

The following Motions and Documents were considered by the Board of Governors during the Open Session of its Friday, June 17, 2022 meeting:

Agenda Title: Proposed Dental Assisting Certificate, Faculty of Medicine and Dentistry

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee and the GFC Academic Planning Committee, approve the tuition for the proposed Dental Assisting Certificate, as submitted by the Faculty of Medicine and Dentistry, to take effect in Fall 2023.

Final Item: 3c.

Agenda Title: Strategic Initiatives Fund Allocations

APPROVED MOTION 1: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve an allocation of \$20 million from the Strategic Initiatives Fund for deferred maintenance initiatives.

APPROVED MOTION 2: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve an allocation of \$2 million from the Strategic Initiatives Fund to an internally restricted Universities Academic Pension Plan (UAPP) risk management reserve.

Final Item: 3d.

Agenda Title: Governors of the University of Alberta Mandate and Roles Document

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Governance Committee, approve the revised The Governors of The University of Alberta Mandate and Roles Document for submission to the Ministry of Advanced Education, as set forth in Attachment 1.

Final Item: 3e.

Agenda Title: Change of Status of Faculty of Extension

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee and General Faculties Council, rescind the Faculty status from the Faculty of Extension, effective upon final approval.

Final Item: 3f.

Agenda Title: Termination of the ALES Specialization in the Master of Engineering

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee and General Faculties Council, approve the termination of the ALES specialization in the Master of Engineering, for implementation upon final approval.

Final Item: 3g.

Agenda Title: Proposed Bachelor of Biomedicine Dual Degree, Faculty of Medicine and Dentistry and Wenzhou Medical University

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee and General Faculties Council, approve the proposed Bachelor of Biomedicine Dual Degree as set forth in the attachments and for implementation upon final approval.

Final Item: 3h.

Agenda Title: Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan

APPROVED MOTION: THAT the Board of Governors endorse *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*, as set forth in Attachment 1.

Final Item: 4.

Agenda Title: University of Alberta Innovation Fund

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee:

- a) subject to the approval of the Minister under section 77 of the Post-secondary Learning Act and approval of the Lieutenant Governor in Council under section 80 of the Financial Administration Act:
 - i. authorize and approve the incorporation of a new corporation (FundCo), a wholly-owned subsidiary of the University of Alberta, including the governance model as is set forth in attachment 4 (Articles of Incorporation) and attachment 5 (By-Law No. 1);
 - ii. authorize the Chair of the Board of Governors or the Chair of the Board Finance and Property Committee, on behalf of the Board as sole shareholder of FundCo, to execute all documents necessary to give effect to the resolutions of the Board of Governors of the University of Alberta pertaining to the establishment of FundCo, and to carry out or have carried out the execution of the organizational documents of FundCo; and
- b) make an application to the Minister of Advanced Education for the required approval.

Final Item: 5.

Agenda Title: Fall 2023 International Tuition Fee Proposal for Incoming Students

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee and the General Faculties Council Academic Planning Committee, approve tuition fees for new international students for all programs, as set forth in attachment 1, to take effect for the Fall 2023 intakes.

Final Item: 6.

Agenda Title: College Dean Selection Procedure

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Human Resources and Compensation Committee, approve the College Dean Selection Procedure, as set forth in Attachment 1, to take effect upon final approval.

Final Item: 7.

Agenda Title: Faculty Dean Position Description

DEFEATED MOTION: TO table the item for consideration in Fall 2022 to allow for consultation with General Faculties Council.

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Human Resources and Compensation Committee, approve changes to the Faculty Dean Position Description, as set forth in Attachment 1, to take effect upon final approval.

Final Item: 8.



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Governance Executive Summary Action Item

Agenda Title Proposed Dental Assisting Certificate, Faculty of Medicine and Dentis
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Motion

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee and the GFC Academic Planning Committee, approve the tuition for the proposed Dental Assisting Certificate, as submitted by the Faculty of Medicine and Dentistry, to take effect in Fall 2023.

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Action Requested	X Approval 🗆 Recommendation	
Proposed by	Dr. Brenda Hemmelgarn, Dean, Faculty of Medicine and Dentistry Dr. Paul Major, Chair, School of Dentistry, Faculty of Medicine and Dentistry	
Presenter(s)	Dr. Steve Patterson, Associate Chair Academic, School of Dentistry, Faculty of Medicine and Dentistry	

Details

Details		
Office of Administrative	Provost and Vice-President (Academic)	
Responsibility		
The Purpose of the	The proposal is before the Board to seek approval of the Dental Assisting	
Proposal is	Certificate tuition in the Faculty of Medicine and Dentistry.	
Executive Summary (outline the specific item – and remember your audience)	The School of Dentistry would like to implement a new Dental Assisting certificate. This proposal is for a model that will fulfill a clear need in the current labour market in Alberta for Dental Assistants, provide a Dental Assisting program with unique learning opportunities, and benefit the School of Dentistry current dental students and our delivery of patient care in our student clinics.	
	The graduates of this certificate will have completed 5 sequential courses, over a 10-month timeframe for a total of 32 credits. The curriculum for this certificate will be delivered in a way that presents the material in a progression of sequential foundational knowledge and skills to work in a clinical environment. The curriculum will be aligned with the National Dental Assisting Examining Board as part of the initial program approval process and must be approved by the College of Dental Assistants of Alberta.	
	Students who are admitted to the Dental Assisting Certificate program will be required to meet all of the program completion requirements in order to graduate including both workplace learning placements. The learning opportunities students will have access to at the School of Dentistry at the University of Alberta will be unique and like no other in Alberta.	
	The Dental Assisting Certificate program will be funded through student tuition with no government funding or external funding.	
Supplementary Notes and context	The Dental Assisting Certificate was approved at the May 18, 2022 GFC Academic Planning Committee (as recommended by the GFC Programs Committee and with delegated authority from GFC). The Board of Governors	

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	is being asked to approve tuition only. Tuition information is outlined on pages 14 – 15 of Attachment 1.
Engagement and Routing (Incl	
Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <for information="" on="" the<br="">protocol see the <u>Governance Resources</u> <u>section Student</u> <u>Participation Protocol</u>></for>	 <u>Those who are actively participating:</u> Senior Associate Dean, Dental Affairs and Chair, Department of Dentistry, Faculty of Medicine and Dentistry Associate Chair (Academic), School of Dentistry, Faculty of Medicine and Dentistry <u>Those who have been consulted:</u> Faculty Council, Faculty of Medicine and Dentistry (March 15, 2022) Motion carried: Faculty Council supports the creation of a new Dental Assisting Certificate University of Alberta, Program Support Team - February 24, 2022 for discussion Faculty of Medicine and Dentistry, Indigenous Health Initiatives Program, February 11, 2022 Office of the Registrar, Indigenous Recruitment - January 31, 2022 School of Dentistry Department Council - January 27, 2022 Faculty Learning Committee - FoMD - January 25, 2022 Alberta Dental Association & College - August 16, 2021 Provost and Vice-President (Academic) Faculty approval of the Calendar language for program regulations and courses - April 8, 2022
Approval Route (Governance) (including meeting dates)	 Those who have been informed: Psychometric Strategies and Research, Inc September 13, 2021 Commission on Dental Accreditation of Canada - August 30, 2021 National Dental Assisting Examination Board - August 20, 2021 Ministry of Advanced Education - August 9, 2021 University of Saskatchewan College of Dentistry - July 12, 2021 College of Alberta Dental Assistants - July 12, 2021, August 19, 2021 The following approval route has been planned at this time: GFC Programs Committee - April 14, 2022 Registrar's Advisory Committee on Program Budget and Fees -April 26, 2022 GFC Academic Planning Committee - May 18, 2022 (certificate and tuition) Board Finance and Property Committee - May 31, 2022 (tuition) Board of Governors - June 17, 2022 (tuition)

Strategic Alignment

Alignment with For the Public Good	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.
	GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.
	• OBJECTIVE 4: Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada.



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	 GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. OBJECTIVE: 7 Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience. 		
	GOAL: Engage communities across our campuses, city and region, province, nat and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.		
	 OBJECTIVE 16: Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the reach, effectivene benefit, and value of our university-community connections. 		
	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.		
	 OBJECTIVE 19: Prioritize and sustain student, faculty, and staff hea wellness, and safety by delivering proactive, relevant, responsive ar accessible services and initiatives. 		
Alignment with Core Risk	Please note below the specific institutional risk(s) this proposal is addressing.		
Area	Enrolment ManagementRelationship with StakeholFaculty and StaffReputationX Funding and Resource ManagementResearch EnterpriseIT Services, Software and HardwareSafetyLeadership and ChangeX Student Success		
Legislative Compliance and jurisdiction	 Physical Infrastructure Post-Secondary Learning Act GFC Programs Committee Terms of Reference GFC Academic Planning Committee Terms of Reference Board Finance and Property Committee Terms of Reference Section 2h 		

Separate Attachments and Appendices:

- 1. Ministry Proposal Template: Dental Assisting Certificate (page(s) 1 67)
 - Appendices:
 - Appendix A Program Description
 - Appendix B Letter of Support Dr. Depledge
 - Appendix C Letters of Endorsement/Support
 - Appendix D Avens Evaluation Group Ltd. Labour Market Assessment
 - Appendix E DA Certificate Program Budget Model
 - Appendix F Library Impact Statement

Prepared by: Carla Clarke, cclarke1@ualberta.ca

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Proposal Template: New Certificate and Diploma Programs and Specializations and Non-Credential Programming

Complete this template for proposals for new certificate and diploma programs and non-credential programming or new specializations within existing programs. Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate "non applicable" when questions are not relevant to a particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

SECTION A: PROPOSAL OVERVIEW

Basic Information (Complete the table below)

Institution	University of Alberta
Program Name	Dental Assisting
Specialization Name	
Credential Awarded	Certificate
Proposed Effective Date	July 1, 2023

1. Type of Initiative (Answer the following questions)

This is a proposal for (select one from the drop-down menu):

New Certificate

2. Nomenclature (Answer the following questions)

- a. What program and/or specialization name will appear on parchments and transcripts? (Should be the same as the program or specialization name identified above. If different, please provide a rationale.)
 - Dental Assisting

b. Provide a brief rationale for the program and/or specialization name selected.

The Dental Assisting Program will deliver the knowledge and specific training requirements to be a part of an integrated healthcare team providing oral health care to patients. This Dental Assisting Program will provide students with unique clinical experiences allowing them to apply their knowledge and skills facilitating a 4-handed dentistry setting enhancing the productivity of our Dentistry students and increase the quality of care to our patients.

Reviewer's comment:

New Program Proposal – System Co-ordination Review Diploma/Certificate Programs and Non-Credential Programming



SECTION B: OVERVIEW OF PROPOSED PROGRAM OF STUDY

1. Program Description (Answer the following questions)
a. Attach (as an appendix to this proposal) a concise program description document that
includes:
 3-4 sentence calendar description of the program;
 a proposed program of study (including course names, descriptions, credits and
prerequisites, by semester or year of study;
• program location (i.e., campus locations and/or off-site locations), and delivery mode (i.e.,
face-to-face, online, or blended); and
program learning outcomes
See Appendix A
b. Does the program align with characteristics (e.g., credits, learning outcomes, etc.) associated with this credential? (Consult with the Ministry as necessary).
✓ Yes; \Box No; or \Box Not Applicable
c. Please explain if response to (b) above is No or Not Applicable
Non Applicable
d. Where applicable, identify any collaborations or potential collaborations with other post-secondary institutions or other organizations for this program.
The School of Dentistry has existing Memoranda of Understandings with the following organizations within the community:
SHINE/Boyle McCauley Dental Clinic - volunteer opportunities
 University of Alberta Hospital Dental Clinic - possible rotation opportunities
Glenrose Rehabilitation Hospital - possible rotation opportunities
The opportunities provided through these collaborations allow for students to give back to
their communities as well as have authentic learning experiences.
Reviewer's comment:
2. Program Requirements (Answer the following questions)



- a. List primary admission requirements for the proposed program.
- 65% in each of:
 - a. English Language Arts 30-1 or English Language Arts 30-2
 - b. Chemistry 30
 - c. Biology 30
 - d. One of the following: Math 30-1, Math 30-2, Pure Math 30 or Applied Math 30
 - e. English Language Proficiency
- Interview A personal interview is required of all competitive applicants annually. Interview selection is based on academic record. Competitive applicants will be interviewed to determine if they have the personal qualities necessary for the profession. The interview evaluates an applicant's maturity, motivation, initiative, ability to communicate, personal qualities and interests

Additional Requirements and Considerations:

- Completion of University of Alberta's Indigenous Canada MOOC * students who can provide proof of completing Aboriginal Studies 30, via high school transcript, are considered to have satisfied this requirement
- First Aid Prior to Entering the Program CPR-C (Basic Life Support BLS) students must provide evidence of current BLS certification for entry into the program and remain current throughout clinical training.
- Required Immunization Records
- Police Check Criminal Record Check
- Computer Literacy and Requirements

Indigenous Applicants

The School of Dentistry is committed to the recruitment, retention and graduation of Indigenous students. All Indigenous applicants who meet the Indigenous application requirements and are successful in the admissions process will be admitted to the Dental Assisting Program.

- Applicants who are of Aboriginal ancestry within the meaning of The Constitution Act, 1982, §35(2), or
- A person who is accepted by one of the Aboriginal Peoples of Canada as a member of their community.

Proof of ancestry must be provided when applying as an Aboriginal student. Accepted forms of documentation are outlined in the <u>Admission of Aboriginal Applicants</u> section of the University of Alberta Calendar.



Candidates will be subject to standard minimum admission requirements as will be outlined in the calendar and approval by the Dentistry Admissions Committee.

b. List program completion requirements.

- Complete all of the required program courses with the minimum passing grade outlined in each course syllabus
- Successfully complete all assessments and mandatory clinical hours as per each course syllabus
- Complete the required Practicum hours and submit Practicum Log and Evaluation

Reviewer's comment:

- 3. Work Integrated Learning Placements (If applicable, answer the following questions)
- **a.** Identify the number of placements required in the proposed program (including type of work setting and duration/timing of activities).

The Dental Assisting program will include an internal practicum rotation within the Oral Health Clinic and one external practicum.

- The Internal Practicum rotation will begin early on in the program and will continue sequentially building on foundational knowledge as students' skill set increases throughout the program. The Dental Assisting students will be integrated into assisting DDS students in the School of Dentistry Oral Health Clinic- time allocation will increase to approximately 6-9 hours per week as students progress in the program. Approx. 90 - 135 hours of Internal Clinical experience in various Undergraduate and Graduate clinics (subject to level of skill at the time)
- There will be one 2 week off-site practicum in a Private Dental Practice, or Community Practice for each student minimum of 70 hours (7 hours a day)
- **b.** Summarize communications with employers (append applicable letters of support, minutes of program advisory committee meetings, etc.) showing that sufficient placements will be available when needed.

At this time, we have been provided with support from various employers within the Dental Community committed and willing to host Dental Assisting students to meet their program practicum requirements when needed.



We have the support of one of Canada's leading networks of dental practices, dentalcorp., having 62 practices in Alberta. Their willingness and commitment to host and support our students to meet their practicum requirements will assist in fulfilling practicum needs.

Dental Choice operates 20 dental clinics in Alberta and has offered their support in providing learning opportunities through hosting practicum sites for Dental Assisting students when needed. Dental Choice has employed a number of University of Alberta graduates on their team from both our Dentistry program and Dental Hygiene program.

We have the support of another dental corporation committed to hosting students within their existing 8 dental practices and are in the process of opening 4 more practice sites prior to our program start and will also offer these locations as host sites to our students.

The Dental Assisting program will work closely with the Dentistry program Course Coordinator for the 4th year Dentistry Electives course in seeking practicum host sites. They are currently recruiting registered dentists in Alberta to be a part of their program and are willing to share their roster of offices who may wish to host Dental Assisting students.

The FoMD Indigenous Health Initiatives Student Support and Services team are willing to work with our program to seek Indigenous practitioners willing to host students for practicum requirements.

See Appendices B and C - Included in Letters of Support

c. Comment on whether/how work integrated learning placements in other programs (at the institution and at other institutions within the Alberta Adult Learning System) may be impacted as a result of this program.

The DDS program and various graduate programs offered at the University of Alberta School of Dentistry will be impacted as they will have the Dental Assisting students integrated into their clinical sessions. This will allow the Dental Assisting students to have learning opportunities and clinical learning experiences while working with other students in a more authentic clinical setting. This type of experience will allow both Dental Assisting students and Dentistry students to learn how to work as a team and understand the roles, better preparing them for future practice. The DDS students and graduate students will have more clinical support with the Dental Assistant students working with them in their clinics providing a higher level of patient care.

Reviewer's comment:

4. Endorsement of and/or Support for Program

a. Indicate endorsement(s) from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry, when applicable.

Please see the following endorsement letters provided in the Appendices:

- Dr. Brenda Hemmelgarn Faculty of Medicine and Dentistry Dean
- Dr. Blaine Aucoin University of Alberta School of Dentistry

New Program Proposal – System Co-ordination Review Diploma/Certificate Programs and Non-Credential Programming



- Dr. Doris Lunardon University of Alberta School of Dentistry
- Ana Khehra University of Alberta Dental Students' Association President 2021/2022
- Dr. Doug Brothwell Dean College of Dentistry University of Saskatchewan
- Dr. Randall Croutze Alberta Dental Association & College (ADA&C)
- Dr. Hans Herchan Dental Choice
- Dr. Terry Ortens
- Nicola Deall Dentcorp
- Edmonton & District Dental Society

See Appendix C

Reviewer's comment:

SECTION C: LABOUR MARKET DEMAND AND ENROLMENT PLANNING

1. **Demand for Program** (Answer the following questions)

Appendix D - Avens Evaluation Group Ltd. Report - third party assessor of the labour market demand in Alberta for a new Dental Assisting program at the University of Alberta - see full report for reference to support components of section C: Labour Market Demand and Enrollment Planning

a. Describe anticipated employment outcomes (including entrepreneurial and/or self-employment paths) for program graduates.

The anticipated employment outcomes for program graduates suggest dental assistants will be employed mostly in private dental practices. Generally, dental assistants are primarily performing chairside dental assisting duties however often have secondary roles within the private practice in sterilization and administration tasks.

There are other opportunities for dental assistants in community dental health agencies, hospital dental clinics, dental insurance companies, administrative assistants, dental treatment coordinators, sterilization assistants, sales and dental education.

b. Provide evidence of labour market demand for graduates, detailing how such demand was forecasted and substantiated regionally and provincially. (Append supporting documentation, as appropriate.)

The labor market demand was forecasted and substantiated through the reviewing of available data on education, labour market trends and engaging key stakeholders to gain their perspectives on labour market demand for RDA's in Alberta. This involved the collection of data from multiple sources including interviews, surveys described in detail in the Labour Market Evaluation report.



Interviews were conducted with employers, professional associations, regulating bodies, and RDA's. Surveys were also fielded to Dentists/Employers and Registered Dental Assistants in different demographics of Alberta.

The results from Avens Evaluation Group report indicated there is a shortage of RDA's in Alberta and the key indicators from the report suggest the labour market demand for RDA's comes from:

- Increased number of retirements there will be a greater number of RDA's exiting the field then in previous years due to demographic and labour trends
- data also show a significant number of RDA's leave their profession within 10-20 years practice with many moving into administrative roles, sales or treatment coordinator roles
- Predominantly females (99%) and ages (18-30) maternity leaves, some returning to only part-time and some not returning at all
- RDA registration numbers do not reflect full time positions being worked and include part time, and casual employment, mixed job descriptions, and those working outside the province this is indicative that the registration numbers are inadequate to meet the demands of the current labour market of the "ideal ratio of 2:1" RDA to Dentist
- In Alberta in 2020 the labour market would require a minimum of 6,301 full time RDA's where we currently have 6,102, resulting in a deficit of 200 to accommodate the suggested ideal ratio from regulatory bodies. If the number of part time RDA's working is considered the deficit increases to 546-726 full time RDA's.
- based on the employers preferred ratios 2:1 and RDA's reported work hours there is a deficit in Alberta of 746-925 full time RDA's to fulfill the needs of the labour market
- impact of COVID-19 remains to be seen- fear of contracting COVID-19 RDA's being hired for COVID response, reduced immigration due to travel restrictions
- survey result demonstrated a volume of employers seeking RDAs
- survey result also showed employers found it difficult to recruit RDA's- receiving few applications and not qualified applicants
- survey respondents reporting they are understaffed for RDA
- employers would like to have more than 1 dental assistant hired in their practice
- career changes creating job openings
- working conditions and expectations

Labour market modeling data predicts a shortage of RDA's in Alberta, but the extent of this shortage appears to be even greater than forecasted based on the data collected and reviewed in this assessment report provided.

c. In cases where labour market demand is not the primary driver for creating the program, comment on social and/or community benefits.

Non Applicable

 Identify which stakeholder groups were consulted regarding demand/need for this program:

New Program Proposal – System Co-ordination Review Diploma/Certificate Programs and Non-Credential Programming



- ✓ Student/learners
- ✓ Faculty
- ✓ Regulator and/or accreditation bodies
- Employers and professional associations
- ✓ Other post-secondary institutions
- ✓ Other (please identify) New graduates, RDA's in LMA
- e. Briefly discuss the results of the identified consultations and attach supporting documentation (e.g., minutes of meetings, letters of support, etc.), when available.

Results from Consultations with various stakeholders: the results from various stakeholders were positive and supportive of the University of Alberta School of Dentistry offering a Dental Assisting Program. See the results and key factors in points below and letters provided in Appendix C from stakeholders.

Consultations with Faculty:

- provide creative ways to mirror private practice
- four handed dentistry is essential during aerosol producing procedures
- learners in both programs will work closely together in the profession, it makes sense to have them clinically train together
- positive impacts on patient care, in learning environment but also in future private practice settings
- improve workflow of dental appointments
- team approach to delivering dental care

Consultation with Dental Students Association (DSA):

- positive impact on DDS students, will enhance learning opportunities to work with a Dental Assistant student
- provide 4-handed dentistry
- assist with patient care
- would want to include in DSA, be part of the team

Consultation with University of Saskatchewan - Dentistry and Dental Assisting programs:

- positive impact on patient care
- improves the educational experiences for students
- increase in productivity and workflow
- prepares both learners for future private practice settings, understanding roles and expectations, better trained team
- meets the needs of the workforce
- impacts reduction of required staff

Alberta Dental Association and College (ADA&C):

• this program will increase learning opportunities and enhance patient care



- shared educational experiences between roles of students to create a foundation of the working relationship and understanding of each others roles in the profession
- enhance the team approach to patient care
- 4-handed dentistry opportunities
- uniqueness of the program to provide exposure for students to the various specialty programs offered at U of A
- support the fact that there is a labour market demand for more trained dental assistants in Alberta

Consultations with Regulatory bodies, employers and RDA's - see Appendix D -Labour Market Assessment Report for further information

Employer Perception of the Labour Market for RDA's in Alberta:

- challenges recruiting RDA's for years
- retaining RDA's is a challenge
- very few applications for job opportunities
- very few fully qualified applicants for job postings
- no-shows for interviews
- must offer incentives
- poaching RDA's from other clinics
- difficult to attract RDA's to rural areas
- understaffed clinics impacting patient care
- unable to fill leave positions
- some employers would like to have more then the reported rate of 1:2 and would like to have 3 RDAs to support their work
- Employers felt the existing labour market modeling data does not fully reflect the experiences of the employers
- Registration numbers do not reflect the need

Registered Dental Assistants survey results:

- not working their preferred position
- Preferred hours worked vary, many not working full time
- not wanting to work weekends
- those choosing to leave the profession due to retirement, family planning, changing careers
- wages and work environment were discussed

Edmonton & District Dental Society (EDDS):

- EDDS is in support of the U of Alberta Dental Assisting Certificate.
- the program at U of A will produce skilled Dental Assistants
- allow the dental students to graduate with more aligned skills for what is needed in private practice
- more collaborative work between dental students and dental assisting students
- improve patient care and workflow



Appendix C - Letters of Support

f. Provide evidence of student demand for the program. (e.g., survey results, waitlists, demand in similar programs at other institutions etc.).

Based on accessible information, Dental assistant education programs in Alberta have maintained enrollment numbers above 95% prior to the COVID-19 pandemic even as existing programs expanded and new programs were approved.

Private dental assistant education programs offered throughout Alberta are required to show both graduation and employment outcomes above 70% to remain in operation in Alberta. Private programs have increased and expanded since 2017, demonstrating they are viable in Alberta.

Post-graduation employment data are not available for all dental assistant education programs as many are private institutions. Indicative of the employment outcomes for students, NAIT reported 100% graduate employment for its Dental Assisting Programs in 2017/18, 2018/19, and 2019/20 18.

g. Comment on the overall sustainability of learner demand for this program over the longer term.

Other Dental Assisting programs in Alberta have consistently had high numbers of applicants to their programs (a surplus each year). Given the current trends in the labour market assessment and being a highly reputable school it is predicted this program will be able to sustain itself over the long term.

Alberta's Occupational Outlook 2019-2028 anticipated a shortage of only 64 RDAs in the province for 2022, however the research and consultations done for this proposal lead us to believe the estimated number could currently be as high as 925 full time RDAs. Given the expected employment trend for dental assistants will increasingly be less than full-time, the proposed available seats in dental assistant education will be insufficient to address the demand. The current available seats in dental assistant education will be insufficient to address the current need.

Reviewer's comment:

2. **Projected Student Enrolment** (Complete the table below as applicable). (NB: Proposals for non-credentials do not complete anticipated no. of graduates line or divide enrolments by year of study.)

Proposed Enrolment		2 nd Year of Implement ation	3 rd Year of	4 th Year of Implement ation	Annual Ongoing
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			Implemen tation		
Total Headcount	52	52	52	52	52
 1st Year of Study 	52	52	52	52	52
 2nd Year of Study 	NA	NA	NA	NA	NA
 3rd Year of Study 	NA	NA	NA	NA	NA
Anticipated No. of Graduates	52	52	52	52	52
Reviewer's Comment:					

a. Indicate the percentage of international students in the enrolment projections and provide a brief rationale regarding how the percentage was established.

The Dental Assisting program will be designed for Domestic (Canadian) students as defined by the University of Alberta. International students will not be considered. However, residents of Canada, who meet the admissions requirements (even if they are internationally trained) will be welcome to apply as domestic students. This provides a bridge or a pathway to work in a dental field in Canada for those who do not meet the criteria for licensure in Canada with their current credentials and international oral health training.

Reviewer's comment:

SECTION D: QUALITY CONSIDERATIONS

1. **Quality Assurance Considerations** (*If applicable, answer the following questions*) (*NB: non-credential programs complete (a) only.*)

- a. What strategies did your institution use to foster program quality for the proposed program (e.g., curriculum mapping, use of expert panels, industry panels, or advisory panels, etc.)?
 - Curriculum mapping will be done through program requirements of the National Dental Assisting Examining Board (NDAEB) – required to have curriculum approved by third party Psychometric Strategies and Research (PSAR) prior to NDAEB approval
 - Program Approval will be completed by Provincial Regulatory Body College of Alberta Dental Assistants





b. Append a copy of independent academic expert review, when applicable.

-PSAR/NDAEB report will be included upon receipt

Attach once received

c. Append a copy of the institution's response to independent academic expert review, when applicable.

-Our response to the PSAR/NDAEB

Attach once received

d. Describe the institutional quality assurance process(es) that will be used to ensure the continuing high quality of the proposed program

The Dental Assisting program will work with Curriculum Quality Assurance Coordinator for the School of Dentistry (Jacqueline Green) on the assurance of learning processes, curriculum management system, servicing and supporting the faculty in learning and teaching quality assurance activities.

The proposed program will create a quality assurance program aligning with guidelines listed in the CDAC requirements for Dental Assisting Programs

- Institutional committees faculty members be part of committees regarding decisions directly affecting the DA program (ongoing planning, evaluation and improvement of the quality of the program)
- develop a program outcome assessment process used to improve the program quality (ie., NDAEB exam results, program surveys)
- establish a program advisory committee to provide information and advice to support both the program and Dental Assisting education
- curriculum management process /curriculum committee input from faculty, students, administrators and practicum sites
- the use of student evaluations of course content and teaching effectiveness and their preparation to enter practice. Utilize the results of the NDAEB and other key performance indicators to assist in evaluating the program
- Health and safety quality assurance for the use of ionizing radiation (radiation protection officer), fire and safety procedures, infection control and medical emergency procedures.
- policies and protocols related to patient care, records, privacy of patient information



- patient treatment record audits
- patient feedback forms
- Focus groups- instructors and students program feedback

Reviewer's comment:

SECTION E: FINANCIAL VIABILITY AND SUSTAINABILITY

- 1. Budget and Funding Sources (Answer the following questions)
- a. Describe how the institution plans to finance the program, including the sources of any funds beyond tuition and Alberta grant funding:
 - The program will be funded independently through fees to the students. There will be NO government funding.
- b. Discuss risk mitigation plans should full revenue(s) not be achieved or should costs exceed amounts budgeted.
 - this will be a 1 year program adjustments will be made accordingly if required

Appendix E - Budget Model

Reviewer's Comment:

2. Tuition and Student Cost Considerations (Answer the following questions)

a. Document tuition and fee projections for students (specify domestic student tuition fees, international student tuition fees, compulsory student fees, and other costs likely to be incurred by students (texts, equipment etc.). Provide rationale where appropriate such as comparisons with similar programs. (Consult with the Ministry as needed.):

Proposed Tuition, Fees, Equipment Rental and Books for U of Alberta Dental Assistant Program in total : \$22,450

Tuition: \$18,250 Non-Instructional Fees: \$1,000 Equipment Rental: \$2,800 Books:\$400



There currently is no other University in Alberta offering this Program or one of similarity. For comparison purposes the University of Saskatchewan offers a Dental Assisting Certificate: Tuition \$14.934

Fees \$988

Books \$1500 - \$2500 (may vary)

Approx. Total \$17,422-\$18,422

In Alberta there are schools offering Dental Assisting programs varying in tuition and total costs ranging from: \$9,000 - \$19,000.

a. Does the proposed program align with the Tuition and Fees Regulation? \times Yes; or \Box No

Yes, upon approval

b. Please elaborate on the above answer, if necessary.

Reviewer's Comment:

SECTION F: INSTITUTIONAL IMPACT

- 1. Institutional Capacity (Answer the following questions)
- a. Briefly describe how the proposed program aligns with the institution's mandate and government priorities.

The University of Alberta mandate emphasizes the availability of both on-site and distance learning options; integrated learning and research environments; intellectual and creative diversity; and industry-based partnerships that foster innovation. These are all influences that are at play within the School of Dentistry and that will enhance the experiences of Dental Assisting Program students.

The Dental Assisting Certificate will be designed in a hybrid manner that optimizes learning potential and maximizes learning flexibility through the combination of distance and on-campus programming.

The Dental Assisting Certificate will enhance pathways into the field of oral health through the School of Dentistry's programs, opening up learning options for individuals with less background education and with less time to invest in learning. It will complement the existing School of Dentistry Programming, introducing the final clinical member of the Dental Care Team into the School's practice environment, and enhancing the potential for integrated interprofessional and team-based learning across all programs.



The School of Dentistry actively engages with and contributes to the field of oral health, the Dentistry and Dental Hygiene Professions, and the oral health of Albertans through research, education, and through the services of the School's Oral Health Clinic. The Dental Assisting Program will be embedded within the School and students will gain experience within clinical practice settings alongside students within Specialized Graduate Programs, the Doctoral of Dental Surgery Program, and the Dental Hygiene Program. Students within the Dental Assisting Program will gain from these integrative clinical experiences by gaining an authentic sense of the interprofessional nature of oral health care, developing a stronger sense of the diversity within the field, and reinforcing the significance of their role within the oral health team.

Additionally, Dental Assisting students will be learning within simulation laboratories and clinical environments where treatment practices, methods, materials, and equipment available for practice are all determined through evidence-based approaches and with a focus on alignment with current innovations and professional trends within the field.

Finally, the School's Oral Health Clinic, combined with a planned Experiential Practicum, will expose Dental Assisting students to oral health needs as they exist across diverse patient communities.

Currently the School provides opportunities for NAIT dental assisting students to participate in a practicum at the Oral Health Clinic during the winter term of the academic year. The establishment of a Dental Assisting Certificate Program at the School of Dentistry will not impact upon that existing collaboration with NAIT and it is anticipated that the NAIT practicum will continue.

b. To what extent does the program build on the institution's existing programs, infrastructure, resources and experience from offering programs in related fields?

The Dental Assisting Certificate Program will help to optimize the influence of the School of Dentistry's commitment to evidence-based practice and widen the scope of the School of Dentistry's contributions to the field of oral health care and the Professions of Dentistry and Dental Hygiene in Alberta.

Appendix F - Library Impact Statement

Reviewer's Comment:

2. Internal Review and Approval

a. Indicate which internal governance body recommended approval and specify date of approval.

Programs Committee - April 14, 2022 APC - May 4, 2022 - for recommendation on the tuition and approval of the certificate



BFPC - May 31, 2022 - for recommendation of the tuition Board - June 17, 2022 - for approval of the tuition

Reviewer's Comment:

SECTION G: SYSTEM IMPACT

1. Program Duplication (Answer the following questions)

- **a.** Does the proposed program potentially duplicate existing programming in the Alberta Adult Learning System?
- ✓ Yes; or □ No

b. If yes, list these programs (including those offered by Private Career Colleges).

Accredited Programs are:

- CDI College
- Columbia College
- KDM
- NAIT
- SAIT

Provisionally Approved programs:

- Reeves College
- Risio institute for Digital Dental Assisting
- **c.** If a proposed program potentially constitutes program duplication, explain why such duplication is appropriate and beneficial in this circumstance.

The University of Alberta Dental Assisting program will offer unique experiences and opportunities for Dental Assisting students to work alongside students/residents and staff in the Undergraduate Doctor of Dental Surgery program (DDS), Oral Medicine Graduate Program, Periodontology Graduate Program, Orthodontic Graduate Program and the General Practice Residency Program together increasing the quality of patient care and having opportunity for more authentic learning experiences.

The labour market demands offer evidence to support the need for more Dental Assistants in Alberta. The existing facilities, diverse learning opportunities and expertise of faculty and staff we have at the University of Alberta will offer an educational experience like no other program in Alberta, it will be beneficial to patients, employers, and the School of Dentistry as outlined in this proposal.



Reviewer's Comment:

2. Learner Pathways (Answer the following questions)

a. Which programs or learning activities in the Alberta adult learning system ladder/transfer into this proposed program?

Applicants for this program will be able to apply directly from high school meeting the admission requirements, without other program prerequisites. Additionally, applicants can apply as mature students, or from other learning programs, with the appropriate high school admission requirements.

b. Into which programs in the Alberta adult learning system does this proposed program ladder or transfer?

Graduates of this program could potentially lead to pursuing opportunities in office administration, office management diploma, health administration and other health or dental related programs

Reviewer's Comment:

SECTION H: OTHER CONSIDERATIONS

Other considerations

a. Are there other factors or considerations the Ministry should take into account when reviewing this proposal?

The University of Alberta School of Dentistry continues to demonstrate how the services offered increase accessibility and care to those in our community. The addition of the Dental Assisting program will further enrich our existing programs and in return provide optimal treatment and care to our patients in our Oral Health Clinic.

Reviewer's Comment:

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):



Rationale for Recommendation:	
Reviewer(s):	
Date Completed:	

Proposed Dental Assisting Program Description

The proposed Dental Assisting Program will be a full time 10-month program starting in August 2023. The program will be delivered using a hybrid model of onsite and online classes. The onsite classes will be located at the U of Alberta North Campus including the Simulation Lab in the Edmonton Clinic Health Academy, and the Oral Health Clinic (OHC) in the Kaye Edmonton Clinic. The program will consist of 5 sequential courses including: didactic (both asynchronous and synchronous delivery), simulation labs, pre-clinical labs, clinical sessions, clinical rotation in the OHC and an external practicum. Dental Assisting students will have assisting opportunities within the Undergraduate Dentistry Program, General Practice Residency program, Periodontology, Orthodontics, Oral Medicine Graduate Clinics and Implant Clinics. Clinical rotations will be planned and assigned throughout the program.

Proposed Program of Study

Course 1: Foundations of Dental Assisting

Description: Foundations of Dental Assisting is the first course in a sequential structure of learning that introduces students to the dental profession and their role as a Dental Assistant. Foundational knowledge and skills will be developed in behavioral sciences, biomedical sciences, oral health sciences and dental assisting theory and practice streams. Students will be able to integrate learning from all four streams and understand the relevance of foundational learning to dental assisting. Students will be introduced to the Simulation Lab, Oral Health Clinic and have opportunities to apply their knowledge in both settings.

Interrelated topics to be covered in this course will include:

Behavioral Sciences: Roles of the dental team, Provincial legislation, Regulatory bodies, and Professionalism, Scope of practice

Biomedical Sciences: Infection Prevention Control, WHMIS, Microbiology, Medical Emergencies, Anatomy and Body systems

Oral Health Sciences: Head, Neck and Oral Anatomy, Tooth morphology and Embryology **Dental Assisting Theory and Practice**: Infection Prevention Control, Dental operatory, Equipment and ergonomics, Dental lab

Units: 5 (6 weeks)

Prerequisite(s): program entrance requirements

Course 2: Patient Assessment I

Description: Patient Assessment I is the second course in a sequential structure of learning. This course educates students on patient assessments, findings and related procedures. Students will be able to integrate learning from all four streams of foundational learning to dental assisting. Students will be able to apply their knowledge in various lab and pre-clinical settings to build on their foundational learning.

Interrelated topics to be covered in this course will include:

Behavioral Sciences: Communication with patients, Patient records and confidentiality, Data gathering, Compromised patients

Biomedical Sciences: Microbiology, Pharmacology and Dental materials

Oral Health Sciences: Radiography, Oral biology, Dental diseases and prevention, Oral pathology, Oral Anatomy

Dental Assisting Theory and Practice: AxiUm training-records and charting, Preventive skills, Dental armamentarium, Dental instruments, Operative procedures, Dental lab skills, Chairside assisting skills

Units: 7 (9 weeks)

Prerequisite(s): Course 1

Course 3: Patient Assessment II

Description: Patient Assessment II is the third course in the sequential structure of learning. This course continues to build on the foundational knowledge of course 2 with the emphasis on patient care and clinical procedures. Students will be able to integrate learning from all four streams and apply foundational concepts to dental assisting. Students will be able to apply their knowledge in a combination of lab, pre-clinical and clinical settings to build on their foundational learning.

Interrelated topics to be covered in this course will include:

Behavioral Sciences: Patient interactions and communication, communication with dental team members
Biomedical Sciences: Dental Materials, Nutrition and oral health
Oral Health Sciences: Radiography, Dental Specialties, Pain Management
Dental Assisting Theory and Practice: Dental lab skills, Operative procedures, Chairside assisting skills, Preventive skills, properties and manipulation of commonly used dental materials

Units: 7 (10 weeks)

Prerequisite(s): Course 2

Course 4: Clinical Practice I

Description: Clinical Practice I is the fourth course in the sequential courses of the Dental Assisting Program, the emphasis of this course is for the students to continue to build on integrating all four streams and have a greater understanding of the relevance of foundational learning through the ability to assess, plan, implement and evaluate dental assisting procedures and patient care procedures. Students will continue to apply foundational knowledge through actively participating in assisting within the Oral Health clinic with fellow students and patients and perform their skills on peers in a clinical setting.

Interrelated topics to be covered in this course will include:

Behavioral Sciences: Communication skills, documentation, assessment skills
 Biomedical Sciences: Advances in technology and procedures related to oral health
 Oral Health Sciences: Radiography, Dental Specialties
 Dental Assisting Theory and Practice: Skills performed on student partners, Dental records,
 Data gathering, Intraoral skills, Administrative Procedures

Units: 7 (10 weeks)

Prerequisite(s): Course 3

Course 5: Clinical Practice II

Description: This is the final course in the sequential courses of the Dental Assisting Program, the emphasis of this course is for students to apply behavioral, biomedical, oral health sciences and dental assisting theory and practice into clinical practice. Students will apply their knowledge in office administration, assisting with patients in the Oral Health Clinic, treating patients in the Dental Assisting Patient Care Clinic and participating in an external practicum in a private dental practice.

All Streams Integrated into practice: Behavioral, Biomedical, Oral Health Sciences and Dental Assisting Theory and Practice

Units: 6 (8 weeks)

Prerequisite(s): Course 4

Dental Assisting Program Learning Outcomes

Explain the Regulations and Standards of Care for Dental Assistants

- Define the Alberta regulatory body for Dental Assistants
- Describe the Health Professions Act
- Describe the code of ethics
- Discuss policies
- Discuss the importance of continuing competence including the professional development through continuing education

Demonstrate Occupational Safety skills

- Apply current infection prevention and control protocols, including aseptic techniques and hazards management.
- Demonstrate current disinfection and sterilization of equipment and instruments
- Identify medical emergencies, assist with the management of dental and medical emergencies

Demonstrate general dental assisting chair-side skills and applicable intra oral skills

- Demonstrate correct tray/instrument set up for different procedures
- Identify the difference between preventive, restorative and esthetic procedures
- Perform chairside dental assisting procedures including, but not limited to, general dentistry, specialized procedures, and intra oral skills as per entry practice for dental assistants in Alberta
- Assist during pre-treatment, treatment, and post-treatment procedures
- Perform intra oral skills as per entry practice

Demonstrate radiographic competencies

- Explain radiographic safety techniques
- Explain the principle of ALARA
- Demonstrate correct instrument assembly
- Demonstrate proper receptor placement, equipment use for intra- and extra-oral images including expose, process, and mount radiographs of diagnostic quality

Demonstrate skills in patient data gathering and record keeping

- Comprehend dental terminology, record patient medical and dental history, and chart pertinent patient information as required
- Collect systematically and document accurately diagnostic and clinical data into patient chart as required

Demonstrate skills in patient management and education

- Provide oral health instruction to dental patients and community groups
- Provide comprehensive dental assisting care to individuals from diverse socioeconomic, educational, cultural/ethnic backgrounds and age groups.
- Provide oral health instruction and counseling, including recommended home-care strategies

- Recognize patient abilities to properly care for their teeth
- Advise patients on the impact of diet on oral health and other behaviours (e.g. Tobacco use)
- Identify normal and pathological abnormalities of the oral structures

Demonstrate Administrative Office skills

- Practice effective interpersonal and communication skills
- Model professional conduct and appearance, and demonstrate professional behaviors consistent to the dental workplace
- Identify and effectively manage time and resources
- Communicate effectively with the public and dental health team members
- Schedule patients for various treatments, maintain a recall system, order and maintain supplies, complete patient insurance forms, make financial arrangements, billing, and utilize basic dental software

Demonstrate Dental Laboratory skills

- Demonstrate understanding of dental materials, properties and uses
- Prepare and manipulate chairside and dental laboratory materials
- Fabricate dental models, trays and appliances.
- complete laboratory procedures, including pouring and trimming molds and study casts.

Leading with Putter prose.



January 23, 2022

Re: Support for the School of Dentistry - Dental Assisting Program:

To whom it may concern:

My name is Dr. Suzanne Depledge and I am the course director for our Elective course for our fourth year DDS program. I am writing in support of the newly proposed RDA program at the University of Alberta.

The Elective course will begin for our fourth year students in the Fall 2022/Winter 2023 year. Many of the electives will send our students out to private practice for a week for private practice mentorship and private practice management experience. We are currently recruiting our registered dentists in Alberta to join our program.

As our program and student enrollment grows, we will be working with the ADA&C in partnership to ensure we provide our students a match with ethical dentists in our community who are committed to educating our dental students. In Fall 2023 each of our 52 DDS students will participate in a one week private practice elective.

As we begin to form relationships with private practitioners who enjoy mentoring our students, we can offer a good roster of dentists who may want to also mentor the RDA students. One benefit of having the students in a private practice is for our practitioners to see the excellent clinical skill level and patient management skills our DDS and RDA students have. This is very beneficial to both potential employees and our new graduates.

I am happy to work with Ms. Carla Clarke and support the Dental Assisting program to find suitable practice placements for the incoming students. Please let me know if you have any other questions.

Sincerely,

Suzanne Depledge

Dr. Suzanne Depledge Comprehensive Care Director University of Alberta, School of Dentistry



February 9, 2022

Office of the Department Chair, School of Dentistry 5-478, Edmonton Clinic Health Academy University of Alberta 11405-87 Avenue, NW Edmonton, AB T6G 1C9

Dear Dr. Major,

On behalf of the Faculty of Medicine and Dentistry please accept this letter of support for the proposed Dental Assisting Certificate program within the School of Dentistry. The Dental Assisting proposal clearly demonstrates the rationale, impact, demand and support required to implement this program at the University of Alberta.

The University of Saskatchewan has demonstrated how beneficial having a collaborative Doctor of Dental Medicine program and Dental Assisting program is for their students and patient care. This collaborative model is representative of the type of programming the School of Dentistry would like to implement within the Faculty of Medicine and Dentistry. The goal of this model is to improve educational experiences, allow for a more authentic team approach enhancing patient care and provide a common understanding of the roles and responsibilities of each profession. This type of program will be unique to the School of Dentistry and to all of Alberta.

The addition of the Dental Assisting program will complement the existing School of Dentistry programming. Introducing the Dental Assistant into the school's practice environment will facilitate 4-handed dentistry opportunities providing new clinical learning experiences reflective of private practice. This type of integrated learning will enhance the potential for interprofessional and team-based learning across all programs. Creating this this type of learning environment will allow students to excel in their independent role and also learn how to work together to provide optimal care for their patient's.

The Labour Market Assessment conducted by Avens Evaluation Group Ltd. in October 2021 clearly identifies the demand for more qualified dental assistants in Alberta. The information substantiated through educational data, labour market trends, and the perspectives of key stakeholders verifies the need and support for this type program at the University of Alberta. The

College of Health Sciences Faculty of Medicine & Dentistry Office of the Dean 8440 112 Street NW Edmonton AB Canada T6G 2R7



labour market trends are indicative of the need of more graduates of dental assistants, the School of Dentistry offers incredible facilities, access to various graduate programs, faculty, and staff to support this type of program that will aid in offsetting this shortage in Alberta.

The School of Dentistry engages with and contributes to the field of oral health, the professions of Dentistry and Dental Hygiene, oral health through education and research, and through the services provided at the School's Oral Health Clinic. The Dental Assisting program will be established within the School and students will gain experience within clinical practice settings alongside students within Specialized Graduate Programs, the Doctoral of Dental Surgery Program, and the Dental Hygiene Program.

The Dental Assisting Certificate Program will help to optimize the influence of the School of Dentistry's commitment to evidence-based practice and widen the scope of the School of Dentistry's contributions to the field of oral health care and the Professions of Dentistry and Dental Hygiene in Alberta.

Kind Regards,

B. Demmif-.

Brenda Hemmelgarn, MD, PhD Dean

Leading with Puttachment 3Se.



January 17, 2022

Letter of Support for a Dental Assisting (DA) Program:

I am writing this letter in support of the creation of an DA program within the Faculty of Medicine and Dentistry, School of Dentistry. In my position as a clinical educator and private practice dentist, I understand the valuable role a dental assistant plays in the delivery of safe and efficient dental care.

One of the many roles of the chairside dental assistant is helping create a safe working environment. This is achieved through preparation of the operatory, helping the patient feel comfortable, transferring instruments to the operator and aerosol reduction with high volume evacuation. In addition, the dental assistant will become certified in several intraoral duties. This improves the workflow of the dental appointment.

Having the students in our DDS program work with students training to become DAs will be an incredible benefit to both groups of students. The team approach to delivering dental care is the standard in private practice. The sooner we have our DDS students exposed to this dynamic the better clinicians they will become.

Another benefit to this partnership will be the increases in efficiency and increased volume of patient care provided within the Oral Health Clinic at the Kaye Edmonton Clinic.

I strongly support the development of the Dental Assisting program at the School of Dentistry.

Kind Redards

Blaine AuCoin BSc DDS Clinical Assistant Professor Associate Chair Student Affairs Comprehensive Care Director

School of Dentistry

College of Health Sciences * Faculty of Medicine and Dentistry ECHA 5th Floor 11405-87 Ave. NW Edmonton, AB T6G 1C9 T 587.985.8388 baucoin@ualberta.ca

Leading with Puttermetose.



January 14, 2022

RE: Support for School of Dentistry, Dental Assisting Program

To whom it may concern,

Now, more than ever, the School of Dentistry needs to become creative in how it provides a clinical learning environment to its students that closely mirrors a dental private practice setting without incurring additional costs.

It is important to recognize that dental assistants are an integral part of the dental care team. I fully endorse the proposal for creating a Dental Assisting program that would most certainly be beneficial not only for the School of Dentistry, as an additional revenue stream, but for dental students and future dental assisting students as well.

Because dentists and dental assistants work very closely together in clinical practice, it makes good sense to have learners of both programs undergo clinical training together. Having dental assisting students working with dental students would foster growth of foundational working relationships and a common understanding of roles and responsibilities as they relate to each provider's educational program. As dental assisting students would receive practical hands-on training in a highly supervised clinical environment, they, in turn, would be providing dental students with much needed support that would maximize their clinical learning experiences and improve their overall clinical efficiency as operators. This would ultimately lead to positive impacts on patient care in not only the learning environment but in future private practice settings as well.

Most recently, the importance of four handed dentistry made its way to the forefront in the midst of the COVID-19 pandemic. Limiting the spread of aerosols by having a chairside assistant provide high volume evacuation during AGPs proved to be crucial in keeping our clinical environment safe. Unfortunately, the School of Dentistry is simply not in the financial position to bear the cost of providing additional clinical support in the form of a dedicated chairside assistant for each dental student during their course of clinical training.

Given the current economic climate, it is important to push beyond our limits and think strategically about how to not only sustain but improve our clinical operations during these most challenging times.

Kindest regards,

Dr. Doris A. Lunardon BSc, DDS Associate Chair, Clinical Operations

School of Dentistry

T 780.407.5572



5-470 Edmonton Clinic Health Academy 11405-87 aver Edmonton, AB, T6G 1C9



Office of the Department Chair, School of Dentistry Faculty of Medicine and Dentistry 5-478, Edmonton Clinic Health Academy University of Alberta 11405-87 Avenue, NW Edmonton, AB Canada T6G 1C9

February 7, 2022

Letter of Support - Dental Assisting Program

Dear Dr. Paul Major,

As the President of the University of Alberta Dental Students' Association (DSA), I write to you on behalf of all the Dentistry and Dental Hygiene students that the DSA represents. We greatly appreciate the time and willingness from the University to hear the student body perspective with regards to the proposed Dental Assisting program. The implementation of a new program within the School of Dentistry will have an impact on the Doctor of Dental Surgery program and I would like to share the DSA's thoughts on it.

The DSA encourages and promotes professional collaboration between the Dentistry and Dental Hygiene students. We would positively benefit from the addition of a Dental Assisting program as it will allow for increased quality of patient care and facilitate opportunities to practice four-handed dentistry. As we train for life after graduation, it will prove beneficial to simulate the clinical experience as close as possible to that of private practice. Having the opportunity to work closely with Dental Assisting students will improve our education and set an example for building working relationships. We will grow alongside the Dental Assisting students while learning to understand each other's roles and responsibilities.

Furthermore, it proves beneficial to see a similar program being offered by the University of Saskatchewan. With consultation and advice from the University of Saskatchewan, the University of Alberta School of Dentistry can create a Dental Assisting program that will aim to achieve positive outcomes for all students. The School of Dentistry's Oral Health Clinic provides services in many disciplines, including Periodontology, Oral Medicine, Orthodontics, Oral Surgery, and more. The Dental Assisting students will have access to many exceptional learning opportunities. Additionally, the students will have the chance to

participate in off-campus activities involving community engagement. The School of Dentistry allows current students to participate in external rotations at Shine Dentistry, Boyle McCauley Dental Clinic, and Glenrose Rehabilitation Hospital. The Dental Assisting students can give back to their community through these rotations and enhance their clinical experience in different settings.

Another aspect of the School of Dentistry that will enhance the quality of the Dental Assisting program, is the unique hands-on experience in other support roles. The Oral Health Clinic houses over a hundred dental chairs and therefore, we have a large support staff team. The Dental Assisting students will have the chance to learn how they can be involved in Dispensary, Material Management, and Central Sterilization. The importance of a Dental Assistant can not be understated. Dental Assistants are a vital component to the dental team. The DSA supports the implementation of a Dental Assisting program at the University of Alberta. We also recognize how this program will assist in meeting the needs of the oral health workforce. The data and trends outlined in the Labour Market Assessment of October 2021 indicate there is a shortage of Dental Assistants in Alberta. We hope the Dental Assisting program at the University will help offset this shortage and have a positive impact on the delivery of oral health care in Alberta.

For over a century, the School of Dentistry has provided a much-needed service to Albertans. The DSA is eager and looking forward to the addition of a Dental Assisting program. We are also excited to expand our student body to include the Dental Assisting students and provide them with the resources and opportunities to participate in student activities. It is a top priority of ours to ensure our students are learning in the best academic environment possible. The Dental Assisting program will be a significant contribution to the delivery of excellent patient care at the School of Dentistry's Oral Health Clinic. Thank you again for considering the perspective of the DSA. The School of Dentistry has the support of the DSA in implementing the Dental Assisting program.

Ana Khehra

BMSc, DDS 2022 Candidate President of the Dental Students' Association



university of saskatchewan College of Dentistry usask.ca/dentistry

January 18, 2022

Dr. Paul Major Chair, School of Dentistry University of Alberta

Dear Dr. Major,

Please accept this enthusiastic letter of support for the planned establishment of a Dental Assisting Program in the School of Dentistry, University of Alberta. As you know, the College of Dentistry, University of Saskatchewan implemented a new 30-seat Certificate in Dental Assisting (CDA) Program in September 2018. Since that time, we have graduated 3 cohorts of students, have expanded our CDA student numbers to 52 per year, and achieved Accredited Program status with no reporting requirements through the Commission on Dental Accreditation of Canada.

The addition of this CDA program to our college offerings has allowed us to better meet the oral health workforce needs in Saskatchewan, provided training opportunities for the province's young adults, and has improved the educational experience of our dentistry (DMD) students. The latter advantage stems from the fact that an in-house CDA program allows us to match DMD and CDA students into clinical pairs thereby eliminating the need for dental students to work alone in patient care. The result is a better trained team, more timely completion of patient appointments, and the improved patient safety that comes with the enhanced infection prevention and control inherent in a team approach.

The establishment of a new Dental Assisting program in the School of Dentistry, University of Alberta will also bring other advantages to the dental school. These include the following: the ability to reduce the number of staff dental assistants supporting your DMD program by assisting dental students; ability to reduce the number of staff supporting instrument reprocessing; and, in the future, add Continuing Education course opportunities by offering an accredited Orthodontic Assistant module within your graduate Orthodontic Program.

It is without any hesitation that I recommend establishing a new Dental Assisting program in the School of Dentistry, University of Alberta. I am confident that you will find it to be a great addition to the Dental School, and that within a short period of time, your dental students will tell you that they don't understand how they were ever able to work without a partner dental assisting student. Please feel free to contact me if you have any further questions.

Dr. Doug Brothwell

Dean, College of Dentistry



January 25, 2022

Dr. Paul Major Chair, School of Dentistry University of Alberta 5-478 Edmonton Clinic Health Academy 11405 - 87 Ave. NW Edmonton, AB T6G 1C9

Dear Dr. Major,

The Alberta Dental Association and College (ADA&C) supports the University of Alberta's Faculty of Dentistry pursuing the creation of a Dental Assisting Program.

As illustrated by the University of Saskatchewan's successful collaborative DMD and Dental Assisting Programs, the addition of such a program in Alberta will increase learning opportunities for students, as well as enhance patient care.

Dentists and dental assistants work closely together in clinical practice; the potential for shared educational experience will offer students of each program a base foundation of the working relationship, and a common understanding of the roles and responsibilities of each profession.

Enhancing the team approach from the onset will lead to a better-trained team, positive time management of patient appointments, improved patient safety, and enhanced infection prevention and control. A dental assisting program will also allow for learning opportunities of four-handed dentistry.

This program could also provide unique learning opportunities in various clinical settings offered at the School of Dentistry's Oral Health Clinic (Periodontology, Oral Medicine, Orthodontics, General Practice Residency program, Undergraduate Implant Clinic, and the Undergraduate Oral Surgery clinic), and ultimately, increase the quality of care for Faculty of Dentistry patients.

The ADA&C can confirm that the need for qualified dental assistants is high. In October 2021, Avens Evaluation Group Ltd. completed a Labour Market Assessment that clearly indicated there are not enough trained Registered Dental Assistants (RDA) to meet the volume of employers seeking RDAs. A Dental Assisting Program through the School of Dentistry will aid the workforce in Alberta.

January 25, 2022 Dr. Paul Major Page 2

We strongly believe that the addition of a Dental Assisting Program at the University of Alberta's School of Dentistry will increase student learning opportunities, and patient care. This would be of great benefit to Albertans and to the profession of Dentistry.

The ADA&C is proud to support this initiative.

Sincerely,

Dr. Randall Croutze Chief Executive Officer



#210, 10335-178 Street • Edmonton, Alberta • T5S 1R5 Phone: (780)444-9555/ (780)720-6669• Fax: (780)444-9411 • drh@dentalchoice.ca www.dentalchoice.ca

February 2, 2022

To whom it may concern, University of Alberta:

Re: Proposed Dental Assisting School

Thank you for the opportunity to provide our perspective regarding the proposed Dental Assistant Program at the University of Alberta. Our dental group, Dental Choice, has been a significant provider of professional dental services in Alberta for over 30 years. On this basis, we feel well positioned to provide industry-based feedback on the need for dental assistants in Alberta. We operate 20 clinics and are involved in all facets of dental services, including management of dentists and all staff. We are also proudly Albertan and have a substantial number of U of A graduates on our team - this would include a significant number of dentists and dental hygienists, in our 200-employee sized company.

There are many reasons why we would strongly endorse a Dental Assisting program at the U of A. Let me encapsulate them for you here, and if you want more detail, certainly feel free to reach out to us.

- 1. The quality of U of A education in the dental discipline is elite. The dentists and hygienists we get from the programs are amongst the finest. We can readily and proudly hire them, and they have the professionalism needed to serve Alberta patients at a high level. We are confident that Dental Assistants would be in the same class. This is important because not all dental assistants are equal, as some schools have higher admission and graduation standards than others.
- 2. The opportunity for dental students to directly work with student assistants makes significant operational sense. There is a natural synergy that would effectively create strong graduates, if assisting students worked with dental students. In most assisting schools, the assistants actually work very little with real dentists or real students. A direct training relationship would help both the dental program and the assisting program to be more real world ready.
- 3. There is a significant supply shortage of dental assistants in Alberta. Our anecdotal experience is that most dental assistants only stay in their career a relatively short period of time. Not only is it a physically demanding job, but most of the assistants also must balance family obligations, which frequently leads to part time availability or even early exit from the career. Many dental offices in Alberta struggle to find dental assistants, especially in rural areas, or in evenings in the urban areas. This leads to either an inappropriate increase in wages, and hence costs to the patients, or simply higher use of untrained or under-trained staff.

- 4. Dental assisting is an increasingly complex service. There are 9 different dental disciplines, and each have sub-components that need significant skill to assist and support. In the same way that nursing is not just a monolithic medical discipline, dental assisting has many components, and gets more complex as dentistry evolves. Strong dental assistants would be very suitable in a university environment, where there would be the appropriate mix and extensive range of training that a modern assistant needs.
- 5. The marketplace pays well for dental assistant training, and I am very confident that enrollment would be high. In fact, I believe the school would be well over-subscribed, which would allow you to take excellent candidates.
- 6. Further synergies exist between Dental Choice and the University of Alberta with respect to practicum opportunities for Dental Assisting students. We offer a diverse array of clinics in both Edmonton and Calgary, and a wide variety of dentists that we support. This creates an excellent learning environment for practicum students and creates a built-in opportunity to train in a non-school setting that has a strong administrative and operational structure.

In summary I see a very strong win/win/win here. The patients of Alberta would win by having support from very bright, well-trained assistants. The dental students would receive realistic training in what we call 4 handed dentistry. Dentists of Alberta would have access to more great staff. And, the University would have a highly subscribed program that fits perfectly into the current school model with hygienist and dental students. Adding assistants would round out the dental school very nicely.

As I said, this is my condensed answer, and myself, or my management team would be happy to discuss this further with you. We have approximately 60 dental assistants in our employment, and we train them, and manage their careers. We are well positioned to understand their needs and the industry, we welcome further communication as needed.

Sincerely,

Dr. Hans Herchen CEO & President Dental Choice Cell #: 780.720.6669 E: drh@dentalchoice.ca



I 27 St North West Edmonton, Alberta, T5L I B9 780.455.6806 www.mysmilefamilydental.com

Terry K Orsten Professional Corp. 13510 127 St. N.W. Edmonton, Ab T5L1B9

Paul Major DDS, Msc, FRCD(C) Professor and Chair, School of Dentistry Senior Associate Dean, Dental Affairs Faculty of Medicine and Dentistry University of Alberta

Dear Paul,

Thank you for showing me the information from your study of Dental Assistant availability for Alberta. It confirmed what I had long suspected from our experience. There is a real shortage of Dental Assistants in Alberta. I would like to take this opportunity to give my full support to your initiative to establish a Dental Assistant Program. Lack of qualified assistants has slowed our ability to grow and serve our patients in the past.

Included in our support would be our willingness to host your students during their practicum rotations. We presently have 8 locations in Edmonton with a further 4 under construction/contract. These will be open well in advance of your program. We could host at all our locations.

Yours truly, **Terry Orsten**

Bsc DDS



Paul Major DDS, MSc, FRCD(C) Professor and Chair, School of Dentistry Faculty of Medicine & Dentistry University of Alberta 8440 112 Street NW Edmonton AB T6G 2R7

January 25, 2022

RE: University of Alberta, Dental Assistant Program

To Dr Major and Others To Whom It May Concern,

As Canada's largest and leading network of dental practices, dentalcorp seeks to partner with universities and colleges across Canada to ensure the supply and quality of dental industry talent for the future. With over 450 practices in our network and over 7,500 team members, this remains a critical imperative for our business.

The supply of Dental Assistants has been a challenge for many years and our industry continues to experience tight supply of candidates, including in Alberta where we have 62 practices.

On behalf of dentalcorp as the largest employer of dental industry talent in Alberta, it is my pleasure to formally support the establishment of a new Dental Assistant program through the University of Alberta. My thanks go to Dr Major and his team for this initiative.

To ensure success and increase employment prospects for graduates, as the largest employer of dental talent in Alberta, I can confirm that dentalcorp will be able to place students for practicum placements and will also be able to offer additional skills for the workforce including career strategies, interview skills, compliance in practice, patient experience or any other topic that would be valuable to share with students or graduates to bridge the program into successful employment.

We look forward to supporting and partnering in any way to ensure the success of the new Dental Assistant program and welcome opportunities to play a meaningful role.

Regards,

Jull Mat

Nicola Deall Chief People Officer

dentalcorp 181 Bay Street, Suite 2600, Toronto, Ontario M5J 2T3 C 416.419.3565 E nicola.deall@dentalcorp.ca



April 3rd, 2022

Dr. Paul Major Professor and Chair, School of Dentistry Senior Associate Dean, Dental Affairs Faculty of Medicine and Dentistry 5-478 Edmonton Clinic Health Academy 11405 – 87 Ave NW Edmonton, Alberta T6G 1C9

To whom it may concern,

The Edmonton and District Dental Society (EDDS) fully supports the development of a dental assisting program at the University of Alberta, Faculty of Medicine & Dentistry.

The EDDS board of directors voted unanimously in favor March 10th, 2022 after a thorough presentation was given by Dr. Paul Major on the current state of the dental assisting profession in Alberta.

The EDDS board of directors is a group of practicing dentists that provide continuing education events and support for approximately 300 local dentists. We believe that a dental assisting program at the Faculty of Medicine & Dentistry will help produce skilled dental assistants for private practice. It will also allow dental students to graduate with a skill set more closely aligned to the ones needed for private practice. Such a program allows for the dental assisting students and the dental students to practise working together, allowing for better care of patients and speed of care. Not only will access to dental care at the University of Alberta be improved but having more skilled dental assistants in Alberta will be greatly appreciated by the dental community. We often hear from our colleagues of their difficulties trying to find dental assistants.

The University of Saskatchewan has already put such a program in place and has had huge success.

We appreciate the University of Alberta's initiative in helping the dental professionals.

Sincerely,

Dr. Brett Shkopich DMD President Edmonton and District Dental Society Edmonton, Alberta

Labour Market Assessment of

Registered Dental Assistants in Alberta

October 29, 2021

Dr. Louise Bahry, MEd, PhD Director Avens Evaluation Group Ltd. LBahry@avensevaluation.com avensevaluation.com

In representative's absence, contact:

Dr. Dorothy Pinto, MSc, PhD Director Avens Evaluation Group Ltd. DPinto@avensevaluation.com



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Executive Summary

Overview

The University of Alberta School of Dentistry is actively investigating the opportunity to establish a dental assistant training program. Avens Evaluation Group (Avens) was engaged as a third-party to assess the labour market demand for Registered Dental Assistants (RDAs) in Alberta. In addition to reviewing available data on education and labour market trends, Avens engaged key stakeholders to gain their perspectives on the labour market demand for RDAs in Alberta.

Methods

The labour market analysis of RDAs in Alberta required the collection and triangulation of data from multiple sources to gain a comprehensive understanding of the context and labour market trends. These sources included a document review of existing data sources regarding the labour market for RDAs in Alberta. Avens also completed interviews with employers, professional associations, regulating bodies, and RDAs. Finally, surveys of Dentists/Employers and RDAs were fielded.

Results

Anticipated Employment Outcomes. One in five dental assisting students in Alberta choose not to practice as RDAs in Alberta. A review of data from 2017-2019 shows that approximately 20% of students choose not to practice as dental assistants in Alberta. The majority of RDAs who do practice in Alberta perform dental assistant duties as their primary role; however, RDAs also perform other roles with 72% of Dental Assistant survey respondents report having a secondary job description that comprises less than 40% of their working hours. Both the Dental Assistant and Employer survey results indicate that RDAs have limited opportunity to advance in their careers; many do not intend to practice as RDAs long term with half of the respondents under 25 reporting they do not intend to practice as a RDAs in Alberta in 5 years.

Labour Market Demand. A shortage of RDAs has been a long-standing issue in Alberta despite growth in this labour market. Interviewees report the RDA shortage is present across the province but more pronounced in rural areas. This aligns with the Government of Canada's Job Bank assessment of "fair" job prospects for dental assistants across Alberta for the next year and "good" prospects in Wood Buffalo-Cold Lake Region in particular.¹ There is also an anticipated increase in the number of retirements which will impact the labour market. A higher proportion of the labour market being of retirement age will result in a greater number of RDAs exiting the field than in previous years. In addition to this, data shows that a significant number of RDAs exit

¹ https://www.jobbank.gc.ca/marketreport/outlook-occupation/4475/AB

the labour market within 10-20 years of practice, with a large proportion exiting the field within 5 years. Many moving into administrative, sales, or treatment coordinator roles – or to leave the dental field entirely.

RDAs are predominantly female (99%) and most entering the profession are between 18 and 30 years of age (72%). Many RDAs take maternity leaves during this period; some returning to practice choose not to work full-time and some choose not to return to practice at all. Key stakeholders propose reasons for not returning to practice following maternity leave include high childcare costs in Alberta and the challenge of finding employment with sufficient schedule flexibility. Those who do return are often seeking more flexible schedules due to childcare concerns.

Data and engagement results suggest that there will be further fallout for this group due to the inconsistent availability of education and childcare and required sick leaves due to isolation requirements throughout the last 18 months of the COVID-19 pandemic. While the full impact of the COVID-19 pandemic on the labour market for RDAs remain to be seen, there are strong indications they have been significant. Interviewees and respondents to the Employer Survey report there has been a reduction in the RDA labour market due to early retirements, fear of contracting COVID-19, dental assistants being hired for COVID response, and reduced immigration due to travel restrictions. We anticipate a larger loss to the labour market than normal will be reflected in the labour data in the year to come, leading to an even larger demand for new graduates.

In addition, there is evidence to suggest that the needs of the employer and the needs of the RDAs themselves are misaligned. Many RDAs are not working their preferred number of hours, position (full time, part time, or casual), or schedule (weekday, weekend, evening). While 57% of General Dentists reported in the Employer Survey that they work evenings, 75% of respondents to the Dental Assistant Survey reported that they would not work evenings. Similarly, while 42% of General Dentists work weekends, 88% of RDAs indicated they would not work weekends, leading to shortages of coverage in dental offices to accommodate the part time schedules of the RDAs.

Evidence of Student Demand. Data from the College of Alberta Dental Assistants shows that prior to the COVID-19 pandemic, available RDA programs in Alberta filled over 95% of their open seats. This was despite the fact that new programs were approved, and existing programs expanded the number of seats available. While employment data is not available for all programs due to the nature of private institutions, NAIT has shown 100% employment post-completion for several years. Private programs offered throughout Alberta are also required to show both graduation and employment outcomes above 70% to remain in operation in Alberta.

