and Colleagues](#)

10. Links

[Admissions Policy](#)

[Transfer Credit Articulation Procedure](#)

[Undergraduate Admissions Procedure](#)

[Academic Standing Policy](#)

[Academic Standing Regulations Procedure](#)

Approved by General Faculties Council: May 25, 2020

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	University of Alberta - Clean Air Strategy
---------------------	---

Item

Proposed by	Andrew Sharman, Vice-President (Facilities and Operations)
Presenter	Andrew Sharman, Vice-President (Facilities and Operations) Andrew Leitch, Internal Audit and Risk Management Kevin Friese, Assistant Dean, Health and Wellness, Student Services

Details

Office of Administrative Responsibility	Office of the Vice-President (Facilities and Operations)
The Purpose of the Proposal is (please be specific)	In response to a General Faculties Council motion, to present to GFC a proposed Clean Air Strategy to confirm it meets its goals and expectations prior to a recommendation to the Board of Governors.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>Recommendation The University of Alberta prohibit smoking and vaping of all products on all campuses effective September 1, 2021. Although the prohibition would apply to university residences, there would be exemptions for ceremonial use.</p> <p>Background In March 2018, GFC asked university administration to “develop a clean air strategy to minimize student, staff, and faculty exposure to smoke from cigarettes, inhaled cannabis, vapes and hookah pipes.” President Turpin struck a working group in the autumn of 2018 to develop and propose a clean air strategy as described by the GFC motion.</p> <p>Process The co-chairs, Andrew Leitch and Kevin Friese, requested participation from units and organizations across the university, including Dean of Students, Risk Management Services, University Relations, FoMD, GSA, SU, NASA, AASUA (elected not to participate), PDF Association, CSJ, South Campus, Enterprise Square, First People’s House, and the School of Public Health. A representative of GFC was included at GFC’s request.</p> <p>Early in its deliberations the working group adopted a number of principles to inform their recommendations:</p> <ul style="list-style-type: none"> • The university acknowledges that tobacco causes illness and death and that reducing its use serves the health interests of our community and beyond • Members of our community should be protected from the nuisance and possible health effects associated with second hand smoke and vapour • Any effort to reduce smoking on campuses should take a harm reduction approach designed to reduce the negative consequences of smoking and vaping while maintaining an

Item No. 8

	<p>attitude of respect and non-judgement toward those who use tobacco and related products</p> <ul style="list-style-type: none"> • Any effort to reduce smoking on campuses should promote supports and services to help those who are trying to quit • For the purposes of this strategy, vaping will be treated the same way as the associated substance when inhaled (e.g. smoking cannabis = vaping cannabis). <p>Based on its year-long consultation and deliberations, the working group:</p> <ul style="list-style-type: none"> • Met 12 times • Evaluated smoking and vaping policies of post-secondary institutions across Canada and the US • Through the School of Public Health, conducted a telephone survey with several Canadian institutions that had introduced smoking and vaping bans • Received a literature review of smoking enforcement challenges authored by the committee member from the School of Public Health • Conducted a survey, which was completed by 3,519 members of our community, including faculty, students, and staff • Updated GFC and the President’s Executive Committee • Presented to and received feedback from Students’ Union • Presented to and received feedback from the Non Academic Staff Association <p>Highlights of findings</p> <ul style="list-style-type: none"> • 11.2 percent of survey respondents indicated they smoke or vape on campus at least occasionally with 54.5 percent of that number smoking or vaping once or more each day • 40.2 percent of survey respondents indicated that second hand smoke or vapour bothers them “very much” • The community, as a whole, strongly favours some form of additional restrictions with 49 percent favouring a total prohibition and 35 percent favouring permitting smoking and vaping only in designated locations • The most common themes among comments on the survey concern the adequacy of the current policy; concerns over enforcement, health impacts, and freedom of choice; and consideration of those with mental health or addiction issues • Although 95 Canadian universities and colleges are completely smoke free, only four of our peers in the U-15 are smoke free (Dalhousie, McMaster, Queen’s, Western) <p>Next steps</p> <ul style="list-style-type: none"> • GFC to consider a formal recommendation to the Board of Governors at its February 22, 2021 meeting. • The Board of Governors consider the recommendation for implementation on September 1, 2021.
--	---

Item No. 8

	<ul style="list-style-type: none"> • Develop communications and change plan
Supplementary Notes and context	<p><i>The motion approved by General Faculties Council on March 19th, 2018 read:</i></p> <p>THAT General Faculties Council direct administration to develop a clean air strategy to minimize student, staff, and faculty exposure to smoke from cigarettes, inhaled cannabis, vapes and hookah pipes.</p>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> • Clean Air Working Group includes: Dean of Students, Risk Management Services (including EHS), Graduate Students' Association, Students' Union, PDF Association, Non Academic Staff Association, Campus Saint Jean, South Campus, Enterprise Square, University Relations, School of Public Health, First Peoples' House, Faculty of Medicine and Dentistry • Discussion at PEC-O • Discussion at PEC-S • Meeting with NASA Executive • Presentation to Students' Council • Discussion at Grad Students' Council • Campus wide survey of all stakeholder groups
--	--

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>19. OBJECTIVE</p> <p><i>Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives.</i></p> <p><i>i. Strategy: Develop an integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health and wellness resources, programs, and services, and promotes resilience and work-life balance</i></p>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="1"> <tr> <td> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	<ul style="list-style-type: none"> • General Faculties Council Terms of Reference • GFC Executive Committee Terms of Reference 			

Prepared by: Andrew Leitch
Director, Internal Audit and Risk Management
Andrew.leitch@ualberta.ca

Kevin Friese
Assistant Dean, Health and Wellness, Student Services
friese@ualberta.ca

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Integrated Asset Management Strategy (IAMS) Dashboard
---------------------	--

Item

Proposed by	Andrew Sharman, Vice-President (Facilities and Operations)
Presenter	Andrew Sharman, Vice-President (Facilities and Operations)

Details

Office of Administrative Responsibility	Office of the Vice-President (Facilities and Operations)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee to provide an executive summary update for projects underway guided by the Integrated Asset Management Strategy.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	The IAMS, approved in June 2019, aims to ensure the institution has superior stewardship of all its infrastructure across the five campuses, while cultivating the best possible environment for learning, teaching, and research now and into the future. To achieve this, multiple projects are ongoing to densify, renew, and develop spaces as well as decommission spaces no longer capable of achieving our teaching and research mandates.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<ul style="list-style-type: none"> • Associate Vice-President, Integrated Planning & Partnerships, F&O • Associate Vice-President, Asset Management and Operations, F&O • Office of the Vice-President (Facilities and Operations)
--	---

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>SUSTAIN</p> <p>23. OBJECTIVE: Ensure that the University of Alberta's campuses, facilities, utility, and information technology infrastructure can continue to meet the needs and strategic goals of the university.</p> <p>Strategy: Secure and sustain funding to plan, operate, expand, renew, and optimize the use of campus infrastructure to meet evolving teaching and research priorities.</p>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure </td> <td> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	<ul style="list-style-type: none"> • General Faculties Council – Terms of Reference 			

Prepared by: Gordon Weighell
Chief of Staff, Office of the Vice-President (Facilities and Operations)
Gordon.weighell@ualberta.ca

Item No. 10

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Development of a GFC position on metrics associated with academic restructuring
---------------------	--

Item

Proposed by	Steve Dew, Provost and Vice-President (Academic)
Presenter	Steve Dew, Provost and Vice-President (Academic)

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee in response to a recommendation included in the report generated from the committee of the whole discussion at the GFC meeting on February 8, 2021.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>On December 11, 2020, the Board of Governors passed a motion that approved a leadership model for the new colleges that includes leadership by a Council of Deans, with implementation led by a College Dean chosen from among the members of the Council. The motion noted that the structure would be reviewed in 18 months. Reporting requirements were described as follows:</p> <p><i>With clear metrics, including financial and quality of shared services (including clinical, excellence in interdisciplinary research, and education), to be developed by the Board of Governors, with progress to be reported monthly to GFC, the Board of Governors, and administration over the next 12 months.</i></p> <p>On February 8, 2021, participated in a committee of the whole discussion on collegial governance. One of the motions passed during that session was: <i>That the Committee of the Whole adopt for inclusion in its report the recommendation that the agenda for the meeting of February 22nd include an item for GFC to determine a process for developing its position on metrics.</i></p>
Supplementary Notes and context	< <i>This section is for use by University Governance only to outline governance process.</i> >

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	General Faculties Council, Committee of the Whole, Feb 8, 2021.
--	---

Strategic Alignment

Alignment with <i>For the Public Good</i>					
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td><input type="checkbox"/> Enrolment Management</td> <td><input type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input type="checkbox"/> Faculty and Staff</td> <td><input type="checkbox"/> Reputation</td> </tr> </table>	<input type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders	<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation
<input type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders				
<input type="checkbox"/> Faculty and Staff	<input type="checkbox"/> Reputation				

Item No. 10

	<input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	General Faculties Council Terms of Reference	

Prepared by: Kathleen Brough, Chief of Staff, Office of the Provost and Vice-President (Academic)

Question from GFC Elected Faculty Member Mani Vaidyanathan* on how GFC should expect its Chair to convey its recommendations to the BoG.

Background

Understanding the great importance of the meeting for the future of the university, many of us watched the proceedings on YouTube; moreover, one colleague also took detailed notes for those who could not attend.

We acknowledge that you briefly described the extensive deliberations and discussion that took place at GFC. However, instead of conveying GFC's strong rejection of a college model with executive deans/college deans in favour of a collegial council of deans, you stated the following:

As the Chair of GFC, I fully acknowledge and respect GFC's clear preference that there be no College Dean. At the same time, as President, I am accountable to the Board. The Board has given me clear instructions that we must balance our budget. We simply cannot fail in this task and the task is a challenging one, with an overall cut to our budget of 216 M over the next 3 years. This places me in a very difficult situation and I look forward to receiving the Board's direction.

With the greatest of respect to all of my colleagues on GFC, I remain very concerned that we may not be able to deliver the savings required if the Colleges do not have an effective and highly responsive management structure, with clear accountability and clear decision making authority. I remain concerned that a Council, with as many as 6 Deans working together, will not be able to provide the effective, responsive and accountable management structure that we will urgently need. Building a large and complicated shared services model for each College is an enormously complicated task - one that will require highly effective academic leadership. The risk of failure is simply too high if the management model of the College is not up to the task.

Your statement to the BoG raises a serious issue with respect to collegial governance and what GFC should expect from you, as its Chair, in the future.

- While you recused yourself from speaking during the GFC meeting, in accordance with the requirement to serve as a neutral Chair for that meeting, and while you recused yourself from voting during the BoG meeting, further conveying neutrality, the above statement is not neutral; in fact, the concern you volunteered could be interpreted as a direct suggestion to the BoG that they consider rejecting or, at the very least, amending GFC's recommendation.
- While your statement to the BoG expresses respect for the GFC, your subsequent statements served to discount the immense time, care, and wisdom that GFC, in conjunction with the greater University community of students, staff, and faculty, took to arrive at the final motion that was passed by a vast majority (110 in favour vs. 22 against) of GFC members. It also discounted the democratic process by which GFC arrived at its decision. We have no choice but to conclude, therefore, that you presented your personal perspectives in addressing the BoG rather than representing the collective GFC decision.

- Your statement was particularly surprising since at no time during the GFC meeting of December 7 did you indicate any opinion on GFC's recommendation, or a concern that it was making an error in its recommendation. We feel it was your responsibility as Chair to ensure that GFC had all pertinent information, including how you would be reporting the GFC recommendation to the BoG.

Question

This question is not about the correct choice of the management structure for the Colleges. It is about how GFC should expect its Chair to convey its recommendations to the BoG. Based on this recent course of events, it would seem that you, as President, may offer your own personal viewpoints rather than favouring a more neutral reporting of GFC's recommendations, and that this can happen without any forewarning to GFC, thus undermining the collegial governance processes at the University of Alberta.

We ask that you clarify, in writing, what GFC can expect from you with respect to how you will convey GFC's decisions in the future.

We sincerely hope that your response to this question will restore the trust and confidence of GFC that its collective wisdom and expertise, hard work, and careful recommendations will be represented to the BoG and other relevant bodies in a neutral manner, and in support of collegial governance.

Response from President and Vice-Chancellor, Bill Flanagan

The following response has also been provided to the broader community by President Flanagan as part of his Jan 14 [UAT update blogpost](#) on the three new colleges:

In addition to this question from members of GFC, there have been other members of the university community who have reached out to me to let me know that they are disappointed with my decision to recuse myself from debate and voting on the academic restructuring motions before the board at the Dec 12 meeting. They have expressed the view that I had an overriding obligation to represent and support the GFC position during the board meeting and "exercise every power of persuasion to bring the Board into agreement with the recommendations of GFC."

With respect, I sincerely disagree and I would like to share my thinking on the matter. I serve not only as chair of GFC, but I also serve as president, appointed by the board and reporting to the board. As president and in my capacity reporting to the board, it is my responsibility to provide the board with my best possible advice regarding what I believe to be in the best interests of the university.

I also serve as an ex officio member of the board. In that capacity, I am under a fiduciary duty as a board member to exercise my independent judgement and act in what I believe to be the best interests of the university. Having taught corporate law for over 25 years, I am well familiar with the legal content of this fiduciary duty, and I take the matter very seriously. This fiduciary duty applies equally to board members of a for-profit or not-for-profit organization, including the University of Alberta. This fiduciary duty requires that all board members, including those

Item No. 11.1

appointed to represent various stakeholder groups, must exercise at all times their independent judgement as to what they believe to be in the best interests of the university, even if that might be at odds with the views of the members of their stakeholder group. It would be inconsistent with my fiduciary obligation to the university to advance a position at the board that I do not believe to be in the best interests of the university.

Finally, in my role as chair of GFC, as I stated at the outset of the GFC meeting on December 7, 2020, my primary responsibility is to chair the meeting to the best of my ability and ensure that any decisions taken reflect the will of GFC and that all GFC members have a full and fair opportunity to participate in that decision making process. Consistent with the GFC Procedural Rules, the “Chair will not participate actively in debate regarding a motion before GFC” and will vote “only in the instance of a tie.” The procedural rules thereby require me to refrain from speaking to the substance of the motions, and I did so refrain at the December 7, 2020 meeting.

In short, my role requires that I wear three hats: chair of GFC, president and board member. Although this hopefully will only rarely occur, occasionally these roles may come into conflict and I believe they did so in this case. As chair of GFC, it was my obligation to chair the GFC meeting in an impartial manner, bring forward GFC’s recommendations to the board and outline to the board, as best I could, the reasons in support of GFC’s recommendations. I did so in my opening remarks at the December 11, 2020, board meeting. As president and a board member, it is also my obligation to use my independent judgement and provide the best advice that I can to the board on what I believe to be in the best interests of the university. I also did so in my opening remarks at the December 11, 2020, board meeting. In my view, because there was a potential conflict between my role as chair of GFC and my role as president and board member, I recused myself from any further debate on the matter at the board and recused myself from voting on the motion.

I recognize and respect that many have sincere and strongly held views concerning the different approaches taken by GFC and the board on the management structure of the new colleges. I also recognize that one of my key responsibilities as president is to build, to the best of my ability, a productive working relationship with the Board of Governors and GFC. I will continue to do all that I can to meet and advance this responsibility.

However, it is also important to acknowledge that s. 26 of the Post-Secondary Learning Act provides that all the powers of GFC are “subject to the authority of the board.” S. 26(l) further provides that GFC has the authority to make recommendations to the board on “the establishment of faculties, schools, departments, chairs and programs of study” and, under s. 26(o), to make recommendations on “any other matters considered by GFC to be of interest to the university.” Pursuant to that authority, GFC’s three recommendations were brought forward to the board for its consideration at the December 11, 2020 meeting. Although I cannot speak for the board, I know that the board took very seriously all of GFC’s recommendations. I believe that the board did the best it could to carefully consider GFC’s third recommendation on the management structure and, while accepting most of it, the board decided that the recommendation needed to be adjusted to ensure that the university can meet its budget targets fully and on time.

I would like to thank the many members of the university community, including all GFC members, who engaged deeply in the academic restructuring discussions. I look forward to

continuing to work with all of you as we continue the process of academic and administrative restructuring, with the view to building the best possible future for the University of Alberta.

*The question was submitted on behalf of 30 members of GFC or GFC standing committees:

Ricardo Acuña, GFC Member, President, AASUA

Laurie Adkin, Professor, Department of Political Science, Faculty of Arts

Jose Nelson Amaral, GFC Member, Professor, Department of Computing Science, Director IBM Alberta Centre for Advanced Studies

Barbara Baker, Assistant Chair, Administration; Director, APO Constituency, AASUA

Amlan Bose, GFC Member, Undergraduate Student, Department of Chemical and Materials Engineering

Heather Coleman, GFC Member, Professor, Department of History and Classics

Anastasia Elias, GFC Member, Professor, Department of Chemical and Materials Engineering

Mary Forhan, GFC Member, GFC Executive, Associate Professor, Department of Occupational Therapy, Faculty of Rehabilitation Medicine

Michael Frishkopf, GFC Member, Professor, Department of Music; Adjunct Professor, FoMD

Joel Gehman, GFC PC Member, Professor, Department of Strategy, Entrepreneurship and Management

Andrew Holt, Associate Professor, Department of Psychiatry, Faculty of Medicine & Dentistry

David Kahane, Professor, Department of Political Science

Nataraj Kav, GFC Member, Professor, Department of Agricultural, Food and Nutritional Science

Kathleen Lowrey, GFC Member, Associate Professor, Department of Anthropology

Pascal Lupien, Adjunct Professor, Campus Saint Jean

Christopher Lupke, GFC Member, Professor and Chair, Department of East Asian Studies

Andrea MacLeod, Professor, Department of Communication Sciences and Disorders, Faculty of Rehabilitation Medicine

Sue-Ann Mok, GFC Member, Assistant Professor, Department of Biochemistry, Faculty of Medicine and Dentistry

Jerine Pegg, GFC APC Member, Professor and Chair, Department of Elementary Education, Faculty of Education

Lynette Shultz, Professor, Department of Educational Policy Studies, Faculty of Education

Makere Stewart-Harawira, Professor, Department of Educational Policy Studies, Faculty of Education

Eleni Stroulia, GFC Member, Professor, Department of Computing Science, Director AI4society Signature Area

Christopher Sturdy, GFC Programs Committee Member, GFC Department Chair Selection Committee Member, Professor of Psychology and Canada Research Chair in Animal Cognition, Communication, and Neuroethology

Kisha Supernant, GFC Member, APC Member, Director, Institute of Prairie and Indigenous Archaeology, Co-Director, Situated Knowledges: Indigenous Peoples and Place Signature Area, and Associate Professor, Anthropology

Andrei Tabirca, GFC Member, International Partnerships and Recruitment Specialist, Faculty of Arts, NASA

Mani Vaidyanathan, GFC Member, Professor and Director of Engineering Physics, Department of Electrical and Computer Engineering

Ji Kai (Adan) Wang, GFC Member, Ph.D. Student, Department of Electrical and Computer

GENERAL FACULTIES COUNCIL
For the Meeting of February 22, 2021

Item No. 11.1

Engineering, Faculty of Engineering

Adrian Wattamaniuk, GFC Member, Undergraduate Student, Department of Electrical and
Computer Engineering

Adrienne Wright, GFC Member, Teaching Professor FSO IV, Department of Biochemistry,
Faculty of Medicine and Dentistry

Heather Young-Leslie, Senior Advisor, Research Development, Research Services, Office of
the Vice-President (Research); Adjunct Professor, Anthropology, Faculty of Arts

Question from GFC Elected Faculty Member Anastasia Elias on Lab Closures to VicePresident (Facilities and Operations) and Chair of the Public Health Response Team (PHRT) Andrew Sharman and to members of the PHRT

Given that:

- COVID19 cases in Edmonton have reduced by 50% since December, when the lab shutdown was first enacted
- Available evidence shows very limited instances of COVID19 having been transmitted on campus
- that most people are working from home
- that strict safety protocols are in place for conducting lab work
- that people reliant upon hands-on experimental research are unable to do so without lab access
- that delay of experimental work will have a negative impact on both the career advancement and mental health of graduate students
- that early career researchers may be disproportionately affected by delays to research
- that underrepresented groups are being disproportionately affected
- that most research grants include clearcut milestones and deliverables, which cannot be met without the ability to do research
- most Canadian universities are allowing restricted access to labs and other campus spaces, including the University of Calgary, which has been working uninterrupted at 50% laboratory capacity since June of 2020,
- that delays in research productivity are already negatively impacting U of A's researchers to remain competitive in future grant competitions, thereby reducing the funds that will be available for future research, graduate student support, and administrative costs,

1) Please explain the decision made in early January to further **extend the lab closure from January 11 to January 23.**

Response from [Andrew Sharman](#) :

All Public Health Response Team (PHRT) decisions are foundationally guided by [the Key Commitments and Guiding Principles of our university-wide COVID-19 response](#).

More specifically, the PHRT decision to extend current U of A health and safety restrictions to on-campus research from January 11 to 23 was based on:

- our priority to the health and safety of U of A faculty, staff, students and our greater community, and to limit potential COVID-19 exposures;

- the Government of Alberta's January 7 extension of the declared public health emergency and related enhanced provincewide public health restrictions*;
- the increasing rates of community COVID-19 case statistics, both [on our campuses](#)** and within our greater communities -- combined with the holiday season's unknown impact, as well as the new variants of the disease which are far more transmissible;
- the advice of university health and safety experts and public health authorities; and
- the related risk assessments of potential longer-term forced shutdowns due to outbreaks or further provincial restrictions.

* [The government's enhanced public restrictions](#) (December 13 to present) state that "working from home is mandatory unless the employer requires a physical presence for operational effectiveness."

** The U of A peaked at 87 suspected case files at the start of December, including a case of in-lab transmission and a formal complaint to Alberta Occupational Health and Safety; all of these required extensive contact tracing. Reduced activity levels did reduce our on-campus case numbers; **however**, we have begun to see case numbers rise again, since the end of the holidays.

Throughout this pandemic university leadership decisions have been based on advice from university health and safety experts, public health authorities and our own subject matter experts. The PHRT has carefully monitored and adjusted all campus activities as necessary -- including research. Our goal is always to ensure our community is as safe as possible and that the university is as open as the current environment will allow.

2) What criteria are being used to make the decision to reopen labs, and to do decide which students and staff may and may not have access?

Response:

All Public Health Response Team (PHRT) decisions are foundationally guided by [the Key Commitments and Guiding Principles of our university-wide COVID-19 response](#).

As of January 18, 2021, 481 research groups have been approved for 657 projects. Since December 14, 2020, the following criteria have been used to determine which critical research can continue on campus:

- Clinical research or clinical trials that if interrupted, would endanger the life, health or safety of the study participants or patients.
- Critical animal care, maintenance of breeding colonies, and critical cell line maintenance.
- Critical research support that if interrupted, would endanger the life, personal safety or health of our community and/or irrevocably damage the environment or university property, infrastructure maintenance, animal care and hazard risk management.

- **ADDED JANUARY 7:** Time-sensitive research requiring immediate lab presence (e.g., gathering preliminary data for imminent grant applications, or research personnel who are nearing the end of a defined time limit). [Applications for such research are reviewed by the faculty before PHRT comes final supporting resources are available and issues final approval.](#) Independent research courses conducted in labs, including undergraduate thesis projects, that are required for course progression or completion, may continue but must follow all university [COVID-19 safety measures](#).

The university also continues to monitor the current restrictions in place and has a process where principal investigators can apply for an exception. The PHRT, and its Research Impact Team in particular, regularly works with faculties to consider special circumstances that may exist. Principal investigators determine which staff and students can work within the maximum numbers permitted in work spaces.

Further to the processes outlined in Q1 and similar to adjustments to research throughout the pandemic, future specific criteria for further opening of on-campus research activities will be based on updates on information from Alberta's chief medical officer of health, public health authority restrictions, the local public health situation, and our institutional context. Our gradual and phased approach in returning to campus ensures the continued health and safety of all—students, faculty, staff and the community.

On January 15, we indicated to faculties that effective the week of January 18 we would continue to work with them to ensure we can ramp-up research toward pre-November levels, while maintaining the health and safety of our community and preventing any public health forced hard shutdowns from potential outbreaks and non-compliance. These decisions and lab occupant percentages will be made, taking account of existing public health orders while also focussing on institutional and student needs, and the physical environments involved, as not all labs are spacious or well ventilated. The Public Health Response Team and Research Impact Team is reassessing the status of current on-campus research restrictions this week. We anticipate that an update will be available to our research community no later than January 22, 2021.

COVID-19 information for U of A researchers can be found at ualberta.ca/covid-19/research.

3) How is FGSR supporting students facing program delays? Will they receive additional funding support and additional time to complete their degrees?

Response:

The Faculty of Graduate Studies and Research (FGSR) has been proactively working with units to process COVID-19 related student leaves of absence as rapidly as possible. Program extensions are being expeditiously approved; switching to part-time studies may also be an option for students to explore.

FGSR recently announced a [COVID-19 relief funding initiative](#) for affected students, notably those facing the severest constraints and who do not have current funding or student related employment.

Details on other sources of funding and support for graduate students are available [here](#). This information page highlights, for example, that:

- Students facing immediate COVID-19 related financial difficulties should explore the sources of emergency funding detailed [here](#), and can learn more about personal academic financial management and options [here](#).
- In order to address questions about how other funding mechanisms, such as scholarships/awards and GRAs/GTAs/GRAFs, have been affected by COVID-19, students should begin by speaking with their department and consulting [this COVID-19 & GRADUATE STUDENT FUNDING document \(CCID required\)](#).
- Students who have additional questions can reach out to FGSR for help: grad.mail@ualberta.ca.

See further FGSR FAQs related to COVID-19 [here](#).

4) What supports are being provided/communicated to graduate students who are experiencing enormous stress amid uncertainty re progress towards their degree and future funding?

Response:

Academic and Program-Related Supports

The FAQs on the [FGSR website](#) include information on emergency funding, resources on virtual supervision, leaves of absence or COVID-19 related program changes. We continue to update the COVID-19 information for graduate students on our webpage, including resources and information as it becomes available. We also distribute a bi-weekly newsletter to graduate students that contains timely information and resources.

Two related resources of note are the:

- [Guidelines for Graduate Students and Supervisors in Modifying Community-Based Research Projects](#)
- [Guidelines for Effective Remote Supervision](#)

Mental Health and Personal Support Services

When applicable, FGSR continues to direct graduate students to key resources on campus, including Counselling and Clinical Services, the Peer Support Centre, services available through the GSA, and the Office of the Student Ombuds. For a full list of these services, which are also promoted via the student newsletter, see “Resources for Graduate Students” on [this page](#).

GENERAL FACULTIES COUNCIL
For the Meeting of February 22, 2021

Item No. 11.2

If a student needs to discuss something, or talk through next steps, FGSR's virtual front counter is available each afternoon. To better support our graduate students during the COVID-19, FGSR has established a Virtual Counter where students can meet with FGSR advisors via Zoom. You can find the Virtual Counter portal [here](#). Graduate Advisors are also welcome to visit the Virtual Counter if they have questions or need assistance.

Question from GFC Elected Faculty Member Carolyn Sale on Metrics

What are the President's and/or Provost's plans for ensuring that any metrics that will have an impact on any aspect of the academic affairs of the University will be approved by the General Faculties Council, starting with the metrics for the new colleges?

Response from President and Vice-Chancellor, Bill Flanagan, and Provost and Vice-President (Academic), Steven Dew

With respect to metrics, on matters that touch in a significant way on academic issues, the President and the Provost will advise the Board to seek the advice of GFC.

Question from GFC Elected Faculty Member Carolyn Sale on Responses to Written Questions

In advance of the 23 November 2020 I submitted a series of financial questions in relation to the just-released "final" scenarios of the Academic Restructuring Working Group. GFC was not provided with answers to the question in time for the November meeting. In early December, when the materials for the 7 December 2020 meeting had been released and the answers were still not there, I followed up to ask when GFC would receive the written answers to these questions. Near the beginning of the 7 December 2020 meeting I asked again when we would receive the answers to the questions. At that time GFC was informed that the answers had been posted to the GFC meeting materials earlier in the day.

2(a): When exactly were the written answers posted to the GFC meeting materials?

2(b): Why was GFC not informed that additional meeting materials (in this case, the answers to the financial questions) were available?