Conclusions

Existing labour market modelling data do not appear to fully reflect the experiences of employers consulted for this labour market assessment. Labour market modelling data predict a shortage of RDAs in Alberta, but the extent of this shortage appears to be greater than forecast based on data collected and reviewed for this assessment. The majority of Employer Survey respondents agree it is difficult to recruit RDAs (68%), and many respondents to the Employer Survey agree it is difficult to retain RDAs once they have been hired (20%). Interviewees and Employer Survey respondents report they receive few (if any) applications for open positions and that there is an even greater shortage of qualified candidates in the labour market. Data suggests that there is currently a high demand for RDAs in Alberta as many clinics are currently recruiting RDAs (53% of Employer Survey respondents) and 32% of respondents to the Dental Assistant Survey report that their clinics are currently understaffed in terms of RDAs.

RDA registration numbers do not reflect full-time employment and thereby obscure extent of current shortage. Registration numbers to not reflect full time equivalent positions (FTEs) being worked and include part time and casual employment, mixed job descriptions, and those working out of the province. In addition, existing RDA registration numbers are inadequate to meet current labour market demand. In our consultations with regulatory bodies and employers, the concept of an "ideal 1:2 ratio" of RDAs to dentists and dental specialists was raised repeatedly. However, in consultation with employers, the ideal ratio was not consistently reported.

Given these preferred ratios and the number of registered general dentists and dental specialists in Alberta in 2020, the labour market would require a minimum of 6,301 full-time RDAs where Alberta currently has a total of 6,102 RDAs, resulting in a deficit of 200 full time RDAs. When we consider the number of RDAs working part time, this deficit increases by 546 – 726 full time RDAs. Considering employer's preferred ratios and RDA's reported work hours, there is a current deficit in Alberta of 746- 925 full-time RDAs to fulfill the needs of the labour market. Note that this does not account for those general dentists and dental specialists working in excess of full-time hours and the additional RDA support required to facilitate these additional hours.

Given the above, we can only conclude that a significant shortage of RDAs has been building for some time in Alberta. The Alberta's Occupational Outlook 2019-2028 anticipated a shortage of only 64 RDAs in the province for 2022, however our research and consultations with key stakeholders lead us to estimate this number could currently be as high as 925 full-time RDAs. It must be noted that existing labour market modelling data have yet to reflect the impacts of the COVID-19 pandemic and "The Great Resignation" on the RDA labour market. We also recognize that the current proposed increase in the number of available seats in dental assistant education programs in Alberta for 2022/23 will be insufficient to address the current need, and to meet the current labour shortage there is considerable room for more seats in Dental Assistant programs.

Overview

The University of Alberta School of Dentistry is actively investigating the opportunity to establish a dental assistant training program. Avens Evaluation Group (Avens) was engaged as a third-party to assess the labour market demand for Registered Dental Assistants (RDAs) in Alberta. In addition to reviewing available data on education and labour market trends, Avens engaged key stakeholders to gain their perspectives on the labour market demand for RDAs in Alberta.

Registered Dental Assistants in Alberta

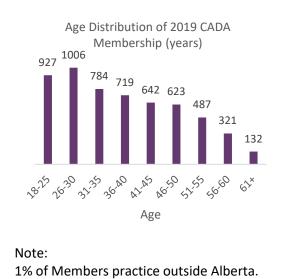
RDAs work with dental health professionals and related agencies as chair-side assistants, intra-oral assistants, administrative assistants, community dental health assistants, treatment co-ordinators, dental reception and insurance co-ordinators, sterilization assistants, or dental education and research assistants.

The College of Dental Assistants of Alberta (CADA) regulates the profession of dental assisting in Alberta and authorizes Registered and Provisional Dental Assistants to provide dental assisting services directly to the public in Alberta. Dental Assistants must have current registration in good standing and a practice permit. In 2021, there were 6,102 Registered and 136 Provisional Dental Assistants in Alberta.

Institutions that provide dental assisting education are accredited by the Commission on Dental Accreditation of Canada (CDAC). Currently, five institutions in Alberta hold accredited program status with CDAC and one holds provisionally approved program status with CADA.

Snapshot of RDAs in Alberta

2019 CADA Membership Statistics Report shows RDAs in Alberta are predominantly female (99%) and between 18 and 40 years of age (61%). Most entering the profession are between 18 and 30 years of age (72%). Most have a job description of Dental Assistant (93%); Other job descriptions include Administration, Educator, Treatment Coordinator, and Sterilization.



Methods

The labour market analysis of RDAs in Alberta required the collection and triangulation of data from multiple sources to gain a comprehensive understanding of the context and labour market trends. These sources included document review as well as interviews and surveys with key stakeholders, as described in the following sections.

Document Review

The documents reviewed for this labour market analysis provided an understanding of the Alberta context, current labour market, and anticipated labour market trends. Key documents are described in the table below.

Document	Description
Alberta Dental Association and College (ADA&C)	Annual Reports (2018-2020)
Alberta's Occupational Outlook 2019- 2028	The 10-year Alberta Occupational Outlook provides a long-term assessment of potential imbalances in the provincial labour market
College of Dental Assistants of Alberta (CADA)	Annual Reports (2017-2021)
Canadian Dental Assistants' Association (CDAA)	Salary and Benefits Survey (2011, 2013 only available)
Government of Alberta	Alberta labour market information including average wage and salary (by industry, economic region), requirements, and outlook
2017, 2019 Alberta Wage and Salary Survey	Information on wages and salaries for full- and part-time employees by occupation, region, industry
Institution-specific data	Program graduation and employment rates, mean salaries (available only for NAIT, KDM Dental College, Columbia College)
Media	Articles on labour market trends in Alberta and internationally
Canada's Job Bank Trend Analysis for Dental Assistant in Alberta	Trend analysis results for job opportunities for Dental assistants the next 3 years. ²

² https://www.jobbank.gc.ca/marketreport/outlook-occupation/4475/AB

Interviews & Surveys

The School of Dentistry identified key stakeholders to be interviewed by Avens and provided contact information. A total of 9 key stakeholders were interviewed by Avens representing RDAs, employers in private practice and corporations, Dental Assistant associations, the College of Alberta Dental Assistants, and the Alberta Dental Association and College.

Findings from the interviews informed the development of two surveys: (1) a survey of Dental Assistants in Alberta and (2) a survey of all dentists and dental specialists registered in Alberta. These two surveys are described in the following sections.

Dental Assistant Survey

Purpose:	To gain perspective on Dental Assistants' current and preferred work as well as their career plans.
Dissemination:	Survey disseminated via dental assistant associations and social media. Data collected from September 27 – October 10, 2021
Responses:	209

Respondent Characteristics:

Geographical representation was centred in the Edmonton area for this survey. Only the Calgary Dental Assistant Association shared the survey with their membership; the other associations did not respond to our requests. We were also able to distribute the survey via the Facebook Group "Dental Assistants of Edmonton and Area." Sixty-five percent of respondents were from the Edmonton area, 12% Central Alberta, 11% Calgary area, 7% Northern Alberta, and 6% Southern Alberta. In addition, 69% reported working in urban areas (population over 100,000), 17% in semi-urban areas (population between 30,000 and 100,000), and 14% in rural areas (population below 30,000). Finally, 99% of respondents identify as female and 1% as male.

When asked to identify their primary job description (i.e., role in which they spend 60% or more of their working hours), 88% said they performed Dental Assistant duties as their primary role and 9% said they performed administrative duties as their primary role. When asked to identify a secondary role (i.e., role in which they spend 40% of fewer of their working hours), respondents who had a secondary role reported they perform Dental Assistant duties (26%), sterilization duties (23%), and administrative duties (12%).

Purpose:	To understand staffing needs, challenges, and opportunities of Alberta employers of Dental Assistants.
Dissemination:	Questions were drafted by Avens and provided to ADA&C for inclusion in their membership survey. Data collected from September 22 – October 8, 2021
Responses:	166 (93% General Dentists; 7% Specialists)

Employer Survey

Respondent Characteristics:

There was representation from across Alberta among the survey respondents. Thirty-seven percent of respondents were from the Calgary area, 33% Edmonton area, 12% Central Alberta, 10% Northern Alberta, and 8% Southern Alberta. In addition, 64% reported working in urban areas (population over 100,000), 20% in semi-urban areas (population between 30,000 and 100,000), and 15% in rural areas (population below 30,000).

General Dentists reported they have practiced between 1 and 50 years (median 18 years). Twenty-five percent of General Dentists report they are solo practitioners, 58% work with one or two other dentists, and 17% work with four or more other dentists. The majority of General Dentists responding to the survey intend to practice in Alberta for the next three years (95%). Those who do not intend to practice in Alberta for the next three years ranged from early to late career and from across the province.

Results

Registered Dental Assistant Labour Market Trends in Alberta

The 2019-2028 Alberta Occupational Outlook³ (the Outlook) provides a long-term assessment of potential imbalances in the provincial labour market. Expected trends in job openings are compared to the potential pool of job seekers to calculate shortages or surpluses. The Outlook utilizes two models of Demand and Supply to provide its forecasts.

According to this report, by 2022, Alberta is expected to have a shortage of RDAs that will continue to grow until at least 2028. The number of expected job seekers is not expected to keep pace with the number of job openings (see Table 1). The overall outlook for RDAs in Alberta is currently rated as "above average."⁴ This aligns with the Government of Canada's Job Bank assessment of "fair" job prospects for dental assistants across Alberta for the next year and "good" prospects in Wood Buffalo-Cold Lake Region in particular.⁵

	2019	2020	2021	2022	2023	2024	2025	2026	2027	2028
Job Openings	311	309	369	463	465	446	452	438	450	449
Job Seekers	335	339	350	363	374	377	373	372	376	381
Cumulative Imbalance	-24	-54	-35	65	156	225	304	370	444	512

Table 1. Alberta Occupational Outlook for Dental Assistants

Shortages beginning in 2023 for the overall Alberta labour market are expected to be mainly driven by the need to replace workers due to retirement (65%) and to a lesser extent by expansion demand (35%). CADA's 2019 Membership Statistics show that 453 of their 5641 members (8%) were over age 55. This group can be expected to retire within the next two to seven years.

The Outlook forecasts are produced using two models that carry assumptions that are subject to change in the future. One source of change is the emergence of the COVID-19 pandemic. The modeling for the 2019-2028 Outlook was completed prior to the COVID-19 pandemic, which has exacerbated shortages in many fields, including dentistry. Although labour market data for this period is not yet available, we have indications the labour market for RDAs has been impacted.

³<u>https://open.alberta.ca/dataset/8987e228-9ffa-4a2e-9f79-a9b869df2ccb/resource/502659ff-47fb-4ce3-94db-6a0c2f1f722c/download/lbr-albertas-occupational-outlook-2019-2028.pdf</u>

⁴ https://alis.alberta.ca/occinfo/occupations-in-alberta/occupation-profiles/dental-assistant/

⁵ https://www.jobbank.gc.ca/marketreport/outlook-occupation/4475/AB

The College of Alberta Dental Assistants (CADA) held an online workshop in May 2021 wherein 20% of RDAs reported that they have not returned to practice after the March 2020 shutdown.

Dental Assistant Education Trends

Education trends are an important consideration for the dental assistant labour market as the majority who complete their education in Alberta remain to practice in the province and comprise the majority of new RDAs in the province each year. In 2021, 81% of new registrants with CADA had completed their Dental Assistant education in Alberta⁶. Alberta-based dental assisting education programs are the key source of new labour in this market. Table 2 shows the total possible enrollment in Alberta Dental Assistant programs as well as confirmed enrollment in these programs from 2017 to 2020. Enrollment for 2021 is not yet complete, and the possible enrollment for 2022 is an estimate based on approval of a new program and an expanded program to begin in 2022/23. As shown in Table 2, Dental Assistant programs prior to the COVID-19 pandemic maintained registration numbers above 95%.

Table 2. Possible and Confirmed	<i>Enrollment in Dental Assistant Programs in Alberta 2017-2022</i> ⁷

	2017	2018	2019	2020 ¹	2021	2022 ²
Total Possible Enrollment	486	523	488	462	562	694 ³
Total Enrollment	487	517	464	366	473	

¹Some schools reduced seats due to COVID-19

²One school will add 36 seats for 2022/23; and newly approved school will add 96 seats 2022 ³Estimated by CADA.

Dental Assistant Registration Trends

Annual reports of the College of Dental Assistants of Alberta (CADA) disclose the number of RDAs able to provide dental assisting services directly to the public in Alberta. Table 3 and Table 4 outline the registration trends for RDAs with CADA for new and ongoing members from 2017 to 2021. There have been small increases of registrants from Alberta each year. The proportions of other Canadian and International registrants have remained relatively stable over the five-year period except for a drop in international registrations in 2021 which is likely due to COVID-19 restrictions around travel.

⁶ 2020-21 Annual Report of the College of Alberta Dental Assistants.

⁷ Source: Interview with CADA representative.

A comparison of confirmed enrollment in dental assisting education programs in Alberta (Table 2) with new CADA registrants from Alberta programs from 2017-2019⁸ (Table 3) reveals approximately 20% of students choose not to practice as dental assistants in Alberta. CADA is aware of this discrepancy and is promoting its student membership status in order to better understand and monitor the issue.⁹

RDA registration trends demonstrate the labour market is experiencing consistent growth. Table 4 shows a trend of an increase in total CADA registrations in Alberta from 100-200 additional registrants per year. That is, in addition to replacing those who have allowed their CADA registrations expire due to leaving the field or retirement, there are an additional 100-200 new RDAs in Alberta each year.

New Registrants	2017	2018	2019	2020	2021
Alberta Programs	314	380	384	375	406
Other Canadian	60	86	83	66	63
International	49	49	45	54	34
TOTAL	423	515	512	495	503
Reinstatements	267	257	209	210	197
Not Approved	9	5	4	6	5
Received	699	777	725	711	705
Decision Reviews	-	-	-	-	-

Table 3. CADA – New Registrants 2017-2021¹⁰

⁸ Total enrollments from 2017-2019 were compared with total new CADA registrants from Alberta programs from 2018-2020 to account for differences in how these data were reported (enrollment reported by calendar year, CADA registrants reported by fiscal year) and for students registering after program completion.

⁹ Source: Interview with CADA representative.

¹⁰ Source: CADA Annual Reports <u>https://abrda.ca/about/annual-reports/</u>

Members	2017	2018	2019	2020	2021
Registered DAs	5407	5667	5869	5953	6102
Provisional DAs	103	115	44	53	136
Courtesy RDAs	0	0	1	1	0
LOA	260	245	285	261	211
Students	123	108	79	200	195

Table 4. CADA – All Registrants 2017-2021¹¹

Registered Dental Assistant Expectations and Career Plans

Table 5 through Table 8 provide results from the Dental Assistant survey around current and preferred work as well as career plans. Table 5 shows the average number of hours RDAs report working per week and the average number of hours they would prefer to work per week. Fifty-two respondents reported wanting to work more hours on average (an increase of 1 to 20 hours per week), and 56 reported wanting to work fewer hours on average (a reduction of 1 to 24 hours per week). Overall, 61% of respondents reported they do not work their preferred number of hours.

Table 5. RDAs Reported Work Hours/Week vs. Preferred Work Hours/Week

	Minimum	Maximum	Average
Actual Hours/Week	8	75	33.7
Preferred Hours/Week	0	80	33.1

Table 6 shows the proportion of respondents to the Dental Assistant survey who are currently working evenings and weekends, and those who would prefer to work evenings and weekends. Survey results showed that 88% of respondents are not willing to work weekends, and 75% are not willing to work evenings. There is again some misalignment in actual and preferred work schedules.

Table 6. RDAs Reported Work Schedule vs. Preferred Schedule

	Evenings	Weekends
Actual Schedule	33%	26%
Preferred Schedule	5%	5%

¹¹ Source: CADA Annual Reports <u>https://abrda.ca/about/annual-reports/</u>

Table 7 shows the results from the Dental Assistant survey around current and preferred fulltime equivalency (FTE). Five percent of respondents who currently work full time would prefer a part-time schedule and 5% who work part time would prefer to move to a full-time schedule.

	Full Time	Part Time	Casual
Actual FTE	77%	22%	1%
Preferred FTE	72%	27%	2%

Table 7. RDAs Reported FTE vs Preferred FTE

Table 8 shows the overall results around respondents' plans to practice as a Dental Assistant in Alberta in one year, five years, and 10 years. Nearly half of respondents under the age of 25 do not expect to practice in Alberta as a Dental Assistant in 5 years. For those who do not plan on being a Dental Assistant in one year, age was not a factor as these respondents ranged in age from 20 to 57 years.

Table 8. Dental Assistants Career Plans

	Yes	No	Unsure
Do you plan on being a dental assistant in Alberta in 1 year?	89%	4%	8%
Do you plan on being a dental assistant in Alberta in 5 years?	58%	17%	25%
Do you plan on being a dental assistant in Alberta in 10 years?	33%	36%	31%

Of those who do not plan to be a Dental Assistant in the future, most provided reasons pertaining to retirement, family planning, and moving into a new career/education program. Those who reported they are unsure about their plans were asked what it would take for them to stay; many indicated wages and work environment were their factors for consideration.

Overall, the results of the Dental Assistant survey indicate a misalignment in current working conditions and expectations on the part of the RDAs. Many are not working their preferred position (full time, part time, or casual), number of hours, or schedule (weekday, weekend, evening). It should also be noted that when asked what was important to respondents when accepting a position with a clinic, work schedule was ranked third, after wage and office culture, respectively.

Employer Perceptions of Labour Market for RDAs in Alberta

The employer survey asked several questions around work schedule and hours for practicing General Dentists, as well as direct questions around their challenges in recruiting RDAs. Overall, General Dentists report working a median of 35.0 hours per week. However, hours worked per week varied by number of years of practice. General Dentists in the first 10 years of their careers generally work more hours per week than those later in their careers (Median = 40.0 hours; Range = 20-60). This trend was also observed with respect to extended hours (i.e., evenings and weekends). Survey results from the employer survey indicate that overall, 57% of General Dentist work evenings and 42% work weekends. However, General Dentists in the first 10 years of their careers are more likely to work at clinics with extended hours with 77% of respondents indicating they work evenings and 64% weekends. The proportion of respondents who work evenings and weekends drops to less than half among those who have been practicing over 10 years.

Employers reported they have experienced significant challenges in recruiting RDAs for years. The majority of employers who responded to our survey agree it is difficult to recruit to these positions (68%); few employers disagree recruitment is a challenge (4%). Retaining RDAs once they have been hired also poses a challenge to 20% of employers. In both the employer survey and interviews with employers, we heard there are generally very few (if any) applications for job postings, and even fewer qualified candidates to choose from. It was noted by several employers that there are often no-shows for interviews, and if the employer takes more than a couple of days post-interview to make an offer, the candidate has already moved on to another position.

To compete for the limited number of Dental Assistants, employers have had to offer incentives, which many note are not sustainable. Incentives offered include higher wages, benefits, health spending accounts, signing bonuses, paying for education, and paying annual licensing fees. Some employers have resorted to hiring unqualified Dental Assistants who cannot practice to full scope, "There are so many people who I have interviewed with experience, and they work very limited hours and cannot work any evenings and weekends. So multiple staff are required to fill even a full-time position."

– Alberta Employer

"I have been trying to hire RDAs to replace maternity leaves or those who move away, and it averages me over 4 months to find one. [...] Even if [RDAs] are not providing good compassionate care to my patients, I cannot constructively criticize them to train them in fear that they quit and find another job because so many offices are also looking. So patients' overall care is not optimal."

– Alberta Employer

offering to pay for Dental Assistants to move from out of province, and poaching Dental

Assistants from other clinics. There also appear to be regional differences across Alberta; RDAs can be particularly difficult to attract to rural clinics.

Half of all respondents to our Employer Survey (53%) work at clinics currently recruiting for at least one RDA position. Half of all respondents anticipate recruiting RDAs in the next 6 months, a third anticipate they will be recruiting in the next 12 months (Table 9). In addition, 32% of employers indicated that their clinics are currently understaffed, impacting patient care.

Туре	n	Expect to Recruit in 6 months		Expect to Recruit in 12 months	% 12 months
General Dentist	154	79	51%	46	30%
Specialist	11	4	36%	4	36%
Total	165	83	50%	50	30%

Table 9.	Recruitment	Expectations
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Several interviewees reported they have struggled to fill RDA positions for several years, noting that existing labour market modelling data do not appear to fully reflect the experiences of employers consulted for this labour market assessment. One interviewee stated their corporation currently has 22 open RDA positions in Alberta and that it takes an average of 35 days to fill open positions. Employers indicated in the survey that they are unable to fill leaves or replace staff within a reasonable time, sometimes taking months to do so. When asked directly about the current Alberta labour market for RDAs, the majority of respondents reported there is a shortage of RDAs (83%). Half of all respondents qualified this as a "significant shortage" (54%).

"We have been looking for a couple years to fill RDA positions but are unable to. Therefore, we have been forced to hire uncertified staff [medical office assistants, sterilization techs]. On occasion, the dentist has to do all radiographs, rubber dams, temps, and impressions as there are no registered staff available. Previously, we had registered staff who would temp if our registered staff was away, but there are no extra certified staff that want extra hours. We were unable to fill a maternity leave for a registered staff member as no one wanted a temporary position [...]. There is an extreme shortage of qualified and certified RDAs in our area." – Alberta Employer

In your opinion, which statement best describes the current Alberta labour market for Registered Dental Assistants (RDAs)?		%
Alberta has a significant shortage of RDAs	84	54%
Alberta has somewhat of a shortage of RDAs	44	28%
Alberta has the right amount of RDAs	10	6%
Alberta is somewhat oversaturated with RDAs	9	6%
Alberta is significantly oversaturated with RDAs	8	5%
Total	155	

Table 10. Employer Perception of Shortages of RDAs in Alberta

When asked how many RDAs Dentists and Dental Specialists would ideally like to have directly support their work, most survey respondents reported a ratio of 1:2 (58%). However, a third of respondents (31%) would ideally like to have three or more RDAs directly support their work. Applying the preferred ratios reported by our respondents to all regulated General Dentists and Dental Specialists in Alberta for 2020 (Table 11), a minimum of 6,301¹² full-time RDAs would be required to support the work of 2,864 full time General Dentists and Dental Specialists in Alberta. Note that this does not account for those Dentists working more than full-time hours and the additional support required to facilitate these additional hours.

Regulated Dentists	2018	2019	2020
General Dentists	2194	2512	2525
Dental Specialists	293	327	339
Education & Research	60	57	58
Courtesy Registration	5	6	6
Volunteer Registration	5	2	2
Total	2552	2901	2930

Table 11. Number of Regulated Dentists in Alberta by Category 2018-2020

¹² This includes a 2:1 ratio for 58% of Dentists and Dental Specialists, 3:1 ratio for 31% of Dentists and Dental Specialists, and 1:1 ratio for the remaining 11% of Dentists and Dental Specialists

Context Trends

Impacts of COVID-19 Pandemic on RDA Labour Market

Available government data on labour market supply and demand do not yet reflect the impacts of the COVID-19 pandemic. The shortage of RDAs, a reality for years prior to the pandemic, has become more acute, indicating these impacts have been significant for RDAs in Alberta. It remains to be seen if these will be transitory or long-term impacts on the labour market. Key stakeholders observed factors contributing to increased shortages in the short-term as well as to RDAs leaving the profession:

- Requirements for individuals to isolate when symptomatic increased vacancies that needed to be filled.
- Many clinics laid off RDAs early in the pandemic. Not all layoffs were handled well. The College of Alberta Dental Assistants (CADA) held an online workshop in May 2021 wherein 20% of RDAs reported that they have not returned to practice after the March 2020 shutdown.
- The work environment has become less desirable as RDA workloads have increased due to the need to follow COVID protocols.
- Many RDAs left the profession from fear of personal risk due to COVID transmission and many who are older may have chosen to retire early.
- RDAs with school age children may have lost consistent childcare or may have needed to support children at home with online schooling throughout the pandemic. The federal government also provided financial supports during the pandemic. Families needed to make decisions on how to best manage their individual situations.
- There was increased competition for RDAs with Alberta Health Services (AHS) hiring to fill COVID-Response positions, including positions to conduct COVID-19 testing.
- Dental Assisting programs reduced their enrollment numbers, leading to fewer RDAs entering the profession.

Generational Expectations of Work and Career Trajectories

The labour market is anticipated to shrink in many areas due to the retirement of the Baby Boomer generation, many of whom had put off retirement due to economic shifts, resulting in a larger than expected loss to the labour market. Two other generations in particular should be considered when thinking about the labour market for RDAs in Alberta: Generation Y (Millennials) and Generation Z (Gen Z). Currently, those most likely to be entering the field of Dental Assisting would be categorized as younger Millennials and older Gen Z's. These two generations have different expectations of their work and careers than previous generations. Large-scale surveys conducted by Deloitte¹³ and PwC¹⁴ have outlined the expectations of these two generations. Of particular relevance is the rising importance in these two generations of flexibility in work, the clear presence of a career trajectory, and a shift in the balance of power between employer and employee. Those

Extent of Generational Shift

In 2019, Registered Dental Assistants in Alberta were:

- 8% Baby Boomers
- o 31% Gen X
- o 44% Millennials
- o 16% Gen Z

In 10 years, we can expect all Baby Boomers to have retired and approximately 50% of RDAs in Alberta will be Gen Z.

now entering the labour market are considered to be "loyalty-lite", having the confidence to change employers when their needs are not being met, particularly around work flexibility and a pre-defined and attainable career trajectory.

Shrinkage of the labour market due to the retirement of the Baby Boomer generation, in addition to what is being termed "The Great Resignation¹⁵" - the result of the COVID-19 pandemic and changing attitudes and expectations of work - provide later generations with the confidence to find jobs and employers that best fit with their expectations, rather than take what is offered.

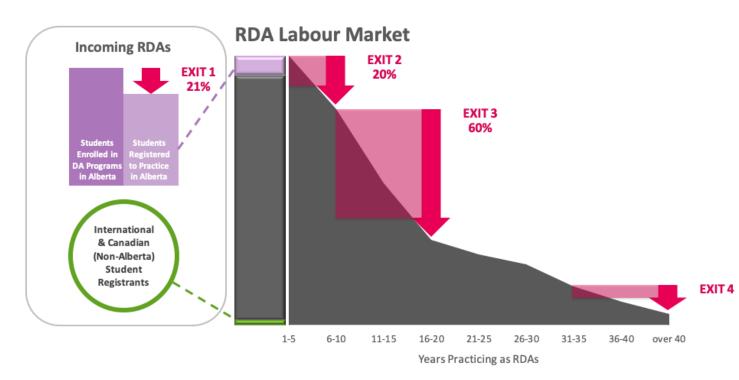
Key Exits Points from Registered Dental Assistant Labour Market

Four key exit points from the labour market were identified for RDAs based on results of interviews with key stakeholders, survey data from employers and dental assistants, and available data on RDAs practicing in Alberta. In particular, the 2019 CADA Membership Statistics Report was used to estimate proportions of RDAs exiting the labour market over time as this report provides age and number of membership years for all members.

¹³https://www2.deloitte.com/us/en/pages/consumer-business/articles/understanding-generation-z-in-the-workplace.html

¹⁴ https://www.pwc.com/co/es/publicaciones/assets/millennials-at-work.pdf

¹⁵ https://hbr.org/2021/09/who-is-driving-the-great-resignation



The figure above identifies the four key exit points with respect to number of years of practice as an RDA in Alberta. Each exit point is described below:

- Exit 1– As noted earlier, a comparison of confirmed enrollment rates in Alberta Dental Assistant education programs with new CADA registrant rates for RDAs from Alberta programs from 2017-2020 shows approximately 21% of students chose not to register to practice in Alberta. Key stakeholders propose this may be due to a realization that the profession is not a good fit for the individual after completing the clinical component of their program.
- Exit 2 Within the first ten years of practice, approximately 20% of RDAs exit the labour market. Key stakeholders propose this may be due to an inability to find a good employment fit with a clinic or to a realization that the profession is not a good fit for the individual, and often these exits occur within 1-5 years of employment in the field.
- Exit 3 Between 10 and 20 years of practice, approximately 60% of RDAs exit the labour market. This constitutes the greatest reduction in the overall labour market. Key stakeholders highlighted demographic and career considerations for this reduction.

<u>Demographic Considerations</u>: Data demonstrate the RDA labour market is predominantly female and generally young. Many RDAs take maternity leaves during this period; some returning to practice choose not to work full-

time and some choose not to return to practice at all. Key stakeholders propose reasons for not returning to practice following maternity leave include high childcare costs in Alberta and the challenge of finding employment with sufficient schedule flexibility. A comparison of member Leaves of Absence from 2017-19 and Reinstatements from 2018-20¹⁶ reported in CADA Annual Reports indicate 14% of those who take Leaves of Absence do not return to practice.

<u>Career Considerations</u>: Key stakeholders propose RDAs may choose to move on to other careers including administration, management, and other dental fields. There is little career trajectory available to RDAs without leaving the profession.

Exit 4 – From 31 years of practice onwards, we see rapid decline in the labour market due to retirement. Key stakeholders observed older RDAs may choose to move to other positions such as administration due to the high physical demands of an RDA. Further, historical demographic data provided in the 2019 CADA Membership Statistics Report demonstrate that the proportion of the overall RDA labour market approaching retirement age has increased from 12% to 17% from 2010 to 2019. We can therefore assume declines due to retirement could be greater in the next few years.

¹⁶ Assuming Leaves of Absence were 1 year in length.

Key Considerations of Registered Dental Assistant Labour Market in Alberta

The following outlines the key considerations for assessing the labour market demand for RDAs in Alberta and supporting rationale. Considerations are reported in four sections: anticipated RDA employment outcomes, student demand for dental assistant education programs, labour market demand for RDAs, and reflection on labour market demand for RDAs.

1. Anticipated RDA Employment Outcomes

One in five dental assisting students in Alberta choose not to practice as RDAs in Alberta.

 A comparison of confirmed enrollment in dental assisting education programs in Alberta (Table 2) with new CADA registrants from Alberta programs from 2017-2019¹⁷ (Table 3) reveals approximately 20% of students choose not to practice as dental assistants in Alberta. Data on their employment outcomes are not available.

The majority of RDAs perform dental assistant duties as their primary role; however, RDAs also perform other roles.

- 88% of the Dental Assistant Survey respondents report dental assistant as their primary role. Of these, 26% reported a secondary role of sterilization and 14% of administration.
- 12% of the Dental Assistant Survey respondents report dental assistant as their secondary role (i.e., comprising less than 40% of their working hours).
- 93% of CADA members in 2019 had 'Dental Assistant' as their job description. The other 7% reported job descriptions including administration, educator, treatment coordinator, and sterilization.

RDAs have limited opportunity to advance in their careers; Many do not intend to practice as RDAs long term.

- 17% of the Dental Assistant Survey respondents do not intend to practice as RDAs in 5 years; 36% do not intend to do so in 10 years.
- Nearly half of the Dental Assistant Survey respondents under the age of 25 do not intend to practice as a RDAs in Alberta in 5 years.
- In contrast, the majority of General Dentists responding to the Employer Survey intend to practice in Alberta for the next three years (95%).

¹⁷ Total enrollments from 2017-2018 were compared with total new registrants from Alberta programs from 2018-2019 to account for differences in how these data were reported (calendar vs. fiscal year) and for students registering after program completion. Data from 2020 and 2021 were not used as COVID-19 greatly impacted Alberta program enrollment.

2. Evidence of Student Demand

The demand from students for dental assistant education programs in Alberta appears to remain strong.

- Dental assistant education programs in Alberta maintained enrollment numbers above 95% prior to the COVID-19 pandemic even as existing programs expanded and new programs were approved (Table 2).
- Private dental assistant education programs offered throughout Alberta are required to show both graduation and employment outcomes above 70% to remain in operation in Alberta. Private programs have increased and expanded since 2017, demonstrating they are viable in Alberta.
- Post-graduation employment data are not available for all dental assistant education programs as many are private institutions. Indicative of the employment outcomes for students, NAIT reported 100% graduate employment for its Dental Assisting Programs in 2017/18, 2018/19, and 2019/20 18.

3. Labour Market Demand for RDAs

A shortage of RDAs has been a long-standing issue in Alberta despite growth in this labour market.

- In interviews and in the Employer Survey, employers reported it has been a struggle to hire quality RDAs for at least five years in Alberta. Employers compete with one another for RDAs, sometimes resorting to poaching from other clinics. Because of the shortage of RDAs, employers are not able to consider qualifications or fit when hiring, leading to high turnover.
- Interviewees report the RDA shortage is present across the province but more pronounced in rural areas. This aligns with the Government of Canada's Job Bank assessment of "fair" job prospects for dental assistants across Alberta for the next year and "good" prospects in Wood Buffalo-Cold Lake Region in particular.19

Anticipated increase in number of retirements will impact the labour market.

 The proportion of the labour market approaching retirement age has increased from 12% to 17% from 2010 to 2019 as many in the Baby Boomer generation deferred retirement due to economic factors. A higher proportion of the labour market being of retirement age will result in a greater number of RDAs exiting the field than in previous years.

¹⁸ NAIT Graduate Employment Rates by Program Summary Cluster (April 2021)

¹⁹ https://www.jobbank.gc.ca/marketreport/outlook-occupation/4475/AB

A significant number of RDAs exit the labour market within 10-20 years of practice.

- Respondents to the Dental Assistant Survey reported they do not intend to practice as RDAs long-term. Many intend to move into administrative, sales, or treatment coordinator roles – or to leave the dental field entirely.
- Annual CADA Membership data show at least 3-5% of RDAs in Alberta are on a Leave of Absence at any time.
- A comparison of CADA Membership Leaves of Absence from 2017-19 and Reinstatements from 2018-2020 indicate 14% of those who take leaves do not return to practice.
- RDAs are predominantly female (99%) and most entering the profession are between 18 and 30 years of age (72%). Many RDAs take maternity leaves during this period; some returning to practice choose not to work full-time and some choose not to return to practice at all. Key stakeholders propose reasons for not returning to practice following maternity leave include high childcare costs in Alberta and the challenge of finding employment with sufficient schedule flexibility. Those who do return are often seeking more flexible schedules due to childcare concerns.
- With respect to the COVID-19 pandemic, we believe there will be further fallout for this group due to the inconsistent availability of education and childcare and required sick leaves due to isolation requirements throughout the last 18 months.
- In addition, significant numbers of young Albertans are leaving the province. For the first time in 40 years, Alberta no longer has the lowest median age in Canada20, affecting the possible incoming labour market.

Impact of COVID-19 on RDA labour market

 The impacts of the COVID-19 pandemic on the labour market for RDAs remain to be seen; however, there are indications they have been significant. Interviewees and respondents to the Employer Survey report there has been a reduction in the RDA labour market due to early retirements, fear of contracting COVID-19, dental assistants being hired for COVID response, and reduced immigration due to travel restrictions. We anticipate a larger loss to the labour market than normal will be reflected in the labour data in the year to come.

²⁰<u>https://calgaryherald.com/opinion/columnists/varcoe-no-longer-the-youngest-albertas-brain-drain-sparks-</u> <u>concern</u>

There is a misalignment in RDAs current working conditions and expectations.

• Many RDAs are not working their preferred number of hours, position (full time, part time, or casual), or schedule (weekday, weekend, evening). See Tables 5-7.

There is a misalignment in the work expectations of RDAs and employers.

 While 57% of General Dentists reported in the Employer Survey that they work evenings, 75% of respondents to the Dental Assistant Survey reported that they would not work evenings. Similarly, while 42% of General Dentists work weekends, 88% of RDAs indicated they would not work weekends (Tables

There are differences in how generations view work impact the labour market.

 The generation now beginning to enter the labour market are considered to be "loyalty-lite" and have the confidence to find a job and employer that best fit their expectations around work flexibility and a pre-defined career trajectory.

4. Reflection on Labour Market Demand

Existing labour market modelling data do not appear to fully reflect the experiences of employers consulted for this labour market assessment. Labour market modelling data predict a shortage of RDAs in Alberta, but the extent of this shortage appears to be greater than forecast.

- Alberta's Occupational Outlook 2019-2028 anticipated a shortage of only 64 RDAs in the province for 2022.
- The majority of Employer Survey respondents agree it is difficult to recruit RDAs (68%). Note: only 4% of respondents disagree recruitment is a challenge.
- Many respondents to the Employer Survey agree it is difficult to retain RDAs once they have been hired (20%).
- Interviewees and Employer Survey respondents report they receive few (if any) applications for open positions and that there is an even greater shortage of qualified candidates in the labour market.
- Most Employer Survey respondents agree there is a shortage of RDAs in the Alberta (83%); of these, 54% quality this as a "significant shortage."

There is currently a high demand for RDAs in Alberta

- Many clinics are currently recruiting RDAs (53% of Employer Survey respondents) and 32% of respondents report that their clinics are currently understaffed in terms of RDAs.
- Interviewees and survey respondents report it is particularly difficult to hire RDAs to fill positions for a Leave of Absence in a reasonable timeframe.

RDA registration numbers do not reflect full-time employment and thereby obscure extent of current shortage

- Registration numbers to not reflect FTEs being worked and include:
 - **Part-time employment.** Dental Assistant survey respondents work part time (22%) or would prefer to work part time (27%). The 2019 CADA Membership Statistics Report also reports 46% of RDAs work fewer than 33 hours per week; 14% work 15 or fewer hour per week.
 - **Casual employment.** Interviewees observed some RDAs choose to work casually. This was the case for 1-2% of Dental Assistant survey respondents.
 - Mixed job descriptions. Many RDAs do not work primarily as dental assistants and fulfill other roles in clinics such as administration or sterilization. The 2019 CADA Membership Statistics Report found 7% of RDAs have a job description other than dental assistant (e.g., administration, educator, treatment coordinator, and sterilization). The Dental Assistant Survey asked about primary and secondary roles and found:
 - 45% of dental assistants have a secondary role in which they spend at least
 40% of their time on a non-dental assistant role.
 - o 12% of respondents work less than 40% of their time as a dental assistant.
 - Out of province. According to the 2019 CADA Membership Statistics Report, 1% of registrants do not live in Alberta.

Existing RDA registration numbers are inadequate to meet current labour market demand

- In our consultations with regulatory bodies and employers, the concept of an "ideal 1:2 ratio" of RDAs to dentists and dental specialists was raised repeatedly. Through interviews and the Employer Survey, it is evident that a 1:2 ratio is not necessarily "ideal". Employer Survey respondents reported preferred ratios of 1:1 (11%), 1:2 (58%), 1:3 or more (31%).
 - Given these preferred ratios and the number of registered general dentists and dental specialists in Alberta in 2020 (Table 11: 2,864), the labour market would require a minimum of 6,301 full-time RDAs.
 - Given the most recent CADA registration numbers for 2021 (Table 4: 6,102), Alberta currently has a deficit of 200 full time RDAs.
- Taking into account available data on RDA work hours to estimate the required minimum number of RDAs results in an even greater deficit of RDAs.
 - Assuming the labour market requires a minimum of 6,301 full-time RDAs (based on the preferred ratios reported in the Employer Survey), given 46% of RDAs work

fewer than 33 hours per week (2019 CADA Membership Statistics Report), and assuming an FTE of 0.75²¹ for these dental assistants, an additional 725 full-time RDAs would be required to fill the labour market gap created by part-time employees.

- On the conservative side, if we assume 22% of RDAs work part-time (as reported by Dental Assistant Survey respondents), an additional 546 full-time RDAs would be required to fill the labour market gap created by part-time employees.
- Considering employer's preferred ratios and RDA's reported work hours, there is a current deficit in Alberta of 746- 925 full-time RDAs to fulfill the needs of the labour market. Note that this does not account for those general dentists and dental specialists working in excess of full-time hours and the additional RDA support required to facilitate these additional hours.

Given the above, we can only conclude that a significant shortage of RDAs has been building for some time in Alberta.

- The Alberta's Occupational Outlook 2019-2028 anticipated a shortage of only 64 RDAs in the province for 2022, however our research and consultations with key stakeholders lead us to estimate this number could currently be as high as 925 fulltime RDAs. It must be noted that existing labour market modelling data have yet to reflect the impacts of the COVID-19 pandemic and "The Great Resignation" on the RDA labour market.
- The proposed increase in the number of available seats in dental assistant education programs in Alberta for 2022/23 (Table 2) will be insufficient to address the current need.

²¹ This is generous as 14% reported they work an FTE of 0.4 or less (2019 CADA Membership Statistics Report).

Dental Assisting Program The proposed Dental Assisting program is easily developed and implemented with existing resources, infrastructure and equipment. Incremental operational costs are expected within the program in the future based on across-the board salary negotiations and will be funded primarily through tution increases.

	Ongoing		
EXPENDITURES			
Academic Salaries			
Professoriate (including benefits)	360,000		
Faculty Service Officers (including benefits)	0		
Administrative Professional Officers (including benefits)	0		
Total Academic Costs	360,000		
Service Teaching Costs			
Service Teaching Costs	0		
Total Service Teaching Costs	0		
Graduate Assistants			
Other Academic Staff (including benefits)	0		
Total GA Costs	0		
Non-Academic Salaries			
Support Staff 1.0 FTE Program Admin	80,000		
Total Non-Academic Costs	80,000		
Non-Salary Costs			
Non-Salary Costs (supplies, sundries, communications, etc.)	57,200		
Total Non-Salary Costs	57,200		
Other Operating Costs			
Mandatory Non-Instructional Fees Expenses - 52 F/T students at \$1,000	52,000		
Faculty Overhead (student services, accounting and human resources)	29,832	\$ 497,200	6%
Institutional Costs (space & facility costs, registrar, libraries, central IT, Finance, HR costs etc.)	149,160	\$ 497,200	30%
Total Other Costs	230,992		
Gross Operating Costs	728,192		
REVENUES			
Tuition - 52 F/T domestic students (30 credits) \$18,250	949,000		
Tuition - International students (No International Students will be admitted)	0		
Mandatory Non-Instructional Fees - 52 F/T students at \$1,000	52,000		
Equipment & Instrumentation Rental Fees - 52 FT at \$2,800	145,600		
Other : Grants	0		
Other: Endowment Proceeds	0		
Campus Alberta Operating Grant	0		
	0		
Total Revenues	1,146,600	1	
		2	
NET PROFIT/LOSS	418,408	1	

UNIVERSITY OF ALBERTA Library Impact Statement

As per GFC Policy 37.3.7, 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. In addition, 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.

Please contact your subject librarian to solicit feedback on your program proposal and request a Library Impact Statement.

Library Contact:

Name: Lisa Tjosvold, Dagmara Chojecki Date: February 8, 2022

Library Unit: Health Sciences Email:

tjosvold@ualberta.ca, chojecki@ualberta.ca

Program Proposal Contact:

Name: Carla Clarke Dept./School: School of Dentistry

Faculty: Faculty of Medicine & Dentistry E-mail: cclarke1@ualberta.ca

Proposed Program Changes:

Proposed Dental Assisting Program

The proposed Dental Assisting Program will be a full time 10-month program starting in August 2023. The program will be delivered using a hybrid model of onsite and online classes. The onsite classes will be located at the U of Alberta North Campus including the Simulation Lab in the Edmonton Clinic Health Academy, and the Oral Health Clinic (OHC) in the Kaye Edmonton Clinic. The program will consist of 5 sequential courses including: didactic (both asynchronous and synchronous delivery), simulation labs, pre-clinical labs, clinical sessions, clinical rotation in the OHC and an external practicum. Dental Assisting students will have assisting opportunities within the Undergraduate Dentistry Program, General Practice Residency program,

Periodontology, Orthodontics, Oral Medicine Graduate Clinics and Implant Clinics. Clinical rotations will be planned and assigned throughout the program.

Library Service or Resource	Description of Library Impact
-----------------------------	-------------------------------

Instruction (e.g., classes with a librarian, tours, online resource guides, online	Instruction related to library orientation may be useful for students in the Proposed Dental Assisting Program.
tutorials, etc.)	The Library offers a range of workshops throughout the academic year to assist students with their research needs. In addition, online instructional guides and tutorials are accessible via the Library's web site to support the research process. Course/assignment specific instruction is also available via subject librarians. Lisa Tjosvold and Dagmara Chojecki are the subject librarians for Dentistry and have the capacity to support this Program/Certificate.

University of Alberta Library Impact Statement December, 2021

Reference assistance (e.g., ongoing one-on-one help)	The subject librarian or other librarians in complementary subject areas will be able to accommodate requests for assistance via email, phone, or online.
	General reference assistance is available at all University of Alberta Library service desks and online via Ask us services.
Collections – course materials, print, electronic [note any impacts on simultaneous users, licensing	The Library's current subscriptions to print and electronic journals and books should adequately support this program. Any items that are not available and/or accessible through the Library can be requested through Interlibrary Loan.
considerations etc.]	Journals and resources with particular relevance to this program include: The Dental Assistant
	Other subject specific databases and resources may be required.
	The Library also supports course reading list and reserve requests online using the Talis platform.
	The Library's Dentistry & Dental Hygiene Subject Guide will be relevant to students taking specific courses in the Program/Certificate/Course etc.

Physical facilities (e.g., sufficient room for group work; in-library work, etc.)

Physical facilities are in place to support student research needs. There are bookable group study spaces, as well as collaborative and individual study spaces in all library locations.

Other (specify)

X Proposal has an impact on the Library and can be supported.

□ Proposal can be supported with additional resources; see attached details.

□ Proposal has no impact on the Library.

Unit Head Name	Unit Head Signature Date
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Connie Winther

honni Winen

8 February 2022

Associate University Name	Associate University Signature Date	
Sharon Murphy	8 February, 2022	

University of Alberta Library Impact Statement December, 2021 $2\,$



Governance Executive Summary Action Item

Agenda Title

Strategic Initiatives Fund Allocations

Motion 1

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve an allocation of \$20 million from the Strategic Initiatives Fund for deferred maintenance initiatives.

Motion 2

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve an allocation of \$2 million from the Strategic Initiatives Fund to an internally restricted Universities Academic Pension Plan (UAPP) risk management reserve.

ltem

Action Requested	X Approval 🛛 Recommendation
Proposed by	Todd Gilchrist, Vice-President (University Services and Finance)
Presenter(s)	Todd Gilchrist, Vice-President (University Services and Finance)
	Martin Coutts, Associate Vice-President (Finance, Procurement and
	Planning)

Details

Details	
Office of Administrative	Office of the Vice-President (University Services and Finance)
Responsibility	
The Purpose of the Proposal is	The motions are before the Board to request allocations from the
(please be specific)	Strategic Initiatives Fund, in accordance with the University Funds Investment Policy:
	 \$20 million to a deferred maintenance fund; and
	 \$2 million to an internally restricted UAPP risk management
	reserve.
Executive Summary (outline the specific item – and remember your audience)	The establishment of a Strategic Initiatives Fund (the "SIF") was approved at the Board of Governors meeting on December 4, 2018. The creation of the SIF and details regarding its management are contained in the University Funds Investment Policy (the "Policy"). The Policy allows for appropriations from the Investment Income Reserve (the "IIR") to the SIF for strategic initiatives when the market value of the underlying investment strategies exceeds their obligations (cost) by a factor of 17%. The Policy provides senior Administration the authority to appropriate funds from the IIR to the SIF.
	As at March 31, 2022, the excess of market value over cost in the IIR was recorded at 24%. In response, senior Administration endorsed an appropriation of \$32 million from the IIR to the SIF.
	On May 30, 2022, the Board of Governors (BOG) approved the FY 2022 year end financial statements noting this appropriation.





Administration requests BG approve a total of \$22 million of allocations from the SIF as follows (following the May 31, 2022, recommendation from BFPC):
 \$20 million to a deferred maintenance fund; and \$2 million of allocations to an internally restricted UAPP risk management reserve.
Following the above detailed BOG approvals, \$10 million would remain as an appropriation in the SIF for future allocation.
Deferred Maintenance Fund
The university has identified a deferred maintenance liability for at least the last 20 years. Administration understands the urgency in addressing the university's deferred maintenance liability, with an immediate focus on high priority issues associated with life, health and safety, and potential critical building failures.
As the university explores a comprehensive Asset Management Master Plan, inclusive of funding options, some of the most pressing deferred maintenance issues would be addressed with this one-time allocation from the SIF.
It is acknowledged the \$20 million allocation to strategic deferred maintenance initiatives serves to address only a small portion of the overall liability. However, it provides a means to address some of the most urgent needs and would be a positive signal of the university's commitment to begin addressing the issue.
Pension Plan
The April 27, 2021 joint meeting of BARC and BHRCC was convened to address risk associated with the two university pension plans: Public Service Pension Plan and the Universities Academic Pension Plan (UAPP). Subsequently, Willis Towers Watson (WTW) was contracted to conduct a further review, assess risks of these plans, and identify any required mitigation.
The WTW report, dated November 17, 2021, was presented at the March 7, 2022, meeting of BARC and provided the university with an independent assessment of the risk associated with the potential future contribution rates related to the UAPP pre-1992 unfunded liability. WTW identified a risk with the underlying assumptions and resultant employer contributions. It was estimated that an annual \$2 million contribution to an internally restricted UAPP risk management reserve earning 4% would be sufficient to fund potential incremental employer contributions required to offset the combined impact of contributions being 1% lower, benefit payments 0.5% higher, and investment returns 1% lower, thus mitigating this risk to an acceptable level.



	The internally restricted UAPP risk management reserve funding would commence immediately, based on fiscal 2021-22 year end results, with regular contributions expected to continue for fiscal year 2022-23 and beyond, depending on fiscal and economic conditions. Should the reserve not be required, as the pre-92 UAPP unfunded liability winds down (projected in 2043), it would be returned to the SIF for allocation to other identified strategic priorities. It is anticipated that this will be known with some certainty by 2033.	
	The adequacy of the internally restricted UAPP risk management reserve will be evaluated every three years in conjunction with the UAPP's actuarial valuation, which is next scheduled for December 31, 2023.	
Supplementary Notes / context		

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder	Those who are actively participating:	
Participation	 Martin Coutts, Associate Vice-President (Finance, Procurement 	
(parties who have seen the	and Planning)	
proposal and in what capacity)	 Brian Boytang, Director (Accounting and Reporting) 	
Approval Route (Governance)	 Board Finance and Property Committee (May 31, 2022) - 	
(including meeting dates)	recommendation	
	 Board of Governors (June 17, 2022) - approval 	

Strategic Alignment

Strategic Alignment			
Alignment with For the Public	For the Public Good (Sustain):		
Good	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.		
	OBJECTIVE 22: Secure and steward financial resources to sustain, enhance,		
	promote, and facilitate the university's core mission and strategic goals.		
	iii. Strategy: Ensure responsible and accountable stewardship of the university's		
	resources and demonstrate to government, donors, alumni, and community		
	members the efficient and careful use of public and donor funds.		
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.		
	Enrolment Management	Relationship with Stakeholders	
	Faculty and Staff	Reputation	
	X Funding and Resource Management	Research Enterprise	
	□ IT Services, Software and Hardware	□ Safety	
	Leadership and Change	□ Student Success	
	Physical Infrastructure		
Legislative Compliance and jurisdiction	Board Finance and Property Committee Terms of Reference		

Attachments: none

Prepared by:

Todd Gilchrist, Vice-President, University Services and Finance, todd.gilchrist@ualberta.ca



For the Meeting of June 17, 2022

Item No. 3e

Governance Executive Summary Action Item

Agenda Title Governors of the University of Alberta Mandate and Roles Document

Motion

THAT the Board of Governors, on the recommendation of the Board Governance Committee, approve the revised *The Governors of The University of Alberta Mandate and Roles Document* for submission to the Ministry of Advanced Education, as set forth in Attachment 1.

Item

Action Requested	Approval CRecommendation	
Proposed by	Brad Hamdon, General Counsel and University Secretary; Juli Zinken,	
	Board Secretary and Manager of Board Services	
Presenter(s)	Juli Zinken, Board Secretary and Manager of Board Services	

Details

Office of Admin Responsibility	University Governance	
The Purpose of the Proposal is	To update <i>The Governors of the University of Alberta Mandate and Roles</i> <i>Document</i> to reflect changes requested by the Ministry of Advanced Education.	
Executive Summary (outline the specific item – and remember your audience)	Overview The Mandate and Roles Document (MRD) is one of the key documents called for in the accountability process under the <i>Alberta Public Agencies Governance Act</i> (APAGA), which provides a legislative framework for the work of Alberta's public sector agencies. The University of Alberta, and all of the post-secondary institutions in Alberta, are considered public sector agencies and therefore the Board of Governors is accountable under the Act.	
	 <u>New template</u> In February 2022, the Ministry of Advanced Education shared a new template for the document and requested that the Board submit an updated version of its MRD to the Minister by July 2022. The following content was removed from the template: Orientation of board members Evaluation of institution and members' performance Recruitments and appointments Institutional governance (e.g. mission, vision, general faculties council, academic council, etc.) Affirmations of MRD 	
	 Affirmations of MRD The following content was added to the template: Subsidiaries Accountability relationships of the public agency Process for administering the code of conduct Mutual expectations – communication, collaboration, and consultation Financial, staffing, and administrative arrangements Planning and reporting requirements 	

VIII

Item No. 3e

	 Reasons for the changes were as follows: The basis for the template is that it solely includes content required by the <i>Alberta Public Agencies Governance Act.</i> Content added to the template will ensure that MRDs meet all obligations of legislation. Content removed from the template will reduce red tape and ensure the documents remain in accordance with their purpose, which is to clarify public agency accountabilities to the responsible Minister and outline the roles and responsibilities of key governance positions. Some of the removed content (orientation, evaluation, and recruitments and appointments) is required for the subsidiaries of a PSI only and is not applicable to the PSI itself; this content will remain in the MRD, subject to the PSI having any subsidiaries under its control. In addition, content on orientation, evaluation, and recruitments and appointments will be added to a future edition of the <i>Guidelines for Board of Governors members: an introduction to board governance at Alberta's public post-secondary institutions</i>. Institutional governance content (e.g. mission, vision, general faculties council, academic council) was removed because its inclusion implies that the Minister has the authority to control or approve those aspects of post-secondary institution governance. <i>Current proposal:</i> The revised document before members meets the expected requirements for our institution. The majority of proposed changes were requested by the Ministry (as outlined above), with one additional revision proposed by University Governance to more appropriately reflect the Board's role as an employer, as outlined in the <i>Post-secondary Learning Act</i>.
Supplementary Notes and context	The University of Alberta Board of Governors last-approved its MRD in March 2020 under a previous government template. That Board- approved MRD was submitted to the Minister of Advanced Education and is currently posted to the University Governance website pending final Ministry of Advanced Education approval.
	This MRD shouldn't be confused with the institution's Mandate which was last approved by the Board in 2020 and is incorporated into the university's Investment Management Agreement (IMA).

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the	 <u>Those who are actively participating:</u> Brad Hamdon, General Counsel and University Secretary Juli Zinken, Board Secretary and Manager of Board Services
proposal and in what capacity)	 <u>Those who have been consulted:</u> Ministry Staff, Alberta Advanced Education Executive Director, University of Alberta Properties Trust re subsidiary information

BOARD OF GOVERNORS

For the Meeting of June 17, 2022



Item No. 3e

	Chiefs of Staff, Vice-President	portfolios re administrative
	arrangements	
	Board Governance Committee: March 9, 2022	
	Those who have been informed:	
Approval Route (Governance)	Board Governance Committee, May 30) 2022 (for recommendation)
(including meeting dates)	Board of Governors, June 17, 2022 (fo	,
Strategic Alignment		
Alignment with <i>For the Public Good</i>	SUSTAIN: 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.	
	21. Encourage continuous improvement in and stewardship systems, procedures, and staff, and the institution as a whole to achie	I policies that enable students, faculty,
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
0	Enrolment Management	Relationship with Stakeholders
	□ Faculty and Staff	□ Reputation
	□ Funding and Resource Management	Research Enterprise
	□ IT Services, Software and Hardware	□ Safety
	☑ Leadership and Change	□ Student Success
	Physical Infrastructure	
Legislative Compliance and	Alberta Public Agencies Governance	e Act (APAGA)
jurisdiction	Board Governance Committee Tern	

Attachments:

1. Revised Governors of The University of Alberta Mandate and Roles Document (7 pages) - for approval

2. 2020 Board-approved University of Alberta Mandate and Roles Document

Prepared by: Juli Zinken, Board Secretary and Manager of Board Services (juli.zinken@ualberta.ca)



The Board of Governors of The University of Alberta **Mandate and Roles Document**

Preamble

This Mandate and Roles Document for the Board of Governors of the University of Alberta ("Board") has been developed collaboratively between the Minister of Advanced Education ("Minister") and the University of Alberta to reflect a common understanding of respective roles and responsibilities in governance of the University of Alberta.

1. Mandate

Mandate

The University of Alberta is a service delivery public agency that operates in accordance with the *Post*secondary Learning Act (PSLA) and the Alberta Public Agencies Governance Act (AGAPA).

The University of Alberta's mandate is as follows (from the Investment Management Agreement):

This mandate statement has been developed by the Board of Governors of the University of Alberta in consultation with the Minister of Advanced Education pursuant to Section 78 of the Post-secondary Learning Act (PSLA).

1. Type of Institution, Sector, and Governance

The University of Alberta is a board-governed public post-secondary institution operating in Alberta as a comprehensive academic and research university (CARU) under the authority of the PSLA.

2. Outcomes

The University of Alberta's fundamental mandate is to offer a broad range of outstanding academic, research, creative and innovation activities to prepare citizens and leaders who will make a difference.

Its activities enhance student opportunities and build Alberta's capacity for long-term, knowledge-driven sustainable development at the global forefront.

The University community discovers, disseminates, and applies new knowledge through interrelated core activities.

3. Clients/Students

The University of Alberta serves graduate and undergraduate students, and life-long learners in a dynamic and integrated learning, research and innovation environment.

Post-doctoral fellows and academic visitors come to the University to refine their teaching, mentoring, research and innovation skills.

4. Geographic Service Area and Type of Delivery

The University provides instructional excellence through both on-campus and distance delivery in a vibrant and supportive learning, research and innovation environment. Its residential, multicampus setting includes many research and field facilities.

5. Program Mandates and Credentials Offering

The University of Alberta gives students the opportunity to earn internationally respected credentials, including bachelors, masters and doctoral degrees, and university certificates and diplomas. It also offers French-language programs leading to university degrees, certificates and diplomas as well as college certificates and diplomas.

6. Special Program Areas/Areas of Specialization

A number of the University of Alberta's programs are unique within Alberta.

The University of Alberta is a balanced academy, with strong arts and sciences programs featuring the Faculties of Agricultural, Life, and Environmental Sciences, Arts, Augustana, Extension, Native Studies, Kinesiology, Sport, and Recreation, Science and the Faculté Saint-Jean. These faculties are foundational to and interlinked with the University's network of strong professional faculties, including Business, Education, Engineering, Graduate Studies and Research, Law, Medicine and Dentistry, Nursing, Pharmacy and Pharmaceutical Sciences, Public Health, and Rehabilitation Medicine. In addition, all of our faculties are involved in professional development and continuing education.

7. System Collaboration and Partnerships

The University of Alberta plays a leading role in Campus Alberta through collaboration with other Alberta institutions, responding to vital community relationships at every level and giving a national and international voice to Alberta innovation.

Transfer and collaborative degree completion agreements with partner institutions broaden student opportunities and provide rural, northern and Indigenous communities with access to University of Alberta credentials. Similar innovative arrangements centred at the University deliver information and knowledge resources to post-secondary and government communities through both inter-library and online access.

8. Research and Scholarly Activities

The University of Alberta's research and creative activities produce a dual impact through the preparation of highly qualified graduates and a continuous flow of innovation. The University attracts scholars of international reputation: undergraduate and graduate students, post-doctoral

fellows, staff and faculty. Collectively, they foster, conduct and disseminate research and creative activity, both pure and applied, within and across all the major program areas at a nationally and internationally-recognized level of excellence.

University of Alberta faculties, centres and institutes combine resources and talents for collaborative advantage through research partnerships with other academic institutions, business, governments and public agencies. The University actively transfers new knowledge, innovation and creative works to Alberta, Canada and the world for community benefit, including commercial development of intellectual property when appropriate and feasible.

9. System Mandate

The University establishes and maintains an environment of inquiry-based learning anchored in strong academic programming and an array of co-curricular student life opportunities. Academic support, social/community enrichment, health and wellness, and career and life development are cornerstones of the University of Alberta student experience. The intellectual and creative diversity of the campus, including its international and multicultural population and exchange programs, makes for an engaging student experience. Fine arts displays, stage performances, museum collections, athletic and recreational opportunities combine with residence life to present multi-dimensional possibilities. Experiential learning opportunities based in the community augment on-campus activities with real-life applications. Engagement in research and innovation prepares students for life-long learning and problem solving.

In every aspect of its mandate, the University of Alberta is a partner in social, cultural, and economic development, fostering and establishing the provincial, national and international connections and understandings that support leading global enterprise and citizenship for Alberta. University administrators, faculty, staff and students contribute regularly to public debate and to government and corporate examination of issues. Start-up companies and new technologies licensed to existing companies lead Alberta in new directions and employ graduates. The University continually moves out into its communities through its graduates, its creative and research advances, and its ongoing opportunities for experiential and life-long learning.

2. Roles and Responsibilities

The Board

The Board manages and operates the institution in accordance with its mandate and carries out the other duties and responsibilities legislated by the PSLA.

The Board sets strategic direction and monitors implementation.

Board Members

All board members, regardless of the manner of their appointment, have the fiduciary duty to act in the best interest of the institution.

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Board Chair

The Chair is the interface between the University of Alberta and the Minister and provides leadership to the Board.

President

The President has general supervision over the direction of the operation of the institution and has those other powers, duties, and functions that are assigned to the President by the Board.

Minister of Advanced Education

The Minister is responsible for the performance of all public agencies under Advanced Education, including the University of Alberta.

The Minister's responsibilities as legislated by the PSLA and APAGA include:

- appointing, or recommending the appointment of, the Board members and the Chair;
- monitoring whether the institution is acting within its mandate and achieving its long-term objectives and short-term targets;
- advising the institution respecting any government policies applicable to the institution or its activities or operations;
- reviewing the mandate and operations of the institution at least every seven years.

Department of Advanced Education

The Department supports the Minister and The University of Alberta in meeting their legislated responsibilities.

The Department is headed by the Deputy Minister who supports and acts under the general direction of the Minister and is responsible for activities which have been delegated by the Minister.

Subsidiaries

University of Alberta Properties Trust (UAPTI):

- UAPTI manages the recruitment process of new members to the subsidiary.
- Upon their appointment, new members participate in an orientation process managed by UAPTI.
- The UAPTI Chair or President & CEO communicates to the public on behalf of the subsidiary.
- The subsidiary regularly evaluates the performance of individual members, and the effectiveness of the subsidiary as a whole.

3. Accountability Relationships of the Public Agency

The flow of accountability relationships at the agency is as follows:

- The President is accountable to the Board.
- The Board is accountable to the Minister.
- The Chair is accountable to the Minister.

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4. Process for Administering the Code of Conduct

The University of Alberta's Code of Conduct is reviewed and approved by the Ethics Commissioner, and the Board ratifies and makes public the Code of Conduct. Updates to the Code of Conduct are submitted to the Ethics Commissioner for review. The Chair administers the Code of Conduct for board members. The code administrator for the Chair is the Ethics Commissioner.

5. Mutual Expectations – Communication, Collaboration, and Consultation

The Minister communicates with The University of Alberta through the Chair.

The University of Alberta communicates to the Department through the Deputy Minister.

Board chairs meet regularly with the Minister.

6. Committee Structure

Committees of the Board include:

- The Board Audit and Risk Committee assists the Board of Governors in fulfilling its governance responsibilities by providing strategic oversight, insight, and foresight with respect to all auditing, financial reporting and internal control functions; health, safety, environmental stewardship, and security of the University community; and enterprise risk management.
- The Board Finance and Property Committee assists the Board of Governors in fulfilling its governance responsibilities by providing strategic oversight, insight and foresight with respect to all significant financial and property matters of the University.
- The Board Governance Committee assists the Board of Governors in fulfilling its governance responsibilities by providing strategic oversight, insight, and foresight with respect to the effectiveness, organization, and procedures of the Board of Governors, to enhance board governance performance.
- The Board Human Resources and Compensation Committee assists the Board of Governors in fulfilling its governance responsibilities by providing strategic oversight, insight, and foresight with respect to University human resources policies, procedures, and trends; collective bargaining and related service contracts; and senior administration selection, review, compensation, and succession planning.
- The Board Investment Committee assists the Board of Governors in fulfilling its governance responsibilities by providing strategic oversight, insight, and foresight with respect to all investments of the University Endowment Pool and the Non-Endowed Investment Pool as outlined in the University Funds Investment Policy.
- The Board Learning, Research, and Student Experience Committee assists the Board of Governors in fulfilling its governance responsibilities by providing strategic oversight, insight, and foresight with respect to University academic, teaching, and research affairs, student wellness, and future educational expectations and challenges, all while respecting the academic governance role of the General Faculties Council.

• The **Board Reputation and Public Affairs Committee** assists the Board of Governors in fulfilling its governance responsibilities by providing strategic oversight, insight, and foresight with respect to University reputation, identity, strategic communication, community engagement, government relations, philanthropy and advancement.

7. Financial, Staffing, and Administrative Arrangements

The University of Alberta receives funding from the Government of Alberta via its Operating and Program Support Grant.

The Auditor General is the auditor of The University of Alberta.

The University of Alberta.is subject to the following sections of the *Financial Administration Act*: 1, 5, 6, 7, 13(3), 77, 80, 81.

The sole employee of the Board is the President. While the *Post-secondary Learning Act* gives the Board of Governors broad authority to appoint employees, the President is the only employee that reports to and is directly accountable to the Board.

For Alberta's public post-secondary institutions, positions that are defined as "designated executives" by the *Reform of Agencies, Boards and Commissions Compensation Act (Post-secondary Institution) Regulation*, are subject to the total remuneration constraints established. Designated executive positions include the position of President (or equivalent), Tier A (the positions reporting directly to the position of President or equivalent), and Tier B (positions reporting to Tier A).

Administrative Arrangements:

- The University of Alberta provides space in Enterprise Square to the University of Calgary's School of Social Work.
- The University of Calgary provides space on their downtown campus to the University of Alberta for patient services provided by the Faculty of Rehabilitation Medicine.
- The University of Calgary provides space on their main campus to the University of Alberta for a medical/surgical simulation lab for the Faculty of Medicine and Dentistry.

8. Planning and Reporting Requirements

The Board is required to enter into an Investment Management Agreement with the Minister that includes

- the mandate of the institution,
- performance metrics for the institution, and
- anything else agreed to by the Minister and the Board

Annually, The University of Alberta. provides the Department with a Capital Plan and a Budget Plan.

Each year the Board must prepare and submit to the Minister a report that includes the audited financial statements for the preceding year.

The Board is also required under the PSLA to submit to the Minister any reports or other information required by the Minister.

9. Administration

Three Year Renewal or Revision

The Mandate and Roles Document must be reviewed and renewed, amended or replaced within three years after the day on which the document or the most recent amendment to the document was signed.

Transparency

Copies of the Mandate and Roles Document will be filed with the Minister and the Public Agency Secretariat. In support of the principle of transparency this document will also be made available on the Board's website and the Government of Alberta's website.

Chair, Board of Governors University of Alberta Minister of Advanced Education

Date

Date



Governance Executive Summary Action Item

Agenda Title

Change of Status of Faculty of Extension

Motion

THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee and General Faculties Council, rescind the Faculty status from the Faculty of Extension, effective upon final approval.

Item

Action Requested	x Approval Recommendation	
Proposed by	Dr. Steven Dew, Provost and Vice-President (Academic), Dr. Wendy Rodgers, Interim Dean, Faculty of Extension	
Presenter(s)	Dr. Steven Dew, Provost and Vice-President (Academic), Dr. Wendy Rodgers, Interim Dean, Faculty of Extension	

Details

Details	
Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To approve the change in status of the Faculty of Extension that will facilitate creation of the administrative structure to support growth in continuing education.
Executive Summary (outline the specific item – and remember your audience)	Continuing Education (ConEd) programs are important components of the University's goals to be more inclusive and accessible to a greater diversity of learners as well as pedagogies and pedagogical modalities. Continuing Education represents increasingly relevant opportunities for learners at all stages of their careers and lives, as well as industry.
	With increased attention to expanding access points to the University by Faculties, learners, and stakeholder groups and increasing ConEd opportunities, there is a need for a coordinated, institution-spanning hub that supports the development, delivery, and engagement in ConEd.
	The hub model will restructure the current Continuing Professional Education (CPE) activities based on function in order to permit a scaling out of these activities, building on its long history at the University. The transition will involve moving the CPE activities from the current Faculty of Extension to the central hub. Therefore, the status of Faculty is no longer required.
	Some of the foundational questions that have shaped the planning process include:
	 How can the University of Alberta design and offer the most relevant ConEd programs to the benefit of learners, Faculties, and where applicable, in response to needs in the labour market? What can the University of Alberta learn from comparator institutions in regards to developing an institutional framework to effectively support and promote ConEd?