Response from Kate Peters, GFC Secretary and Manager, GFC Services

We received numerous emails from GFC members who wanted to submit questions related to academic restructuring in advance of the November 23rd meeting of GFC. We responded that they should raise their questions during the discussion item on the agenda. In doing so, we were interpreting the GFC meeting procedural rules section 5.4 which states:

Questions with regard to a specific item on an agenda may be raised during consideration of that item at the GFC meeting.

We also made this decision based on the fact that GFC Executive Committee had proposed the November 23rd GFC agenda cleared of all normal business, including Question Period, to focus the discussion on academic restructuring.

We received your request for a written response on November 22nd as set out in section 5.2 of the GFC procedural rules. You also reiterated that request on December 3rd. We were able to post the answer to your question on December 7th.

In response:

2(a) The written answers were posted to the GFC meeting materials website on December 7th, 2020.

2(b): GFC was informed that the response to the question had been posted during the meeting on December 7th, 2020. This item is included in the agenda and documents package for December 7th, 2020 that was posted on the [Governance website](#).

Question from GFC Elected Faculty Member Carolyn Sale on the College Dean Position Description

On 14 January 2021, members of the University community received from President Bill Flanagan an email entitled "Announcement: College Deans Named for New Colleges" which refers, as follows, to the "position profile" for the new College Deans:

Following on the board's decision and working closely with the provost and the deans to develop a position profile for the new role of college dean, I am delighted to announce that three of our existing deans have agreed to take on the new role of college dean.

The position profile was not attached to the email, and has not been released to the University community.

When will the position profile be released to the University community?

Response from Kate Chisholm, Chair of the Board of Governors

Thank you for your question. Given that the job descriptions of deans, including college deans, are under the authority of the Board of Governors, I would like to respond to your question on behalf of the Board.

As you know, on December 11, 2020, the Board approved the creation of the three new colleges and the college dean positions. As outlined in the Board motion, the college dean will work in a collegial manner with the Council of Deans of the College and will provide regular reporting to the Council of Deans. As is the case with all existing deans, the college dean will report to the provost. The Board motion also makes it clear that all the deans within each college will continue to report directly to the provost. Addressing some of the concerns expressed by GFC, the continuation of this direct reporting relationship to the Provost avoids placing an additional administrative layer between the Provost and the front lines. It will also assist all of the deans (college and faculty) to help the university ensure that it meets its budget cuts on time to avoid further performance-based financial penalties.

The position description, as approved by the Board Human Resources and Compensation Committee on January 12, 2021, is attached.

POSITION DESCRIPTION COLLEGE DEAN

Reporting to the Provost and Vice-President (Academic), the College Dean is responsible for leadership of the shared administrative and academic services of the College, leading the development of a collective vision for the College as well as fostering interdisciplinary scholarship and academic programming within the College. The College Dean serves as Chair of the College Council of Deans, provides regular reporting to the Council of Deans, sits on Deans' Council, and is a senior administrator of the University. The College Dean, in consultation with the Provost and the College Council of Deans, cultivates a respectful and inclusive environment in which College- and University-level collaborations thrive.

LEADERSHIP

- Demonstrates a high level of personal and professional integrity and commitment to the University and its values. Sets an appropriate leadership tone by modeling ethical, respectful, inclusive, and collegial conduct.
- Implements pathways and addresses barriers to equity, diversity, and inclusion in all activities of the College.
- In consultation with the College Council of Deans, and as Chair of the College Council of Deans, inspires a shared vision of the College in support of the University's Mission and Values.
- Through an inclusive consultation and decision making process, which includes regular reporting to the Council of Deans, is a leader in the planning process for the College, initiating discussion, defining College priorities, and developing and articulating the College vision.
- Communicates the College's vision to the senior administration of the University to enhance understanding and build support for the College's unique place within the University community.
- Develops and leads a strong team of staff who provide the shared administrative services that support the College and its Faculties in collaboration with the Vice-President portfolios.
- Fosters a culture of excellence, efficiency, innovation, collaboration, engagement, commitment, responsibility and accountability throughout the College.
- Promotes opportunities for collaboration of programs across the College and University. Contributes to effective, collaborative relations with staff and student associations.
- Provides strong leadership within a shared-governance structure. Builds trust through openness, transparency, and accountability.

RESEARCH AND SCHOLARLY ACTIVITY

- Demonstrates sound intellectual leadership.
- Promotes excellence and integrity in research and scholarly activity
- Fosters a climate that encourages interdisciplinarity and collaboration across the College and the University.
- Works with the Faculty Deans to increase research funding support from international, federal and provincial agencies, while demonstrating resourcefulness and creativity in identifying alternative funding sources in collaboration with the Vice-President, Research and Innovation.
- Plays a partner role with Faculty Deans in developing research contracts, exchanges and collaborative initiatives with other local, provincial, national and international institutions.
- As appropriate, builds and enhances research infrastructure that supports strategic priorities and common activities within the College.

ADVOCACY

- Builds effective relationships, promotes and advocates for the University and College to a broad spectrum of constituents, including senior administration, faculty members, students, other community leaders, agencies and key institutions regionally, nationally and internationally.
- Builds effective partnerships with other Colleges and Faculties for broader initiatives.
- Promotes meaningful mechanisms within the College for engaging scholarship with communities.

TEACHING AND LEARNING

- Convenes and supports the Faculty Deans in the development of interdisciplinary programming, common learning resources and facilities and shared course delivery.
- Works with the College Council of Deans to build strategic recruitment and retention plans for students.

FACULTY AND STAFF RELATIONS

- Plans and prioritizes human resource needs for College-level administration of shared services
- Establishes strategies to enhance the College's ability to compete in the recruitment and retention of high caliber faculty and staff.
- Is accessible and fair in dealing with personnel issues, and follows effective, transparent processes.
- Builds an environment of collegiality in which faculty, students and the broader community jointly participate in and benefit from the unique nature of the College.
- Actively identifies and attends to issues of equity and inclusion.

ADMINISTRATION

- Ensures compliance with University policies and procedures and collaborates in the development of more fair, efficient and consistent administrative processes and systems.
- Oversees the preparation, management and monitoring of the planning and budgeting processes within the College. Demonstrates financial acumen in preparing, managing and balancing budgets; ensures fiscally responsible use of funds and transparent financial processes.
- Ensures the effective and efficient use of resources (human, financial, information, and material).
- Exercises good judgment in the management of change and risk.

UNIVERSITY RELATIONS AND ADVANCEMENT

- Works with the College Council of Deans to attract College-level partnerships and resources by building stronger linkages with the municipal, provincial, national and international community, education and research institutions, governments, non-governmental organizations and the private sector. Pro-actively looks for new challenges and funding sources to foster excellence and facilitate excellence.
- Supports the Faculty Deans in their advancement activities and leads fund development to support College-level initiatives. Acts as steward of gifts granted to the College.

ADDITIONAL RESPONSIBILITIES SPECIFIC TO COLLEGE

- TBD

Question from GFC Elected Faculty Member Carolyn Sale on the Role of Chair

As he notes in his public statement posted to the Quad on 14 January 2021, near the beginning of the 11 December 2020 meeting of the Board of Governors, President Bill Flanagan offered “opening remarks” in which he expressed his concerns about the recommendations that the Board had received from the General Faculties Council in regard to the creation of three Colleges for the University of Alberta.

His concern was that the new colleges approved under the final motion passed by GFC at its meeting of 7 December 2020 might not be able to deliver the desired cost savings unless the new colleges had a more “effective” management structure.

The President’s views were not provided to GFC at its meeting of 7 December 2020.

In his public statement on the Quad the President notes that:

As chair of GFC, it was my obligation to chair the GFC meeting in an impartial manner, bring forward GFC’s recommendations to the board and outline to the board, as best I could, the reasons in support of GFC’s recommendations.

In his public statement he further states:

As president and a board member, it is also my obligation to use my independent judgement and provide the best advice that I can to the board on what I believe to be in the best interests of the university.

In his public statement he also asserts that:

because there was a potential conflict between my role as chair of GFC and my role as president and board member, I recused myself from any further debate on the matter at the board and recused myself from voting on the motion.

There are well-established rules for the governance of democratic assemblies that guard against any “conflict” of this kind.

GFC is governed by GFC’s “Meeting Procedural Rules,” and where these are silent on any matter, it is governed by *Robert’s Rules*.

GFC’s “Meeting Procedural Rules” follow *Robert’s Rules* in requiring that a chair preside impartially over debate.

Robert’s Rules additionally specifies the protocols that are to be followed where a chair believes they have crucial information or perspective to offer to the assembly that should inform the assembly’s decision-making on a given matter. These protocols allow for the Chair to come out of the chair so they may provide this information or perspective to the assembly.

Robert’s Rules explicitly states that the Chair’s obligation to provide this information or perspective “outweighs [their] duty to preside.”

Robert's Rules' protocols for such an eventuality are set out in §43, p. 395 of the eleventh edition as follows:

To participate in debate, [the Chair] must relinquish the chair; and in such a case [they] should turn the chair over:

- a) To the highest-ranking vice-president present who has not spoken on the question and does not decline on the grounds of wishing to speak on it; or
- b) If no such vice-president is in the room, to some other member qualified as in (a), whom the chair designates (and who is assumed to receive the assembly's approval by unanimous consent unless member(s) then nominate other person(s), in which case the presiding officer's choice is also treated as a nominee and the matter is decided by vote).

Why did President Flanagan not relinquish the chair at GFC's meeting of 7 December 2020 so that he could participate in the debate on the motion on the administrative structure for the new Colleges and provide GFC with the views that he subsequently shared with the Board on the morning of 11 December 2020?

Response from President and Vice-Chancellor and Chair of General Faculties Council, Bill Flanagan

The GFC Meeting Procedural rules state (1.3) "The Chair will not participate actively in debate regarding a motion before GFC without passing the role of the Chair to the Vice-Chair for the duration of the debate and the subsequent vote."

As Chair of GFC, my first obligation is to chair the meeting in an impartial manner, consistent with the GFC procedural rules. The Provost had already outlined his position on the college deans, the need for an effective and accountable management structure and his concern that a council of deans doing the job "off the side of their desk" would not be sufficient. So these concerns had already been brought to the attention of GFC many times. There was no need for me to remove myself as chair and to restate these concerns.

Question from GFC Elected Faculty Member Carolyn Sale on Board Training

What training has the President arranged for the members of the Board of Governors to assist them in understanding the foundational principles of the institution that they govern, academic freedom and collegial governance?

Response from President and Vice-Chancellor, Bill Flanagan

Members of the Board of Governors participate in orientation about the university when they are appointed to the board, as well as ongoing development opportunities throughout their terms that include the points raised.

Question from GFC Elected Faculty Member Carolyn Sale on Remote Learning

At GFC's meeting of 25 January 2021, GFC members heard and began to discuss student concerns about remote learning and assessment. In the course of the expression of their concerns, students repeatedly noted that they have been attempting to have their concerns heard and addressed for months.

1. When exactly were the concerns first raised, and by what means? Letter to the President? To the Provost? To the Dean of Students? To the Deputy Provost? In council or committee meetings? By other means?
2. Since the occasion on which the concerns were first raised, at what other times or by what means have the concerns been raised?
3. Most importantly, from the first occasion in which a student, group of students, and/or student leaders first raised these concerns, how have the concerns been discussed and/or otherwise addressed by the President, the Provost, the Dean of Students, the Deputy Provost or anyone else charged with responsibility in this regard? What written responses have the student, groups of students, and student leaders received in relation to the expression of their concerns? By what other means have their concerns been discussed or addressed?

Could GFC please receive a [chronological timeline with supporting detail that answers the questions above](#) for each of the occasions or means by which students have attempted to raise their concerns and the responses to their concerns offered by the senior administration including the President, Provost, Dean of Students, and Deputy Provost and anyone else charged with responding to the students' concerns?

Response from Response from the President and Vice-Chancellor, and the Provost and Vice-President (Academic)

Since the pandemic emerged in our community in March 2020, the University has been aware of potential challenges for students and instructors presented by the remote learning environment, and has been proactive in providing resources, advice and solutions to these challenges, working closely with students and instructors. This work has been undertaken by the PHRT Academic Impacts Subcommittee, the GFC Committee on the Learning Environment, Deans' Council, and in many conversations with students and instructors in Faculties, Departments, and service units.

From those discussions, many comprehensive resources have been developed for students and for instructors and as we have continued to refine them, they have been provided on our Campus Life web page, on the Centre for Teaching and Learning and Academic Success Centre web sites and through numerous blog posts, regular employee and student digests, Faculty communications, and messages through course instructors and the eClass platform. We have been consistent in our messaging to encourage students to raise concerns and issues directly with instructors, because the most effective solutions to individual challenges always

arise in collaborative conversations between students and instructors. In the large majority of cases, instructors and students have been able to work together to solve challenges presented by the remote learning environment, with support from the Centre for Teaching and Learning and the Dean of Students.

As the students articulated at the GFC meeting on January 25th, there remain significant challenges for a number of students related to synchronous learning opportunities, participation grades, and remote proctoring. As the President and Provost expressed last week, we are fully committed to solving these challenges, and the Provost's Task Force on Remote Teaching and Learning will lead that work, prioritizing reducing or eliminating where possible the use of online proctoring by the spring/summer terms. The co-chairs of this Task Force, Dr. John Nychka and Dr. Helen Vallianatos, are in the process of confirming membership and meeting dates.

We thank the student members of GFC for raising these concerns on January 25th, and look forward to continuing conversations on solutions.

General Faculties Council Standing Committee Report

GFC Executive Committee

1. Since last reporting to GFC, the Executive Committee met on February 10, 2020.

2. Items Approved With Delegated Authority
 - Executive ad hoc Governance Procedural Review Committee
 - Draft Agenda for the February 22, 2021 meeting of General Faculties Council

3. Items Discussed
 - Remote Delivery and Assessment
 - Synchronous Online Delivery
 - Voting Protocols

Terms of reference and records of meetings for this committee can be found at:
https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_EXEC

Submitted by:
W Flanagan, Chair
GFC Executive Committee

General Faculties Council Standing Committee Report

GFC Academic Planning Committee

1. Since last reporting to GFC, the Academic Planning Committee met on February 10, 2021

2. Items Recommended to the Board of Governors
 - Proposed New Non-Regulated Exclusion to Program Fees, Proposed Change to Existing Application Fee

3. Items Discussed
 - Growth Strategy
 - Academic Restructuring
 - Budget Update

Terms of reference and records of meetings for this committee can be found at:
https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_APC

Submitted by:
Steven Dew, Chair
GFC Academic Planning Committee

General Faculties Council Standing Committee Report

GFC Programs Committee

1. Since last reporting to GFC, the GFC Programs Committee met on February 11, 2021.
2. Items Approved with Delegated Authority from GFC
 - Course and Minor Program Changes:
 - Arts
 - Medicine and Dentistry
 - Saint-Jean
 - Items Deemed Minor or Editorial:
 - Admissions Chart Updates, Office of the Registrar
 - Bridging Program, Entrance Requirements, Office of the Registrar
 - EAP 135, 140, Entrance Requirements, Faculty of Extension
 - Master of Science in Medical Science - Orthodontics, Entrance and Program Requirements
 - Master of Science in Medical Science - Periodontology, Entrance and Program Requirements
 - Communication Sciences and Disorders, Graduate Entrance Requirements
 - Proposed New Course Designators CATS (Creative Arts Therapies) and SPRIT (Spirituality and Multi-Faith Theologies), St. Stephen's College, Faculty of Arts
 - Proposed New Course Designator BTM (Business Technology Management), Faculty of Business
 - Proposed Program Changes to the Master of Science in Occupational Therapy and the Master of Science in Speech Language Pathology, Faculty of Rehabilitation Medicine and Faculty of Graduate Studies and Research
3. Items Recommended to GFC
 - Proposed Changes to Graduate Admissions Regulations, Faculty of Graduate Studies and Research
4. Items Discussed
 - Proposal for the Establishment of the GFC Committee on the Documentation of Canadian Indigeneity (CDCI)
 - External Programs for Review and Programs in Progress on Campus: Standing Item

Terms of reference and records of meetings for this committee can be found at:

https://www.ualberta.ca/governance/member-zone/gfc-standing-committees/index.html#GFC_PC

Submitted by:
Tammy Hopper, Chair
GFC Programs Committee



February 4, 2021

[Distributed Electronically]

Report of the GFC Nominating Committee (NC)

By means of the “*GFC NC Report to GFC*”, the NC brings forward the name of a candidate recommended to fill a committee/panel membership position for acceptance by GFC, as final approver of all appointments to its Committees/university-level Appeal Bodies.

Upon receipt and consideration of an NC Report (*sent electronically*), a GFC member has the opportunity to submit an additional nomination. **To view detailed procedures, please click [here](#).**

Related GFC/GFC Committee Information:

For online documents including Terms of References and current Membership Listings, please visit the University Governance “[Member Zone](#)”. For judiciary governance details, please visit: [University-level Appeal Bodies](#).

The current nomination period ends at 12:00 pm (Noon) on Tuesday, February 9, 2021.

- Upon conclusion, with no additional names received, the “*NC Report to GFC*” is considered as approved. Recommended candidates (as put forward by the NC) are declared as elected.

Please refer to the attached list of Membership Recommendations (by the NC).

Contact regarding GFC Nominations and Elections

Ann Hodgson (Coordinator, GFC Nominating Committee/Manager, Governance Operations)

Email: ann.hodgson@ualberta.ca | Tel: 780-492-1938

REPLENISHMENT OF GFC STANDING COMMITTEES AND OTHER BODIES REQUIRING REPRESENTATION FROM THE UNIVERSITY COMMUNITY

Committee Mandate and Role: The Nominating Committee (NC) is a standing committee of GFC responsible for recommending individuals to serve on GFC standing committees and other bodies requiring representation from GFC or the University community. In putting forward its recommendations, the Committee will ensure the best possible match between prospective members and the committees to which they are nominated, and ensure the broadest possible base of representation and diversity.

- *Student Terms may run annually (May through April) / Staff Terms may run up to a maximum of 3 years (July through June).*
- *To meet membership selection criteria that requires GFC representation, a committee term of office will align concurrently to the incumbent's GFC membership term.*
- *Unless otherwise specified, a new term of office becomes effective immediately upon approval by GFC.*

To view individual Membership Listings of GFC Standing Committees, visit the [Member Zone](#).

<u>COMMITTEE MEMBERSHIP REPRESENTATION</u> (in accordance with the Terms of Reference)			RECOMMENDATION BY GFC NC		MEMBERSHIP TERM OF OFFICE	
<u>Vacancy</u>	<u>Selection Criteria</u>	<u>Category</u>	<u>Name of Student Candidate</u>	<u>Faculty</u>	<u>Start</u>	<u>End</u>
GFC PROGRAMS COMMITTEE (PC)						
<i>To view: PC Current Membership Listing and PC Terms of Reference</i>						
NC Recommends to fill ONE (1) <u>current vacancy</u> with a Graduate Student as follows:						
One (1)	Graduate Student Member	preferably from GFC	Adekunle Mofolasayo	Graduate Studies and Research	upon approval	30-April-2021
GFC UNDERGRADUATE AWARDS AND SCHOLARSHIPS COMMITTEE (UABC)						
<i>To view: UABC Current Membership Listing and UABC Terms of Reference</i>						
NC Recommends to fill ONE (1) <u>current vacancy</u> with an Undergraduate Student/GFC Member as follows:						
One (1)	Undergraduate Student Member	Must be from GFC	Adrian Wattamaniuk	Engineering	upon approval	30-April-2021

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
1.	March 13, 2020	President and Vice Chancellor	S. 62 - Post-Secondary Learning Act (PSLA)	<ul style="list-style-type: none"> Yes Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> As of March 13, through the weekend of March 14 to March 15, all in-person classes and in-person midterm exams are suspended. On Monday, March 16, all in-person, online and alternate delivery classes and exams are suspended to allow time for preparation for all in-person instruction to move on-line. All in-person instruction will move online for the remainder of the winter 2020 term beginning Tuesday, March 17. No final exams for winter 2020 will be conducted in-person. Exams will instead be delivered in alternate formats. 	March 13, 2020	<ul style="list-style-type: none"> Faculty Staff Employees Students 	Specific Delegation: Exercises, under delegated authority from the Board of Governors, the authority to act in extraordinary and/or emergency circumstances. :
2.	March 16, 2020	General Faculties Council Executive Committee	S. 26 - PSLA	<ul style="list-style-type: none"> Yes 4.1 of Terms of Reference 	<ul style="list-style-type: none"> See Agenda Item 5 Motions 		<ul style="list-style-type: none"> Faculty Students Staff 	Discussed with General Faculties Council on March 30.
3.	March 19, 2020	General Faculties Council Executive Committee	S. 26 - PSLA	<ul style="list-style-type: none"> Yes 4.1 of Terms of Reference 	<ul style="list-style-type: none"> See Agenda Item 3 Motions 	March 20, 2020	<ul style="list-style-type: none"> Faculty Students Staff 	Discussed with General Faculties Council on March 30.
4.	April 2, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> Yes Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> For the Spring/Summer 2020 Term - Mandatory Non-Instructional Fees will only be charged for those items the University is able to provide 	April 6, 2020	<ul style="list-style-type: none"> Faculty Students Employees 	By Email - Discussed by email with Chair of BFPC and Board Chair on April 2
5.	April 6, 2020	General Faculties Council Executive Committee	S. 26 - PSLA	<ul style="list-style-type: none"> Yes 4.1 of Terms of Reference 	<ul style="list-style-type: none"> See Agenda Item 4 Motions 	April 6, 2020	<ul style="list-style-type: none"> Faculty Staff Employees 	Communication occurred following the passing of the relevant motion during the open session meeting of the General Faculties Council Executive Committee
6.	April 20, 2020	General Faculties Council	S. 26 - PSLA	<ul style="list-style-type: none"> No 	<ul style="list-style-type: none"> See Agenda Item 6 C Motions from the Floor 	April 22, 2020	<ul style="list-style-type: none"> GFC Members/ GFC Members' Assistants. 	

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
7.	May 14, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Presidential Announcement on the Fall 2020 Term 	May 14, 2020	<ul style="list-style-type: none"> • University Community through The Quad on the U of A's initial plans for welcoming incoming and current students to the new academic year in September. 	Discussed with General Faculties Council [Special Executive Committee Meeting, May 4, and GFC Town Hall, May 6 (also posted to the Covid-19 Fall 2020 Planning Website)].
8.	May 25, 2020	General Faculties Council	S. 26 - PSLA	<ul style="list-style-type: none"> • No 	<ul style="list-style-type: none"> • See Agenda Item 11 C Motions from the Floor 	May 26, 2020	<ul style="list-style-type: none"> • GFC Members/GFC Members' Assistants 	
9.	July 23, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Athletics and Recreation Mandatory Non-Instructional Fee (MNIF) reduced to 70% for the Fall 2020 term. 		<ul style="list-style-type: none"> • Faculty • Students • Employees 	<p><u>Consultations:</u></p> <ul style="list-style-type: none"> • Joint University Student MNIF Oversight Committee • Representatives of Athletics and Recreation
10.	July 30, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Mandatory use of masks on University Campuses. 	July 30 and 31, 2020	<ul style="list-style-type: none"> • University Community through The Quad. • COVID-19 Information 	Alignment with City of Edmonton bylaw
11.	September 24, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • The Winter 2021 semester will be a combination of in-person, remote and online instruction. 	September 24, 2020	<ul style="list-style-type: none"> • University Community through The Quad. • Email FYI: Announcement on the Winter 2021 Semester 	Subject to evolving public health guidelines

I.D	Date of Decision	Body	Authority	Delegated (Yes/No) Method	Orders/Motions	Date of Communication	Stakeholders Communicated To	Notes
12.	November 19, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • The President delegated authority to the Executive Lead of the COVID-19 Public Health Response Team to make changes to UofA COVID-19 related policies, directives, orders and guidelines which are required to comply with the Government of Alberta Public Health Orders, Directives or Guidelines as well municipal bylaws or Alberta Health Services directives or orders. 	December 7, 2020	<ul style="list-style-type: none"> • General Faculties Council, link to Tracker document on Agenda 	Subject to evolving public health guidelines
13.	November 26, 2020	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Delayed start of Winter 2021 term. 	November 26 and 27, 2020	<ul style="list-style-type: none"> • University Community through The Quad • COVID-19 Information 	
14.	November 26, 2020	Public Health Response Team	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Delegated per I.D. 12 	<ul style="list-style-type: none"> • Safety Measures General Directives Enforcement Procedure 	November 27, 2020	<ul style="list-style-type: none"> • COVID-19 Information 	
15.	January 22, 2021	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Approval of Program Delivery Framework for the university's Spring/Summer 2021 terms. 	January 28, 2021	<ul style="list-style-type: none"> • COVID-19 Information 	Subject to evolving public health guidelines
16.	February 11, 2021	President and Vice Chancellor	S. 62 - PSLA	<ul style="list-style-type: none"> • Yes • Executive Position Description (Approved by the Board) 	<ul style="list-style-type: none"> • Approval of the Faculty of Extension's Fall 2021 communication of course delivery plans. 	mid-February	<ul style="list-style-type: none"> • Extension's Continuing and Professional Education (CPE) learners 	
17.				<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 			

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Annual Report on Undergraduate Enrolment 2020-21
---------------------	---

Item

Proposed by	Melissa Padfield, Vice Provost & University Registrar
Presenter	Melissa Padfield, Vice Provost & University Registrar

Details

Responsibility	Provost and Vice-President Academic
The Purpose of the Proposal is (please be specific)	To discuss the Annual Report on Undergraduate Enrolment
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>The University of Alberta’s 2020/21 Annual Report on Undergraduate Enrolment and accompanying Overview document provides an overview of key undergraduate enrolment statistics for the academic year. This report includes information about total enrolment, expressed in headcount, as well as enrolment expressed as Full Load Equivalents (FLEs) as defined by Alberta post-secondary institutions. In addition to tracking total enrolment, the report looks at three specific areas:</p> <ol style="list-style-type: none"> 1. Student intake: applications, admissions, and registrations, including selectivity and yield rates 2. Basic demographic data about the student body and key populations within it; and, 3. Student retention and completion. <p>This is the eighth report on undergraduate enrolment issued by the Office of the Registrar with application, admission, and enrolment statistics collected as of December 1, 2020. Where possible, this report also includes multi-year trend data, with data sources noted.</p> <p>This year, the report highlights how we responded to the enrolment management challenges brought about by COVID-19 to meet our enrolment targets. Looking forward, and in a time of great change at the university, the comprehensive and coordinated process of strategic enrolment management will enable the university community to continue to pursue goals that align with providing an outstanding educational experience for all students.</p> <p>While future enrolment trends are sometimes difficult to predict, this snapshot provides the opportunity to reflect on how we will collaborate to support the expanded enrolment goals of the University of Alberta for Tomorrow.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • VPC – January 11, 2021 • APC – January 13, 2021 • COSA - January 14, 2021
--	---

Item No. 17A

	<ul style="list-style-type: none"> • Advisory Committee on Enrolment Management- January 22, 2021 • Statutory Deans' Council – February 3, 2021 • PEC-O – February 4, 2021 • GFC Exec – February 8, 2021 • BLRSEC – February 12, 2021 • GFC - February 22, 2021 • Chairs Council – March 16, 2021 <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • President and Vice Chancellor- Dr. Bill Flanagan - January 4, 2021 • Office of the President- Dr. Catherine Swindlehurst - January 4, 2021 • Provost and Vice President Academic- Dr. Steven Dew - January 4, 2021 • Deputy Provost Dr. Wendy Rodgers, January 4, 2021 • Vice-Provosts Dr. Tammy Hopper and Dr. John Nychka, - January 4, 2021 • Office of the Provost: Edith Finczak, Kathleen Brough, Andrea Patrick, - January 4, 2021 • Vice-Provost and Dean of FGSR- Dr. Brooke Milne – January 4, 2021 • University of Alberta International- Cen Huang – January 4, 2021 • Strategic Analysis and Data Warehousing– Deborah Williams- January 4, 2021 • Student's Union Executive– January 4, 2021 • Graduate Students' Association: January 4, 2021
--	---

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>BUILD GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.</p> <p>SUSTAIN GOAL: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</p> <p>OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>		
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety </td> </tr> </table>	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety
<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety		

Item No. 17A

	<input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act GFC Terms of Reference GFC Executive Committee Terms of Reference GFC Academic Planning Committee Terms of Reference Board Learning, Research and Student Experience Committee Terms of Reference	

Attachments (each to be numbered 1 - <>)

1. Annual Report on Undergraduate Enrolment 2020/21 (pages 1 - 40)
2. Accompany Overview document (pages 1 - 4)

Prepared by: Douglas Akhimienmhonan, Assistant Registrar, Enrolment Management & Reporting,
akhimien@ualberta.ca

ANNUAL REPORT ON UNDERGRADUATE ENROLMENT

2020 / 21

January 2021

TABLE OF CONTENTS

MESSAGE FROM THE VICE PROVOST & UNIVERSITY REGISTRAR	1
COVID-19 AND THE 2020/21 ENROLMENT CYCLE	2
EXECUTIVE SUMMARY	3
1. TOTAL UNDERGRADUATE ENROLMENT	
1.1 Enrolment Headcount	6
1.2 New and Continuing Registration, Undergraduate Headcount	7
1.3 Enrolment Full Load Equivalent, Undergraduate	9
1.4 Gender Distribution, Undergraduate Headcount	10
1.5 Full-Time and Part-Time Undergraduate Headcount	10
2. APPLICANT NUMBERS, QUALITY AND YIELD	
2.1 Applicant Numbers	12
2.2 Admission Rate	13
2.3 Competitive Admission Averages, Undergraduate Direct-Entry	14
2.4 Mean Admission Averages of Registered Students, Undergraduate Direct-Entry	15
2.5 Yield Rate	16
2.6 Relationship between Mean Admission Average and Yield Rate	17
2.7 Applicant Yield, Undergraduate Direct-Entry	18
2.8 Applicant Yield, Undergraduate Post-Secondary Transfer	19
2.9 Admission Revocation Rates, Undergraduate Direct-Entry	20
3. INTERNATIONAL UNDERGRADUATE ENROLMENT	
3.1 International Enrolment Headcount, Undergraduate	21
3.2 Top Source Countries by Student Citizenship, Undergraduate	22
3.3 Top Source Countries by Last School Location, Undergraduate	23
3.4 International Diversity, Undergraduate Enrolment	25
4. DOMESTIC UNDERGRADUATE ENROLMENT	
4.1 Domestic Headcounts and Ratios, Undergraduate	27
4.2 Origin at Time of Application, Undergraduate	28
4.3 Province of Home Address at Time of Application, Undergraduate	29
5. INDIGENOUS UNDERGRADUATE ENROLMENT	
5.1 Total Indigenous Enrolment Headcount, Undergraduate	31
5.2 Indigenous Application and Registration Trends, Undergraduate	32
6. RETENTION AND COMPLETION RATES	
6.1 Student Retention, Year 1 to Year 2, Undergraduate	33
6.2 Student Retention, Year 1 to Year 2, Domestic Undergraduate	34
6.3 Student Retention, Year 1 to Year 2, International Undergraduate	35
6.4 Student Retention, Year 1 to Year 2, Indigenous Undergraduate	36
6.5 Six-Year Program Completion Rates, Undergraduate Direct Entry	37
6.6 Graduation Headcount, Undergraduate	38
CLOSING REMARKS	39
APPENDIX	40



MESSAGE FROM THE VICE-PROVOST AND UNIVERSITY REGISTRAR

The eighth installment of the annual report continues to reflect the results of effective collaboration across our campuses. With meaningful consideration of our institutional objectives, faculty strategies, and other environmental factors we have worked hard to manage undergraduate enrolment at the University of Alberta, and our efforts have been successful.