	 In light of broad Faculty interest in developing and offering ConEd, how can the current expertise and activities be scaled to meet those demands? How does SET and restructuring impact the Faculty of Extension? How can the University of Alberta leverage the existing expertise in the Faculty of Extension towards supporting CPE across the institution? Are there ways to merge this expertise into other administrative service units, such as CTL and the Registrar's Office?
	Through consultations, as well as a review of effective practices at peer institutions, several major themes have emerged to inform our next steps:
	 Continuing education is an important interface with our broader community and supports lifelong engagement with the University;
	 A more centralized model, where a shared continuing education unit supports the priorities and needs identified by Faculties, has benefits for leveraging expertise and business practices; Overall, the portfolio of continuing education offerings is better supported through a more consistent institutional brand and student experience; Standardization of administrative processes for continuing education can enable better enrolment data and reporting, more informed decision making about investments in new courses/programs, and more efficient administration; There are opportunities to pool expertise and administrative resources to support continuing education alongside online education, while recognizing these are distinct fields with distinct pedagogies; and In the absence of academic staff, research, and centres and institutes, ongoing Faculty status is not the most effective organizational model for Extension going forward, but its work and expertise form a strong basis for transitioning to a hub model. Centralizing these resources can make them available to the whole University and facilitate scaling up our continuing education activity.
	The most recent round of consultation with committees included helpful discussion about how the new model will support the work of the Faculties, the important intersections between support for continuing education and support for online programming, the mechanisms through which the hub will engage with Faculties, the financial model for supporting continuing education going forward.
Supplementary Notes / context	



Engagement and Routing (Include proposed plan)

ngagement and Routing (Include proposed plan)		
Consultation and Stakeholder	President and Vice-Chancellor	
Participation	Dr. Maria Mayan, former Interim Dean, Faculty of Extension	
	Deans' Council (DC) - Subvention Discussion (January 8, 2020)	
	[Note - Faculty members and for-credit programs were transitioned out	
	of the Faculty of Extension to other Faculties by July 1, 2020.]	
	Provost's Advisory Committee of Deans (PACD) (January 6, 2021, April	
	7, 2021, September 1, 2021, December 1, 2021, February 2, 2022)	
	Dean's Council (January 21, 2021, February 3, 2021, May 19, 2021,	
	September 1, 2021)	
	Provost's Advisory Committee of Chairs (April 20, 2021)	
	GFC APC - Changes to Faculty of Extension (April 14, 2021)	
	GFC APC - Changes to Faculty of Extension (May 5, 2021)	
	GFC APC – Future of CPE at the University of Alberta (September 22,	
	2021)	
	GFC APC - Upcoming changes to the Faculty of Extension's Status	
	(April 13, 2022)	
	Vice-Provosts' Council (VPC)	
	GFC - Future of CPE (November 29, 2021)	
	GFC - Upcoming changes to the Faculty of Extension's status (May 2,	
	2022)	
	Board Learning, Research, and Student Experience Committee	
	(BLRSEC)	
	Board of Governors	
	Quad Post: June 4, 2020 - <u>Developing a new strategy for the Faculty of</u>	
	Extension	
	Quad Post: July 2, 2020 - Message from the Provost - News on	
	Extension	
	Faculty of Extension Town Halls 2021/2022	
	July 16, 2021	
	August 11, 2021	
	August 27, 2021	
	October 22, 2021	
	November 12, 2021	
	December 8, 2021	
	February 4, 2022	
	March 24, 2022	
	Extension Steering Committee Meetings	
	April 28, 2021	
	May 31, 2021	
	June 15, 2021	
	June 28, 2021	
	July 6, 2021	
	July 12, 2021	
	July 20, 2021	
	1	



Approval Route (Including Meeting Dates)	Academic Planning Committee - May 18, 2022 General Faculties Council - June 6, 2022 Board Learning, Research, and Student Experience Committee - June 7, 2022 Board of Governors - June 17, 2022
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Strategic Alignment

Alignment with For the Public Good	Objective 10: Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education	
	programs, experiences, and lifelong learning activities.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	Enrolment Management	Relationship with Stakeholders
	☑ Faculty and Staff	⊠ Reputation
	Funding and Resource Management	Research Enterprise
	\Box IT Services, Software and Hardware	□ Safety
	Leadership and Change	Student Success
	Physical Infrastructure	
Legislative Compliance and	PSLA Section 28	
jurisdiction	GFC APC Terms of Reference	
	GFC Terms of Reference	
	BLRSEC Terms of Reference	
	Board of Governors Terms of Reference	ce

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



Governance Executive Summary Action Item

Agenda Title Termination of the ALES Specialization in the Master of Engineering

Motion

THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee and General Faculties Council, approve the termination of the ALES specialization in the Master of Engineering, for implementation upon final approval.

Item

Action Requested	X Approval Recommendation
Proposed by	Leluo Guan, Associate Dean - Grad, ALES
Presenter(s)	Leluo Guan, Associate Dean - Grad, ALES
	Brooke Milne, Vice-Provost and Dean, FGSR

Details

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 because the ALES specialization in the MEng has been suspended for the past five years; this is the formal request to terminate the program.	
Executive Summary (outline the specific item – and remember your audience)	The program has been suspended for the past five years (with Ministerial approval of suspension); there are no students currently enrolled in the program.	
	There are no operational risks or risks to students, as there are no students currently enrolled in the program.	
	As noted in the attached documents, the Faculty of Engineering has expressed concerns over the offering of this program, as an MEng offered by another Faculty is confusing to students, the Association of Professional Engineers and Geoscientists of Alberta (APEGA), other accreditation bodies, and potential employers.	
Supplementary Notes and context	As of June 2019, the Board of Governors approves program suspensions and has delegated authority to General Faculties Council to approve program terminations, but because this suspension/termination process started prior to June 2019 under the former approval process, the Board will need to approve this termination	

Engagement and Routing (Include meeting dates)

	Those who have been consulted:	
Consultation and Stakeholder	 The suspension (and ultimate termination) of the program is 	
Participation	supported by the Faculty of Agricultural, Life and Environmental	
(parties who have seen the	Sciences, the Faculty of Engineering, the Department of AFNS,	
proposal and in what capacity)	and APEGA. The suspension was approved by the Ministry of	
	Advanced Education on November 2, 2016.	
<for information="" on="" th="" the<=""><th> As the termination of the program was referred to in the </th></for>	 As the termination of the program was referred to in the 	
protocol see the Governance	suspension proposal, and this program has been in suspension,	

BOARD OF GOVERNORS

For the Meeting of June 17, 2022



Item No. 3g

Resources section Student Participation Protocol>	 students are aware of the Department of AFNS not offering the program in the past five years. See below for the approval route for all formal consultations.
Approval Route (Governance) (including meeting dates)	 GPST - October 4, 2021 ALES Faculty Council - December 9, 2021 Approval from the Engineering Associate Dean (as suggested by uofA Governance, the termination truly rests with ALES) - Support noted by Tian Tang, Associate Dean - Grad, Engineering (December 14, 2021) PRC - January 12, 2021 FGSR Council - January 26, 2022 Programs Committee - February 10, 2022 GFC Academic Planning Committee – recommendation (March 9, 2022) General Faculties Council – recommendation (March 21, 2022) Board Learning, Research and Student Experience Committee – recommendation (April 29, 2022) Board of Governors – approval (May 13, 2022)

Strategic Alignment

Alignment with For the Public Good	21. OBJECTIVE 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.		
	22. OBJECTIVE Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals. iii. Ensure responsible and accountable stewardship of the university's resources and demonstrate to government, donors, alumni, and community members the efficient and careful use of public and donor funds.		
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing		
	X Enrolment Management	X Relationship with Stakeholders	
	\Box Faculty and Staff	Reputation	
	Funding and Resource Management	Research Enterprise	
	□ IT Services, Software and Hardware	□ Safety	
	Leadership and Change	X Student Success	
	Physical Infrastructure		
Legislative Compliance and	Post-Secondary Learning Act		
jurisdiction	UofA Calendar		
	GFC Programs Committee		
	General Faculties Council		
	Faculty of Graduate Studies & Research ALES Faculty Council BLRSEC Terms of Reference – 2f.i.		

Attachments:

- Program Termination_ALES MEng Updated Oct. 4 (4 pages)
 Ministry Approval MEng AFNS Suspension (1 page)

Prepared by: Leluo Guan, Associate Dean - Grad, Faculty of ALES (Iguan@ualberta.ca)

Advanced Education

Proposal Template: Program Termination

SECTION 1: PROPOSAL INFORMATION

1.1 *Fill in the table below:*

Institution	University of Alberta
Program/specialization name	Agricultural, Food, and Nutritional Science
Credential awarded	Master of Engineering
Proposed effective date of termination	July 1, 2022

1.2 *Confirm whether*:

1.2.1 \boxtimes This termination proposal was preceded by a ministry-approved suspension period.

□ This term ination proposal was<u>not</u> preceded by a ministry-approved suspension period.

1.2.1a *If this proposal was preceded by a suspension, attach approval letter.*

1.2.1b *If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.*

1.2.1c If not preceded by suspension, indicate when students were last admitted into the program/specialization.

1.2.2 \boxtimes No active students remain in the program.

□ Active program students rem a in in the program.

SECTION 2: RATIONALE

2.1 *Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).*

The program has been suspended for the past five years and there are no students currently enrolled in the program. The Faculty of Engineering has expressed concerns over the offering of this program. Normally, graduate degrees in engineering satisfy the criteria for professional engineering licensing through APEGA. However, this is only true if the degree is from an Engineering Faculty with accredited programs. There is a great deal of concern that having an MEng offered by another Faculty is confusing to students, the Association of Professional Engineers and Geoscientists of Alberta (APEGA), other accreditation bodies, and potential employers.

2.2 *Provide specific information about which internal governance body approved the termination, and provide date of approval.*

The suspension (and ultimate termination) of the program is supported by the Faculty of Agricultural, Life and Environmental Sciences, the Faculty of Engineering, the Department of AFNS, and APEGA. The suspension was approved by the Ministry of Advanced Education on November 2, 2016.

The termination proposal will go through internal approval bodies at the University of Alberta:

- Graduate Program Support Team October 4, 2021
- ALES Faculty Council December 9, 2021
- FGSR Policy Review Committee January 12, 2021 (Anticipated)
- FGSR Council January 26, 2021 (Anticipated)
- GFC Programs Committee February 10, 2022 (Anticipated)
- GFC Academic Planning Committee
- General Faculties Council
- Board Learning, Research and Student Experience Committee
- Board of Governors

SECTION 3: ACCESS

3.1 Identify student access considerations and risks for Campus Alberta (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

There is no risk that students previously enrolled will return expecting to finish their degree, and no expected impacts on graduates of the program.

Advanced Education

3.2 If this program or specialization is unique in the province, describe the consultation(s) undertaken within Campus Alberta to investigate the feasibility of program/specialization transfer.

As the MEng offered by the Department of AFNS is not accredited by APEGA, there will be no external impacts. In fact, it will ensure that employers and accreditation bodies are not confused by the credential.

3.3 Describe the consultation process that occurred with students at your institution regarding this programming change.

As the termination of the program was referred to in the suspension proposal, and this program has been in suspension, students are aware of the Department of AFNS not offering the program in the past five years.

SECTION 4: IMPACT

4.1 Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.

As the MEng offered by the Department of AFNS is not accredited by APEGA, there will be no external impacts. In fact, it will ensure that employers and accreditation bodies are not confused by the credential. The suspension (and ultimate termination) of the program is supported by the Faculty of Engineering and APEGA.

4.2 Describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other Campus Alberta institutions.

The termination decision will be sent to the Faculty of Engineering and APEGA for their information. The Calendar will be updated to reflect the termination. As there is no external impact, no actions will be taken to communicate with other Campus Alberta institutions.

4.3 Describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.

There are no anticipated impacts on institutional operations and resources.

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

N/A

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:



Advanced Education

Deputy Minister

6th Floor, Commarce Place 10155 - 102 Street Edmonton, Alberta T5J 4L5 Canada Telephone 780-415-4744 Fax 780-422-1801 www.advancededucation.alberta.ca

AR 51067

November 2, 2016

Dr. David Turpin President and Vice-Chancellor University of Alberta 2-24 South Academic Building Edmonton AB T6G 2G7

Dear Dr. Turpin:

Advanced Education has completed its review of the University of Alberta's proposal to suspend the Agricultural, Food, and Nutritional Science specialization in the Master of Engineering program. The department approves suspending admissions for the July 1, 2016 to June 30, 2021 term.

The department approves the suspension on the understanding that the Board of Governors or delegated institutional authority proposed suspension due to low enrolment and lack of program accreditation. Six months prior to the suspension end date, please advise the department through the Provider and Program Registry System of the university's plan to reactivate or terminate the specialization.

Under the Programs of Study Regulation, proposed changes to this specialization require ministry approval. This includes alterations to the specialization name, load, or duration, as well as the suspension of admissions, termination, reactivation, or transfer.

I appreciate the University of Alberta's commitment to high-quality programming, and your ongoing program review and renewal processes.

Sincerely,

Rod Skura Deputy Minister

cc: Honourable Marlin Schmidt Minister of Advanced Education

> Michael Phair Chair, Board of Governors, University of Alberta



Governance Executive Summary Action Item

Agenda Title	Proposed Bachelor of Biomedicine Dual Degree, Faculty of Medicine	
	and Dentistry and Wenzhou Medical University	

Motion

THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee and General Faculties Council, approve the proposed Bachelor of Biomedicine Dual Degree as set forth in the attachments and for implementation upon final approval.

Item

Action Requested	\boxtimes Approval \square Recommendation	
Proposed by	Dr Brenda Hemmelgarn, Dean, Faculty of Medicine and Dentistry	
Presenter(s)	Dr Tracey Hillier, Director, Alberta Institute, Wenzhou Medical University,	
	Faculty of Medicine and Dentistry - MED International	

Details

Details		
Office of Administrative	Provost and Vice-President (Academic)	
Responsibility		
The Purpose of the Proposal is	The proposal is before the Board to seek approval of the Bachelor of	
(please be specific)	Biomedicine Dual Degree Program.	
Executive Summary (outline the specific item – and remember your audience)	This dual degree program is a collaboration between Wenzhou Medical University (WMU) and the Alberta Institute within the Faculty of Medicine & Dentistry at the University of Alberta. The collaboration is part of the Alberta Institute Wenzhou Medical University (AIWMU) established in 2019.	
	Students who complete all the required credits and meet the academic standards of both universities, will be granted the degrees from each institution. Students will be eligible for a Bachelor of Biomedicine from the University of Alberta after they complete the first four years of the program. They will be eligible for the Bachelor of Clinical Medicine degree from Wenzhou Medical University after all 5 years of the program have been completed. All 5 years of the program need to be successfully completed as a requirement for either degree to be issued.	
	Students in this dual degree program will be taught by University of Alberta FoMD faculty during the first four years of the program, predominantly in years 3 and 4 for a total of 75 credits. They will be held to the same curricular expectations as undergraduate students in similar programs in the Faculty of Medicine and Dentistry including students in the MD Program. The curriculum will be delivered in a way that presents material in a progression from basic science to clinical application, building on foundational knowledge in a sequential way, which will nurture and support student inquiry as well as scholarly and creative activity. This program will emphasize lifelong learning, problem solving skills, teamwork, and collaboration.	



	The initial contract with WMU for Alberta Institute is for 5 years, however, it is anticipated that the contract will extend beyond that as WMU has indicated that they anticipate long term demand and for the University of Alberta's ongoing involvement in teaching the program once a dual degree program is approved.
	If for an unforeseen reason learner demand for the program diminishes, the agreement between the University of Alberta and Wenzhou Medical University includes the following provision "if the recruitment number in the Program falls below mutually agreed targets, both parties agree to assess the situation together and determine appropriate responses."
Supplementary Notes / context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <for information="" on="" the<br="">protocol see the <u>Governance</u> <u>Resources section Student</u></for>	 <u>Those who are actively participating:</u> Deans Executive Council, Faculty of Medicine and Dentistry Vice-Dean Faculty Affairs, Faculty of Medicine and Dentistry Director Alberta Institute, Faculty of Medicine and Dentistry Associate Dean International, Faculty of Medicine and Dentistry <u>Those who have been consulted:</u> MD Program Curriculum and Program Committee (June 20, 2019; July 25, 2019; Sept 16, 2021) for discussion Faculty Council, Faculty of Medicine and Dentistry (Sept 21, 1000)
Participation Protocol>	 Faculty Council, Faculty of Medicine and Dentistry (Sept 21, 2021) Motion Carried: Faculty Council supports the creation of a new Bachelor of Biomedicine degree program for students registered in the Alberta Institute at Wenzhou Medical University. University of Alberta, Program Support Team (Oct 28, 2021) for discussion Those who have been informed:
	Department Chairs Committee, Faculty of Medicine and Dentistry (Jan 13, 2021; Sept 8, 2021)
Approval Route (Governance) (including meeting dates)	GFC Programs Committee - March 17, 2022 GFC Academic Planning Committee - March 23, 2022 General Faculties Council - May 2, 2022 Board Learning, Research and Student Engagement Committee – June 7, 2022 Board Committees and Board of Governors – June 17, 2022

Strategic Alignment

Alignment with For the Public	Please note the Institutional Strategic Plan objective(s)/strategies the proposal
Good	supports.
	GOAL: Build a diverse, inclusive community of exceptional students, faculty and
	staff from Alberta, Canada, and the world.
	OBJECTIVE 1: Build a diverse, inclusive community of exceptional
	undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.
	GOAL: Excel as individuals, and together, sustain a culture that fosters and
	champions distinction and distinctiveness in teaching, learning, research, and
	service.

BOARD OF GOVERNORS

For the Meeting of June 17, 2022



Item No. 3h

	 OBJECTIVE 12: Build a portfolio of signature research and teaching areas where the University of Alberta is or will be recognized as a global leader. OBJECTIVE 14: Inspire, model, and support excellence in teaching and learning. GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations. OBJECTIVE 18: Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations. OBJECTIVE 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals. 	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing. □ Enrolment Management □ Relationship with Stakeholders	
	□ Faculty and Staff	⊠ Reputation
	⊠ Funding and Resource Management	□ Research Enterprise
	□ IT Services, Software and Hardware	□ Safety
	🗵 Leadership and Change	Student Success
	Physical Infrastructure	
Legislative Compliance and	Post-Secondary Learning Act	
jurisdiction	GFC Programs Committee Terms of Reference	
	GFC Academic Planning Committee Terms of Reference	
	Board Learning, Research and Student Experience Committee Terms of	
	Reference	

Attachments:

- 1. Undergraduate-degree-template-part-a Bachelor of Biomedicine Dual Degree Program (76 pages)
- 2. caqc-new-degree-proposal-template-part-b Bachelor of Biomedicine Dual Degree Program (51 pages)
- 3. Bachelor of Biomedicine UAL Library Impact Statement (2 pages)
- 4. External Review Kong, Jiming (2 pages)
- 5. External Review Choy, Patrick (2 pages)
- 6. Response to Reviews of the Proposal for a Bachelor of Biomedicine Dual Degree Program (2 pages)

Prepared by: Dr Tracey Hillier, Director Alberta Institute, Faculty of Medicine and Dentistry, <u>thillier@ualberta.ca</u>



Proposal Template: New Bachelor's Degree Programs and Specializations (Part A: System Co-ordination Review)

Complete this template for proposals for new bachelor's degree programs or specializations. Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate "not applicable" when questions are not relevant to a particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

SECTION A: PROPOSAL OVERVIEW

Basic Information (Complete the table below)

Institution	University of Alberta
Program Name	Dual Degree Program in Biomedicine
Specialization Name	Biomedicine
Credential Awarded	Bachelor of Biomedicine
Proposed Effective Date	August 1, 2022

Type of Initiative (Answer the following questions)

This is a proposal for (select one from the drop-down menu):

New program

SECTION B: OVERVIEW OF PROPOSED PROGRAM OF STUDY

1. Program Description (Answer the following questions)

a. Attach (as an appendix to this proposal) a concise program description document that includes:

- 3-4 sentence calendar description of the program,
- a proposed program of study including course names, descriptions, credits and prerequisites, by semester or year of study,
- program location (i.e., campus locations and/or off-site locations), and delivery mode (i.e., face-to-face, online, or blended), and
- program learning outcomes.

See Appendix A

b. Where applicable, identify planned collaborations with other post-secondary institutions, departments within the institution or other organizations that this program respectively facilitates or provides for.

This dual degree program is a collaboration between Wenzhou Medical University (WMU) and the Alberta Institute within the Faculty of Medicine & Dentistry at the University of Alberta. The collaboration is part of the Alberta Institute Wenzhou Medical University (AIWMU).



Students who complete all of the required credits and meet the academic standards of both universities, will be granted the degrees from each institution. Students will be eligible for a Bachelor of Biomedicine from the University of Alberta after they complete the first four years of the program. They will be eligible for the Bachelor of Clinical Medicine degree from Wenzhou Medical University after all 5 years of the program have been completed. All 5 years of the program need to be successfully completed as a requirement for either degree to be issued.

Reviewer's Comment:

2. Work Integrated Learning (*If applicable, answer the following questions*)

- a. Identify the number of placements required in the program (including type of work setting and duration/timing of activities).
 - Work Integrated Learning (WIL) is a key component of this program. WIL in the form of an unpaid observership will be arranged through the Faculty of Medicine and Dentistry during the required on-site summer course between years 2 and 3 of the program. The clinical internship WIL that is required in the 5th year of the program will take place in China at Wenzhou Medical University clinical sites. 60 placements are required each year.
- b. Summarize communications with employers (append applicable letters of support, minutes of program advisory committee meetings, etc.) showing that sufficient placements will be available when needed.
 - N/A
- c. Comment on whether/how work integrated learning placements in other programs (at the institution or at other institutions within the Alberta Adult Learning System) may be impacted as a result of this program.
 - As the 5th year Clinical Internship WIL occurs in China it will not impact WIL learning placements in other UAlberta programs.
 - The WIL arranged through the Faculty of Medicine and Dentistry during the required summer course is timed when there is a nadir in the number of other clinical learners. New preceptors have been recruited to support this program. A benefit may occur if any of these preceptors later become available to support the learning of students in other programs.

Endorsement of and/or Support for Program (If applicable)

- a. Describe endorsement(s) from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.
 - N/A

Reviewer's Comment:

SECTION C: ENROLMENT PLANNING

1. (a) Projected Student Enrolment (Complete the table below as applicable).

Proposed Enrolment	1 st Year of Implement ation	2 nd Year of Implement ation	3 rd Year of Implement ation	4 th Year of Implement ation	Annual Ongoing
Total Headcount	60	120	180	240	240



Reviewer's Comment:					
Anticipated No. of Graduates	0	0	0	60	60
 5th Year of Study 	0	0	0	0	60
 4th Year of Study 	0	0	0	60	60
 3rd Year of Study 	0	0	60	60	60
 2nd Year of Study 	0	60	60	60	60
 1st Year of Study 	60	60	60	60	60

a.	Indicate the percentage of international students in the enrolment projections and provide a
	brief rationale regarding how the percentage was established.

100% of the students will all be international students. The percentage is derived from the nature of the program which only enrols students admitted to Wenzhou Medical University.

Reviewer's Comment:

- 2. Learner and Labour Market Demand (Answer the following questions)
- a. Provide evidence of labour market demand for graduates, detailing how such demand was forecasted and substantiated regionally and provincially. (Append supporting documentation, as appropriate.)

Graduates of this program will not be proceeding to work within the province of Alberta. It is anticipated that after graduation they will proceed to graduate programs to pursue research or clinical medicine residency programs in China. Labour market demand has been determined by WMU in its aim to educate a cadre of physicians who have an international perspective on health care, leadership and medical education.

b. Identify which stakeholder groups were consulted regarding demand/need for this program:

✓ Student/learners
 ✓ Faculty

- Employers and professional associations
- \Box Community organizations
- □ Other post-secondary institutions
- □ Regulator and/or accreditation bodies

✓ Program advisory committee

✓ Other (please identify) We have worked with the University of Alberta

International office on this proposal and consulted with the Office of the Provost. As well, this proposal has been discussed by the Dean's Executive Committee of the FoMD, the MD Curriculum and Program Committee, Department Chairs Committee and Faculty Council. Students and Faculty at WMU have also been invited to provide feedback. The curriculum and program have been approved by WMU and its governing bodies.



C.	Briefly discuss the results of the identified consultations and attach supporting documentation (e.g., minutes of meetings, letters of support, etc.), when available. The joint program was initiated by the Faculty of Medicine & Dentistry and the FoMD International Office. Discussions across the faculty have been ongoing. The program has been discussed at the MD Program and Curriculum and Program Committee (MDCPC) on June 20, 2019; July 25, 2019 and September 16, 2021. The MDCPC membership includes faculty members, staff, and students from the MD Program. The program was discussed at an FoMD Department Chairs meeting January 13, 2021 and September 8, 2021 and discussed and approved at the Faculty Council meeting September 21, 2021.
<u> </u>	See attached Appendix B
d.	Provide evidence of learner demand for this program. How was this demand determined? (Append supporting evidence, as appropriate e.g., survey results, waitlists, demand in similar programs at other institutions etc.)
	Learner demand for the Alberta Institute Program was initially determined by WMU. The Alberta Institute at WMU has been accepting students into a collaborative medical program for the past two years and there has been a significant increase in learner demand over the past year. The ranking and mean exam scores of students accepted into the program in 2021 have improved compared with those accepted in 2020. Including a degree from the University of Alberta as part of the Alberta Institute Program is expected to make the program even more attractive to applicants. Students targeted for admission in this dual degree will be from China. While other programs at the University of Alberta are targeted at students from China, this is the only program targeted at medical students. Domestic students from Alberta and Canada will not be eligible for this program.
e.	Identify and discuss any additional factors that may impact learner demand for this proposed program. • N/A
f.	 Briefly describe how the enrolment plan aligns with the anticipated demand for this program, taking into account the identified labour market demand and other Alberta program providers. N/A
g.	Comment on the overall sustainability of learner demand for this program over the longer
	 term. The initial contract with WMU for Alberta Institute is for 5 years, however, it is anticipated that the contract will extend beyond that as WMU has indicated that they anticipate long term demand and for the University of Alberta's ongoing involvement in teaching the program once a dual degree program is approved. If for an unforeseen reason learner demand falls, the agreement between the University of Alberta and Wenzhou Medical University includes the following "if the recruitment"



number in the Program falls below mutually agreed targets, both parties agree to assess the situation together and determine appropriate responses."

Reviewer's Comment:

SECTION D: GRADUATE OUTCOMES AND PATHWAYS

1.	Employment Outcomes (Answer the following questions)
a.	For what types of career paths (including entrepreneurial and/or self-employment paths) and employment opportunities does the proposed program/specialization prepare graduates? None of the graduates of this program will directly enter the labour force in Alberta or in Canada after graduation. It is anticipated that following graduation students will proceed to graduate programs to pursue research or clinical medicine residency programs in China. Graduates of the program will have additional leadership skills, international experience and a broad perspective on health care and medical education.
b.	In cases of regulated professions, how was the regulatory body consulted and what feedback did it provide in terms of labour market factors? N/A Graduates of this program will not be regulated by regulatory bodies in Alberta or Canada.
C.	Identify existing or planned program or institutional supports that enable transition from post-secondary institution to work for graduates. N/A
Re	eviewer's Comment:
2.	Learner Pathways
a.	To what extent will learners be able to transfer credits to and from other post-secondary institutions?
	institutions? WMU will accept transfer credits for all courses as part of the Dual Degree Program
	institutions? WMU will accept transfer credits for all courses as part of the Dual Degree Program What types of further studies, if not within the same field, would graduates be most likely to pursue?
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b. Re 3.	institutions? WMU will accept transfer credits for all courses as part of the Dual Degree Program What types of further studies, if not within the same field, would graduates be most likely to pursue? It is anticipated that following graduation from this Program, students will proceed directly to clinical medicine residency programs in China. Alternatively the students would be well prepared to pursue graduate studies and research in health and medicine. eviewer's Comment: Societal and Community Benefits (<i>if applicable</i>)
b. Re 3.	institutions? WMU will accept transfer credits for all courses as part of the Dual Degree Program What types of further studies, if not within the same field, would graduates be most likely to pursue? It is anticipated that following graduation from this Program, students will proceed directly to clinical medicine residency programs in China. Alternatively the students would be well prepared to pursue graduate studies and research in health and medicine. eviewer's Comment:
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Implementation of this program will strengthen the partnerships between University of Alberta and Wenzhou Medical University and connect to the University of Alberta's strategic plan which encourages members of the UofA community to engage communities around the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.

The additional revenues received as a result of this program will be used to support social accountability initiatives, Global Health programming, International and Northern



electives support, bursaries for students from populations underrepresented in medicine and strategic recruitment outreach initiatives to attract move diverse students into medicine. This funding will specifically support the University and the Faculty response to the Truth and Reconciliation Report recommendation to increase the number of Aboriginal professionals working in the health-care field.

Reviewer's Comment:

SECTION E: FINANCIAL VIABILITY AND SUSTAINABILITY

- 1. Budget and Funding Sources (Answer the following questions)
- Describe how the institution plans to finance the program, (e.g. tuition, grants etc.): The program will be funded through a contractual agreement with Wenzhou Medical University
- b. Discuss risk mitigation plans should full revenue(s) not be achieved or should costs exceed amounts budgeted.

The revenues will be achieved through a contractual agreement with WMU. No money will move from UAlberta to WMU. The costs to deliver the program have been determined based on known costs for delivery of the Preclerkship Curriculum of the University of Alberta Medical School Program. As per the agreement between the University of Alberta and Wenzhou Medical University, "if the recruitment number in the Program falls below mutually-agreed targets, both parties agree to assess the situation together and determine appropriate responses."

Reviewer's Comment:

- 2. **Tuition and Student Cost Considerations** (Answer the following questions)
- a. Document tuition and fee projections for students (specify domestic student tuition fees, international student tuition fees, compulsory student fees, and other costs likely to be incurred by students (texts, equipment etc.). Provide rationale where appropriate such as comparisons with similar programs. (Consult with the Ministry as needed.):

There are no similar programs in the Campus Alberta system.

The program will be based on an exchange model for student tuition.

Wenzhou Medical University will transfer \$1,000,000 in the first year and \$2,000,000.00 annually for years 2-5, to the Faculty of Medicine and Dentistry to run the program. Students will incur additional costs for books and computers.

b. Does the proposed program align with the Tuition and Fees Regulation? ✔ Yes; or □ No
 c. Please elaborate on above answer, if necessary.



Ref:

https://www.ualberta.ca/international/international-relations/international-agreements/shared-credenti al-agreement-development-guidelines1.html

Reviewer's Comment:

SECTION F: INSTITUTIONAL IMPACT

- 1. **Institutional Capacity** (Answer the following questions)
- a. Briefly describe how the proposed program aligns with the institution's mandate and government priorities.

The Alberta Institute joint initiative between WMU and UAlberta aligns with the University of Alberta's strategic plan in several ways. First, it will allow the medical program to build and support an integrated, cross-institutional strategy that demonstrates and enhances the UofA's story internationally, while building and strengthening collaborations and partnerships with an international university. This initiative also advances University of Alberta International's vision to connect the university to the rest of the world and ensure that the UofA is seen as one of the leading universities in the world. Finally, the proposed program fulfills one of the Faculty of Medicine & Dentistry goals to attract and maintain international and global partners by collaborating with a prestigious medical university in China to deliver high quality and innovative curriculum to their students.

This partnership is the first collaboratively designed international medical school program in China. Implementation of this program will strengthen the partnerships between University of Alberta and Wenzhou Medical University and connect to the University of Alberta's strategic plan which encourages members of the UofA community to engage communities around the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.

b. To what extent does the program build on the institution's existing programs, infrastructure, resources and experience from offering programs in related fields?

Students in year 3 and 4 of the program will be in a parallel curriculum to the preclerkship curriculum for the medical students at the University of Alberta. Much of their program will be delivered (by UofA faculty) at a distance, with some faculty members teaching certain elements of courses in person at WMU. WMU will cover the cost for travel and accommodations for those faculty. In this way, the proposed Dual Degree Program builds upon the existing curricular materials developed for the pre-clerkship component of the MD Program. The program leadership will work with willing lecturers to adapt existing recorded lecture materials to be repurposed and leveraged in support of this proposed program. Students from WMU will participate in an in-person summer course in Edmonton between years 2 and 3 of their program to augment and enrich the online learning experience.

The existing curriculum delivery systems within the Faculty of Medicine and Dentistry are designed to run a parallel program such as this in a distributed fashion. Small group sessions are designed with materials that are available electronically. An extensive faculty development program has been developed to support this initiative. University of



Alberta facilitators will train faculty from WMU to deliver those sessions in person. We have assessment and evaluation systems that will allow us to assess student learning and evaluate the program at a distance. The Faculty of Medicine & Dentistry at the University of Alberta is well positioned and has the necessary experience to deliver the required courses to students in this program.

Reviewer's Comment:

2. Internal Review and Approval

a. Indicate which internal governance body recommended approval and specify date of approval.

Within the Faculty of Medicine this Program has been approved by: Faculty Council September 21, 2021

Within the University: GFC Programs Committee TBD Academic Planning Committee TBD

For the new credential The Board of Governors (The Board Learning, Research and Student Engagement Committee will need to recommend date TBD)

Reviewer's Comment:

SECTION G: SYSTEM IMPACT

Program/Specialization Duplication (Answer the following questions)
 a. Does the proposed program/specialization potentially duplicate existing programming in the Alberta Adult Learning System? □ Yes; or ✓ No
 b. If yes, list these programs. N/A
 c. If proposed program/specialization potentially constitutes program duplication, explain why such duplication is appropriate and beneficial in this circumstance. N/A. This proposed dual degree program does not duplicate an existing program.

Reviewer's Comment:

SECTION H: OTHER CONSIDERATIONS

Other considerations

- **a.** Are there other factors or considerations the Ministry should take into account when reviewing this proposal?
- b. The Alberta Institute WMU was established as a joint medical education training program between WMU and the University of Alberta with the signing of Articles of Association in October, 2019. The first cohort of students began the program in September 2020. After a highly successful first year, learner demand has increased and the reputation of the



program is positive. The rigor of the proposed Dual Degree program meets the standard expected for a UAlberta Bachelor Degree. The creation of a Dual Degree Program will bring value and further interest to the Alberta Institute WMU Program enhancing desirability and sustainability. This initiative has the capacity to enhance the reputation of the Faculty of Medicine and Dentistry and the University of Alberta with international partners. It could possibly be scaled in the future to work at other universities and in other countries.

Reviewer's Comment:

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:



Appendix A Program Description

Provide a 3-4 sentence calendar description of the program.

This dual degree program is a collaboration between Wenzhou Medical University (WMU) and the Faculty of Medicine & Dentistry at the University of Alberta as part of the Alberta Institute Wenzhou Medical University (AIWMU). Students who complete all of the required credits and meet the academic standards of both universities, will be granted the degrees from each institution. Students from WMU will be eligible for a Bachelor of Biomedicine from the University of Alberta after they complete the first four years of the program. They will be eligible for the Bachelor of Clinical Medicine degree from Wenzhou Medical University after all 5 years of the program have been completed.

Proposed program of study including course names, credits and year of study (specific course descriptions and objectives follow)

Year in Program	Courses	Credits
Years 1 and 2	Courses Taught by Wenzhou Medical University	
	English Medical English	9
	Medical chemistry Molecular and cellular biology Normal structure and function of human body Biological basis of disease	22
	Modern Chinese History, Politics, Education & Fundamentals of Law	12
	Introduction to medicine Traditional Chinese Medicine Medical Ethics Social medicine and health service management Social Practice Policies Physical and Psychological Health Education Sanitary regulation Hygiene	17
	Courses Taught by University of Alberta	
	Health Systems Science 1	3
	Health Systems Science 2A	3
	Summer School: Health Systems Science 2B	4
Year 3	Courses Taught by University of Alberta	
	Foundations Medicine	9
	Endocrinology & Metabolism	6
	Cardiovascular Medicine	5
	Pulmonary Medicine	3
	Renal Medicine	3
	Health Systems Science 3	4



Year 4	Courses Taught by University of Alberta	
•	Gastroenterology & Nutrition	5
	Reproductive Medicine & Urology	6
	Musculoskeletal System	6
	Neurosciences and Organs of Special Senses	9
	Psychiatry	3
	Oncology	3
	Health Systems Science	3
Year 5 ***the courses from this year of the program are not required for the Bachelor of Biomedicine Degree	Clinical Courses Taught by Wenzhou Medical University	
	Internal Medicine	16
	Surgery	16
	Obstetrics and Gynecology	6
	Pediatrics	6
	Community Medicine	2
	Radiology and ECG	2

Overview UAlberta courses taught for Alberta Institute WMU dual degree program

*** There are no prerequisites for the courses for students admitted into the program

COURSE NAMES	Credits	COURSE NAMES	Credits
Year 1		Year 2	
Health Systems Science	3	Health Systems Science	3
Summer Program	4		
······································			
Year 3		Year 4	
Foundations Medicine	9	Gastroenterology & Nutrition	5
Endocrinology &	6	Reproductive Medicine & Urology	6
Metabolism			
Cardiovascular Medicine	5	Musculoskeletal System	6
Pulmonary Medicine	3	Neurosciences and Organs of Special Senses	9
Renal Medicine	3	Psychiatry	3
Health Systems Science	4	Oncology	3
		Health Systems Science	3

Summary Course Descriptions

COURSE NAME	COURSE DESCRIPTION	Year
Health Systems	Health systems science is a foundational platform and	Year 1
Science 1	framework for the study and understanding of how care	
	is delivered for patients and populations within systems	
	of medical care, how health professionals work together	
	to deliver that care, and how the health system can	
	improve patient care and health care delivery. This	



	course introduces core domains including health care structures and processes; health care policy, economics, and management; clinical informatics and health information technology; population and public health; value-based care; health system improvement and systems thinking.	
Health Systems Science 2	Health systems science is a foundational platform and framework for the study and understanding of how care is delivered for patients and populations within systems of medical care, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. This course builds upon core domains introduced in Health Systems Science 1 including: health care structures and processes; health care policy, economics, and management; clinical informatics and health information technology; population and public health; value-based care; health system improvement and systems thinking.	Year 2
Foundations of Health and Medicine	The Foundations of Medicine course serves as a foundation for future learning and practice. This course will focus on integrating basic principles of medical and biological sciences as the foundation for the curriculum.	Year 3
Endocrinology & Metabolism	During the Endocrinology and Metabolism course, students will learn how the endocrine system integrates with the rest of the body. The course covers the different endocrine glands: how the hormones have profound effects on the cells and tissues of the body; and the feedback loops that are important in hormonal regulation. Students will have a chance to learn about basic endocrine anatomy, physiology, pathology and biochemistry, as well as clinical aspects of endocrine diseases. Discovery learning, team-based learning, in-class review sessions and self-study materials cover major endocrine topics.	Year 3
Cardiovascular Medicine	 The Cardiology course will serve as a foundation for future learning and practice. The goal is to provide students with an introduction to the fundamentals of cardiology medicine. Topics to be covered include the basic structure and function of the cardiovascular system 	Year 3



	 clinical picture of ventricular or valvular diseases, electrical diseases of the heart, including an approach to ECG reading coronary and aortic / peripheral arterial diseases congenital heart diseases myocardial and pericardial disease 	
Pulmonary Medicine	The Pulmonary serves as a foundation for future learning and practice. The goal is to provide students with an introduction to the fundamentals of pulmonary medicine.	Year 3
Renal Medicine	 The Renal course will serve as a foundation for future learning and practice. The goal is to provide students with an introduction to the fundamentals of renal medicine. Topics to be covered include: Basic anatomy, physiology, embryology and pathology of the renal system; Acute and chronic renal failure; Pharmacology of the kidney; Diseases of the glomerulus; Tubulointerstitial disease; Renovascular disease; Pediatric nephrology; and Hereditary and cystic renal disease 	Year 3
Health Systems Science 3	Health systems science is a foundational platform and framework for the study and understanding of how care is delivered for patients and populations within systems of medical care, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. This course builds upon core domains introduced in Health Systems Science 1 and 2 including: health care structures and processes; health care policy, economics, and management; clinical informatics and health information technology; population and public health; value-based care; health system improvement and systems thinking.	Year 3
Gastroenterology & Nutrition	 The Gastroenterology and Nutrition Course will serve as a foundation for future learning and practice. The goal is to provide students with an introduction to the fundamentals of gastroenterology. Topics to be covered include: The structure and function of the gastrointestinal tract 	Year 4



	• Gastrointestinal health and nutrition	
	• Common diseases of the gastrointestinal tract	
	• Fundamentals of gastrointestinal disease	
	management	
	• The impact of gastrointestinal disease on	
	patients and society.	
Reproductive	The Reproductive Medicine and Urology Course that	Year 4
Medicine & Urology	provides students with a strong knowledge base in	
	the fundamentals of reproductive medicine, urology.	
	Topics to be covered include:	
	• An overview of the anatomy,	
	pathophysiology, presentation, diagnosis and	
	treatment of common gynecologic, obstetric	
	(including genetic), urologic, and sexually	
	transmitted illnesses.	
Musculoskeletal	The Musculoskeletal System course provides	Year 4
System	students with a strong knowledge base in the	
-)	fundamentals of musculoskeletal medicine. The	
	anatomy, embryology, histology and physiology of	
	the musculoskeletal system and skin are studied.	
	An approach to common and important conditions	
	and disorders of the musculoskeletal system and skin	
	are covered from the perspectives of rheumatology,	
	physical medicine and rehabilitation, orthopedics,	
	dermatology, plastic surgery, pediatrics and family	
	medicine.	
Neurosciences and	The Neurosciences and Organs of Special Senses	Year 4
Organs of Special	course provides students with a foundation in the areas	
Senses	of Neurology, Neurosurgery, Ophthalmology, ENT and	
	Developmental Pediatrics.	
-	Throughout the course, students will learn the approach	
	to a patient with common	
	symptoms or important problems; the elements of the	
	neurological, eye, and head and neck exam, as well as	
	perform a developmental assessment; to develop the	
	ability to localize lesions, all while being able to	
	recognize serious processes requiring urgent referral.	
Psychiatry	The Psychiatry course provides students with	Year 4
-	foundational knowledge regarding mental health and	
	illness. Students will learn how to describe why	
	mental health is important and the cost to society of	
	-	
	mental illness. They will also learn to describe the stigma of mental illness and its impact on physician	



Oncology	The Oncology course is designed to help students to understand the principles of oncology and recognize the importance of a multidisciplinary approach to cancer care while caring for patients with cancer.	Year 4
Health Systems Science 4	Health systems science is a foundational platform and framework for the study and understanding of how care is delivered delivery for patients and populations within systems of medical care, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. This course builds upon core domains introduced in Health Systems Science 1, 2 and 3 including: health care structures and processes; health care policy, economics, and management; clinical informatics and health information technology; population and public health; value-based care; health system improvement and systems thinking.	Year 4



Course Objectives by course:

Foundations of Medicine

Course Objectives

Medical expert

• Explain fundamentals of key topics (anatomy, physiology, histology, genetics, pharmacology, immunology, embryology, microbiology)

• Describe a patient-centered approach to problem solving and clinical decision-making.

• Apply basic principles of hematology, pathology/laboratory medicine, medical genetics and infectious disease from basic science to clinical application.

• Demonstrate understanding of infectious diseases in the context of global health issues.

Communicator

- Demonstrate the ability to be facilitative in communication and interaction with others.
- Gather information about a patient's beliefs, concerns, expectations and illness experience.
- Explain the importance of effective patient-centered communication in the patient-physician relationship and its effect on patient outcomes.

• Deliver information in a professional manner and in such a way that is understandable, encourages discussion and participation in decision-making.

• Discuss patient encounters and the importance of treating patients with respect and maintaining patient confidentiality.

• Demonstrate awareness and sensitivity to human differences, including differences in age, gender, disability, sexual orientation, ethnicity, and cultural background, socioeconomic or psychosocial factors.

• Provide and be receptive to constructive and professional feedback to and from peers and preceptors about their communication practices and group work interactions.

Collaborator

• Describe the role and responsibilities of other healthcare professionals. • Recognize one's own differences, biases, assumptions and limitations that may contribute to inter-professional tension.

• Work collaboratively with others.

• Explain how to work effectively in a team to achieve an appropriate outcome. • Interact respectfully and professionally with small group and team members and describe the value of team members

Leader

• Make proficient use of technology assisted learning as it is deployed in this course. • Explain the role of the physician with regards to helping patients navigate the healthcare system.

• Discuss the concept of resource allocation in the management of the individual patient's healthcare within the whole health system.

Scholar

• Facilitate the learning of self and others in various small-group and team-based settings.



• Demonstrate ability to engage in self-directed learning based on reflective practice and life-long learning principles.

• Understand how to formulate a clinical question and search the literature using the library website and other resources.

• Research the information required (including evidence-based resources and other resources) in order to prepare for presenting possible diagnostic and management options for discussion.

• Begin to critically appraise retrieved evidence and information and demonstrate integration of new learning.

• Apply the concepts of validity, importance and applicability to help clinicians answer clinical questions and patients' questions regarding therapy, harm, diagnosis, prognosis, and screening.

• Provide and receive effective feedback.

Health advocate

• Recognize different points of view regarding culture, religion, beliefs, illness, disease, medicine, and medical practices and discuss in an open and non-judgmental manner.

• Describe how different social determinants of health influence how the patient copes with an illness, influences health, disease and disability, influences access to health care services and how they may or may not receive support.

• Identify emerging and ongoing issues for populations who are vulnerable.

• Identify points of influence in the healthcare system and its structure.

• Explain the concept of social accountability, principles of community engagement in responding to the needs of the community.

Professional

• Adhere to the Wenzhou Medical University and University of Alberta, Faculty of Medicine and Dentistry Code of Conduct and to the Professional Standards for Students in the Faculty of Medicine and Dentistry.

• Define professionalism as the key values required in the profession, including honesty, integrity, maintaining appropriate patient boundaries, maintaining confidentiality, and a commitment to patient well-being.

• Define professionalism in the context of medical school, and within the medical profession, and to apply its principles to all activities, including during assignments, small group interactions, examinations, self-assessment, peer-assessment, faculty assessment, online in social media etc.

• Discuss the importance of context in the interpretation of professionalism.

• Describe how each physician has the obligation to actively maintain professional competence participate in peer/colleague assessment and self-assessment as applicable.

• Explain how self-reflection facilitates the student's professional identity formation, and shapes their approach to all patients.

• Discuss basic legal and ethical challenges that physicians face in practice, and begin to apply key concepts to navigate these challenges.

• Give constructive and professional feedback and assessment to their peers and colleagues about attitudes, behaviors, practices and group work interactions in a structured manner.

• Demonstrate a sense of responsibility: taking initiative, carrying out assigned duties exhibiting dependability and self-direction.



• Demonstrate punctuality.

• Recognize and appropriately respond to ethical issues encountered during the course. • Recognize factors such as fatigue, stress, and competing demands/roles that impact on personal and professional performance. Seek assistance when professional or personal performance is compromised.

• Contribute to Team Based Learning (TBL) and Discovery Learning (DL) and small group discussion in a respectful manner.

Endocrinology & Metabolism

Course Objectives

Medical expert

- Obtain a history related to an endocrine case.
- Explain symptoms and signs encountered in common endocrine diseases:
 - polyuria and polydipsia
 - fatigue
 - weight loss
 - fractures and reduced bone density
 - hypertension/hypotension
 - weight gain/obesity
 - hirsutism
 - changes in growth and development
 - changes in pubertal onset or progression
 - erectile dysfunction, gynecomastia
 - nausea, headache, palpitations and sweating
 - vomiting
 - hypercalcemia/hypocalcemia
 - adrenal insufficiency
 - hypoglycemia/ hyperglycemia
 - hyperthyroidism/hypothyroidism
 - hypogonadism in males
 - panhypopituitarism

• Identify appropriate laboratory and imaging investigations used in the diagnosis and management of endocrine diseases.

• Explain the origin and biology of common endocrine disorders throughout the life span.

• Develop a reasonable systematic approach to the diagnosis and management of possible endocrine causes of common clinical presentations.

- Explain complications of diabetes.
- Describe nutritional principles as they apply to management of diabetes.

Communicator

• Demonstrate the ability to be facilitative with peers, patients, families, caregivers, community resources and interdisciplinary team members.

• Gather information about a patient's beliefs, concerns, expectations and illness experience.



• Explain the importance of effective patient-centered communication in the patient-physician relationship and its effect on patient outcomes.

• Recognize and demonstrate best practice on how the verbal and non-verbal cues affect the patient-physician relationship and patient outcomes.

• Deliver information in a professional, patient-centered manner and in such a way that is understandable and encourages discussion and participation in decision-making.

• Discuss patient encounters and the importance of treating patients with respect and maintaining patient confidentiality.

• Demonstrate awareness and sensitivity to human differences, including differences in age, gender, disability, sexual orientation, ethnicity, cultural background, socioeconomic or psychosocial factors.

• Provide and be receptive to constructive and professional feedback to and from peers and preceptors about their communication practices and group work interactions.

Collaborator

• Discuss the role of gastroenterologists, general surgeons, dieticians, and other health professionals in the management of gastrointestinal disease in adult and children

• Describe the roles and responsibilities of other healthcare professionals.

• Recognize one's own differences, biases, assumptions and limitations that may contribute to interprofessional tension.

- Work collaboratively with others.
- Explain how to work effectively in a team to achieve an appropriate outcome.

• Interact respectfully and professionally with small group and team members and describe the value of team members.

Leader

• Explain the leadership role of the physician with regards to helping patients navigate the healthcare system.

• Discuss the concept of resource allocation in the management of the individual patient's healthcare within the whole health system.

• Discuss and begin to incorporate cost perspectives into clinical decision-making.

• Make proficient use of technology assisted learning as it is deployed in this course.

Scholar

• Facilitate the learning of self and others in various small-group and team-based settings.

• Demonstrate the ability to engage in self-directed learning based on reflective practice and life-long learning principles.

- Understand how to formulate a clinical question and search the literature using the library website and other resources.
- Identify the history of medical research as it applies to the discovery of insulin.
- Research the information required (including evidence-based resources and other resources) in order to prepare for presenting possible diagnostic and management options for discussion.

• Critically appraise retrieved evidence and information and demonstrate integration of new learning.



• Apply the concepts of validity, importance and applicability to help clinicians answer clinical questions and patients' questions regarding therapy, harm, diagnosis, prognosis, and screening.

• Provide and receive effective feedback.

Health advocate

• Recognize different points of view regarding culture, religion, beliefs, illness, disease, medicine, and medical practices and discuss in an open and non-judgmental manner.

• Describe how different social determinants of health influence how the patient copes with an illness, disease and disability; and how they affect access to health care services.

- Identify emerging and ongoing issues for populations who are vulnerable.
- Identify points of influence in the healthcare system and its structure.

• Explain the concept of social accountability and principles of community engagement in responding to the needs of the community.

• Understand factors contributing to the obesity epidemic and describe prevention and treatment strategies for obesity.

Professional

• Adhere to the Wenzhou Medical University and University of Alberta Faculty of Medicine and Dentistry Code of Conduct and to the Professional Standards for Students in the Faculty of Medicine and Dentistry.

• Define professionalism as the key values required in the profession, including honesty, integrity, maintaining appropriate patient boundaries, maintaining confidentiality, and a commitment to patient well-being.

• Define professionalism in the context of medical school, and within the medical profession, and apply its principles to all activities, including during assignments, small group interactions, examinations, self-assessment, peer-assessment, faculty assessment, online in social media, etc.

• Discuss the importance of context in the interpretation of professionalism.

• Discuss how each physician has the obligation to actively maintain professional competence and participate in peer/colleague assessment and self-assessment as applicable.

• Explain how self-reflection facilitates the student's professional identity formation and shapes their approach to all patients.

• Discuss basic legal and ethical challenges that physicians face in practice and begin to apply key concepts to navigate these challenges.

• Give constructive and professional feedback and assessment to their peers and colleagues about attitudes, behaviors, practices and group work interactions in a structured manner.

• Demonstrate a sense of responsibility: taking initiative, carrying out assigned duties, and exhibiting dependability and self-direction.

- Demonstrate punctuality.
- Recognize and appropriately respond to ethical issues encountered during the course.
- Recognize factors such as fatigue, stress, and competing demands/roles that impact on personal and professional performance. Seek assistance when professional or personal performance is compromised.
- Contribute to Discovery Learning (DL) discussion in a respectful manner.



Cardiovascular System

Course Objectives

Medical expert

• Describe the characteristics of cardiac anatomy & physiology of the cardiovascular system, normal heart function, how cardiovascular system adapts to various loads, heart dysfunction / failure, valve dysfunction and coronary artery disease.

• Demonstrate an understanding of endocardial diseases including valve diseases and basic arrhythmias and their effect on heart function.

• List the causes and definition of syncope, including the history and physical findings to suggest cause, and to differentiate from other causes of loss of consciousness.

• Demonstrate a systematic approach to the interpretation of electrocardiography (ECG), including rhythm interpretation, arrhythmias including their causes and classifications and use of anti-arrhythmic drugs.

• Correlate the embryology of great vessels and heart with congenital heart diseases including cyanotic and acyanotic causes.

• List the different types of cardiomyopathies and their causes: dilated, hypertrophic and restrictive (+rarer types).

• Demonstrate an understanding of atherosclerosis, coronary disease (stable and unstable), venous diseases, aortic syndromes and peripheral vascular disease including pathophysiology, signs, symptoms, diagnosis and management.

• Describe the clinical features, pathophysiology, investigations and principles of treatment of pericardial diseases including pericarditis, tamponade and pericardial constriction Communicator

• Ability to formulate / challenge learning issues and research presented in discovery learning sessions

Collaborator

• Ability to work well in group format in discovery learning to help work through weekly discovery learning cases, encouraging group interaction and learning Leader

Scholar

• Demonstrating ability to research learning issues raised during discovery learning but also in various labs / whole class learning

Health advocate

• Discuss the physical and psychosocial effects of cardiac disease on children and adults.

Professional

• Adhere to the WMU and University of Alberta, Faculty of Medicine and Dentistry Code of Conduct and to the Professional Standards for Students in the Faculty of Medicine and Dentistry.

• Give constructive and professional feedback and assessment to their peers and colleagues about attitudes, behaviors, practices and group work interactions in a structured manner.



- Demonstrate a sense of responsibility: taking initiative, carrying out assigned duties, exhibiting dependability and self-direction.
- Demonstrate punctuality.
- Recognize and appropriately respond to ethical issues encountered during the course.

• Recognize factors such as fatigue, stress, and competing demands/roles that impact on personal and professional performance. Seek assistance when professional or personal performance is compromised.

• Contribute to Discovery Learning (DL) discussion in a respectful manner.

Pulmonary System

Course Objectives

Medical expert

- Recognize a patient with life-threatening respiratory disease
- Discuss the potential communicability of specific respiratory disorders (as well as methods to prevent their spread within health care facilities and the community)
- Discuss the basic concepts of respiratory resuscitation, including airway management, ventilation and oxygenation
- Perform a physical examination focusing on the respiratory system
- Explain the pathophysiology of common respiratory physical signs

• Use physical findings to diagnose common respiratory disorders such as pleural effusion, consolidation, pneumothorax and pulmonary fibrosis

- Use data from an arterial blood gas to identify abnormalities of gas exchange
- Use data from an arterial blood gas to identify common acid-base disorders
- Interpret a spirogram and a simple pulmonary function test
- Demonstrate a systematic approach to the interpretation of a chest radiograph
- Identify normal anatomic structures on a chest radiograph and chest CT
- Identify chest radiograph manifestations of common respiratory pathology including atelectasis, COPD, lung nodules/masses, pleural effusion, pneumonia, pneumothorax and pulmonary edema

• Discuss the following procedures: airway management using a bag and mask device, thoracocentesis and tube thoracostomy

• Describe the clinically relevant embryologic and fetal development of the respiratory system

- Explain how the respiratory system changes through the course of the human life cycle
- Describe the clinically relevant histology of the respiratory system
- Recognize clinically relevant anatomic components of the chest wall, pleural space, mediastinum, lung, neck and head
- Demonstrate an understanding of surface anatomy of the respiratory system
- Correlate anatomic knowledge with chest radiograph and chest CT images
- Discuss the pharmacology of common respiratory medications such as
- Short-Acting Beta-Agonists, Long-Acting Beta-Agonists, Short-Acting Anticholinergics, Long-Acting Muscarinic-Antagonists, Leukotriene-Receptor Antagonists and corticosteroids (Inhaled Corticosteroids, systemic steroids)

• Describe the etiology, pathophysiology, epidemiology, clinical manifestations, diagnosis, prevention and treatment of the following clinical conditions:



- Asthma
- COPD
- Common congenital disorders of the respiratory system
- Cystic Fibrosis
- Recognize and demonstrate an approach to the following symptoms/clinical presentations:
 - Chest pain (cardiac and non-cardiac)
 - Cough (acute and chronic)
 - Dyspnea
 - Hemoptysis
 - Sputum
 - Stridor
 - Wheeze

• Recognize respiratory conditions common to pediatric, adult and geriatric patients and populations (describe the etiology, pathophysiology, epidemiology, clinical manifestations, diagnosis, prevention and treatment of the following clinical conditions (refer to session-specific objectives for details):

- Asthma
- COPD
- Common congenital disorders of the respiratory system
- Cystic Fibrosis
- Hyaline membrane disease (respiratory distress syndrome)
- Idiopathic Pulmonary Fibrosis (as the most common example of interstitial lung disease)
- Lung cancer
- Occupational/environmental lung disease (asbestosis, occupational asthma) o Otitis media
- Pleural effusion
- Pneumonia
- Pneumothorax
- Respiratory failure
- Sleep disordered breathing (snoring, obstructive sleep apnea, central sleep apnea, narcolepsy)
- Tobacco addiction
- Tuberculosis
- Upper respiratory tract infections
- Venous thromboembolic disease

Communicator

• Ability to formulate / challenge learning issues and research presented in discovery learning sessions

Collaborator

• Ability to work well in group format in discovery learning to help work through weekly discovery learning cases, encouraging group interaction and learning



Leader

• Managing time demands from course work

Scholar

• Demonstrating ability to research learning issues raised during discovery learning but also in various labs / whole class learning

Health advocate

• Consider the physical and psychosocial effects of cardiac disease on children and adults.

Professional

• Adhere to the WMU and University of Alberta, Faculty of Medicine and Dentistry Code of Conduct and to the Professional Standards for Students in the Faculty of Medicine and Dentistry.

• Give constructive and professional feedback and assessment to their peers and colleagues about attitudes, behaviors, practices and group work interactions in a structured manner.

• Demonstrate a sense of responsibility: taking initiative, carrying out assigned duties, exhibiting dependability and self-direction.

- Demonstrate punctuality.
- Recognize and appropriately respond to ethical issues encountered during the course.

• Recognize factors such as fatigue, stress, and competing demands/roles that impact on personal and professional performance. Seek assistance when professional or personal performance is compromised.

• Contribute to Discovery Learning (DL) discussion in a respectful manner.

Renal System

Course Objectives

Medical expert

• Describe features of the history and physical exam that are indicative of renal disease.

• Define the following signs and symptoms of renal disease: gross hematuria, peripheral edema, pulmonary edema, hypertension, flank pain, nocturia, foamy urine/proteinuria, costovertebral angle tenderness, abdominal masses, features of uremia.

Identify methods used to screen for and investigate renal disease, including urinalysis and methods to assess GFR, urine culture, serum electrolytes, renal biopsy, and renal imaging.
Demonstrate on emproved to the following elinical presentations:

- Demonstrate an approach to the following clinical presentations:
 - Hematuria
 - Proteinuria
 - Edema/Volume overload
 - Dysnatremias (hyponatremia and hypernatremia)
 - Hypokalemia and hyperkalemia
 - Acidosis and alkalosis

• Describe the pathophysiology, presenting signs and symptoms, differential diagnoses, clinical manifestations, complications, investigations and management for the following clinical conditions:

• Acute renal failure



- Chronic renal failure in adults
- Hypertension
- Glomerulonephritis nephritic
- Glomerulonephritis nephrotic
- Diabetic nephropathy
- Tubulointerstitial disorders
- Vesicoureteric reflux (VUR) in children
- Pediatric chronic kidney disease (CKD)
- Hereditary and cystic renal disease
- Renovascular disease (RVD)
- Apply knowledge of early referral for education and access planning for dialysis patients
- Recognize the risks and disease prevention strategies for patients with ESKF.

• Describe the embryologic development of the genitourinary tract and some developmental abnormalities that could lead to congenital malformations of the kidneys, ureters and urinary bladder.

- Explain the histology of the nephron and how its structure relates to kidney function.
- Discuss the anatomy of the kidney and ureter.
- Discuss the physiology of the renal system, including:
 - GFR and tubular function
 - Sodium and water handling
 - Potassium handling
 - Acid base management
- Recognize the pathology associated with common renal diseases
- Discuss the relationship between pharmacology and renal function:
- Mechanism of action, clinical use, and side effects of diuretics drugs.
- Clearance and accumulation of medications: the impact of chronic kidney disease on drug pharmacokinetics and drug dosing, and common drug nephrotoxicity.
- Describe the basic science behind dialysis.

Communicator

• Demonstrate the ability to be facilitative with peers, patients, families, caregivers, community resources and interdisciplinary team members.

• Gather information about a patient's beliefs, concerns, expectations and illness experience.

• Explain the importance of effective patient-centered communication in the patient-physician relationship and its effect on patient outcomes.

• Recognize and demonstrate best practice on how the verbal and non-verbal cues affect the patient-physician relationship and patient outcomes.

• Deliver information in a professional patient-centered manner and in such a way that is understandable, encourages discussion and participation in decision-making.

• Discuss patient encounters and the importance of treating patients with respect and maintaining patient confidentiality.

• Demonstrate awareness and sensitivity to human differences, including differences in age, gender, disability, sexual orientation, ethnicity, cultural background, socioeconomic or psychosocial factors.



• Provide and be receptive to constructive and professional feedback to and from peers and preceptors about their communication practices and group work interactions.

Collaborator

• Describe the role and responsibilities of other healthcare professionals.

• Recognize one's own differences, biases, assumptions and limitations that may contribute to interprofessional tension.

- Work collaboratively with others.
- Explain how to work effectively in a team to achieve an appropriate outcome.
- Interact respectfully and professionally with small group and team members and describe the value of team members.

Leader

• Make proficient use of technology assisted learning as it is deployed in this course.

• Explain the role of the physician with regards to helping patients navigate the healthcare system.

• Discuss the concept of resource allocation in the management of the individual patient's healthcare within the whole health system.

- Discuss and begin to incorporate the cost perspectives into clinical decision-making. Scholar
- Facilitate the learning of self and others in various small-group and team-based settings.
- Demonstrate ability to engage in self-directed learning based on reflective practice and life-long learning principles.
- Understand how to formulate a clinical question and search the literature using the library website and other resources.
- Research the information required (including evidence-based resources and other resources) in order to prepare for presenting possible diagnostic and management options for discussion.

• Critically appraise retrieved evidence and information and demonstrate integration of new learning.

• Apply the concepts of validity, importance and applicability to help clinicians answer clinical questions and patients' questions regarding therapy, harm, diagnosis, prognosis, and screening.

• Provide and receive effective feedback.

Health advocate

• Recognize different points of view regarding culture, religion, beliefs, illness, disease, medicine, and medical practices and discuss in an open and non-judgmental manner. • Describe how different social determinants of health influence how the patient copes with an illness, influences health, disease and disability, influences access to health care services and how they may or may not receive support.

- Identify emerging and ongoing issues for populations who are vulnerable.
- Identify points of influence in the healthcare system and its structure.
- Explain the concept of social accountability, principles of community engagement in responding to the needs of the community.



Professional

• Adhere to the WMU and University of Alberta, Faculty of Medicine and Dentistry Code of Conduct and to the Professional Standards for Students in the Faculty of Medicine and Dentistry.

• Define professionalism as the key values required in the profession, including honesty, integrity, maintaining appropriate patient boundaries, maintaining confidentiality, and a commitment to patient well-being.

• Define professionalism in the context of medical school, and within the medical profession, and to apply its principles to all activities, including during assignments, small group interactions, examinations, self-assessment, peer-assessment, faculty assessment, online in social media etc.

• Discuss the importance of context in the interpretation of professionalism.

• Discuss that self-regulation of the profession is a privilege and as such, each physician has the obligation to actively maintain professional competence participate in peer/colleague assessment and self-assessment as applicable.

• Explain how self-reflection facilitates the student's professional identity formation and shapes their approach to all patients.

• Discuss basic legal and ethical challenges that physicians face in practice and begin to apply key concepts to navigate these challenges.

• Give constructive and professional feedback and assessment to their peers and colleagues about attitudes, behaviors, practices and group work interactions in a structured manner.

• Demonstrate a sense of responsibility: taking initiative, carrying out assigned duties exhibiting dependability and self-direction.

• Demonstrate punctuality.

• Recognize and appropriately respond to ethical issues encountered during the course. •

Recognize factors such as fatigue, stress, and competing demands/roles that impact on personal and professional performance. Seek assistance when professional or personal performance is compromised.

• Contribute to Discovery Learning (DL) discussion in a respectful manner.

Gastroenterology & Nutrition

Course Objectives

Medical expert

• Describe the presentation, pathophysiology, clinical findings, diagnosis and management or treatment of the following disorders in adults:

- Gastroesophageal reflux disease
- Gastrointestinal bleeding
- Acute and chronic liver disease
- Viral hepatitis (A-E)
- Non-viral hepatitis (including alcoholic hepatitis, hemochromatosis, Wilson's disease, primary biliary cirrhosis, autoimmune hepatitis, primary sclerosing cholangitis, NASH) o Cirrhosis and hepatic failure
- Gallstone disease
- Acute and chronic diarrhea
- Acute and chronic pancreatitis



- Celiac disease
- Inflammatory bowel disease (Crohn's disease and ulcerative colitis)
- Diverticular disease
- Irritable bowel syndrome
- GI cancers (esophageal, gastric, pancreatic, colon)
- Rectal bleeding
- Acute abdominal pain
- Chronic lower abdominal pain
- Fecal incontinence
- Systemic disease that manifest in the oral cavity
- Adverse food reactions (food hypersensitivity/allergy and anaphylaxis, food intolerance)

• Describe the presentation, pathophysiology, clinical findings, diagnosis, and management or treatment of the following disorders in children:

- Gastroesophageal reflux disease
- Eosinophilic esophagitis
- Peptic ulcer disease
- Celiac disease
- Congenital malformations (tracheoesophageal fistula, pyloric stenosis, intussusception, Meckel's diverticulum)
- Neonatal jaundice and congenital liver abnormalities
- Inflammatory bowel disease
- Acute and chronic diarrhea
- Constipation
- Abdominal pain
- Rectal bleeding
- Adverse food reactions (food hypersensitivity/allergy and anaphylaxis, food intolerance)

Discuss principles of nutrition, and define and describe the following nutritional concepts:

- A normal diet
- Malnutrition measurement
- Indications for enteral or parenteral nutrition
- Describe principles of nutrition in the newborn, toddler and child, and discuss the following concepts:
 - Benefits of breastfeeding in infants
 - Nutrition monitoring, e.g., growth charts
- Describe the general guidelines for screening of colon cancer.
- List the immunizations available for viral hepatitis.
- Provide a comprehensive targeted GI-symptom medical history.
- Perform a physical examination for focusing on the GI system.
- Define and develop an approach to common presenting symptoms and signs of GI disease in adults and children, including:
 - Heartburn
 - dyspepsia
 - dysphagia



- chest pain
- odynophagia
- hematemesis
- hematochezia
- jaundice
- ascites
- hepatic encephalopathy
- biliary colic
- fatigue
- nausea
- vomiting
- abdominal pain
- diarrhea
- constipation
- anorexia
- weight loss
- anemia
- tenesmus
- fecal incontinence

• List the investigations, along with their main indicators, that are commonly used in gastroenterology, including endoscopy, radiography (abdominal x-rays, fluoroscopy studies, abdominal ultrasound, CT or MR), blood work, stool cultures, fecal occult blood testing, urea breath test.

- Develop a systematic approach to the interpretation of abdominal x-rays.
- Analyze and interpret liver function tests.
- Describe the physiology of the gastrointestinal system, including:

The oral cavity (salivary secretion)

Esophagus (esophageal motility)

Stomach (gastric motility and gastric acid secretion)

Small intestine (absorption of nutrients)

Large intestine (intestinal transport of fluid and electrolytes)

Liver (role in drug metabolism and bilirubin metabolism)

Pancreas (macronutrient digestion)

• Describe the anatomy and identify key structures of the abdomen, including the anterior and posterior abdominal walls, inguinal region, abdominal cavity, peritoneum and abdominal viscera, and retroperitoneal structures.

• Describe the embryological development of the abdominal cavity and gastrointestinal system and apply this knowledge to various congenital anomalies of the GI system.

• Describe the histology of the gastrointestinal tract, in particular the oral cavity, esophagus, and gastroesophageal junction.

• Describe the pharmacologic principles and the types of the drugs used in gastric acid suspension, laxatives and anti-diarrheal agents.

Communicator



• Demonstrate the ability to be facilitative with peers during the Gastroenterology and Nutrition course

• Discuss patient encounters and the importance of treating patients with respect and maintaining patient confidentiality.

• Demonstrate awareness and sensitivity to human differences, including differences in age, gender, disability, sexual orientation, ethnicity, cultural background, socioeconomic or psychosocial factors.