The 2020/21 cycle was unlike any other. This enrolment report shows record growth in many areas while also highlighting strategic decisions implemented to manage the many challenges presented by a global pandemic, as noted in more detail on page 2. We see now, more than ever, the importance of active enrolment management. As conditions changed and the applicant pool was impacted, we had the tools and monitoring in place that allowed us to respond to those changing conditions and deliver full enrolment. Structures like the Sub-committee for International Enrolment Management (SCIEEM) and the Advisory Committee for Enrolment Management (ACEM) were critical in fostering aligned decision making around adjustments to averages and deadlines, non-standard grading, and requirements related to English Language Proficiency and final documentation that was not always available as a result of these unique circumstances. The ability to manage enrolment issues quickly and collaboratively with key stakeholder groups, and the flexibility shown by Deans and General Faculties Council ensured enrolment targets could be met and that students were not negatively impacted by processes within our control to manage.

At 42,310 (8,202 graduate students and 34,108 undergraduate students), university enrolment has reached a record high. We have seen this growth trend since 2015/16 and recognize that strategic decisions and initiatives will need to be considered to manage and maintain this upward trend and opportunity within a constrained system.

Several significant initiatives underpin this positive trend. During this enrolment cycle, we launched a new admissions system and extended more offers earlier, resulting in full enrolment. The International Tuition Guarantee in response to the new Alberta Tuition Framework was implemented. This change to our tuition practices provided international students with clarity and predictability around tuition, along with associated proactive financial support to maintain access. We also adjusted our approach to assessing applicants presenting Indian curricula, thereby increasing the number of high-quality students receiving and accepting offers even in a pandemic. These initiatives showcased the importance of aligning admission practices and enrolment priorities.

The 2020/21 report also reflects the fourth and final year of the Undergraduate National Recruitment Strategy, which focused on out-of-province student recruitment while deepening our commitment to the province of Alberta. Since 2016, we have expanded undergraduate enrolment by 24.8 per cent for out-of province students and 12.0 per cent for Alberta students. We have also increased our recruitment of high-achieving students (with averages of 90.0 percent or above) by 19.8 percent for out-of-province students and 9.9 per cent for Alberta students.

The university has also been working to ensure “a welcoming and safe environment for Indigenous students” guided by the Truth and Reconciliation Commission Report released in 2015. Undergraduate Indigenous enrolment continues to increase, reaching a new high in 2020/21. At 1,361 students, self identified Indidegenous enrolment in 2020/21 grew by 5.3 per cent over the previous cycle and now represents 4.0 per cent of the total undergraduate population. The growth can be attributed to increased recruitment efforts, the calibre of applicants, yield rate and retention efforts.

Through collaboration and support from faculties and units across campus, we continue to build an exceptional class of students.



Melissa Padfield

Vice-Provost and University Registrar



COVID-19 AND THE 2020/21 ENROLMENT CYCLE

The COVID-19 pandemic continues to have a significant impact across the globe, and the 2020/21 enrolment cycle was no exception. The University of Alberta worked to mitigate negative impacts on current students during the disruption of the Winter 2020 Semester while also addressing the many challenges faced by applicants.

Major admissions adjustments for applicants included:

- Extension of deadlines (application for admission, tuition deposit and final document submission)
- Ability to honour earlier offers when final documents were unavailable
- Adoption of the [Duolingo English Test](#) as an online alternative to demonstrate English Language Proficiency

From an enrolment management perspective, we worked with stakeholders to adjust admission averages, which drove a year-over-year increase of 13.8 per cent for offers of admission. At a time when enrolment was very precarious for many post-secondary institutions we were able to increase enrolment in some faculties based on this increase in offers and strength in retention.

These changes in conjunction with the impacts of COVID-19, and in particular, the challenges faced by international students who were unable to obtain documentation or faced obstacles travelling internationally, are key drivers in many of the outcomes reflected throughout the report:

- A 2.5 per cent decrease in overall undergraduate application volume (section 1.2 and 2.1)
- A high admission rate of 69.2 per cent, which is an increase of 9.9 per cent year-over-year. The second highest historical admission rate since 2013/14 where the admission rate was 70.0 per cent (section 2.2)
- A 2.0 per cent decrease in Yield Rate (section 2.5)
- An increase in the number of programs with admission averages in the 70 – 74 per cent band (section 2.3)
- A 5.2 per cent increase in undergraduate enrolment: this was a strategic move (due to uncertainty) to hedge against potential under enrolment should students decide to withdraw from classes (sections 1.1)
- A decrease of 0.8 per cent in the international ratio (due to a lower application volume and a lower yield rate and a disproportionate increase in domestic enrolment (section 3.1)
- Over enrolment at 5.5 per cent relative to target — an increase from 3.3 per cent in the year prior (section 1.3)
- A revocation rate of 1 per cent which may be due to the cancellation of diploma exams for direct entry applicants from Alberta which resulted in a higher proportion of students submitting final grade 12 marks that satisfied the condition of their admission (section 2.9)



EXECUTIVE SUMMARY

The 2020/21 Annual Report on Undergraduate Enrolment provides an overview of key undergraduate enrolment statistics for the academic year (September 1 – August 31).

This report includes information about total enrolment, expressed in headcount, and enrolment in Full Load Equivalents (FLEs), as expressed by Alberta post-secondary institutions. In addition to tracking total enrolment, the report looks at three specific areas:

1. Student intake: applications, admissions, and registrations, including selectivity and yield rates
2. Basic demographic data about the student body and key populations within it; and,
3. Student retention and completion.

This is the eighth report on undergraduate enrolment issued by the Office of the Registrar with application, admission, and enrolment statistics collected as of December 1, 2020. Where possible, this report also includes multi-year trend data, with data sources noted.

TOTAL UNDERGRADUATE ENROLMENT (2020/21)

	Persons	Per cent		Persons	Per cent
Domestic	29,168	85.5%	Full-time	31,341	91.9%
International	4,940	14.5%	Part-time	2,767	8.1%
Total undergraduate enrolment	34,108	100%	Total undergraduate enrolment	34,108	100%

In 2020/21 undergraduate enrolment was 34,108, the highest on record. This is a 5.2% increase over the previous year and is 5.5% above the institutional undergraduate enrolment target. An increase in domestic undergraduate enrolment contributed to the increase in the overall total, with the domestic student population also reaching record-high enrolment numbers. International undergraduate enrolment fell slightly by 0.7 per cent.

APPLICANTS (2020/21)

	Persons	Rate
Total applicants	36,368	
Admitted	25,182	Admission rate: 69.2%
Registered	14,305	Yield rate: 56.8%

Overall, applicant numbers were relatively stable year-over-year. At 36,368, the total number of applicants decreased slightly (2.5 per cent) from the previous year. This marginal decline was mainly driven by a 11.0 per cent decrease in international applicants. At 56.8 per cent, the yield rate was 2.0 per cent lower the previous year, and the admission rate increased by 9.9 per cent.



INTERNATIONAL CITIZENSHIP OF UNDERGRADUATES (2020/21)

Top citizenship countries of international students	China: 61.3%	India: 10.7%	Nigeria: 3.7%
Number of countries of citizenship among international students	102	China, India, Nigeria, Bangladesh, and Vietnam each have 100 or more students in the population.	

The number of countries of citizenship among international students was 102, a decrease from 106 in 2019/20. The university continued to have a diverse student population, with international students accounting for 14.5 per cent of the overall undergraduate population. China, India, and Nigeria are the top citizenship countries among international students, together making up 75.7 per cent of all students who are not Canadian citizens. At 61.3 per cent, China remains the top citizenship country of international students. We continue to see a strong relationship with China and the diversification of countries of citizenship in our international student body.

ORIGIN OF UNDERGRADUATES (2020/21)

Location (based on permanent home address)	Persons	% of Headcount
Edmonton & area	17,090	50.1%
Rest of Alberta	8,511	25.0%
Canada (excluding Alberta)	3,119	9.1%
Outside of Canada*	5,388	15.8%

In terms of the overall undergraduate student population, the university remains committed to preserving access for Alberta students.

- Half of our overall undergraduate students originated from Edmonton and area. In all, a total of 75.1 per cent of students came from within Alberta.
- 84.2 per cent of total undergraduates originated from within Canada.
- The remaining 15.8 per cent came from outside of Canada. *Students coming from outside Canada are not always considered international as they may be Canadian citizens or permanent residents.

INDIGENOUS ENROLMENT (2020/21)

	Number	% of Overall Numbers
Total Indigenous enrolment	1,361	4.0%
New Indigenous applicants	837	3.0%
New Indigenous applicants admitted	587	3.1%

The total number of self-identified Indigenous undergraduate students increased by 5.3 per cent over the last year to 1,361 students. This is 4.0 per cent of the overall undergraduate population and the highest proportion on record.



YEAR 1 TO YEAR 2 RETENTION RATES

	Year 1 to Year 2 Retention Rate
Domestic students	92.3%
International students	93.5%
Indigenous students	86.3%
Total	92.6%

The overall year one to year two retention rate for all undergraduate students has reached an all-time high of 92.6 per cent which is an increase of 3.4 per cent over the previous year. This year-over-year increase was noted across all categories:

- Domestic: increase of 3.2 per cent (record high)
- International: increase of 3.8 per cent (record high)
- Indigenous: increase of 3.2 per cent

UNDERGRADUATE NATIONAL RECRUITMENT STRATEGY

The Undergraduate National Recruitment Strategy was developed with a focus on out-of-province (OOP) recruitment and a deepened commitment to the province of Alberta. The fourth and final year focused on the Enrol Phase of the Undergraduate National Recruitment Strategy, with a goal to increase the overall undergraduate enrolment of OOP students by another 1.5 per cent. At 2,451 OOP students enrolled, the 2020/21 cycle had an increase of 8.9 per cent. In Alberta, the 2020/21 cycle saw an increase by 35.1 per cent in high-achieving admitted students year-over-year.

Since 2016, in-person recruitment initiatives have expanded from three provinces to nine provinces and territories. We have also expanded out-of-province undergraduate enrolment by 24.8 per cent and Alberta undergraduate enrolment by 12.0 per cent.

The Undergraduate National Recruitment Strategy has surpassed all of its planned targets and measures. This strategy's success is shared across the university; cross-campus collaboration between central and faculties has supported these outcomes. The result is a more diversified enrolment that supports student learning and sustainability while enhancing the experiences of all students.

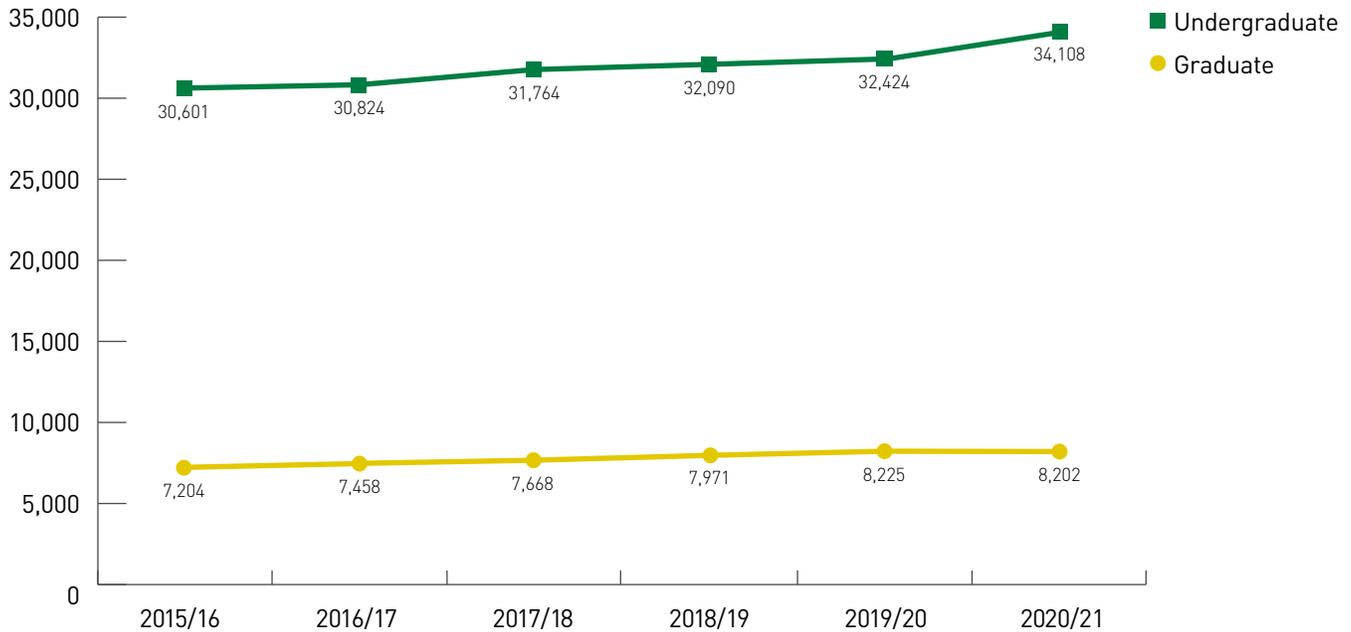


1. TOTAL UNDERGRADUATE ENROLMENT

1.1 ENROLMENT HEADCOUNT

Undergraduate enrolment has been increasing gradually since 2015/16, and the 2020/21 cycle saw a more notable increase of 5.2 per cent year-over-year, with total undergraduate enrolment reaching a record high of 34,108. Undergraduate enrolment accounted for 80.6 per cent of the university's overall enrolment of 42,310 students, which is a 4.1 per cent increase from last year's cycle.

FIGURE 1: ENROLMENT HEADCOUNT (2015 TO 2020)



Source: Office of the Registrar, December 1 REGSTATS Archive

Notes:

1. Undergraduate headcount includes 1,000 Postgraduate Medical and Dental Education students.
2. The undergraduate numbers shown for 2015/16 and 2016/17 differ by 25 and 27 respectively from what was reported in 2015 and 2016 annual reports, as the current data no longer includes students in the Career Preparation Program of Campus Saint-Jean. As of 2015/16, Career Preparation Program data was separated from undergraduate data.

When I came to the U of A in my first year, I was amazed by the diversity of the student population at North Campus and Campus St-Jean. I was able to make new friends and be surrounded by people who look like me and have shared similar experiences.

Clarisse Bosco, Bilingual Nursing | Vancouver, BC

1.2 NEW AND CONTINUING REGISTRATION, UNDERGRADUATE HEADCOUNT

In 2020/21, the total undergraduate registered headcount grew by 5.4 per cent to 33,112.

The overall increase was driven by an increase in new registration at 9.9 per cent (1,291) and an increase of 2.7 per cent (502) for continuing registered students.

Year-over-year variances show a decrease in applications and increased admission offers extended, which reflects intentional strategic management to manage enrolment numbers while preserving access for Albertans.

TABLE 1: 2020/2021 APPLICANT AND REGISTRATION NUMBERS

Program Faculty	Applicants	Applicants Offers Extended	New to Program Registered	Continuing Registered	Total Registered
ALES	2,029	1,242	687	1,029	1,702
Arts	9,460	6,241	3,046	3,758	6,726
Augustana Faculty	2,109	1,076	395	600	995
Business	1,329	943	829	1,345	2,171
Education	3,324	1,935	1,233	1,801	3,022
Engineering	6,534	4,312	2,201	2,579	4,773
KSR	1,809	694	407	644	1,048
Law	968	395	205	344	549
Medicine and Dentistry	2,234	352	284	758	1,052
Faculty of Native Studies	305	136	79	106	181
Nursing	2,243	747	511	830	1,339
Open Studies	1,162	1,067	693	424	1,069
Pharmacy and Pharm Science	359	186	151	423	574
Campus Saint-Jean	575	365	224	517	738
Science	13,803	7,463	3,360	3,867	7,173
2020 Total	36,368	25,182	14,305	19,025	33,112
2019 Total	37,286	22,127	13,014	18,523	31,409
Year Over Year Change (#)	-918	3,055	1,291	502	1,703
Year Over Year Change (%)	-2.5%	13.8%	9.9%	2.7%	5.4%

Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

Notes:

1. "New to Program Registered" and "Continuing Registered" do not always sum up to "Total Registered." Students who are auditing courses may be included in New to Program Registered but are excluded from Total Registered. Also, continuing students who had withdrawn from all of their classes over the past four terms but are registered in the current term would be counted in Total Registered but neither in New to Program Registered nor Continuing Registered.

2. Numbers shown for Pharmacy and Pharmaceutical Sciences include BSc Pharmacy as well as the Doctor of Pharmacy program, which is considered an undergraduate program.
3. The sum of applicants and applicants offers extended within each faculty will exceed the total overall count as shown, as some applicants apply to and are admitted in more than one faculty.
4. Postgraduate Medical and Dental Education Students are excluded from this table.
5. Program transfers within the same faculties are considered applicants with respect to their new programs and therefore included in the count of Applicants and New to Program Registered.

Upon entering university, my mindset was very fixed on believing that the path you choose is the one you end up on forever. But over the past 3 years, my experience has taught me the exact opposite. I used to always be so worried about deciding on exactly what I want to become and what job title I need to have, but I'm slowly learning to let go and trust where my life takes me.

Mahek Punjabi, Business (Business Economics & Law) | Edmonton, AB



1.3 ENROLMENT FULL LOAD EQUIVALENT, UNDERGRADUATE

Total undergraduate enrolment Full Load Equivalent (FLE) for 2020/21 is estimated to be 29,375. This is 5.5 per cent above the Comprehensive Institutional Plan (CIP) enrolment target of 27,832 FLEs. In order to ensure access for Albertans, the university was intentional in increasing enrolment across several programs, as indicated by a year-over-year increase in domestic enrolment.

While most faculties across campus experienced year-over-year growth, those with the most significant over enrolment by FLE are:

- Faculty of Science (435, or 7.3 per cent)
- Faculty of Arts (301, or 5.7 per cent)
- Faculty of Education (151, or 5.8 per cent)
- Faculty of Engineering (130, or 2.9 per cent)

TABLE 2: 2020/2021 ENROLMENT BY FLE AND COMPARISON WITH TARGETS

Program Faculty	2020/21 FLE Estimate	2020/21 FLE Target	2020/21 Over/ Under Enrolment FLE	2020/21 Over / Under %	2019/20 Over / Under %
ALES	1,412	1,307	105	8.0%	3.8%
Arts	5,565	5,264	301	5.7%	2.0%
Augustana Faculty	883	952	-69	-7.3%	-0.1%
Business	1,875	1,775	100	5.7%	-1.5%
Education	2,737	2,586	151	5.8%	0.1%
Engineering	4,595	4,465	130	2.9%	0.5%
KSR	935	865	70	8.1%	4.0%
Law	552	525	27	5.2%	7.9%
Medicine and Dentistry	1,091	1,040	51	4.9%	6.5%
Faculty of Native Studies	136	136	0	-0.1%	10.9%
Nursing	1,387	1,386	1	0.1%	1.5%
Open Studies	539	533	6	1.1%	37.2%
Pharmacy and Pharm Science	584	467	117	25.0%	23.6%
Campus Saint-Jean	666	547	119	21.7%	30.3%
Science	6,419	5,984	435	7.3%	1.7%
Total	29,375	27,832	1,543	5.5%	3.3%
Average* (Excluding Open Studies)			193	6.6%	6.3%

Notes:

1. Does not include Postgraduate Medical and Dental Education.
2. Undergraduate FLE targets for 2020/21 are based on the university's 2019 Comprehensive Institutional Plan (for professional faculties) as well as revisions to the plan (for direct entry faculties) as was communicated by the provost in the Fall 2020 Enrolment Letters. Subsequent revisions to the targets were made where 250 FLEs were transferred from graduate to undergraduate studies within the Faculty of Arts and 10 FLEs were transferred from Augustana Faculty to Campus Saint-Jean.
3. FLE estimates are based on registration headcounts and estimated two-year FLE to headcount conversion rates. ¹

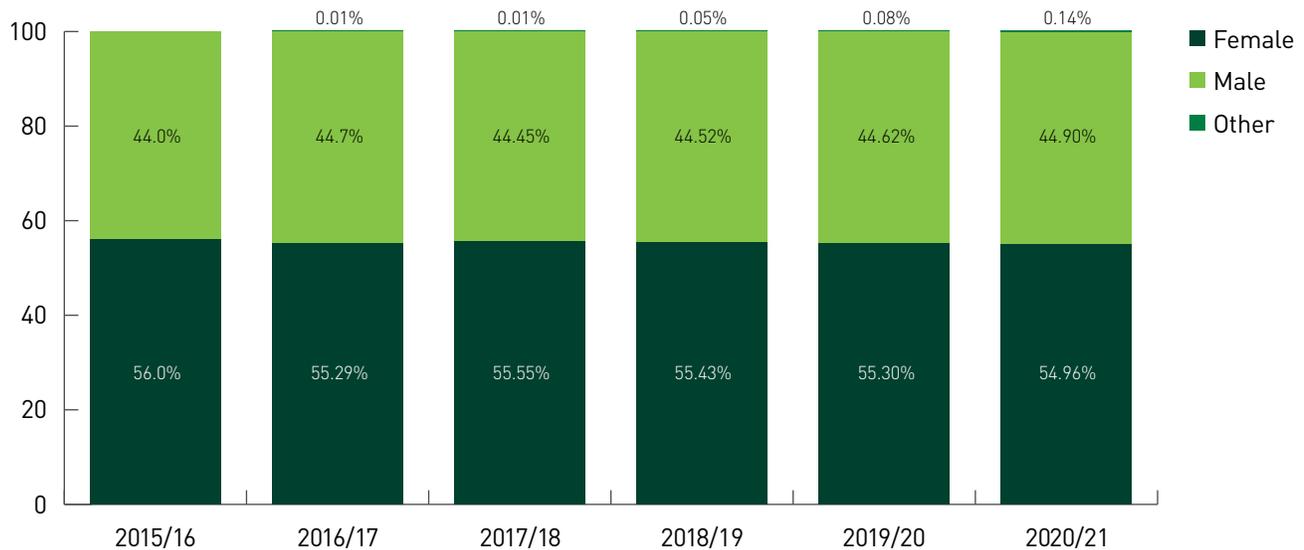
¹ Official FLE counts are received from the Government of Alberta.

1.4 GENDER DISTRIBUTION, UNDERGRADUATE HEADCOUNT

A total of 54.96 per cent of undergraduate students identify as female, 44.90 per cent identify as male and 0.14 per cent as other.

Gender distributions of the undergraduate student population have remained stable over the past five years, since the introduction of the 'other' option in 2016/17.

FIGURE 2: GENDER DISTRIBUTION IN UNDERGRADUATE REGISTRATION (2015 TO 2020)



Source: Office of the Registrar, December 1 REGSTATS Archive

1.5 FULL-TIME AND PART-TIME UNDERGRADUATE HEADCOUNT

Students at the university are categorized as either full-time or part-time, depending on the number of credits taken in a single term. Full-time status is granted for the term when a student is enrolled in at least nine credits; otherwise the student is considered part-time.

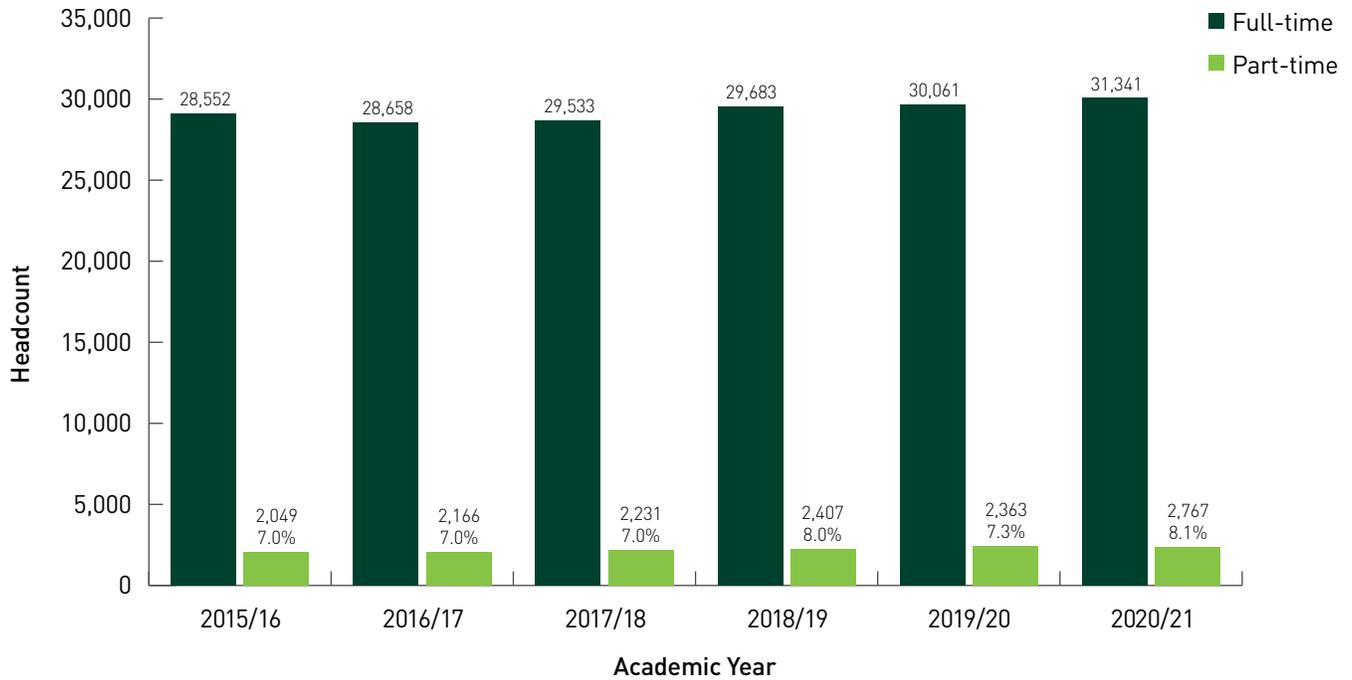
At 31,341, full-time student enrolment has:

- increased by 4.3 per cent (1,280) year-over-year
- reached a record high
- gradually increased since 2015/16 with a significant increase in 2020/21

At 2,767, part-time student enrolment has:

- increased by 17.1% per cent (404) year-over-year
- reached a record high
- Proportion of part time students remained between 7.0 per cent and 8.0 per cent since 2014/15, reaching slightly above this range to 8.1 per cent in 2020/21

FIGURE 3: FULL-TIME AND PART-TIME UNDERGRADUATE HEADCOUNT (2015 TO 2020)



Source: Office of the Registrar, December 1 REGSTATS Archive

Note: The total numbers shown for 2015/16 and 2016/17 differ by 25 and 27 respectively, from what was reported in 2015 and 2016 annual reports as the current data no longer includes students in the Career Preparation Program of Campus Saint-Jean. As of 2015/16, Career Preparation Program data was separated from undergraduate data.

I was fortunate enough to be given multiple opportunities to travel all over North America throughout my time at the U of A for different conferences and competitions with the student groups I was involved with. These experiences allowed me to stretch beyond my comfort zone on a day-to-day basis which has led to incredible opportunities and growth.

Mariam Humayun, Business (Finance) | Edmonton, AB



2. APPLICANT NUMBERS, QUALITY AND YIELD

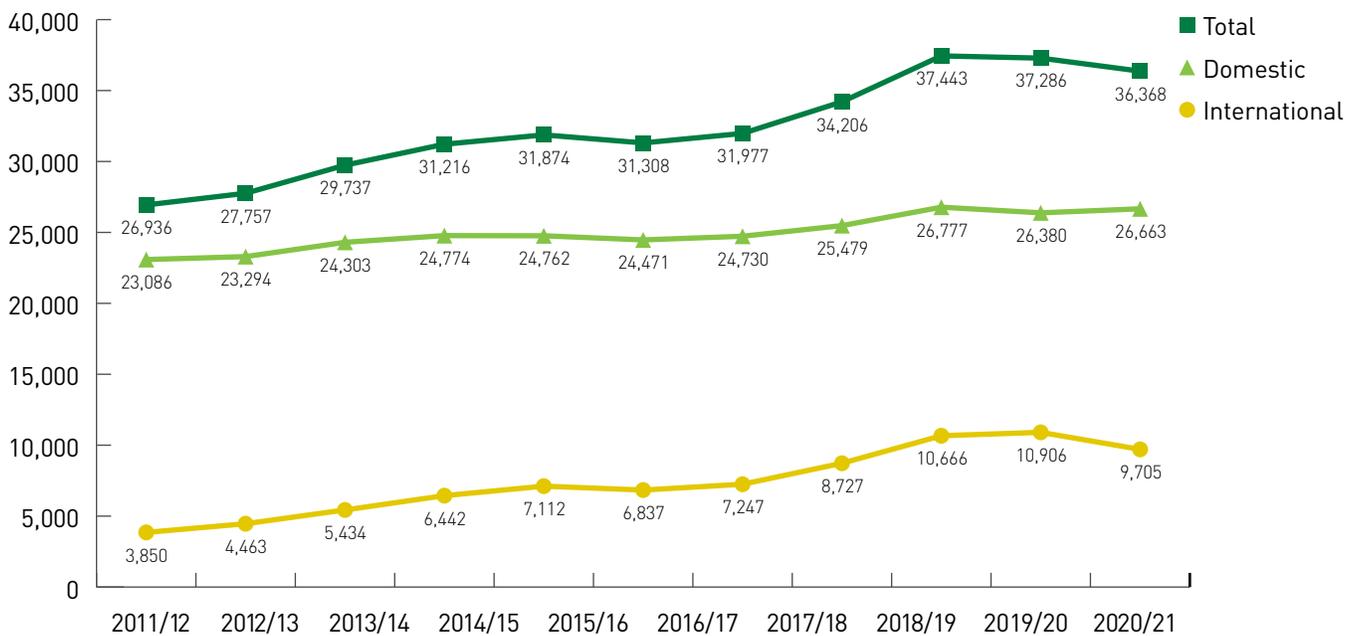
2.1 APPLICANT NUMBERS

With 36,368 total applicants, the demand for programs at the university remains strong. There was a slight decrease of 2.5 per cent (918) in 2020-21 which was mainly driven by a decline in international applications.

Domestic application numbers have remained consistent over the past three years with a modest increase of 1.1 per cent in 2020/21.

International application numbers have had a steady rise since 2011/12 with the exception of the 2020/21 cycle which saw a decrease of 11.0 per cent, likely as a result of environmental factors, as noted on page 2.

FIGURE 4: TEN YEAR UNDERGRADUATE APPLICANT CURVE (2011 TO 2020)



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

Notes:

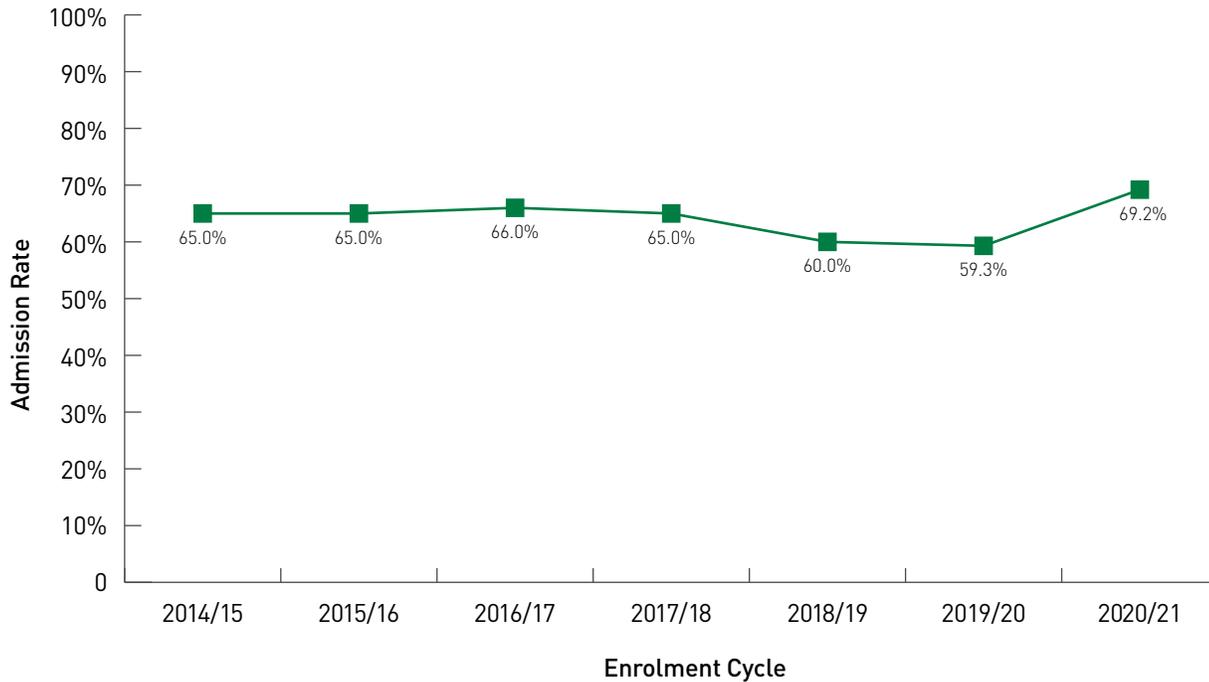
1. Data is based on December 1 archived data for each specified year.
2. The applicant number shown for 2015/16 differs by 31 from what was reported in the 2015 annual report as the current data no longer includes students in the Career Preparation Program of Campus Saint-Jean. As of 2015/2016, Career Preparation Program data was separated from undergraduate data.
3. Data includes new-to-university applicants as well as continuing students applying for a program change.



2.2 ADMISSION RATE

The 2020/21 admissions cycle saw an admission rate of 69.2 per cent which is an increase of 9.9 per cent year-over-year. It is the second highest admission rate falling just below the historical high of 70.0 per cent in 2013/14. A strategic decision was made to increase admission offers to ensure the university was more accessible to prospective students and that overall enrolment targets were met despite the environmental uncertainties impacting the 2020/21 cycle.

FIGURE 5: SEVEN YEAR UNDERGRADUATE ADMISSION RATE CURVE (2014 TO 2020)



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

Notes:

1. Data is based on December 1 archived data for each specified year.
2. Data includes new-to-university applicants as well as continuing students applying for a program change.

Receiving scholarships from the University of Alberta definitely changed my post-secondary experience. I am so grateful for the financial assistance I received because I was able to really focus on my studies and pursue fulfilling extracurriculars without an unmanageable financial burden.

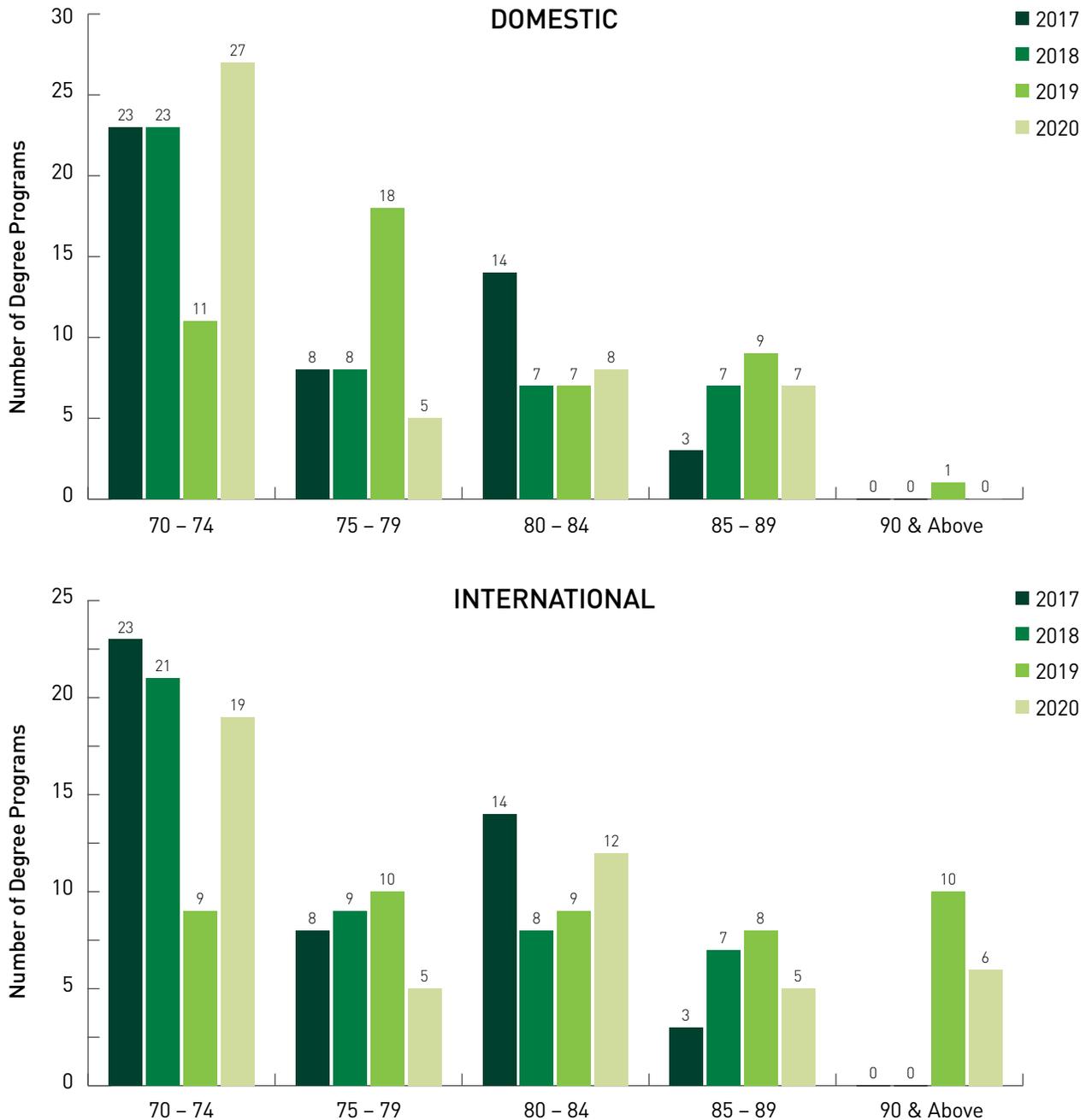
Alana Tollenaar, Science (Environmental & Conservation Science) | Spruce Grove, AB



2.3 COMPETITIVE ADMISSION AVERAGES, UNDERGRADUATE DIRECT-ENTRY

The university balances accessibility with strategic enrolment management to attract highly-qualified students to our programs. Overall in 2020, there was an increase in the number of degree programs with a mean admission average below 75 per cent driven by strategic enrolment decisions in an unpredictable cycle.

FIGURE 6: NUMBER OF DEGREE PROGRAMS WITH COMPETITIVE ADMISSION AVERAGE IN THE RANGES SHOWN



2.4 MEAN ADMISSION AVERAGES OF REGISTERED STUDENTS, UNDERGRADUATE DIRECT-ENTRY

Overall, mean admission averages remained relatively stable across faculties. In the 2020/21 cycle the mean admission average for nine of the ten direct-entry faculties was equal to or higher than the average in previous years with Science and Nursing at the highest mean average of 90.0 per cent.

Faculty specific mean admission average highlights:

- Campus Saint-Jean had an increase of 3.0 per cent
- Agricultural, Life & Environmental Sciences, Augustana, Education, and Nursing had an increase of 1.0 per cent
- Arts, Engineering, Kinesiology, Sport, and Recreation, and Science remain unchanged
- Native Studies had a decrease of 1.0 per cent

TABLE 3: MEAN AVERAGES OF REGISTERED STUDENTS (2011 TO 2020)

FACULTY	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	Trend
ALES	81	81	82	85	84	83	83	84	83	84	↑
Arts	80	79	80	81	81	81	81	82	84	84	→
Augustana	79	78	80	80	80	81	82	81	82	83	↑
Education		79	82	81	80	81	81	82	84	85	↑
Engineering	86	87	88	89	90	90	89	89	89	89	→
KSR	82	83	84	84	83	84	85	86	89	89	→
Native Studies	75	77	75	74	74	74	75	77	79	78	↓
Nursing	81	82	84	84	86	87	89	90	89	90	↑
Campus Saint-Jean	81	80	80	80	81	81	80	81	82	85	↑
Science	84	85	86	88	88	89	89	90	90	90	→

Source: Office of the Registrar

Based on the final admission averages

Moving from a small town to a big city was both rewarding and challenging in my first year. However, I was extremely lucky to have amazing professors who encouraged me and supported me in my academic explorations. Meeting people my age who share the same passion for their degrees has been a pleasure and I look forward to another great semester of growth!

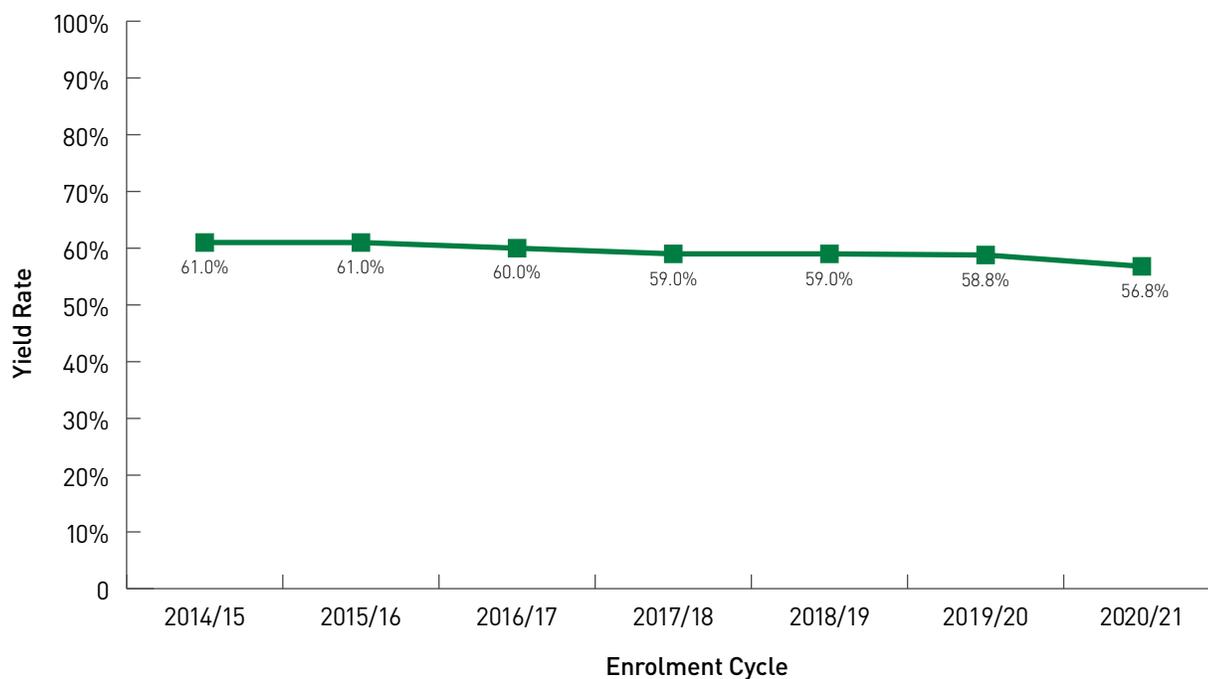
Jenny Munholland, Secondary Education (English) | Stettler, AB

2.5 YIELD RATE

The proportion of admitted applicants who registered, also known as the yield rate, has remained relatively stable ranging between 56.0 per cent and 61.0 per cent since 2013/14.

- Applicants admitted: 25,182 (an increase of 13.8 per cent)
- Applicant Registered: 14,305 (an increase of 9.9 per cent)
- Yield Rate: 56.8 per cent (a decrease of 2.0 per cent)

FIGURE 7: SEVEN YEAR UNDERGRADUATE YIELD RATE CURVE (2014 TO 2020)



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Enrolment Management Table

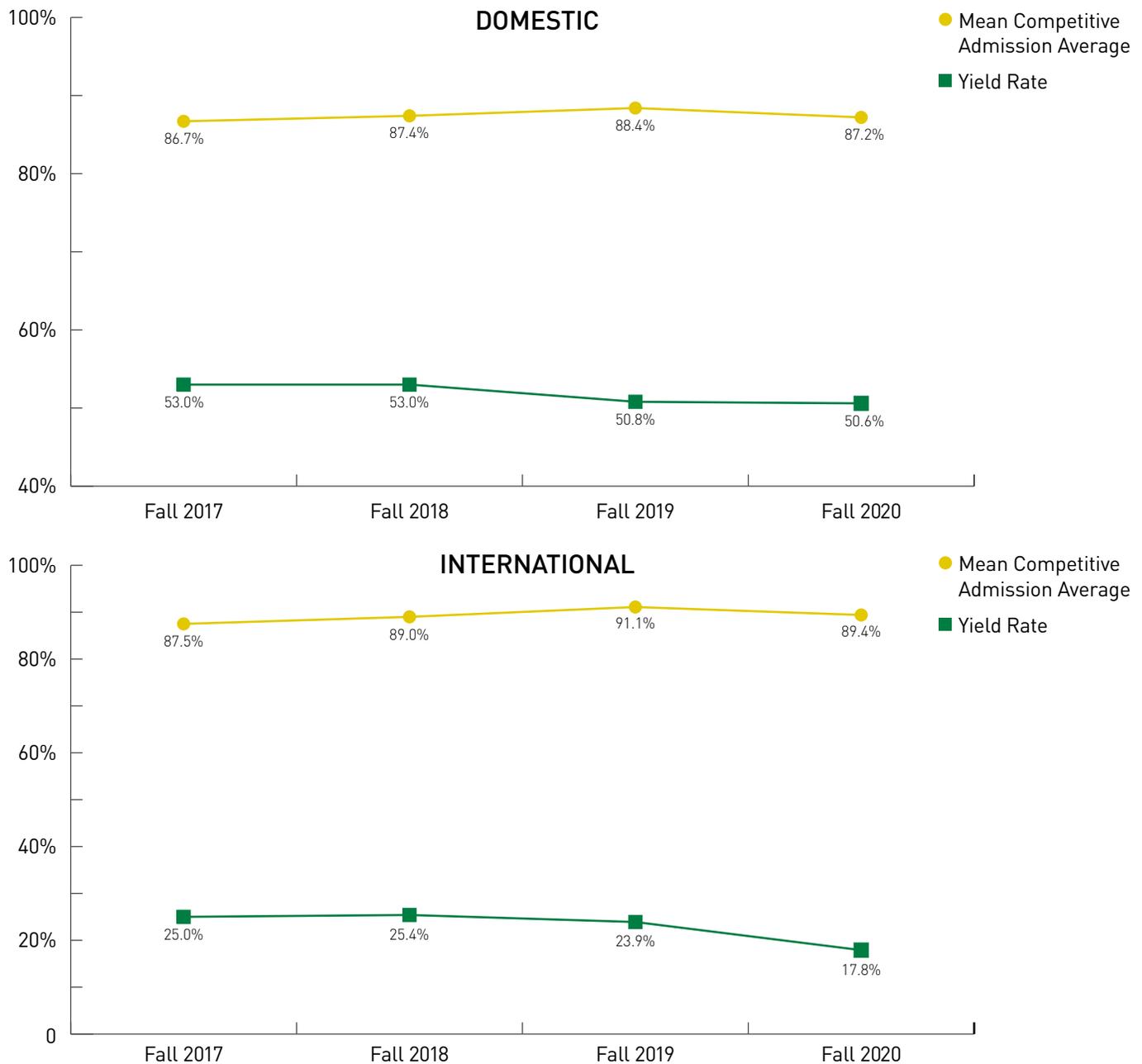
Notes:

1. Data is based on December 1 archived data for each specified year.
2. Data includes new-to-university applicants as well as continuing students applying for a program change.

2.6 RELATIONSHIP BETWEEN MEAN COMPETITIVE ADMISSION AVERAGE AND YIELD RATE

In 2020, admission averages decreased by 1.2 per cent for domestic applicants and 1.7 per cent for international applicants, and yield rate declined by 0.2 per cent and 6.1 per cent, respectively. This decrease was most noticeable for International Direct Entry applicants likely as a result of environmental factors, as noted on page 2 which mirrors general sentiment from across the country.

FIGURE 8: RELATIONSHIP BETWEEN MEAN COMPETITIVE ADMISSION AVERAGE AND YIELD RATE AMONG FIRST CHOICE DIRECT-ENTRY APPLICANTS (FALL 2017 TO FALL 2020)

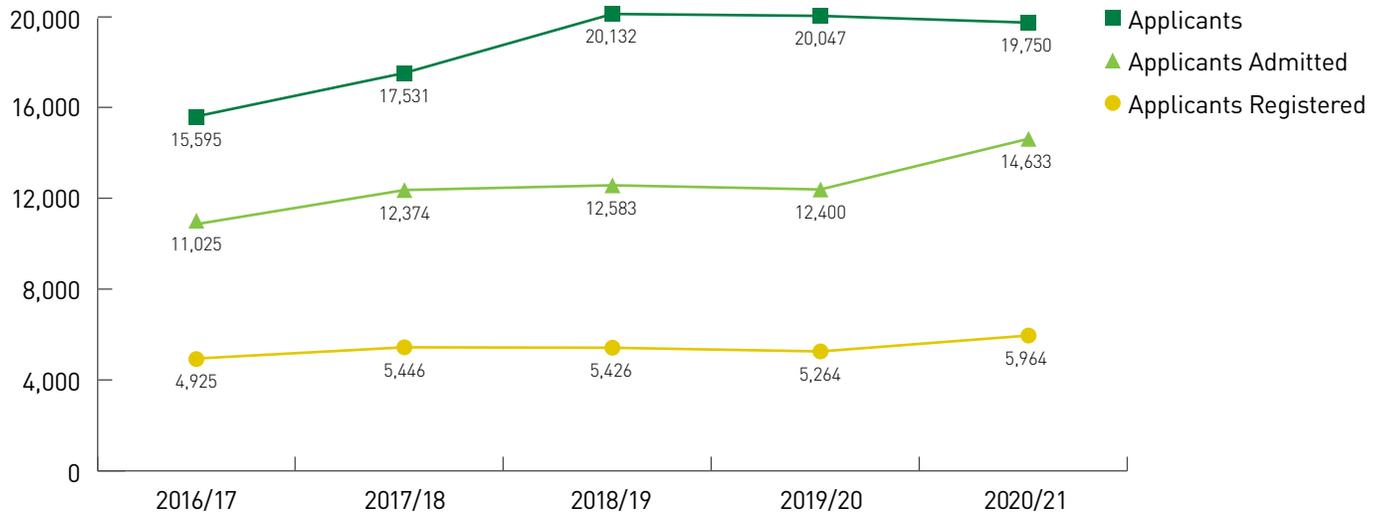


2.7 APPLICANT YIELD, UNDERGRADUATE DIRECT-ENTRY

At 19,750 the number of direct-entry applicants decreased by 1.5 per cent from last year's cycle. Of those, 14,633 applicants were admitted, an increase of 18.0 per cent compared to the preceding cycle. This increase was implemented during the enrolment cycle to accommodate the lower point in time yield rates, resulting in a direct entry admission rate of 74.1 per cent, a 12.2 per cent increase year-over-year.

For 2020/21, a total of 5,964 or 40.8 per cent of admitted direct-entry applicants yielded into registrations, showing a lower yield rate than in the previous cycle.

FIGURE 9: DIRECT-ENTRY APPLICANT, ADMISSION AND REGISTRATION NUMBERS (2016 TO 2020)



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report

Note: Applicants admitted shown for 2015/16 and 2016/17 will differ from those shown in previous years' annual reports as the current numbers now encompass total admission offers made rather than active offers alone. In 2017, the institution adopted an enhanced methodology to track all applicants who were initially admitted but had their offers declined, cancelled or revoked.

The U of A has a lot of opportunities to get involved and I was able to meet so many incredible people from different clubs and conferences. Looking back on it now, I wouldn't change any part of my university experience. There are so many more opportunities in university than you can ever imagine.