• Provide and be receptive to constructive and professional feedback to and from peers and preceptors about their communication practices and group work interactions.

Collaborator

• Discuss the role of gastroenterologists, general surgeons, dieticians, and other health professionals in the management of gastrointestinal disease in adult and children

• Describe the roles and responsibilities of other healthcare professionals.

• Recognize one's own differences, biases, assumptions and limitations that may contribute to interprofessional tension.

- Work collaboratively with others.
- Explain how to work effectively in a team to achieve an appropriate outcome.

• Interact respectfully and professionally with small group and team members and describe the value of team members.

Leader

- Make proficient use of technology assisted learning as it is deployed in this course.
- Describe the role of physician as a steward of resources when selecting investigations.

Scholar

• Facilitate the learning of self and others in various small-group and team-based settings.

• Demonstrate ability to engage in self-directed learning based on reflective practice and life-long learning principles.

• Understand how to formulate a clinical question and search the literature using the library website and other resources.

• Research the information required (including evidence-based resources and other resources) in order to prepare for presenting possible diagnostic and management options for discussion.

• Provide and receive effective feedback.

Health advocate

• Recognize the impact of acute diarrhea due to poor sanitation as a global health problem.

• Recognize different points of view regarding culture, religion, beliefs, illness, disease, medicine, and medical practices and discuss in an open and non-judgmental manner.

Professional

• Adhere to the WMU and University of Alberta, Faculty of Medicine and Dentistry Code of Conduct and to the Professional Standards for Students in the Faculty of Medicine and Dentistry.



- Give constructive and professional feedback and assessment to their peers and colleagues about attitudes, behaviors, practices and group work interactions in a structured manner.
- Demonstrate a sense of responsibility: taking initiative, carrying out assigned duties, exhibiting dependability and self-direction.
- Demonstrate punctuality.
- Recognize and appropriately respond to ethical issues encountered during the course.
- Recognize factors such as fatigue, stress, and competing demands/roles that impact on personal and professional performance. Seek assistance when professional or personal performance is compromised.
- Contribute to Discovery Learning (DL) discussion in a respectful manner.

Reproductive Medicine & Urology

Course Objectives

Medical expert

- Outline and perform the basic elements of a reproductive history in patients of both sexes. • Describe the indications and basic technique of procedures unique to reproductive medicine (pelvic examination, Pap smear, digital rectal examination, uncomplicated labour and delivery).
- Identify the differences between common benign and malignant scrotal lesions.
- List the presenting symptoms of and basic treatment principles in diagnosing genitourinary trauma (kidney, bladder & urethra).
- Demonstrate a basic understanding of the treatment of benign prostatic hyperplasia (BPH), prostate cancer and other common inflammatory disorders of the prostate.
- Demonstrate basic understanding of the diagnosis and treatment of common urologic malignancies (renal cell carcinoma, transitional cell carcinoma of the bladder, and testis cancer).
- Explain the basic causes and general treatment options for urinary incontinence.
- Learn to classify, diagnose and develop an approach to treatment of urinary tract infections (bacterial cystitis, pyelonephritis, epididymitis, and prostatitis).
- Recognize and discuss the basic diagnosis and management of common pediatric urologic diseases (nocturnal enuresis, vesicoureteral reflux, cryptorchidism, testicular torsion and hypospadias).
- Diagnose and manage basic clinical concepts in urinary calculus disease. Outline the surgical and non-surgical management of prolapse and urinary incontinence. Explain the pathogenesis and associated sequelae of endometriosis and describe the signs and symptoms, surgical findings, diagnosis and the management of endometriosis.
- Define chronic pelvic pain and discuss the incidence, causes, pathophysiology, diagnostic procedures, and management of the heterogeneous group of disorders.
- Define primary and secondary dysmenorrhea and describe the causes, evaluation and management of each.
- Define abnormal uterine bleeding and dysfunctional uterine bleeding, and describe the causes, pathophysiology, diagnosis and management options for each.
- Describe the physiologic changes in the hypothalamic-pituitary-ovarian axis related to the climacteric and menopause and the associated physical, emotional, and sexual signs and symptoms.



- Define primary and secondary male and female infertility, describing for each the causes and approach to diagnosis and management.
- Describe the indications, contraindications, risks, and benefits of the treatments for menopause, including hormonal replacement, nutrition, exercise, and non-hormonal therapeutic options.
- Describe the rationale and methods of Pap smear screening for cervical dysplasia including colposcopy.
- Explain the typical management of cervical premalignant diseases.
- Explain the common course, diagnosis, and management of cervical cancer.
- Describe the symptoms, physical findings of uterine leiomyomas (fibroids) including methods of diagnosis and treatment.
- Outline the approach to the patient with postmenopausal vaginal bleeding.
- List the risk factors and symptoms/physical findings characteristic of endometrial carcinoma, the methods used in diagnosis and staging of the disease, and the typical disease course.
- List the differential diagnosis and management of the adnexal mass depending on age and mass characteristics.
- Describe the symptoms, physical findings, risk factors, diagnostic methods, histological classification of functional, benign and malignant ovarian tumors.
- Formulate an approach to investigation of medical complications [diseases] in pregnancy including the importance of appropriate testing for fetal health and well as monitoring of the maternal condition.
- Explain the initial and ongoing elements of antepartum care, including methods to diagnose pregnancy and establish gestational age; determination of obstetric risk status; techniques to assess fetal growth, maturity and well-being; appropriate diagnostic studies; antepartum patient education; antepartum nutritional needs; adverse effects of drugs.
- Outline the basic complications and management of early pregnancy including spontaneous abortion, ectopic pregnancy, and gestational trophoblastic disease.
- Describe how pregnancy affects or is affected by medical conditions such as diabetes mellitus, chronic hypertension, heart disease, recurrent pregnancy loss, previous genetic abnormalities, maternal age over 35, substance abuse, medications, nutrition and exercise, immunizations, and the workplace (including environmental hazards).
- Discuss the potential complications of late pregnancy including: Pregnancy induced hypertension, antepartum vaginal bleeding, intrauterine growth retardation (IUGR), SPROM, preterm labour, postdates pregnancy, small and large for dates gestations, multiple gestations, and isoimmunization.
- Develop a basic understanding of the principles and interpretation of antepartum and intrapartum fetal monitoring including ultrasound and fetal heart tracing.
- Outline a basic understanding of the mechanisms of labour and delivery and the common problems encountered including CPD, dystocia, breech presentation, shoulder dystocia, etc.
- Synthesize basic knowledge of the normal 3rd stage of labour and puerperium and lactation, and the types of problems that can develop including postpartum hemorrhage and postpartum fever.



- Apply basic knowledge of the diagnosis, prevention and treatment of specific infectious agents that are transmitted sexually including: N. gonorrhea, C. trachomatis, T. pallidum, H. simplex, HIV, T. vaginalis, and HPV.
- Elicit and interpret information from the history and physical examination to diagnose common syndromes associated with STI's.
- Diagram the mode of action, effectiveness, advantages, disadvantages, contraindications and complications of the reversible and non-reversible methods of birth control.
- Diagram the indications, alternatives, methods and complications of therapeutic abortion.
- Outline the basic assessment of newborn status and immediate postpartum care of the newborn, including situations requiring immediate intervention.
- Describe the basic embryology from fertilization to complete organ development (within the male & female urogenital systems).
- Apply this knowledge to various congenital abnormalities of the genitourinary tract.
- Identify & describe the anatomy and histological appearance of the male and female reproductive systems, external genitalia and bladder.
- Demonstrate an understanding of female physiology through the stages of reproductive life, with an emphasis on the menstrual cycle and its dysfunction.
- Describe the physiologic changes that occur in the pregnant woman from fertilization to puerperium.
- Outline male reproductive physiology beginning from puberty to adulthood. Describe the physiology of bladder function (filling & emptying).
- Discuss the predisposing factors, anatomy and neuromuscular pathophysiology of female pelvic prolapse.
- Describe the basic anatomy, histology, and function of the placenta.
- Outline the changes in pharmacodynamics occurring in a pregnant woman and neonate
- Describe how disease frequency varies amongst ethnic groups and be able to identify ethnic groups at increased risk for fetal genetic disorders or maternal medical conditions that impact pregnancy outcome.

Communicator

- Describe the considerations during initial counseling and support in situations involving potential or acute emotional reactions related to pregnancy loss, genitourinary surgery, and death/illness due to genitourinary cancer, sexual dysfunction, and abuse. Demonstrate the ability to be facilitative with peers, patients, families, caregivers, community resources and interdisciplinary team members.
- Deliver information in a professional patient-centered manner and in such a way that is understandable, encourages discussion and participation in decision-making. Discuss patient encounters and the importance of treating patients with respect and maintaining patient confidentiality.
- Demonstrate awareness and sensitivity to human differences, including differences in age, gender, disability, sexual orientation, ethnicity, cultural background, socioeconomic or psychosocial factors.
- Provide and be receptive to constructive and professional feedback to and from peers and preceptors about their communication practices and group work interactions.



Collaborator

- Outline the role of physicians, nurses, psychologists, social workers, midwives and other health professionals in managing the spectrum of genitourinary illness and maintaining reproductive health
- Discuss the role of the physician, nurse, midwife and other health professionals in the care of the normal healthy pregnant woman and her newborn
- Recognize one's own differences, biases, assumptions and limitations that may contribute to interprofessional tension.
- Work collaboratively with others.
- Explain how to work effectively in a team to achieve an appropriate outcome. Interact respectfully and professionally with small group and team members and describe the value of team members.

Leader

- Make proficient use of technology assisted learning as it is deployed in this course. Explain the Leader role of the physician with regards to helping patients navigate the healthcare system.
- Discuss the concept of resource allocation in the management of the individual patient's healthcare within the whole health system.

Scholar

- Facilitate the learning of self and others in various small-group and team-based settings. Demonstrate ability to engage in self-directed learning based on reflective practice and life-long learning principles.
- Understand how to formulate a clinical question and search the literature using the library website and other resources.
- Research the information required (including evidence-based resources and other resources) in order to prepare for presenting possible diagnostic and management options for discussion.
- Critically appraise retrieved evidence and information and demonstrate integration of new learning.
- Apply the concepts of validity, importance and applicability to help clinicians answer clinical questions and patients' questions regarding therapy, harm, diagnosis, prognosis, and screening.
- Provide and receive effective feedback

Health advocate

- Demonstrate knowledge of the critical population and global health issues related to sexually transmitted infections, maternal and neonatal mortality, and Identify points of influence.
- Integrate knowledge of obstetrical health into health promotion and advocacy and identify points of influence in the healthcare system and its structure that could result in a decrease in worldwide maternal and neonatal mortality.
- Describe several options for mobilizing resources for the patient in need when concerning matters of reproductive health.



- Recognize different points of view regarding culture, religion, beliefs, illness, disease, medicine, and medical practices and discuss in an open and non-judgmental manner.
- Identify emerging and ongoing issues for populations who are vulnerable.

Professional

- Explain and demonstrate with integrity and respect the physician's responsibility in caring for ethical matters in reproductive medicine (age of consent, therapeutic abortion, fetal rights, etc.).
- Demonstrate honesty and responsibility when caring for a patient with matters pertaining to reproductive health.
- Demonstrate respect and dignity when dealing with the psychosocial effects of genitourinary health and disease (such as puberty, pregnancy, contraception, malignancy or sexually transmitted illness).
- Be aware of his / her own attitude toward unique health problems involving reproductive health and disease.
- Discuss the principles of patient autonomy and decision making in reproductive medicine especially around the issues of contraception, abortion and intrapartum care.
- Apply key medical, ethical and legal principles to hypothetical clinical scenarios in reproductive medicine especially around the issues of contraception, abortion and intrapartum care.
- Respect patients' religious, moral, and ethical beliefs and biases, in regard to prenatal diagnostic tests and recognize the ethical, moral, and psychological implications of a positive prenatal screen.
- Explain and demonstrate with integrity and respect the physician's responsibility in caring for ethical matters in reproductive medicine (age of consent, therapeutic abortion, fetal rights, etc.)
- Demonstrate respect and dignity when dealing with the psychosocial effects of genitourinary health and disease (such as puberty, pregnancy, contraception, malignancy or sexually transmitted illness).
- Demonstrate punctuality.
- Give constructive and professional feedback and assessment to their peers and colleagues about attitudes, behaviors, practices and group work interactions in a structured manner.
- Demonstrate a sense of responsibility: taking initiative, carrying out assigned duties exhibiting dependability and self-direction.
- Recognize factors such as fatigue, stress, and competing demands/roles that impact on personal and professional performance. Seek assistance when professional or personal performance is compromised.
- Contribute to Discovery Learning (DL) discussion in a respectful manner.

Musculoskeletal System

Course Objectives

The over-arching objectives for this course include the following:



- Understand the structure and function of the musculoskeletal system (including bone, joint, muscle, peripheral nerves, and skin) in terms of the anatomy, embryology, physiology, and pathophysiology of common musculoskeletal conditions.
- Develop a general approach to the clinical diagnosis of musculoskeletal and dermatological conditions, including but not limited to describing classifications and underlying mechanisms of musculoskeletal pain, identifying pertinent symptoms and clinical courses of typical presentations, and correlating pertinent physical examination findings with the underlying anatomy and pathophysiology.
- Develop an evidence-based and general approach to the use of appropriate investigation modalities with an understanding of indications and contraindications for use of different tests (blood work, imaging, pathology, etc.)
- Describe appropriate management options including conservative treatment, medications, and surgical interventions for common musculoskeletal and dermatological conditions.

Medical Expert

Describe structure and function of the MSK system and skin particularly as they underlie normal processes and disease states

- Anatomy (including bones, joints, muscles and mechanics of movement, cutaneous and muscle nerve supply, vascular supply) of the musculoskeletal system:
 - Axilla and brachial plexus
 - Shoulder region
 - Arm, forearm and hand
 - Back
 - Gluteal region
 - Hip and thigh
 - Leg and foot
- Embryology:
- Outline the Embryological development of the limbs
- Physiology structure and organization of cartilage, bone, muscle and skin:
- Explain how the bone remodeling cycle occurs and apply this knowledge to relevant clinical scenarios (e.g., fracture healing stages, approximate fracture healing times, osteoporosis)
- Explain the skeletal muscle contractile cycle
- Describe the structure and function of the skin (including definition of the terms macule, papule, nodule, plaque, vesicle, cyst, ulcer)
- Describe a general approach to MSK pain including
- Describe the general classification of musculoskeletal diseases and compare and contrast the terms articular and non-articular MSK pain
- Compare and contrast inflammatory, mechanical, infectious, crystalline, traumatic, neoplastic and metabolic categories MSK pain
- Categorize joint pain using the terms non-articular pain, monoarthritis, oligoarthritis and polyarthritis; and acute arthritis, acute episodic arthritis and chronic arthritis
- Demonstrate an approach to broad musculoskeletal or skin presentations, including:
 - o Joint pain



- o Limp
- Neck/back pain
- Soft tissue pain
- o Trauma
- Skin conditions and rash:
- Define and explain the relevance of common symptoms and signs encountered in MSK and rheumatologic histories and physical examinations including
- Constitutional and systemic symptoms (including weight loss, fever, fatigue)
- MSK symptoms (including morning stiffness, loss of function, loss of
- movement, arthralgia, proximal muscle weakness, limp and/or abnormal gait, joint crepitus, decreased range of motion, joint tenderness and effusions)
- Obtain a functional history (including definitions of impairment, disability and
- handicap, basic ADLs, instrumental ADLs)
- Perform common MSK examinations including:
 - Screening MSK Examination (including the Look, Move, Feel general approach and the GALS (gait arms legs spine) screening exam)
 - Orthopedic examination of the newborn
 - Knee Exam
 - Hip Exam
 - Shoulder Exam
 - Back exam
 - Neck exam
- Describe the clinical features, pathophysiology, investigations and principles of treatment of key MSK and skin diseases and
- Compare and contrast the clinical features of common and/or serious injuries and indications for referral to a specialist for:
- Rheumatologic Problems:
 - Osteoarthritis
 - Rheumatoid arthritis
 - Seronegative spondyloarthropathies (including ankylosing spondylitis,
 - psoriatic arthritis, reactive arthritis (Reiter's syndrome), arthritis of
 - inflammatory bowel disease)
 - Systemic Lupus Erythematosus (SLE)
 - Connective tissue diseases (including dermatomyositis and polymyositis, Sjogren's Syndrome, Scleroderma (systemic sclerosis))
 - Vasculitis (including temporal arteritis/giant cell arteritis)
 - Polymyalgia rheumatic
 - Fibromyalgia
 - Tendonitis, bursitis and overuse syndromes
 - Crystal-induced arthritis (including gout and pseudogout)
 - Septic arthritis
 - Axial disorders (including urgent back pain, mechanical back pain,
 - neurological back pain, red flag back pain, soft tissue neck pain and
 - whiplash disorder)



- Musculoskeletal presentations or complications of common endocrine, neurologic, hematologic and infectious diseases
- Orthopedic problems including: Fractures of the upper and lower extremities (including clavicle fracture, humerus, scaphoid fracture, radial fracture, femur fracture, Tibial/Fibular fracture)
- Describe fracture patterns, list the classification of fractures and list the potential complications of fractures, including those that are life-threatening (e.g., ARDS, shock, associated injuries), limb-threatening (e.g., arterial injury, compartment syndrome) and chronic (e.g., reflex sympathetic dystrophy, non-union, nerve injury)
- Dislocations, subluxations, sprains, ligament injuries
- Tendon injury or rupture
- Muscle trauma/injury, including muscle strain
- Specific shoulder problems (e.g., rotator cuff, frozen shoulder)
- Specific knee trauma and conditions (e.g., meniscal pathology, ligament injuries)
- Common orthopedic problems of the ankles and feet (e.g., hallux valgus, plantar fasciitis)
- Common and/or important bone tumors (including recognition of basic
- patterns of aggressive vs. non-aggressive lesions clinically and on standard radiographs)
- Pediatric problems
 - Scoliosis
 - Orthopedic problems of the newborn, infant and child (including
 - developmental dysplasia of the hip, Legg Calve Perthes disease, slipped capital femoral epiphysis, genu varum and genu valgus, club foot, in-toeing and out-toeing and osteomyelitis)
 - Pediatric fractures and growth plate injuries
 - Pediatric Inflammatory Joint and muscle diseases (including recognition of how pediatric joint and muscle diseases such as juvenile idiopathic
 - arthritis, juvenile ankylosing spondylitis and juvenile dermatomyositis differ in presentation and clinical course from disease in the adult)
 - Pediatric soft tissue and overuse syndromes (including apophysitis,
 - patellofemoral syndrome)

Skin Conditions

- Erythematous skin lesions (including flushing, urticaria, erythema
- multiforme, vasculitis, chronic wounds, erythema nodosum)
- Leg ulcers
- Skin infections (including common bacterial, common viral, superficial
- fungal, necrotizing fasciitis)
- Benign skin tumors (including seborrheic keratosis, benign melanocytic tumors)
- Common hair disorders
- Skin cancers (including melanoma, basal cell carcinoma, actinic
- keratosis, squamous cell carcinoma)
- Psoriasis
- Warts
- Acne vulgaris
- Atopic dermatitis /eczema



- Burn injuries
- Common skin manifestations of systemic diseases (including diabetes
- mellitus, hyper and hypo thyroidism, kidney and liver diseases, SLE,
- dermatomyositis, scleroderma)

Develop an approach to the interpretation of common and/or important investigations that are used in the evaluation of musculoskeletal or skin disease, along with their main indications, including:

- Blood work (including interpretation of ESR, CRP, rheumatoid factor, CK, ANA and synovial fluid analysis)
- Diagnostic imaging (including interpretation of simple plain radiographs and description of indications for CT, MRI, ultrasound, arthroscopy, arthrography and bone scans)
- Electromyelography (EMG), nerve conduction studies (NCS)
- Pathology (e.g., muscle biopsy, temporal artery biopsy, skin biopsy)
- KOH preparation
- Develop an approach to key principles of management of common MSK diseases
- Outline the mechanism of action, indications, common and serious side effects of medications used in the treatment of musculoskeletal disease (e.g.,
- non-steroidal anti-inflammatory medications (NSAIDs), acetaminophen, steroids and key disease modifying medications)
- Explain the importance of lifestyle modifications and physical therapies in the management of MSK disorders
- Discuss the role of physical activity in promoting a healthy lifestyle in musculoskeletal disorders
- List the steps involved in rehabilitation of musculoskeletal injuries and write an appropriate prescription for rehabilitation therapy
- Define the term orthosis and compare and contrast the functions of orthoses in MSK management plans
- Describe the use and potential impact of complementary and alternative practices in the treatment of musculoskeletal disease

Describe the characteristics of common bacteria, viruses, parasites and fungi that cause human infections.

- Correlate the structure and virulence factors of these organisms with their ability to cause infections.
- List the mechanism of action, spectrum of activity and side effects of commonly used antimicrobials and the basic means by which microorganisms may develop resistance to these agents.
- Describe the organization of the immune system and show understanding of its function in protection against infection including the consequences of immune deficiency and immune dysregulation (hypersensitivity and autoimmunity)
- Describe the basic events underlying the inflammatory response.
- Demonstrate understanding of infectious diseases in the context of global health issues
- Demonstrate a basic understanding of blood cells and transfusions.



Communicator

- Communicate effectively with patients expressing musculoskeletal system concerns · Demonstrate consideration for the patient's comfort during physical examination of musculoskeletal system
- Discuss the potential ways in which lives of patients with musculoskeletal problems are affected by their conditions.
- Demonstrate the ability to be facilitative with peers, patients, families, caregivers, community resources and interdisciplinary team members.
- Gather information about a patient's beliefs, concerns, expectations and illness experience.
- Explain the importance of effective patient-centered communication in the patient-physician relationship and its effect on patient outcomes.
- Recognize and demonstrate best practice on how the verbal and non-verbal cues affect the patient-physician relationship and patient outcomes.
- Deliver information in a professional patient-centered manner and in such a way that is understandable, encourages discussion and participation in decision-making. Discuss patient encounters and the importance of treating patients with respect and maintaining patient confidentiality.
- Demonstrate awareness and sensitivity to human differences, including differences in age, gender, disability, sexual orientation, ethnicity, cultural background, socioeconomic or psychosocial factors.
- Provide and be receptive to constructive and professional feedback to and from peers and preceptors about their communication practices and group work interactions.

Collaborator

- Describe and briefly outline the roles of health care professionals involved in the treatment of musculoskeletal and skin diseases, and the importance of interprofessional collaboration:
 - Family medicine physician
 - Rheumatologist (adult and pediatric)
 - Orthopedic surgeon (adult and pediatric)
 - Physical medicine and rehabilitation specialist (physiatrist)
 - Sport and Exercise Medicine Physician
 - Physical therapist
 - Occupational therapist
 - Dermatologist
 - Plastic surgeon
 - Recognize one's own differences, biases, assumptions and limitations that may contribute to interprofessional tension.
 - Work collaboratively with others.
 - Explain how to work effectively in a team to achieve an appropriate outcome. Interact respectfully and professionally with small group and team members and describe the value of team members.



Leader

- Make proficient use of technology assisted learning as it is deployed in this course. Explain the Leader role of the physician with regards to helping patients navigate the healthcare system.
- Discuss the concept of resource allocation in the management of the individual patient's healthcare within the whole health system.
- Discuss and begin to incorporate the cost perspectives into clinical decision-making.

Scholar

- Facilitate the learning of self and others in various small-group and team-based settings. Demonstrate ability to engage in self-directed learning based on reflective practice and life-long learning principles.
- Understand how to formulate a clinical question and search the literature using the library website and other resources.
- Research the information required (including evidence-based resources and other resources) in order to prepare for presenting possible diagnostic and management options for discussion.
- Critically appraise retrieved evidence and information and demonstrate integration of new learning.
- Apply the concepts of validity, importance and applicability to help clinicians answer clinical questions and patients' questions regarding therapy, harm, diagnosis, prognosis, and screening.
- Provide and receive effective feedback

Health advocate

- Recognize different points of view regarding culture, religion, beliefs, illness, disease, medicine, and medical practices and discuss in an open and non-judgmental manner.
- Describe how different social determinants of health influence how the patient copes with an illness, influences health, disease and disability, influences access to health care services and how they may or may not receive support.
- Identify emerging and ongoing issues for populations who are vulnerable.
- Identify points of influence in the healthcare system and its structure.
- Explain the concept of social accountability, principles of community engagement in responding to the needs of the community.

Professional

- Adhere to the WMU and University of Alberta, Faculty of Medicine and Dentistry Code of Conduct and to the Professional Standards for Students in the Faculty of Medicine and Dentistry.
- Define professionalism as the key values required in the profession, including honesty, integrity, maintaining appropriate patient boundaries, maintaining confidentiality, and a commitment to patient well-being.
- Define professionalism in the context of medical school, and within the medical profession, and to apply its principles to all activities, including during assignments,



small group interactions, examinations, self-assessment, peer-assessment, faculty assessment, online in social media etc.

- Discuss the importance of context in the interpretation of professionalism.
- Discuss that each physician has the obligation to actively maintain professional competence participate in peer/colleague assessment and self-assessment as applicable.
- Explain how self-reflection facilitates the student's professional identity formation and shapes their approach to all patients.
- Discuss basic legal and ethical challenges that physicians face in practice and begin to apply key concepts to navigate these challenges.
- Give constructive and professional feedback and assessment to their peers and colleagues about attitudes, behaviors, practices and group work interactions in a structured manner.
- Demonstrate a sense of responsibility: taking initiative, carrying out assigned duties exhibiting dependability and self-direction.
- Demonstrate punctuality.
- Recognize and appropriately respond to ethical issues encountered during the course.
- Recognize factors such as fatigue, stress, and competing demands/roles that impact on personal and professional performance
- Seek assistance when professional or personal performance is compromised.
- Contribute to Discovery Learning (DL) discussion in a respectful manner.

<u>Psychiatry</u>

Course Objectives

Medical expert

• List DSM-5 definition criteria and important symptoms for schizophrenia, bipolar 1 and 2 disorders, major depressive disorder, anxiety disorders (social phobia, panic disorder, agoraphobia, and generalized anxiety disorder), obsessive-compulsive disorder, post-traumatic stress disorder, and the eating disorders (anorexia nervosa, bulimia nervosa).

- Describe for each disorder the:
 - Epidemiology
 - Etiology
 - Pathophysiology
- Describe investigations for a patient presenting with symptoms of each disorder.
- Discuss medication treatment for each disorder, emphasizing recent Canadian guidelines, and name the first-line treatments.
- Describe the serious and common side effects of medication treatments.
- Describe the monitoring and management of side effect common to the medication treatments.
- Discuss alternative & psychosocial treatments for each disorder.
- Discuss prognosis in each disorder.
- In terms of DSM-5 definition criteria and treatment, discuss disorders specific to:
 - child psychiatry
 - geriatric psychiatry
 - personality



- sleep-wake
- sexual dysfunctions
- gender dysphoria
- substance-related
- somatic symptoms
- Discuss ADHD as it relates to adults in terms of diagnosis and treatment.

• Demonstrate awareness of how cultural diversity affects the diagnosis and treatment of mental illnesses.

• Prioritize the management of a patient presenting with a mental health concern as the chief complaint.

• Describe and perform a psychiatric interview, mental status examination, risk assessment, and formulation of a patient.

• Evaluate the literature and create a 10-minute presentation and exam question on a topic of interest.

• Describe how neuroanatomy relates to function and clinical problems.

Communicator

• Demonstrate the ability to be facilitative with peers, patients, families, caregivers, community resources and interdisciplinary team members.

• Gather information about a patient's beliefs, concerns, expectations and illness experience.

• Explain the importance of effective patient-centered communication in the patient-physician relationship and its effect on patient outcomes.

• Recognize and demonstrate best practice on how the verbal and non-verbal cues affect the patient-physician relationship and patient outcomes.

• Deliver information in a professional patient-centered manner and in such a way that is understandable, encourages discussion and participation in decision-making.

• Discuss patient encounters and the importance of treating patients with respect and maintaining patient confidentiality.

• Demonstrate awareness and sensitivity to human differences, including differences in age, gender, disability, sexual orientation, ethnicity, cultural background, socioeconomic or psychosocial factors.

• Provide and be receptive to constructive and professional feedback to and from peers and preceptors about their communication practices and group work interactions.

Collaborator

• Describe the role and responsibilities of other healthcare professionals.

• Recognize one's own differences, biases, assumptions and limitations that may contribute to interprofessional tension.

- Work collaboratively with others.
- Explain how to work effectively in a team to achieve an appropriate outcome.

• Interact respectfully and professionally with small group and team members and describe the value of team members.

• Make proficient use of technology assisted learning as it is deployed in this course.

• Explain the Leader role of the physician with regards to helping patients navigate the healthcare system.



• Discuss the concept of resource allocation in the management of the individual patient's healthcare within the whole health system.

• Discuss and begin to incorporate the cost perspectives into clinical decision-making.

Scholar

• Facilitate the learning of self and others in various small-group and team-based settings.

• Demonstrate ability to engage in self-directed learning based on reflective practice and life-long learning principles.

• Understand how to formulate a clinical question and search the literature using the library website and other resources.

• Research the information required (including evidence-based resources and other resources) in order to prepare for presenting possible diagnostic and management options for discussion.

• Critically appraise retrieved evidence and information and demonstrate integration of new learning.

• Apply the concepts of validity, importance and applicability to help clinicians answer clinical questions and patients' questions regarding therapy, harm, diagnosis, prognosis, and screening.

• Provide and receive effective feedback

Health advocate

• Recognize different points of view regarding culture, religion, beliefs, illness, disease, medicine, and medical practices and discuss in an open and non-judgmental manner.

• Describe how different social determinants of health influence how the patient copes with an illness, influences health, disease and disability, influences access to health care services and how they may or may not receive support.

• Identify emerging and ongoing issues for populations who are vulnerable.

• Identify points of influence in the healthcare system and its structure.

• Explain the concept of social accountability, principles of community engagement in responding to the needs of the community.

Professional

• Adhere to the WMU and University of Alberta, Faculty of Medicine and Dentistry Code of Conduct and to the Professional Standards for Students in the Faculty of Medicine and Dentistry.

• Define professionalism as the key values required in the profession, including honesty, integrity, maintaining appropriate patient boundaries, maintaining confidentiality, and a commitment to patient well-being.

• Define professionalism in the context of medical school, and within the medical profession, and to apply its principles to all activities, including during assignments, small group interactions, examinations, self-assessment, peer-assessment, faculty assessment, online in social media etc.

• Discuss the importance of context in the interpretation of professionalism.

• Discuss how each physician has the obligation to actively maintain professional competence participate in peer/colleague assessment and self-assessment as applicable.



• Explain how self-reflection facilitates the student's professional identity formation and shapes their approach to all patients.

• Discuss basic legal and ethical challenges that physicians face in practice and begin to apply key concepts to navigate these challenges.

• Give constructive and professional feedback and assessment to their peers and colleagues about attitudes, behaviors, practices and group work interactions in a structured manner.

• Demonstrate a sense of responsibility: taking initiative, carrying out assigned duties exhibiting dependability and self-direction.

• Demonstrate punctuality.

• Recognize and appropriately respond to ethical issues encountered during the course. • Recognize factors such as fatigue, stress, and competing demands/roles that impact on personal and professional performance. Seek assistance when professional or personal performance is compromised.

• Contribute to Discovery Learning (DL) and Team based learning (TBL) discussion in a respectful manner.

Neurosciences & Organs of the Special Senses

Course Objectives

Medical expert

- List the elements of the Neurological, Eye, Otolaryngology (Ear, Nose and Throat (ENT) and developmental examination, and describe how to perform each element. Localize lesions in patients who present with symptoms suggestive of a problem involving the nervous system or organs of special sense.
- List the most important causes of common neurological, or special sense symptoms or developmental disorders. Discuss the investigations required to make a specific diagnosis.
 Develop an approach to the management of important neurological, ocular, ENT or developmental pediatric disorders, considering patient education, specific treatment, symptomatic treatment, psychological support, specialist referral and follow-up.
- Recognize serious neurological, ocular, or ENT presentations that are best handled by urgent referral to a specialist.

Communicator

- Demonstrate the ability to be facilitative with peers, patients, families, caregivers, community resources and interdisciplinary team members.
- Gather information about a patient's beliefs, concerns, expectations and illness experience.
- Explain the importance of effective patient-centered communication in the patient-physician relationship and its effect on patient outcomes.
- Recognize and demonstrate best practice on how verbal and non-verbal cues affect the patient-physician relationship and patient outcomes.
- Deliver information in a professional patient-centered manner and in such a way that is understandable, encourages discussion, as well as participation in decision-making. Discuss patient encounters and the importance of treating patients with respect and maintaining patient confidentiality.



- Demonstrate awareness and sensitivity to human differences, including differences in age, gender, disability, sexual orientation, ethnicity, cultural background, socioeconomic or psychosocial factors.
- Provide and be receptive to constructive and professional feedback to and from peers and preceptors about their communication practices and group work interactions.

Collaborator

- Describe the role and responsibilities of other healthcare professionals. Recognize one's own differences, biases, assumptions and limitations that may contribute to interprofessional tension. Work collaboratively with others.
- Explain how to work effectively in a team to achieve an appropriate outcome. Interact respectfully and professionally with small group and team members and describe the value of team members.

Leader

- Make proficient use of technology assisted learning as it is deployed in this course. Explain the Leader role of the physician with regards to helping patients navigate the healthcare system.
- Discuss the concept of resource allocation in the management of the individual patient's healthcare within the whole health system.
- Discuss and begin to incorporate cost perspectives into clinical decision-making.

Scholar

- Facilitate the learning of self and others in various small-group and team-based settings.
- Demonstrate ability to engage in self-directed learning based on reflective practice and life-long learning principles.
- Understand how to formulate a clinical question and search the literature using the library website and other resources.
- Research the information required (including evidence-based resources and other resources) in order to prepare for presenting possible diagnostic and management options for discussion.
- Critically appraise retrieved evidence and information and demonstrate integration of new learning.
- Apply the concepts of validity, importance and applicability, to help clinicians answer clinical questions and patients' questions regarding therapy, harm, diagnosis, prognosis, and screening.
- Provide and receive effective feedback

Health advocate

- Recognize different points of view regarding culture, religion, beliefs, illness, disease, medicine, and medical practices and discuss in an open and non-judgmental manner.
- Describe how different social determinants of health influence how the patient copes with an illness, influences health, disease and disability, influences access to health care services and how they may or may not receive support.
- Identify emerging and ongoing issues for populations who are vulnerable.



• Identify points of influence in the healthcare system and its structure.

Professional

- Adhere to the WMU and University of Alberta, Faculty of Medicine and Dentistry Code of Conduct and to the Professional Standards for Students in the Faculty of Medicine and Dentistry.
- Define professionalism as the key values required in the profession, including honesty, integrity, maintaining appropriate patient boundaries, maintaining confidentiality, and a commitment to patient well-being.
- Define professionalism in the context of medical school, and within the medical profession, and to apply its principles to all activities, including during assignments, small group interactions, examinations, self-assessment, peer-assessment, faculty assessment, online in social media etc.
- Discuss the importance of context in the interpretation of professionalism.
- Discuss why each physician has the obligation to actively maintain professional competence, participate in peer/colleague assessment, and self-assessment as applicable.
- Explain how self-reflection facilitates the student's professional identity formation and shapes their approach to all patients.
- Discuss basic legal and ethical challenges that physicians face in practice and begin to apply key concepts to navigate these challenges.
- Give constructive and professional feedback and assessment to their peers and colleagues about attitudes, behaviors, practices and group work interactions in a structured manner.
- Demonstrate a sense of responsibility: taking initiative, carrying out assigned duties exhibiting dependability and self-direction.
- Demonstrate punctuality.
- Recognize and appropriately respond to ethical issues encountered during the course. ecognize factors such as fatigue, stress, and competing demands/roles that impact on personal and professional performance. Seek assistance when professional or personal performance is compromised.
- Contribute to Discovery Learning (DL) discussion in a respectful manner.

<u>Oncology</u>

Course Objectives

Medical Expert

- Discuss the pathogenesis of cancer, from initial transformation of the cancer cell to metastatic potential.
- Discuss the principles behind surgery, radiation, and systemic therapy and how they may be used to cure or palliate patients with cancer.
- Describe how comorbid medical conditions may impact on the ability of the clinician to successfully treat cancer.
- Describe differences in gender specific cancers, including gender predisposition to certain malignancies.
- Describe how pediatric and adult cancer patients differ in terms of risk factors, types of diseases that present, and treatment principles.



- Discuss the common toxicities of treatment for cancer and therapeutic strategies that can be used to minimize them.
- Recognize how patients present with cancer, including key clinical symptoms and signs -Discuss the clinical presentation, diagnostic work up, and treatment principles related to the following:
 - Breast neoplasms
 - Prostate neoplasms
 - Testicular neoplasms
 - Gastric neoplasm
 - Lung neoplasms
 - Colorectal neoplasms
 - Spinal cord compression
 - Malignant hypercalcemia
 - Kidney and bladder neoplasms
 - Hematologic conditions
 - Leukemia
 - Lymphoma
 - Multiple myeloma
 - Neutropenia
 - Anemia
 - Thrombocytopenia
 - Waldenstrom's Macroglobulinemia
 - Polycythemia
 - Stomatitis
- Demonstrate the ability to obtain a proper pain history and order analgesics appropriately
- Demonstrate the ability to perform a proper breast examination
- Explain the principles of screening for cancer and discuss the pros and cons of screening programs currently available for the most common cancers
- Demonstrate the ability to rationally order and interpret laboratory or other tests in managing the patient with cancer
- Interpret a complete blood count and describe an appropriate secondary work up for abnormalities discovered.
- Demonstrate the ability to break bad news in a simulated setting
- Recognize patients experiencing an oncology emergency and demonstrate appropriate management skills related to the problem at hand
- Demonstrate an understanding of the relationship between the following clinical presentations and oncology:
 - Nausea
 - Vomiting
 - Diarrhea
 - Hair loss (alopecia)
 - Mucositis
 - Xerostomia
 - Delirium
 - Dyspnea



- Infertility
- Dyspnea
- Altered bowel habit
- Constipation
- Demonstrate the ability to develop a differential diagnosis in determining the etiology behind symptom presentation in cancer patients
- Discuss the diagnostic work up and treatment principles related to the following common and/or important solid tumors:
 - Genitourinary cancers, with a particular emphasis on prostate and testicular cancers
 - Breast cancer
 - Gastrointestinal cancers, with a particular emphasis on colorectal cancer
 - Lung cancer (small and non-small cell)

Discuss the diagnostic work up and treatment principles related to the following common and/or important hematologic diseases:

- Acute myeloid leukemia
- Acute lymphoblastic leukemia
- Chronic lymphocytic leukemia
- Hodgkin's lymphoma
- Non-Hodgkin lymphoma
- Multiple myeloma
- Myeloproliferative disorders

Communicator

• Demonstrate the ability to recognize and diagnose delirium and discover its root cause, as well as manage the acute delirium situation.

- Demonstrate the ability to break bad news.
- Demonstrate the ability to be facilitative with peers, patients, families, caregivers, community resources and interdisciplinary team members.
- Gather information about a patient's beliefs, concerns, expectations and illness experience.
- Explain the importance of effective patient-centered communication in the patient-physician relationship and its effect on patient outcomes.
- Recognize and demonstrate best practice on how the verbal and non-verbal cues affect the patient-physician relationship and patient outcomes.
- Deliver information in a professional patient-centered manner and in such a way that is understandable, encourages discussion and participation in decision-making.
- Discuss patient encounters and the importance of treating patients with respect and maintaining patient confidentiality.
- Demonstrate awareness and sensitivity to human differences, including differences in age, gender, disability, sexual orientation, ethnicity, cultural background, socioeconomic or psychosocial factors.
- Provide and be receptive to constructive and professional feedback to and from peers and preceptors about their communication practices and group work interactions. Collaborator



• Discuss the role that the physician and other members of the health care team play in the multi-disciplinary management of the cancer patient

• Understand the dual role of the clinician in managing individual patients as well as the cancer treatment system as a whole

• Demonstrate understanding of roles and responsibilities in a multidisciplinary health care team.

Leader

• Discuss the importance of continuity of care with other health care professionals and community organizations to provide coordinated care for patients.

• Discuss considerations when planning management and coordination of care, being aware of the community resources including home care and long-term care.

• Explain the role of the physician with regards to helping patients navigate the healthcare system.

Scholar

• Demonstrate the ability to use knowledge previously acquired in other courses in diagnosis and management of the cancer patient.

• Describe the role that clinical trials play in the development of new cancer treatments.

• Facilitate the learning of self and others in various small-group and team-based settings. • Demonstrate ability to engage in self-directed learning based on reflective practice and life-long learning principles.

• Understand how to formulate a clinical question and search the literature using the library website and other resources.

• Research the information required (including evidence-based resources and other resources) in order to prepare for presenting possible diagnostic and management options for discussion.

• Critically appraise retrieved evidence and information and demonstrate integration of new learning.

• Apply the concepts of validity, importance and applicability to help clinicians answer clinical questions and patients' questions regarding therapy, harm, diagnosis, prognosis, and screening.

• Provide and receive effective feedback

Health Advocate

• Demonstrate an understanding of the impact of cancer on a global perspective, including differences in cancer rates and types between the developing and the developed world.

• Recognize the importance of public health promotion programs, such as tobacco cessation, in reducing the risk of cancer development.

• Identify community resources including home care and long-term care.

• Recognize the psychosocial aspects of cancer care delivery related to the ethical dilemmas and cancer treatment, including end-of-life decision making

• Recognize different points of view regarding culture, religion, beliefs, illness, disease, medicine, and medical practices and discuss in an open and non-judgmental manner.

• Identify points of influence in the healthcare system and its structure.

Professional



• Discuss key principles and dilemmas related to end-of-life care and decision making.

• Demonstrate respect, compassion, honesty, and caring in all activities related to the Oncology course.

• Adhere to the WMU and University of Alberta, Faculty of Medicine and Dentistry Code of Conduct, and to the Professional Standards for Students in the Faculty of Medicine and Dentistry.

• Give constructive and professional feedback and assessment to their peers and colleagues about attitudes, behaviors, practices and group work interactions in a structured manner.

• Demonstrate a sense of responsibility: taking initiative, carrying out assigned duties exhibiting dependability and self-direction.

- Demonstrate punctuality.
- Recognize and appropriately respond to ethical issues encountered during the course.

• Recognize factors such as fatigue, stress, and competing demands/roles that impact on personal and professional performance. Seek assistance when professional or personal performance is compromised.

• Contribute to Discovery Learning (DL) discussion in a respectful manner.

Health Systems Science 1, 2, 3 and 4

Course Objectives

Health systems science is a foundational platform and framework for the study and understanding of how care is delivered for patients and populations within systems of medical care, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. This course continues over 4 years and builds knowledge of core domains including health care structures and processes; interprofessional care; health care policy, economics, and management; clinical informatics and health information technology; global, population and public health; value-based care; health system improvement, design and systems thinking.

Medical expert

• Explain the fundamentals of how care is delivered to patients and populations within systems of medical care.

• Explain the fundamentals of how health professionals work together to deliver that care.

• Explain the fundamentals of how the health system can improve patient care and health care delivery.

• Explain the fundamentals of health care structures and processes; health care policy, economics, and management; clinical informatics and health information technology including the application of Artificial Intelligence and Big Data in medicine; population and public health; evidence-based medicine; value-based care; health system improvement, design and systems thinking.

Communicator

• Demonstrate the ability to be facilitative in communication and interaction with others.

• Deliver information in a professional manner and in such a way that is understandable, encourages discussion and participation in decision-making.



• Discuss patient encounters and the importance of treating patients with respect and maintaining patient confidentiality.

• Demonstrate awareness and sensitivity to human differences, including differences in age, gender, disability, ethnicity, and cultural background, socioeconomic or psychosocial factors.

• Provide and be receptive to constructive and professional feedback to and from peers and preceptors about communication practices and group work interactions.

Collaborator

• Describe the role and responsibilities of other healthcare professionals.

• Recognize one's own differences, biases, assumptions, and limitations that may contribute to inter-professional tension.

- Work collaboratively with others.
- Explain how to work effectively in a team to achieve an appropriate outcome.

• Interact respectfully and professionally with small group and team members and describe the value of team members

Leader

• Make proficient use of technology assisted learning as it is deployed in this course.

• Explain the role of the physician with regards to helping patients navigate the healthcare system.

• Discuss the concept of resource allocation in the management of the individual patient's healthcare within the whole health system.

Scholar

- Facilitate the learning of self and others in various small-group and team-based settings.
- Demonstrate ability to engage in self-directed learning based on reflective practice and life-long learning principles.

• Understand how to formulate a question and search the literature using the library website and other resources.

• Research the information required (including evidence-based resources and other resources) to prepare for discussions.

• Begin to critically appraise retrieved evidence and information and demonstrate integration of new learning.

• Apply the concepts of validity, importance, and applicability to help clinicians answer clinical questions and patients' questions regarding therapy, harm, diagnosis, prognosis, and screening.

• Provide and receive effective feedback.

Health advocate

• Recognize different points of view regarding culture, religion, beliefs, illness, disease, medicine, and medical practices and discuss in an open and non-judgmental manner.

• Describe how different social determinants of health influence how the patient copes with an illness, influences health, disease, and disability, influences access to health care services and how they may or may not receive support.

• Identify emerging and ongoing issues for populations who are vulnerable.



• Identify points of influence in the healthcare system and its structure.

• Explain the concept of social accountability, principles of community engagement in responding to the needs of the community.

Professional

• Adhere to the Wenzhou Medical University and University of Alberta, Faculty of Medicine and Dentistry Code of Conduct and to the Professional Standards for Students in the Faculty of Medicine and Dentistry.

• Define professionalism as the key values required in the profession, including honesty, integrity, maintaining appropriate patient boundaries, maintaining confidentiality, and a commitment to patient well-being.

• Define professionalism in the context of medical school, and within the medical profession, and to apply its principles to all activities, including during assignments, small group interactions, examinations, self-assessment, peer-assessment, faculty assessment, online in social media etc.

- Discuss the importance of context in the interpretation of professionalism.
- Describe how each physician has the obligation to actively maintain professional competence participate in peer/colleague assessment and self-assessment as applicable.

• Explain how self-reflection facilitates the student's professional identity formation and shapes their approach to all patients.

• Discuss basic legal and ethical challenges that physicians face in practice and begin to apply key concepts to navigate these challenges.

• Give constructive and professional feedback and assessment to their peers and colleagues about attitudes, behaviors, practices, and group work interactions in a structured manner.

• Demonstrate a sense of responsibility: taking initiative, carrying out assigned duties exhibiting dependability and self-direction.

- Demonstrate punctuality.
- Recognize and appropriately respond to ethical issues encountered during the course.

• Recognize factors such as fatigue, stress, and competing demands/roles that impact on personal and professional performance. Seek assistance when professional or personal performance is compromised.

• Contribute to Team Based Learning (TBL) and Discovery Learning (DL) and small group discussion in a respectful manner.



Program location

The students will complete most of the program at Wenzhou Medical University. The courses taught by UAlberta faculty will be in a blended format including both on campus in person and online synchronous and asynchronous sessions. Students will attend the UofA in person for a summer program between the second and third years of the program.

Program learning outcomes

Graduates of this degree program will be able to:

- Demonstrate clinical decision-making skills that integrate best evidence and acknowledge patient values.
- Apply basic knowledge of the etiology, pathogenesis, clinical features, complications, principles of prevention and management with emphasis on common and life- threatening illnesses across the age spectrum.
- Demonstrate knowledge on approaches to diagnosis and treatment with emphasis on common and urgent problems.
- Perform both complete and organ system-specific examinations appropriate to the age of the patient and nature of the clinical problem(s).
- Recognize and prioritize the urgency of a patient's clinical problems.
- List and prioritize a meaningful differential diagnosis with emphasis on common and urgent clinical presentations.
- Demonstrate the ability to select and interpret commonly employed investigations.
- Demonstrate appropriate use of selected procedural skills (diagnostic and therapeutic).
- Apply the principles of pharmacology and evaluate options for safe, rational, and appropriate drug therapy.
- Apply the scientific principles underlying evidence-based approaches to health maintenance, preventive screening, therapeutic, rehabilitative, and palliative interventions.
- Demonstrate a basic understanding of the psychological, interpersonal, family, cultural, societal, and environmental determinants of health and illness across a diverse population.
- Recognize and cope with uncertainty and ambiguity in clinical decision-making and care.
- Demonstrate critical reflection and inquiry to enable practices of life-long and self-directed learning.
- Assist in teaching others and facilitate learning where appropriate.
- Demonstrate knowledge of forms of rigorous inquiry in research methodologies and describe an appropriate methodology to a specific research question.
- Demonstrate an understanding of ethics as it relates to medical research.
- Demonstrate knowledge of the professional practices and scholarly activities required of the profession.
- Receive, incorporate, and provide feedback in an appropriate and timely manner in their daily learning and practice.



APPENDIX B1

	Meeting Minutes					
Committ ee	FoMD Faculty Council					
Member s:	Dr. B Hemmelgarn (Chair) Date : September 21, 2021 As per list attached					
	Quorum is represented by those faculty members member present.	Time:	4:00pm			
Called to Order:	4:01pm Locatio Via Zoom n:					
Guests	Elder Rick Lighting; Wendy Rodgers; Michael Ironside; Lise Warick; Tyler Kuhnert;	Scribe:	Erin Neil			
	Elder Rick Lighting – provided o	opening prayer				
Approval of agenda	Approved by consensus with n	o additions.				
Approval of previous meeting Minutes	Date: May 18, 2021 MOVED by K. Aitchison and SE IN FAVOUR. CARRIED.	CONDED by G	Funk to approve	the agenda as	circulated.	ALL
Meeting Attachm ents:						
Торіс		Summary		Action by whom	Targ et Dat e	St at us



1. Dean's	Dr. B. Hemmelgarn provided updated:
Report	 Thanked everyone and Elder Rick Lighting for opening the meeting in a very special way. Introductions of new faculty will be done at the November, 2021 meeting. October 4, 2021 – Town Hall – College of Health Sciences – more information to follow. Strategic Planning stage for College of Health Sciences.
2. Vice-Dean Facul	ty Affairs
a. FAR Demo	 Dr. Kuninmoto provided updated: Do not feel that in the future the Faculty will be able to have its own Annual Report Online system, as the supports will not be available. The University of Alberta has developed the FAR system for annual reporting. Comparison of the current ARO and the new FAR system were provide. Dr. Wendy Rodgers, Deputy Provost and Michael Ironside presented a demo of the FAR system. FAR would be used for the next reporting cycle.
	to the University's Faculty Annual Report (FAR) replacing the current Annual Report Online (ARO) starting with the July 1 2022 - June 30, 2023 academic year. MOVED BY: N. Kassam and SECONDED BY: V. Daniels. (139 Votes: Yes 124 No 4 Abstained 11) CARRIED.



b.	FoMD Guiding Principl	Dr. Hemmelgarn presented:	
	es for		
	Internat	Opened for discussion.	
	ional Engage	International Engagement Principles changes to:	
	ment	 Add in wording about not engaging with countries with sanctions imposed by the Federal Government. 	
		 Work with NGO's and various countries. 	
		 Global Health – umbrella – International Engagement – purpose is to guide education – can be used to guide Global Health. 	
		 On principles statement that was shared – the statement from the office of International Engagement office is Incorporated. 	
		 Modifications will be made. 	
		 International Engagement Advisory Committee will be created. 	
		Motion: To approve the Faculty of Medicine & Dentistry Guiding Principles for International Engagement pending review by the International Engagement Advisory Committee and to be brought back to Faculty Council for further approval. Moved by: M. Lang. Seconded by: C. Fernandez-Patron (123 Votes: Yes 97 No 12 Abstained 13). CARRIED	
c.	Bachelo r of Biomedi	Dr. Hemmelgarn presented: Opened for discussion. Motion: Faculty Council supports the creation of a new Bachelor of Biomedicine	
	cine Dual Degree	degree program for students registered in the Alberta Institute at Wenzhou Medical University. Moved by: T. Hillier. Seconded by: S. Persard. (110 Votes: Yes 57 No 22 Abstained 31). CARRIED.	
d.	Gender & salaries; Census Results for EDI – FoMD, U of A	Postponed to be November 2021 meeting.	
e.	GFC	Dr. J. White provided update:	İ
	Update	GFC has been discussing COVID.	
		· 3 College Deans has been discussed.	
		 Policies and procedures with respect to graduate student supervision have been established. 	
3. Vice	e Dean Educa	tion	1



a. Radiatio n Therapy Progra m – Class of 2021	Dr. Schipper presented: Motion: That Faculty Council Approve the proposed Radiation Therapy Program Class of 2021 Fall Graduands list that appears in this presentation. Moved by: M. Lewis. Seconded by: A. Underhill. (100 Votes: Yes 96 No 0 Abstained 4). CARRIED.
b. MD Curricul um Progra m Commit tee – Terms of Referen ce	Dr. Schipper presented: Motion: That Faculty Council Approve the MD Curriculum and Program Committee (MDCPC) Terms of Reference as presented in the meeting attachments. Moved by: V. Daniels. Seconded by: L. Sonnenberg. (97 Votes: Yes 86 No 0 Abstained 11). Carried.
c. MD Admissi ons Report	Postponed to November 2021 meeting.
d. Accredit ation Update	Dr. J. Rodgers and Dr. R. Kearney presented:
4. Vice Dean Research	 Dr. R. Lenher provided update: Masking and distancing required in all research spaces. Research funding – the Faculty has been very successful in receiving close to \$38Million in research funding for 412 projects. Successful from the Canadian Research Institute of Health research competition Faculty has been successful with 14 projects. Successful grants worth \$11Million for early career investigators.
5. Other Business	None
6. Announcem ents	Adjourned at 5:53pm
Next Meeting	November 16, 2021





APPENDIX B2



MINUTES

Date: Time: Location:	2021 September 16 1000 to 1200 hours Zoom		
Voting members in	dicated with underline. Chair votes only in the event of a tie. (28 voting Members- 14 needed for Quorum)		
Chair: Members:	<u>Dr. Darryl Rolfson</u> <u>Dr. Lillian Au, Dr. Lana Bistritz, , Dr. Vijay Daniels, Dr. Brock Debenham, Dr. Cathy Flood,</u> Ms. Angie Hill, <u>Dr. Hollis Lai,</u> <u>Dr. Frances Plane, Dr Mark Prins,</u> Dr Anna Rissanen <u>, Dr. Joanne Rodger, Dr Eniola Salami, Dr. Jenny Souster,</u> Ms. Sietske Speerstra, <u>Dr Laura Stovel, Dr Jaime Yu</u>	Recorder: Call to Order: Adjourned:	Angie Hill 10:05am 12:08pm
Student Reps:	Ms Fisayo Aruleba, Mr. Jesse Lafontaine, Ms. Auriele Volk		

 Regrets:
 Dr. Brenda Hemmelgarn, Dr. Shirley Schipper, <u>Dr. Cheryl Goldstein, Dr Carol Hodgson Birkman, Dr Nicole Cardinal,</u>

 Mr. Murray Diduck, Dr. Daniel Livy, Dr Rebecca Mitchell, Dr Steven Patterson, Ms Chiemerie Chris-Iwuru, Dr. Peggy Sagle

Guests: Dr Tracey Hillier

PURPOSE: Oversight of the MD Program & Curriculum

#	Agenda Item	Summary	Action	Assigned to	Deadline
1	Call to Order	11:02am			
2	Approval of Agenda	Added item f. Q&A new restrictions and move to online Motion to accept agenda as presented with the added item: Dr Joanne Rodger, seconded by Dr Lillian Au	All in favor, no opposed, no abstained Agenda Approved		
3	Approval of Minutes	Motion to accept meeting minutes as presented: Dr Hollis Lai, seconded by Dr Lillian Au	All in favor, no opposed, no abstained Minutes Approved		
4	Announcements				
5	Standing Items				
	a. Accreditation Update	 Dr Joanne Rodger: All of the subcommittees have met for their first meeting by next week meaning the cycle of work is picking up for all of us in terms of meetings. There have been a few recommendations made already with the information being 	Just a quick reminder to all that if there has been information requested to please respond in a timely manner, so that we are not holding up the subcommittees and the work that is needed to be done.		



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	 shared with the groups in which they pertain to. The accreditation website has launched and the link is also on the main MD Program website. 		
b. Policy Review	Program website. Electives Policy : Dr Lana Bistritz (https://docs.google.com/document/d/1jUNIeA- D3vatV-K_QVF1PQHH_irgZpif- cErl2FTdEo/edit?usp=sharing) 	Dr Brock Debenham moves to approve the revisions to the Electives policy as presented. Seconded by Dr Laura Stovel. All in favor, no opposed, no abstained. Motion carried.	
	 Students have to submit the name of the preceptor who they worked with prior to the end of the elective through the UME office. You can cancel up to six weeks prior to the start of the elective. 		



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from 14 days Add- what happens when a st find an elective for their two or if their elective gets cancel minute. What are the backup what support does a student	veek block, ed last
We know that Norma handles background, but we should h steps explicitly added. Director, Electives-change to for Electives and Selectives th	eceive? - this is the ve the Coordinator
the document to state curren Quality Review of Electives Procedure Bistritz (https://docs.google.com/document/c 26Hwil-fukLKSHTO8tWG-u- ogaFulr9QR3ns/edit?usp=sharing)	: Dr Lana
 The quality review of elective is to make sure that these are quality outcomes standard th to meet. Update Director, Electives to for Electives and Selectives th the document to state curren New electives go to the Coord Electives to review objectives supervision, working condition Coordinator for Electives can additional information if need the Coordinator of Electives is with it, it can be added to the catalog. Then assessing the quality of electives, the students have t an evaluation within 21 days an automatic flag in MedSIS. 	procedure actually at it is trying Motion Carried. Coordinator roughout rrole name. inator for level of ns etc. The equest ed. When satisfied electives Image: Coordinator satisfied electives urrent occompletei nd there is Image: Coordinator satisfied



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		 poor rating for anything, the Coordinator of Electives would then follow up with the student or the elective site. Electives that are not listed in the electives catalog, we assume they are satisfactory because they are provided at accredited schools in North America. Same evaluation process, same follow-up process, poor ratings would again go to the Coordinator for Electives following the same process. 		
		Booking & Confirming Electives Procedure (https://docs.google.com/document/d/1hM0bbjU/ CfFv80RBA318dcMuTr10p1Xkm5N4X9s - NM4/edit?usp=sharing) Global Health International Electives Policy (https://docs.google.com/document/d/1Wo5I6vI0 bV3kOx57AiVaYipvuLIMDoUueCFvgxeZkrA/edit?us	Deferred to next meeting Deferred to next meeting	
6	Old Business	p=sharing)	Deferred to next meeting	
Ø	a. Technical Standards Policy	 Technical Standards Policy : Dr Brock Debenham (https://docs.google.com/document/d/10i0A33p5 CBBKMjaBTz 5U_xow1QtNJ- /edif?usp=sharing&ouid=10270563866690009818 1&rtpof=true&sd=true) Feedback from the last meeting was to include explicitly our accommodations and process with individuals with disabilities. We have used what UBC has used and changed it to our local context and we have also as suggested, updated the definition of technical standards from the CaCMS website listed in the CaCMS accreditation. Dr Jaime Yu notes that we should move away from the term disabilities per se and focus on maybe individuals with noted in comments or sometimes a 	Dr Lana Bistritz motions to approve this amended policy as presented. Seconded by Dr Jaime Yu. All in favor, no opposed, no abstained. Motion Carried .	



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1		language if implied if its consistent enough for one reason.		
	b. Mandatory Vaccinations	We can confirm that all but one of our medical		
	b. Mandatory vaccinations			
		students in all four years are vaccinated. We were		
		very happy to see the announcement last Monday		
		that vaccinations have been made mandatory, not		
		just at the UofA but in all major universities in the		
-	Demente	province.		
7	Reports			
	a. MSA, BMSA, IMDSA	MSA: There is a little uncertainty with		
		preclerkship returning back to online learning, but		
		know our programing is in a good place for that		
		and we can easily adapt.		
		MSA VP Educ: No current updates		
		BMSA: No current updates		
		IMDSA: No current updates		
	b. Curriculum	Item d. Hybrid delivery of curriculum, so will cover		
		update there.	 	
	c. OAW	Dr Goldstein is not here today, but Dr Rolfson		
		offered a quick update on the White coat		
		ceremony. Unfortunately we had to cancel the		
		student white coat ceremonies for both year one		
		and year two class. This was a very difficult		
		decision, but hope to offer this spring and will be		
		very intentional about cancelling it early if we		
		have any concerns that it might be cancelled.		
	d. Assessment	No update today as Dr Daniels is unavailable to		
		attend today's meeting.		
	e. Admissions	Dr Stovel: There are a number of initiatives		
		underway and will bring it back to the next		
		meeting with more details.		
		At the next Faculty Council meeting we will be		
		giving a brief overview of the composition of the		
		current class and a look at the numbers of		
		applicants over the last cycle.		
	f. Program Evaluation	Ms Sietske Speerstra: A quick update is that Dr		
		Livy has been updating the terms of reference, so		
		he will be bringing that here soon.		
		 We have also been working on 		
		improvements to our evaluation process		

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	g. Academic Affairs	 to make it more transparent and the performance process of evaluating courses, and our clerkship evaluation reports are coming out soon. We are in the midst of some data collection; the diversity data on our students and we are also collecting alumni data and GQ data is underway as well. Dr Brock Debenham: Showed the Professionalism terms of reference to vote on at the next meeting: For background, there used to be an undergraduate medical education professionalism committee that was run by Dr Gourishankar. The work was transferred to the Assessment committee and Associate Dean. After reviewing this process, we would like to bring it back, the reason being that if there is a concern regarding a student there are multiple voices at the table- not just the Assistant Dean as it stands right now. We are proposing to bring this committee back with a varied membership of faculty, students and residence and it would be to review major concerns- higher 	Note from students: Please update the student governments to reflect the changes with the BMSA, IMDSA and MSA Share the updated professionalism policy prior to the next MDCPC meeting. Add to the next meeting agenda.	Dr Brock Debenham Ms Angie Hill	10/21/2021 10/21/2021
8	New Business	consequence professionalism concerns.			
	a. Communications	 UME is currently working through communications planning and we've asked Jordan Carson to train on the ramping strategy that the university is using for the branding movement. You might see websites that are changing, and we should be adjusting our email signatures, PowerPoint presentations should be updated and so on. 			

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	 The UME is working on sending out Weekly updates on Tuesdays where we are trying to capture all of the quick snap shots of information for students. If you have anything that you would like us to include, to limit the number of emails being sent to the students. Please send any items to Angie by Friday each week, and we will add it to the communication to be sent on the following Tuesday. 			
Strategic Planning Preparation	 October 5th & 6th is the MD Program Strategic Planning for 2021. Or Darryl Rolfson has been meeting with Don Winn who is the consultant group assisting us over the last three months. The technique is to start the design phase with a lot of the dialogue: the Mission, the vision, values and a five year strategic roadmap and we'll spend most of the time to look at the definitions for six strategic focus areas, and a five year headline that goes with each one. We are focusing on the first three stages: October 5th & 6th with the purpose defined to think that the first half of the day is to define the vision, mission and values and then the remaining day and a half is working on what they call the roadmap. The idea with the design is to create something for discussion, a living document that needs to be challenged and revised certain strategic focus areas may simply drop entirely 	Dr Darryl Rolfson to share a word document that summarizes the slides that were shared. Please send any suggestions via email to Darryl.	Angie Hill	10/21/202
Proposal for Omnibus Course	The Omibus course was approved in October of 2020, and what it did was it took everything that we used to be of course in the MD program and we now call them course elements. Those course elements belong to one of four courses or omnibus courses that represent each of the four			



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	ars in the program that was presented to faculty		
	uncil for approval last year. Based on the		
	scussions, we were given temporary approval for		
	o years and were to come back in one year and		
re	port on progress.		
	 Feedback has been good. People want to 		
	continue with the omnibus course and		
	recommend that for the coming year.		
	 Dr Jaime Yu states: The delivery of the 		
	curriculum and instruction and flexibility,		
	it's been a very strong positive for those		
	reasons. The only thing that has come up		
	is that at the end of last year, is on a		
	student assessment side of things when		
	we have a large omnibus course, and the		
	fact that we are following primarily		
	calendar policies. The issues about course		
	elements and course components and		
	what constitutes a pass versus a		
	remediation. Those types of details need		
	to be very clear and transparent and		
	capable for coordinators as well as for		
	students, because the danger of a big		
	course is the majority of people are doing		
	well and go through. It's our student who		
	is having difficulties where we want to be		
	able to adequately support them, but		
	also need to have adequate policy in		
	place to both provide that remediate or		
	provide more feedback about your		
	progress when needed.		
	Dr Brock Debenham states: It would be	Dr Bistritz and the curriculum team to work	
	nice if there was a course outline for all	on the omnibus course outline for years	
	four years that lays everything out and	three and four itemizing the elements that	
	makes it easier to defend if there are any	must be passed. To be brought back to a	
	issues during ASC time. We do have year	future MDCPC meeting.	
	one and two omnibus course outlines	e e e e e e e e e e e e e e e e e e e	
	currently.		
	 Early in the new year we should be 		
	looking at whether this is going to be an		
	ongoing, more permanent change and		
	ongoing, more permanent change and		



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	going with other stakeholders and across the preclerkship and clerkship courses.	continuing the omnibus course. Seconded by Dr Joanne Rodger. All in favor, no opposed. Motion Carried	
d. Hybrid delivery of Curriculum	Deferred to next meeting		
e. Alberta Institute proposal	 posal This topic is being brought to Faculty Council and this does have implications for us, and although the decisions about approving this degree program that will be discussed is not our final decision. I would ask that people think about the following three things during the presentation from the MD perspective: What are the potential benefits What are the risks Stewardship Dr Tracey Hillier Presenting the Alberta Institute which is an existing collaboration between our faculty and the Medical university in China. There are several initiatives: Faculty development program where department chairs and other senior leaders in our faculty and spent 3-6 months in partnership learning how leadership and management is done here. Graduate student part of the institute which is primarily involving dentistry and psychiatry for Masters and PhD students (still in the work) Medical school collaboration (which is of most interest to MDCPC). There has bee elements of this at MDCPC. Essentially the faculty is leveraging the work, and the stored values of the curricular materials in the preclerkship curriculum, and using that building a process. 	n	



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program together with partners at Wenzhou
Medical University in China, also with being a
source of revenue for the faculty.
We are submitting a proposal to develop
a Dual Degree program
60 students will enter the program each
year.
We have one or two courses at a time
that are being taught by our faculty,
students are enhancing their English
language abilities, lots of active learning.
Years 3 & 4 for them are our preclerkship
curriculum.
We would offer them a degree to these
students at that point. If the degree does
not go through the institute doesn't go
away. The proposal is then to offer them
a degree and then they will do their fifth
year as a clerkship. At that point they can
get an MD degree from WMU. An
important point is that we are not giving
an MD degree.
The students go back and practice in
China China
The only time that the students would be
 The only time that the students would be here in person would be in the summer
between their years 2 & 3 when they
finish doing their preclerkship. To have a
chance to come and really be embedded
in our learning environment.
This has been in the works with the University of
Alberta advisory team since 2019, and was
brought to MDCPC in 2019. Once this moves
through the faculty council, if their support for it,
it will go through the GFC committee, academic
planning committee and ultimately the board of
governors- so the same rigorous program any
other degree would undergo
 because the teaching will be after hours
there will be a stipend offered. It is
deliberately planned in a way that is not



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[]		taking away from medical student
1		experience.
1		\$5m-\$6m costs but \$8-10 million coming
		in. A large portion of the money will be
		going to social accountability initiatives
		and bursaries for students
		To wrap up, Dr Rolfson states the final note:
ļ		Faculty Council provides the stewardship of our
		external relationships, including the disposition of
		the funding, the vetting of proposals and the
		criteria upon which decisions are made. This will
		be addressed in the upcoming Faculty Council
ļ		meeting.
	f. Q&A new restrictions and	With the announcement made yesterday:
	move to online	The pressure on surgery is the one that is
		being impacted the most by the current
		changes within the health system. Dr
ļ		Jenny Souster updated that Surgery has
		approximately 150 students that are
ļ		supposed to come through surgical
ļ		electives and rotations in the next couple
ļ		of months. The goal is to make sure that,
ļ		specifically the year fours, do get their
ļ		electives. If the year threes end up having
ļ		to be rescheduled they would certainly
		get priority in the coming scheduling
		times.
ļ		There are some students that are
ļ		cancelling electives, and there is some
		concern over the professionalism flag
ļ		
ļ		being put on students if they were
		dropping their electives before the six
ļ		weeks of notifications- As already noted
ļ		this will not be a concern.
ļ		The normal surgical caseload is 55%
ļ		urgent emergent where right now we are
ļ		down to 30% which includes the pediatric
ļ		side as well. So everything is affected
		right now.
		Curriculum: Already has mostly hybrid learning in
1		place, so there are zoom links for both large and



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		small classrooms. The curriculum team is finalizing the last details with the zoom links and making sure that the emails have been distributed to all of the DL preceptors, lecturers, and instructors. Physical exams: we were already anticipating virtual delivery, we've already done live demos of all the appropriate physical exam.		
9	Adjournment	12:08pm		
10	Next Meeting	November 18, 2021		

Dr Darryl Rolfson, Chair

Ms Angie Hill, Recorder

Lucia Popovici 1110

1200



Appendix B3

Minutes of MD Program Meeting discussing the collaboration with Wenzhou Medical University and the sharing of curriculum and assessments. This collaboration will go on to be known as the Alberta Institute: (relevant section highlighted in yellow)

Date:	2019 June 20
Time:	1100 to 1300 hours
Location:	Katz 1-004

Chair: Dr Tracey Hillier

Attending: Dr Lana Bistritz, Dr Ron Damant, Mr Martin Marshall, Dr Tammy McNab, Dr Joanne Rodger, Ms Jodi Hawthorne, Dr Hollis Lai, Dr Peggy Sagle, Ms Tibetha Kemble, Ms Brittany Lissinna, Dr Steven Patterson, Mr Andrew Volk, Dr Lillian Au, Dr Dan Livy **Regrets:** Dr Curtiss Boyington, Dr Cheryl Goldstein, Mr Quinn McLellan, Mr Adam Mullan, Dr Helly Goez,

Dr Sita Gourishankar, Dr Vijay Daniels, Dr Carol Hodgson, Mr Taylor Heinzlmeir, Dr Andrew Holt, Dr Karen Forbes, Ms Joanna Gye, Mr Murray Diduck **Calling In**: Dr Jill Konkin

Delegate: Dr Melanie Lewis

Guest: Mr Kenton Boutillier

#	Agenda Item	Summary	Action	Assigned to
1	Call to Order	Dr Tracey Hillier called meeting to order at 1105		
2	Treaty Acknowledgement	The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of First Nations, Metis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community		Dr. Tracey Hillier
3	Approval of Agenda		Approved	
4	Approval of Minutes		Approved	
5	Announcements			Dr. Tracey Hillier
6	Presentation			
7	Updates			Dr. Tracey Hillier
	a. Integration Update	Dr Tracey Hillier updated the committee that the pilot integration courses are foundations block, endocrine block and MSK block. We are coordinating the content that has previously been known as systems block and physicianship into one coherent course.		Dr. Tracey Hillier
	b. Working Group Update	Dr Tracey Hillier updated the committee that clerkship and preclerkship content (including objectives, assessments, etc.) is being		Dr. Tracey Hillier

PURPOSE: Oversight of the MD Program & Curriculum



	reviewed at a series of working groups that are being organized over the spring, summer, and into the fall. The working groups include subject specialists, generalists, students, and MD Program staff. Dr Tracey Hillier introduced the idea of a		
c. MD/PhD	bi fracey finite introduced the idea of a longitudinal MD/PhD program that will be piloted beginning in Fall 2019. This type of program has been the goal of the MD Program for a number of years and was previously discussed at Faculty Council in 2016. This longitudinal approach will align with the research learning community that we talked about last year. Some traction has been made in the last couple of months and there is a continuum of student involvement and interest in research. We may have students who want to pick up a project to help them with the CaRMS application. Then we have the students who are more committed who would like to do the MD/STIR program. We have a bit of a gap around MD/MSC which the faculty is exploring how that could go. Dr Underhill had talked about an MD post-Doctorate for students who have completed their PhD and would like to continue to do research. We will work with the CIP program for residents and what does that content look like. Dr Michelakis has a lecture series that he does. We are going to consolidate those and try using existing things that are happening and look at a timeline and have a 2 year cycle. For this upcoming academic year we have a cohort of students who are in progress with a PhD program and are near completion. We will pilot a longitudinal integration of their research and the MD program. This will be done in parallel. The PhD program runs year round. There might be elements of clinical skills and LCE which the students do off cycle	Dr. Tracey H	illier
d. China	from other students. Dr Tracey Hillier shared that the Global Summer Medical Program (which is presented in collaboration with the FoMD's International Office and several universities in China, including Wenzhou University) will begin in mid-July with about 50 students who will be participating in 4 weeks of programming. We have students coming in mid-July. As well, in the fall there will be a cohort of graduate students and faculty coming from universities in China for faculty	Dr. Tracey H	illier





	e. IHIP	development. There will be opportunities for our faculty to go do some teaching if there is interest. The Interim Dean has signed an agreement to share elements of our pre-clerkship curriculum that will include assessment and core content. There are more details to be worked out. Ms Tibetha Kemble informed the group that 11 Indigenous students have been admitted to the program this year.		Ms Tibetha Kemble Mr. Taylor Heinzlmeir
7	MSA Report	No update		Mr. Andrew Volk Mr. Quinn McLellan
8	Old Business			
	a. Professionalism Forms	Tabled		Dr. Vijay Daniels Dr. Daniel Livy
	b. Policy Compliance (8556) (Integration)	Tabled		Dr. Helly Goez
	c. Unmatched Medical Learner Policy & Student Category	Tabled		Dr. Tracey Hillier Mr. Murray Diduck
	 d. 5th Year Students from other programs for electives 	Tabled		Dr. Tracey Hillier
	e. Grande Prairie Update	The 4 th year Grande Prairie program is being piloted next year. Dr Johan Bolton is the clerkship coordinator. 6 students have been confirmed. Dr Moran is supportive and that the geriatrics component and is available to help in whatever capacity.		Dr. Jill Konkin
	Now Pusiness			
9	New Business a. Assessment Committee Update	Dr. Tammy NcNab discussed that students in year 1 and 2 of the program have up to and including the last business day prior to the next academic year to complete outstanding coursework.	Motion by Dr Tammy McNab and seconded by Mr Andrew Volk. MOTION PASSED	Dr. Tammy McNab
		Dr. Tammy McNab discussed that students in all years of the MD program will have two		



		attempts to achieve a passing grade on each		
		assessment or examination, throughout the		
		program.		
			Motion by Dr	
			Tammy	
			McNab and	
			seconded by	
			Mr Andrew	
			Volk.	
			MOTION	
			PASSED	
			I ASSED	
1	Adjournment	12:50		
0	,			
1	Next Meeting	Thursday, July 25, 2019, 12 am to 2 pm, Katz		
1	NEXT MEETING	1-004		

Dr Tracey Hillier, Chair Associate Dean, MD Program Lucia Popovici, Recorder Executive Assistant, MD Program



Part B: Campus Alberta Quality Council Review

As noted at the beginning of Part A, given a positive outcome from the System Coordination Review, the Minister may refer the proposed program to the Campus Alberta Quality Council for quality assessment, the second stage of review.