Morgan Stang, Business (Operations Management) | Edmonton, AB

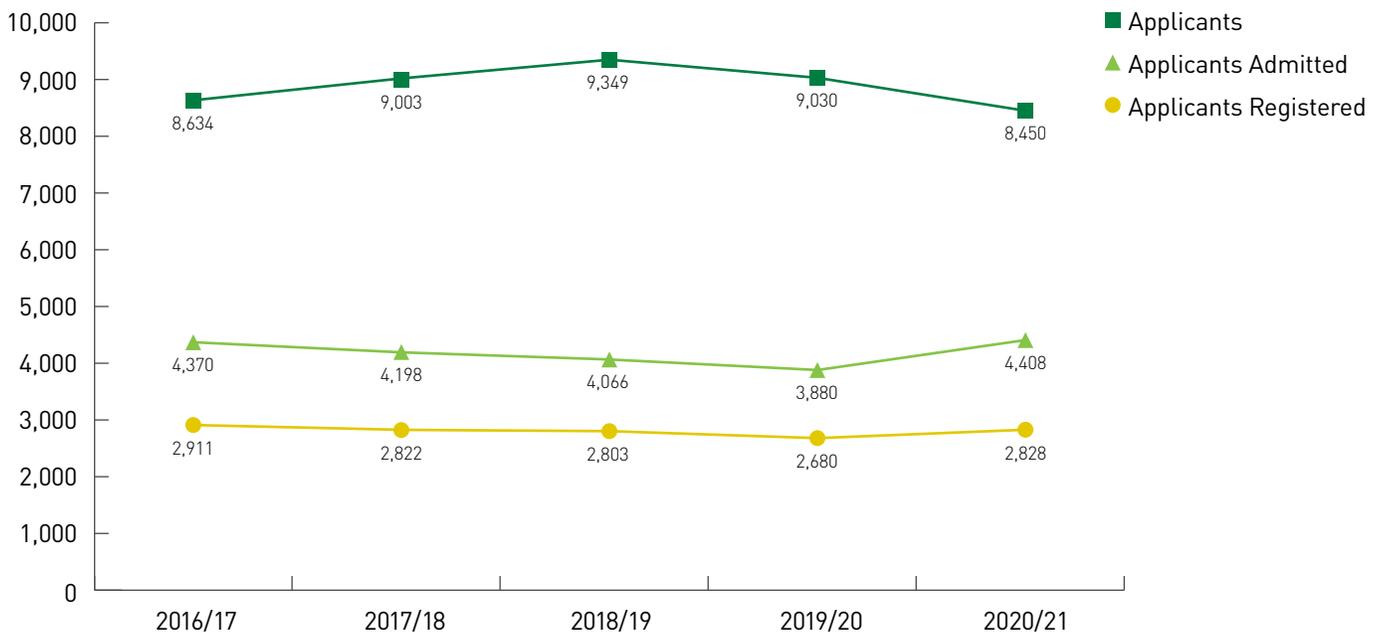


2.8 APPLICANT YIELD, UNDERGRADUATE POST-SECONDARY TRANSFER

At 8,450 the number of post-secondary transfer applicants decreased by 6.4 per cent from last year's cycle. Of those applicants, 4,408 were admitted, an increase of 13.6 per cent compared to the preceding cycle and reflective of strategic enrolment management. This resulted in a post-secondary transfer admission rate of 52.2 per cent.

For 2020/21, a total of 2,828 or 64.2 per cent of our admitted post-secondary transfer applicants yielded into registrations.

FIGURE 10: POST-SECONDARY TRANSFER APPLICANT, ADMISSION AND REGISTRATION NUMBERS (2016 TO 2020)



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report

Notes:

1. Data in the above chart does NOT include Internal Transfer applicants.
2. Applicants admitted shown for 2015/16 through 2016/17 will differ from those shown in previous years' annual reports as the current numbers now encompass total admission offers made rather than active offers alone. In 2017, the institution adopted an enhanced methodology to track all applicants who were initially admitted but had their offers declined, cancelled or revoked.

I've always been very interested in science so I knew a science degree at U of A would be the best fit for me. Once I started my research I immediately fell in love, and it's been the most important aspect of my life ever since. For anyone that's thinking of trying out research, a student group, or any other university experience that you're not sure about, my biggest advice would be just to go for it because it might end up becoming the highlight of your university experience.

Madison Wickenberg, Science (Psychology) & Biomedical Research Certificate | Edmonton, AB

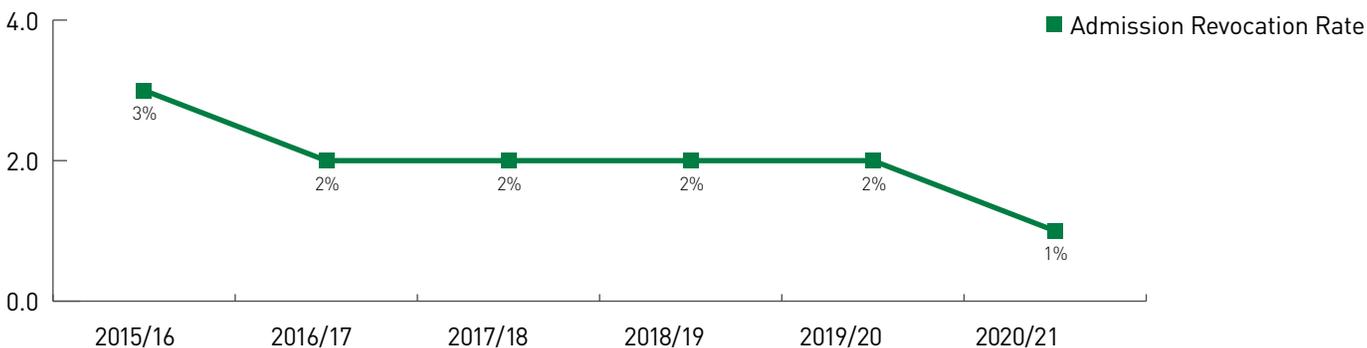


2.9 ADMISSION REVOCATION RATES, UNDERGRADUATE DIRECT-ENTRY

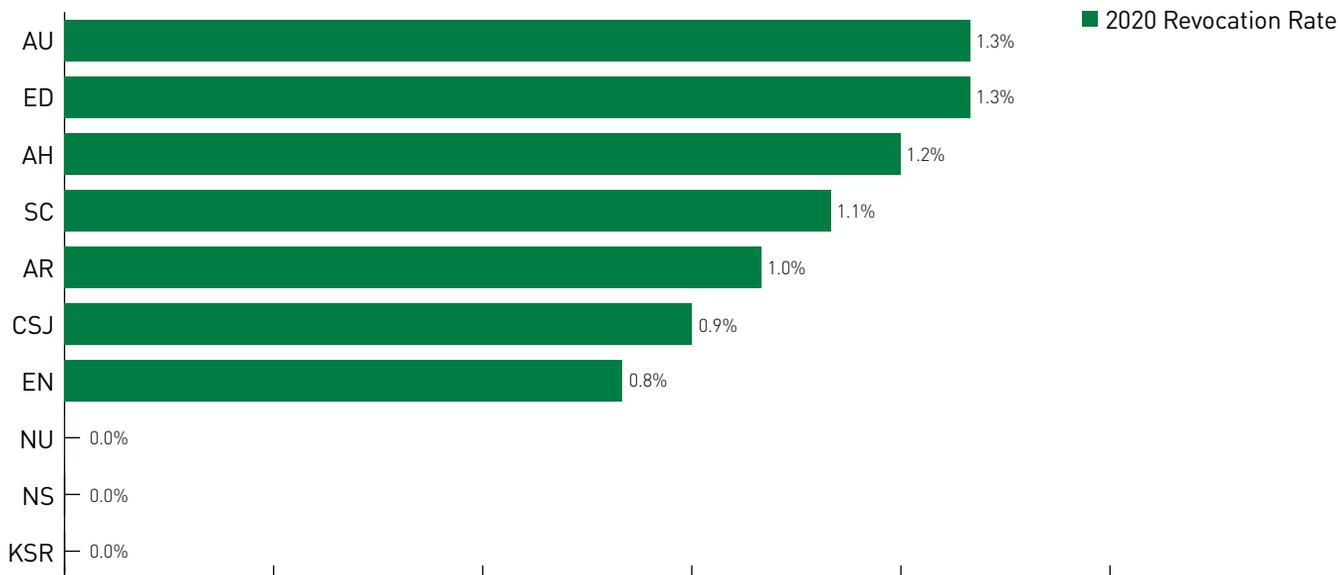
Direct-entry admission decisions are not based solely on final Grade 12 marks. A significant number of early admission offers are based on self-recorded Grade 11 marks or a combination of Grade 11 and interim Grade 12 marks. These early admissions are intended to be as firm as possible. However, they are contingent on the applicants' final Grade 12 average meeting the university's minimum requirement of 70.0 per cent. If the minimum requirement is not met upon receipt of final transcripts, the admission offers are revoked.

After a change in process in 2015/16 that created an opportunity to extend firm admission offers earlier and a stable trend in revocation rates, 2020/21 shows the first decrease in five years. While we continue to provide offers of admission on a rolling basis to ensure we are extending firm offers to highly-qualified students, this decrease may be impacted by the environmental factors as noted on page 2.

FIGURE 11: DIRECT-ENTRY ADMISSION REVOCATION RATES (2015 TO 2020)



Source: Office of the Registrar



3. INTERNATIONAL UNDERGRADUATE ENROLMENT

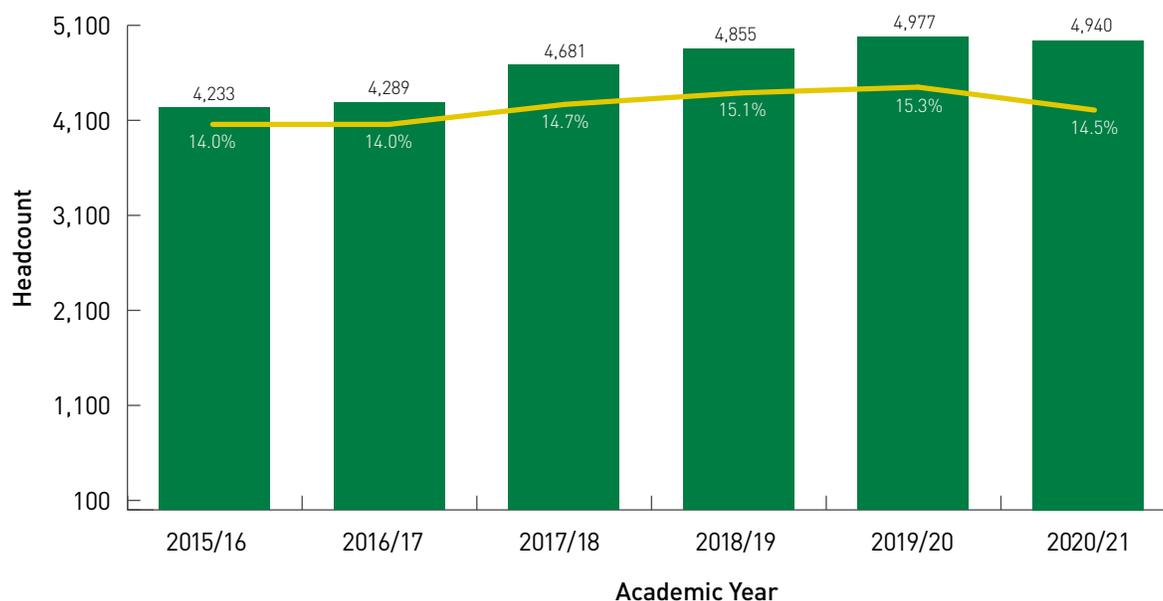
3.1 INTERNATIONAL ENROLMENT HEADCOUNT, UNDERGRADUATE

International undergraduate enrolment is no longer seeing an increasing trend in 2020/21. A total of 4,940 international students were enrolled in 2020/21, a decrease of 0.7 per cent year-over-year.

International students currently account for 14.5 per cent of university undergraduate enrolment, a year-over-year decrease of 0.8 per cent. The slight decrease in international enrolment and the large increase in domestic enrolment both contribute to the decreased international student ratio in 2020/21. The current international headcount of 4,940 exceeds the estimated 4,500 headcount that was needed to fulfill our international enrolment target for 2020/21.

The university will continue to make strategic choices to ensure we are building a diverse class while creating access for both international and domestic students.

FIGURE 12: INTERNATIONAL ENROLMENT HEADCOUNTS AND PROPORTIONS IN TOTAL ENROLMENT (2015 TO 2020)



Source: Office of the Registrar, December 1 REGSTATS Archive

Notes:

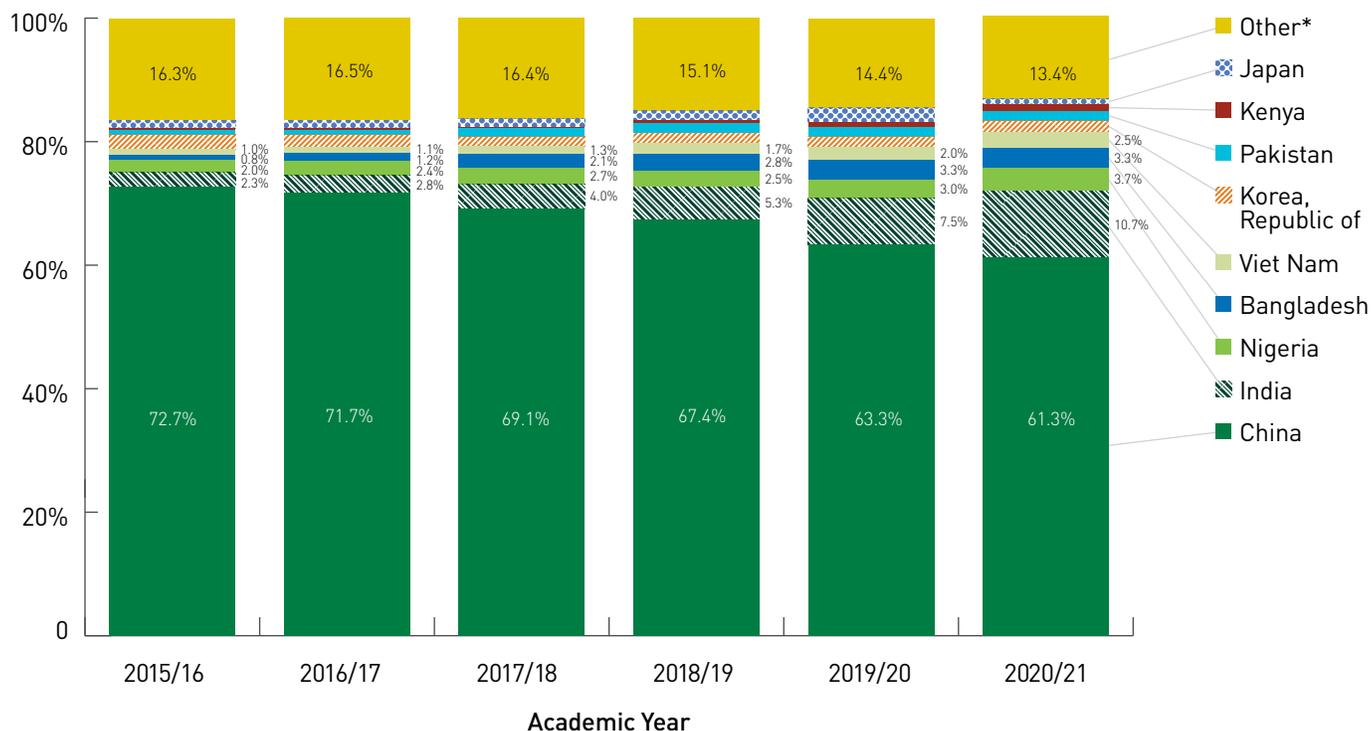
1. An international student is an individual who is not a Canadian citizen nor a permanent resident.
2. Data shown includes Postgraduate Medical and Dental Education.
3. The bar chart indicates total international headcount.
4. The gold line indicates the proportion of total undergraduate enrolment that is contributed by international headcount.
5. The international headcounts shown for 2015/16 and 2016/17 differ by 11 from what was reported in 2015 and 2016 annual reports as the current data no longer includes students in the Career Preparation Program of Campus Saint-Jean. As of 2015/16, Career Preparation Program data was separated from undergraduate data.

3.2 TOP SOURCE COUNTRIES BY STUDENT CITIZENSHIP, UNDERGRADUATE

While China and India remain the top two countries of citizenship for international students, Nigeria now rounds out the top three. While recognizing that citizenship serves as one indicator of diversity, the continuous shifts in representation by country demonstrate continued progress towards the university’s goal of increasing diversity in our international undergraduate student population while maintaining strong connections to traditional source countries.

- China remained the top source country of international student proportion at 61.3 per cent, a decrease of 2.0 per cent.
- India represents 10.7 per cent of the international student population, a record-high and an increase of 3.2 per cent.
- The proportion from Nigeria increased to 3.7 per cent, which is also a record-high.

FIGURE 13: SOURCE COUNTRIES OF INTERNATIONAL STUDENTS BY CITIZENSHIP (2015 TO 2020)



Source: Office of the Registrar, December 1 REGSTATS Archive

Notes

1. "Other" consists of the remaining international countries not shown in chart.
2. The proportion of international undergraduates from China shown for 2016/17 differ by 1.0 per cent from what was reported in the 2016 annual report as the current data no longer includes students in the Career Preparation Program of Campus Saint-Jean. As of 2015/16, Career Preparation Program data was separated from undergraduate data.

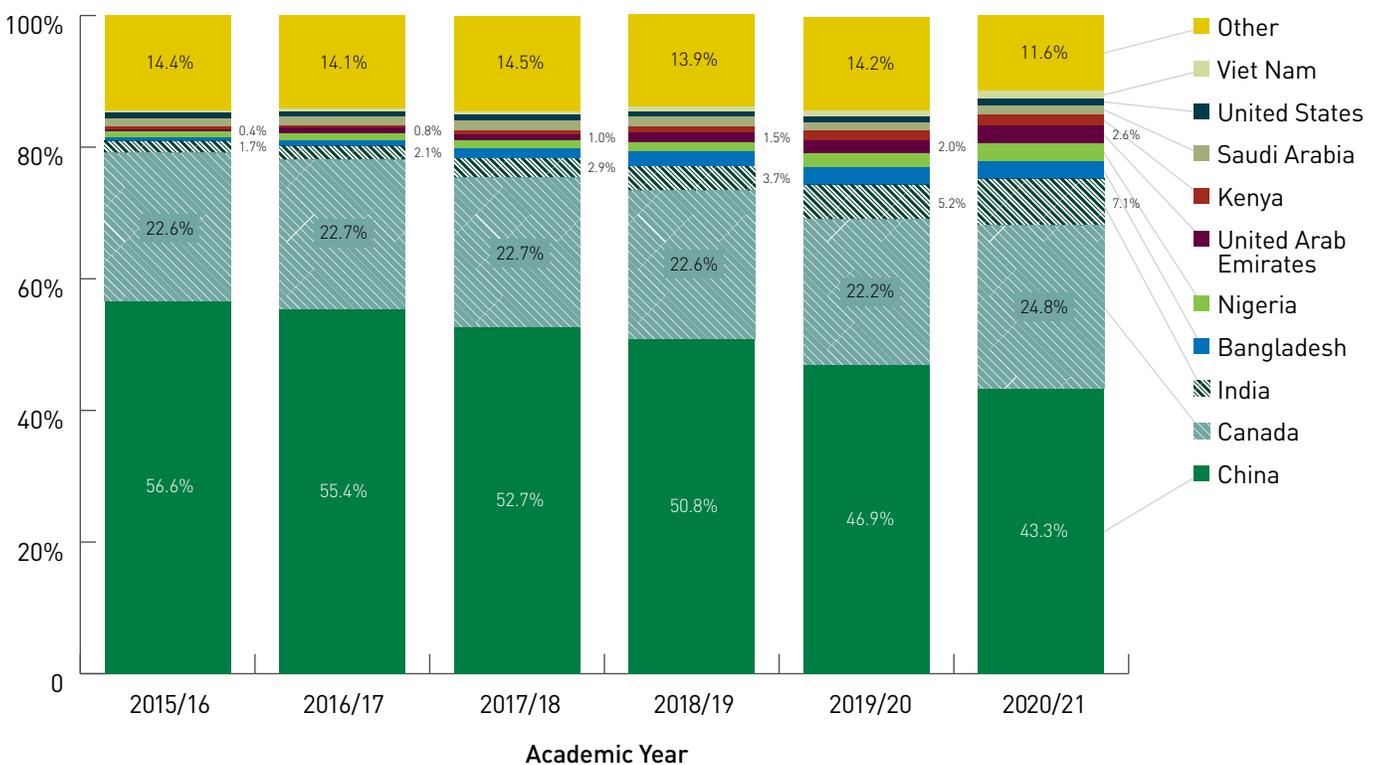
3.3 TOP SOURCE COUNTRIES BY LAST SCHOOL LOCATION, UNDERGRADUATE

For some of our undergraduate students, the country of their last school attended prior to coming to the University of Alberta is not necessarily the same as their country of citizenship. In 2020/21, the most recent school attended was in China for the highest proportion of international students. The proportion from China has been decreasing since 2015/16, but at 43.3 per cent, schools in China still make up a significant proportion of where international students most recently attended. India is the last school location for 7.1 per cent of international students and continues on an upward trend. The proportion of international students with last attended schools in Canada increased to 24.8 per cent in 2020/21.

For the Fall 2020 admission cycle, the university implemented a pilot project for students with Indian curriculum which resulted in:

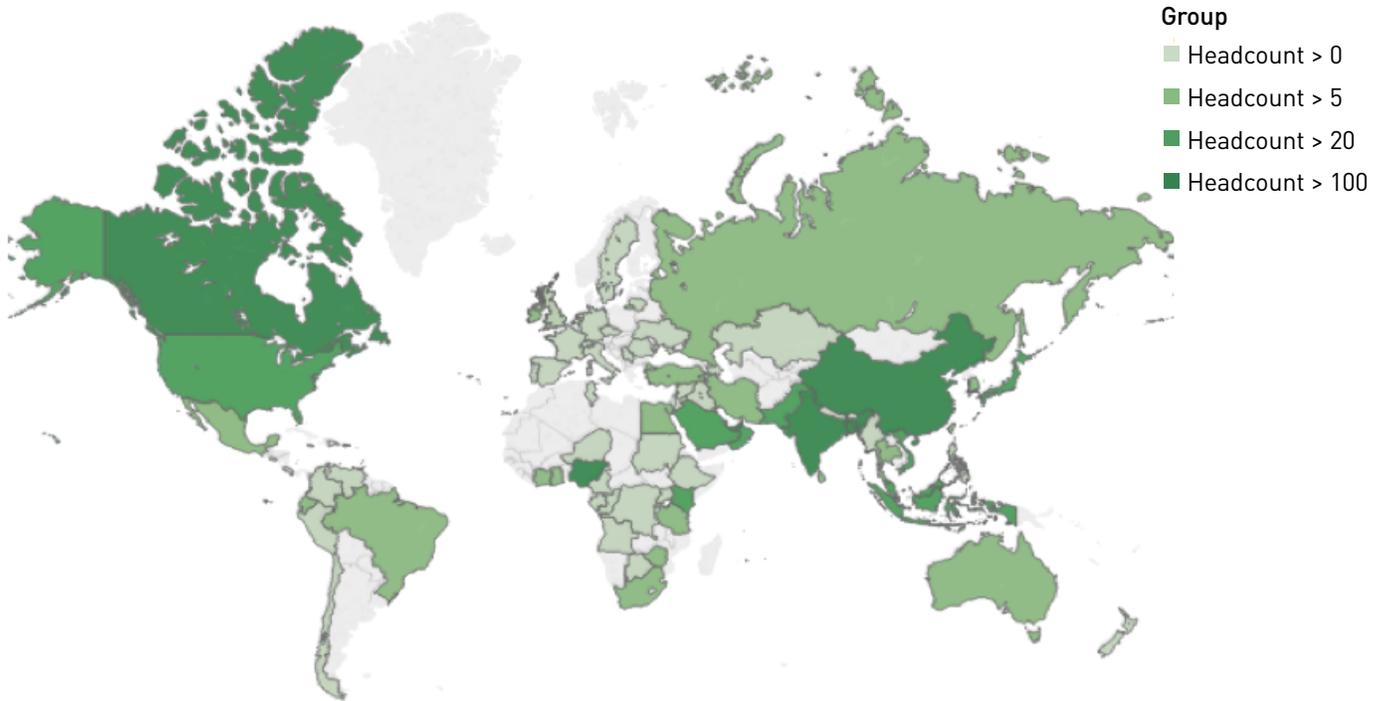
- Improvements in early admission rate
- Increase in registered students
- Additional opportunities for scholarship offers alongside admission

FIGURE 14: SOURCE COUNTRIES OF INTERNATIONAL STUDENTS BY LAST SCHOOL LOCATION (2015 TO 2020)



Source: Office of the Registrar, December 1 REGSTATS Archive

FIGURE 15: SOURCE COUNTRIES OF INTERNATIONAL STUDENTS BY LAST SCHOOL LOCATION (2020)



Map based on Longitude (generated) and Latitude (generated). Color shows details about Group. Details are shown for Country.

Source: Office of the Registrar, December 1 REGSTATS Archive

I entered university without a clear direction or goal. After changing two degrees, three majors, a campus, and a city, I learned it's okay to let go and take things slow. Despite any challenges, this year has been one of the most rewarding of my life.

Muneeb Ahsan, Business Co-op (Management Information Systems) | Lahore, Pakistan
(Moved to Edmonton in 2019)

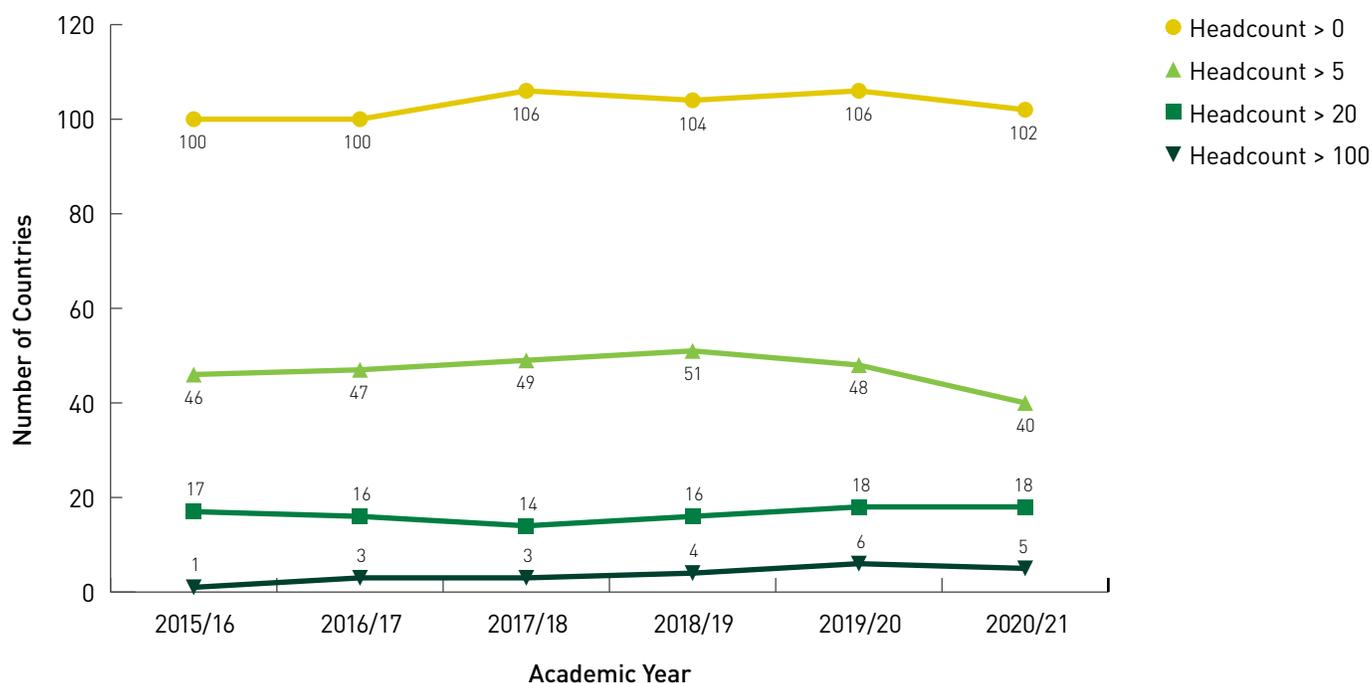
3.4 INTERNATIONAL DIVERSITY, UNDERGRADUATE ENROLMENT

The total number of countries represented by international students decreased from 106 to 102 in the past year. Within the 102 countries represented by international students, 18 have at least 20 undergraduate students, out of which 5 have 100 or more.

These five countries are:

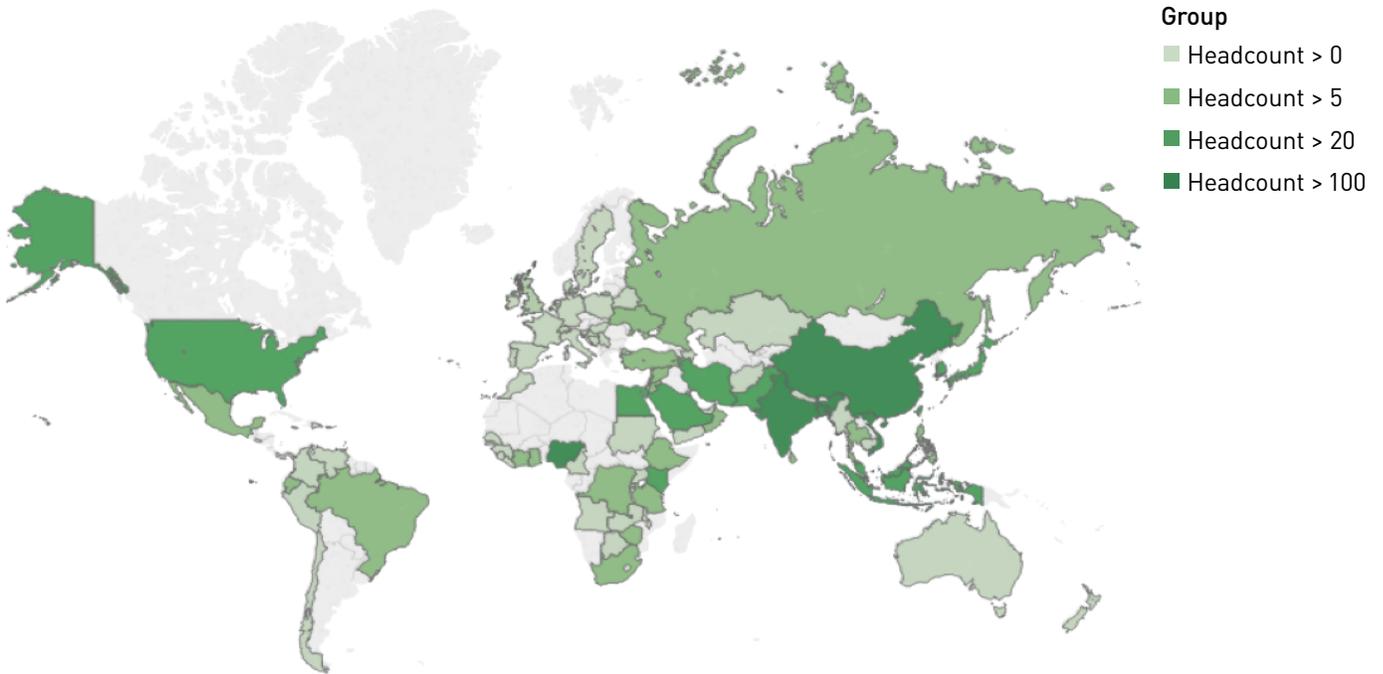
- China headcount: 3027 (decrease of 4 per cent)
- India headcount: 528 (increase of 42 per cent)
- Nigeria headcount: 181 (increase of 20 per cent)
- Bangladesh headcount: 161 (decrease of 1 per cent)
- Vietnam headcount: 123 (increase of 21 per cent)

FIGURE 16: NUMBER OF COUNTRY CITIZENSHIP IN INTERNATIONAL STUDENT HEADCOUNT (2015 TO 2020)



Source: Office of the Registrar, December 1 REGSTATS Archive

FIGURE 17: CITIZENSHIP COUNTRY OF INTERNATIONAL UNDERGRADUATE STUDENTS (2020)



Map based on Longitude (generated) and Latitude (generated). Color shows details about Group. Details are shown for Country.

Source: Office of the Registrar, December 1 REGSTATS Archive

I can't stress enough how important it is to get involved on campus and to do it early on. These university experiences have all shaped me into who I am today and have led me to making meaningful friendships, great connections, and memories that will last a lifetime.

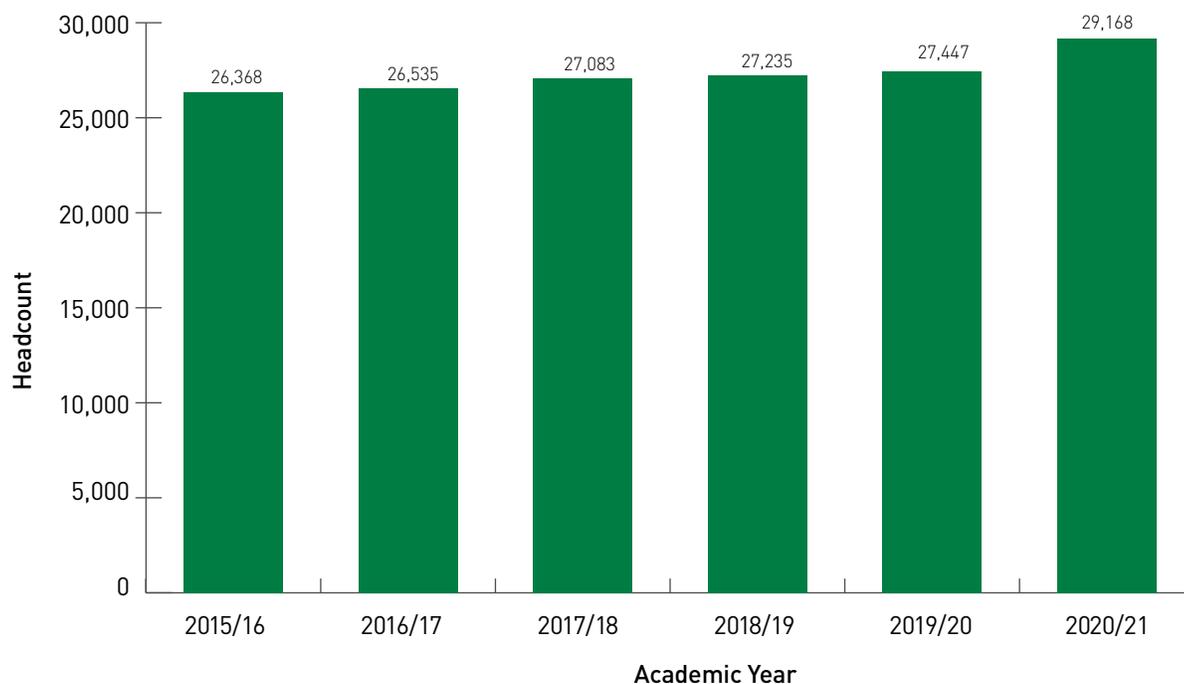
Maite Gonzalez Latorre, Education (Spanish) | Santiago, Chile (Moved to Edmonton in 2010)

4. DOMESTIC UNDERGRADUATE ENROLMENT

4.1 DOMESTIC HEADCOUNTS AND RATIOS, UNDERGRADUATE

Within our student population, those with Canadian citizenship or permanent resident status are considered domestic students. The 29,168 domestic undergraduate headcount is a 6.3 per cent increase and the highest in the past six years. The proportion of domestic students in our undergraduate population is relatively stable at 85.5 per cent, a 0.8 per cent increase year-over-year. The current domestic enrolment represents a change in the balance of new and continuing students. For 2020/21, new to university students comprise 27 per cent our total domestic enrolment compared to 25 per cent in the year prior.

FIGURE 18: DOMESTIC ENROLMENT HEADCOUNTS AND PROPORTIONS IN TOTAL ENROLMENT (2015 TO 2020)



Source: Office of the Registrar, December 1 REGSTATS Archive

Notes:

1. Includes Postgraduate Medical and Dental Education.
2. The bar chart indicates total domestic headcount.
3. The Domestic Enrolment Headcounts numbers shown for 2015/16 and 2016/17 differ by 14 and 16 respectively from what was reported in 2015 and 2016 annual reports as the current data no longer includes students in the Career Preparation Program of Campus Saint-Jean. As of 2015/16, Career Preparation Program data was separated from undergraduate data.

The most rewarding part of attending the U of A has been the introduction to so many interesting fields and career paths. It was tough for me to choose just one thing that I wanted to focus on as there are too many topics I find so fascinating.

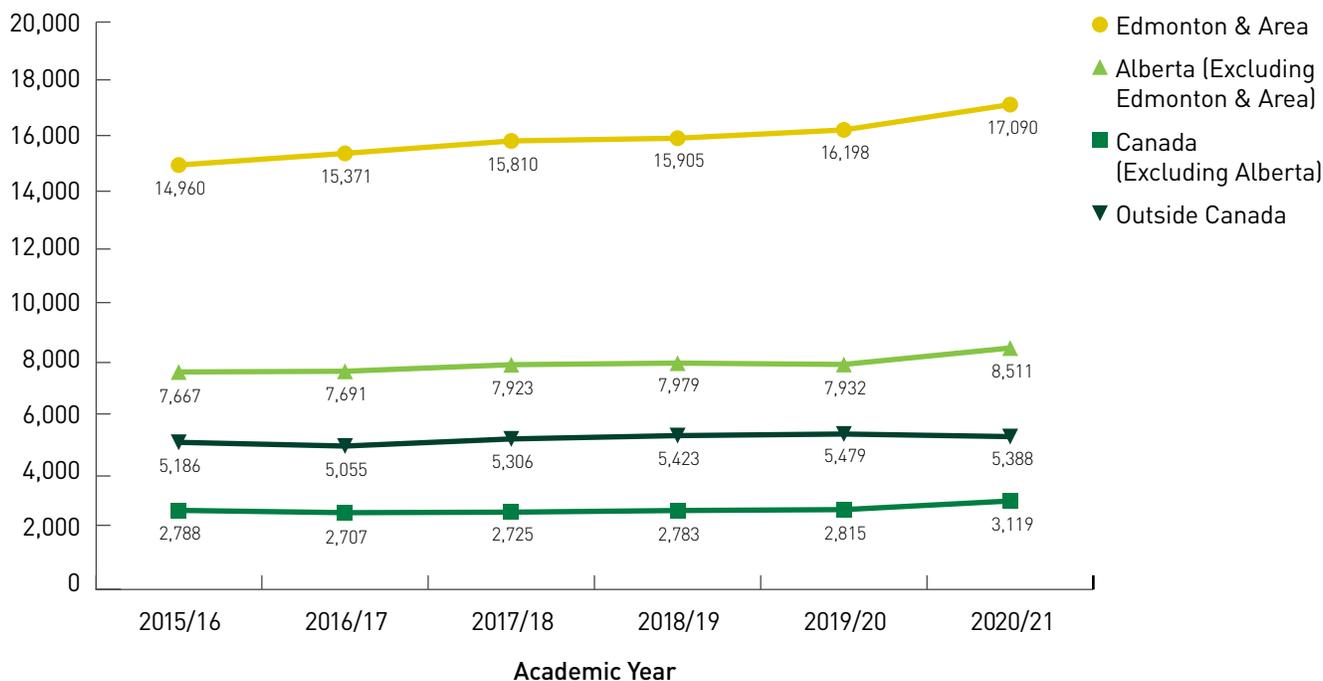
Anastasia Romanowski, Science (Psychology) | Edmonton, AB

4.2 ORIGIN AT TIME OF APPLICATION, UNDERGRADUATE

Undergraduate enrolment remains strong in the 202/21 cycle with 28,720 or 84.2 per cent of undergraduates originating from within Canada. The only origin area that had a decrease was in students from outside of Canada, likely due to the environmental factors as noted on page 2.

- Edmonton and Area: 17,090 (5.5 per cent increase)
- Alberta Excluding Edmonton and Area: 8,511 (7.3 per cent increase)
- Canada Excluding Alberta: 3,119 (10.8 per cent increase)
- Outside Canada: 5,388 (1.7 per cent decrease)

FIGURE 19: ORIGIN AT TIME OF APPLICATION, UNDERGRADUATE



Source: Office of the Registrar, December 1 REGSTATS Archive

Notes:

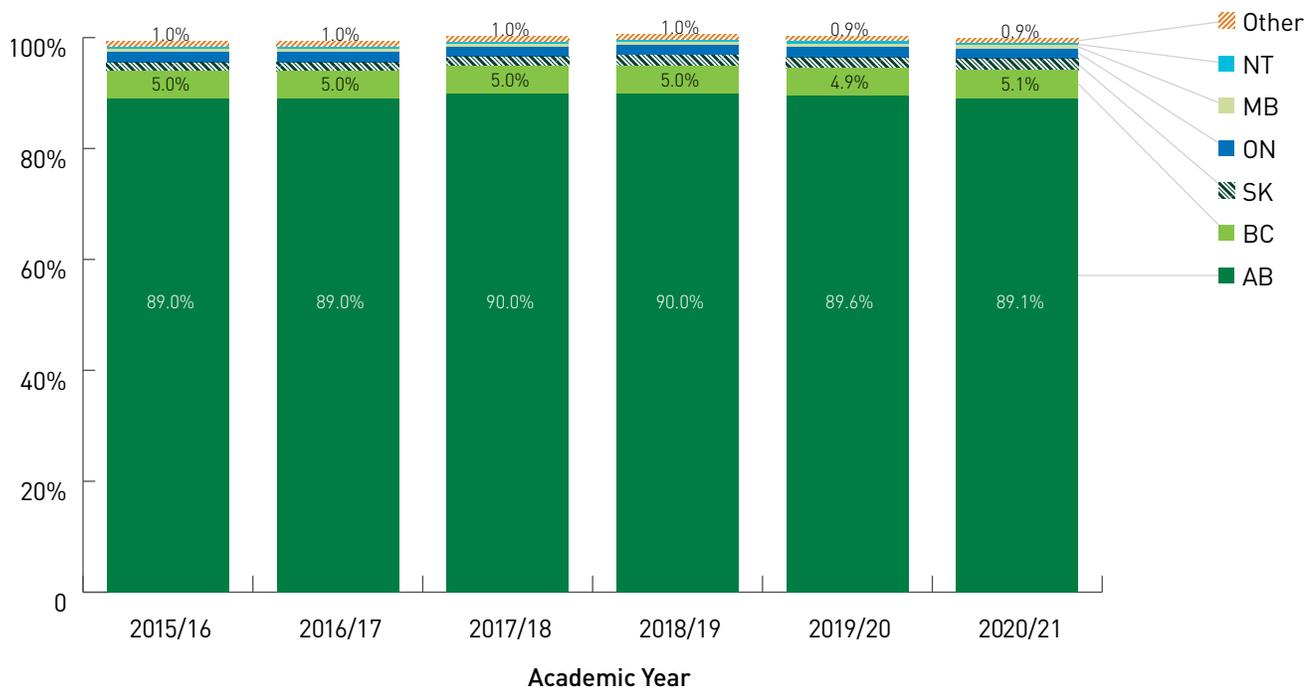
1. Includes Postgraduate Medical and Dental Education.
2. Edmonton and surrounding areas include Edmonton, Sherwood Park, St. Albert, Spruce Grove, Leduc, Fort Saskatchewan, Stony Plain, and Beaumont.
3. Outside Canada percentages listed do not equate to the university's undergraduate international enrolment. Students listing an address outside of Canada may be study-permit students, Canadian citizens, or permanent residents.
4. The ratios shown for 2014/15 do not add up to 100.0 per cent due to rounding.

4.3 PROVINCE OF HOME ADDRESS AT TIME OF APPLICATION, UNDERGRADUATE

Of the 28,720 students originating within Canada:

- 25,601 (or 89.1 per cent) originate from AB
- 1,475 (or 5.1 per cent) originate from BC
- 589 (or 2.1 per cent) originate from SK
- 1,055 (or 3.7 per cent) originate from the other provinces and territories within Canada

FIGURE 20: PROVINCE OF ORIGIN AMONG STUDENTS WITH PERMANENT HOME ADDRESSES IN CANADA (2015 TO 2020)

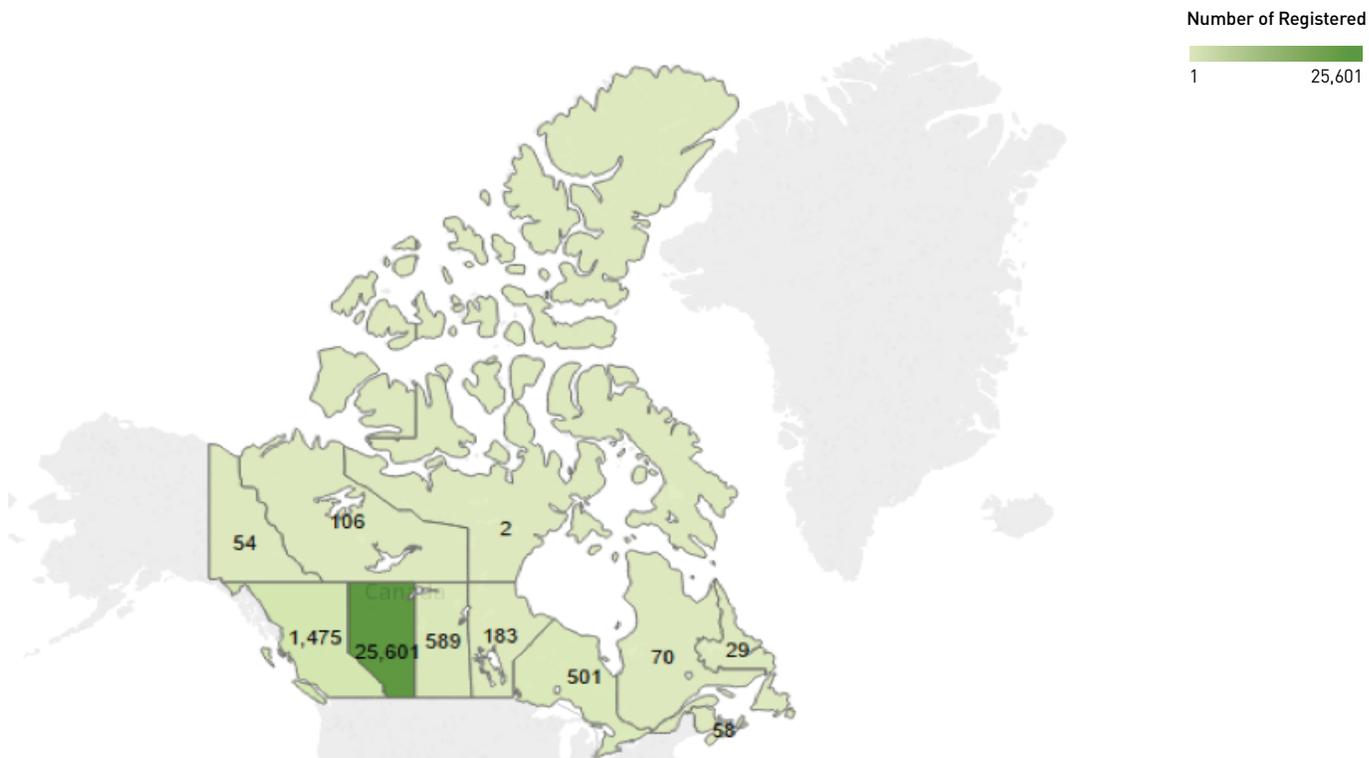


Source: Office of the Registrar, December 1 REGSTATS Archive

Coming into university I was terrified as it was my first time in a big city with no familiar people and an unclear path to my future. I ended up connecting with some older students and staff here at the U of A to figure out what I enjoy and ended up switching my program. The U of A really gave me the option to explore what I wanted to do and I am super grateful for that. I am now an Education student and have never been more excited.

Joshua Kearney, Education (English) | Whitehorse, Yukon

FIGURE 21: PROVINCE OF ORIGIN AMONG STUDENTS WITH PERMANENT HOME ADDRESSES IN CANADA (2020)



Map based on Longitude (generated) and Latitude (generated). Color shows sum of Number of Registered. Details are shown for Province.

Source: Office of the Registrar, December 1 REGSTATS Archive

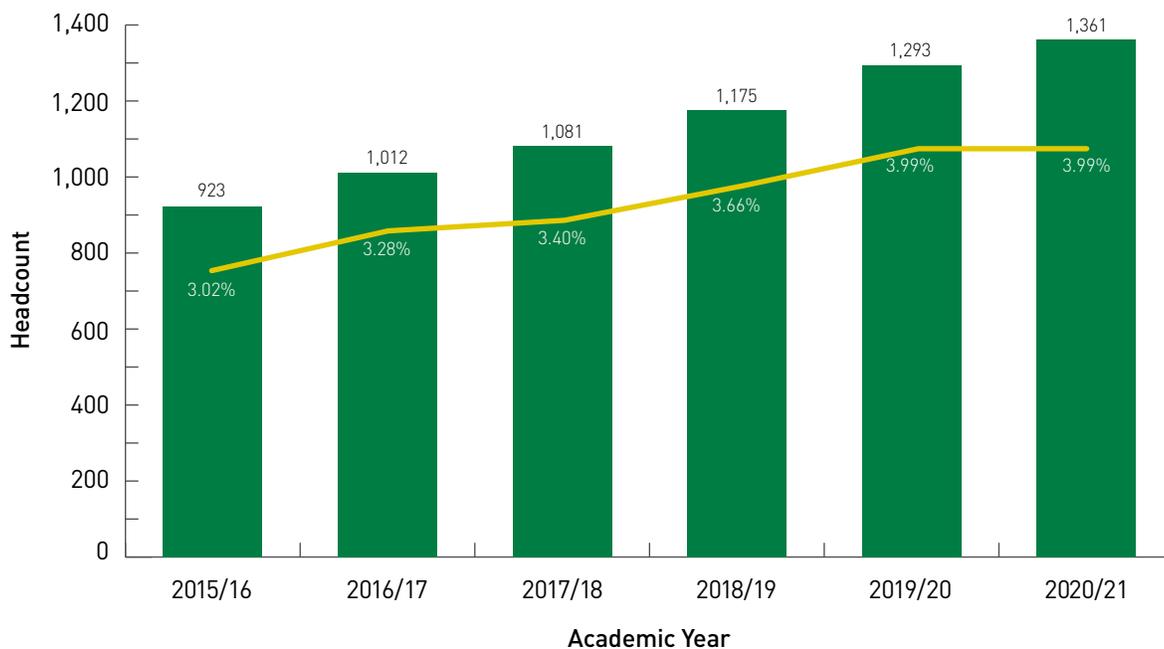
5. INDIGENOUS UNDERGRADUATE ENROLMENT

5.1 TOTAL INDIGENOUS ENROLMENT HEADCOUNT, UNDERGRADUATE

The total number of self-identified Indigenous students shows continuous growth. In 2020/21 1,361 Indigenous students were enrolled which is an all time high and an increase of 5.3 per cent as compared to last year. This is 4.0 per cent of all undergraduate enrolment and 4.7 per cent of total domestic student enrolment.

As part of the Office of the Registrar's Indigenous undergraduate recruitment strategy, and in collaboration with many faculties and units, we continued to ramp up traditional recruitment efforts (ie. school visits, presentations, fairs) from the previous cycle and were on pace to increase event participation by visiting more First Nation High Schools in Alberta than ever before. However, the health and safety guidelines that were put in place changed the nature of this work and we refocused efforts towards new ways of community engagement which included an internet network installation and a back to school supply bundle for two of our most in need communities.

FIGURE 22: INDIGENOUS ENROLMENT HEADCOUNTS AND PROPORTION IN TOTAL ENROLMENT (2015 TO 2020)



Source: Office of the Registrar, December 1 REGSTATS Archive

Note: Includes Postgraduate Medical and Dental Education.

Note: The University's data on Indigenous enrolment is based on self-identification.



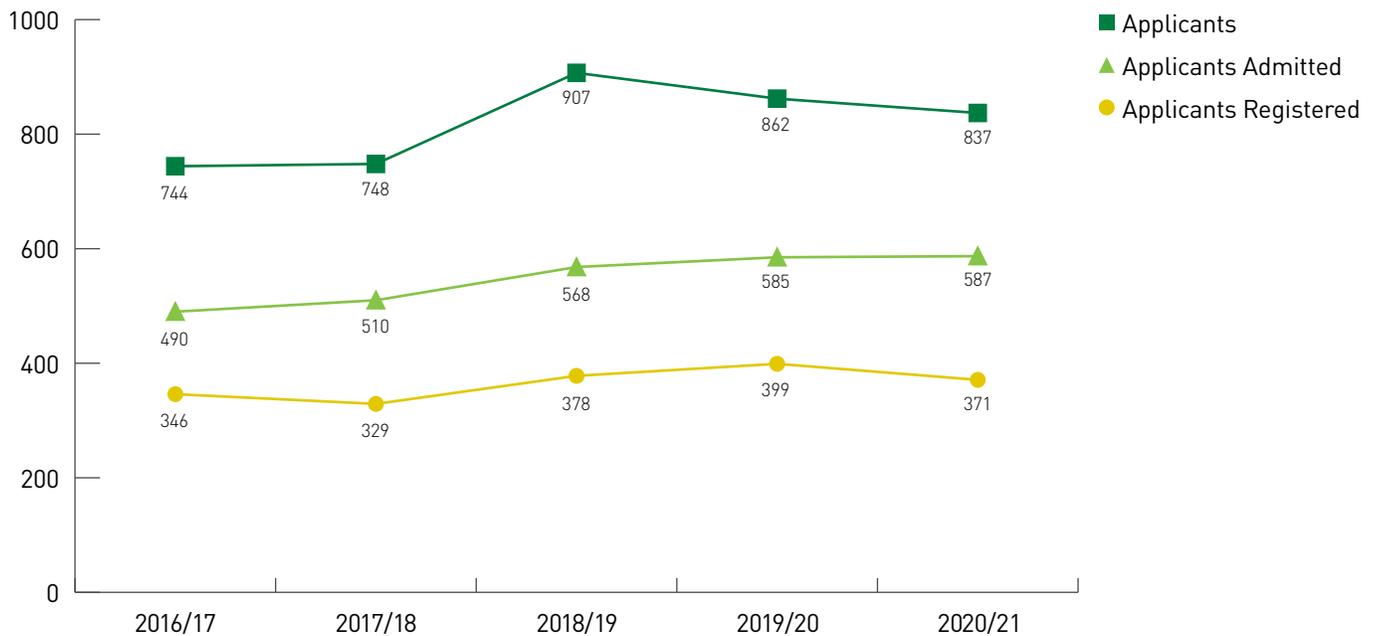
5.2 INDIGENOUS APPLICATION AND REGISTRATION TRENDS, UNDERGRADUATE

In 2020/21 there was a slight increase in admission rate despite a decrease in applications which demonstrates an overall strengthening of the applicant pool.

- 587 applicants admitted (0.3 per cent increase)
- 371 applicants registered (7.0 per cent decrease)
- 63.2 per cent yield rate (5.0 per cent decrease)

This is indicative of successful cross-campus recruitment and student support efforts in growing the Indigenous community's interest and demand for studies at this university.

FIGURE 23: NEW-TO-UNIVERSITY INDIGENOUS APPLICANTS, ADMISSION AND REGISTRATION (2016 TO 2020)



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report

Attending the U of A has enriched my life and given me the chance to explore and pursue interests I didn't even know I had. It has also provided me with further knowledge about my Indigenous culture and given me opportunities to participate in Indigenous-based cultural activities to make me feel more connected to my Indigenous peers.

Tiara Cunningham, Arts (English) | Edmonton, AB



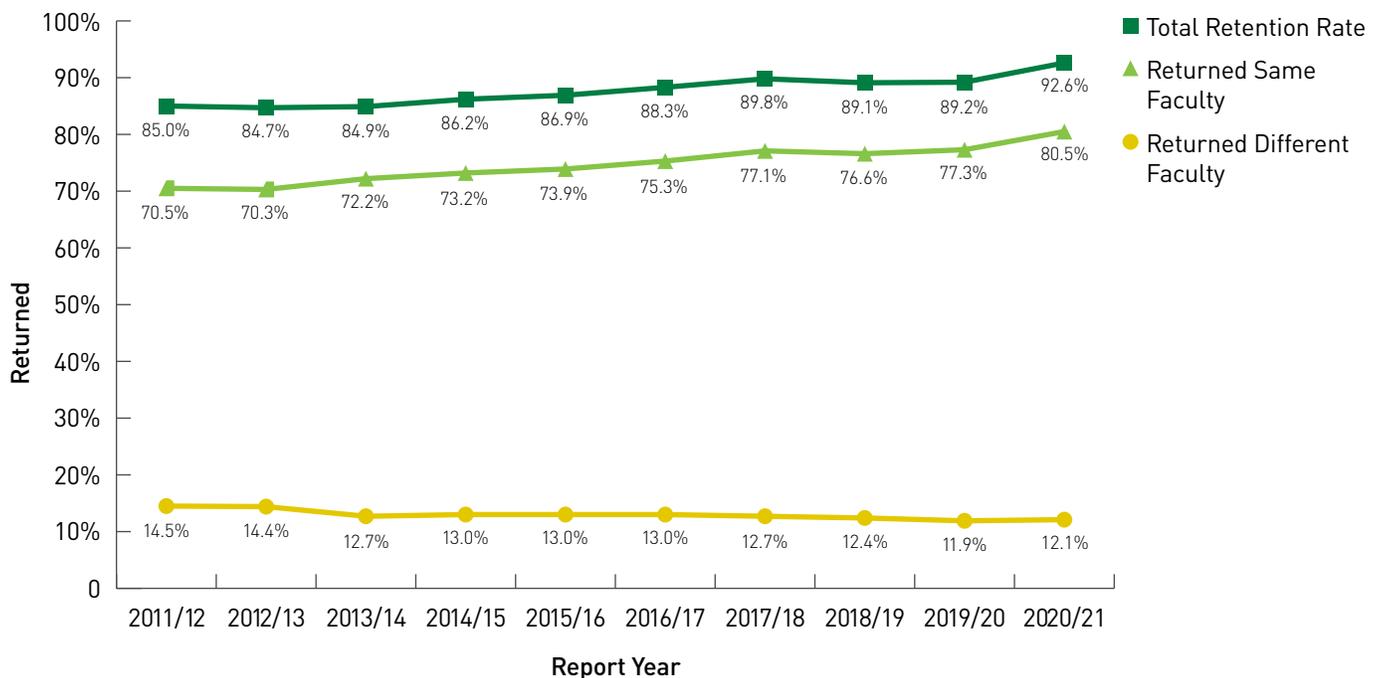
6. RETENTION AND COMPLETION RATES

6.1 STUDENT RETENTION, YEAR 1 TO YEAR 2, UNDERGRADUATE

The retention rate of first-year undergraduate students has, for the most part, shown an upward trend over the past 10 years. In 2020/21, the retention rate reached a record high of 92.6 per cent, up 3.4 per cent from the previous cycle. The environmental factors as noted on page 2 may have impacted this number.