The onus is on the applicant institution to satisfy Council that the level of learning to be achieved is consistent with that which is expected at the proposed degree level, that the program has sufficient breadth and rigour to meet national and international standards as outlined in, for example, the Canadian Degree Qualifications Framework (CDQF), and that the program is comparable in quality to similar programs (if any) offered in Alberta and elsewhere. The program proposal should demonstrate how Council's program quality standards and any applicable guidelines have been addressed and describe any unique dimensions that set the program apart from similar programs thus providing new educational opportunities for students.

NOTE: Part A of the program proposal may undergo changes as a result of the System Coordination Review. It is important that Part A be up-to-date and complete before it is forwarded to Council. Building on the information provided in Part A, the program proposal that is sent to Council should contain the following additional information. When possible, links to existing policy documents and institutional policies should be provided, rather than recopying them in response to questions.

SECTION 5: PROGRAM SPECIFICS

5.1 Program Structure and Learning Outcomes

5.1.1 Describe the program's learning outcomes and how they were established. How will the achievement of the learning outcomes be evaluated? Providing a mapping of the courses to the learning outcomes, particularly in professional programs, is helpful:

Learning Outcomes

By the end of the program students will be able to:

- Demonstrate clinical decision-making skills that integrate best evidence and acknowledge patient values.
- Apply basic knowledge of the etiology, pathogenesis, clinical features, complications, principles of prevention and management with emphasis on common and life- threatening illnesses across the age spectrum.
- Demonstrate knowledge on approaches to diagnosis and treatment with emphasis on common and urgent problems.
- Perform both complete and organ system-specific examinations appropriate to the age of the patient and nature of the clinical problem(s).
- Recognize and prioritize the urgency of a patient's clinical problems.
- List and prioritize a meaningful differential diagnosis with emphasis on common and urgent clinical presentations.
- Demonstrate the ability to select and interpret commonly employed investigations.
- Demonstrate appropriate use of selected procedural skills (diagnostic and therapeutic).
- Apply the principles of pharmacology and evaluate options for safe, rational, and appropriate drug therapy.

- Understand the scientific principles underlying evidence-based approaches to health maintenance, preventive screening, therapeutic, rehabilitative, and palliative interventions.
- Demonstrate a basic understanding of the psychological, interpersonal, family, cultural, societal, and environmental determinants of health and illness across a diverse population.
- Recognize and cope with uncertainty and ambiguity in clinical decision-making and care.
- Demonstrate critical reflection and inquiry to enable practices of life-long and self-directed learning.
- Assist in teaching others and facilitate learning where appropriate.
- Demonstrate knowledge of forms of rigorous inquiry in research methodologies and describe an appropriate methodology to a specific research question.
- Demonstrate an understanding of ethics as it relates to medical research.
- Demonstrate knowledge of the professional practices and scholarly activities required of the profession.
- Receive, incorporate, and provide feedback in an appropriate and timely manner in their daily learning and practice.

How the learning outcomes were established:

The learning objectives of this program align with the objectives of the University of Alberta MD Program for the Preclerkship curriculum. The objectives were developed through an iterative Delphi process involving faculty, current and former students with input from allied health professionals. The resulting objectives were then shared with the Faculty for input and further refinement.

How the achievement of the learning outcomes be evaluated:

Achievement of learning outcomes will be evaluated through a process of continual education quality improvement which includes regular review of feedback from learners, review of student performance on objectives, linking of learning objectives to low and high stakes assessment items and annual course objective and faculty teaching performance review.

5.1.2 Students are expected to demonstrate independent scholarly activity applicable to the degree level and expectations of its graduates (see the CDQF). Describe the academic culture that will nurture and support student scholarly and creative activity.

Students in this dual degree program will be taught by University of Alberta FoMD faculty and held to the same curricular expectations as undergraduate students in similar programs in the Faculty of Medicine and Dentistry including students in the MD Program. The curriculum will be delivered in a way that presents material in a progression from basic science to clinical application, building on foundational knowledge in a sequential way, which will nurture and support student inquiry as well as scholarly and creative activity. This program will emphasize lifelong learning, problem solving skills, teamwork, and collaboration.

5.1.3 For undergraduate degrees, demonstrate (in a table, if possible) how the program meets the relevant section of CAQC's Expectations for Design and Structure of Undergraduate Degrees.

Standard How CAQC's Expectations for Design and Structure of Undergraduate Degrees will be met

1. **Faculty and staff** – The program is supported by an appropriate number of suitably qualified academic faculty and instructional staff to develop and deliver the degree program. Faculty

have an appropriate level of scholarly output and/or research or creative activity for the baccalaureate program.

- 2. Academic policies The program has academic policies including dealing with admissions, promotion and graduation requirements, appeals, and academic dishonesty consistent with the level of the degree program.
- 3. Resource capacity The program is supported by the physical resources, both start-up and development, needed to assure the quality of the degree program. These include, equipment, library and learning resources (physical and electronic), laboratories, computing facilities, specialized equipment, etc. There is an institutional commitment to maintaining and supplementing resources and equipment as needed to meet standards applicable to the field.
- 4. **Credential recognition** The credential can be recognized and accepted by other post-secondary institutions, employers, and professional bodies, where applicable. There is an appropriate fit between the nomenclature of the credential and the content of the degree.
- 5. **Program delivery** Learning methodologies are the methods of delivery that will be used to achieve the desired learning outcomes at an acceptable level of quality. The faculty has demonstrated that it has the expertise and resources to support the proposed methods of delivery and ensure their effectiveness. The faculty has experience attending to the learning needs of students in similar health sciences programs and supports their engaged and active learning.
- 6. Program content The program offers education of sufficient breadth and rigour to meet relevant national and international standards. The content of the program, in both subject matter and outcome standards, is appropriate to the level of the degree program and the field of study. Its curriculum is current and reflects the state of knowledge in the field. There is an established program evaluation process to maintain the currency of the program and the quality of its learning outcomes.
- 7. Program structure The structure of the degree is similar to the "2 + 2" design. The first 2 years are based on the curriculum of the medical school at Wenzhou Medical University, a robust curriculum well regarded in China. Graduates of the program have a pass rate among the top 10% in China, ranking 5th among colleges and universities nationwide in 2015. UAlberta is responsible for teaching a 3-credit course during the first year and 7 credits during the 2nd year of the program. The 3rd and 4th years are based on the curriculum of the first two academic years, the "Preclerkship" of the MD Program at the University of Alberta. The students complete a 5th year in clinical medicine. The credits from that 5th year of study are not included in the requirements for the UAlberta degree component of the proposed Dual Degree Program. However, students must complete all of the requirements of the 5 year program to receive either degree.
- 8. **Program evaluation** The program is subject to a formal, approved policy and procedure requiring a periodic review and improvement process. The procedure includes assessment of the program against the institution's own learning outcome standards for the program, and assessment of individual student work in the terminal stage of the program against program outcomes.

The proposed program also meets the following standards for blended, distributed or distance learning.

Institutional commitment

Institutional commitment – The mandate of the University of Alberta is: "*Within a vibrant and supportive learning environment, the University of Alberta discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships. The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront*". The academic plan for the proposed Dual Degree Program and these goals of the institution and its policies are well matched. Both WMU and the Faculty of Medicine and Dentistry within the University of Alberta agree to create and sustain the program for a period sufficient to enable all admitted learners to complete a degree in the published time frame. That time frame is appropriate and relevant for the learners for whom the program is intended and for the specific area of study addressed by the program.

Institutional ownership of the program

Collaboration and joint delivery –The responsibility for program quality will be shared jointly, even though the onus for quality rests ultimately with the University of Alberta with negotiated permission to amend materials if changes are necessary to meet institutional standards of quality.

Risk management and mitigation – The Faculty has in place appropriate risk management provisions, including those that ensure that technological infrastructure is stable, reliable, well maintained and secure, that a disaster recovery plan is available in the event that servers or other technologies fail, and that learners will not be adversely affected should an agreement with a partner or contractor be abrogated. The program will be using a learning management and delivery technology developed by a team in the Faculty of Medicine and Dentistry which included the Program lead, that system has been robust in the synchronous, asynchronous and distance delivery of the MD Program Preclerkship curriculum for the past 8 years including extensive distance delivery during the past 1.5 academic years during the COVID pandemic. The new Dual Degree Program will hire dedicated staff to manage and mitigate risk to support this infrastructure and work collaboratively with that team on an ongoing basis to ensure stable delivery of the program.

Privacy, identity and confidentiality – Working with the Office of the Registrar, appropriate safeguards are in place to assure the authentication of learner identity. The Faculty has experience to assure the authentication and the integrity of learner work in blended, distributed and distance programs. Documented procedures and appropriate storage protocols are in place to assure that security of personal information is protected in conducting assessments and evaluations and in the dissemination of results with procedures and timelines by which personal data no longer needed for authentication purposes will be destroyed.

Accessibility – The program will follow institutional protocols and procedures to assure that the diverse needs of learners are appropriately addressed, and when necessary, accommodated.

Intellectual property – The institution has policies to deal with the requirements of copyright and intellectual property laws and to address issues pertaining to digital rights management and appropriate use of learning object repositories.

Technology and renewal – The technology used to administer and deliver the program, both pedagogically and administratively, is adequate to facilitate program delivery, and the Faculty is committed to appropriate updating of any technologies employed, and the identification and evaluation of emerging technologies. Sufficient resources will be available for development and sustainability with the hiring of dedicated staff. The support for the building and maintenance of the technology for learning activities is maintained and supported and is as fail safe and secure as possible.

Program planning and design

Appropriate planning – There is a clear, well-understood process by which the program evolves from conception to approval to implementation to institutional review to continuous improvement. The instructional methods, modes of delivery and assessments of learning and feedback used are aligned with articulated learning outcomes for the program.

Team/collaborative/networked learning – Due consideration has been given to the substantial amount of learning that comes from peers, and to the implications of cohort models and other team, collaborative and networked learning environments. The program curriculum includes extensive small group and team-based learning pedagogies. Near peer student teaching assistants will be hired to further support this.

Course development and evaluation – Instructional and course materials will be reviewed regularly to ensure that they continue to meet the requirements and standards for the program. The intended learning outcomes will be reviewed regularly to ensure clarity and appropriateness, and their effectiveness evaluated through appropriate methods.

Learners

Advice to learners – Learners are fully advised about the competencies, the self-discipline and the equipment they will need to have in order to participate in the program, and are provided with information about the programs, courses, required texts and/or materials and other requirements in a timely manner to enable them to acquire the materials for their course as it begins. Learners are also informed of the costs associated with the mode of delivery of their program.

Learner support – Learners are provided with training in how to use on-line tools, and are updated when changes are planned or implemented.

Hardware and software – Procedures are in place to ensure that learners are supported in their use of the hardware and software required and have access to advice on these matters. In particular, before starting the program, learners are advised of the technical and time requirements for synchronous, asynchronous and self-directed learning sessions).

Learner services – Learners are informed about what learner services (e.g., academic advising, counseling) are available to assist them, and to address any complaints they have.

Academic Staff

Oversight of program curricula – Program curricula, assessment and oversight are the responsibility of the Program Director who previously held the position of Associate Dean for the MD Program as well as supporting cross institutional committees with appropriate academic qualifications and experience delivering comparable programs. The presentation, management, assessment and evaluation of the program are the responsibility of these committees.

Technology training – All those involved in course design and delivery are adequately trained and assisted in the technology and pedagogy of on-line learning. Academic staff are assisted and supported in making the transition from classroom to online teaching and are assessed and mentored as they progress in their online teaching.

Technical support – Academic staff are provided with an orientation to, and sufficient ongoing training/technical support for any hardware and software resources required in the program and are also updated in a timely manner about any impending or actual changes that could affect their access to or involvement in their online programs.

5.1.4 Provide an outline of the program structure and requirements (major, minor, cognates, core, general education, etc.) including credits in each category, and a summary description of the curriculum. Note any new courses. Course outlines must be available for reviewers but are NOT to be included with the proposal. (See sample table below - note that this is provided as a guideline only for a typical baccalaureate program, and will be different for other baccalaureate and graduate programs).

Program structure – all courses are required

Proposed program of study including course names, credits and year of study (specific course
descriptions and objectives follow)

Year in Program	Courses	Credits
Years 1 and 2	Courses Taught by Wenzhou Medical University	
	English Medical English	9
	Medical chemistry Molecular and cellular biology Normal structure and function of human body Biological basis of disease	22
	Modern Chinese History, Politics, Education & Fundamentals of Law	12
	Introduction to medicine Traditional Chinese Medicine Medical Ethics Social medicine and health service management Social Practice Policies Physical and Psychological Health Education Sanitary regulation Hygiene	17
	Courses Taught by University of Alberta	
	Health Systems Science 1	3
	Health Systems Science 2A	3
	Summer School: Health Systems Science 2B	4
Year 3	Courses Taught by University of Alberta	
	Foundations Medicine	9
	Endocrinology & Metabolism	6
	Cardiovascular Medicine	5
	Pulmonary Medicine	3
	Renal Medicine	3
	Health Systems Science 3	4
Year 4	Courses Taught by University of Alberta	
	Gastroenterology & Nutrition	5
	Reproductive Medicine & Urology	6
	Musculoskeletal System	6
	Neurosciences and Organs of Special Senses	9
	Psychiatry	3
	Oncology	3
	Health Systems Science	3
Year 5	Clinical Courses Taught by Wenzhou Medical University	
	Internal Medicine	16
***the courses from	Surgery	16
this year of the	Obstetrics and Gynecology	6

	Pediatrics	6
required for the Bachelor of	Community Medicine	2
Biomedicine Degree	Radiology and ECG	2

Summary Course Descriptions

COURSE NAME	COURSE DESCRIPTION	Year
Health Systems Science 1	Health systems science is a foundational platform and framework for the study and understanding of how care is delivered for patients and populations within systems of medical care, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. This course continues over 4 years and builds knowledge of core domains including health care structures and processes; interprofessional care; health care policy, economics, and management; clinical informatics and health information technology; global, population and public health; value-based care; health system improvement, design and systems thinking.	Year 1
Health Systems Science 2	Health systems science is a foundational platform and framework for the study and understanding of how care is delivered for patients and populations within systems of medical care, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. This course continues over 4 years and builds knowledge of core domains including health care structures and processes; interprofessional care; health care policy, economics, and management; clinical informatics and health information technology; global, population and public health; value-based care; health system improvement, design and systems thinking.	Year 2
Foundations of Health and Medicine	The Foundations of Medicine course serves as a foundation for future learning and practice. This course will focus on integrating basic principles of medical and biological sciences as the foundation for the curriculum.	Year 3
Endocrinology & Metabolism	During the Endocrinology and Metabolism course, students will learn how the endocrine system integrates with the rest of the body. The course covers the different endocrine glands: how the hormones have profound effects on the cells and tissues of the body; and the feedback loops that are important in hormonal	Year 3

	regulation. Students will have a chance to learn about basic endocrine anatomy, physiology, pathology and biochemistry, as well as clinical aspects of endocrine diseases. Discovery learning, team-based learning, in-class review sessions and self-study materials cover major endocrine topics.	
Cardiovascular Medicine	 The Cardiology course will serve as a foundation for future learning and practice. The goal is to provide students with an introduction to the fundamentals of cardiology medicine. Topics to be covered include the basic structure and function of the cardiovascular system clinical picture of ventricular or valvular diseases, electrical diseases of the heart, including an approach to ECG reading coronary and aortic / peripheral arterial diseases myocardial and pericardial disease 	Year 3
Pulmonary Medicine	The Pulmonary serves as a foundation for future learning and practice. The goal is to provide students with an introduction to the fundamentals of pulmonary medicine.	Year 3
Renal Medicine	 The Renal course will serve as a foundation for future learning and practice. The goal is to provide students with an introduction to the fundamentals of renal medicine. Topics to be covered include: Basic anatomy, physiology, embryology and pathology of the renal system; Acute and chronic renal failure; Pharmacology of the kidney; Diseases of the glomerulus; Tubulointerstitial disease; Renovascular disease; Pediatric nephrology; and Hereditary and cystic renal disease 	Year 3
Health Systems Science 3	Health systems science is a foundational platform and framework for the study and understanding of how care is delivered for patients and populations within systems of medical care, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. This course continues over 4 years and builds knowledge of core domains including health care structures and	Year 3

Gastroenterology &	processes; interprofessional care; health care policy, economics, and management; clinical informatics and health information technology; global, population and public health; value-based care; health system improvement, design and systems thinking. The Gastroenterology and Nutrition Course	Year
-	 will serve as a foundation for future learning and practice. The goal is to provide students with an introduction to the fundamentals of gastroenterology. Topics to be covered include: The structure and function of the gastrointestinal tract Gastrointestinal health and nutrition Common diseases of the gastrointestinal tract Fundamentals of gastrointestinal disease management The impact of gastrointestinal disease on patients and society. 	4
Reproductive Medicine & Urology	 The Reproductive Medicine and Urology Course that provides students with a strong knowledge base in the fundamentals of reproductive medicine, urology. Topics to be covered include: An overview of the anatomy, pathophysiology, presentation, diagnosis and treatment of common gynecologic, obstetric (including genetic), urologic, and sexually transmitted illnesses. 	Year 4
Musculoskeletal System	The Musculoskeletal System course provides students with a strong knowledge base in the fundamentals of musculoskeletal medicine. The anatomy, embryology, histology and physiology of the musculoskeletal system and skin are studied. An approach to common and important conditions and disorders of the musculoskeletal system and skin are covered from the perspectives of rheumatology, physical medicine and rehabilitation, orthopedics, dermatology, plastic surgery, pediatrics and family medicine.	Year 4
Neurosciences and Organs of Special Senses -	The Neurosciences and Organs of Special Senses course provides students with a foundation in the areas of Neurology, Neurosurgery, Ophthalmology, ENT and Developmental Pediatrics. Throughout the course, students will learn the approach to a patient with common	Year 4

	symptoms or important problems; the elements of the neurological, eye, and head and neck exam, as well as perform a developmental assessment; to develop the ability to localize lesions, all while being able to recognize serious processes requiring urgent referral.	
Psychiatry	The Psychiatry course provides students with foundational knowledge regarding mental health and illness. Students will learn how to describe why mental health is important and the cost to society of mental illness. They will also learn to describe the stigma of mental illness and its impact on physician health.	Year 4
Oncology	The Oncology course is designed to help students to understand the principles of oncology and recognize the importance of a multidisciplinary approach to cancer care while caring for patients with cancer.	Year 4
Health Systems Science 4	Health systems science is a foundational platform and framework for the study and understanding of how care is delivered for patients and populations within systems of medical care, how health professionals work together to deliver that care, and how the health system can improve patient care and health care delivery. This course continues over 4 years and builds knowledge of core domains including health care structures and processes; interprofessional care; health care policy, economics, and management; clinical informatics and health information technology; global, population and public health; value-based care; health system improvement, design and systems thinking.	Year 4

To assist in demonstrating that the program curriculum is clear and well integrated with the objectives and outcomes, provide one or more typical student programs by year of program (see sample table below).

Year in Program	Courses
Years 1 and 2	English
	Medical English
	Medical chemistry
	Molecular and cellular biology
	Normal structure and function of human body
	Biological basis of disease
	Modern Chinese History, Politics, Education & Fundamentals of Law
	Introduction to medicine
	Traditional Chinese Medicine
	Medical Ethics
	Social medicine and health service management
	Social Practice
	Policies
	Physical and Psychological Health Education
	Sanitary regulation
	Hygiene
	Health Systems Science 1
	Health Systems Science 2A
	Summer School: Health Systems Science 2B
Year 3	Foundations Medicine
	Endocrinology & Metabolism
	Cardiovascular Medicine
	Pulmonary Medicine
	Renal Medicine
	Health Systems Science 3
Year 4	Gastroenterology & Nutrition
	Reproductive Medicine & Urology
	Musculoskeletal System
	Neurosciences and Organs of Special Senses
	Psychiatry
	Oncology
	Health Systems Science
Year 5	Internal Medicine
***not required for students to get UAlberta	Surgery
Bachelor of Biomedicine Degree	Obstetrics and Gynecology
	Pediatrics
	Community Medicine
	Radiology and ECG

Typical student program

5.2 Criteria / Requirements for Admission and Academic Progression

State the admission criteria (including any provision for prior learning assessment), residency requirements, academic performance progression requirements, and graduation requirements applicable to the program, along with the grading scheme. Note any program specific regulations (e.g., for doctoral programs, note any candidacy or dissertation requirements, examination requirements, time to completion requirements, etc.).

Admissions requirements

Admissions requirements for students to be accepted into this dual degree program include:

- English Language IELTS of 6.5 with no band less than 6
- Successful completion of the first year of the WMU medical program

Residency requirements

There are no residency requirements for the program

Grading Scheme

The means of assessing a student's progress and determining a student's grades may vary from one course to another in accordance with the nature of the course. Factors other than examination results may be used to a variable extent by instructors in determining grades. Students are informed at the beginning of each course how grades are to be determined. Students are also advised of the procedures for appeal established within the Faculty and the University.

Academic performance progression requirements

Students may only proceed to a subsequent year of the medical program if they have passed all courses for the current academic year. The program lead may approve exceptions to this requirement when it is not possible to meet this requirement.

Students enrolled in the program are under the obligation to meet the expected competencies through achieving learning objectives as distributed throughout the courses in the program. The program is sequentially designed to provide students with the opportunity to ultimately demonstrate satisfactory completion of all necessary requirements and competencies to graduate.

Promotion from year to year and ultimately graduation requires full completion of all program requirements in that current year before being able to progress in the program.

Academic Probation

Academic Probation is assigned to a student who at the end of the year or term, fails to achieve a pass in all courses. A student on Academic Probation will have academic progress regularly reviewed and reported upon at the end of each term. A student on Academic Probation may be required by the program to participate in a structured learning program. Students with more than two failed courses in the academic year may be allowed to continue on Academic Probation at the discretion of the Program Lead

A student who has been assigned Academic Probation may be either granted an opportunity to enroll in a repeat of the year, an opportunity to remediate failed coursework before advancing to the next year of the program or may be Required to Withdraw from the program.

To clear Academic Probation and to qualify for promotion or graduation, the student must achieve Satisfactory Standing in the probationary or repeat year at assessment checkpoints at the end of each term during that year.

Students who fail to perform satisfactorily at any of those assessment points will be Required to Withdraw immediately and subsequent registration will be cancelled.

Graduation requirements

Students will be eligible for graduation when they have successfully completed all of the program requirements.

5.3 Engaged and Active Learning / Delivery Methods

5.3.1 Demonstrate the ways in which the institution identifies and attends to the learning of students in the program and what pedagogies will be used to encourage their engaged and active learning, as per Council's program quality assessment standard #5 (Program delivery).

The program will support active student learning in a variety of ways. Problem-based learning (Discovery Learning) takes place in small groups, facilitated by faculty preceptors to encourage students to apply basic science and foundational knowledge to clinical cases. Team-based learning similarly encourages small groups of students to work together to apply their knowledge to cases that are relevant to their courses. A flipped classroom approach will be used to deliver lecture-based material online as a vodcast, and then live sessions (synchronous) will be used to apply and consolidate that material, engage in conversations and Q&A style sessions with faculty members, and to integrate the information in clinical-based scenarios. All of these approaches support a constructivist approach to learning and are common teaching and learning strategies in medical education.

5.3.2 Include a description of the teaching/learning approaches to be used, a description of the rationale for using the approach and evidence of adequate support for the approach. Where applicable, demonstrate how CAQC's Additional Quality Assessment Standards for Programs Delivered in Blended, Distributed or Distance Modes will be met.

The program will use a variety of teaching and learning approaches. As this program will primarily be delivered to students while they are on campus at Wenzhou Medical University, blended learning approaches and pedagogies will be used. Problem-based learning (Discovery Learning), case-based learning and team-based learning sessions will be done with students and WMU faculty on site in China, supported by faculty and academic staff from the University of Alberta online. A variety of platforms will be used, including Zoom, to ensure this facilitation can be done in real time (synchronous) from a distance. Vodcasts and other learning materials will be available to students through infrastructure developed and currently used within the Faculty of Medicine and Dentistry. This will encourage and support resource delivery, and online interactions with faculty and staff from both institutions. University of Alberta faculty members will travel to WMU to deliver some core content in person, and to augment the virtual delivery of curriculum. Students will also complete one summer course on campus at the University of Alberta, learning with and from faculty, staff, and students in Edmonton. All of these approaches support a constructivist approach to learning and are common teaching and learning strategies in medical education.

The technology used to administer and deliver the program, both pedagogically and administratively, is adequate to facilitate program delivery, and the Faculty is committed to appropriate updating of any technologies employed, and the identification and evaluation of emerging technologies. Sufficient resources will be available for development and sustainability with the hiring of dedicated staff. The support for the building and maintenance of the technology for learning activities is maintained and is as fail safe and secure as possible. Both students and faculty will receive ongoing support in the use of the system with appropriate on-boarding.

5.4 Program Comparison

5.4.1 Provide a comparative analysis of the proposed program (curriculum, structure, admission requirements, etc.) with similar programs offered elsewhere (if any), especially in Alberta and Canada (see sample table below). What process was used to determine which programs were deemed to be the most comparable? Illustrate the similarities and differences.

There are no similar/comparable dual degree programs in Alberta or Canada. The content of the curriculum of the third and fourth year of the proposed dual degree program is similar to the current Preclerkship curriculum for year 1 and 2 of the UAlberta MD Program. The Faculty has a proven track record for successful delivery of this curriculum in a blended fashion.

The programs are otherwise significantly different. The educational background of learners is different in that students entering the MD Program are experienced learners who have completed undergraduate degrees at a minimum. Students in the Dual Degree program will not have this same educational background. The other and most significant difference is regarding the delivery of clinical Work Integrated Learning (WIL) which constitutes more than 50% of the UAlberta MD Program. In the proposed Dual Degree program the WIL will occur during the summer course between years 2 and 3 and in the 5th year of the Program. The 5th year WIL will be delivered according to the requirements typical of WMU to prepare students for clinical practice in China.

Program component	Applicant institution	Institution A*	Institution B**
Name of credential	WMU	Bachelor of Biomedicine	Bachelor of Clinical Medicine
Entrance requirements	WMU	Additional English language requirements IELTS(Academic) (International English Language Testing System) At least 6.5 with no band less than 6.0	Applicants must meet the normal admission requirements for WMU degree program
Areas of study / Curriculum	WMU	Years 3 and 4	Years 1,2 and 5
Graduation requirements		Successful completion of the Year 1-4 curriculum	Successful completion of the additional 5 th year of clinical studies
Total credits	183	135	+48

*Institution A is University of Alberta

**Institution B is Wenzhou Medical University (WMU)

5.4.2 If a similar program is currently offered at the institution, compare the structure, admission requirements and learning outcomes to the proposed program. If this is a conversion of an existing program (e.g., conversion of an applied degree to a new degree program), provide a table similar to the sample shown below.

The overall learning outcomes of this program are similar to those of the Preclerkship Curriculum of the UAlberta MD Program. However, there are significant differences between the programs. Students enter the UAlberta MD Program after completing an undergraduate degree (at a minimum). Students will join the proposed Dual Degree Program after completing their secondary education and meeting the English language requirements. The students will complete two years of foundational content primarily based on the WMU medical school curriculum prior to starting the UAlberta Preclerkship Courses. The students will not complete the same two year WIL clinical clerkship required of students in the MD Program prior to receiving an MD Degree from the University of Alberta.

Comparison by course – existing program to new program

N/A

5.5 Other elements affecting quality

Note any other relevant aspects of the proposed program that might affect quality (e.g., fast-tracking, individual study, parts of the program to be offered in cooperation with another institution, etc.).

The quality of the program may be affected by the following factors:

- The blended approach may affect that quality of the educational experience because students will be learning at a distance, with both asynchronous and synchronous sessions. This will require student self-motivation. We hope to mitigate this by scheduling regular 'live' synchronous sessions, as well as having UofA staff and faculty teach in person at WMU regularly. As well, extensive faculty development will be provided to WMU faculty to ensure they can facilitate and support students in the University of Alberta approaches to learning.
- The time differences between WMU and UofA could be challenging when planning and delivering live sessions to students at WMU.
- Internet connectivity may be unstable from time to time requiring the rescheduling of sessions if no other means of connectivity is available.

SECTION 6: IMPLEMENTATION AND RESOURCES

6.1 Program Implementation Plan

Provide a program implementation plan by academic year (start to maturity) that includes any elements to be phased in (e.g., new academic staff hires, courses, minors, co-op option). If introduction of this program is

Program	Implementation Plan
Year	
Year 1	-WMU begins recruitment of the first cohort of students
	-students work on year 1 of the AIWMU curriculum with one course being taught by UAlberta
	faculty.
	-hiring UofA staff for the joint institute, including a Director
	-establishment of the joint institute agreement
	-establishment of committee structures
	-building relationships within the joint institute
Year 2	-students work on year 2 of the AIWMU curriculum with one course being taught by UAlberta
	faculty.
	-recruitment continues with students being interviewed and selected to participate in the joint
	institute
	-planning for upcoming summer school to take place at the University of Alberta continues
	-all curricular materials will be reviewed for transcultural safety and geographic relevance
	- all staff hires occur for administrative, technical and program staff
	-curriculum delivery for the summer school program between years 2 and 3 of the program
Year 3	-blended curriculum delivery for the year three content of the program
Year 4	-blended curriculum delivery for the year four content of the program

dependent on a similar program being phased out, the implementation plan should include how both programs are being supported until the phase out and start up are completed.

Faculty Development to support the dual Degree Program

To support the Alberta Institute Wenzhou Medical University Program a dedicated and specific Faculty Development program called the "Teaching Scholars Program – Alberta Institute" has been developed. Over 144 hours will be spent on working with WMU faculty to develop a mutual understanding about the curriculum and to allow for opportunities for collaborative development and enhancement of the curriculum.

The following courses will be taught by faculty leaders from the University of Alberta to faculty from WMU who teach in the first, second and fifth year of the program. These faculty may help with small group facilitation of courses led by University of Alberta faculty in the third and fourth years to enhance continuity across all 5 years of the program.

Course	Time Commitment	Type of Course
TSP-AI 01 : Introduction to Medical Education Theory & Practice*	2 sessions/week, 2 hrs/session for 12 weeks online Fall 2021	Prerequisite for all other courses

TSP-AI 02 : Improving Classroom Teaching Skills	2 sessions/week, 2 hrs/session for 12 weeks online Winter 2022	Teaching
TSP-AI 03 : Introduction to Assessment	2 sessions/week, 2 hrs/session Hybrid: 5 weeks online 5 sessions (1 week) in Alberta Spring 2022	Teaching
TSP-AI 04 : Introduction to Medical Education Scholarship	2 sessions/week, 2 hrs/session for 12 weeks online Fall 2022	Scholarship
TSP-AI 05 : Introduction to Program Evaluation as Scholarship	2 sessions/week, 2 hrs/session for 12 weeks online Winter 2023	Scholarship
TSP-AI 06 : Fostering a Humanistic Approach to Clinical Teaching Elective Teaching Course	1 session/week, 2 hrs/session 1 session/week, 1 hr/session Hybrid: 5 weeks online 5 sessions (1 week) in Alberta Spring 2023 (campus tour)	Teaching Elective

18 WMU faculty members have successfully completed TSP-AI 01, Introduction to Medical Education Theory & Practice. These same faculty members are currently enrolled in the second TSP-AI course, TSP-AI 02 Improving Classroom Teaching Skills.

	TSP-AI 01: li	ntroduction	to Medical Education Theory & Practic	е*
	Beijing Time Small Groups	Beijing Time	Content*	Number of Hours
1.		9:00 - 11:00	Course & Participant Introductions Dr. Hodgson, Dr. Hillier, & Dr. Brett-MacLean Receive readings for 9/25/21	2

2.	09/25/21 9:00-11:00 AM Session 2a	09/30/21 9:00 - 11:00 Session 2b	Curriculum Development Dr. Carol Hodgson Receive readings for 10/2/21 small group prep session	4
	10/02/21 HOLIDAY	10/07/21 HOLIDAY	NO CLASS: National Day Holiday	0
3	10/09/21 9:00-11:00 AM Session 3a	10/14/21 9:00 - 11:00 Session 3b	Searching the Learning Management Database Dr. Hollis Lai Receive readings for 10/16/21 small group prep	4
4.	10/16/21 9:00-11:00 AM Session 4a	10/21/21 9:00 - 11:00 Session 4b	Curriculum Models Dr. Carol Hodgson Receive readings for 10/23/21 small group prep	4
5.	10/23/21 9:00-11:00 AM Session 5a	10/28/21 9:00 - 11:00 Session 5b	Learning Theories & Accreditation Standards Dr. Carol Hodgson Receive readings for 10/30/21 small group prep session	4
6.	10/30/21 9:00-11:00 AM Session 6a	11/04/21 9:00 - 11:00	Case-based Learning Dr. Carol Hodgson Receive readings for 10/30/21 small group prep	4
7.	11/06/21 9:00-11:00 AM Session 7a	11/11/21 9:00 - 11:00	Teaching with Technology Dr. Hollis Lai & Mr. Patrick von Hauff Receive readings for 11/20/21 small group prep	4
8.	11/13/21 9:00-11:00 AM Session 8a	11/18/21 9:00-11:00 AM	Simulation in Teaching & Deliberate Practice Dr. Carol Hodgson & Mr. Patrick von Hauff Receive readings for 11/13/21 small group prep	4
9.	11/20/21 9:00-11:00 AM Session 9a	11/25/21 9:00-11:00 AM	Curriculum Evaluation Dr. Carol Hodgson Receive readings for 11/27/21 small group prep	4
10.	11/27/21 9:00-11:00 AM Session 10a	12/02/21 9:00-11:00 AM	Narrative Reflective Practice Dr. Pamela Brett-MacLean	4

11.	12/04/21 9:00-11:00 AM Session 11a	9:00-11:00 AM	Making Your Everyday Work Scholarly Dr. Carol Hodgson Small group prep session (12/4/22) for class presentations	4
12.	12/11/21 9:00-11:00 AM Session 12a	12/16/21 9:00-11:00 AM Session 12b	Project Preparation	4
13.	12/18/21 8:30 am - 12:00 pm		Project Presentations Dr. Carol Hodgson (Note longer class time)	4
*Prerequisi	te for all other TSP	-Al courses	TOTAL HOURS	50

TSP-AI 02: Improving Classroom Teaching Skills				
	Beijing Time Small Groups	Beijing Time	Content	Number of Hours
1		01/13/22 9:00 - 11:00	Course Introduction & Overview Dr. Carol Hodgson	2
2		01/20/22 9:00 - 11:00	The lecture and making it interactive Dr. Carol Hodgson Receive readings for 1/22/22 small group prep	2
3	01/22/2022 9:00-11:00	01/27/22 9:00 - 11:00	Developing a Case (e.g., PBL/DL, patient-based basic science case, simulation, etc.) Dr. Carol Hodgson	4
4	01/29/22 9:00-11:00			2
	02/01/22-02/15/ 22	02/01/22-02/015 /22	NO CLASS: New Year and Spring Festival	0

5		02/17/22 9:00 - 11:00	Being a Successful Small Group Facilitator Dr. Carol Hodgson	4
6	02/19/22 9:00 - 11:00 am	02/24/22 9:00 - 11:00	Narrative Approaches to Reflection Dr. Pamela Brett-MacLean	4
7	02/26/22 9:00 - 11:00 am	03/03/22 9:00 - 11:00	Visual Reflection - Learning to See Dr. Pamela Brett-MacLean	4
8	03/05/22 9:00 - 11:00 am	03/10/22 9:00 - 11:00	Developing a TBL Session Dr. Tracey Hillier & Dr. Hodgson	4
	-	to daylight saving change from 6:00-	s time - -8:00 pm to 7:00 to 9:00 pm	
9	03/12/22 9:00 - 11:00 am	03/17/22 9:00 - 11:00	Facilitating a TBL Session Dr. Tracey Hillier	4
1	03/19/22 9:00 - 11:00 am	03/24/22 9:00 - 11:00	Developing a flipped classroom session Dr. Carol Hodgson	4
4	03/26/22	03/31/22 9:00 - 11:00	Facilitating a flipped classroom session Dr. Tracey Hillier	4
1	9:00 - 11:00 am	9.00 - 11.00		
	9:00 - 11:00 am 04/02/22 9:00 - 11:00 am	9:00 - 11:00 04/07/22 9:00 - 11:00	Teaching Effectively Online & Teaching with Technology Mr. Patrick von Hauff	4
1	04/02/22	04/07/22 9:00 - 11:00 04/14/22	Teaching Effectively Online & Teaching with Technology	4

		-		-
	Beijing Time Small Groups	Beijing Time	Content	Number of Hours
1		05/12/22 9:00 - 11:00	Course Introduction and Overview Dr. Hodgson Readings provided for 05/14/22	2
2	05/14/22 9:00 - 11:00	05/19/22 9:00 - 11:00	Assessment methods Dr. Hodgson Readings provided for 05/21/22	4
3	05/21/22 9:00 - 11:00	05/26/22 9:00 - 11:00	Measurement issues: validity, reliability, and statistics of testing Dr. Hollis Lai Readings provided for 05/28/22	4
4	05/28/22 9:00 - 11:00	06/02/22 9:00 - 11:00	Standard Setting Dr. Hollis Lai Readings provided for 06/04/22	4
5	06/04/22 9:00 - 11:00	06/09/22 9:00 - 11:00	Written Exams Dr. Carol Hodgson	4
6	06/11/22 9:00 - 11:00		Small Group Project Work	2
	In-person Sessions	Edmonton Time		
7	Depending on Travel Restrictions	06/14/22 09:00 am-12:00 pm	UAlberta Campus Campus/Faculty of Medicine & Dentistry Tour Catered Lunch	2
8	In-person	06/14/22 12:30-2:30 pm	Simulation for assessment (ECHA simulation centre) TBA	2

9	In-person	06/14/22 3:00-5:00 pm	Small Group Project Work	2
1	In-person	06/15/22 9:00 - 1:00 pm	Travel to Jasper & Talk on Jasper Park History	0
1	In-person	06/15/22 2:30 - 4:30 pm	Small Group Project Work	2
1	In-person	06/16/22 8:00 - 10:00 am	Observational assessment TBA	2
1	In-person	06/16/22 10:15 am-12:15 pm	Performance Assessment TBA	2
1	In-person	06/16/22 1:00-3:00 pm	Small Group Project Work	2
			Optional Maligne Lake Tour	
1	In-person	06/17/22 8:00 - 10:00 am	Peer assessment Dr, Tracey Hillier	2
1	In-person	06/17/22 10:15 am-12:15 om	Performance Portfolios Dr. Tracey Hillier	2
1	In-person	06/17/22 1:00-4:00 pm	Small Group Project Work	3
1	In-person	06/18/22 9:00 am - 2:00 pm	Project Presentations, Lunch, & Awarding of Certificates Note longer class time	5
	In-person	6/19/22	Return to Edmonton	
			TOTAL HOURS	46

6.2 Staffing Plan

6.2.1 Show how the number (head count and FTE), distribution and qualifications of teaching staff meet Council's requirements and the objectives of the program as a whole (as described in s. 1.6 above). Include the academic staff expertise to be recruited, if new staff are contemplated. Provide summary information of current academic staff and new hires who will be teaching in the proposed program in the following format (see sample table below).

The UAlberta curricular component of the proposed Dual Degree Program will be delivered in a similar fashion to the MD program. The MD Program works with many clinical and academic faculty from across the Faculty of Medicine and Dentistry every year to deliver the program successfully. Every educator who is involved in the assessment of a student in the program will have a faculty appointment.

Based on the MD Program we expect:

- Approximately 300 UAlberta faculty will teach in the Dual Degree Program. As a point of reference, as many as **1092** different faculty members teach (and facilitate, examine, and tutor) in the MD Program.
- 1009 whole class sessions will be delivered by 300 unique lecturers in years 3 and 4 of the program

Courses taught by academic staff by credential and specialization

• Faculty members teach across many courses to ensure a high level of continuity and integration across the curriculum therefore they are not assigned to a single course. The table below contains credentialing information from a subset of the teaching faculty who provided their information on request.

Name	University where the highest degree is obtained	Specialty for the highest Degree	Highest Degree	Academic staff status
Michael Houghton	King's College	Biochemistry	PhD	Professor
Xin-Min Lee	Norman Bethune China	Medicine Pharmacology	MD PhD	Professor
Dilini Vethanayagam	University of Alberta	Medicine	MD	Associate Professor
Rabin Persad	University of the West Indies	Medicine	MBBS	Associate Professor
Nirupan Vipulananthan	University of Saskatchewan	Medicine	MD	Clinical Lecturer and CME director
Pamela Brett-MacLean	University of British Columbia	Medical Humanities	PhD	Associate Professor
Clarence Wong	University of Alberta	Medicine	MD	Associate Professor
Daniel Livy	University of Alberta	Biological Sciences	PhD	Associate Professor

Karen Forbes	University of Calgary	Medicine (Pediatrics)	MD	Associate Professor
Elizabeth Rosolowsky	University of California, San Francisco	Medicine	MD	Associate Professor
Lillian Au	University of Alberta	Medicine	MD	Associate Professor
Andrew Holt	Queen's College, Cambridge	Pharmacology	PhD	Associate Professor
Helly Goez	Tel Aviv University	Medicine	MD	Associate Professor
Joanne Rodger	University of Alberta	Education	PhD	Curriculum Specialist
Tracey Hillier	McMaster University	Medicine	MD	Assistant Professor, Associate Dean
Hollis Lai	University of Alberta	Education Psychology	PhD	Associate Professor
Sukhvinder Dhillon	University of Liverpool	Medicine	MD	Associate Professor
Ann Lee	University of British Columbia	Medicine	MD	Assistant Professor
Carol Hodgson Birkman	University of California, Los Angeles (UCLA)	Biochemistry	PhD	Associate Professor, J Allan Gilbert Chair in Medical Education Research
Andrew Scarfe	University of Alberta	Medicine	MD	Associate Professor
Steven Caldwell	University of Edinburgh	Medicine	MBCHB (Hons)	Clinical Professor
Tim Winton	Queen's University	Medicine	MD	Associate Professor
Ronald W. Damant	University of Alberta	Medicine	MD	Professor
Zhixiang Wang	Simon Fraser University	Biochemistry	PhD	Professor

6.2.2 Include brief explanations of academic staff categories (e.g., continuing, sessional, term) and workload expectations.

Academic staff will be faculty members in the FoMD with 0.1 to 0.3 FTE for their teaching load with this program, sessional teachers will also be used as is done for the delivery of the MD Program. This program will draw upon existing resources developed for the preclerkship component of the MD Program.

6.2.3 Provide a proposed teaching rotation that outlines the academic staff at launch and to maturity of the program (see sample table below) and shows clearly the plan for any cycling of courses. List also any non-academic staff who will teach in the program.

The UAlberta curricular component of the proposed Dual Degree will be delivered in a similar fashion to the MD program. The MD Program works with many clinical and academic faculty from across the Faculty of Medicine and Dentistry every year to make the program successful. Every educator who is involved in the assessment of a student in the program will have a faculty appointment. Faculty members teach across many courses to ensure a high level of continuity and both horizontal and vertical integration across the curriculum therefore they are not assigned to a single course.

6.2.4 For graduate programs, provide a detailed plan to organize the academic advising, supervision and monitoring of graduate students, and state the credentials, graduate teaching experience, master's committee work/supervision and PhD supervision experience of academic staff. For doctoral programs, a summary table such as the following would be helpful.

N/A

6.2.5 Include CVs of core academic staff teaching in the program as well as key administrators (see CAQC's CV template). Be sure their permission has been given.

As many as **300** different faculty members will teach (and facilitate, examine, and tutor) in years 3 and 4 of the Dual Degree Program with a demonstrated track record of being able to deliver the curriculum. The CV of the Director of the Dual Degree Program is attached as Appendix C.

6.3 Scholarly and Creative Activity

6.3.1 Describe what constitutes scholarship and/or creative activity for academic staff teaching in this program, and summarize the institutional expectations of academic staff with respect to scholarship and professional development as well as how these are assessed. Describe plans for supporting scholarly activities and professional development of academic staff (see Council's expectations regarding scholarship, research and creative activity in s. 3.7.3 of Council's Handbook).

All forms of scholarship currently recognized within the FoMD will be equally recognized for work done in support of this Dual Degree Program. Scholarship for faculty teaching in the Dual Degree Program will be recognized as a multi-faceted activity involving the creation, integration and dissemination of knowledge. Scholarship can take many forms including the following:

- Independent or collaborative research across the full spectrum (basic, applied, educational, policy, quantitative, qualitative, etc)
- Staying current and maintaining competency in the content and methodology in one's field and related fields
- Inquiry and reflective practice
- Innovation in pedagogy
- Knowledge translation and reformulation for new applications
- Composition and creative activity
- Publication
- Presentation at scholarly conferences or expert groups
- Applied scholarship through problem solving practices, innovation, product development (handbooks, manuals, software, etc)
- Technology development, patents, technology transfer and commercialization
- Developing standards, guidelines, and best practices
- 6.3.2 For doctoral proposals, include a tabular summary of research grants held by key academic staff involved in the program, both (i) in aggregate form, and (ii) by academic staff member, years of tenure of each grant, and source and amount of the grant.

N/A

6.4 Physical and Technical Infrastructure

Describe the facilities, laboratory and computer equipment (as applicable) available to meet the specialized demands of the program, as well as plans to address any deficiencies in what might be required.

The physical space and laboratories are at the WMU site.

Learning management systems have been developed within the Faculty of Medicine and Dentistry to deliver and manage the curriculum and assessment activities. The learning management systems have been developed and successfully used to deliver online synchronous and asynchronous learning activities. These specific systems will be licensed for use with this Dual Degree Program.

6.5 Information Services

Provide an inventory and analysis of information resources to support the program (using standard library reference guides) and plans to deal with any deficiencies, and a description of student access to other information services.

Students will have access to the University of Alberta Libraries and existing online resources and will also benefit from the information services of Wenzhou Medical University.

SECTION 7: CONSULTATION AND ASSESSMENT

7.1 Program Evaluation

Describe the criteria and methods which will be used to ensure the ongoing quality of the program. Include mechanisms for periodic review using external evaluation. Include the expected outcomes, key performance indicators and performance targets for the program.

A regular process of continuous quality improvement including annual course review will occur involving faculty and learners from both Wenzhou Medical University and UAlberta. This will be supported using existing curriculum management infrastructure. Student academic success on assessments will be measured against learning objectives. Student feedback regarding lectures and courses will be considered. Student portfolios will constitute a record of activity. At the end of the program, student achievement of program learning outcomes will be evaluated. Faculty development and curricular changes will be made where needed.

7.2 Consultation / Accreditation or Regulatory Approval

7.2.1 Building on s. 2.3, outline the consultation that has occurred with other institutions, organizations or agencies, including advisory bodies formed by the applicant institution to assist in program design, implementation and evaluation. This should include, where appropriate, professional associations, regulatory agencies and/or accrediting bodies, and prospective employers.

N/A

7.2.2 If the program is subject to accreditation or approval of a regulatory body, provide a description of the review process, requirements of the body and timing of the review (if in process). If possible, a chart or table may be useful to outline accreditation or regulatory approval requirements.

N/A

7.2.3 If not already covered in 7.2.2., indicate how graduates will meet professional or regulatory expectations. N/A

7.3 Reports of Independent Academic Experts

CAQC views external peer review, which can be both formative and summative, as foundational to ensuring the quality of academic programs. In order to strengthen the proposal, before the proposal is finalized, the institution should consult with one or more independent academic experts it selects from outside the institution to provide advice regarding all aspects of the program. The report(s) of these external independent academic experts should be provided, along with the institution's response to the report(s). If an institution wishes a program proposal to be exempted from the normal requirement of an assessment by an external expert, it must provide a compelling case as part of its request for a Fully Expedited Review. Short résumés of the academic experts involved and a rationale as to why they were selected should be provided (see CAQC's guidelines with respect to the selection and use of Independent Academic Experts in Appendix I of the CAQC Handbook).

The curriculum of this program is based on the Preclerkship curriculum of years 1 and 2 of the MD Program. The MD Program curriculum has undergone three successful external reviews since 2014 and has had no substantive change since the last comprehensive external review in 2018.

- 2014 Comprehensive Accrediting Body Review by the Committee on Accreditation of Canadian Medical Schools (CaCMS) and the Liaison Committee on Medical Education (LCME) of the American Association of Medical Colleges (AAMC)
- 2018 Interim accreditation review by CaCMS Committee on Accreditation of Canadian Medical Schools
- 2018 Campus Alberta Quality Council Review

The curriculum of the Wenzhou Medical University Program has also had successful external review by an International Medical School Accrediting body.

Students from both medical programs are highly successful on national licencing exams with a pass rate of more than 99% reflecting the quality of the education provided by the medical program of each of the collaborating Universities.

The CV of the Director and Executive Dean of the Alberta Institute who is the Program Lead for the Dual Degree Program is attached as Appendix C.

SECTION 8: OTHER

8.1 Adverse Claims or Allegations

Disclose any adverse claims or allegations that might affect this application or be of concern to Council.

We are not aware of any adverse claims or allegations.

8.2 Statement of Institutional Integrity

Include a signed Statement of Institutional Integrity (see Council template on web site).

See attached as Appendix D.

8.3 Other documentation

Provide any other supporting documents such as the Graduate Program Handbook, Faculty Handbook, current calendar, cyclical review of programs policy, etc. that would add support to the applicant's case and would help reviewers (provide website links, if available).

N/A

Appendix C Template CV

NAME

Dr Tracey Hillier

COMPLETED ACADEMIC DEGREES

Degree Name	Subject Area	Where Completed	Date of Completion
Master of Education	Health Sciences Education	University of Alberta	November 2016
Doctor of Medicine (MD)	Medicine	McMaster University	June 1997
Bachelor of Science (Honours)	Nursing	St Francis Xavier University	May 1990
OTHER ADVANCED	STUDIES		
Fellowship	Emergency Trauma and Cardiac Radiology	University of British Columbia	June 2011
Post Graduate Medical Residency	Diagnostic Imaging	University of Alberta	June 2007
Post Graduate Medical Residency	Family Medicine	McMaster University	December 1999

ACADEMIC APPOINTMENTS

Appointment Level	Institution	Dates	Subject Area
Associate Professor, with Tenure	University of Alberta	July 2019-Present	Diagnostic Imaging
Assistant Professor, Tenure Track	University of Alberta	July 2015-June 2019	Diagnostic Imaging
Assistant Professor, Special Continuing	University of Alberta	Jan 2012-July 2015	Diagnostic Imaging
Assistant Clinical Professor	University of Alberta	July 2011-2012	Diagnostic Imaging

Clinical Lecturer	University of Alberta	Jul 2009-Jun 2011	Diagnostic Imaging

ADMINISTRATIVE APPOI	NTMENTS		
Appointment Level		Institution	Dates
Director and Executive Dear Institute	n Alberta	University of Alberta	July 2020-Present
Co-Director Situated Knowledges: Indigenous Peoples and Place (SKIPP) Signature Area		University of Alberta	July 2021-Present
Associate Dean MD Program		University of Alberta	July 2015-June 2020
Associate Dean Curriculum, MD Program		University of Alberta	July 2013-June 2015
Assistant Dean Curriculum, MD Program		University of Alberta	Jan 2012-Jun 2013
TEACHING EXPERIENCE			
Institution	Dates	Cours	es Taught
University of Alberta	Feb 2021-Mar	Disco	e Preceptor: very Learning MED sychiatry
University of Alberta-AIWMU	Sept 2020-De		e Coordinator and rer: Global Health
University of Alberta	Oct 2020-Dec	Disco	e Preceptor: very MED 512 crinology
University of Alberta	Aug 2020-Oct	Disco 511 F Media Media	e Preceptor: very Learning MED oundations of cine, Faculty of cine and Dentistry, rsity of Alberta
	Sept 2013-Ma		rer MD Program

University of Alberta	Oct 2013-Nov 2013	Course Planning Committee and Preceptor MED 522 Reproductive Medicine and Urology
University of Alberta	Nov 2014-Jan 2015 Nov 2013-Jan 2014 Nov 2012-Jan 2013 Nov 2011-Jan 2012 Nov 2010-Jan 2011 Nov 2009-Jan 2010	Course Planning Committee Member; Course Preceptor-Discovery Learning and Lecturer MED 523 Musculoskeletal Medicine
University of Alberta	Sept 2008-2009	Course Preceptor: Discovery Learning MED 522 Reproductive Medicine and Urology
University of Alberta	Sept 2009-Present	Clinical Teaching Preceptor

SCHOLARLY PARTICIPATION Refereed Publications

Refer	Kelereeu Fublications		
Date	Activity		
202	Daniels V, Ortiz S, Sandhu G, Lai H, Yoon M, Bulut O, Hillier, T. Effect of Detailed OSCE		
1	Score Reporting on Learning and Anxiety in Medical School. Journal of Medical Education and Curriculum Development, (2021). DOI: 10.1177/2382120521992323		
202	Underschultz JG, Barber P, Richard D, Hillier, T. What drives resistance to Public		
1	Health measures in Canada's COVID-19 pandemic? An online survey of Canadians' knowledge, attitudes, and practices. UTMJ. 2021; 98(1):35-40. Available at SSRN: https://ssrn.com/abstract=3605193 or https://doi.org/10.2139/ssrn.360519 3		
202	Wei L, Goez H, Hillier T., & Brett-MacLean P. A Visiting Professorship in		
0	Undergraduate Medical Education at the University of Alberta: Reflections on possibilities for medical humanities in China, and elsewhere. MedEdPublish,		
	2020;9(1). DOI: https://doi.org/10.15694/mep.2020.000190.1		
202	Goez H, Lai H, Rodger J, Brett-MacLean P & Hillier, T. The DISCuSS model: creating		
0	connections between community and curriculum – a new lens for curricular development in support of social accountability. Medical Teacher 2020: DOI:		
	10.1080/0142159X.2020.779919		
202	Hillier, T., Lai, H., Sonnenberg, L., Lewis, M., Goez, H., Schipper, S. University of Alberta		
0	Faculty of Medicine and Dentistry. Academic Medicine: September 2020 - Volume 95 -		

Issue 9S - p S563-S565. DOI: 10.1097/ACM.00000000003292

- Wang XR, Hillier, T., Oswald A, & Lai H. Patterns of performance in students with
 frequent low stakes Team Based Learning assessments: do students change behavior? Medical Teacher 2019 DOI: 10.1080/0142159X.2019.1670339
- Daniels VJ, Strand AC, Lai H, & Hillier, T. Impact of tablet-scoring and immediate score
 sheet review on validity and educational impact in an internal medicine residency
 Objective Structured Clinical Exam (OSCE). Medical Teacher. 2019;41(9):1039-1044
- Tran UE, Kircher J, Jaggi P, Lai H, Hillier, T., Ali S. Medical students' perspectives of
 their clinical comfort and curriculum for acute pain management. Journal of Pain
 Research 2018;11:1479-1488
- Brett-MacLean P, Birkman C, Shapiro J, Rosenal T, Schafenacker N, & Hillier, T.
 Exploring the potential of online approaches to teaching the "human side of medicine": A scoping review. EDULEARN 2018: 18, 8688-8697. https://library.iated.org/view/BRETTMACLEAN2018EXP
- Tan A, Babenko O, England A, Humphries P, Hillier, T. A novel resident as teacher
 curriculum: the role of experiential learning and coaching. MedEd Publish, September
 22, 2017
- Deutscher J, Miazga S, Goez H, Hillier, T., Lai H. Human trafficking awareness, a
 learning module for improved recognition of victims in the emergency room. Can J Emerg Med 2017;19(S1):93
- Fatmi M, Hartling L, Hillier T., Campbell S, Oswald A. The Effectiveness of Team Based
 Learning in Health Professions Education: BEME Guide No 30. Medical Teacher
 2013;35(12)e1608-e1624
- Talbot M, Meunier B, Tottier V, Christian M, Hillier, T., Berger C, McAlister V, Taylor S.
 1 Canadian Field Hospital in Haiti: surgical experience in earthquake relief. Can J Surg 2012 Aug;55(4):271 DOI: 10.1503/cjs.039010
- Sheehan D, Bridle B, Hillier, T., Feightner K, Hayward S, Leek S, Krueger P, Sword W,
 James B. Breastfeeding outcomes of women following uncomplicated birth in
 Hamilton-Wentworth. Canadian Journal of Public Health 1999; 90(6): 408-411

Refereed Abstracts and Presentations:

Activity

Kaiser, J., Khan, M., Rashid, M., 2, Konkin, J., **Hillier, T**., Goez, H. How Can Physicians Support Survivors of Intimate Partner Violence? Family Medicine Forum 2020. Brett-MacLean, P., Lai, H., **Hillier, T**. & Goez, H. Health Humanities and Social Accountability in Action: Working Collaboratively across Disciplines and Communities. Canadian Medical Education Journal, 11(2). DOI: https://doi.org/10.36834/cmej.v11i2

Speerstra, S., Livy, D., Lai, H. & **Hillier, T.** A concerted approach to curriculum mapping by summer students. Canadian Medical Education Journal, 11(2). DOI: https://doi.org/10.36834/cmej.v11i2

Portnoy, D., Moran, M. & **Hillier, T.** Addressing Barriers to Learning Geriatric Medicine in Preclerkship. Canadian Medical Education Journal, 11(2). DOI: https://doi.org/10.36834/cmej.v11i2

Cox, A., Lai, H., **Hillier, T.,** Rodger, J. & Jeffery, T. Applying Appreciative Inquiry to Promote Medical Student Diversity. Canadian Medical Education Journal, 11(2). DOI: https://doi.org/10.36834/cmej.v11i2

Borle, S., **Hillier, T.**, Andrew, S., Surgin, C., Lai, H. A Quality Improvement Initiative to Improve Timeliness of Feedback. Canadian Medical Education Journal, 11(2). DOI: https://doi.org/10.36834/cmej.v11i2

Volk, A., Lai, H., **Hillier, T.** A theoretical model to determine how CaRMS variables impact medical student matching rates. Canadian Medical Education Journal, 11(2). DOI: https://doi.org/10.36834/cmej.v11i2

Barber, P., Mathura, P., Croden, J., Halasz, J., Truong, L., Raffael, K., Phan, C., , **Hillier, T.**, Kassam, N. Evaluation of a Summer Healthcare Improvement Program (SHIP) in Undergraduate Medical Education. Canadian Medical Education Journal, 11(2). DOI: https://doi.org/10.36834/cmej.v11i2

Hillier, T., Lunardon, D., Daniels, V., Oswald, A., Surgin, C., Lai, H. Three applications of learning sciences in medical education. Canadian Medical Education Journal, 11(2). DOI: https://doi.org/10.36834/cmej.v11i2

Brett-MacLean P, **Hillier, T.,** Goez H, Lai H (Feb 2020). "Illuminating Health Humanities in Undergraduate Medical Education through Curricular Mapping" Innovations in Medical Education Conference 2021: Transforming Health Professions Education through Innovation. Los Angeles, CA.

Anderson M., Fehr D., Goez H., Rodger J., Daniels L., Lai H., Daniels V., **Hillier, T.** (Apr 2019). A Human Library Intervention to Address Bias Towards LGBTQ Individuals. Canadian Conference on Medical Education, Niagara Falls, ON. Canadian Medical Education Journal, 10(2), e58-e59. https://doi.org/10.36834/cmej.v10i2

Simin I., Naidu D., **Hillier, T.** (Apr 2019). Implementing Exercise as Medicine into the Undergraduate Medical Curricula. Canadian Conference on Medical Education, Niagara Falls, ON.

Duggal A., Jeffrey T., Rodger J., Von Hauff P., **Hillier, T.** (Apr 2019). Using Think-Aloud Method to Evaluate & Re-Design the University of Alberta MD Program Website. Canadian Conference on Medical Education, Niagara Falls, ON.

Lai H., Daniels V., **Hillier, T.,** Forbes K. (Apr 2019). Adapting Comment Prompts to Improve Narrative Feedback for Learners. Canadian Conference on Medical Education, Niagara Falls, ON.

Goetz V., Do V., **Hillier, T.** (Apr 2019). Improving Undergraduate Instruction in Evidence Based Medicine (EBM): Mapping the University of Alberta Undergraduate EBM Curriculum to National Competencies as a Tool to Facilitate Curriculum Development. Canadian Conference on Medical Education, Niagara Falls, ON.

Daniels V., Lai H., Forbes K., **Hillier, T.** (Apr 2019). Evaluating the Impact of Reducing Clerkship Form Length and Nudging Face-to-Face Assessments on Validity. Canadian Conference on Medical Education, Niagara Falls, ON.

Ortiz S., Daniels V., Lai H., Yoon M., Bulut O., **Hillier, T.** (Apr 2019). Effect of Detailed OSCE Score Reporting on Student Learning. Canadian Conference on Medical Education, Niagara Falls, ON.

Lai H., **Hillier, T.,** Daniels V. (Apr 2019). Developing a framework for adapting narrative feedback prompts. Annual Meeting of the National Council on Measurement in Education (NCME) Toronto, ON.

May, Z., Lam, B., **Hillier, T.,** Goez, H., Brett-MacLean, P. (Nov 2018). Creation of a Curriculum Mapping Approach for Medical/Health Humanities in Undergraduate Medical Education. University of Alberta Faculty of Medicine and Dentistry 51st annual Summer Students' Research Day. FoMD, Edmonton, AB.

Fehr, D., Anderson, M., **Hillier, T.,** Daniels, L., Daniels, V., Lai, H., Rodger, J., Goez, H. (Nov 2018). A Human Library Intervention to Address Bias towards LGBTQ individuals. University of Alberta Faculty of Medicine and Dentistry 2018 Excellence in Medical Student Research. Edmonton, AB.

Lengkeek, C., Goez, H., **Hillier, T**., Brett-Maclean P. (Nov 2018). Patient Immersion Experience: Impact of a Mirrored Perspective in Medical Education. University of Alberta Faculty of Medicine and Dentistry 2018 Excellence in Medical Student Research. Edmonton, AB.

Brett-MacLean P., Birkman C., Shapiro J., Rosenal T., Schafenacker N., **Hillier, T.** (Jul 2018). Exploring the potential of online approaches to teaching the "Human side of medicine": A scoping review. EDULEARN18 - 10th Annual International Conference on Education and New Learning Technologies, Palma de Mallorca, Spain. Fehr D., Goez H., **Hillier, T**., Daniels L., Daniels V., Lai H., Anderson M. (May 2018). A Human Library Intervention to Address Bias towards LGBTQ Individuals. LGBT Health Workforce Conference, New York City, NY.

Lam B., **Hillier, T**., Goez H., Rodger J., Brett-MacLean P. (Apr 2018). 'Mapping' health humanities in undergraduate medical education: Results of a preliminary exploration. Creating Space VIII Conference, Halifax, NS.

Fehr D, Lai H, **Hillier T.,** Daniels V, Daniels L, Goez H. (Feb 2018). A Human Library Intervention to Address Bias towards LGBTQ Individuals. AMA Advocacy Night, University of Alberta, AB.