The proportion of students who returned to the same faculty has also been trending upward, reaching a record high at 80.5 per cent. The proportion of students who returned to the university, but entered a different faculty has been declining and was 12.1 per cent.

FIGURE 24: PROPORTION OF FIRST-YEAR UNDERGRADUATES WHO RETURNED FOR THEIR SECOND YEAR OF STUDY (2011 TO 2020)



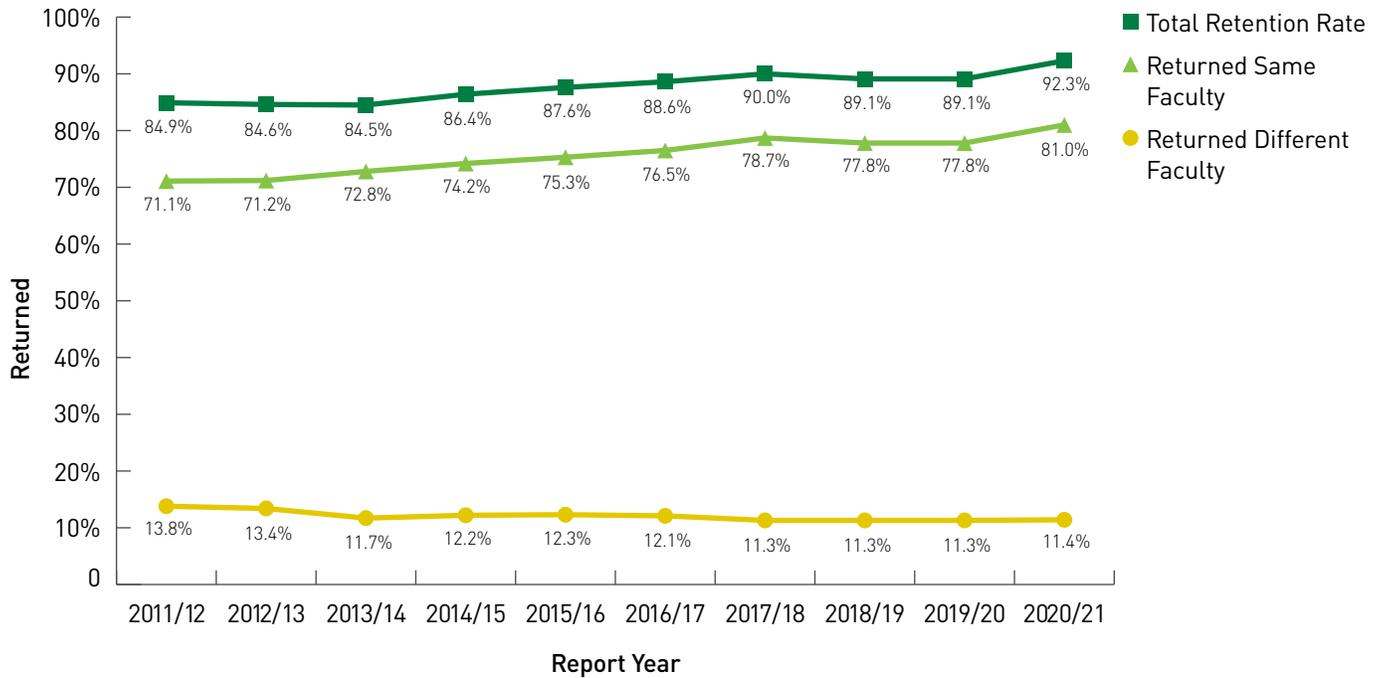
Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table

6.2 STUDENT RETENTION, YEAR 1 TO YEAR 2, DOMESTIC UNDERGRADUATE

The total proportion of domestic students returning to the university in their second year of study has, for the most part, been increasing over the past 10 years.

- Total retention rate: 92.3 per cent (an increase of 3.2 per cent)
- Retention rate of students returning to the same faculty: 81.0 per cent (an increase of 3.2 per cent)
- Retention rate of students returning to a different faculty: 11.4 per cent (an increase of 0.1 per cent)

FIGURE 25: PROPORTION OF FIRST-YEAR DOMESTIC UNDERGRADUATES WHO RETURNED FOR THEIR SECOND YEAR OF STUDY (2011 TO 2020)



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table

I didn't think after taking three years off after high school that I would enter university, play tennis, and graduate with a degree I love... but here I am. I really loved being part of the U of A community; I had many amazing experiences that I would not trade for anything else.

Daniel Henschel, Arts (Recreation, Sport, and Tourism) | Edmonton, AB

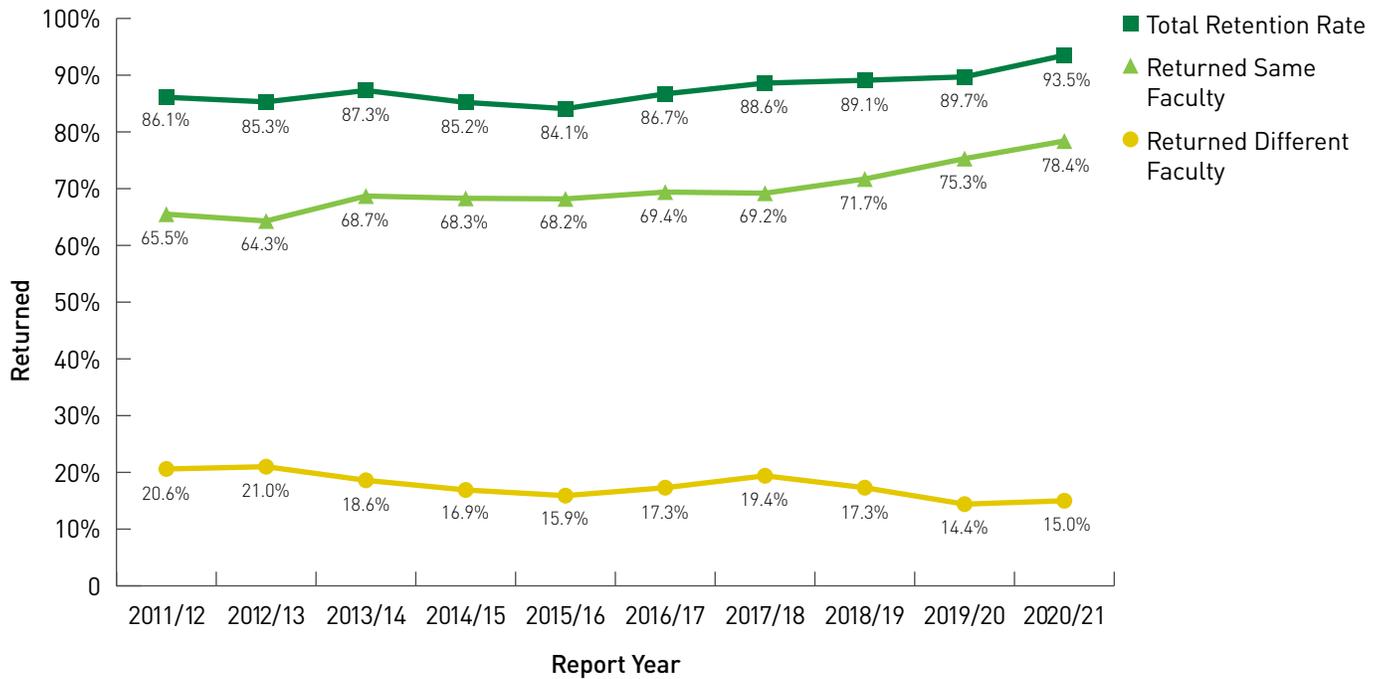


6.3 STUDENT RETENTION, YEAR 1 TO YEAR 2, INTERNATIONAL UNDERGRADUATE

The total retention rate among international students in their first year of study had been increasing over the past five years and currently sits at 93.5 per cent, a 3.8 per cent increase over the previous cycle.

- Retention rates for international students returning to the same faculty is 78.4 per cent. This is a substantial (3.1 per cent) increase over the previous cycle.
- Retention rates for international students returning to a different faculty is 15.0 per cent, a 0.6 per cent increase from the previous cycle.

FIGURE 26: PROPORTION OF FIRST-YEAR INTERNATIONAL UNDERGRADUATES WHO RETURNED FOR THEIR SECOND YEAR OF STUDY (2011 TO 2020)



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table



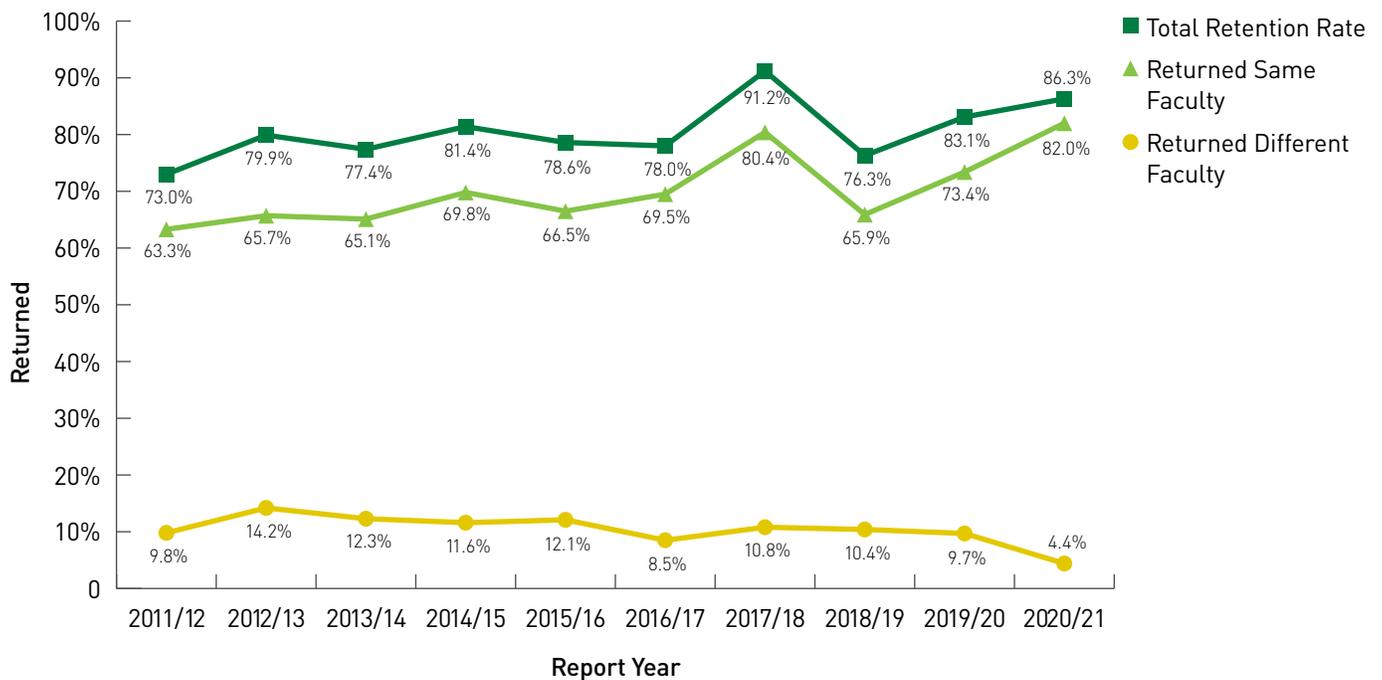
6.4 STUDENT RETENTION, YEAR 1 TO YEAR 2, INDIGENOUS UNDERGRADUATE

In the 2020/21 academic year, 86.3 per cent of first-year Indigenous students returned to the university for year two of their studies, an increase of 3.2 per cent over the previous year. In general, retention rates have gradually increased over the past ten years with the exception of an unprecedented spike in the 2017/18 cycle.

The recovery of the total retention rate can be attributed to the increase of the proportion of students returning to the same faculty which increased by 8.6 per cent, reaching a record high of 82.0 per cent in 2020/21.

The rate of the Indigenous students returning to a different faculty dropped by 5.3 per cent and currently sits at 4.4 per cent.

FIGURE 27: PROPORTION OF FIRST-YEAR INDIGENOUS UNDERGRADUATES WHO RETURNED FOR THEIR SECOND YEAR OF STUDY (2011 TO 2020)



Source: Strategic Analysis and Data Warehousing, Applicant and Enrolment Management Report, Retention Rates Table

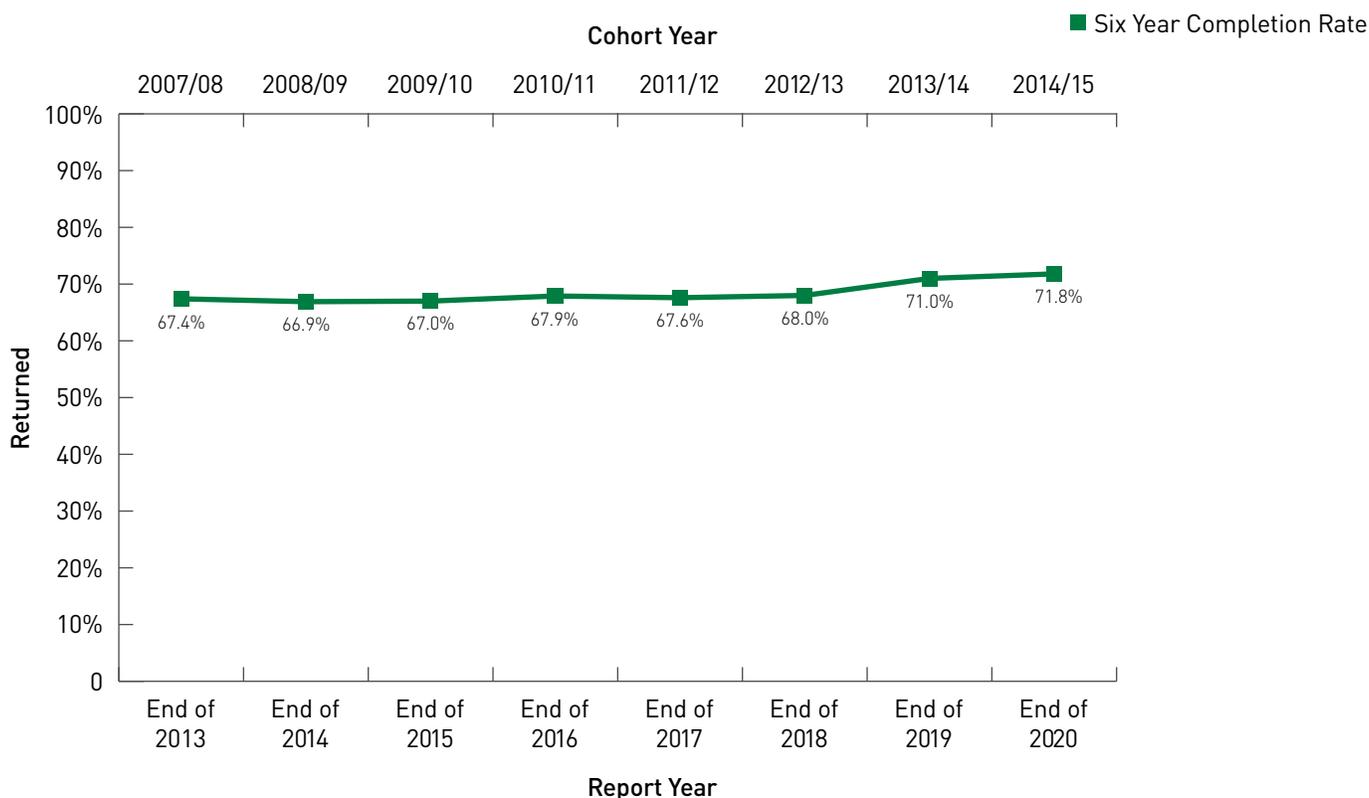
Note: The figures shown in this chart may differ from those shown in prior years because the status of Indigenous students are updated retroactively since students self-declare. Those who self-declared as Indigenous this year but did not declare last year will have their status updated for all years.



6.5 SIX-YEAR PROGRAM COMPLETION RATES, UNDERGRADUATE DIRECT-ENTRY

The proportion of direct-entry undergraduate students who completed their program within six years has reached a record high at 71.8 per cent. The proportion has increased 0.8 per cent from the previous year and continues to remain above 70.0 per cent.

FIGURE 28: PROPORTION OF YEARLY COHORTS WHO GRADUATE WITHIN SIX YEARS OF FIRST ADMISSION TO A DIRECT-ENTRY UNDERGRADUATE PROGRAM



Source: Strategic Analysis and Data Warehousing, Acorn Institutional Data Warehouse

Notes:

1. The cohort for each year comprises students with first admission to a direct-entry undergraduate program. This excludes transfer students.
2. The students in each cohort who graduated from the university in any undergraduate program, within six years, are defined as completers.

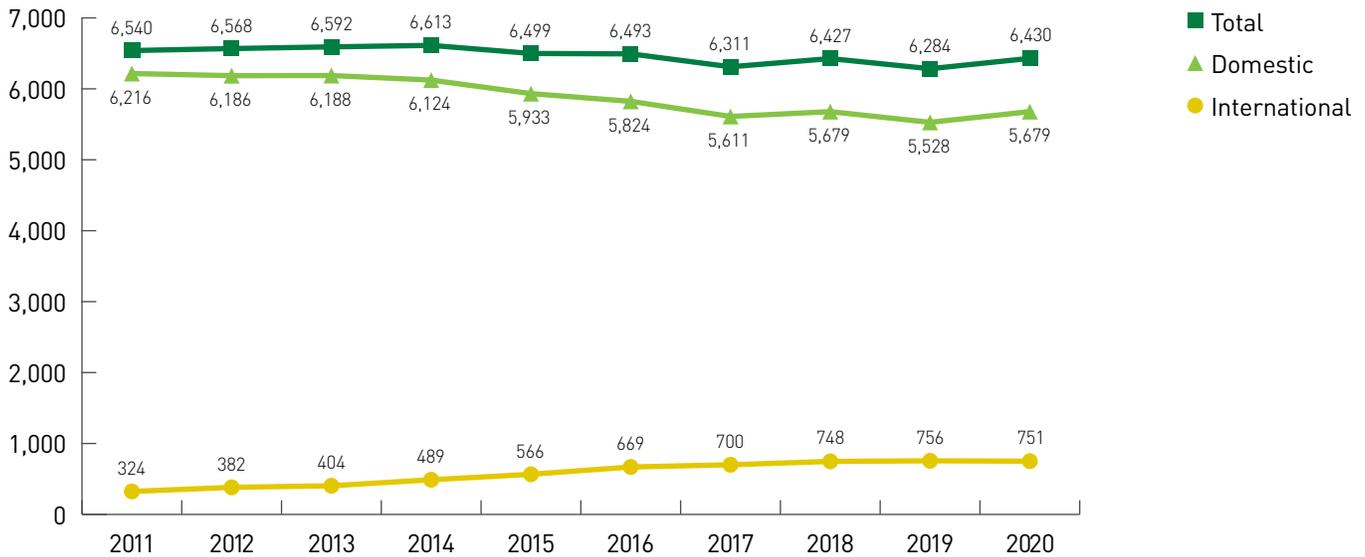
Four years ago, as I reached the end of my Bone Marrow Transplant treatment, I was so determined to jump right back into school and start my first year of university. Since then, attending the U of A has allowed me to balance my academic and career pursuits while also sustaining my non-profit organization.

Ufuoma Muwheh, Science (Psychology) | Edmonton, AB

6.6 GRADUATION HEADCOUNT, UNDERGRADUATE

Overall, the university has experienced a downward trend, with minor fluctuations, in undergraduate graduation headcount over the past 10 years. However, at 6,340, 2020/21 had an increase in the total undergraduate students graduating from the university. Of those who graduated, 5,679 were domestic students, making up 88.3 per cent of the graduating headcount. The number and proportion of graduating international students has reached 751 or 11.7 per cent of the total undergraduate graduating headcount.

FIGURE 29: UNDERGRADUATE GRADUATION HEADCOUNT (2011 TO 2020)



Source: Strategic Analysis and Data Warehousing, Acorn Institutional Data Warehouse

Note: Numbers shown are as of December 31 of the specified year.



CLOSING REMARKS

The University of Alberta is one of Canada's top universities and we continue to see this reflected in the calibre and diversity of our students.

It has been another record year with 34,108 undergraduate students enrolled for 2020/21. This is 5.5 per cent above the institutional target with significant growth in domestic enrolment, a slight decrease in international enrolment, and modest growth in Indigenous enrolment. Through effective recruitment strategies, strategic enrolment management and adaptability, we are building and retaining an exceptional class of students.

As we look ahead, it is critical to maintain the strength of Enrolment Management as we shift to a new administrative and academic structure. This will be accomplished by fostering continued collaboration through structures like the Sub-committee for International Enrolment Management (SCIEM), the Advisory Committee for Enrolment Management (ACEM) and Deans Council; as we all focus on ensuring strategies, services and processes continue to evolve and respond to benefit students and the institution.

Leveraging the gains made by the National Recruitment Strategy including the 24.8 per cent increase in out-of-province enrolment and 12.0 per cent in Alberta enrolment, will also help move us forward. We are already adapting to an online only approach for recruiting and will continue to be creative in our ability to engage prospective students while looking for new opportunities to interact in a virtual environment.

There are also challenges to consider when it comes to new students. We know there will be a need to manage the specific and differential impacts on students created by COVID-19. This new class of students will join the U of A with a very different educational experience in Grade 11 and 12. Online learning during a pandemic will shape this class and the supports we offer will need to look different. International students continue to face obstacles with documents and international travel, working to minimize these challenges where possible will be essential to increasing opportunities for international enrolment. And we may continue to see amplified negative impacts for marginalized demographics and we must proactively work to mitigate these where possible.

Looking ahead to the beginning of the anticipated demographic bulge in Alberta, we need to effectively steward this applicant pool and manage our enrolment objectives in support of "U of A for Tomorrow". We will continue to innovate and collaborate to seize the ongoing opportunities presented by refining our enrolment management practices to best support the goals and objectives of the university.



APPENDIX

UNDERGRADUATE NATIONAL RECRUITMENT STRATEGY HIGHLIGHTS 2016-2020



167,953

Prospective Students attended UAlberta events



25,488

Prospective Student Leads were collected

2,800+

Recruitment events were hosted across Canada

9

provinces/territories visited

254 FLIGHTS & 1,009 NIGHTS IN HOTELS for UAlberta staff in support of this strategy

Increased the number of leads collected within Alberta by

125.4%



OUT-OF-PROVINCE DIRECT-ENTRY ENROLMENT INCREASED BY

24.8%

The number of High Achieving Applicants (90%+) Admitted Out-of-Province increased by

270.0%

AND IN ALBERTA BY **73.9%**

Direct-Entry Alberta Enrolment increased by

12.0%



New scholarships created in support of this strategy provided 250 students with over

\$1,327,500

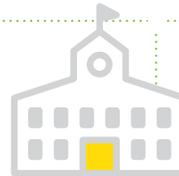


Direct-Entry Admitted Out-of-Province Applicants increased by

89.6%

60

Grade 11 Students attended Boarding UAlberta



OVER 1,450

attended UAlberta High School Counsellor events



UNDERGRADUATE ENROLMENT

2020/21 OVERVIEW

BUILDING OUR COMMUNITY

Strategic management of undergraduate enrolment is vital to supporting the University of Alberta in its objective to “Build a diverse, inclusive community of exceptional students from Edmonton, Alberta, Canada and the world.”

UNDERGRADUATE STUDENT DEMAND

At 42,310 (8,202 graduate students and 34,108 undergraduate students), the university has reached a record high with respect to total, graduate, and undergraduate enrolment. We have seen this growth trend since 2015/16. That being said, the COVID-19 pandemic had a significant impact across the globe, and those environmental factors impacted the 2020-21 enrolment cycle particularly for International Direct Entry applicants.



UNDERGRADUATE APPLICANTS

Applicant numbers decreased 2.5 per cent from the previous year primarily driven by a decline in international applications.

36,368

TOTAL APPLICANTS

25,182

ADMITTED

14,305

REGISTERED



DIVERSITY OF STUDENTS

Diversity in undergraduate enrolment is a priority. We continue to nurture an increasingly diverse community while ensuring access for Albertans.

+5.3%

INDIGENOUS STUDENTS

+8.9%

OUT-OF-PROVINCE STUDENTS

-0.7%

INTERNATIONAL STUDENTS



ENROLMENT TARGETS

At 34,108, undergraduate enrolment was 5.5 per cent over the institutional target and increased 5.2 per cent over the previous cycle.

69.2%

ADMISSION RATE

Proportion of applicants who are admitted

56.8%

YIELD RATE

Proportion of admitted applicants who register

71.8%

SIX-YEAR COMPLETION RATE

Direct-entry program completed in 6 years

The quality of incoming students remains strong. The mean admission average for nine of the ten direct-entry faculties was equal to or higher than the average in previous years.

UNDERGRADUATE STUDENTS

I always had this expectation I would 'find myself' in university, but what I didn't expect was that along with finding myself, I would also find my people. I have created the most wonderful memories by getting involved in various groups on campus.

Nicole De Grano | Vegreville, AB

I knew I wanted to attend the University of Alberta since I was very young. UAlberta has pushed me to expand my understanding of our modern world and has provided opportunities to experience alternate viewpoints than my own.

Kael Kropp | Sherwood Park, AB

34,108

TOTAL UNDERGRADUATE ENROLMENT



1,361

INDIGENOUS UNDERGRADUATE ENROLMENT

- 5.3 per cent year-over-year increase

4,940

INTERNATIONAL UNDERGRADUATE ENROLMENT

- 102 Countries represented
- China, India, Nigeria, Bangladesh, and Viet Nam each have 100+ students



STUDENTS BY GENDER

- 54.96% Female
- 44.90% Male
- 0.14% Other*

* The third gender option (other) was introduced in January 2016.



STUDENTS BY HOME ADDRESS

ADDRESS	TOTAL POP.	% OF TOTAL
Edmonton & area	17,090	50.1%
Alberta <i>(excl. Edmonton & area)</i>	8,511	25.0%
Canada <i>(excluding Alberta)</i>	3,119	9.1%
Outside Canada*	5,388	15.8%

* Students coming from outside of Canada are not always international as they may be Canadian citizens or permanent residents.