Lam B, **Hillier T.,** Goez H, & Brett-MacLean P. (Nov 2017). Developing a Curriculum Mapping Approach for Health Humanities in Undergraduate Medical Education. Celebration of Teaching and Learning, University of Alberta, AB.

Lai H., Wang R., Oswald A., **Hillier, T.** (Aug 2017). Evaluation of student performance patterns in team-based learning. AMEE 2017, Helsinki, Finland.

Tan A., Kelly M., **Hillier, T.** (May 2017). "Please don't make me open up Pandora's Box!" Empowering learners by linking shared decision-making communication skills to advance care planning. Workshop presented to the Canadian Conference on Medical Education, Winnipeg, MB.

Hackett F., Burton McLeod S., **Hiller T.,** Goez, H. (May 2017). Indigenous health in undergraduate medical curricula: a student-led group-based learning curriculum innovation. Canadian Conference on Medical Education, Winnipeg, MB.

Kruhlak I., Davies M., Oswald R., Aulakh, A., **Hillier, T.,** Goez, H. (May 2017). Fentanyl crisis from the molecule to Public Health integrative team-based learning module. Poster presented at the Canadian Conference on Medical Education, Winnipeg, MB.

Christensen J., Deutscher J., Goez H., **Hillier, T.,** Lai, H., Laboucane-Benson, P. (May 2017) A Student led Curriculum Innovation to Raise Awareness of Indigenous Mental Health in Undergraduate Medical Education. Poster presented at the Canadian Conference on Medical Education, Winnipeg, MB. Medical Education 2017;51(Suppl.1)22-117. doi.org/10.1111/medu.13284.

Deutscher J., Fehr D., Christensen J., Hacket F., Goez H., **Hillier, T**., Lai H., Miazga, S. (May 2017) A Student led Curriculum Innovation to Implement Human Trafficking Awareness into Undergraduate Medical Education. Poster presented at the Canadian Conference on Medical Education, Winnipeg, MB.

Wang R., Lai H., Oswald A., **Hillier, T.** (May 2017). The Trajectory of Student Academic Performance in the Setting of Team-based Learning. Oral Presentation given at the Canadian

Conference on Medical Education, Winnipeg, MB. Medical Education 2017;51(Suppl.1)22-117. doi.org/10.1111/medu.13284

Gourishankar S., Hawthorne J., Surgin C., Lai H., **Hillier, T.** (May 2017). Professionalism Assessment and Remediation: Trials and Tribulations. Poster presented at the Canadian Conference on Medical Education, Winnipeg, MB.

Kruhlak I, Gargoum A, Goez H, **Hillier, T.,** Caine V, Abdulmalik A, Rashid M. (Feb 2017). Exploring Barriers in Accessing Care and Analyzing the Pre and Post Migration Health Status of Refugee Youth in Canada. AMA Advocacy Night. Edmonton, AB.

Uyen T., Kircher J., Jaggi P., Lai H., **Hillier, T**., Ali S. (Nov 2016). Acute pain management: The medical students' perspective. Abstract presented at the Women and Children's Health Research Institute Research Day, Edmonton, AB.

Hillier, T., Lai H. (Aug 2016). A purpose-built system to facilitate Team-Based Learning: Lessons learned. Oral Presentation accepted at the annual meeting of the Association on Medical Education in Europe, Barcelona, Spain.

Lai H., **Hillier, T**. (Jun 2016). Lessons learned from a development of an electronic OSCE scoring system. Poster presented at the Meeting of the Information Resource Group of the American Association of Medical Colleges, Toronto, ON.

Lai H., Daniels, V., Tan, A., **Hillier, T**. (May, 2016). Developing an electronic objective structured clinical examination system: progress and outcomes. Invited presentation at the Festival of Teaching, University of Alberta, Edmonton, AB.

Lai H., Gierl M., Tan A., Daniels V., **Hillier, T**. (Apr 2016). Framework for Feedback and Remediation with Electronic Objective Structured Clinical Examinations. Paper Presented at the annual meeting of the National Council on Measurement in Education. Washington, DC.

Tan A., Ahn, T., Webb A., **Hillier, T**., Lai, H. (Apr 2016). Evaluation of an Academic Service Learning Experience. Poster Presented at the Canadian Conference on Medical Education, Montreal, QC.

Hillier, T., Oswald A., Lai H. (Apr 2016). A Pilot Study to Investigate the Effectiveness of Team Based Learning for Improving Learning Outcomes. Oral Presentation at the Canadian Conference on Medical Education, Montreal, QC.

Ali S., Lai H., **Hillier, T.,** Gourishankar, S. Implementation of a Faculty Professionalism Assessment Process in Undergraduate Medical Education. Oral Presentation at the Canadian Conference on Medical Education, Montreal, QC.

Davila-Cervantes A., Surgin C., Lorencs M., Tan, A., **Hillier, T.,** Lai, H. (Apr 2016). Development of Electronic Attendance Tracking Process at the Faculty of Medicine and Dentistry. Poster Presented at the Canadian Conference on Medical Education, Montreal, QC.

Tan A., Lee J., **Hillier, T.,** Lai H., Forbes K., Au L. (Jan 2016). An innovative integrated patient-centered communications curriculum, and assessment and remediation framework for medical students. Presentation at the 42nd Annual STFM Conference on Medical Student Education. Phoenix, AR.

Tan A., Au L., Lee J., **Hillier, T.,** Lai H. (Aug 2015). An innovative integrated communications curriculum, and assessment and remediation framework for medical students. Oral presentation at the International Conference on Communication in Healthcare, New Orleans, LA.

Hillier, T., Lai H., & Davila-Cervantes, A. (Apr 2015). Evaluating Curriculum Planning Using a Topic Group Consensus Process. Oral presentation at the Annual meeting of the Canadian Conference on Medical Education. Vancouver, BC.

Davila-Cervantes A., **Hillier, T.,** Gye, J., Lai, H. (Apr 2015). Development, Implementation, and Outcomes from a Comprehensive Electronic Evaluation Process for an Undergraduate Program. Poster presented at the Annual meeting of the Canadian Conference on Medical Education. Vancouver, BC.

Tan A., **Hillier, T.,** & Lai, H. (Apr 2015). Challenges and Solutions in Developing an Assessment Process for a Longitudinal and Integrated Physicianship Course. Oral presentation presented at the Annual meeting of the Canadian Conference on Medical Education. Vancouver, BC.

Lai H., Forbes, K., Tan, A., Pinsk, M., **Hillier, T**., Davila-Cervantes, A., Gierl, M., Daniels, VJ. (Apr 2015). Converting from Single to Parallel Forms Examination: Applications of Modern Psychometric Techniques. Poster presented at the Annual meeting of the Canadian Conference on Medical Education. Vancouver, BC.

Lai H., **Hillier, T.** (May 2014). Curriculum Mapping Through Student Crowdsourcing. MedBiquitous Annual Conference. Baltimore, MD.

Lai H., **Hillier, T**., Gierl M., Tanygin V. (May 2014). Deploying TAO in Medical Education using a rapid development framework. National Council of Measurement in Education. Philadelphia, PA.

Lai H., **Hillier, T**., Gierl M. (May 2014). Processing evaluation comments using natural language processing in medical education. National Council of Measurement in Education. Philadelphia, PA.

Huie M., Ma L., **Hillier, T**., Lai H. Apr 2014). Student's perspective on patient advocacy training in an undergraduate medical curriculum. Ottawa Conference 2014 and Canadian Conference on Medical Education. Medical Education 2014;48(Suppl 1):2-130. https://doi.org/10.1111/medu.12485

Heydarimanesh H., Longowal N., **Hillier, T**. (Apr 2014). Health of Special Populations in a First Year Medical Curriculum. Ottawa Conference and Canadian Conference on Medical Education. Ottawa, ON.

Davila-Cervantes A., Lai H., **Hillier, T.** (Apr 2014). A modified Delphi approach to develop program level objectives for an Undergraduate Medical Education Program. Ottawa Conference and Canadian Conference on Medical Education. Ottawa, ON.

Tan A., **Hillier, T**., Koppula S., Seto A., Lee J., Daniels V.J., Humphries P., Hnatko G., Khera A.S. (Apr 2014). Development, Implementation, and Outcomes of a new Resident-as-Teacher collaboration initiative between the Family Medicine Residency Program and the Undergraduate Medical Education Program at the University of Alberta. Ottawa Conference and Canadian Conference on Medical Education. Ottawa, ON.

Hackett C., **Hillier, T.** (Apr 2014). Fostering Medical Leadership: A Student-Led Health Systems and Policy Curriculum. Ottawa Conference and Canadian Conference on Medical Education. Ottawa, ON.

Hillier, T., Tan A., Lai H., Daniels VJ, Brett-MacLean P., Davila-Cervantes A., Lee J., Ali S. (Apr 2014). Incorporating Professional Identity Formation into a Medical School Curriculum. Ottawa Conference and Canadian Conference on Medical Education. Ottawa, ON.

Wang, S., **Hillier, T.,** Lai, H. (Apr 2014). CanMEDS Professional Competencies: Coverage in a First Year Medical Curriculum. Ottawa Conference and Canadian Conference on Medical Education. Ottawa, ON.

Ostrowerka,B., Lai H., **Hillier, T.** (Apr 2014). Assessment item mapping to inform curricular evaluation of a neurosciences course. Ottawa Conference and Canadian Conference on Medical Education. Medical Education 2014;48(Suppl 1):2-130. https://doi.org/10.1111/medu.12485

Hillier, T., Lai H., Tan A., Davila A., Daniels VJ. (Apr 2014). Identity formation and competency: A longitudinal conjunctive approach to assessment. Ottawa Conference and Canadian Conference on Medical Education. Apr 2014 Medical Education 2014;48(Suppl 1):2-130. https://doi.org/10.1111/medu.12485

Sundaram A., **Hillier, T**., Campbell S. Student-led Development of Patient Safety and Quality Improvement Medical Curriculum. Medical Education 2014 48(Suppl 1)2-130. https://doi.org/10.1111/medu.12485

Sundaram A., Dennett E., Campbell S., **Hillier, T**. (Oct 2013). Student-led Development of Patient Safety and Quality Improvement Medical Curriculum. Celebration of Teaching and Learning, University of Alberta. Edmonton, AB.

Lee R., San Agustin P., Bhutani M., **Hillier, T.** (Aug 2013). Can 3rd year medical students write a 4th year OSCE? Making a summative exam formative. AMEE International Association for Medical Education Annual Meeting. Prague, Czech Republic.

Lai H., **Hillier, T.,** Vestemean R. (Aug 2013). Electronic crowdsourcing as a method for curriculum mapping. Short Communication. AMEE International Association for Medical Education Annual Meeting. Prague, Czech Republic.

Brett-MacLean P., Lai H., **Hillier, T**. (May 2013). The Medical Education Book Club at the University of Alberta; Promoting faculty development and community through a blended learning approach. Association of American Medical Colleges West WGEA, Irvine, CA.

Hillier, T., Brett-MacLean P. (Apr 2013). Introducing DocCom as an Online Communication Skills Curriculum Resource: Feedback from Students and Small Group Facilitators. Canadian Conference on Medical Education. Quebec City, QC.

Hillier, T., Oswald. A. & Hayward, R. (Aug 2012). A Novel and Extended Use of an Online Learning Community in Team Based Learning. Teaching Big: The Joy of Large Classes Event University of Alberta. Edmonton, AB.

Fatmi, M., **Hillier,T.,** Hartling, L., Campbell, S., & Oswald, A. (Aug 2012). Best Evidence in Medical Education (BEME) Systematic Review: The effectiveness of team-based learning (TBL) on learning outcomes in health professions education. AMEE International Lyon, France.

Fatmi, M., **Hillier, T**., Hartling, L., Campbell, S., & Oswald, A. (Apr 2012). A Best Evidence in Medial Education (BEME) Systematic Review: The effectiveness of team-based learning on learning outcomes in health professions education. Canadian Association of Medical Education Annual Meeting. Banff, AB.

Hillier, T., Oswald A. (Apr 2012). Developing and assessing professionalism in undergraduate medical education: A novel approach using a Peer Evaluation process. Canadian Association of Medical Education Annual Meeting. Abstract and Poster Presentation. Banff, AB.

Hillier, T., Oswald, A., & Hayward, R. (Mar 2012). Homer: A Novel and Extended Use Of An Online Learning Community In Team Based Learning. Abstract and Poster Presentation. Team Based Learning Collaborative Annual Meeting. St Petersburg, FL.

Lee, K., Roy, E., Inacio, J.R., **Hillier, T**., Nicolaou, S. (Nov 2009). An Evaluation of Conventional Imaging Modalities in the Triaging of Acute Chest Pain in the Emergency Department with Emphasis on the Impact of Low-Dose MDCT Protocol. Radiological Society of North America 2009 Scientific Assembly and Annual Meeting, Chicago, IL

Lee, K., Lee, A., Roy, E., **Hillier, T**., Nicolaou, S. (Nov 2009). Pictorial Review of the Spectrum of Pericardial Disease: Utility of MDCT, MRI, Echocardiography, and Radiography in the Management and Diagnosis of Pericardial Effusion/Tamponade, Pericardial Masses, and

Trauma to the Pericardium. Radiological Society of North America 2009 Scientific Assembly and Annual Meeting, Chicago, IL

Hillier, T., Wiebe E, Raymond G. (June 2004). Crisis management training in radiology: the use of a computerized patient simulator. Poster and Podium Presentation at the 23rd International Congress of Radiology (ISR), Montreal, QC.

Jadad AR, **Hillier, T.,** Fowler-Graham D, Enkin M. (October 1997). Manipulating the type, timing and amount of input from reviewers with different expertise to reduce bias in systematic reviews: a case report. 5th Annual Cochrane Colloquium, Amsterdam, The Netherlands.

Jadad AR, **Hillier, T.** (1996). Measuring Clinical Pain: do we need more tools? Abstracts of the 8th World Congress on Pain. 1996:289. IASP, Seattle, WA,

Hillier T., Jadad AR. (1996). The measurement of Clinical Pain: an appraisal of published reviews. Abstracts of the 8th World Congress on Pain. 1996:290. IASP, Seattle, WA,

Hillier T., Jadad AR. (June 1996). The development of a database on the measurement of pain. Supportive Care in Cancer 1996; 3:246. 8th International Symposium on Supportive Care in Cancer. Toronto, ON.

ACADEMIC AND PROFESSIONAL PRESENTATIONS

Invited International Presentations		
Date	Presentations	
Nov 2020	Invited Keynote Speaker, Wenzhou Medical University 2020 International Cultural Festival. Embracing the world, facilitating people-to-people exchanges and communications.	
Sep 2020	Alberta Institute Wenzhou Medical University.	
Dec 2019	A collaborative curriculum for undergraduate medical education between Wenzhou Medical University and University of Alberta, Beijing China	
Oct 2019	International Faculty Development Program Academic Exchange, Active Learning: Team Based Learning, Problem Based and Discovery Learning.	
Oct 2019	International Faculty Development Program Academic Exchange, Research in Medical Education.	
Sept 2019	International Faculty Development Program Academic Exchange with Jilin University, MD Program Curriculum	
Mar 2019	Undergraduate Medical Education in Canada. Symposium for Medical Education, China Medical University, Shenyang, China	
Mar 2019	Undergraduate Medical Education in Canada. Sino-Canadian Forum on Medical Collaboration, Wenzhou, China	

Mar 2019	Undergraduate Medical Education in Canada Shanghai Mental Health Center, Shanghai, China
Mar 2018	International Faculty Development Program Academic Exchange with Jilin University, MD Program Curriculum
Apr 2014	Redrawing the Line on Professionalism: Views on Professional & Ethical Behavior within Radiology. Association of University Radiologists, Baltimore MD
Oct 2013	Radiology in a Disaster Zone. Association of Emergency Radiologists Boston MA
Aug 1996	France USA Pain Association, Speaker and Co-Author of paper presented at invitation-only scientific consortium. Meynadier, J., Lee, M.Y., Thurel, C., Poulian, P., Johnson Jr, B.W., Parris, W.C.V., Altman, M., and Hillier, T., "Pain Education in the 21st Century: How to Establish a Pain Curriculum." Paris, France.

Invited National Presentations

Date	Presentations
Oct 2021	Equity, Diversity and Inclusion: Checking Your Privilege. University of British Columbia, Post-Graduate Radiology Speaker Panel on EDI, Vancouver BC
Aug 2020	Virtualizing the Medical School Interview in Response to the COVID-19 Pandemic - McGill University, Post Graduate Medical Education Meeting, Virtual with McGill University
Dec 2017	Comprehensive Review of Medical School Admissions – Perspectives from Another University. University of Calgary MD Admissions Review Committee Retreat, Calgary AB
Sept 2011	Overview of Current Undergraduate Medical Education Programs in Afghanistan. International Medical Mentorship Training Program, Petawawa, ON
Apr 2011	Radiology Not Just Nine to Five. Canadian Association of Radiologists Annual Meeting, Montreal QC
Mar 2011	Advanced Military Trauma Resuscitation Course, McGill Simulation Center, Montreal, QC
Oct 2010	Place of Birth. Presentation and Panel Discussion. Canadian Association of Midwives Conference, Edmonton AB

Invited Regional and Continuing Medical Education Presentations Date Presentations

Mar 2021	Mental Health Awareness for Medical Students, Edmonton AB
Feb 2021	Indigenous Women in Health Care, University of Alberta Women in Science and Engineering (UA-WiSE), Edmonton AB
Jul 2020	Connecting with Indigenous Engaged Research and Scholarship in Health. Colloquium on Indigenous Engaged Research, Situated Knowledges: Indigenous Peoples and Place (SKIPP), Edmonton AB
May 2019	MD AIDE, Undergraduate Medical Education, Edmonton AB
Sep 2018	Breast Imaging – The Other Side. Alberta College of Medical Diagnostic and Therapeutic Technologists Annual Meeting, Edmonton AB
Oct 2014	Alberta College of Medical Diagnostic and Therapeutic Technologists Annual Meeting, Edmonton AB
Jun 2012	Insight Medical Imaging Clinical Rounds, Radiology and Medicine in Developing Countries, Edmonton, AB
Jan 2012	Grey Nun's Hospital Psychiatry Grand Rounds Medical Care in a Disaster Zone: The Haiti Experience, Edmonton, AB
Nov 2011	Medical Care in a Disaster Zone: The Haiti Experience. Keynote speaker, Gordon Reid MacDonald Memorial Lecture. Misericordia Medical Staff Association, Edmonton, AB
Oct 2011	Department of Diagnostic Imaging Misericordia Hospital Grand Rounds, Trauma Radiology, Edmonton, AB
Mar 2010	Haiti Disaster Relief: A Radiologists Perspective. Departmental Grand Rounds, Diagnostic Imaging Misericordia Hospital, Edmonton, AB
Apr 1999	Epidural Analgesia – benefits, risks and issues. Day in Primary Care Obstetrics. Rebirthing Low Risk Obstetrics in a High-Risk World. Royal Botanical Gardens, Burlington, ON
May 1996	Identification of methods to measure pain. Supportive Care in Cancer Research Unit Working Group Meeting. Hamilton Regional Cancer Center, Hamilton, ON
Mar 1996	Searching for tools to measure pain: panning for gold or for gravel? Continuing Education Sessions Department of Clinical Epidemiology and Biostatistics. McMaster University, Hamilton, ON

Faculty DevelopmentDatePresenta

Date	Presentation
2021	Lecturer, Teaching Scholar's Program- AI "Introduction to the Alberta
	Institute Faculty Development Program"
	Target Group: Faculty Development, Multidisciplinary Learner Group
2021	Lecturer, Teaching Scholar's Program "From Novice to Expert"

	Target Group: Faculty Development, Multidisciplinary Learner Group
2020	Lecturer, Teaching Scholar's Program "From Novice to Expert" Target Group: Faculty Development, Multidisciplinary Learner Group
2020	Lecturer, Teaching Scholar's Program "Including Diversity, Inclusion, and Equity in your Teaching" Target Group: Faculty Development, Multidisciplinary Learner Group
2019	Retreat Coordinator and Presenter, Western Undergraduate Medical Education Deans Retreat, Faculty of Medicine and Dentistry, University of Alberta
	Target Group: Faculty Development, Multidisciplinary Learner Group
2019	Retreat Coordinator and Presenter, Undergraduate Medical Education Curriculum Spring Retreat, Faculty of Medicine and Dentistry, University of Alberta
	Target Group: Faculty Development, Multidisciplinary Learner Group
2019	Peer and Self-Assessment using Multi-Source Feedback. Session for Teaching Scholars Program 003, Introduction to Assessment Course, Edmonton AB
	Target Group: Faculty Development, Multidisciplinary Learner Group
2018	Presenter: Faculty of Medicine and Dentistry International Faculty Development Program Academic Exchange with Jilin University, Undergraduate Medical Education Curriculum University of Alberta MD Program
	Target Group: Faculty Development, Multidisciplinary Learner Group
2018	Panelist: Discussion "Do No Harm" What's killing our Doctors? Screening, Edmonton Alberta.
	Target Group: Faculty Development, Multidisciplinary Learner Group
2018	Workshop Coordinator and Presenter, Undergraduate Medical Education Semi-Annual MD Program Curriculum Retreat, Faculty of Medicine and Dentistry, University of Alberta
	Target Group: Faculty Development, Multidisciplinary Learner Group
2017	Workshop Coordinator and Presenter, Undergraduate Medical Education Semi-Annual MD Program Curriculum Retreat, Faculty of Medicine and Dentistry, University of Alberta
	Target Group: Faculty Development, Multidisciplinary Learner Group
2016	Workshop Coordinator and Presenter, Undergraduate Medical Education Semi-Annual MD Program Curriculum Retreat, Faculty of Medicine and Dentistry, University of Alberta

	Target Group: Faculty Development, Multidisciplinary Learner Group
2015	Workshop Coordinator and Presenter, Undergraduate Medical Education Semi-Annual MD Program Curriculum Retreat, Faculty of Medicine and Dentistry, University of Alberta
	Target Group: Faculty Development, Multidisciplinary Learner Group
2014	Workshop Coordinator and Presenter, Undergraduate Medical Education Semi-Annual MD Program Curriculum Retreat, Faculty of Medicine and Dentistry, University of Alberta
	Target Group: Faculty Development, Multidisciplinary Learner Group
2013	Lecturer: Gold Humanism Program, Conflict Resolution Lecture, Faculty of Medicine and Dentistry, University of Alberta
	Target Group: Faculty Development
2013	Workshop Coordinator and Presenter, Undergraduate Medical Education Semi-Annual MD Program Curriculum Retreat, Faculty of Medicine and Dentistry, University of Alberta
	Target Group: Faculty Development, Multidisciplinary Learner Group
2013	Lecturer: Gold Humanism Program, Conflict Resolution Lecture, Faculty of Medicine and Dentistry, University of Alberta
	Target Group: Faculty Development
2013	Workshop Coordinator and Presenter, Undergraduate Medical Education Curriculum Retreat, Faculty of Medicine and Dentistry, University of Alberta
	Target Group: Faculty Development, Multidisciplinary Learner Group
2013	Co-Chair, Medical Education Book Club

Clinical Teaching

Date	Activity
2009- Present	t Clinical Preceptor, Radiology and Diagnostic Imaging, Community Clinic Sites Edmonton, Alberta
	Target Group: Radiology Residents, Medical Students, Medical Sonography Students
2009-2018	Clinical Preceptor, Radiology and Diagnostic Imaging, Misericordia Hospital Edmonton, Alberta, Canada
	Target Group: Radiology Residents, Medical Students, Medical Radiation Technology Students, Medical Sonography Students

2011-2014	Clinical Preceptor, Radiology and Diagnostic Imaging, Vancouver General Hospital Vancouver, British Columbia
	Target Group: Radiology Residents, Medical Students
2008-2009	Radiology Resident Rounds: 14 sessions, Faculty of Medicine and Dentistry, University of Alberta
	Target Group: Radiology Residents
2001	Preceptor: Clinical Clerkship, Faculty of Medicine and Dentistry, UAlberta
	Target Group: Medical Students
2000-2002	Preceptor: Nurse Practitioner Program
	Target Group: Nurse Practitioner Students
1990-2002	Preceptor: Canadian Forces Physician Assistant Program
	Target Group: Physician Assistant Students
2013	Workshop Coordinator and Presenter, Undergraduate Medical Education Curriculum Retreat, Faculty of Medicine and Dentistry, University of Alberta
	Target Group: Faculty Development, Multidisciplinary Learner Group
2013	Co-Chair, Medical Education Book Club

PROFESSIONAL MEMBERSHIPS, QUALIFICATIONS and EXPERIENCE

Professional Memberships

Canadian Emergency Trauma and Acute Radiology Society

Canadian Association Radiologists

American Society of Emergency Radiologists

Indigenous Physicians Association of Canada

Leaders in Indigenous Medical Education

Association of University Radiologists

Canadian Society of Breast Imaging

Military Sexual Trauma, Community of Practice

Assessment Continuum for Canada

National Undergraduate Medical Education Committee

Medical Council of Canada, Legislative Committee

Alliance of Medical Student Educators in Radiology Assessment Subcommittee

Alliance of Medical Student Educators in Radiology Subcommittee Association of Medical Education in Europe Canadian Association of Medical Education Royal College of Physicians of Canada Radiology Society of North America Association of Women Radiologists

Professional Qualifications

Fellow, Royal College of Physicians of Canada (Diagnostic Imaging) Certificant Board for Cardiovascular Computed Tomography Certificant College of Family Physicians of Canada Licentiate of the Medical Council of Canada University of Alberta, Gold Academic Leadership Program Teaching Scholars Program (TSP), Faculty Development 15-month Certificate Program

Professional Experience

Grant Review, Advisory Committees, Scientific Societies

2021-Present	Vice Chair, Equity, Diversity and Inclusion Working Group for the Canadian Association of Radiologists
2021-Present	Chair Review Committee, Department of Radiology and Diagnostic Imaging, University of Alberta
2020-Present	Indigenous Engaged Research Grant Adjudication Committee, University of Alberta
2020- Present	Alberta Institute, Wenzhou Medical University, Joint Management Committee
2020- Present	Board of Directors, Canadian Emergency, Trauma and Acute Care Radiology Society
2020	Committee on Accreditation of Canadian Medical Schools, McMaster University DeGroot School of Medicine, Interim Accreditation Review Co-lead.
2020	Medical Council of Canada, Accommodations Committee
2019-2020	Transition Advisory Committee, AFMC, Canadian Medical Schools Respond to the Opiate Crisis
2020	Search & Selection Committee, Endowed Chair in Health Ethics and Director of John Dossetor Health Ethics Centre, FOMD
2019- Present	Indigenous Advisory Council, Office of the Vice Provost Indigenous Programming and Research, University of Alberta
2019	Search and Selection Committee, Zone Clinical Director Diagnostic Imaging
2019	Search and Selection Committee, Department Chair Internal Medicine, FOMD

2019	Search and Selection Committee, Director Indigenous Health Initiatives
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- 2016 2019 Medical Education Assessment Continuum for Canada Group
- 2016 Search and Selection Committee, Department Chair Diagnostic Imaging
- 2016 Chair Review Committee, Department Chair Pediatrics
- 2015 2020 Medical Council of Canada, Council Member
- 2015 2020 Medical Council of Canada, Legislation Committee Member
- 2013 2017 Canadian Association of Radiologists Directors of Undergraduate Education Committee
- 2013 2016 Alliance of Medical Student Educators in Radiology Education Assessment Committee
- 2013 2016 American Society of Emergency Radiologists Scientific Committee
- 2013 2016 Association of University Radiologists Education Committee
- 2013 Search and Selection Committee, Director Indigenous Health Initiatives, FOMD
- 2013 American Society of Emergency Radiologists Education Committee

Institutional Administrative and Leadership Contributions:

2021 - Present	Indigenous Research Strategy Task Force, University of Alberta
2020 - Present	Director and Executive Vice-Dean, Alberta Institute, UAlberta
2020 - Present	Learning Environment Subcommittee, Department of Psychiatry
2020 - Present	Indigenous Research Strategy Task Force, University of Alberta
2020 - Present	Black Applicant Admissions Working Group, Faculty of Medicine and Dentistry, University of Alberta
2020 - Present	University of Alberta, Vice-Provost Indigenous Programming and Research Advisory Council
2020	Indigenous Applicant MD Admissions Selection Committee, UAlberta
2019- Present	Situated Knowledges: Indigenous Peoples & Place (SKIPP) Indigenous Scholars' Circle
2019- Present	Member Innovation Discover Education and Scholarship Office Advisory Board
2017-2020	Chair, MD Curriculum and Program Committee
2015-2020	Chair, MD Program Operations Committee
2015-2020	Member, Faculty of Medicine and Dentistry Executive Chairs Committee
2015-2020	Member, Faculty of Medicine and Dentistry MD PhD Committee

2015-2020	Member, Faculty of Medicine and Dentistry Professionalism Committee
2015-2019	Member, Deans Strategic Planning Committee
2015-2016	Chair MD Program Committee
2013-2020	Member, Education Quality Improvement Team
2013-2020	Member, Faculty Learning Committee
2013-2016	Co-Chair, Interfaculty Inter-Professional Health Team Development Refresh
2012- Present	Affiliate Faculty, Arts and Humanities in Health and Medicine
2012-2020	Collaborative Health Education and Practice Group Meeting
2012-2017	Chair, MD Program Curriculum Committee
2012-2015	Chair, Clerkship Committee
2012-2015	Chair, Pre-clerkship Committee
2012-2015	Chair, Assessment and Evaluation Committees
2012-2014	Member, Faculty of Medicine and Dentistry Accreditation Advisory Committee
2012-2014	Clinical Advisor, Teaching Scholars Program
2012-2014	Member, Faculty of Medicine and Dentistry Accreditation Education Standards Committee A and Committee B
2011-2014	Member, Dentistry Program Curriculum Committee
2009-2013	Member, Block Planning Committee, MED523/DDS523 Musculoskeletal, Rheumatology, Rehabilitation and Dermatology course

Clinical Experience

2009-Present Physician Staff Member, Department of Diagnostic Imaging, Misericordia Hospital, Edmonton, Alberta

2009-2015 Physician Staff Member, Department of Diagnostic Imaging, Base Health Services Clinic, CFB Edmonton, Alberta

2012-2014 Associate Medical Staff, Combined Sub-Specialty Imaging, Vancouver General Hospital, Vancouver, British Columbia

1999-2003 Family Physician Staff Admitting Privileges Sturgeon Community Hospital, St Alberta, AB

2002 Acting Base Surgeon, Canadian Forces Health Services Clinic, CFB Edmonton

1999-2002 Deputy Base Surgeon, Canadian Forces Health Services Clinic, CFB Edmonton

1992-94 Nurse, 2 Field Ambulance, Canadian Forces Medical Center, CFB Petawawa

1990-1992 Nurse/Nursing Supervisor, Canadian Forces Hospital, CFB Halifax

Review and Editorial Activities:

Journal of Medical Education and Curricular Development Emergency Radiology Advances in Health Sciences Education Canadian Pharmacists Journal Canadian Conference on Medical Education

Appendix D

Statement of Institutional Integrity

In the institutional integrity section of the Campus Alberta Quality Council's Academic Freedom and Scholarship Policy, the following statements are made:

The institution must present itself accurately and truthfully in all of its written documents. This includes the manner in which it describes its qualities and programs and compares them with other institutions.

Full compliance with legal matters such as copyright law is expected.

On behalf of (name of applicant institution) I/we attest that, to the best of my/our knowledge, the information presented in this application is complete and accurate and reflects the highest standards of institutional integrity.

Signed by:

_____ President of institution

Board Chair of institution

(for applications from institutions not authorized to offer a government-approved degree program)

OR

Senior academic officer

(for subsequent program proposals from institutions authorized to offer at least one government-approved degree program)



Library Impact Statement

As per <u>GFC Policy 37.3.7</u>, 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. In addition, 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.

Please contact your <u>subject librarian</u> to solicit feedback on your program proposal and request a Library Impact Statement.

Library Contact:

Name: Sandy Campbell	Date: 4 February 2022
Library Unit: Health Sciences	Email: sandy.campbell@ualberta.ca

Program Proposal Contact:

Name: Tracey Hillier	Dept./School: Alberta Institute Faculty of Medicine & Dentistry
Faculty: FOMD	E-mail: thillier@ualberta.ca

Proposed Program Changes:

Proposed new program Bachelor of Biomedicine Dual Degree Program

This dual degree program is a collaboration between Wenzhou Medical University (WMU) and the Alberta Institute within the Faculty of Medicine & Dentistry at the University of Alberta. The collaboration is part of the Alberta Institute Wenzhou Medical University (AIWMU).

Students who complete all of the required credits and meet the academic standards of both universities will be granted the degrees from each institution. Students will be eligible for a Bachelor of Biomedicine from the University of Alberta after they complete the first four years of the program. They will be eligible for the Bachelor of Clinical Medicine degree from Wenzhou Medical University after all 5 years of the program have been completed. All 5 years of the program need to be successfully completed as a requirement for either degree to be issued.

All students in the program are located in China. The program will be based on a Fee-Paying model. Students in years 1-2 of the program will maintain minimal registration at the University of Alberta. Students in years 3 and 4 will be assessed University of Alberta Full-Time Student tuition. Students in year 5 will maintain minimal registration at the University of Alberta. There will be 60 students in each year of the program, with a total of 240 students during the first 4 years of the program (the 5th year is taught entirely at Wenzhou Medical University).

Library Service or Resource	Description of Library Impact
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	Instruction related to finding evidence based medicine sources will be useful for students in the Bachelor of Biomedicine program.

	The Library offers a range of <u>workshops</u> throughout the academic year to assist students with their research needs. In addition, <u>online instructional guides</u> and <u>tutorials</u> are accessible via the Library's web site to support the research process. Course/assignment specific instruction is also available via subject librarians. Sandy Campbell is the subject librarian for the Faculty of Medicine & Dentistry and has the capacity to support this Program.
Reference assistance (e.g., ongoing one-on-one help)	The <u>subject librarian</u> or other librarians in complementary subject areas will be able to accommodate requests for assistance via email, phone, or online. General reference assistance is available at all University of Alberta Library <u>service desks</u> and online via <u>Ask us services</u> .
Collections – course materials, print, electronic [note any impacts on simultaneous users, licensing considerations etc.]	The Library's current subscriptions to print and electronic journals and books should adequately support this program. We have a full suite of resources to support an MD program, including primary databases (Medline, EMBASE, CINAHL, SCOPUS, TRIP Pro) journal packages from the major medical journal publishers (eg: Elsevier, Thieme, Springer, Oxford), e-book products including Access Medicine and Clinical Key, point of care tools (eg: Dynamed and Lexicomp)Any items that are not available and/or accessible through the Library can be requested through Interlibrary Loan. Other subject specific databases and resources may be required. The Library also supports <u>course reading list and reserve requests</u> online using the <u>Talis platform</u> . The Library's <u>Medicine_Subject Guide</u> will be relevant to students taking
	specific courses in the Bachelor of Biomedicine course.
Physical facilities (e.g., sufficient room for group work; in-library work, etc.)	Physical facilities are in place to support student research needs during their summer school on site at the University of Alberta. There are bookable group study spaces, as well as collaborative and individual study spaces in all library locations.

X Proposal has an impact on the Library and can be supported.
□ Proposal can be supported with additional resources; see attached details.
□ Proposal has no impact on the Library.

Unit Head Name	Unit Head Signature	Date
Connie Winther	honni Mineen	9 February 2022

Associate University Name	Associate University Signature	Date
Sharon Murphy	Sharon M. ph	9 February, 2022



Jiming Kong, PhD Professor

Phone (204)977-5601 Mobile (204)890-5601 Jiming.Kong@umanitoba.ca

Rady Faculty of Health Sciences

Attachment 4 Department of Human Anatomy and Cell Science Max Rady College of Medicine 745 Bannatyne Avenue Winnipeg, Manitoba Canada R3E 0J9 Fax (204)789-3920

Dr. Janice Causgrove-Dunn Vice-Provost (Programs) University of Alberta

Dear Dr. Causgrove-Dunn:

Re: Dual Degree Program in Biomedicine

Thanks for the opportunity to review the Dual Degree Program of the Alberta Institute at Wenzhou Medical University (AIWMU). I am a professor at the College of Medicine, University of Manitoba. Over the past 14 years I have initiated and served as coordinator for 4 academic exchange programs between the University of Manitoba and Chinese Universities. I have no conflict of interest in providing this letter of assessment.

The proposed program is to be jointly sponsored by the Wenzhou Medical University (WMU) and the Faculty of Medicine & Dentistry at the University of Alberta. It will be developed in the Alberta Institute at WMU that has an ongoing collaborative medical program in the past two years. Students in the program will spend their first two years in Wenzhou Medical University, and the third and fourth years in University of Alberta. Clinical internship of the program will be arranged in the fifth year at Wenzhou Medical University. Students will receive a Bachelor of Biomedicine from the University of Alberta and a Bachelor of Clinical Medicine degree from Wenzhou Medical University after successful completion of the program. The program plans to enroll 60 students each year. Students targeted for admission in this dual degree will be exclusively from China.

January 3, 2021

Attachment 4

In recent years we have seen a number of collaborative medical education programs established between Canadian and Chinese universities. Many of these programs focus on some aspect of medical education such as elective courses, resident exposure, family medicine, and training of clinicians. The collaborative medical program the University of Alberta and Wenzhou Medical University have established a few years ago appears to be one of the most comprehensive programs in this category. It has been taking students for the past two years. The proposed Dual Degree Program in Biomedicine is obviously an expansion of the collaborative program that has already demonstrated a high learner demand in the past few years. I agree that including a degree from the University of Alberta to officially recognize the training experience in Alberta is necessary and appropriate, and will make the program even more attractive to applicants.

Both Wenzhou Medical University and the University of Alberta have a strong undergraduate medical education program. The proposed program comes with a comprehensive curriculum that entails strengths of both universities. I am reasonably convinced that the program is feasible and has the potential to meet international quality standards for degree programs.

Personally I consider the proposed program is new and very interesting. It will provide the students with an exceptional learning experience and will establish the University of Alberta as a leader in international medical education. Assessment of demands that will be created by the proposed program is realistic. I would therefore endorse the proposal without conditions.

Sincerely,

gle y

Jiming Kong, PhD

Patrick.choy@umanitoba.ca



UNIVERSITY of Manitoba

January 2, 2022

Faculty of Medicine

Ms Carley Roth Portfolio Initiative Manager Office of the Provost and Vice –President Academic University of Alberta

Dear Ms Roth:

Thank you for the opportunity to review the new bachelor's degree program in Biomedicine proposed jointly by the University of Alberta and the Wenzhou Medical University. It is a dual degree program through the collaboration between the Wenzhou Medical University and the Alberta Institute within the Faculty of Medicine and Dentistry at the University of Alberta. Upon the completion of required credits in the four years of the joint program, students will become eligible for a Bachelor of Biomedicine from the University of Alberta. They must continue to complete the fifth year of the clinical (clerkship) program at their home institution to become eligible for a Bachelor of Clinical Medicine from the Wenzhou Medical University. As an additional condition, all five years of the program must be successfully completed in sequence as a requirement for either degree to be issued.

The Joint Program will have an intake of 60 students every year. The student will be based throughout the five years at Wenzhou Medical University, and the University of Alberta will send professors to Wenzhou to teach the third and fourth year courses. Students may spend some time at the Alberta campus to take short courses and/or gain some "Canadian" exposure during the summer. The Proposal states that there is a labor market demand for physicians in China who have an international perspective on health care, leadership and medical education.

In general, the academic content of the joint program bears similarities with many ongoing five year medicine program in countries outside North America. One outstanding feature to include the Bachelor in Biomedicine program into this medical program is that the student will receive a strong background in basic and clinical sciences through the first four years of study. This background will not only help medical students to develop better clinical skills and thinking during their clerkship training, but the strong science background also provide them with a clearer path (if they wish) to go into clinical research and related studies in the future.

The first two years of the Bachelor in Biomedicine will be given by professors at the Wenzhou Medical University. Since the incoming students are usually high school graduate, this training will give students adequate basic knowledge in biomedical sciences and the opportunity to learn English as prerequisites to take the more advanced subjects in the third and fourth year. The clinical (preclerkship) sciences in third and fourth year are taught by professors from the University of Alberta, who will travel to Wenzhou to do the teaching. These courses include Endocrinology & Metabolism, Cardiovascular Medicine, Pulmonary Medicine and Renal Medicine. The course contents provided in the Proposal appear to be at par with selected physiology or biochemistry courses at the BSc Honours level in Canada. Hence, I have no doubt that they will meet the requirements and/or national and international quality standards for a bachelor degree program.

The inclusion of Health System Science courses into the program is an excellent choice. It is clear that health care delivery in China is very different from Canada. The knowledge on how health systems work together to deliver care, both in Canada and the rest of the world, would provide students with a wider perspective to evaluate the pros and cons of their current system. The inclusion of health care policy, economics and management; clinical informatics and health information technology and value-based care are subjects which are very important and timely. Chinese medical students, however, have only limited exposure to these important subjects.

One area which can be strengthened in the Health System Science course is to include the role of family physician in course. There has been a hiatus in the training of family physician in China, and the government has recently encouraged universities to expedite the process.

It is gratifying to see that institutional administrators and faculty have made a realistic assessment of the need for the program. Since graduates of this program will not proceed to work in Canada, there is no impact on the job market in Alberta. In general, the financing of the program will be the onus of the students who want to enroll in this program. A tuition guarantee will be established for each student at the start of the program. Given the preparation work outlined in the proposal, it appears that University of Alberta has adequately assessed the demand for this program, both in financial aspects and human resources.

As a former Associate Dean of Medicine at the University of Manitoba who had initiated a Joint Degree Program in the Bachelor of Science (med) with the Shantou University in China, I certainly support this Proposal. There are many obvious benefits to both partnering institutions in developing a Joint Degree program, but one unexpected benefit in our Joint Degree program with the Shantou University was the attraction of a substantial donation from a third party due to the success of the program.

Sincerely,

atorewhy

Patrick Choy, OM, ੴØ, MD, FAHA, FIACS Professor Emeritus Max Rady College of Medicine University of Manitoba



Attachment 6 ALBERTA INSTITUTE COLLEGE OF HEALTH SCIENCES FACULTY OF MEDICINE & DENTISTRY

> 5-309 Edmonton Clinic Health Academy 11405 87 Ave, University of Alberta Edmonton, Alberta, Canada T6G 1C9 Tel:780.492.9320 thillier@ualberta.ca

January 10, 2022

Response to Desk Reviews of the Proposal for a Bachelor of Biomedicine Dual Degree Program

Feedback on the Proposal for a Bachelor of Biomedicine Dual Degree Program has been received from Professors Jiming Kong and Patrick Choy, as required by the Campus Alberta Quality Council. Both reviewers are overwhelmingly supportive of the proposal.

Dr Kong has recognized that while other joint programs exist, many focus on some aspect of medical education such as elective courses, resident exposure, family medicine, and training of clinicians. The collaborative medical program between the University of Alberta and Wenzhou Medical University is indeed one of the most comprehensive programs in this category and combines the strengths of both universities. The proposed Dual Degree Program in Biomedicine is recognized by Dr Kong as obvious an expansion of the collaborative program that has already demonstrated a high learner demand in the past few years and that including a degree from the University of Alberta to officially recognize the training experience in Alberta is necessary and appropriate and will make the program even more attractive to applicants.

Dr Patrick Choy recognizes that an outstanding feature of the program is that students will receive a strong background in basic and clinical sciences through the first four years of study. We agree that this background will not only help medical students to develop better clinical skills and thinking during their clerkship training, but the strong science background also provides them with a strong foundation for clinical research and related studies in the future. Dr Choy recognized that the course contents provided in the proposed dual degree program are on par with selected physiology or biochemistry courses at the BSc Honours level in Canada and has no doubt that they will meet the requirements and/or national and international quality standards for a Bachelor degree program.

It is gratifying to read Dr Choy's comments that the inclusion of Health System Science courses into the program is an "excellent choice", recognizing that health care delivery in China is very different from Canada. We wholeheartedly agree that the inclusion of health care policy, economics, and management; clinical informatics and health information technology and value-based care are subjects is very important and timely and that knowledge on how health systems work together to deliver care, both in Canada and the rest of the world, will provide students with a wider perspective to evaluate their current system.

Dr Choy notes "One area which can be strengthened in the Health System Science course is to include the role of family physician in course". Again, we wholeheartedly agree. We have woven content about the role and importance of Family Physicians and "Generalists" through the dual Degree curriculum.

Finally, we are delighted to read the comment that "the program will provide the students with an exceptional learning experience and will establish the University of Alberta as a leader in international medical education". The University of Alberta is appreciative and encouraged by the overwhelming and enthusiastically supportive reviews provided by two internationally renowned scholars.

Warm regards,

Tracey Hillier

Tracey Hillier, MD, BScN, CCFP, FRCPC, MEd **Director and Executive Dean, Alberta Institute** College of Health Sciences Faulty of Medicine and Dentistry



Item No. 4

Governance Executive Summary Action Item

Agenda Title	Braiding Past,	Present	and	Future:	University	of	Alberta	Indigenous
	Strategic Plan							

Motion

THAT the Board of Governors endorse *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan,* as set forth in Attachment 1.

ltem

Proposed by	Florence Glanfield, Vice-Provost (Indigenous Programming and Research)
Presenter	Florence Glanfield, Vice-Provost (Indigenous Programming and Research),
	Nella Sajlovic, Indigenous Strategies Manager

Details

Details	
Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The purpose of the proposal is to seek endorsement of <i>Braiding Past, Present</i> <i>and Future: University of Alberta Indigenous Strategic Plan</i> to enact existing institutional commitments on Indigenous Initiatives across the institution.
Executive Summary (outline the specific item – and remember your audience)	In support of the objectives articulated in <i>For the Public Good</i> , the University of Alberta for Tomorrow and the <i>Strategic Plan for Equity, Diversity and</i> <i>Inclusivity</i> , and following the commitments to the Truth and Reconciliation Commission of Canada (TRC), the University of Alberta has taken steps towards a thoughtful, respectful, meaningful and sustainable response to the Indigenous Initiatives and the work this entails. To this end, the Vice-Provost, Indigenous Programming and Research Office (VPIPRO) was asked to take on the responsibility of developing an Indigenous Strategic Plan (ISP). Expectations for Indigenous Initiatives have originated in new and emerging requirements for better practices in Indigenous-focused research, teaching and community engagement coming from the Tri-Council funding agencies, governments, professional associations and community. This convergence represents a significant opportunity for the university to continue its
	leadership to benefit from the financial and other opportunities this work presents. After significant consultation and dialogues to collect information on the goals, themes and strategies that should be reflected in the plan, a draft framework was created for wide consultation and dialogue. The ISP integrates the diverse contributions gained in the dialogues to imagine the ways in which Indigenous-focused work might be built into institutional accountabilities, embedding it into diverse structures, processes and roles and creating institution-wide responsibility to deliver on the outlined goals. Braiding Past, Present and Future: University of Alberta Indigenous Strategic
	Plan reflects an important step in our institution's commitment to



Item No. 4

Supplementary Notes and	reconciliation in post-secondary education, research and addressing the historical legacy of the residential school system and Canada's colonial history in a meaningful and lasting way. The plan is not substantially different from the framework shared at earlier
context	meetings but contains minor edits as it moves through governance committees.
	President Flanagan and Provost Dew will sign on page 32 if the plan is endorsed unanimously by General Faculties Council and the Board of Governors

Engagement and Routing (Include proposed plan)

Consultation and	Indigenous Advisory Council	
Stakeholder Participation	Office of the Provost and Vice-President (Academic)	
	Vice-Provosts' Council	
	GFC Committee on the Learning Environment	
	Council on Student Affairs	
	GFC Program's Committee	
	GFC Academic Planning Committee	
	General Faculties Council	
	President's Executive Committee	
	Senior Advisor, Equity and Human Rights	
	Unit EDI Leads	
	Board of Governors	
	College Deans	
	Faculty Deans	
	Deans' Council	
	External communities	
Approval Route	GFC Academic Planning Committee (May 18, 2022)	
(Governance)	GFC Programs Committee (May 19, 2022)	
(including meeting dates)	Board Learning, Research and Student Engagement Committee (June 3,	
	2022)	
	General Faculties Council (June 6, 2022)	
	Board of Governors (June 17, 2022)	

Strategic Alignment

Alignment with For the Public Good	GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.
	Through the development of strategic recruitment, retention, and renewal plans, the University of Alberta will build a community of exceptional students, educators, scholars, researchers, and staff from Alberta, Canada, and the world. We will foster an inclusive culture in which people excel through exchange and collaboration, enriched by the diversity of individuals, groups, disciplines, perspectives, approaches, and questions that comprise our community. We will sustain this culture and community through rich educational and life experiences in a supportive learning environment. We will engage Indigenous students and nations to create programs and spaces that acknowledge the complexities of Canada's history. We will celebrate the University of Alberta community and our achievements, enhancing our reputation in Alberta, across Canada, and around the world by defining, telling, and promoting our story.



Item No. 4

Alignment with Core Risk	Please note below the specific institutional risk(s) this proposal is addressing.		
Area	Enrolment Management	☑ Relationship with Stakeholders	
	⊠ Faculty and Staff	⊠ Reputation	
	Funding and Resource Management	Research Enterprise	
	☑ IT Services, Software and Hardware	🛛 Safety	
	🗵 Leadership and Change	⊠ Student Success	
	Physical Infrastructure		
Legislative Compliance and	General Faculties Council Terms of Reference		
jurisdiction	BLRSEC Terms of Reference		

Attachments:

1. Braiding Past, Present, and Future: University of Alberta Indigenous Strategic Plan (37 pages)

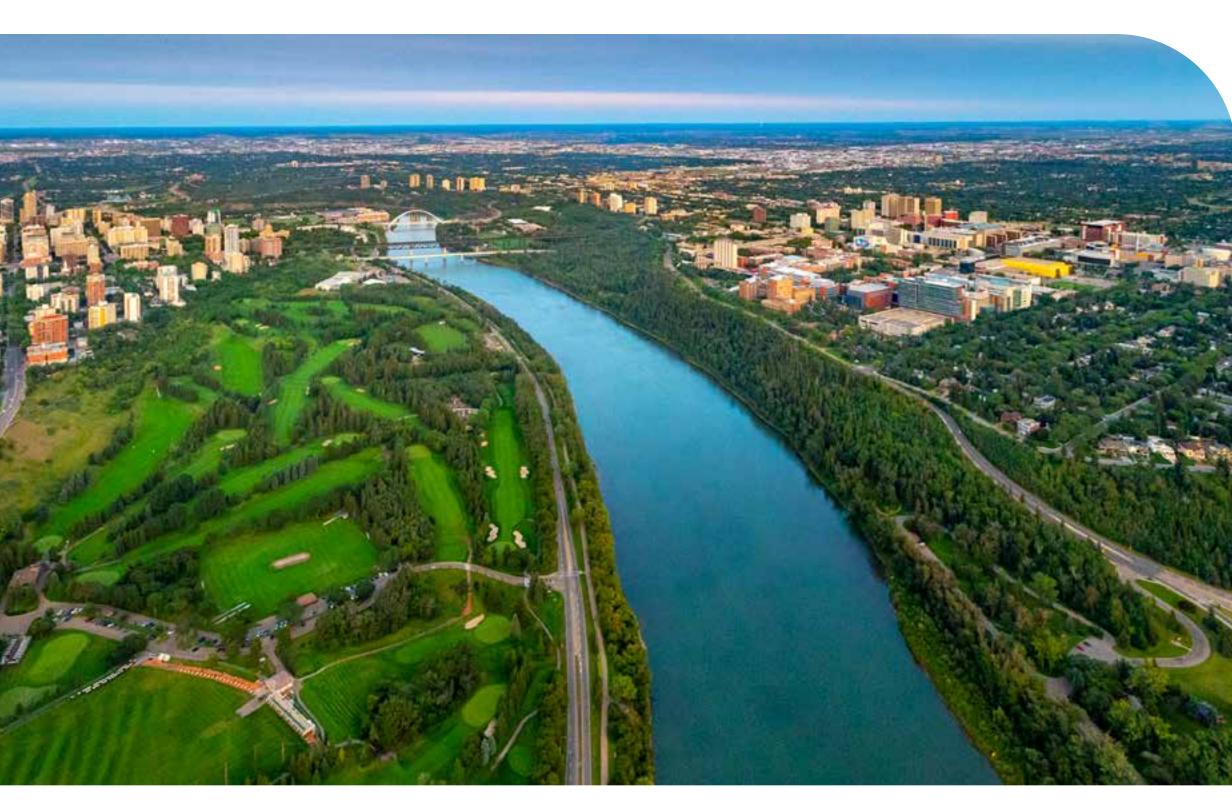
Prepared by: Nella Sajlovic, Indigenous Strategies Manager; Kathleen Brough, Chief of Staff, Office of the Provost and Vice-President (Academic)







Territorial Acknowledgment





The University of Alberta, its buildings, labs and research stations are primarily located on the territory of the Néhiyaw (Cree), Niitsitapi (Blackfoot), Métis, Nakoda (Stoney), Dene, Haudenosaunee (Iroquois) and Anishinaabe (Ojibway/ Saulteaux), lands that are now known as part of Treaties 6, 7 and 8 and homeland of the Métis. The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems and cultures of all First Nations, Métis and Inuit nations.

> To acknowledge the territory is to recognize the longer history of these lands. The acknowledgment signifies the University of Alberta's commitment to working in Good Relations with First Nations, Métis and Inuit peoples as we engage in our institutional work, uplifting the whole people, for the university for tomorrow.

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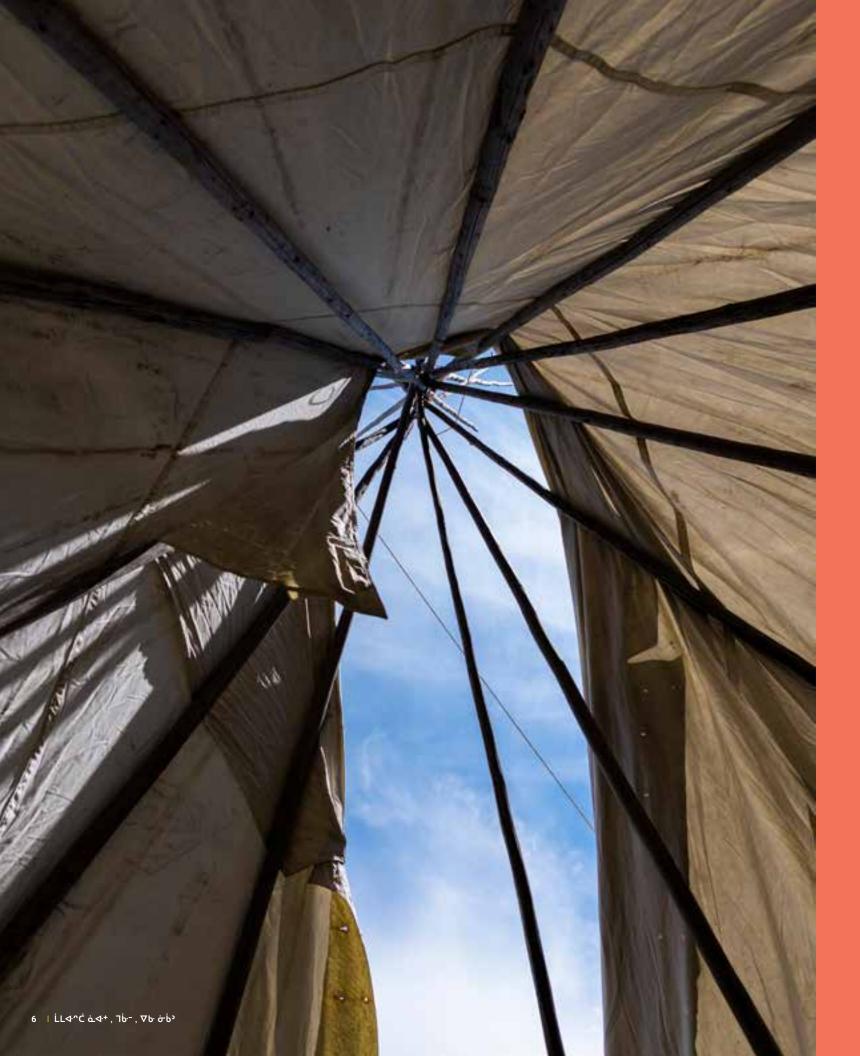
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Beadwork on the cover: kiskinohawmatok, 2018; *d^P* b∧JCC'; University of Alberta Museums Art Collection, University of Alberta Museums; 2018.4.1 used with permission



Lawyer and Inuit throat singer Jenna Broomfield, a U of A grad, at a performance with Tanya Tagaq at the Interstellar Rodeo in Edmonton in July 2015.



"The resurgence of Indigenous Peoples has been carried by those who came before us and the individuals today working to tackle the deliberate aim of the erasure of Indigenous knowledge systems and Peoples."

Florence Glanfield Vice-Provost, Indigenous Programming an Research; Professor, Faculty of Education Attachment 1

Gratitude

With gratitude, we acknowledge our ancestors for the strength of spirit that is our inheritance from the endless generations that came before. We honour our ancestral lines, carrying forward the gifts, responsibilities and hopes that they bequeathed us.

We offer thanks to the Elders, Indigenous leaders, students, colleagues, alumni and non-Indigenous allies at the University of Alberta for the courageous and often difficult work that they have done in the past to lead us to this moment. We are grateful for the opportunity to honour them by carrying this work forward.

We acknowledge the many Elders and Knowledge Keepers that currently work with the university as advisers, spiritual leaders, teachers and community advocates. The work of the university across spaces including research, student supports, community engagement and curriculum is supported by the many relationships with diverse Elders and Knowledge Keepers. They have generously shared their knowledge and time

with the university, helping the institution to ground its work in Indigenous teachings and move toward richer conceptions of reconciliation.

We are grateful to Elder Fernie Marty for sharing his knowledge of the Sweetgrass Teachings, to Dr. Carl Urion and Elder Elmer Ghostkeeper for the teachings about the University of Alberta's journey, and to Doreen Daychief, Edna Elias, Elmer Ghostkeeper, Dorothy Thunder, Gil Anderson, Lyndon Aginas, Dr. Betty Bastien, Isadore Kootenay, Phillip Cardinal and Lynda Minoose for their sharing of the translations of "braiding past, present and future" into their respective Indigenous languages, which appear throughout this document.

> The Young Indigenous Women's Circle of Leadership creates opportunities for participants to learn about aspects of their culture and identity through various activities, rooted in nehiyawewin (Cree language).



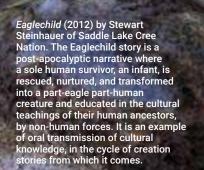


Many of our diverse Indigenous communities, the original humans of these lands, share the same values, laws and relationship of our living relative – *nikawiy* asiskiy (Mother Earth). The buffalo has become a symbol of education but also represents the Law of Sharing. The laws and policies of this nation-state have continuously attempted to disconnect Indigenous Peoples of their kinship right to protecting, connecting and honouring our living land, and heartbased education led by Indigenous leaders has been our tool of surviving changes and reconnecting to be humans of this living land once again. The Indigenous Strategic Plan (ISP) carries the prayers of our ancestors through a vision and mission to help (re) connect good relationships to our mind, body and spirit, but also to one another, and our communities through policy changes that reflect the values, laws and relations of our living relative nikawiy asiskiy."

Lana Whiskeyjack

Assistant Professor. Faculty of Arts. Women's and Gender Studies





Ceremony

We give thanks to Elder Dr. Francis Whiskeyjack for leading ceremony to begin this work in a Good Way. In acknowledgment of the difficulty of the work and the teachings needed for the path ahead, a group of Indigenous colleagues and University of Alberta senior leaders participated in ceremony and discussion, committing themselves to the work of the Indigenous Strategic Plan and Indigenous Initiatives more broadly.

Indigenous Self-Determination

The principle of the Indigenous right to self-determination informs work to ensure that this strategic plan, and other Indigenous initiatives at the University of Alberta, are Indigenousled. We offer thanks to the 22-member Indigenous Advisory Council (IAC) for their leadership and direction on the development of this strategic plan, as well as the far-ranging commitments to First Nations, Métis and Inuit-focused work and peoples, as outlined in For the Public Good, the University of Alberta's Strategic Plan for Equity, Diversity and Inclusivity, and the University of Alberta for Tomorrow.

IAC membership included:

- Chris Andersen, Professor and Dean, Faculty of Native Studies
- Gil Anderson, Academic Services Coordinator, Masters and Professional Programs Office, Alberta School of Business
- Kateryna Barnes, Communications Associate, External Relations
- Dallas Cardinal, Project Co-ordinator, Supporting Indigenous Languages Revitalization, Office of the Provost and Vice-President (Academic)
- Freda Cardinal, Senior Co-ordinator, Admissions and Student Services, Faculty of Native Studies
- Wayne Clark, Executive Director, Indigenous Health Initiatives Program, Faculty of Medicine & Dentistry
- Shana Dion, Assistant Dean, First Nations, Métis and Inuit Students, Student Services - Dean of Students Administration
- Dwayne Donald, Professor, Faculty of Education
- Michelle Durocher, Executive Assistant, Corporate and Foundation Relations, **External Relations**
- Paul Gareau, Assistant Professor, Faculty of Native Studies

- Cindy Gaudet, Assistant Professor, Campus Saint-Jean
- Florence Glanfield, Vice-Provost, Indigenous Programming and Research; Professor, Faculty of Education
- Tracey Hillier, Associate Professor, Faculty of Medicine & Dentistry; Alberta Institute, Wenzhou Medical University, Faculty of Medicine & Dentistry – MED International; Co-Director, Situated Knowledges: Indigenous Peoples and Place (SKIPP) Signature Area
- Human Resource Services -Partnerships
- Pamela McCoy Jones, Executive Director, Supporting Indigenous Languages Revitalization, Office of the Provost and Vice-President (Academic)
- Ceilidh Morrissette, Research Co-ordinator, Faculty of Arts -Humanities Administrative Services
- Cindy Paul, Copyright Specialist, Library and Museums - Copyright Office
- Trevor Phillips, Manager, Indigenous Recruitment, Office of the Registrar
- Nella Sajlovic, Indigenous Strategies Manager, Office of the Provost and Vice-President (Academic)

Attachment 1



• Valerie Hunter, HR Service Partner,

- Jessica Vandenberghe, Assistant Dean, Engineering Community and Culture, Faculty of Engineering; President-Elect, Indigenous Alumni Council
- Lana Whiskeyjack, Assistant Professor, Faculty of Arts, Women's and Gender Studies
- Willow White, Assistant Professor, Augustana, Fine Arts & Humanities

Members of the IAC who served prior to their resignations from the council:

- Bev Findlay, Administrative Assistant, Faculty of Native Studies
- Jessica Kolopenuk, Assistant Professor, Faculty of Native Studies
- Kayla Lar-Son, Indigenous Academic Resident, Libraries, Digital Initiatives
- Daniel McKennitt, Post-Doctoral Fellow, Faculty of Medicine & Dentistry
- Daniel Sims, Assistant Professor, Augustana
- the late Jennifer Ward, Educational Developer, Centre for Teaching and Learning – Instructional Services

University of Alberta Vision and Mission

Vision

The University of Alberta vision is to inspire the human spirit through outstanding achievements in learning, discovery and citizenship in a creative community, building one of the world's great universities for the public good.

Mission

Our mission is to create and sustain a vibrant and supportive learning environment that discovers, disseminates and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships. The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront.

These statements represent the core values and mandate of the University of Alberta. Tasked with "inspiring the human spirit" and "taking a lead role in placing Canada at the global forefront" requires a reflection on the history of our institution and of this nation we now call Canada as a whole, particularly in relation to Indigenous Peoples, acknowledging the complex and often negative history between this nation and the Indigenous Peoples of this land. The University of Alberta has an important role to play in fostering reconciliation and acknowledging Indigenous rights, territories, knowledge and worldviews. We must also acknowledge the ongoing impacts of colonial thinking within our institution and the barriers that may not always be apparent to the inclusion of Indigenous Peoples.

This strategic plan has the vision and potential to hold the University of Alberta accountable as an institution invested in a reconciled future for First Nations, Métis and Inuit learners."

Trevor J. Phillips Manager, Indigenous Recruitment, Office of the Registrar



leaders from all faculties who see the Truth and understand why it is vital to actively participate in reconciliation no matter where their alumni journey takes them. Our leaders must lead in this space and come from a place of creating equitable policies, frameworks, attraction and retention

Vandenberghe, assistant dean and Industry Professor, Indigenous Engineering.

each other accountable so that we can be proud of how we walk together in a Good Way."

Jessica Vandenberghe

Assistant Dean, Engineering Community and Culture, Faculty of Engineering; President-Elect, Indigenous Alumni Council

Guiding Values and Principles

The guiding values and principles that underpin *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan* include:

All My Relations

Acknowledging the interconnectedness, interdependence, worth and mutual responsibility of all peoples, creatures and lands; a common conceptualization of all things living among Indigenous Peoples; known as *wahkohtowin* by the Cree and Métis

Decolonization

Repudiating the racist justifications and dismantling the colonial structures aimed at disenfranchising Indigenous Peoples of their legal, social, cultural, religious and ethnic rights; reclaiming Indigenous identity, language, culture and worldviews

Inclusivity

Validating the value of, and enacting work to provide, equal access to opportunities, resources, experiences and education to those excluded or marginalized from greater access

Indigenization

A process of highlighting and incorporating Indigenous worldviews, knowledge and perspectives into non-Indigenous educational, political and social structures in recognition of exclusion and erasure; celebrating the diversity, strength, complexity, resilience and beauty of Indigenous Peoples, cultures, languages and knowledge systems

Indigeneity

Belonging to specific lands and places; the unlimited right to self-identification by Indigenous Peoples

Indigenous Ways of Knowing, Being and Doing

Affirming the validity, diversity, sophistication and beauty of Indigenous understandings, practices and modes of learning from the people, animals and plant nations; acknowledging the holistic viewpoints of Indigenous Peoples that take into account the whole person (mind, body, spirit) and the connection to peoples, lands and living things

Intersectionality/Confluence

Recognizing the relationship between various constructed categories such as race, gender, sexual orientation, class and all forms of ableism that inform the converging influences of systems of oppression as they occur on Indigenous territory

Reconciliation

The Truth and Reconciliation Commission of Canada (TRC) defines reconciliation as an ongoing process of establishing and maintaining respectful relationships between Indigenous Peoples, the state and non-Indigenous peoples

Self-Determination

The inherent right of Indigenous nations, communities and Peoples to determine their political status and freely pursue economic, educational, social and cultural development

Sovereignty

The inherent right of Indigenous nations, communities and Peoples to autonomy, legitimacy and recognition as self-determining authorities

Strength-Based Approach

A focus on the strengths and competencies of individuals and communities and an acknowledgment of structural barriers in opposition to deficit narratives that perpetuate inequity by assuming deficiencies



Attachment 1

As a young boy growing up in Alberta, it was everywhere evident to me the long and troubled history of the colonization and exclusion of the Indigenous Peoples of these lands. We all must commit to changing this legacy. I am proud of the more recent record of the University of Alberta's broad commitment to advancing Truth and Reconciliation. None of our many initiatives is more important than our Indigenous Strategic Plan. It outlines an ambitious vision of the meaningful inclusion of Indigenous Peoples and Indigenous Ways of Knowing in all we do as a university community. I know that all members of the university community will join me in committing to do all we can to advance these goals and ever deepen our commitment to engaging in a meaningful and respectful relationship with the Indigenous Peoples of these lands."

Bill Flanagan President and Vice-Chancellor

Indigenous Terminology

In this document, the term Indigenous is used in the spirit of acknowledging the diverse ways in which the First Peoples of this land now called Canada chose to identify themselves, not how colonial governments have identified them, and encompassing the diversity of identity captured in First Nations, Métis and Inuit communities.

Although there is no legal definition of Indigenous in the Canadian context, the use of this naming in this document is in alignment with the growing trend for the use of the term Indigenous by the United Nations, among others. This is embodied by self-identification as Indigenous at the individual level but also through family-community connection; continued occupation of ancestral lands and/or common ancestry with the original occupants of such lands; distinct social, economic or political systems; and distinct language, culture and beliefs.

Message from the Vice-Provost, Indigenous Programming and Research



The Sweetgrass Teachings tell us that when we plait sweetgrass, we collect 21 strands.

The first seven are the generations that preceded us: they walked the journey to bring us to where we stand today. The second seven strands represent the seven sacred teachings. The third seven strands represent the seven generations yet to come. We, as humans of this Earth, acknowledge our responsibility to those not yet born, knowing that everything we do in our lifetimes carries forward to impact them. In this way, we are bound through time in honouring the legacy of our ancestors and recognizing that we are responsible for the future.

This teaching is at the heart of *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan.* The plan recognizes our collective responsibility to acknowledge our history and to honour those who came before us and to follow the seven sacred teachings – love, respect, honesty, courage, wisdom and humility; to know the first six together is to know truth. The plan also recognizes our responsibilities to the generations to come, knowing that we have the power to leave them a beautiful legacy. In essence: honouring the past, living the present and shaping the future.



I am a member of the Métis Nation of Alberta with deep ties to kin across Alberta. The Lac La Biche-Fort McMurray region was the foundation of my early life. It was from northeastern Alberta that I first came to the University of Alberta to begin my first degree in 1976. The university has played a central role in my life, providing the formal educational experiences behind my career as a teacher, researcher, professor of mathematics education and leader.

It has been a humbling, joyous and a deep responsibility to lead Indigenous-focused work at the University of Alberta since August 2019. A key focus in the first years of the mandate of the Vice-Provost, Indigenous Programming and Research was the creation of an Indigenous Strategic Plan to bring about the kind of foundational change imagined by the Truth and Reconciliation Commission of Canada (TRC) and the broader expectations that have emerged across organizations and the public.

As a society, we are only just coming into a time where the histories and complex understandings of Indigenous Peoples are being heard in the wider world. From the time of contact, Indigenous Peoples have been standing against assimilative practices aimed at causing them to "cease to exist as distinct legal, social, cultural, religious, and racial entities in Canada."¹ The resurgence of Indigenous Peoples has been carried by those who came before us and the individuals today working to tackle the deliberate aim of the erasure of Indigenous knowledge systems and Peoples.

The confirmation that the remains of Indigenous children have been found at residential school sites across Canada has been a stark reminder of the urgency of the work that the university has committed to in response to the TRC Calls to Action. Long known in community, this is but one piece of the work to correct the historical record and give voice to silenced narratives that significantly impact the lived experiences of Indigenous Peoples.

Education has the power to uplift humanity, and universities have a powerful role and responsibility to play in truth and reconciliation. The University of Alberta's motto, "Quaecumque Vera," invites the community to pursue "Whatsoever things are true." As a university community we should be questioning "whose truth?" and we have a responsibility to teach to question the validity of concepts used to justify European sovereignty over Indigenous lands and Peoples.

Undoing the legacy of colonialism and advancing conciliation — that is establishing respectful nation-to-nation relationships — is a difficult journey. It requires generosity, kindness and patience and, above all, it takes unlearning. We, as individuals and as a collective, are only beginning to take steps to "unlearn colonialism" which means in many ways we are still at the beginning of this complex, generational and ultimately non-linear work.

This plan is another step in this work at the University of Alberta and builds on advocacy that has been taking place for 80-plus years. In the 1940s, University of Alberta professors became members of the Indian Association of Alberta (IAA), learning from several of the most distinguished political and spiritual Elders of Alberta. Known as the Friends of the Indians, the professors lobbied the provincial and federal governments, raised funds and publicized injustices. In the 1960s and '70s, First Nations and Métis Elders and leaders pushed for research and teacher education programs such as Attachment 1

the Morning Star program developed in collaboration with what is now University nuhelot'įne thaiyots'į nistameyimâkanak Blue Quills; this work was the precursor to what we now know as the Aboriginal Teacher Education Program. In the 1970s, an IAA presentation to the University of Alberta Senate led to the development of the School of Native Studies, now the Faculty of Native Studies.

These developments are a small part of the wide-ranging efforts undertaken to build a university that ensures that all students can attain their educational and professional goals and that we all live in a more just world. They are also evidence that the concerted efforts of a few have significant, lasting impacts. The mobilization of the many can be world changing.

I am hopeful as the University of Alberta makes progress on the broad goals contained in the three "strands" of past, present and future articulated in this plan. I invite each of you to find yourself in this plan; I invite you to join the work to play your part in conciliation and to sign the Affirmation for Action at the end of this plan. There is so much more work to be done. This plan is a starting point in a long and critical journey that will take generations to achieve.

Florence Glanfield

Vice-Provost, Indigenous Programming and Research; Professor, Faculty of Education

This beadwork was created by Tara Kappo, who is Woodland Cree from Sturgeon Lake Cree Nation in Treaty 8 territory. She began beading at the age of 11 and learned primarily through watching her grandmother. Kappo earned her master's degree in Native Studies from the U of A in 2021.

Message from the President and Vice-Chancellor

As the Territorial Acknowledgment reminds us, the University of Alberta is situated on share and exchange knowledge.



The university is privileged to reside on lands in Treaties 6, 7 and 8. In the spirit of these agreements, the university upholds its commitment to working and living in good relation with each other, respecting the Indigenous Peoples and nations who, through the treaty process, generously offered to share these lands with those who came to these lands from far away.

In recent years, and especially following the work begun by the Truth and Reconciliation Commission of Canada (TRC), a shift in public awareness has illuminated the urgent need to address the structural causes of the long-standing and pronounced inequalities faced by Indigenous Peoples today.

We recognize that the University of Alberta has been part of historic systems that have created barriers to Indigenous sovereignty and wellness. In addressing this history, the University of Alberta has taken steps towards a thoughtful, respectful, meaningful and sustainable response to the Calls to Action issued by the TRC and Indigenous Initiatives more broadly. The Calls to Action are embedded in our institutional strategic plan and are a key pillar of the University of Alberta for Tomorrow.

The Indigenous Programming and Research portfolio was established in the Office of the Provost and Vice-President (Academic) to facilitate Indigenous-led institutional collaboration and communication for the development and implementation of programs, services and initiatives related to Indigenous teaching, learning, research and community engagement.

territory that has been the gathering place of diverse Indigenous nations for thousands of years, a place where diverse peoples, thinkers, scientists, philosophers lived and came to

I want to thank Dr. Florence Glanfield, Vice-Provost, Indigenous Programming and Research for her leadership on this plan and also the members of the Indigenous Advisory Council and broader Indigenous community who crafted this road map.

The Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan will enable transformative institutional practices that tackle the full scope of these endeavours. Reconciliation is not a destination but a journey in which we all have a part to play. Every step is important in that journey. At its core, the plan is about building better relationships with Indigenous communities - equal, respectful, mutual.

The university's core mission, in teaching, learning and research, is a commitment to all of the people of this province. It is also a commitment to build and sustain an atmosphere in which, as President Henry Marshall Tory, the first president of the university described it, "prejudice and hatred" cannot live - that is, a university that is committed to the core values of equity, diversity and inclusion of all the peoples and communities that make up our remarkable university and beyond.

I encourage everyone to read this plan and consider the ways in which you can meaningfully engage in reconciliation.

Bill Flanagan

President and Vice-Chancellor

"We ask that the Creator bring us clean thoughts, a clean body and a clean spirit. We ask that we remain humble and open to being guided to the lessons that are all around us if our hearts are open."

Alexand Warner owner I - he saw or

Elder Fernie Marty Papaschase First Nation

Introduction

As part of the struggle to address colonialism and its subjugation, Indigenous Peoples have continuously fought against the systems and structures, laws and practices meant to disempower — to assert Indigenous rights and seek a just relationship with the state and beyond.

At the University of Alberta, the work of Indigenous advocates and allies has led to the truly impactful Indigenous programs, initiatives and course offerings that we know and celebrate today, such as the Faculty of Native Studies, the Transition Year Program, the Aboriginal Teacher Education Program and the Specialization in Indigenous Peoples Education graduate program, to name but a few. This plan acknowledges the courage and strength of the Elders, Knowledge Keepers, Indigenous leaders and allies who "walked the path" to bring about the changes that have allowed us to reach the place we are at in the journey towards Indigenous sovereignty and wellness.



Participants in the Young Indigenous Women's Circle of Leadership are taught *wahkohtowin*, where they are encouraged to build and strengthen their relationships with all the world. They engage in land-based learning such as medicine walks, where they are taught to recognize plants and the proper protocols for picking. Attachment 1



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Truth and Reconciliation Commission of Canada

The context of this journey is critical and it is only recently that a more collective understanding of the history that continues to shape the historical and lived experiences of Indigenous Peoples has emerged.

The work of the Truth and Reconciliation Commission of Canada (TRC) marked a pivotal shift in public awareness about Indigenous Peoples and histories. With its final report released in 2015, the TRC revealed to Canadians the complex truth about residential schools, documenting the individual and collective harms perpetrated against Indigenous Peoples. The TRC focused on truth telling as a path towards healing for Indigenous Peoples and between Indigenous Peoples and non-Indigenous communities, churches, governments and Canadians generally.

While only a part of our history, the TRC's difficult work amplifying the voices of residential school survivors offered an opening to a critical discussion about other aspects of the Indigenous colonial experience, including legal dispossession, cultural and linguistic destruction, and restrictions against the right to gather, vote, practice ceremony and attend post-secondary institutions, among many others. It is important to recognize that the pervasive restrictions against Indigenous Peoples, often regarded as historical in nature, persisted and persist, and that the harmful legacy of those measures is still felt to the present day as systemic racism and barriers.

The TRC issued 94 far-ranging Calls to Action urging governments and other entities, including post-secondary institutions, to work together to repair the harm caused by residential schools and to move forward with reconciliation more broadly. Of particular relevance to postsecondary institutions is the legacy of the assimilative practices of the residential

school system on the educational attainment of Indigenous Peoples as well as the challenge to address those.

The TRC noted that universities are uniquely and powerfully positioned to enact reconciliation. The Calls to Action touch on every aspect of the university mandate, with work in teaching, learning, research and community engagement. Reconciliation starts with work across these spaces, asking key questions and looking at the history, policies and practices that shape our current reality in order to tackle systemic racism and dismantle the structures that continue to disadvantage in order to make things right.



"Getting to the truth was hard, but getting to reconciliation will be harder. It requires that the paternalistic and racist foundations of the residential school system be rejected as the basis for an ongoing relationship. Reconciliation requires that a new vision, based on a commitment to mutual respect, be developed. It also requires an understanding that the most harmful impacts of residential schools have been the loss of pride and self-respect of Aboriginal people, and the lack of respect that non-Aboriginal people have been raised to have for their Aboriginal neighbours. Reconciliation is not an Aboriginal problem; it is a Canadian one. Virtually all aspects of Canadian society may need to be reconsidered."2

Truth and Reconciliation Commission of Canada, Honouring the Truth, Reconciling for the Future



United Nations Declaration on the Rights of Indigenous Peoples

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) represents another key political milestone for Indigenous Peoples worldwide.

The product of nearly 25 years of deliberation at the United Nations, the international instrument was supported by Canada in 2016, nine years after its introduction. It was passed by parliament in 2018 and by the Senate in 2021. It recognizes the experiences of Indigenous Peoples with colonialism across the globe, aiming to set minimum standards for the autonomy, health and well-being of Indigenous Peoples. It articulates the need to repudiate doctrines, policies and practices such as the Doctrine of Discovery⁴ and terra nullius,5 which advocate for the "superiority of peoples or individuals on the basis of national origin or racial, religious, ethnic or cultural differences," as "racist, scientifically false, legally invalid, morally condemnable and socially unjust."6 UNDRIP urges an address of the colonial legacy so that Indigenous Peoples might reassert basic human rights. These include the inherent right to selfdetermination; freedom from

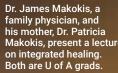
UNDRIP is the most comprehensive international instrument on the rights of Indigenous Peoples. It establishes a universal framework of minimum standards for the survival, dignity and well-being of the Indigenous Peoples of the world and it elaborates on existing human rights standards and fundamental freedoms as they apply to the specific situation of Indigenous Peoples.⁷

United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

discrimination; free, prior and informed consent; redress; and linguistic, cultural, spiritual and economic rights. The TRC recommended that federal and provincial governments utilize UNDRIP as a framework for reconciliation, noting that reconciliation encompasses all areas of Canadian life, including education.

This mixed media sculpture is part of the University of Alberta Museums Art Collection. It shows a parent tying the shoes of a young child. (Artist Unknown; University of Alberta Museums Art Collection; Collected by Milton and Wendy Halvarson; 2019.2.41) **66** The ISP will be a source of guidance and inspiration for our governing bodies at the university. General Faculties Council and the Board of Governors can play a critical role in upholding, advancing and implementing the human rights standards set out in the United Nations Declaration on the Rights of Indigenous Peoples."

Brad Hamdon General Counsel and University Secretary





Groundswell

The late Elsie Yanik, a fourth-generation Métis Elder, accepts her honorary degree from the University of Alberta in 2014.

There is a significant expectation from Indigenous and non-Indigenous communities alike that the University of Alberta takes up its role in Indigenous-focused work and reconciliation.

Locally, this theme emerged in the consultations that informed the university's strategic plan, For the Public *Good* in 2016. The 2019 **Community Engagement** Consultations led by External Relations also showed a significant desire for an institutional commitment to Indigenous Initiatives and a response to the TRC Calls to Action. The dialogues for the Indigenous Strategic Plan strongly reiterated these expectations.

The shifting requirements for Indigenous Initiatives are centred not only in community expectation; universities are facing the imperative of addressing Indigenous initiatives in Indigenousfocused research, teaching and community engagement. These have arisen from post-secondary accreditation bodies, national funding agencies, research council frameworks, professional associations, governments, new requirements for Indigenous-engaged ethical research, and corporate partners requiring robust EDI frameworks.

Within disciplines, those advocating for greater awareness of diverse worldviews, perspectives and silenced narratives cite the value of this work in enriching academic knowledge and

rigour but also in upending the dominant paradigm that centres Eurocentric worldviews, peoples and practices to the exclusion of others. These discourses examine and question the ways that universities have contributed to the harms of colonization and how we might approach structural changes within a decolonization framework.

Critical social justice issues have also emerged as a key policy priority at postsecondary institutions. The themes of marginalization and injustice are at the heart of movements to strengthen the civic role of the institution, ensuring that universities are responsive and work to co-create solutions to the challenges that matter to the public. This shift has influenced how universities are examining key institutional processes including new pedagogical approaches, hiring practices, critical selfreflectivity, community engagement and alignment with government priorities on these themes.

The Supreme Court of Canada affirmed the legal requirement



of the duty to consult with Indigenous Peoples to foster reconciliation.8 The duty to consult requires that governments, corporations and individuals know about and respect Indigenous and treaty rights in order to work with Indigenous nations, governments and communities within the Canadian legal context, also setting a model for broader engagement efforts.

Around the world, and nationally, universities are being called on to ensure that graduates of their programs are aware that their studies and possible professions are situated on Indigenous lands and have an impact on Indigenous Peoples. In revisiting the foundational understandings in the relationship between Indigenous and non-Indigenous peoples, universities are also providing a space in which to consider what it means to be a good relative in the terms intended in the treaties.

"Too many Canadians know little or nothing about the deep historical roots of these conflicts. This lack of historical knowledge has serious consequences for First Nations, Inuit and Métis peoples and for Canada as a whole. In government circles, it makes for poor public policy decisions. In the public realm, it reinforces racist attitudes and fuels civic distrust between Aboriginal peoples and other Canadians. Too many Canadians still do not know the history of Aboriginal peoples' contributions to Canada, or understand that by virtue of the historical and modern Treaties negotiated by our government, we are all Treaty people ... History plays an important role in reconciliation; to build for the future, Canadians must look to, and learn from, the past."9

Truth and Reconciliation Commission of Canada, Honouring the Truth, Reconciling for the Future

The Indigenous Strategic Plan reflects our hopes and provides a vision and directions to put things into action. Its critical investment in long-term, systemic change assures that generations of the past, present and future will thrive at the University of Alberta, in our homes and in our communities."

Cindy Gaudet Professeure assistante, Campus Saint-Jean

Participants in the potato dance attempt to dance with the beat during the University of Alberta's Annual Round Dance. The last couple remaining with the potato still between their foreheads wins – a good omen for their relationship.

Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan calls on us to weave Indigenous Ways of Knowing into our work with reverence. We commit to achieving this by collaborating with students, faculty, staff and community members to amplify Indigenous voices, showcase the incredible diversity of the campus community, and honour the traditional territories where the University of Alberta is situated. By communicating broadly the research of Indigenous students and faculty – and by facilitating education that furthers Truth and Reconciliation – we will continue to work towards decolonization both on campus and in the broader community."

Elan MacDonald Vice-President, External Relations





I have been profoundly impacted, both personally and professionally, through various learnings which allow me to better understand the significance and impact of Indigenous history and culture. I affirm our commitment to Indigenize the institution through such actions as adapting our recruitment practices, doing all we can to increase retention of Indigenous employees, ensuring we have policies and practices to build an anti-racism culture, and establishing safe and welcoming spaces. I endeavour to demonstrate the University of Alberta understands we have emerged into a new era that requires different standards and practices."

Todd Gilchrist Vice-President, University Services and Finance 66 Chief Dr. Robert Joseph, "Healing a Nation Through Truth and Reconciliation," is my inspiration and the reason I strongly believe in this strategic plan. Dr. Joseph tells us that "when we are reconciled we will live together peacefully and in harmony. When we are reconciled we will be gentle with each other, we will be caring and compassionate. ...We will know we are reconciled when every kid knows that they are important, valued, and that they are loved and have a future in our great country."

Valerie Hunter

HR Service Partner, Human Resource Services, Partnerships Attachment 1

This Indigenous Strategic Plan was undertaken in the most respectful manner possible, with a wide array of constituents and partners, on and off our campuses. The plan itself is comprehensive – operationally and strategically – and offers academic leaders and, indeed, all faculty, staff and students on campus a number of different pathways for fulfilling their responsibilities to the TRC and to working with Indigenous faculty, staff, students, communities and nations in ethical ways. Dr. Glanfield and her team are to be congratulated for their humility and their labour in creating this plan. It is now up to us to carry it out with the same spirit with which it was created."

Chris Andersen Dean, Faculty of Native Studies





"Too many Canadians know little or nothing about the deep historical roots of these conflicts."

Truth and Reconciliation Commission of Canada, Honouring the Truth, Reconciling for the Future

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University of Alberta Response

Since UNDRIP was passed and the TRC Calls to Action were issued, the University of Alberta has responded by engaging in wide-ranging consultations via its institutional strategic plan, For the Public Good (2016), the Strategic Plan for Equity, Diversity and Inclusivity (2018), University of Alberta for Tomorrow (2021) and the University of Alberta brand (2021).

As directed by these consultations, the university has committed to work on respectful responses to the Calls to Action and reconciliation.

These commitments have begun to find their ways into the university's academic and administrative practices, with the goal that they will eventually be fully embedded across strategic and unit plans and accountabilities.

To lead and co-ordinate work in Indigenous Initiatives, the University of Alberta sought to create the structures that can carry this work forward. In 2019, the inaugural role of Vice-Provost, Indigenous Programming and Research was established in the Office of the Provost and Vice-President (Academic).

Office of the Vice-Provost, **Indigenous Programming** and Research

The work of the Vice-Provost, Indigenous Programming and Research Office builds upon and continues the extensive work undertaken across the University of Alberta to assure Indigenous student success, improve the recruitment and retention of Indigenous faculty and staff, and advance key initiatives in alignment with Indigenous community interests. The office will centrally connect Indigenous-related teaching, learning, research and supports to co-ordinate initiatives, share resources, find efficiencies and build capacity.

Community Engagement

Seek, build, strengthen, and sustain partnerships with local, national, or international research agencies, governments, government ministries and agencies, univers ities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations. (Engage, Obj. 18)

Signature Areas

Build a portfolio of signature research and teaching areas where the University of Alberta is or will be recognized as a global leader. (Excel, Obj. 12)

Diversitv

Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world

Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the U of A's talented, highly gualified, and diverse academy

Support ongoing recruitment and retention of a highly-skilled, diverse community of non-academic and administrative staff by enriching the U of A's working environment.

Build and strengthen trust, connection, and a sense of belonging among all members of the university community through a focus on shared values.

(Build, Obj. 1-4)

Strategic Plan for Equity. **Diversity and Inclusivity (2018)**

Commits to Respect for Reconciliation with Indigenous Peoples as a key goal with work to the ISP; equity and capacitybuilding are also outlined as key goals.

University of Alberta for Tomorrow (2021)

The University of Alberta resides on Treaty 6 territory and the homeland of the Métis. This territory is a traditional gathering place for diverse Indigenous peoples whose histories. languages and cultures continue to influence our community. To acknowledge the territory is to recognize the longer history of these lands. The acknowledgement signifies our commitment to working in Good Relations with First Nations. Métis, and Inuit peoples as we engage in our institutional work, uplifting the whole people, for the university for tomorrow.

For the **Public Good** (2016)

Indigenous Alumni

Partner to create and liaise with the Indigenous Alumni Chapter.

Representation Chair the Council on Aboriginal Initiatives

Vice-Provost, Indigenous Programming and Research Mandate (2019)

Aims to support institutional capacity building efforts, equity work and foundational change. The mandate enumerates the following priorities:

Calls to Action

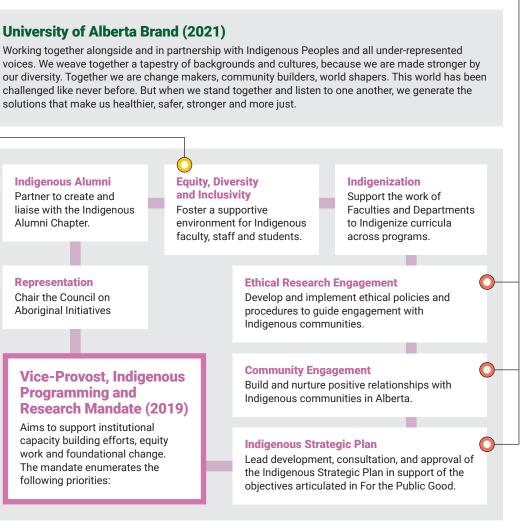
Develop a "thoughtful, respectful, meaningful, and sustainable response" to the report of the Truth and Reconciliation Commission of Canada (Build, Obj. 4)

Curricula

Calls upon PSIs to make curricular changes to address the knowledge gap regarding Indigenous histories and contemporary experiences in child welfare, language/ culture, health, justice, media, sports and business as well as a call to create reconciliation research. (TRC Calls to Action)

Representation Calls upon PSIs to

increase the number of Indigenous professionals in named faculties and beyond. (TRC Calls to Action)



Reconciliation Learning

Foster learning opportunities across our campuses that enable student. staff. and faculty participation in reconciliation. (Build, Obj. 4, Str. i)

Reconciliation Metrics

Evaluate and measure the university's response to the TRC's Calls to Action and ensuring effectiveness on an ongoing basis. (Build, Obj. 4, Str. iii)

Maskwa House

Build the Maskwa House of Learning as a place of welcome and cultural connection, where all Indigenous and non-Indigenous students together can grow and celebrate the unique and proud histories of Indigenous peoples, and where Indigenous students can access the social. cultural, and spiritual supports that enable their success. (Build, Obj. 4, Str. ii)

Recruitment, **Retention**, Completion

Calls upon PSIs to eliminate educational and employment gaps for Indigenous peoples as well as to adequately fund (federal government) the backlog of FNMI students seeking post-secondary education. (TRC Calls to Action)

Dialogues

To begin work on the creation of an Indigenous Strategic Plan, the Office of the Vice-Provost, Indigenous Programming and Research engaged in wide-ranging dialogues, gathering information and listening to community so as to envision the goals, themes and strategies of the plan.

Broad dialogues with University of Alberta leaders in academic, administrative and governance structures took place over the course of two years, and input was solicited from faculties, departments, units and individuals. This included students, faculty and staff. Data sources such as the Workforce Diversity Census and the 2021 Indigenous Student Success Survey were used to frame the dialogues and inform the development of the goals. We are grateful for the diverse contributions to this plan and the work to outline accountabilities and partners for this work in alignment with the feedback from these dialogues.

Indigenous Advisory Council

To ensure an Indigenous-led process to create the Indigenous Strategic Plan (ISP), an Indigenous Advisory Council (IAC) was struck from January 2020 to May 2022. The IAC had 22 First Nations, Métis and Inuit representatives from across employment categories. The council's mandate was to frame conversations around the ISP's development; what the indigenization of curriculum and programs might mean: respectful and ethical research with Indigenous Peoples and communities; building supportive and healthy workplace environments for Indigenous faculty, students and staff; and fostering respectful relationships with Indigenous community partners. In gratitude, membership of the Indigenous Advisory Council is listed on pg. 7 of this document.

As part of the work to develop the Indigenous Strategic Plan, the Office of the Vice-Provost, Indigenous Programming and Research actively sought direction from the broader internal Indigenous community on the ways in which the university might respectfully and effectively take up the work of Indigenous Initiatives. The draft and revised Indigenous Strategic Plan was distributed to Indigenous faculty and staff known to the Office of the Vice-Provost, Indigenous Programming and Research for their input and review and the feedback incorporated.

Indigenous Nations and Organizations

The Office of the Vice-Provost, Indigenous Programming and Research met with First Nations, Métis and Inuit nations and organizations across treaty areas and listened to community members, leaders and Elders relate their experiences with the University of Alberta. We learned how they would like to see connections grow between their communities or organizations and the university. The office detailed alignment with these community interests in the strategic plan, imagining pathways for stronger partnerships with community in support of the key objectives they shared. This dialogue, held over a year, was meant to guide the start of the University of Alberta's work as a Good Relation across a number of priorities and particularly via the Indigenous Strategic Plan.

Indigenous Research Strategies Task Force

The Indigenous Research Strategies Task Force (IRST) was created in December 2020. The goal of the task force is to bring together diverse employees to examine ways that the collective work at the University of Alberta in relation to research ethics, research services, field research and data management can co-ordinate. The aim is to examine work that can be supportive of Indigenous communities, researchers engaged with Indigenous research, data sovereignty, treaty rights and respectful community engagement. The IRST was part of the dialogue process for the Indigenous Strategic Plan, particularly with those elements aligning specifically with its mandate.

Membership includes:

- Susan Babcock, Director, Research Ethics Office, Vice-President (Research & Innovation) Integrity Support
- Rhonda Bell, Professor, Faculty of Agricultural, Life & Environmental Sciences
- David Bressler, Professor and Associate Dean Research, Faculty of Agricultural, Life & Environmental Sciences; Executive Director, Biomass Energy Network
- James Doiron, Research Data Management Strategies Director, University of Alberta Library; Academic Director, University of Alberta Research Data Centre
- Nadir Erbilgin, Professor and Chair, Faculty of Agricultural, Life & Environmental Sciences
- Florence Glanfield, Vice-Provost, Indigenous Programming and Research; Professor, Faculty of Education
- Geoff Harder, Associate University Librarian, Library and Museums
- Tracey Hillier, Associate Professor, Faculty of Medicine & Dentistry; Co-Director, Situated Knowledges: Indigenous Peoples and Place (SKIPP) Signature Area
- Charmaine Kabatoff, REB Consultant, Research Ethics Office, Vice-President (Research & Innovation) Integrity Support
- Jeffrey Kavanaugh, Associate Professor, Faculty of Science; Director, Field Research Office
- Heidi Robinson, Legal Counsel, Vice-President (Research & Innovation), Research Services Office



- Nella Sajlovic, Indigenous Strategies Manager, Office of the Provost and Vice-President (Academic)
- Julie Stephens, Director, Research Partners, Vice-President (Research & Innovation) Research Partners Network
- Kisha Supernant, Associate Professor, Faculty of Arts; Co-Director, Situated Knowledges: Indigenous Peoples and Place (SKIPP) Signature Area; Director, Institute of Prairie and Indigenous Archaeology
- Melissa Tremblay, Assistant Professor, Faculty of Education
- Jessica Vandenberghe, Assistant Dean, Engineering Community and Culture, Faculty of Engineering; President-Elect, Indigenous Alumni Council
- Nancy Van Styvendale, Associate Professor and Associate Dean Research, Faculty of Native Studies
- Michael Walesiak, Director, Research Administration Services, Vice-President (Research & Innovation)

Members of the IRST who served prior to their resignations from the task force:

 Alex Clark, Professor and Associate Vice-President (Research), Faculty of Nursing Jade Tootoosis, Fancy Shawl dancer and Program Co-ordinator in the Faculty of Native Studies

One of my strongest commitments as college dean is to promote a college community that enables an equitable and inclusive society. One that acknowledges history and where equity and diversity are essential to excellence on campus. In consultation with our Indigenous community, we are dedicated to transforming our college by not only encouraging Indigenous perspectives and initiatives into our processes and strategies at every level, but also planning immediate tangible tactics such as curriculum changes, safe spaces for the Indigenous community and the goal of removing barriers to success through collaboration.

We're proud of our start. From creating dedicated Indigenous office space for students to gather in the Faculty of Arts, to implementing an Introduction to Indigenous Business course in the Alberta School of Business and the commitment to hiring Indigenous professors in all our faculties. But this is only the beginning of what I envision to be a complete transformation of how our college and university operates. We strive to do better and we must do better."

Joseph Doucet

Interim Dean, College of Social Sciences and Humanities

Nisitohtamowin (Understanding)

The Indigenous Advisory Council sought an appropriate cultural ethos to communicate to readers the thinking and values that embody Indigenous-focused work at the University of Alberta.

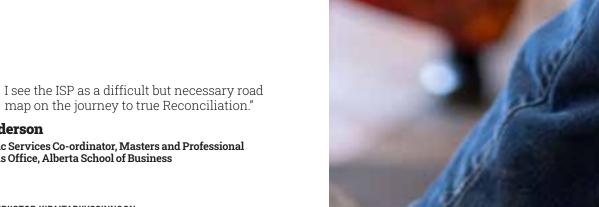
The council selected the Sweetgrass Teachings as this plan's foundation, noting the personal and professional commitments of the Indigenous people who have shouldered this work in honour of ancestors, loved ones and community. Elder Fernie Marty (Papaschase First Nation) was offered protocol for his guidance and knowledge of the Sweetgrass Teachings for the creation of the Indigenous Strategic Plan.

The shared understandings that the council had of this teaching - of balance, of collective strength, of responsibility to All Our Relations – are at the heart of this cultural ethos. It also signifies the hopes that the council has for the work of the Indigenous Strategic Plan, with a centring of collective responsibility in the pursuit of what is called the Good Life or miyo pimatisiwin in Cree.

Miyo pimatisiwin describes being in harmony – mind, body and soul - with a fulsome wellness and health based on a relationship with cultural identity, others, all things living and the land. The concepts of reciprocity, responsibility, love and care to humans. lands and winged, scaled and the fourlegged inform this plan.

The Sweetgrass Teachings

as shared by Elder Fernie Marty



"Sweetgrass is one of our sacred medicines; it is the hair of Mother Earth. When we gather the sweetgrass we walk gently on Mother Earth, giving thanks for the gifts that she gives – gifts that we need to live a Good Life.

The three strands of the sweetgrass braid have many different meanings for the people but for the teachings I received, they represent the mind, body and spirit. The three need to be in balance for us to have health. The three stands make four as they come together to make the whole, and there is significance to the four.

The four means that we are connected to each other, to the land and to all things living – All Our Relations. We are only one small part of this, us humans, but we are sacred peoples and we are meant to be gentle with each other and all of our relations.

The sweetgrass helps to remind us of this - of our sacred nature and our connection to the land. It also reminds us that we must pray for guidance from the Creator. When we smudge with sweetgrass, we humbly ask the Creator to bring good energy to us, to purify us, to move the negative energies away from us to protect our minds, our bodies, our spirits and where we live.

We ask that the Creator bring us clean thoughts, a clean body and a clean spirit. We ask that we remain humble and open to being guided to the lessons that are all around us if our hearts are open. This is important because we can be pulled away from what is good to bad things like

Programs Office, Alberta School of Business

Academic Services Co-ordinator, Masters and Professional

Gil Anderson

Elder Fernie Marty

shares the Sweetgrass he values of this play

I am so proud of the amazing ideas that went into the ISP. The ISP is so important for the U of A community as a shining example of how Indigenous presence is integral to the betterment of our success and growth across campuses."

Michelle Durocher Executive Assistant, **Corporate and Foundation Relations**

anger and hate. There is so much pain in the world. The pain causes the anger and hate. The sweetgrass reminds us to be in tune with goodness so that we can live a good life.

When we do this it also allows others to see who we are as people, and our goodness is an example of what is the right way to live. We are a gentle people. There is medicine in remembering that we are gentle. There is medicine in laughter. Our people like to laugh. Laughter brings healing. Laughter helps to remind us that no one is perfect; we are all just learning.

When we braid our hair, we pray. We think of the ones that came before us and of the Creator, asking them to shield us from bad things. We know that our ancestors see us and watch over us even though they are not with us in the here and now.

When we braid, we honour the ones that came before us and we take time to ask the Creator and them for help to live a good life. In this way, our braids are a way to care for the loved ones in front of us and to honour the ones who came before us. It [braiding] helps us to think on the things that make a good life. We do this in prayer. We say thanks for the gifts of the earth and we remember to care for each other and those gifts."

Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan

This five-year plan is the University of Alberta's first formally endorsed Indigenous Strategic Plan and responds to the themes that emerged in dialogue by articulating specific goals, strategies and timelines.

The plan is grouped into three categories, or "strands," symbolizing the responsibilities of the Sweetgrass Teachings: Looking to the Past, In-Powering¹ the Present and Imagining the Future. These three groupings represent a sweetgrass braid and the accompanying prairie- and parkland-based Indigenous understandings, to reflect where the University of Alberta is primarily – though not only – located.

In many Indigenous cultures, the braid also represents mind, body and spirit and the balance needed among the three for good health and harmony in individuals and communities. It represents understandings about the relationality of all peoples and to all things living.

The braid was also selected as a reminder of the beauty, pride and resilience of Indigenous Peoples. The loss of braided hair is linked in communal memory to the trauma of colonialism and its assimilative practices. As the resurgence of Indigenous Peoples continues, the braid has become a symbol of defiance and identity assertion and also represents that the past, present and future are intertwined.

This symbolism indicates that this strategic plan is a living document that will evolve as this work progresses. Within the context of this plan, the braiding of past, present and future is a commitment to restoring balance and wellness.

The content laid out in this document is a prioritization of the broad work of Indigenous Initiatives. Acknowledging that the breadth of the themes and strategies detailed in this plan require extensive institutional collaboration, this document aims to imagine the ways in which Indigenous-focused work might be built into institutional accountabilities and embedded into diverse structures, processes and roles. The goal is to create institutionwide responsibility to deliver on the outlined goals.

Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan reflects an important step in our institution's commitment to reconciliation in postsecondary education and research and to addressing the historical legacy of the residential school system and Canada's colonial history in a meaningful and lasting way.



Attachment 1

¹ The modified word "In-Powering" was chosen deliberately to indicate that the skills and strengths needed for individual and collective success already reside in Indigenous peoples and communities. This strengths-based lens acknowledges that the focus of this work should be on removing structural barriers.

Where We Are in the Journey

It has been seven years since the final report of the Truth and Reconciliation Commission of Canada was released. The University of Alberta acknowledges that it is only at the beginning of this complex, generational work.

Universities across Canada have responded to the Truth and Reconciliation Commission's 94 Calls to Action in ways relevant to their institutional context. Throughout Canada, this work is still largely at its inception.

Indigenous knowledge holders tell us that life and living is a cyclical and recursive journey. At the start of each new day, we have the wisdom from the days past to feed into that day's journey, and as the day passes, we have an opportunity for new learnings that shape and change what we already know. In the same way, the institutional work of implementing Braiding Past, Present and Future will also be a recursive journey. We will build upon previous exposures, successes and lessons, sometimes appearing to go backwards, pausing and moving forward again with newly integrated understandings. Recursion is much more complex than repetition. Indigenous teachings about

humility in learning offer an understanding to this – we, individually and collectively, are all on a journey of lifelong learning.

In examining how universities have responded to reconciliation, University of Alberta scholars Adam Gaudry and Danielle Lorenz developed an evaluation framework to characterize this work. The strategies included in Braiding Past, Present and Future are intended to move the university along the path they described,10 from Inclusion Indigenization to a fulsome integration of Indigenous understandings: Decolonial Indigenization.

Through the dialogues, we know that in some spaces at the University of Alberta, we are at the beginning of this path, increasing Indigenous representation and presence. In others, work has progressed to examining ways in which the university itself might engage in critical self-reflection to disrupt the colonial structures and practices that result in exclusion. The goal of this strategic plan is to move forward with the TRC's full conceptualization of the work of truth and reconciliation: to upend the intellectual underpinnings of colonial marginalization.

 (\bigcirc)

A key theme that emerged in the dialogues for this plan was the need for metrics to benchmark where the University of Alberta is at with respect to fulfilling its committments to the TRC Calls to Action and Indigenous Initiatives more broadly. Work to collect information on progress, to document gains and to identify challenges will inform next steps for this plan including the development of a reporting mechanism for the outlined goals and strategies. Aligned to this work is a TRC Report to Community, mandated by For the Public Good, which will specifically measure the institutional work on the Calls to Action, serving as a baseline for Indigenousfocused work. The goals and strategies in Braiding Past, Present and Future have been designed in such a way that the accountabilities are built across diverse portfolios and units and this adds additional layers of reporting and accountability as a practice as well.

Decolonial Indigenization

Envisions the wholesale overhaul of the academy to fundamentally reorient knowledge production based on balancing power relations between Indigenous peoples and Canadians, transforming the academy into something dynamic and new.

Reconciliation Indigenization

A vision that locates indigenization on common ground between Indigenous and Canadian ideals, creating a new, broader consensus on debates such as what counts as knowledge, how should Indigenous knowledges and Europeanderived knowledges be reconciled, and what types of relationships academic institutions should have with Indigenous communities.

Indigenous Inclusion

A policy that aims to increase the number of Indigenous students, faculty and staff in the Canadian academy. Consequently, it does so largely by supporting the adaption of Indigenous people to the current (often alienating) culture of the Canadian academy.



Attachment 1



understanding has grown dramatically and, for that, I am deeply grateful. Our Senate is proud of work we did in the past that led to the establishment of the Faculty of Native Studies, but there is so much more work to be done. That's why Indigenous Initiatives are now one of the three priorities identified in the Senate's new strategic plan. Our actions will champion the ISP in any way we can, increase opportunities for Indigenous children to participate in the Senate's U School program, grow Indigenous representation on Senate, and support the ongoing work of the university in opening its doors to more and more Indigenous students. The plans are now in place, and we're only just beginning."

Peggy Garritty Chancellor



66 My hope for this strategy is to lay the groundwork for future generations of students and staff to live and work as a connected community – wahkohtowin. It community — wankontowin. It recognizes that we have two very different cultures that want to walk together in a Good Way. The success of the Indigenous Strategic Plan will depend on strong communication, openness and, most importantly, trust. The strategy is not just for our children but also for those not yet born, seven generations and into the future."

Ceilidh Morrissette Research Co-ordinator, Faculty of Arts, Humanities Administrative Services



Janice Makokis, a legal scholar and U of A grad at the Kikino Métis Settlement and Saddle

The University of Alberta's vision is to illuminate our world-leading Indigenous-led and Indigenous-engaged research and practices, providing leadership in Indigenous scholarship, research and community engagement."

Aminah Robinson Fayek Vice-President, Research and Innovation



The Indigenous Strategic Plan does more than generate policy towards decolonial indigenization. It is a centre point and meeting place for our Indigenous faculty and staff at the University of Alberta. Colonialism has done much to diminish and get in the way of our relations – with each other and with the Land. The ISP is another way we resist this dispossession, helping us come together and reminding the university institution that we are on Indigenous, relational territory."

Paul Gareau

Assistant Professor, Faculty of Native Studies

"Getting to the truth was hard, but getting to reconciliation will be harder."

Truth and Reconciliation Commission of Canada, Honouring the Truth, Reconciling for the Future

> "This painting represents the connection of my grandmother, mother and me, as I needed to see them – blanketed by love, security and strength in spite of the trauma of residential schools," says Lana Whiskeyjack of her 2015 painting *Exploring Intergenerational Trauma Series, No. 1.* Used with permission





UNIVERSITY OF ALBERTA

Notes

Accountabilities

The named accountabilities listed for each of the strategies are not exhaustive and instead denote those most responsible (collectively) for beginning the work described. The accountabilities are listed alphabetically and not by order of precedence. Other leaders or units may also have work to contribute to the named strategies.

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26
10.0 Indigenous f	aculty and staff: recruitment and retention				Ĩ	
The University of Alberta is recognized as an employer of choice for Indigenous faculty	10.1 Convene a working group to review and advise on relevant policies and procedures for the recruitment and retention of Indigenous faculty and staff, identifying challenges and opportunities	College Deans, Deans, VPUS&F		•		
and staff	10.2 Identify and implement mechanisms to support equity processes and procedures for hiring and retaining Indigenous faculty and staff	College Deans, Deans, VPUS&F)	
	10.3 Create a dedicated Indigenous human resources advisory position and a network of individuals to provide expertise in Indigenous hiring and retention practices	VPUS&F				

Acronyms

The following is a list of acronyms used in the charts:

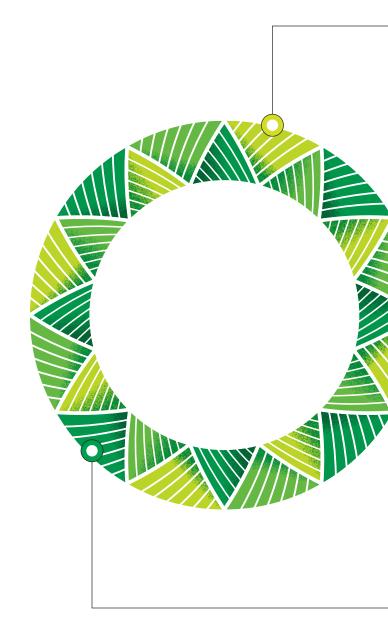
VPA	Vice-President (Academic)			
VP&DOS	Vice-Provost and Dean of Students			
VPER	Vice-President (External Relations)			
VPFGSR Vice-Provost and Dean (Faculty of Graduate Studies and Resea				
VPF&O Vice-President (Facilities and Operations)				
VPIPR Vice-Provost (Indigenous Programming and Research)				
VPP	Vice-Provost (Programs)			
VPLI	Vice-Provost (Learning Initiatives)			
VPL&M	Vice-Provost, Library and Museums			
VP®	Vice-Provost and Registrar			
VPRI	Vice-President (Research and Innovation)			
VP&AVPUAI	Vice-Provost and Associate Vice-President (International)			
VPUS&F Vice-President, University Services and Finance				

Timeline

The five-year timeline noted in the charts and the associated dots communicate when work will begin on the strategies (and not completion targets). The years noted are aligned to the academic calendar year.

The Braid

The strategies outlined in this plan have been organized into three categories: Looking to the Past, In-Powering the Present and Imagining the Future. This approach symbolizes the responsibilities of the Sweetgrass Teachings (page 39) and represents the shared understandings that the council had of this teaching: balance, collective strength and responsibility to All Our Relations. These are at the heart of this cultural ethos and of this plan.



Looking to the Past

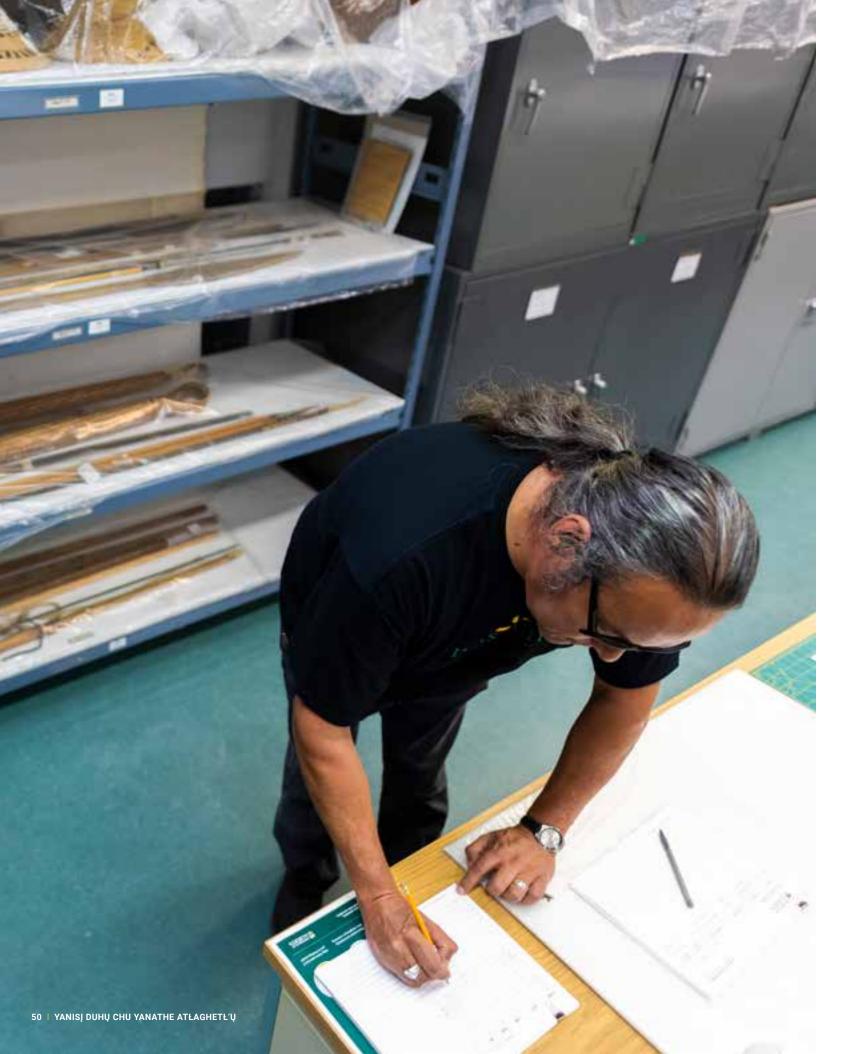
- 1.0 Indigenous leadership and co-ordination
- **2.0** Accountability and reporting
- **3.0** Indigenous Ways of Knowing: programs
- **4.0.** Relationship with Indigenous lands and nations
- **5.0** Indigenous-centred policy, protocol and praxis
- 6.0 Reconciliation research and scholarship
- **7.0** University of Alberta community participation in reconciliation

In-Powering the Present

- **8.0**. Indigenous students: recruitment, retention and completion
- **9.0** Indigenous student attainment: tackling barriers
- **10.0** Indigenous faculty and staff: recruitment and retention
- **11.0** Safe and welcoming spaces

Imagining the Future

- **12.0** Ethical research with Indigenous nations, peoples and lands
- **13.0** Indigenous-led research capacity development
- **14.0** Indigenous community engagement: nations, organizations and peoples
- **15.0** Indigenous community-engaged research
- **16.0** Indigenous community engagement: University of Alberta Senate
- **17.0** Indigenous community engagement: University of Alberta Alumni
- 18.0 Innovative funding



Looking to the Past

The first grouping of goals focuses on the "remedial" actions outlined by the Calls to Action issued by the Truth and Reconciliation Commission of Canada (TRC) and broader indigenization efforts. This grouping aims to remediate the erasure and exclusion of Indigenous knowledges, histories and knowledge systems. The work recognizes the gaps in traditional western higher education and also the harm that those gaps have had on the lived experiences of Indigenous Peoples. Implicit in this work is the acknowledgment that the university participated, and participates, in aspects of colonialism that were, and are, deeply harmful to Indigenous Peoples and that there is a wrong to right. The same power that was employed to disenfranchise Indigenous Peoples can now be brought to bear on the education of the students we serve and those beyond the institution.

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
1.0 Indigenous leadership and co-ordination							
Centrally connect Indigenous-related teaching, learning, research and supports to ensure adequate resourcing, to better co-ordinate, to ensure Indigenous initiatives are Indigenous-led and that there is broad institutional	1.1 Hire an additional person in the Office of the Provost and Vice-President (Academic) to support the implementation of the Indigenous Strategic Plan (ISP)	VPA	•				
	1.2 Establish the Indigenous Advisory Council (IAC) as a group that can offer wisdom and guidance on actions taken by colleges, faculties and units in relation to goals in the ISP and Indigenous engagement	VPIPR		•			
	1.3 Create an Indigenous Wisdom Council of external Indigenous Knowledge Holders to assist with high-level, Indigenous-focused advice and decision-making	President, VPIPR		•			
accountability for his work	1.4 Map joint areas of responsibility across the University of Alberta to guide collaboration and share accountability for Indigenous Initiatives, including supporting the project or committee-based delegation of Indigenous staff to Indigenous-focused institutional work	All, VPIPR		•			
	1.5 Create structures within colleges, faculties and units, led or co-led by an Indigenous person, to develop college, faculty and unit actions to achieve the goals outlined in the Indigenous Strategic Plan	College Deans, Deans, VPA, VPER, VPF&O, VPRI, VPUS&F		•			
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Attachment 1





GOALS	STRATEGIES ACCOUNTABILITIES		2022-23	2023-24	2024-25	2025-26	2026-27
2.0 Accountability	y and reporting						
Include Indigenous knowledge systems, experiences and perspectives in all undergraduate, graduate and continuing	2.1 Publish a TRC Report to Community every two years to evaluate, report and act on institutional, faculty and unit responses to the TRC Calls to Action	College Deans, Deans, VPER, VPF&O, VPIPR, VPRI, VPUS&F				•	
	2.2 Include goals in alignment with the Indigenous Strategic Plan in unit-level strategic plans	College Deans, Deans, Department Chairs, VPER, VPF&O, VPRI, VPUS&F	•				
professional education programs via new course and new program	2.3 Ensure that all leadership category reviews include reporting on activities related to the Indigenous Strategic Plan	President, VPA, VPER, VPF&O, VPRI, VPUS&F		•			
approval and quality assurance processes	2.4 Gather and co-ordinate data to track progress on achieving goals in the Indigenous Strategic Plan for internal and external reporting	All, VPIPR					
	2.5 Utilize the college structures of Associate Dean (Education), Associate Dean (Research), and the Strategic Initiatives office to collaborate and implement strategies to support the goals outlined in the Indigenous Strategic Plan	College Deans		•			
	2.6 Establish an Indigenous Strategic Plan implementation team, chaired by the VPIPR	President, VPA, VPER, VPF&O, VPRI, VPUS&F					
3.0 Indigenous W	ays of Knowing: programs						
Weave Indigenous worldviews, histories and perspectives into all undergraduate, graduate and	3.1 Include Indigenous knowledge systems, experiences and perspectives in all undergraduate, graduate and continuing professional education programs via new course and new program approval and quality assurance processes	College Deans, Deans, VPIPIR, VPLI, VPP		•			
continuing professional education programs, recognizing the	3.2 Develop financial, administrative, leadership and mentorship processes to achieve the goal	College Deans, Deans, VPA, VPUS&F		•			
validity of Indigenous knowledge systems, remediating the knowledge gap on Indigenous	3.3 Create resources and workshops for faculty to illuminate the institutional spaces in which the Indigenous curricular gap/Indigenous Ways of Knowing might be	VPLI, VPIPR			•		
knowledge gap on Indigenous	integrated into course materials; promote existing field- specific literature to support this work						
knowledge gap		College Deans, Deans, VPIPR	•				

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27	
4.0 Relationship w	vith Indigenous lands and nations							
Utilize university infrastructure (physical, web and communications) to acknowledge the foundational nature of Canada's relationships with	4.1 Incorporate the visibility of Indigenous territory, including Indigenous Peoples in consultation for land use and space design and considering what it would mean to regard land as a relation. This is meant to acknowledge the long history of our campuses as sites of Indigenous habitation, gathering and sacred significance, not as <i>terra nullius</i> .	VPER, VPF&O, VPIPR		•				
diverse Indigenous nations, the First Peoples of the places that the University of Alberta currently	4.2 Develop the necessary policies to support the use of university infrastructure for internal and external Indigenous community-building and gathering purposes and ceremony	VPF&O, VPIPR	•					
manages, and to create safe and welcoming spaces for all	4.3 Increase the digital and communications-based visibility of Indigenous presence at the university	VPER	•					
	4.4 Incorporate the Territorial Acknowledgments on the U of A main page and in all public addresses and written statements	VPER	•					
5.0 Indigenous-centred policy, protocol and praxis								
Examine and revise university policy and protocol to support respectful Indigenous inclusion	5.1 Revise and create new university policies to support and celebrate Indigenous inclusion, respectfully facilitate connections between the university and Indigenous communities, and bridge university/legal practices with Indigenous-centred protocols and Indigenous identity	VPER, VPF&O, VPIPR, VPRI, VPUS&F			•			
	5.2 Document and share appropriate cultural protocols for connecting with Elders, Knowledge Keepers and other Indigenous community members	VPIPR						
	5.3 Identify and remediate challenges with appropriate remuneration (honoraria) and culturally appropriate gifts within the university context	VPIPR, VPRI, VPUS&F	•					
	5.4 Align Indigenous-focused policy work with revisions of the Equity, Diversity and Inclusivity (EDI) plan and implementation	VPIPR		•				
6.0 Reconciliation	research and scholarship							
Work with relevant partners to advance, fund and showcase reconciliation,	6.1 Work with government entities to create a national research program with multi-year funding to advance an understanding of reconciliation	VPER, VPRI						
indigenization and decolonization research and scholarship	6.2 Showcase the scholarship of U of A faculty members engaged in examining reconciliation or advancing aspects that increase historical and contemporary understandings of Indigenous Peoples, knowledge systems, nations, communities and lands	VPER, VPRI			•			
	6.3 Pursue mechanisms to fund reconciliation research	VPER, VPRI						
	6.4 Create a TRC-focused endowed chair	VPER, VPRI						

Looking to the Past (continued)

The Indigenous Strategic Plan outlines critical opportunities for reconciliation throughout our institution and requires action from the full University of Alberta community. We need to prioritize and increase our capacity for Indigenous-focused initiatives, such as curricular changes, so that we continue to work towards teaching, learning, researching and working together in good relations at the U of A. I'm committed to supporting Indigenous leadership on campus, and I am proud to play a role in bringing the plan to life."

Steven Dew

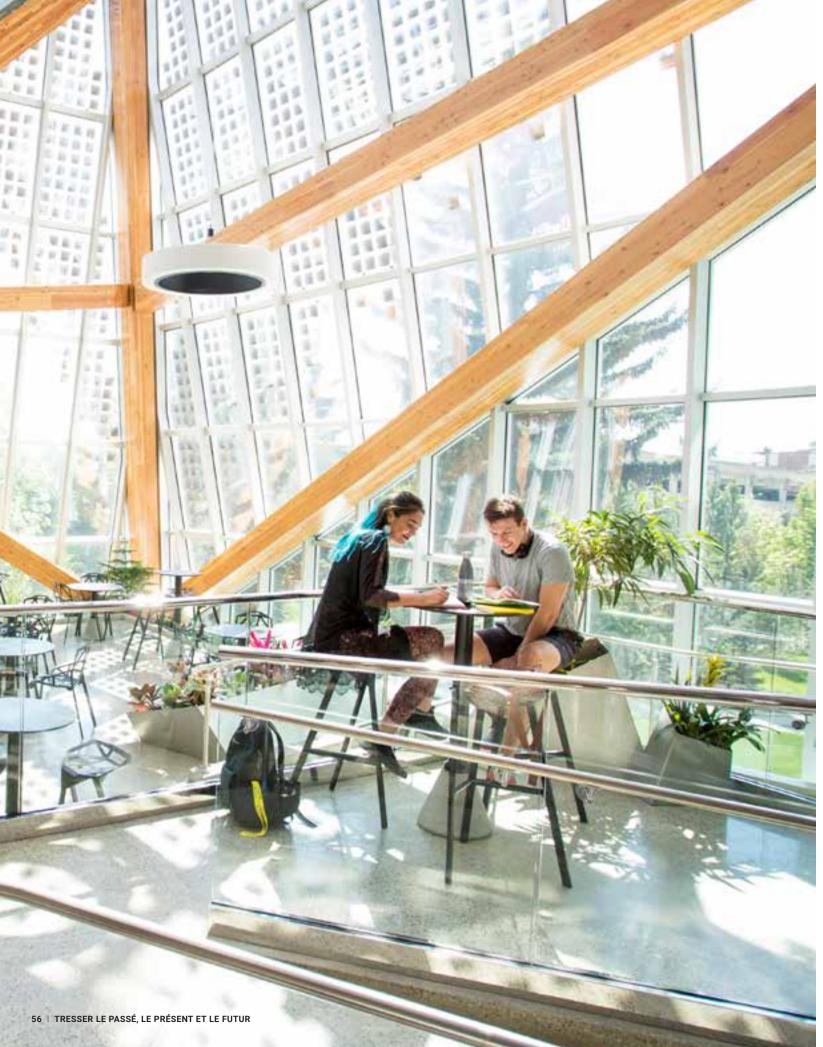
Provost and Vice-President, Academic

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
7.0 University of A	Iberta community participation in reconciliation	n					
Foster learning opportunities that enable all students, staff, faculty members and alumni to participate in reconciliation	7.1 Promote the Indigenous Canada: Looking Forward, Looking Back Massive Open Online Course (MOOC/mini- MOOC), including offering faculty and staff work time to complete the course, and utilize other developed courses such as the anti-Indigenous racism module to support this work	VPER, VPUS&F	•				
	7.2 Create a primer on the Indigenous Peoples of Alberta, including the different nations, cultural and linguistic differences, governance structures, geographical territories, treaty relationships and non-treaty relationships to address the knowledge gap	VPER, VPIPR, VPRI	•				
	7.3 Create and offer free courses, workshops, events and other resources to students, staff, faculty and alumni (during work hours for employees) to tackle the knowledge gap around racism, historical and contemporary Indigenous experiences and the foundational agreements	VPER, VPIPR, VPLI, VPUS&F		•			
	7.4 Partner with external entities, such as libraries, municipalities and public schools, to build capacity for TRC teachings within a larger collaborative system so that opportunities for learning can be taken up	VPER, VPIPR		•			
	7.5 Create programs that showcase the university's Indigenous cultural, archeological and artistic objects	VPER, VPIPR, VPL&M					
	7.6 Strengthen the partnership with the National Centre for Truth and Reconciliation to permanently preserve the memory of Canada's residential school system	VPA, VPIPR		•			
	7.7 Support activities and events to acknowledge and commemorate the victims and survivors of the residential school system	Chancellor, President, VPER, VPIPR	•				

54 | AHPIKAHTEYKIN MEY'OOSNZAH, NOONGKOM SIKWA OOTIH NIIGKAN

Using ground-penetrating radar, Dr. Kisha Supernant, director of the Institute of Prairie and Indigenous Archaeology, works with Indigenous communities to locate the unmarked graves of residential school children who didn't come home. Attachment 1

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In-Powering the Present

The second grouping of goals focuses on actions that support the recruitment and retention of a diverse group of students, faculty and staff. This work acknowledges the urgent need to address the systemic barriers that limit full Indigenous participation in the offerings of the university — barriers that have artificially prevented Indigenous Peoples from greater individual and collective sovereignty.

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
8.0 Indigenous stu	udents: recruitment, retention and completion						
Graduation rates at the University of Alberta exceed the provincial proportion of Indigenous	8.1 Support the Indigenous Recruiter Circle in developing wise undergraduate student recruitment and retention practices that make the University of Alberta a destination of choice	VP&DOS, VP®		•			
Peoples	8.2 Convene a group to review, update, track and report on Indigenous graduate student recruitment and retention practices to develop and implement a recruitment and retention strategy that makes the University of Alberta a destination of choice	VPFGSR			•		
	8.3 Establish new and expand current innovative methods of relationship building and early learning engagement with Indigenous students (e.g., USchool, DiscoverE) in Grades K-9	Chancellor, VP&DOS, VP®, VPIPR			•		
	8.4 Establish innovative pathways to support the entry of Indigenous students in Grades 7-12 into programs with low rates of Indigenous participation	Chancellor, VP&DOS, VP®, VPIPR			•		
	8.5 Indigenize, and expand, undergraduate student recruitment practices to make the University of Alberta a destination of choice	VP®		•			
	8.6 Utilize data from the Indigenous Student Success Survey to support recruitment and retention	VP&DOS, VPFGSR, VPRED					
	8.7 Develop strategies to support students from remote Indigenous communities, acknowledging that those students may require differing types and levels of support to achieve success	VP&DOS, VP®		•			
	8.8 Expand the online delivery of programs and courses in order to connect with mature and underserved Indigenous learners	VPA				•	

Attachment 1

In-Powering the Present (continued)

As Alberta's pre-eminent teaching and research institution, the University of Alberta has a responsibility to participate in reconciliation by incorporating Indigenous worldviews in its curriculum, providing opportunities for Indigenous community-engaged research, and ensuring our campuses are welcoming to, and truly inclusive of, Indigenous students, faculty, staff and communities. The Board of Governors and its committees will therefore support and uphold the ISP to ensure adequate focus and progress."

Kate Chisholm

Chair, Board of Governors

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
9.0 Indigenous stu	udent attainment: tackling barriers						
Develop strategies to remove financial and other barriers to full Indigenous student participation	9.1 Identify and advocate for new funding opportunities for Indigenous students with government funders, corporate sponsors and individual donors, partnering with relevant university units	VPER			•		
in the offerings of the university	9.2 Promote student awareness of existing financial supports and provide assistance in the funding application process	VP&DOS, VP®, VPFGSR		•			
10.0 Indigenous fa	aculty and staff: recruitment and retention						
The University of Alberta is recognized as an employer of choice for Indigenous faculty	10.1 Convene a working group to review and advise on relevant policies and procedures for the recruitment and retention of Indigenous faculty and staff, identifying challenges and opportunities	College Deans, Deans, VPUS&F		•			
and staff	10.2 Identify and implement mechanisms to support equity processes and procedures for hiring and retaining Indigenous faculty and staff	College Deans, Deans, VPUS&F			•		
	10.3 Create a dedicated Indigenous human resources advisory position and a network of individuals to provide expertise in Indigenous hiring and retention practices	VPUS&F			•		
	10.4 Engage with Association of Academic Staff of the University of Alberta (AASUA) and Non-Academic Staff Association (NASA) to build policies that support Indigenous-focused hiring and retention equity processes	VPUS&F			•		
	10.5 Track and report on Indigenous faculty and staff hiring and retention, utilizing the institutional census as a possible tracking mechanism	VPIPR, VPUS&F				•	
	10.6 Establish an Indigenous mentorship program for Indigenous faculty and staff to increase institutional capacity in Indigenous leadership	VPIPR, VPUS&F		•			
	10.7 Ensure the availability of Indigenous counsellors via the Employee and Family Assistance Program (EFAP)	VPUS&F			•		

GOALS **STRATEGIES** 11.0 Safe and welcoming spaces Create safe and 11.1 Create and offer anti-racism and cul welcoming physical training in partnership with relevant units and virtual spaces faculty, staff and students for First Nations, Inuit and Métis students, 11.2 Review University of Alberta policies faculty, staff and governance mechanisms for addressing community members individual racism 11.3 Build Indigenous virtual and in-perso a community-building exercise and in ack of the fact that, due to colonial trauma, ur often the first safe place in which some l individuals are able to explore identity an with community 11.4 Support the First Peoples' House Ro promoting participation by the wider com and external) and co-ordinating the partic multiple units in this event 11.5 Develop an Indigenous Initiatives Co Strategy that increases the visibility of Inc Peoples and appropriate representations presence 11.6 Ensure Indigenous Initiatives are inc faculty, staff and student orientations 11.7 Finalize and implement plans for mo dedicated and adequate space for First P House, the Transition Year Program (TYP Indigenous programmatic offerings and s community needs 11.8 Continue to advocate for and develo strategies - using the lessons learned fro space for First Peoples' House - to supp construction of Maskwa House as a place understanding, welcome and cultural con where Indigenous and non-Indigenous st staff and external community together ce unique and proud histories of Indigenous where Indigenous Peoples can access so

and spiritual supports that enable teaching

and research success

Attachment 1

66 It has been my pleasure to be an active listener in the creation of the U of A's Indigenous Strategic Plan. This plan will serve as the foundation to strengthen the university's focus on Indigenous communities and partners. As vice-president, I affirm Facilities and Operations' commitment to acknowledging Indigenous voices and culture and, wherever possible, endeavour to incorporate and acknowledge these perspectives through our physical infrastructure."

Andrew Sharman

Vice-President, Facilities and Operations

	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Iltural sensitivity s for all U of A	VPA		•			
s, practices and institutional and	VPA, Vice-Presidential Portfolios, VPUS&F					
on networks as knowledgment iniversities are Indigenous nd reconnect	VPIPR	•				
ound Dance, nmunity (internal cipation of	VP&DOS, VPER, VPIPR		•			
ommunications Idigenous s of Indigenous	VPER, VPIPR	•				
cluded as part of	VP&DOS, VP®, VPFGSR, VPUS&F					
ore appropriate, Peoples' P) and other student and	VP&DOS, VPF&O, VPIPR	•				
op oon dedicated oort the ce of nnection, tudents, faculty, elebrate the s Peoples, and ocial, cultural ing, learning	VP&DOS, VPF&O, VPIPR			•		

These feathers were distributed to graduates of the Aboriginal Teacher Education Program in the Faculty of Education. Dr. Stan Wilson was co-founder of the Indigenous Peoples Education graduate program.

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ANOF 'JSMUA NOF 'Illin NOF 'WDJ NOL Feather of encouragement, whispering.

"Touch their spirits softly with the feather of encouragement, whispering,

You can, you will, you must, your

Fouch their spirits softly with the

Imagining the Future

The third grouping of goals focuses on those actions that have emerged as critical in support of Indigenous-focused institutional objectives but that are largely at their inception. They require greater work to establish processes and policy for this work.

	GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26 2026-27
	12.0 Ethical resea	rch engagement: Indigenous nations, Peoples,	lands and knowledge s	systen	ns		
to to to Sate and Sat	University of Alberta researchers ethically engage with Indigenous nations, communities, Peoples, lands and knowledge systems	12.1 Create a research ethics framework based in Indigenous knowledges and worldviews in extensive collaboration with Indigenous community. Examine ways in which research ethics, services and field research can be supportive of Indigenous communities and researchers engaged with Indigenous research, in alignment with emerging practices in ethical research and requirements set by national funding agencies	VPIPR, VPRI			•	
You can, you		12.2 Ground research relationships with Indigenous communities in reciprocity and shared authority, working to create community-institution research problems, solutions and measures of success, recognizing, respecting and valuing the knowledge, perspectives and resources of Indigenous community partners in defining community-centred research interests and agenda setting	VPIPR, VPRI			•	
19 with the ant, whispering, ant, whispering,		12.3 Develop an Indigenous Research Advisory Council to examine how to involve Indigenous communities in all aspects of research – from data collection and interpretation to research results and possible implementation	VPIPR, VPRI		•		
the spearing, st. your son oud of Youll		12.4 Create and staff an Indigenous Research Services Office in the Vice-President, Research and Innovation (VPRI) Office to facilitate connections between community and U of A researchers, facilitate funding opportunities, develop and advise on wise, community- specific practices, advise on cultural protocol, and create student learning opportunities in the field; ensure this serves as an access point to Indigenous community members and organizations	VPIPR, VPRI			•	
		12.5 Establish research chairs in Indigenous Ways of Knowing/knowledge systems	VPIPR, VPRI				•
		12.6 Operationalize federal research policy, supporting Indigenous data sovereignty, research priorities, leadership, self-determination and capacity in research	VPIPR, VPRI		•		

1990

10 xangras

2NG VOROLA

Attachment 1



GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
12.0 Ethical resea	rch engagement: Indigenous nations, Peoples,	lands and knowledge s	ysten	ns (co	ontin	ued)	
	12.7 Work with relevant university entities, including the Research Ethics Office, Research Ethics Board Oversight Committee and University Research Policy Committee to improve processes and policies related to this work	VPIPR, VPRI		•			
	12.8 Promote the University of Alberta Library's Indigenous Research Guide	VPIPR, VPL&M, VPRI,					
	12.9 Educate on OCAP (Ownership, Control, Access and Possession of data) and CARE (Collective benefit, Authority to Control, Responsibility and Ethics) principles, to co-create research protocols with Indigenous communities	College Deans, VPIPR, VPRI		•			
	12.10 Develop a senior leadership role in Indigenous- engaged research and innovation	VPIPR, VPRI					
	12.11 Implement culturally appropriate intellectual property and copyright processes for engaging with Indigenous Knowledge Keepers	VPIPR, VPRI	•				
	12.12 Develop innovative programming that highlights the research practices of community-recognized Indigenous Knowledge Keepers	VPIPR, VPRI			•		
13.0 Indigenous-le	ed research capacity development						
Strengthen the Situated Knowledges Indigenous Peoples and Place (SKIPP) Signature Area to maximize capacity to lead change by	13.1 Establish a sustainable financial plan for the Situated Knowledges Indigenous Peoples and Place Signature Area to continue to support a strong community of Indigenous and non-Indigenous scholars who promote Indigenous-engaged scholarship and Indigenous community-led scholarship and innovation	VPIPR, VPRI					

	GOALS	STRATEGIES
	14.0 Indigenous c	ommunity engagement: nations, o
	Establish an Indigenous engagement unit to strengthen	14.1 Develop meaningful relationships to the interests and needs of First Nations, Ir communities and organizations
	engagement with, and to support research and initiatives led by,	14.2 Create a community engagement fra in Indigenous knowledge and worldviews, collaboration with the Indigenous commu
	Indigenous nations, communities and organizations	14.3 Develop a public engagement strated Indigenous Initiatives, building on existing with the City of Edmonton and the Provinc to address the Calls to Action of the TRC a Nations Declaration on the Rights of Indig
		14.4 Map relationships with First Nations, Métis nations, communities and organizat establish respectful protocols for engager educate those institutional partners that n with these entities
	15.0 Indigenous c	ommunity engagement: research
	Develop institutional means to acknowledge, resource and reward researchers,	15.1 Identify and implement mechanisms acknowledge, resource and reward resear engage in the relationship-building that is reciprocal and respectful Indigenous-cent
	instructors and units that engage in Indigenous community-engaged research, Indigenous community-led research and innovation, and strategies that	15.2 Create a category in the Faculty Evalu Committee and the Academic Teaching St Committee that acknowledges and encour is pursued in partnership with Indigenous and work that is taken to implement the go Indigenous Strategic Plan

contribute to meeting

the goals outlined

in the Indigenous

Strategic Plan

nurturing dynamic, innovative, creative multidisciplinary

and interdisciplinary teams that are able to take multifaceted approaches

to research and

and places

teaching related to

Indigenous Peoples

In supporting cross-faculty programs such as I-STEAM Pathways, which provides opportunities for Indigenous undergraduate students to participate in summer internships focused on environmental research and education, to faculty-specific initiatives, the College of Natural and Applied Sciences acknowledges and embraces new and inclusive ways of teaching and learning. Together, we are building community and taking action to ensure that our internships, mentorship programs and work-integrated learning opportunities are open and accessible to Indigenous students within a safe and welcoming environment and with an appreciation for Indigenous ways of teaching, learning and knowing."