UNIVERSITY OF ALBERTA
OFFICE OF THE REGISTRAR

For more information, contact:

Office of the Registrar

780.492.3113 | ualberta.ca/registrar

JANUARY 2021
**ISOLATION
ACCOMMODATION
PROGRAM SIX
MONTH REPORT**



UNIVERSITY OF ALBERTA
CAMPUS SERVICES



INTRODUCTION TO Isolation Accommodation Program (IAP)

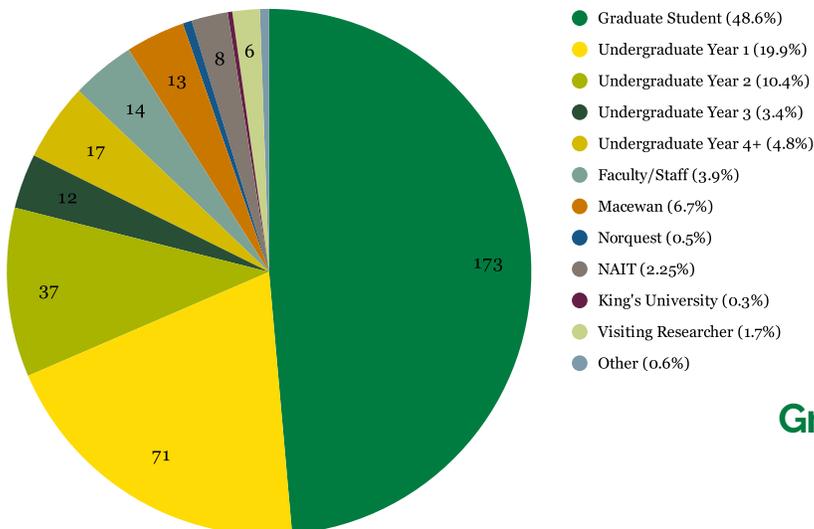
Started in August 2020, the Isolation Accommodation Program (IAP) is a service provided by Campus Services (formerly known as Ancillary Services) at the University of Alberta. The IAP provides students, staff and guests from UAlberta and other post-secondary institutions with isolation supports that are required due to the Canadian government's COVID-19 travel restrictions, at a cost of \$975 for a two week stay. These supports include transportation from Edmonton International Airport, daily meal delivery, garbage disposal, laundry services, and access to daily supports through our trained Isolation Resident Assistants (IRA) alongside access to campus wide supports throughout their 14 day stay.

Data is current as of Jan 31st 2021, with a total of 346 IAP participants at this point.

IAP PARTICIPANT AFFILIATION

Over time our demographic has shifted quite significantly. At the beginning of the project most of our guests were U of A undergraduate students, but now U of A graduate students make up the largest proportion of our guests. 133 guests (38.4%) went on to live in residence after their isolation had completed.

Guest Affiliation by Academic Year



Graduate student participation has increased by 380% since November 2020.

INTRODUCTION TO Current Resident Isolation (CRI)

The Current Resident Isolation (CRI) program provides similar supports as the IAP. This program is designed for students who are currently living in residence, who have to isolate for reasons such as a positive COVID-19 diagnosis, exposure to a known COVID-19 case, or if they develop symptoms of COVID-19 while living in residence. Supports include daily meal delivery, garbage disposal, laundry services, and taxi transportation to testing sites (if needed), and access to daily supports via our trained Isolation staff members.

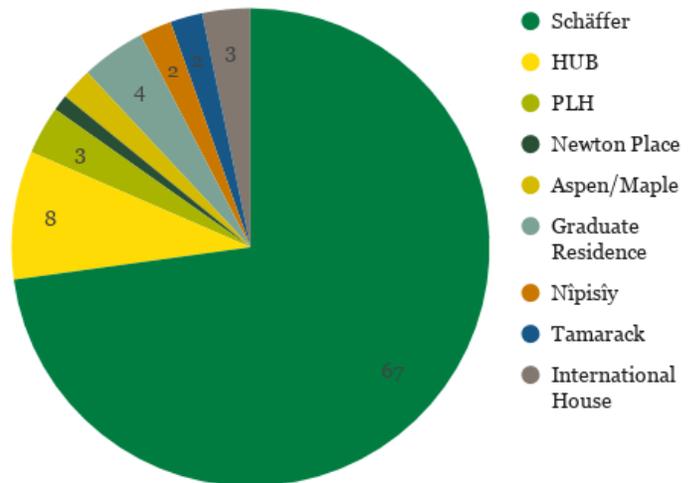
CRI participation has increased by 86% since November 2020.

Data is current as of Jan 31st 2020, with a total of 93 CRI students at this point.

As of January 31st, 2021, we have had 3 positive COVID-19 cases within Residence. All cases arose independently of the other. There was no community spread, and no adverse impact on other residents or staff. Students were supported successfully and all recovered from their diagnosis.

CRI STUDENT LOCATIONS

CRI Residence Locations



ADDITIONAL DEMOGRAPHIC INFORMATION AND STATISTICS AS OF JAN 31/21

Meals Delivered

13,828

Hours worked by on-site
Isolation Staff

3,602.5

Median Length of Isolation for
CRI

6 days

Number of IAP applications

506 (121% increase)

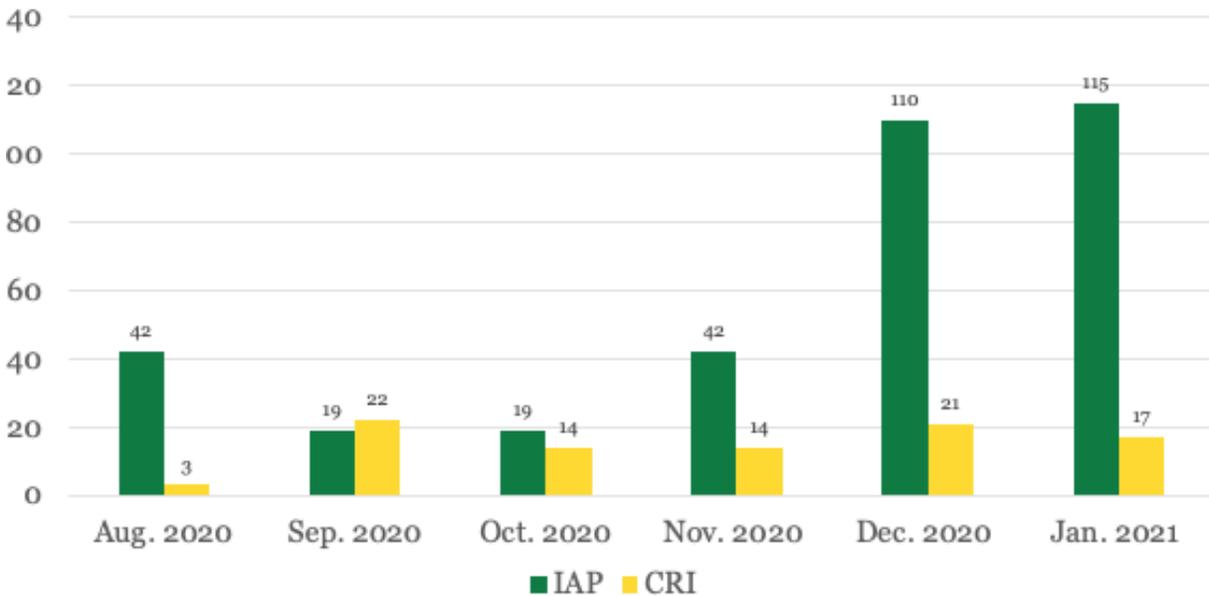
Number of Confirmed IAP
Guests

347 (137% increase)

Median age of IAP guest

23 years

Isolation Guests, Month-by-Month



ISOLATION POST STAY SURVEY

Median score for overall satisfaction was a 4/5.

A feedback survey was sent out to each IAP and CRI students after their stay had been completed. We asked for feedback on the services they received, as well as any suggestions they had for improvements in the future. All participants who responded were entered to win a gift card to the UAlberta Bookstore.

Response Rates:

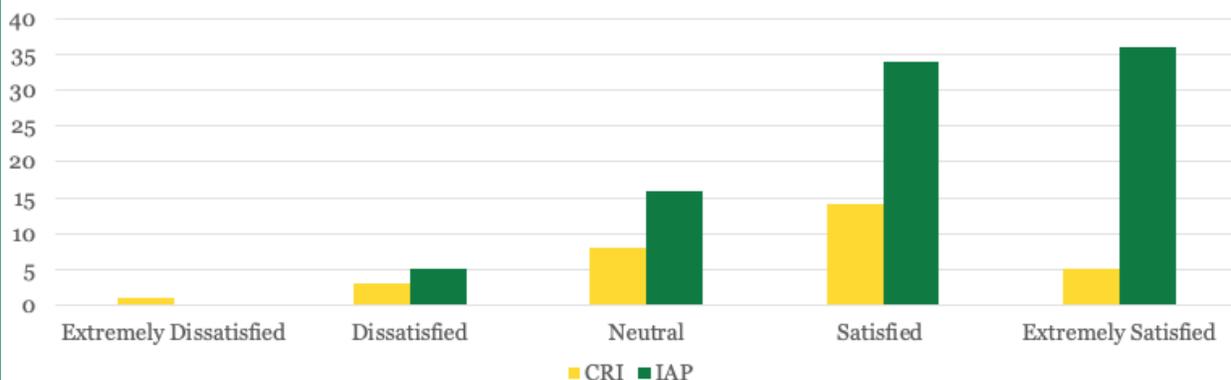
CRI: 33/84

IAP: 93/213

Some praises for the program include:

- "It was a very pleasant experience. The room was clean, spacious, and comfortable. The residence staff was polite, helpful, and supportive. Meals were delivered hot, fresh, and on time. On the whole, I enjoyed my stay a lot :D"
- "I would like to thank everyone who takes part in the organization of the accommodation services. As an international student who has recently arrived in Edmonton for the first time, I appreciate the program for having provided me with a comfortable stay, thereby making my arrival in Canada less stressful and more enjoyable. Thank you for a great job!"
- "I honestly had the best experience. The staff was nice, always responded to my requests and helped me, the check ins to make sure we were doing alright helped a lot, even when I asked for support and to chat with someone , they kept asking about me and making sure my mental health is good. The activities they provided was fun and I felt connected. Isolating for 14 days is not an easy thing, but this program definitely made it easier and comfortable! Thank you so much for your support and collaboration."

How would you rate your overall satisfaction with the Isolation Program?

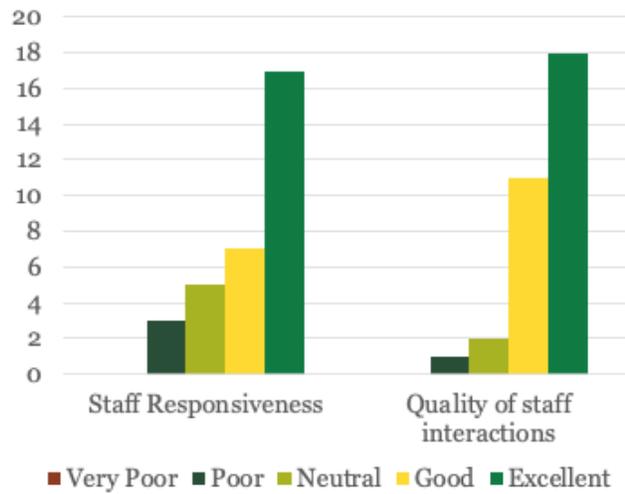


Median scores were used as they are a better measure of central tendency than averages for Likert style data, as intervals between each response item cannot be considered equivalent. Additionally, they help reduce the impact of outliers on the data.

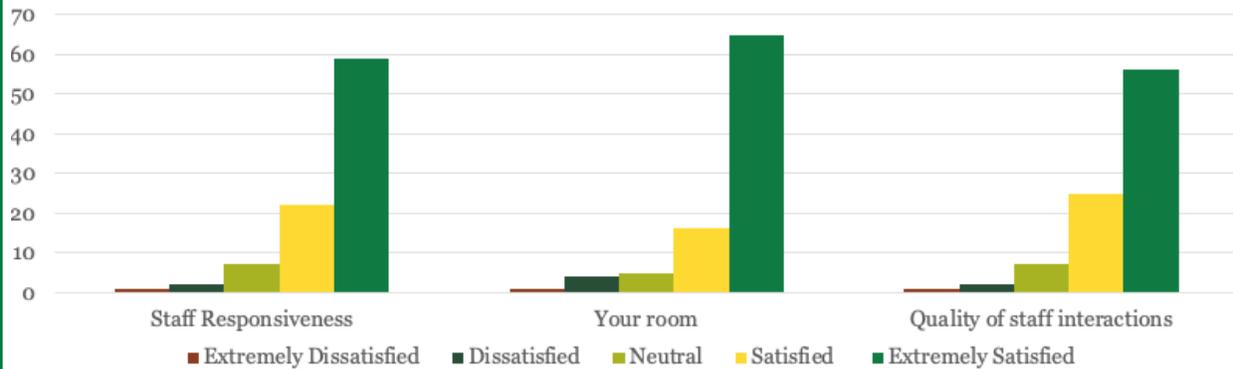
STAFF SPECIFIC RATINGS

Overall, people continue to be pleased with the interactions they had with Isolation Staff

Following your self isolation as a current resident, how would you rate..



Following your stay in the IAP, how satisfied were you with..



Following your stay in the IAP, how would you rate...



Note: "How would you rate your pre-arrival communication has a lower response rate due to it being added after 13 people had already responded to the survey"

POSITIVE TESTIMONIALS

BELOW ARE JUST A FEW OF THE NEW TESTIMONIALS WE HAVE RECEIVED FROM STUDENTS AND GUESTS

CRI Testimonials

- **"The staff were very understanding and accommodating."**
- "Thanks for all your hard work supporting students!"
- "The people facilitating check-ins were very kind and engaging."
- "I appreciate being called and informed that there were services available. **It also made me feel better that if I knew I really needed support the university was there to provide it.**"
- "Someone got to me quite quickly which makes me feel relieved I can get help quickly"
- "I isolated off campus, but **staff members were always checking in and ensuring their presence is known in case I needed the extra support.**"

"What parts of your stay did we excel at?"

- "A lot of space; Almost all things one needs were there, including towels and a lot of clean sheets; Very responsive and overall friendly staff; We never felt hungry; Great sweets in the meals; Internet is great."
- "Your staff was very helpful in delivering my orders. "
- "Interactions virtually"
- "The services provided and the responsiveness of the staff."
- "You took care of us very much, for example, let me talk you sometimes."
- **"Isolation RA's were amazing during the check-in sessions. "**

IAP Testimonials

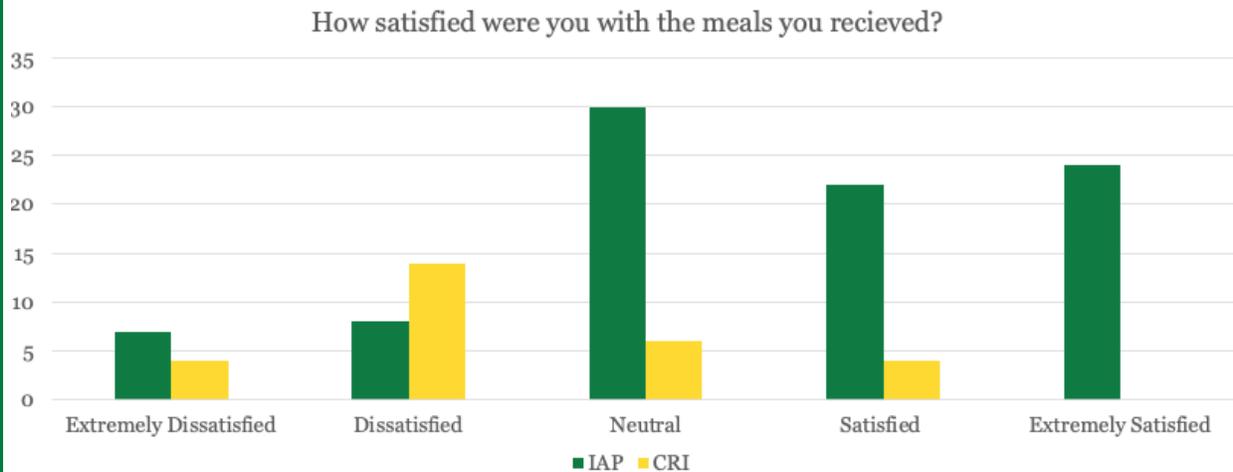
- **"A very good experience, it helped to go through the quarantine program"**
- "I liked the staff and the service they gave us."
- "I would say that staying in one room for 14 days wasn't easy but nothing can be done it's mandatory. But the organization was fine the internet was available and it was comfortable."
- "My stay was fine the staff is professional and kind , thank you."
- **"Simply put, great!** I really enjoyed my 14 days experience in Alder house."
- "It made me really familiar to the surroundings. I didn't feel like isolating at all"
- "IAP staff was extremely helpful. **The whole coordination of things was great!** For example, I needed something to boil water, and within minutes the staff brought me a Keurig. That's next level!"
- "The stay was super amazing. Staff was so polite and cooperative. **I even recommended it to my friends who were coming to Edmonton.** You guys did a great job. Bless you!"
- "Overall it was a good experience, the best available option in Alberta"
- **My experience with the IAP can be described in a word as amazing. It was a great place to get adjusted to the weather especially for international candidates.**

Median score for satisfaction with meals is a 3/5.

FEEDBACK ABOUT DINING SERVICES- IAP AND CRI

Overall, guests had the most constructive feedback about their Dining Services experience. These are some of the responses to "What parts of your stay could be improved upon for future guests?"

- "The only issue I had was receiving more food than I was able to eat. I felt bad for throwing some of it out."
- "Perhaps food? I assume many Indians will come soon so maybe try to get in Indian cuisine. It was often really hard for me to eat the meals as they were prepared in a way which was very different from what I've eaten."
- "Regional meals should be included "
- "If someone does not like something that is regularly brought, I think they should be able to replace that with something else that is already given. For example, if I don't like salads, I should be able to get fruits instead of them; or if I don't like snacks, I should be able to get more water instead of them."
- "Most of the meals we received were seasoned with large amounts of the Italian-style mix. That was ok for a couple of days but then it became almost unbearable as that seasoning made all the dishes taste the same."
- "Because of cultural variation I didn't feel much satisfied with the food but yes they tried to give us the best services."



COMMON REQUESTS FOR IMPROVEMENT

Median score for satisfaction with their rooms was a 5/5.

As collected in both the feedback survey and throughout general interactions with guests. Some common requests include:

- Providing each room with a coffee machine or tea kettle
- Providing more support after they check out, ie carts to carry luggage or more assistance with getting to their next destination
- Removing basement rooms from rotation for future guests, or rooms that face a wall (in Linden/Alder)
- Improving communication regarding the check-in process
- More variety/choice in their meals
- Reducing the waste associated with the program. Several guests commented that they were frequently served too much food, and they didn't like that there wasn't any recycling or compost options for disposal.



CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Overall, guests are satisfied with the services and supports provided with the IAP, with 77% rating their experience as "satisfied" or "extremely satisfied". However, there are many recurring themes when asking about how we could continue to improve our services, namely the meals received and check in/check out processes.

We have consistently seen that guests' most frequent constructive comment is the lack of choice in their meals. I believe that adding more variety and more region-specific dishes would be highly beneficial for our IAP guests.

Additionally, several guests mentioned that the check in/check out process was not intuitive, and they wished that more support had been given upon their arrival and exit.

Recommendations

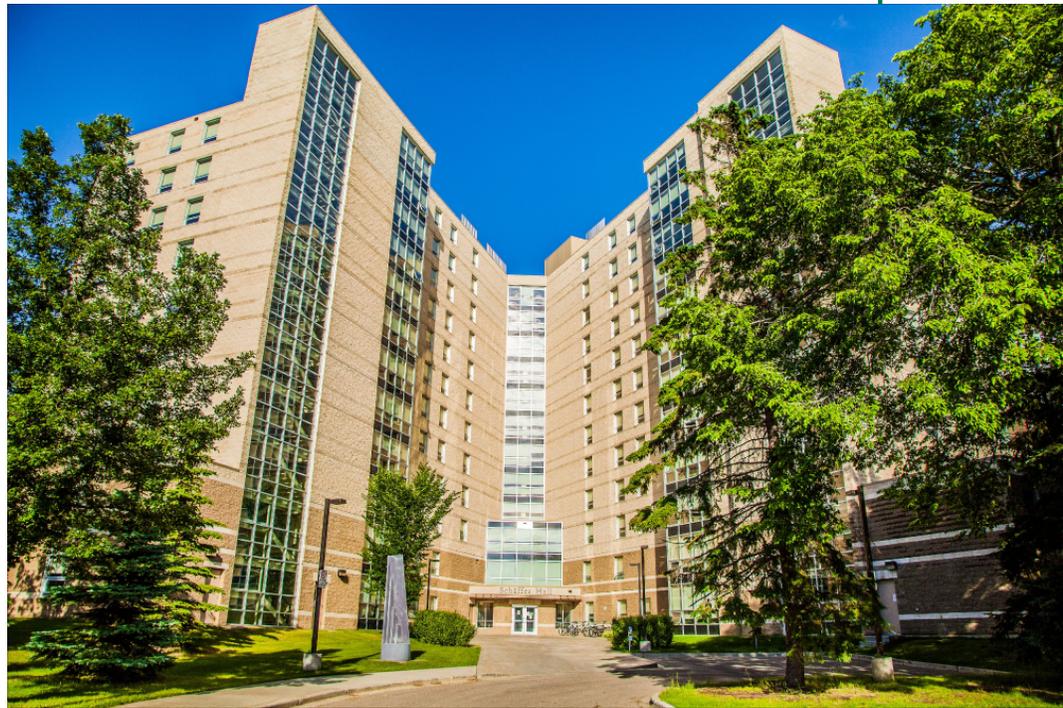
Anecdotally, we do not have the staff capacity to provide consistent, enriching programming for guests, due to our limited amount of allotted hours. Staff are focused on supporting guests through meal deliveries and virtual check in's, and there is generally not enough time to devote to programming. We get great feedback every time we run programs and they are highly beneficial to our guests, but at this point in time, we do not have the staff run them consistently. I believe having more consistent programming would be really valuable for the guests, especially to get them oriented to life in Canada.

Further, guests would like us to continue to refine our check-in and check-out processes. With additional staff support, we could provide more guidance to guests as they are transitioning from isolation to their normal residence.

ACKNOWLEDGEMENTS AND CLOSING

Thank you to all the staff who have made this project possible. This project requires collaboration from many different areas of Campus Services as well as the greater University of Alberta and Edmonton community. These groups include but are not limited to the departments of Residence Life, Residence Operations, Residence Occupancy, Housekeeping, Parking, Front Desk, Dining Services, the University Health Centre, and University of Alberta International, alongside our third party service providers, Greater Edmonton Taxi Service and Aramark. Thank you all for your hard work and commitment to this project!

Comprehensive survey data can be viewed by contacting [Shannon Lohner](mailto:Shannon.Lohner@ualberta.ca) (Isolation Support Intern, Residence Services) at lohner@ualberta.ca. If you have any additional questions, please contact [Trent Nabe](mailto:Trent.Nabe@ualberta.ca) (Supervisor, Residence Life) at trent.nabe@ualberta.ca, [Amy Chae](mailto:Amy.Chae@ualberta.ca) (Lead Assignment Coordinator) at chae@ualberta.ca, or [Shannon Lohner](mailto:Shannon.Lohner@ualberta.ca) at lohner@ualberta.ca,



Report created by:
Shannon Lohner
lohner@ualberta.ca



Heather Richholt <richholt@ualberta.ca>

Fwd: Announcement: Acting Deans - School of Business and Faculty of Nursing (2021-01-29)

Kate Peters <peters3@ualberta.ca>

29 January 2021 at 16:01

Cc: Heather Richholt <richholt@ualberta.ca>, Brad Hamdon <bhamdon@ualberta.ca>

Dear Members of General Faculties Council,
Please see the announcements below from the Provost and Vice-President (Academic).
Thank you,
Kate

Kate Peters**GFC Secretary and Manager of GFC Services**

Tel: 780.492.4733



Announcement: Acting Deans - School of Business and Faculty of Nursing

From: <provost@ualberta.ca>

On January 14, we announced the [appointment of three College Deans](#), an important first step in realizing the new college model. Effective July 1, 2021, Greta Cummings will take on the new role of Interim College Dean of the College of Health Sciences, Matina Kalcounis-Rueppell as Interim College Dean of the College of Natural and Applied Sciences, and Joseph Doucet as Interim College Dean of Social Sciences and Humanities.

The College Deans have already begun the critical work of preparing for implementation of the colleges on July 1, 2021, including visioning, confirming administrative structures and models, and ensuring alignment of implementation with the SET initiative.

I am pleased today to be able to announce the appointment of two acting deans who will replace the College Deans in the two of the faculties.

Dr. Kyle Murray has been appointed to the role of Acting Dean of the Alberta School of Business, effective July 1, 2021 for the two-year term during which Joseph Doucet is seconded to the role of College Dean. Kyle is currently the Vice-Dean and a Professor in Marketing in the Alberta School of Business.

Dr. Diane Knyk has been appointed to the role of Acting Dean of the Faculty of Nursing, effective July 1, 2021 for the two-year term during which Greta Cummings is seconded to the role of College Dean. Diane is currently the Vice-Dean and Professor in the Faculty of Nursing.

Kyle and Diane will play critical roles in leading their respective faculties through implementation of the [U of A for Tomorrow](#) vision over the next two years, including the active participation of their faculties in their respective colleges and on their Council of Deans. I am grateful for their leadership and willingness to play such critical roles in this important journey.

2/1/2021

University of Alberta Mail - Fwd: Announcement: Acting Deans - School of Business and Faculty of Nursing (2021-01-29)

An announcement regarding an Acting Dean in the Faculty of Science will be made when arrangements are confirmed.

Steven Dew, Provost and Vice-President (Academic)

Official Memo - Acting Deans (Business and Nursing)

University of Alberta
www.ualberta.ca

116 St. and [85 Ave.](#)
Edmonton, AB, Canada T6G 2R3



Heather Richholt <richholt@ualberta.ca>

Announcement concerning the Dean, Faculty of Engineering

Kate Peters <peters3@ualberta.ca>

28 January 2021 at 13:54

Cc: Heather Richholt <richholt@ualberta.ca>, Brad Hamdon <bhamdon@ualberta.ca>

Dear Members of General Faculties Council (GFC),
Please see the message below from the Provost and Vice-President (Academic).
Thank you,
Kate



Dean, Faculty of Engineering

From: <provost@ualberta.ca>

Colleagues,

I write today to announce that Dr. Fraser Forbes has informed me of his decision to not seek a second term as Dean of the Faculty of Engineering. Dr. Forbes will complete his term as Dean on June 30, 2021.

Fraser has led the Faculty of Engineering since 2015 when he was appointed to the role of Interim Dean, following terms as Chair of the Department of Chemical and Materials Engineering. In 2016, the Board of Governors appointed him to the continuing Dean position for a five-year term. Under his leadership, the Faculty has maintained its reputation for excellence in teaching, research, and innovation. While Fraser's accomplishments are many, of particular note are his leadership in the establishment of the Future Energy Systems (FES) Research Institute and the \$75M grant from the Canada First Research Excellence Fund to support FES. He was also instrumental in the establishment of the Energy Systems Signature Area, Elko Engineering Garage, as well as a number of new research centres including the Construction Innovation Centre and the Steel Centre. Under his leadership, the Engineering has enjoyed ongoing strength and success with the Canada Research Chairs program and the NSERC Industrial Research Chairs program. Externally, he has led new alumni engagement efforts, including the Engineering Young Alumni Council. Within the faculty, he oversaw the development of EDI-focused programs for students, staff, and faculty, including creation of the position of Associate Dean (Outreach), and worked to build a strong, supportive culture for extra-curricular student experiences. He has led academic program development work in disciplines that include Architecture, Innovation and Entrepreneurship, and Mechatronics. He has been an active participant in governance and committee work, notably as a member of the Budget Model Working Group, the Signature Areas Development Panel and the SET steering committee.

I have been grateful for Fraser's frank advice and counsel on Deans' Council and in other settings. Please join me in thanking him for his important service to the University of Alberta and the Faculty of Engineering, and wishing him well in the next stage of his career.

An announcement about the next steps for leadership of the Faculty of Engineering will be distributed shortly.

Steven Dew, Provost and Vice-President (Academic)

Official Memo - Dean, Faculty of Engineering

University of Alberta
www.ualberta.ca

116 St. and [85 Ave.](#)
Edmonton, AB, Canada T6G 2R3

--

Anne Bailey, PhD
Executive Director, University of Alberta for Tomorrow/Presidential Communications
Office of the VP (External Relations)
2-03A SAB
University of Alberta
Edmonton, AB T6G 2J9
Tel: 780-492-3424
Cell: 780-405-9901
anne.bailey@ualberta.ca

The University of Alberta respectfully acknowledges that we are situated on Treaty 6 territory, traditional lands of First Nations and Métis people.