Matina Kalcounis-Rueppell

Interim Dean, College of Natural and Applied Sciences

	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
ns, organizations	and peoples					
s to respond to ns, Inuit and Métis	VPER, VPIPR, VPRI	•				
nt framework based ews, in extensive nmunity	VPER, VPIPR					
rategy on sting partnerships ovince of Alberta, 'RC and the United ndigenous Peoples	VPER, VPIPR		•			
ions, Inuit and nizations to agement and to nat may engage	VPER, VPIPR, VPRI	•				
rch and teaching						
sms that searchers who at is required for centred research	Deans, Department Chairs, VPRI	•				
Evaluation ng Staff Evaluation ncourages work that ious communities he goals of the	Deans, Department Chairs	•				

Endorsement by University Governance

	GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
	16.0 Indigenous community engagement: University of Alberta Senate							
Engage the University of Alberta Senate to increase the presence of	16.1 Develop a strategy to increase the representation of Indigenous Peoples and initiatives in the activities of the University of Alberta Senate	Chancellor, President		•				
	Indigenous Peoples and the visibility of Indigenous Initiatives and to engage the broader community in Indigenous Initiatives at the University of Alberta	16.2 Review and revise honorary doctorate criteria and processes to encourage and ensure nominations of Indigenous people	Chancellor, President					
		16.3 Award at least one Indigenous person an honorary doctorate in each academic year	Chancellor, President		•			
	17.0 Indigenous co	ommunity engagement: University of Alberta A	lumni					
	Connect with and celebrate Indigenous graduates of the University of Alberta	17.1 Develop programming priorities for Indigenous alumni to engage with, and increase the profile of, these graduates	VPER	•				
		17.2 Review and revise alumni award nomination practices to encourage and ensure Indigenous alumni are nominated	VPER					
		17.3 Establish an Indigenous Alumni Council	VPER					
		17.4 Engage with Indigenous alumni to assist with employment transitions	VPER					
		17.5 Create an Indigenous alumni engagement position	VPER					
	18.0 Innovative funding							
	Develop and imagine innovative ways to partner with diverse funders to support Indigenous students, initiatives, research and scholarship	18.1 Identify priorities for fundraising in support of Indigenous-engaged research and scholarship activities	VPER, VPIPR, VPRI		•			
		18.2 Pursue innovative partnerships to fund the creation of Indigenous community spaces	VPER, VPF&O					
		18.3 Pursue innovative partnerships to fund the reduction of barriers (e.g., tuition support such as a youth-in-care bursary) and access to essentials such as internet, computers, food and housing	VP&DOS, VPER, VPFGSR, VPIPR		•			
		18.4 Pursue innovative approaches for supporting the entry of under-represented Indigenous students, including innovative early and community-specific recruitment, pre-entrance supports, transitional programming and graduate student recruitment	VP&DOS, VPER, VPFGSR, VPIPR			•		

Endorsed unanimously by General Faculties Council and the Board of Governors in June 2022, *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan* represents the institution's commitment to taking up the goals and strategies detailed in this plan across academic, administrative and community spaces.

As president and provost, we commit to supporting this work and all it entails. We invite you to read this plan and consider the ways in which you might contribute to this work.

Bill Flanagan President and Vice-Chancellor

Attachment 1 ENDORSEMENT PENDING

Steven Dew Provost and Vice-President, Academic

For me, the ISP represents crucial and cutting-edge policy created by and for Indigenous Peoples who are part of the University of Alberta community. Though created over the past few years, the document owes its existence to the thousands of Indigenous Peoples who have walked the halls of this university over the past century and have persevered through times not so welcoming as they are now. In creating this document, we honour those who came before and seek to make the path easier for future generations. Much work remains to be done in the journey of reconciliation between the University of Alberta and Indigenous Peoples, and this document is a critical step in that journey."

Willow White

Assistant Professor, English & Indigenous Studies, Augustana Faculty





Untitled (1981) by Victoria Mamnguksualuk (1930-2016) of Nunavut is part of the University of Alberta Museums Art Collection. It depicts hunters travelling across the land. (University of Alberta Museums Art Collection: The Clifford E. Lee Collection; 1983.44.17)



Let us put our minds together to see what we can build for our children." –Chief Sitting Bull

"Education is a universal human right, and more and more we are seeing an increase of Indigenous students pursuing university. This is because of those advocating for those voices who have yet to be heard (âhkamêyimok – don't give up/keep going). The Indigenous leadership within the university is choosing to stand up and no longer be silent for the future generations, for this I am thankful (kinanāskomitin – I thank you)."

Dallas Cardinal

Project Co-ordinator, Supporting Indigenous Languages Revitalization, Office of the Provost and Vice-President (Academic)

Superintendent Brian Wildcat, a U of A grad, visits with students at Ermineskin Elementary School in Maskwacîs, Alta., where his daughter, Devon Wildcat, teaches. The phrase, Nehiyaw Niya, visible on the bulletin board, translates to "I am Cree."

Affirmation for Action by the University Community

Following the lengthy consultations informing For the Public Good in 2016, the Strategic Plan for Equity, Diversity and Inclusivity in 2018, University of Alberta for Tomorrow in 2021 and the institutional brand in 2021, the University of Alberta made broad and powerful commitments to Indigenous post-secondary education, research and engagement, and to ensuring a response to the Calls to Action issued by the Truth and Reconciliation **Commission of Canada (TRC).**

This affirmation aims to serve as the university's visible commitment to respond to the TRC's Calls to Action and broader indigenization efforts - work that remains urgent.

The calls are at the heart of the work to address the systemic barriers that limit full Indigenous participation in the offerings of the university - historical and contemporary barriers that have artificially prevented Indigenous Peoples from achieving greater individual and collective sovereignty.

In recognizing the great power of education, the TRC noted that universities have a particular responsibility, ability and opportunity to contribute to reconciliation by enacting curricular changes that correct the historic record, by incorporating reconciliation learning, by increasing Indigenous representation in professions, and by eliminating education and employment gaps for Indigenous Peoples. This document reaffirms the university's commitment to engage with Indigenous Ways of Knowing, Being and Doing in order to acknowledge the deliberate erasure and exclusion of

Indigenous knowledge systems. The same power that was employed to disenfranchise Indigenous Peoples can now be brought to bear on the education of the students we serve and those beyond the institution.

The U of A acknowledges that indigenization is an institutional journey that will likely take generations to address. Only intentional, conscientious, systemic changes can move the institution closer to these critical goals.

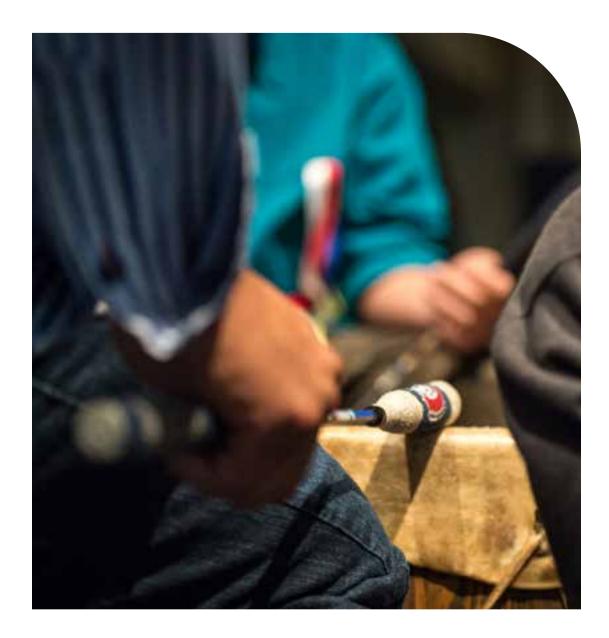
In the spirit of these understandings – and with an acknowledgment that the work to indigenize the institution touches on every academic, administrative and operational aspect of the university - we, as signatories, affirm our commitment as individuals, as educators, as researchers, as administrators and as leaders to act on Indigenous Initiatives within our units and across the institution.

We invite community members, learners and all those interested in participating in this change, to sign the affirmation.

Through the Indigenous Strategic Plan, the University of Alberta now has a path forward with specific actions to improve the university experience for students and staff. Most significant is that this document will uphold the TRC Calls to Action and UNDRIP, including the International Decade for Indigenous Languages, which recognizes Indigenous Peoples' rights, language and culture."

Pamela McCoy Jones

Executive Director, Supporting Indigenous Language Revitalization, Office of the Vice-Provost, Indigenous Programming and Research



68 | BRAIDING PAST. PRESENT AND FUTURE



As the College of Health Sciences pursues our mandate of advancing the full spectrum of human health and wellness in individuals and communities, we are strongly committed to approaching this challenge through the lens of equity, diversity and inclusion. In particular, we must continue to strengthen our commitment to Indigenous initiatives and leadership as we do this important and necessary work. Contending with the painful Canadian legacy of colonialism must inform every decision we make as we advance systems changes in our teaching, learning and research. Indigenous leaders in the College of Health Sciences are guiding us in challenging past

academic approaches, building new ways of knowing, and underscoring the importance of health sciences as a powerful tool for change. There is much to do in our commitment to support Indigenous individuals and communities within our college and in the broader context of our reach, and much of that work will involve acknowledging the ways so many of our systems have fallen short. But the power of this transformation is and will continue to be profound and will build the foundation for a better and stronger collective future."

Greta Cummings

Interim Dean, College of Health Sciences



66 To have a strategic plan made by Indigenous people who have collaborated and worked tirelessly for the future generations of indigeneity at the University of Alberta is an enormous accomplishment. Less than 50 years ago, being an Indigenous student at the U of A was a rarity and yet here we are in 2022, with students who are stronger, driven with purpose and thriving. This Indigenous Strategic Plan will be the charter for the next seven generations of students and academia alike."

Shannon Cornelsen Vice-President, Consultation and Engagement,

Indigenous Students' Union

The IGSA sees the inherent value in envisioning a future for the university where Indigenous knowledge, lands and people are partners in leading the U of A for tomorrow. The incorporation of so many teachings and languages in this living document sets a tone for the ongoing process of truth and reconciliation that is respectful of, and values, the diversity and beauty of our Nations, languages, people and cultures. We look forward to walking this new path together, as partners in this shared vision of success for Indigenous and settler communities alike."

Indigenous Graduate Students' Association Some of the photos have names listed and some do not; this respects the wish of the people in the photos.

The selected photos are a small representation of the diversity of the Indigenous people and initiatives at the University of Alberta. They do not capture all of the Indigenous spaces, initiatives or individuals.



Attachment 1



Endnotes

1 Truth and Reconciliation Commission of Canada, Honouring the Truth, Reconciling for the Future (PDF), 2015, Summary of the final report of the Truth and Reconciliation Commission of Canada, available at: https://ehprnh2mwo3. exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf [accessed 1 June 2022], p.1.

Truth and Reconciliation Commission of Canada, Honouring the Truth, Reconciling for the Future (PDF), 2015, Summary of the final report of the Truth and Reconciliation Commission of Canada, available at: https://ehprnh2mwo3. exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf [accessed 1 June 2022], p.8.

3 Truth and Reconciliation Commission of Canada, Honouring the Truth, Reconciling for the Future (PDF), 2015, Summary of the final report of the Truth and Reconciliation Commission of Canada, available at: https://ehprnh2mwo3. exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf [accessed 29 April, 2022], p.vi.

4 Assembly of First Nations, Dismantling the Doctrine of Discovery, January 2018, available at: https://www.afn.ca/wp-content/uploads/2018/02/18-01-22-Dismantling-the-Doctrine-of-Discovery-EN.pdf, [accessed 21 May, 2022].

5 For an explanation of terra nullius, please see Assembly of First Nations, Dismantling the Doctrine of Discovery, January 2018, available at: https://www.afn. ca/wp-content/uploads/ 2018/02/18-01-22-Dismantling-the-Doctrine-of- Discovery-EN.pdf, [accessed 21 May, 2022].

6 UN General Assembly, United Nations Declaration on the Rights of Indigenous Peoples : resolution/adopted by the General Assembly, 2 October 2007, A/ RES/61/295, available at: https://www.refworld.org/docid/471355a82.html [accessed 29 April, 2022], p.3.

7 UN General Assembly, United Nations Declaration on the Rights of Indigenous Peoples : resolution/adopted by the General Assembly, 2 October 2007, A/ RES/61/295, available at: https://www.refworld.org/docid/471355a82.html [accessed 29 April, 2022].

8 Library of Parliament, Legal and Social Affairs Division, Parliamentary Information and Research Service, Isabelle Brideau, Background Paper: The Duty to Consult Indigenous Peoples, Publication No. 2019-17-E, 12 June, 2019, available at: https:// www.rcaanc-cirnac.gc.ca/eng/1331832510888/1609421255810 [accessed 29 April 2022], p.1.

9 Truth and Reconciliation Commission of Canada, Honouring the Truth, Reconciling for the Future (PDF), 2015, Summary of the final report of the Truth and Reconciliation Commission of Canada, available at: https://ehprnh2mwo3. exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf [accessed 29 April 2022], p.8.

10 Gaudry, Adam, and Danielle Lorenz. 2018. "Indigenization as Inclusion, Reconciliation, and Decolonization: Navigating the Different Visions for Indigenizing the Canadian Academy." AlterNative: An International Journal of Indigenous Peoples 14 (3): 218–27. https://doi.org/10.1177/1177180118785382.

Together, we are leading with purpose.



Office of the Vice-Provost, Indigenous Programming and Research

2-29 South Academic Building Edmonton, AB Canada T6G 2G7



Item No. 5

Governance Executive Summary Action Item

Agenda Title

University of Alberta Innovation Fund

Motion

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee:

- a. subject to the approval of the Minister under section 77 of the Post-secondary Learning Act and approval of the Lieutenant Governor in Council under section 80 of the Financial Administration Act:
 - i. authorize and approve the incorporation of a new corporation (FundCo), a wholly-owned subsidiary of the University of Alberta, including the governance model as is set forth in attachment 4 (Articles of Incorporation) and attachment 5 (By-Law No. 1);
 - ii. authorize the Chair of the Board of Governors or the Chair of the Board Finance and Property Committee, on behalf of the Board as sole shareholder of FundCo, to execute all documents necessary to give effect to the resolutions of the Board of Governors of the University of Alberta pertaining to the establishment of FundCo, and to carry out or have carried out the execution of the organizational documents of FundCo; and
- b. make an application to the Minister of Advanced Education for the required approval.

Item

Action Requested	⊠Approval ⊠Recommendation	
Proposed by	Bill Flanagan, President and Vice-Chancellor	
Presenter(s)	Bill Flanagan, President and Vice-Chancellor	
	Sheetal Mehta Walsh, Senior Advisor to the President	
	Barry Travers, Partner, KPMG	

Details

Details		
Office of Administrative Responsibility	Office of the President and Vice-Chancellor	
The Purpose of the Proposal is	For approval of the proposed Innovation Fund.	
Executive Summary (outline the specific item – and remember your audience)	Since January 2022, the university has been exploring the creation of an innovation investment fund to help drive the commercialization of innovations and intellectual property.	
	 The Innovation Fund will: stimulate new ventures and spin-outs from the university and the Alberta ecosystem, create new jobs and attract investment to benefit the Alberta recovery plan and generate returns for the university, develop an investment policy to ensure deployment of donated funds are in support of the charitable purpose of the university, and enhance the reputation of the U of A as a center of excellence in entrepreneurship. 	

Item No. 5

	We will seek donor support for the fund through key alumni, corporations and matching government funds. Independent investment experts will manage the innovation fund in the same manner as a venture fund.
	As set out in the attached white paper, the University is seeking the Board of Governor's approval to establish a new corporation (FundCo) that is a wholly-owned subsidiary of the University. The university will hold the funds directly and hire this corporation, with expertise in fund management, to manage the fund. The fund will be managed with a primary view to the successful commercialization of early stage ventures and returns to the university.
	A separate entity in the form of a corporation or partnership can be added to the structure arrangement in the future to facilitate the direct investment by third-parties investors to the investee entities invested in by FundCo.
Supplementary Notes /context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <for information="" on="" the<br="">protocol see the <u>Governance</u> <u>Resources section Student</u></for>	 <u>Those who are actively participating:</u> Bill Flanagan, President & Vice-Chancellor Aminah Robinson Fayek, Vice-President (Research and Innovation) Catherine Swindlehurst, Chief Strategy Officer Brad Hamdon, General Counsel & University Secretary <u>Those who have been consulted:</u> Todd Gilchrist, Vice-President (University Services and Finance) Kelly Spencer, Associate Vice-President (Development)
Participation Protocol>	 Alexis Ksiazkiewicz, Associate Vice-President (Government and Community Relations) Darin McKinley, Senior Legal Counsel Ronald Ritter, Director, Treasury and Investment Martin Coutts, Associate Vice-President (Finance, Procurement and Planning) Board Finance and Property Committee on April 26, 2022 Board of Governors on May 13, 2022 Deans' Council on May 18, 2022 PEC-O May 24, 2022 Board Learning, Research and Student Experience Committee - June 7, 2022
	Those who have been informed:
Approval Route (Governance) (including meeting dates)	Board Finance and Property Committee - May 31, 2022 (recommendation) Board of Governors - June 17, 2022 (approval)

Strategic Alignment

Alignment with For the Public	
Good	



For the Meeting of June 17, 2022

Item No. 5

Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.		
	Enrolment Management	□ Relationship with Stakeholders	
	□Faculty and Staff	⊠ Reputation	
	□Funding and Resource Management	🛛 Research Enterprise	
	□IT Services, Software and Hardware	□Safety	
	oxtimes Leadership and Change	□Student Success	
	□Physical Infrastructure		
Legislative Compliance and	BFPC Terms of Reference		
jurisdiction			

Attachments:

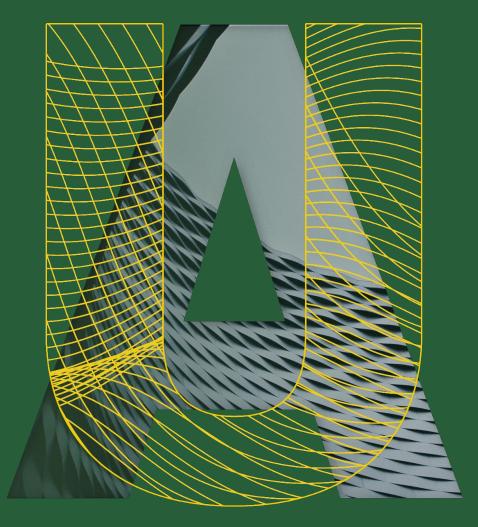
- 1. Innovation Fund Slide Deck (19 pages)
- 2. Draft Innovation Prospectus (7 pages)
- 3. Innovation Fund White Paper (15 pages)
- 4. Articles of Incorporation (6 pages)
- 5. By-laws (10 pages)

Prepared by: Sheetal Mehta Walsh, Senior Advisor to the President, smmehta@ualberta.ca



Innovation Fund

Investing in Alberta's Future



Attachment 1

Leading with purpose.

Humanity faces challenges like never before: climatic, social and economic

The U of A is uniquely positioned to tackle these challenges and seize opportunities Maximizing real-world impact for the public good

- **1.** Harnessing research
- 2. Discovery
- 3. Expertise and innovation

Our Global Impact

The U of A is an innovation leader

- One of Canada's top five research-intensive universities
- 3rd in the world
 for artificial intelligence for
 over 25 years

Global rankings

Among the very best in the world in STEM and the health sciences – core areas of innovation – including:

- (9th) Petroleum engineering
- (11th) Mining and minerals engineering
- **(14th)** Nursing

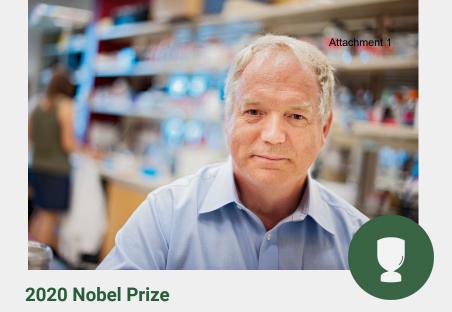
Leading with purpose

World's top 100

(62nd)

Pharmacy and pharmacology

- (81st) Chemistry
 - **(86th)** Agriculture and forestry

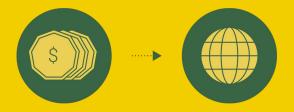


Michael Houghton, Director of the Li Ka Shing Applied Virology Institute at the U of A, was awarded the 2020 Nobel Prize in Medicine for his role in the discovery and treatment of the Hepatitis C Virus, a breakthrough that has saved countless lives worldwide.

Attachment 1

Funding the Future

The Fund will advance innovation to tackle global challenges



Address the need for:

- 1. Access to capital early on
- 2. Investment to scale
- 3. Transformative innovation across sectors

Attachment 1

Building the Alberta of tomorrow

Innovation Fund goals

•

- **Stronger position:** Be a strategic driver of social and economic growth
- Advance the ecosystem: Stimulate innovation for the public good
- Global impact: Transform research into real-world solutions

Attachment 1

Fund Structure

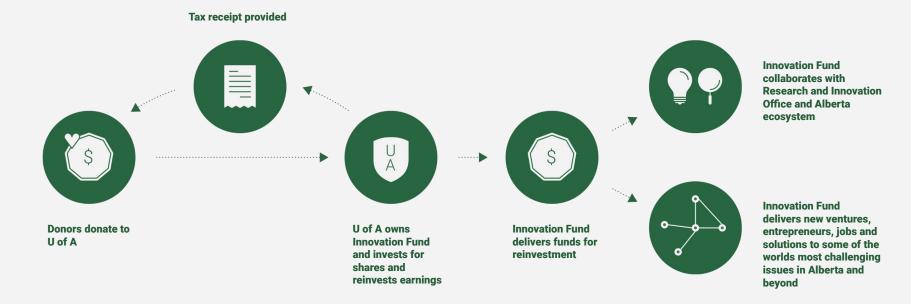
A subsidiary of the University with its own governance



Leading with purpose.

Attachment 1

Operational Model



Leading with purpose.

Attachment 1

Founder Friendly Labs (FFL)

Leveraging FFL startup accelerator and fund management



- Deal sourcing
- Founder Friendly lens
- Online tools and resources
- Access to networks and deal-making
- Other non-monetary supports
- Providing access to mentors and networks

Ecosystem Collaborator

CEO/Investment Committee manages fund activities, including:

- White space opportunity mapping
- Providing de-risked deal flow
- Collaboration with Alberta stakeholders
- Championing wins globally
- Podcast series

• Economic and social impact reporting

Leading with purpose.

Attachment

Attachment 1

Areas of Focus

Fostering U of A's areas of research excellence and provincial economic priorities



Leading with purpose.

Attachment 1

Alberta Economic Development

- Jobs, talent development and attraction
- Scaling of global companies
- Revenue to the province
- Strategic global partnerships

- Investment attraction
- Global reputation
- Economic and Social Reporting (including ESG, SDGs, DEI, SROI)



We are conducting due diligence on our pipeline of Attachment 1 several diverse spin outs and new ventures





NANODE









PULSE Medica

Leading with purpose.

Attachment 1

Past Investment Successes



Leading with purpose.

Leadership Experience

Corporate and Government

- 1. Chief Strategy Officer, Ministry for Jobs, Economy and Innovation, Gov't of Alberta
- 2. Director, created and implemented Global VC Relations for Bill Gates @MSFT
- 3. Deal Maker, UK Government's Global Entrepreneur Programme - raised 1 billion GBP and mentored 900 global companies, taught master classes in entrepreneurship and pitching for funding
- 4. WestLB Investment Bank, UAE and GCC Region





Global Entrepreneur Programme

Sheetal Mehta Wakshappene 1 Senior Advisor to the President

25+ years experience in technology, vc and innovation



Leading with purpose.

Attachment 1

Innovation Fund Advisors





Dr. Rohit Sharma

- Partner with True Ventures in Silicon Valley
- Angel investor in early-stage technology since 2000s
- Founded ONI systems (acquired by Ciena, 2002)
- Volunteered with Stanford University's design school, serving as a project judge for innovative projects
- Past Director of Alberta Innovates Bio Solutions

Ms. Susan Anderson

- President and CEO of Cannonball Capital
- Co-founder of DirectCash Payments and Bitvo
- Fellow of Creative Destruction Lab, founding board member and chair of Endeavor Canada
- Served on the Government of Alberta's Innovation Capital Working Fund and received the U of A alumni award in 2010



Mr. Alfred Sorensen

- Founder and CEO of Pieridae Energy
- Co-founder of Galveston LNG
- Extensive experience in challenging regulatory environments, negotiating and securing finance
- Former mentor of the UAlberta ThresholdImpact Venture Mentoring Service

Attachment 1

Innovation Fund Advisors





Dr. Doug Goss

- Practices general/corporate law with Bryan and Company LLP
- Appointed Queen's Counsel in 1999
- Assisted multiple startups with multi-million dollar domestic and international transactions
- Chaired many boards and foundations
- Serves as corporate secretary and general counsel for several biotech companies

Dr. Ray Muzyka

- Co-founder of BioWare
- Angel investor and founding chair of the UAlberta ThresholdImpact Venture Mentoring Service
- Invests in sustainable for-profit entrepreneurship and social goals
- Mentor/fellow at Creative Destruction
 Lab
- Served two terms on the U of A Board of Governors



Dick Wilson

- Experienced corporate litigator with corporate, partnership and IP dispute experience
- Founding member and past mentor of the ThresholdImpact Venture Mentoring Service and has experience in providing support to alumni entrepreneurs
- Has served on the Board of Governors, the Senate and Alumni Council

Pathway to Progress

June 2022	Approvals from the Board of the University
TBD	Approval of Government of Alberta (to set up Fund entity)
In Progress	IP commercialization strategy review
	Building online tools and resources for success
	Fundraising
Fall 2022	Announcement by President Flanagan
	Start investing in new ventures

Invest in the future of the University of Alberta, our province and beyond

Contact smmehta@ualberta.ca

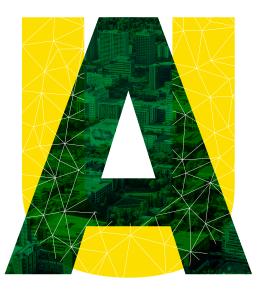




Innovation Fund

An Investment in Alberta's Future April 2022

- DRAFT -



University of Alberta Innovation Fund

Humanity faces an array of challenges like never before: climatic, social and economic. The University of Alberta is uniquely positioned to tackle these challenges.

The U of A is one of Canada's top five researchintensive universities, with over \$500 million in research every year and more than 55,000 students, faculty and staff. We rank among the very best in the world in STEM and the health sciences — core areas of innovation — including petroleum engineering (ninth in the world, Centre for World University rankings 2021-22), mining and minerals engineering (11th), nursing (14th), anatomy and physiology (34th), geophysics (41st), earth and marine sciences (42nd) and geology (45th).

Within the world's top 100, other areas of key strength include pharmacy and pharmacology (62nd), chemistry (81st), agriculture and forestry (86th), medicine (92nd) and chemical engineering (97th). Michael Houghton, director of the Li Ka Shing Applied Virology Institute at the U of A, was awarded the 2020 Nobel Prize in Medicine for his role in the discovery and treatment of hepatitis C, a breakthrough that has saved countless lives around the world. The U of A has ranked third in the world for artificial intelligence for over 25 years.

Extraordinary, world-changing ideas are not new to the U of A. With our research strength, we have the opportunity to lead Canadian universities in translating ideas into economic, environmental and social benefits. An innovation fund will foster commercialization of intellectual property and spin-out companies, which benefit the Alberta ecosystem. Our collaborative approach will create economic growth, innovation, entrepreneurs, jobs and revenue that will strategically position the U of A globally.

Opportunity

There are major hurdles in advancing innovation outside of universities — one of which is the lack of access to smart capital early on. The University of Alberta Innovation Fund will address this gap by strategically investing risk capital in new and innovative start-ups founded by U of A students, recent alumni, faculty, staff and the wider Alberta ecosystem. By nurturing start-ups early on, the fund will serve as a critical bridge to accessing additional outside investment capital for de-risked ventures to scale.

The fund will unlock the potential of new ventures to progress from concept to reality, creating high-value job opportunities for and building Alberta's economy of tomorrow.

Through the fund, the U of A will promote a culture of innovation and entrepreneurship across the university, ensuring that U of A will be an even stronger driver of economic growth, talent development and creativity in our province and beyond. In line with provincial economic priorities and our areas of research excellence, we will invest in:



Emerging and enabling technologies

leveraging machine learning and artificial intelligence (edtech, fintech, health tech, agtech, cybersecurity, infrastructure, marketplaces, enterprise)



Life sciences and health tech (biotechnology, pharmacy, natural health products, virology, vaccines and therapeutics, digital health, disease prevention, mental health)



Agriculture (genomics, carbon sequestration and measurement of carbon in soils, collision pieces including drones, environmentally contained agriculture, agriculture data analysis, logistics, agri-food diversification, land/water/energy efficiency, etc.)



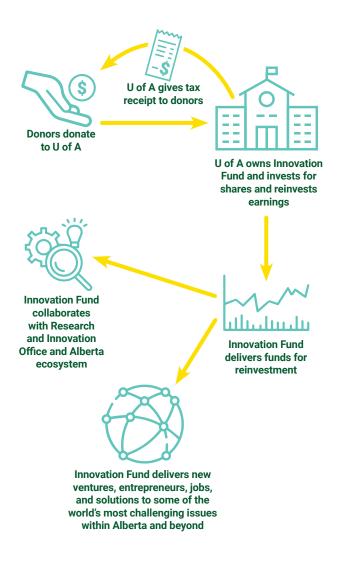
Energy (hydrogen, carbon capture/ utilization/storage, greenhouse gas-abated fossil fuels, renewable minerals and metals, solar manufacturing, biomass, waste and nuclear, electric vehicles)

Innovation Fund

As a separate for-profit corporation, the Innovation Fund will be wholly owned by the U of A and governed by a board of directors that will oversee the fund's activities and monitor outcomes. The CEO, an experienced global entrepreneur, investor and advisor, will report directly to the board of directors.

- The initial fund target is \$50 million. We will seek donations from key alumni and supporters, including a new angel network driven by the Alberta School of Business, and corporate innovation donations. We will also approach the provincial government to seek matching contributions.
- Through an online innovation portal, donors can donate directly to the university and receive charitable tax receipts.
- The university will invest these donations in the fund in return for shares. The CEO and investment committee will lead and manage activities related to the fund, and position founders to scale their ventures.
- All returns from investments made in ventures will be returned to the innovation fund for re-investment into a future generation of start-ups. As the fund grows, there may also be opportunities to provide dividends back to the university.
- The CEO and Investment Committee will manage all fund activities, including:
- Deal sourcing in collaboration with the Office of the Vice-President (Research and Innovation) and ThresholdImpact Venture Mentoring Service
- Deep dive due diligence with a founder-friendly lens
- Creating online tools and resources for entrepreneurs to learn, access resources and engage (open data library, corporate partnerships, service providers, ESG, DEI, and neurodiversity guidance)
- Other non-monetary supports such as teaching releases and dedicated access to labs so that researchers can advance the commercialization of their innovations
- Student participation across all faculties
- First-in, smart and direct investments into new ventures (board seat)
- Providing access to mentors and networks in the Alberta ecosystem and abroad

- White space opportunity mapping across the university and deal-making for effective go-tomarket implementations that advance Alberta's diversification
- Championing wins globally
- Economic impact reporting (jobs, economy and innovation)
- Providing de-risked deal flow to the Alberta ecosystem of investors, accelerators and corporations



U of A Spin-off Success Stories

These companies have demonstrated commercial viability and are wins for the University and the Province.





Sheetal Mehta Walsh Senior Advisor, President's Office University of Alberta

Highlights:

- Angel Investor and Board Member (Cybersecurity, VR, Tech: Financial, Education, E-Commerce, Climate, Retail, Tech4Good - London, San Francisco, Edmonton)
- Board Member Innovate Edmonton, UCD Michael Smurfit Graduate Business School, Ireland
- Chief Strategy Officer, Ministry Jobs, Economy and Innovation, Government of Alberta
- Deal Maker, Global Entrepreneur Program, British Government (raised 1 billion GBP and mentored 900 global companies, taught master classes in entrepreneurship and pitching)
- Founder Soho Ventures Fund (UK's first all-female fund), Advisor Ignite Fund (climate tech)
- Founder Shanti Life (financial inclusion and social enterprise microfinance fund for start-ups)
- Director, created and implemented the VC Relations Global program for Bill Gates and Dan'l Lewin at Microsoft, Silicon Valley, EMEA
- WestLB Investment Bank, United Arab Emirates
- Two TEDx Talks covering entrepreneurship, access to capital and social innovation
- Guest lecturer at Stanford, Haas Berkeley, London School of Economics, University College Dublin Smurfit Graduate Business School, University of Alberta, Doha Forum, House of Lords

Education:

- Rotman School of Management ICD DEP (2022 current): Directors Education Program
- MIT Sloan School of Management (2021): Artificial Intelligence: Implications for Business Strategy
- Alberta Machine Intelligence Institute (2021): Machine Learning Foundations 1 & 2 Business Focus
- University of Alberta (2021): Indigenous Canada
- London School of Economics and Political Science (1995): MSc. Economics, International Relations
- University of Alberta (1994): B.A. Political Science

Awards

- Awarded by Prince Charles and Cherie Blair Asian Women of Achievement: for implementing innovative technologies in developing countries
- Awarded by Her Majesty, The Queen -"Women in Business Awards," Buckingham Palace
- Alumni Award of Excellence from the University of Alberta
- Microsoft Alumni Integral Awards for creating models of innovation in vulnerable communities

Join us on this journey to invest in the future of the University of Alberta, our Province and beyond. For more information contact **smmehta@ualberta.ca**

BIO TEXT AND PHOTOS PENDING REVIEW AND APPROVAL FROM ADVISORS

Ms. Susan Anderson (LLB 1988) is president and CEO of Cannonball Capital, which invests in venture companies, private and public equities, and commercial real estate.

Susan is a serial entrepreneur who co-founded DirectCash Payments in 1998. The company became the second largest ATM company in the world before it was acquired by Cardtronics in 2017. She is also co-founder of Bitvo, a leading Canadian crypto currency exchange platform in Canada.

Fellow of the Creative Destruction Lab (CDL) in Calgary and Vancouver where she provides mentorship and financing aid to early stage companies. Advisor to the University of Calgary's UCeed program which supports startups during transition between innovation, demonstration and commercialization.

Susan is the founding board member and chair of Endeavour Canada, a non-profit stimulating entrepreneurial activity through mentorship for business founders based in emerging markets.

Susan served on the Government of Alberta's Innovation Capital Working Group which advised on incentivizing capital investment in Alberta's tech and innovation ecosystems.

Susan received a U of A Alumni Honour Award in 2010.

Dr. Doug Goss (BCom 1981, LLB 1984, LLD (Hon) 2017) has earned a reputation as one of Edmonton's preeminent business leaders.

Doug practices general corporate/commercial law with Bryan & Company LLP and was appointed Queen's Counsel in 1999. He has been recognized as one of the best lawyers in Canada in securities law since 2010.

He has a wide range of experience—from assisting start-up companies with all facets of their business, to advising on multimillion-dollar domestic and international transactions.

Doug serves as corporate secretary and general counsel for several biotech companies developing innovative treatment solutions.

Doug is chair of Hockey Canada Foundation and past chair of the NAIT Board of Governors, Edmonton Oilers Community Foundation, and TELUS Edmonton Community Board.

Doug is past chair of the U of A's Board of Governors and was awarded an honourary doctorate of laws in 2017.







Dr. Ray Muzyka (BMedSc 1990, MD 1992) is an angel investor and founding chair of the UAlberta ThresholdImpact Venture Mentoring Service.

Through his firm, Ray invests in sustainable, for-profit entrepreneurship, and social goals, seeking returns on business profit and social returns to the world.

After completing his MD at the U of A, Ray co-founded videogame company BioWare which was Alberta's fastest growing tech company before it was sold to Electronic Arts in 2008.

Ray is a mentor and fellow at the Creative Destruction Lab (CDL) West, Rockies and Toronto, is a CDL-Global Founding Partner.

Ray served two terms on the U of A Board of Governors and is past chair of the Alberta Research and Innovation Advisory Committee.

Ray received the inaugural Alumni Innovation Award in 2015 and was inducted into the Order of Canada in 2018 for his contributions to startup and entrepreneurial communities across Canada.

Dr. Rohit Sharma (MSc 1991, PhD ElecE 1996) is a partner with True Ventures in Silicon Valley.

Rohit has been an angel investor in early-stage technology companies across virtualization, mobile, and machine learning technologies since the early 2000s.

Rohit founded ONI Systems and pioneered the use of optical switching and real-time signal processing technologies which have gone on to significantly improve the reliability and speed of voice, data and video connections. The company was acquired by Ciena in 2002.

Rohit has volunteered with Stanford University's design school, serving as project judge for students building innovative projects.

He is a past director of Alberta Innovates-Bio Solutions and was awarded the Alumni Horizon Award 2013.

Mr. Alfred Sorensen (BCom 1983) is founder and CEO of Pieridae Energy. His career as an energy sector entrepreneur has been focused on novel ways to capitalize on Canada's liquified natural gas (LNG) export potential.

Alfed co-founded Galveston LNG in 2003, laying the groundwork for Canada's first LNG terminal in Kitimat, BC. The company was sold in 2010 to Houston Apache Corporation and EOG Resources Canada.

Alfred has extensive experience working in a challenging regulatory environment, negotiating, and securing financing from a multitude of government and corporate sources.

He is a former mentor of UAlberta's ThresholdImpact Venture Mentoring Service where he provided support and coaching to entrepreneurs as they worked to launch their innovations.











Was awarded the Alumni Honour Award in 2011 for his contributions to the business community in Alberta and served as the Alberta School of Business' Distinguished Executive-in-Residence.

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The purpose of this Briefing Note is to outline, from a transaction perspective, the governing and legal documents required to establish the University of Alberta Innovation Fund (the "**Fund**") via a corporate structure with the underlying investments being beneficially owned by the University of Alberta (the "**U** of **A**" or the "**University**").

Also provided in this correspondence are further analyses on the tax considerations of the ongoing operation of the Fund including the impact of the Fund activity on the charitable status of the University.

Unless otherwise noted, all statutory references herein are to the Income Tax Act (Canada) (the "ITA").¹

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- 3. Transaction Overview Steps
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 - 2. The U of A will subscribe 100% common shares of the FundCo.
 - 3. The U of A will transfer working capital to the FundCo in exchange for a Promissory Note or Share Capital.
 - 4. The U of A and the FundCo will enter into a Service Provider Agreement to provide the FundCo the access to the University's certain administrative and human resources, to be negotiated with VP(USF).
 - 5. The U of A will prepare a Gifting Agreement for the purpose of accepting donations to be directed to the Fund and managed by FundCo.
 - 6. The U of A will prepare a document which will serve as the Terms of Reference ("**ToR**") outlining the setup and ongoing operation of the Fund.
- 4. Key Implementing Agreements
 - Agreements required to create and govern FundCo
 - FundCo Articles and By-Laws
 - Approval documents for FundCo for the GoA
 - Donor Gift Agreement
 - Service Provider Agreement for FundCo to act on behalf of U of A
 - Management Services Agreement

¹ R.S.C. 1985, c.1. (5th Supp.), as amended to the date hereof.

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- Investment Guidelines
- Investment Evaluation Analysis
- 5. Income Tax Considerations
 - A. Outline of FundCo activities and reporting
 - B. Charitable status
 - C. Research activities
- 6. FundCo Reporting Issues
- 7. Intellectual Property Policy Issues
- 8. FundCo Annual Operating Budget
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PURPOSE OF THE FUND

The purpose of the University of Alberta's Innovation Fund will be to strategically invest donor funding in innovative start-ups founded by U of A students, recent alumni, faculty, staff and the wider Alberta ecosystem. The Innovation Fund will stimulate new ventures and spin-outs from the university and the Alberta ecosystem and enhance the reputation of the U of A as a center of excellence in commercialization and entrepreneurship.

Addressing the lack of access to smart capital for new ventures, the Fund will provide investment capital for de-risked ventures to support the scale up of early-stage operations. The Fund will create new jobs and attract investment to benefit the Alberta recovery plan and generate returns for the university.

FACTS AND ASSUMPTIONS

The information outlined herein is based on the following facts and assumptions:

- 1. The U of A is a registered charity as defined in subsection 248(1) and is a qualified donee under subsection 149.1(1) of the ITA.
- 2. The U of A was chartered through the *University Act* and continued under section 125.2 of the *Alberta Post-Secondary Learning Act* ("**APSLA**").²
- 3. The U of A governs itself with a bi-cameral governance structure enabled through the APSLA. The Board of Governors has authority for managing and operating the U of A with its mandate

² Statutes of Alberta, 2003. Chapter P-19.5 (current as of February 1, 2022).

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and general powers of duties as provided in section 60 of the APSLA. Subject to the overarching authority of the Board of Governors, the General Faculties Council has authority for academic governance.

- 4. The U of A is a "public post-secondary institution" as defined in the APSLA and is a leading public research university in Canada. It is a member of the U15 Group of Canadian Research Universities and the Worldwide Universities Network.
- 5. The Fund investment assets will be beneficially owned by the University and managed by a newly incorporated entity (the "**FundCo**") that will be wholly owned by the U of A.

The following is background information related to the proposed objectives, model and management of the Fund:

- Through the creation of the Fund, the U of A will leverage research and talent to stimulate further commercialization and spin-out ventures with a focus on entrepreneurship, education and social innovation. Through the Fund, the U of A will more efficiently deliver on its core mission, and become a stronger driver of economic growth, talent development, innovation and creativity in the Province of Alberta ("Alberta") and beyond.
- The Fund will invest in new and innovative start-ups founded by the broader community in Alberta. It will include U of A students, recent alumni, faculty and staff as well as innovative new ventures from across the Province of Alberta (collectively hereinafter referred to as the "Founders") that meet the investment criteria to be established by the Fund.
- 3. The Fund will support innovations whose objective is to provide solutions to critical social, economic and environmental challenges. Special attention will be paid to the following sectors: Emerging and Enabling Technologies; Life Sciences and Health Tech; Agriculture and Energy.
- 4. The proposed Ecosystem of the Fund is presented in the Innovation Fund Deck.
- 5. All future returns from investments made in ventures will either be returned to the Fund for re-investment into a future generation of innovations or invested in advancing the teaching and research mission of the U of A.
- 6. The initial Fund target is \$50 million, consisting of donations made to the University from key alumni, the U of A Angel Academe, corporate innovation funds, and matching funding from Government.
- 7. The University will provide investment into the Fund to provide initial working capital in connection with administration and operation costs incurred by the Fund, including salaries and management fees, which will subsequently be covered by the philanthropic funding raised.

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- 6. The Fund will promote co-investment and follow-on funding directly into the new ventures from other investors both within the Alberta ecosystem and abroad, enabling the ventures to scale and tackle global solutions.
- 7. The University's Board of Governors will appoint the Board of Directors of the FundCo entity.
- 8. The appointed Board of Directors will oversee the Fund's activities and monitor outcomes and successes with direct reporting from the Fund CEO.

TRANSACTION OVERVIEW STEPS

A. Description of Transaction Events – Phase I

The following events are expected to occur in the course of setting up the Fund:

- 1. Approval process to establish a wholly-owned subsidiary of the U of A with the Government of Alberta ("**GoA**").
- 2. Incorporate the FundCo (also referred to herein as the "Service Provider").
- 3. The U of A will subscribe for 100% of the common shares of FundCo at a nominal amount.
- 4. FundCo will require an initial amount of working capital to commence its operations. The amount will be determined with the development of the initial budget of FundCo, but for purposes of illustration, we would anticipate that an initial working capital amount of at least \$500,000 will be required.
- 5. The U of A will transfer initial working capital to FundCo in exchange for a Promissory Note of FundCo at a prescribed interest rate.
- 6. The U of A and the FundCo will enter into a Management Services Agreement to allow FundCo to access University administrative and human resources services for a reasonable fee.
- 7. The U of A and FundCo will enter into a Service ProviderAgreement to allow FundCo to perform its investment management activity related to the Funds for the University. FundCo will charge the University an investment management fee based on a formula of funds under management that is designed to create sufficient income for FundCo to cover its operating costs.
- 8. It is anticipated that FundCo will earn a sufficient management fee to repay the U of A the promissory note created through funds lent on startup.
- 9. The U of A will prepare a Donor Gifting Agreement for the purpose of accepting donations to be directed to the Fund. The Donor Agreement will outline how the donation will be allocated to

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Innovation Fund investments, as well as a small percentage overhead fee to cover FundCo's investment management fee.

10. The U of A will prepare a document which will serve as the Terms of Reference ("**ToR**") outlining the setup and ongoing objectives and operations of the Fund and FundCo.

B. Description of Transaction Events – Phase II

- 11. As part of Phase II, consideration will be given to establishing a second legal entity ("**InvestCo**") that will be designed to allow investors to contribute funds that will be used to invest in entities that FundCo is also managing investments for the Fund. This will enable the overall Fund to grow and provide investors with the opportunity to subscribe for an equity investment in InvestCo.
- 12. Additional due diligence is required to ensure that the donor/investor community seeks such an option.
- 13. Complexities also exist to ensure that InvestCo can rely on some form of exemption from filing a Securities Prospectus pursuant to raising capital in this manner under the *Alberta Securities Act*.
- 14. The schematic below outlines the arrangement under Phase II as a possible expansion of the Fund structure. It is anticipated that InvestCo could either take the legal form of a Corporation or Limited Partnership, depending on the interest of the donor community.
- 15. As the project proceeds, further details on the optimal manner to create and operate InvestCo under Phase II will be developed.

C. Description of Transaction Documents

The following represent the key implementing documents and Agreements that will be developed in order to establish and operate Phase I of the Fund and oversee the FundCo goals and objectives. Within this section, an outline of the relevant background purpose of each document is provided.

KEY IMPLEMENTING DOCUMENTS AND AGREEMENTS

The following represent the key documents that are being developed that will support the establishment, governance and operations for Phase I of the Fund.

1. Approval documents for FundCo for the GoA

The appropriate resolutions to support the request and approval from the GoA in order to establish and operate FundCo in the manner described herein as part of Phase I.

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2. Agreements required to create and govern FundCo

Approval from the University's Board of Governors with the required details to incorporate and govern FundCo.

3. FundCo Articles and By-Laws

The creation of the Articles and By-laws for FundCo that will describe the operating objectives and powers of FundCo along with the governing principles of the Board of Directors.

4. FundCo Operating Budget

An Operating Budget will be developed to ensure that FundCo has the initial start-up funding required to hire the appropriate personnel to manage the Fund and establish the necessary infrastructure to operate. The ongoing funding of FundCo's operations will be supported by the investment management fee, which will be charged as overhead to donations made to the University in support of the Fund. The initial start-up investment provided by the U of A will be replenished with donated funds according to a negotiated timeline.

5. Fund and FundCo Terms of Reference

An overall 'Terms of Reference' document is being drafted to articulate the working relationship for both the Fund, which will be beneficially owned by the U of A, and FundCo, which will manage the investments within the Fund in their role as fund manager for the U of A. The explicit operating and reporting requirements of FundCo will be outlined within this document.

6. Donor Gifting Agreement

A Master Donor Gifting Agreement will be developed, which will enable donors to provide direction to the University on the use of their donations for the Fund. The Agreement will make explicit that the gift is in support of the agreed direction and charitable purpose of the University.

7. <u>Service Provider Agreement for FundCo to act on behalf of U of A (including basis of Investment</u> <u>Management Fee)</u>

The Service ProviderAgreement will outline the key principles from FundCo's Terms of Reference and establish the investment guidelines and fee arrangements, which will allow FundCo to act as

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a fund manager for the U of A to administer the investment activity of the Fund. The Agreement will outline the reporting responsibility of fund management activities by FundCo to the University.

8. Management Services Agreement with the U of A

FundCo and the U of A will enter into a Management Services Agreement, which will allow the University to provide back-office support services to FundCo to ensure that the costs of FundCo are efficiently managed. FundCo will pay a management services fee to the University to secure these management services.

9. Fund Investment Guidelines

The Service Provider Agreement will include Fund Investment Guidelines to ensure that FundCo is evaluating and directing investments to specific investment categories that support the charitable purpose of the University and can be described as social purpose investing. The initial Fund Investment Guidelines will include support and direction in the following categories:

- 1. Emerging and enabling technologies: leveraging machine learning, artificial intelligence, virtual and augmented reality
 - Education technology
 - Financial services technology
 - Cybersecurity
 - Blockchain
 - Digitization and NFTs (non-fungible tokens for Art commercialization)
 - Infrastructure
 - Marketplaces
 - Enterprize
 - Mechatronics/robotics
- 2. Energy:
 - Hydrogen
 - Carbon capture
 - Utilization/storage
 - Greenhouse gas-abated fossil fuels
 - Renewable minerals and metals
 - Solar manufacturing
 - Biomass
 - Waste and nuclear

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- Electric vehicles
- 3. Agriculture:
 - Genomics
 - Carbon sequestration and measurement of carbon in soils
 - Collision pieces including drones
 - Environmentally contained agriculture
 - Agriculture data analysis
 - Logistics
 - Agri-food diversification
 - Forestry
 - Land/water/energy efficiency
- 4. Life sciences and health tech:
 - Biotechnology
 - Pharmacy
 - Natural health products
 - Virology
 - Vaccines and therapeutics
 - Digital health
 - Disease prevention
 - Mental health
- 5. Glycomics:
 - All aspects of relating sugars to health
 - Cell surface sugars interactions with viruses such as influenza and covid
 - Metabolomics using metabolites for precise diagnostics in Life Science and Health Tech

10. Fund Investment Evaluation Analysis

FundCo will use an evaluation template (currently under development) to measure and evaluate the key criteria for an individual investment on both a quantitative and qualitative basis. This will allow FundCo to report to the Board of Directors the overall return on investment, taking into account all the relevant investment criteria.

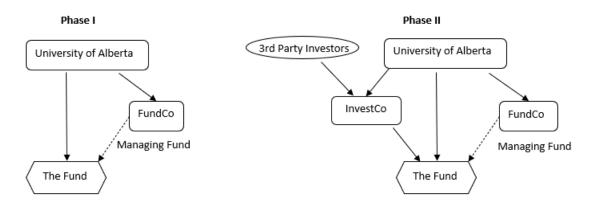
INCOME TAX CONSIDERATIONS

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A. Corporate Structure of the Fund

The university administration has confirmed that it will adopt the corporate structure described below. Under this structure, the Fund will be beneficially owned by the U of A, and FundCo will act as an investment manager making the investment decisions and acting on behalf of the University.

As described herein the following outline depicts the potential form of the arrangement for both Phases I and II.



From an income tax perspective, the key advantage of this structure is that as a separate legal entity, the U of A will be shielded from liability for any commercial activities undertaken by the FundCo while managing the Fund. Such a structure will also protect the U of A from being exposed to an unrelated business activity that may jeopardize the University's registered charity status.

B. Charitable Status

I. Passive Investment vs. Carrying on a Business

The fact that the FundCo, a for-profit business corporation, will be wholly owned by the U of A will not in and of itself be considered carrying on of a business that is not a related business to the University since the FundCo is a separate legal person from the U of A.

This position is supported by the Canada Revenue Agency ("**CRA**") via various technical interpretations and rulings in which the CRA expressed the view that a charitable organization may hold shares in a subsidiary corporation that operates a business, provided that the investment in the corporation is passive in nature and the charitable organization does not involve itself in the business.³

³ 2009-0306691E5 – Charity owning shares of a subsidiary corporation.

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Additionally, the University's representation on the Board of Directors (the "**Board**") of the FundCo in and of itself, would not be considered activities that would constitute the carrying on of a business that is not a related business of the University for the purposes of paragraph 149.1(2)(a).⁴

This position is also supported by the CRA's Policy Statement CPS-019 – What is a Related Business? ("**CPS-019**").

If the charity establishes a separate taxable corporation, it can invest in the corporation on the same basis that it can invest in any other for-profit business. The charity's directors/trustees would need to satisfy themselves that the investment represents a prudent use of the charity's assets. They also need to be alert to ensure no benefit of a private nature is conferred on the corporation.⁵

As long as its own governing documents and provincial legislation allow it to do so, the charity (if it is a charitable organization) can retain control over the taxable corporation through share holdings or a power to nominate the board of directors.⁶

The CRA recognized charities' need to invest their capital and any funds not required for their current operations. It is stated in CPS-019 that deriving income from investments can be different from carrying on a business. Distinguishing between the two is a question of fact. In the CRA's view, income from investments share a number of characteristics:

- Investment income is derived primarily from the mere ownership of the asset. It is not dependent on active trading such as conducted by dealers who buy an asset in order to sell it as soon as possible at a profit, or the exploitation of the asset such as conducted by manufacturers or resource companies.
- With investment income, the risk to the charity is generally limited to the purchase price of the asset.
- Deriving investment income is also fundamentally a passive activity, in that it does not call upon the charity to take any active role in operating the underlying business.⁷

To summarize the above, to mitigate the risk of the University being perceived as being actively involved in the business activities carried on by the FundCo, it is crucial to restrict U of A's presence within the FundCo to the appointment and representation of the Board of FundCo. The activities of FundCo will be governed by its Board of Directors which will in turn with management of FundCo provide summary reporting only to the Board of Governors of the University.

⁴ Ruling 2011-0431051R3 — Charity's interest in a taxable corporation.

⁵ CPS-019 – What is a related business? Paragraph 47.

⁶ CPS-019 – What is a related business? Paragraph 48.

⁷ CPS-019 – What is a related business? Paragraph 14.

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II. Prudent Investment

As a charitable organization, a registered charity is required to be constituted and operated exclusively for charitable purposes and devote all its resources to charitable activities carried on by the organization itself.⁸

In conjunction with the above considerations of passive investment, the CRA expressed their view by acknowledging jurisprudence at charity law as follows:

Charity law dictates that a charity's assets be managed so as to obtain the best return within the bounds of **prudent** investment principles. As long as a charity manages its investments prudently, this function would generally be regarded as a necessary administrative function and not a business activity.⁹

As long as a charity manages its investments prudently, this function would generally be regarded as a necessary administrative function and not a business activity.¹⁰

Provinces have jurisdiction over charities and charitable property, therefore, what constitutes the prudent investor standard are established through the applicable provincial statutes. Pursuant to subsection 75(2) of the APSLA, when making investments a board must adhere to the investment and lending policies, standards and procedures approved under subsection 75(3), which provides that the board must, by resolution, approve policies, standards and procedures that a reasonable and prudent person would apply in respect of a portfolio of investments to avoid undue risk of loss and to obtain a reasonable return.

C. Research Activities

The Fund's proposed model is highly integrated with the University's research activities. Given the innovative approach of these collaborative research activities, we would like to bring your attention to the CRA's Policy Statement CPS-029.¹¹ Within this policy, the CRA provides legal and administrative requirements that a registered charity must fulfill to conduct or fund research as a charitable activity.

Any research that does not directly further a charitable purpose, or the delivery of a charitable program, would not constitute research in the charitable sense.

To be considered charitable at common law, the research that a charity conducts or funds as a charitable activity must:

⁸ "Charitable organization" is defined in subsection 149.1(1) of the ITA.

⁹ CPS-019 – What is a related business? Paragraph 15.

¹⁰ Ibid.

¹¹ Policy Statement CPS-029 Research as a charitable activity.

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- 1. be a way to achieve or further the charity's charitable purpose.
- 2. be based on a research subject that has educational value and a research proposal that is capable of being attained through research.
- 3. be undertaken in such a way that it might reasonably lead to the discovery or improvement of knowledge.
- 4. be conducted primarily for the public benefit and not for self-interest or private commercial consumption.
- 5. be disseminated and made publicly available to others who might want to access the information.¹²

CPS-029 provides detailed information on how the CRA assesses the above requirements, which should be consulted with upon developing subsequent policies of the Fund.

FUNDCO REPORTING ISSUES

As a taxable corporation, FundCo will be required to prepare and file an annual Corporate Tax Return and will be subject to Federal/Alberta corporate tax to the extent it has taxable income within its fiscal reporting period. Planning will occur to ensure that FundCo will have nominal taxable income in any particular taxation year.

The U of A is considered a 'public agency', as that term is defined under Alberta Public Agencies Governance Act ("**APAGA**"). FundCo will be considered a subsidiary of a public agency pursuant to subparagraph 3(1)(m)(ii) of the Public Sector Compensation Transparency Act ("**PSCTA**"). As a result any compensation paid to an employee of FundCo that is above the reporting threshold provided by the PSCTA will be required to be publicly reported pursuant to the PSCTA.

FundCo will not be considered a 'public agency' in its own right under the APAGA and as a result it is not subject to the Regulations of the Reform of Agencies, Boards and Commissions Compensation Act ("**RABCCA**"). Therefore, no regulatory limits need to be established relating to the setting of compensation levels for employees of FundCo.

INTELLECTUAL PROPERTY POLICY ISSUES

May **24**, 2022

Intellectual Property generated at the University is governed by the Patent Policy¹³, the Copyright Regulations¹⁴, and the Distribution of Royalty Revenue Policy¹⁵. Pursuant to this framework, most intellectual property generated at the University is owned by its creators. However, in the case of patentable intellectual property (PIP) (i.e., intellectual property which is capable of patent protection), inventors who elect to commercialize their PIP do owe several obligations to the University. First, inventors are required to report the PIP to the University through a Report of Invention prior to undertaking any efforts to commercialize the PIP. In the Report of Invention, the inventors must indicate whether they wish to retain ownership of the PIP and commercialize it themselves (in which case the inventors must remit 1/3 of net revenue from the commercialization to the University), or they may choose to assign the PIP to the University and have the University manage the commercialization on their behalf (in which case the University retains $\frac{2}{3}$ of the net revenue from the commercialization). Inventors are not required to report intellectual property other than PIP to the University, however they may still elect to voluntarily report and assign other forms of intellectual property (e.g. copyright in a software program or database) to the University in order to have the University commercialize the intellectual property on their behalf. In such cases, any revenue sharing is negotiated between the parties.

The University's policies regarding intellectual property are currently under review by the Intellectual Property and Commercialization Policy and Procedures Review and Recommendation Committee ("IPC **Committee**"). The IPC Committee is chaired by the Legal Counsel (Vice President Research & Innovation), and includes representatives from nine faculties. It is currently reviewing all policies and processes relating to technology commercialization at the University and will be providing recommendations to the VP (Research & Innovation). A final report from the IPC committee is expected before the end of 2022. Any proposed changes relating to the Patent Policy or Copyright Regulations must be negotiated with the Association of Academic Staff of the University of Alberta.

Any recommendations for updates to the current intellectual property policy framework will seek to balance the interests of the University and inventors, in order to ensure that startups emerging from the University are well positioned for investment and success.

FUNDCO OPERATING BUDGET

The University is currently developing an operating and capital budget for the Fund and FundCo operations for the next five years. Any costs or activities relating to fundraising for the Fund will rest with the University.

¹³ https://policiesonline.ualberta.ca/policiesprocedures/policies/patent-policy.pdf

¹⁴ https://www.ualberta.ca/research/media-library/tts/documents/copyrightreg.pdf

¹⁵ https://policiesonline.ualberta.ca/policiesprocedures/policies/distribution-of-royalty-revenue-policy.pdf

May **24**, 2022

FundCo will require cash flow for employee salaries, which initially will include a CEO and support. All administrative and operating support will be provided by the University for a fee pursuant to the Management Services Agreement negotiated between the parties.

It is anticipated that FundCo will derive its revenue through a fund management fee paid pursuant to the Service Provider Agreement with the University. The amount of the management fee will be established as a combination of a base amount plus an additional fee based on the dollar amount of funds under management.

It is projected that the management fee revenue earned by FundCo will approximate the costs of operating FundCo so that no surplus or deficit will be developed in FundCo.

The operating budget of FundCo will be annually reviewed and approved by the Board of Directors. The FundCo Board will provide summary reporting to the University's Board of Governors on the ongoing operating budget and operations of FundCo.

ACCOUNTING ANALYSIS AND FINANCIAL REPORTING CONSIDERATIONS

Under the Introduction to Public Sector Accounting Standards ("**PSAS**" or "**PS**"), PS.05 defines a 'government organization' as any organization controlled by a government that is a separate entity with the power to contract in its own name and that can either legally sue another party or be sued.

Given that FundCo is a separate legal entity wholly-owned and controlled by the U of A, it would meet the definition of a government organization stated in PS.05. Pursuant to PS.16, a government organization may be classified as:

- a) a government business enterprise ("GBE");
- b) a government not-for-profit ("GNPO"); or
- c) another government organization ("OGO").

Since FundCo will be a for-profit corporation, it will not meet the criteria set out for a GNPO. PS .08 states an OGO is a government organization that has all of the following characteristics:

- a) It is a separate entity with the power to contract in its own name and that can sue and be sued.
- b) It is neither a GBE nor a GNPO.

Therefore, if FundCo does not meet the definition of a GBE, it will be considered an OGO.

PS. 07 states a GBE is a government organization that has all of the following characteristics:

May **24**, 2022

a) It is a separate entity with the power to contract in its own name and that can sue and be sued.

Met: FundCo will be registered as a for-profit corporation with the ability to enter into contracts with third parties.

b) It has been delegated the financial and operational authority to carry on a business.

Met: FundCo will have the power to carry on its own operations by managing investments on behalf of the U of A.

c) It sells goods and services to individuals and organizations outside of the government reporting entity (i.e. the U of A) as its principal activity.

Not Met: As a Fund manager for the U of A, FundCo's sole source of revenues will come from the U of A in the form of management fees.

d) It can, in the normal course of its operations, maintain its operations and meet its liabilities from revenues received from sources outside of the government reporting entity.

Not Met: Since the only source of revenues FundCo will generate will be management fees received from the U of A, FundCo will be reliant on revenues received from the U of A to maintain its normal course of operations.

Therefore, since FundCo does not meet the definition of a GBE, it will be considered an OGO.

As a result of FundCo being considered an OGO, the U of A will be required to consolidate FundCo into its financial statements on a line-by-line basis. (PS 2500)

As an OGO, FundCo will have the choice of following the accounting and financial reporting guidelines under IFRS **or** PSAS depending on which best fits its users' needs. (PS .19)

THIS SCHEDULE "A" IS INCORPORATED INTO AND FORMS PART OF THE ARTICLES OF THE CORPORATION

The Corporation is authorized to issue an unlimited number of Class A Common Shares, an unlimited number of Class B Common Shares, an unlimited number of Class C Common Shares, an unlimited number of Class D Common Shares, an unlimited number of Class E Preferred Shares, (the Class E Preferred Shares are the "**Preferred Shares**").

I. <u>CLASS A COMMON SHARES, CLASS B COMMON SHARES, CLASS C COMMON SHARES and</u> <u>CLASS D COMMON SHARES</u>

The rights, privileges, restrictions and conditions attaching to the Class A Common Shares, the Class B Common Shares, the Class C Common Shares and the Class D Common Shares shall be as follows:

1. Voting

1.1 Holders of Class A Common Shares and Class B Common Shares shall be entitled to receive notice of and to attend and vote at all meetings of shareholders of the Corporation, except meetings of holders of another class of shares. Each Class A Common Share and each Class B common Shares shall entitle the holder thereof to one vote.

1.2 Subject to the *Business Corporations Act* (Alberta) (the "Act"), holders of Class C Common Shares and Class D Common Shares shall not be entitled to receive notice of, attend or vote at meetings of shareholders of the Corporation.

2. Dividends

2.1 Subject to the preferences accorded to holders of Preferred Shares and any other shares of the Corporation ranking senior to the Class A Common Shares from time to time with respect to the payment of dividends, holders of Class A Common Shares shall be entitled to receive, if, as and when declared by the Board of Directors, such dividends as may be declared thereon by the Board of Directors from time to time. Holders of Class A Common Shares shall be entitled to receive dividends on the Class A Common Shares shall be entitled to receive dividends on the Class A Common Shares exclusive of any other shares of the Corporation.

2.2 Subject to the preferences accorded to holders of Preferred Shares and any other shares of the Corporation ranking senior to the Class B Common Shares from time to time with respect to the payment of dividends, holders of Class B Common Shares shall be entitled to receive, if, as and when declared by the Board of Directors, such dividends as may be declared thereon by the Board of Directors from time to time. Holders of Class B Common Shares shall be entitled to receive dividends on the Class B Common Shares shall be entitled to receive dividends on the Class B Common Shares shall be entitled to receive dividends on the Class B Common Shares exclusive of any other shares of the Corporation.

2.3 Subject to the preferences accorded to holders of Shares and any other shares of the Corporation ranking senior to the Class C Common Shares from time to time with respect to the payment of dividends, holders of Class C Common Shares shall be entitled to receive, if, as and when declared by the Board of Directors, such dividends as may be declared thereon by the Board of Directors from time to time. Holders of Class C Common Shares shall be entitled to receive dividends on the Class C Common Shares shall be entitled to receive dividends on the Class C Common Shares exclusive of any other shares of the Corporation.

2.4 Subject to the preferences accorded to holders of Preferred Shares and any other shares of the Corporation ranking senior to the Class D Common Shares from time to time with respect to the payment of dividends, holders of Class D Common Shares shall be entitled to receive, if, as and when declared by the Board of Directors, such dividends as may be declared thereon by the Board of Directors from time to time. Holders of Class D Common Shares shall be entitled to receive dividends on the Class D Common Shares shall be entitled to receive dividends on the Class D Common Shares exclusive of any other shares of the Corporation.

2.5 Any such dividend as may be declared shall not be paid so as to reduce the value of the Preferred Shares below their Redemption Amount (as defined below).

3. Liquidation, Dissolution or Winding-Up

3.1 In the event of the voluntary or involuntary liquidation, dissolution or winding-up of the Corporation or any other distribution of its assets among its shareholders for the purpose of winding-up its affairs (such event referred to herein as a "Distribution") and subject to the preferences accorded to holders of Preferred Shares any other shares of the Corporation ranking senior to the Class A Common Shares, Class B Common Shares, Class C Common Shares and Class D Common Shares from time to time with respect to payment on a Distribution:

- (a) holders of Class A Common Shares shall be entitled, in priority to the entitlement of the holders of Class C Common Shares, Class B Common Shares and Class D Common Shares upon a Distribution, to payment of an amount equal to the stated capital for each Class A Common Share held;
- (b) after payment of the stated capital to the holders of Class A Common Shares pursuant to paragraph (a) above, holders of Class C Common Shares shall be entitled, in priority to the entitlement of the holders of Class B Common Shares and the Class D Common Shares upon a Distribution, to payment of an amount equal to the stated capital for each Class C Common Share held; and
- (c) after payment of the stated capital to the holders of Class A Common Shares pursuant to paragraph (a) above and payment of the stated capital to the holders of Class C Common Shares pursuant to paragraph (b) above, holders of Class A Common Shares, Class B Common Shares, Class C Common Shares and Class D Common Shares shall be entitled to share equally, share for share, in the remaining property of the Corporation.

II. CLASS E PREFERRED SHARES

There shall only be one issuance of Class E Preferred Shares and the rights, privileges, restrictions and conditions attaching to the Class E Preferred Shares are as follows:

1. Definition of Redemption Amount

1.1 "**Redemption Amount**" for a Class E Preferred Share shall be equal to the fair market value of the property received by the Corporation in respect of the first issuance of the Class E Preferred Shares minus the fair market value of the non-share consideration paid or debt assumed by the Corporation in partial consideration for such property (with the fair market value being fixed by the Board of Directors as at the time of such first issuance of Class E Preferred Shares) divided by the number of Class E

Preferred Shares issued at that time, plus any declared but unpaid non-cumulative dividends payable thereon as of the date of redemption, provided that if at a particular time the fair market value of such property less the fair market value of any non-share consideration paid or debt assumed by the Corporation shall be determined:

- (a) by tribunal or court of competent jurisdiction;
- (b) by agreement with Canada Revenue Agency;
- (c) by a valuator acceptable to the Corporation and the holder of Class E Preferred Shares issued for such consideration; or
- (d) by agreement between the Corporation and the holder of the Class E Preferred Shares;

to be different from the fair market value fixed by the Board of Directors, the fair market value shall be adjusted by being increased or decreased, as the case may be, so as to equal the fair market value so determined. The fair market value so adjusted shall be effective as of the time the Class E Preferred Shares were issued and the Redemption Amount per Class E Preferred Share shall be appropriately adjusted by resolution of the Board of Directors of the Corporation. Any resultant overpayment by the Corporation to the holders or former holders of such Class E Preferred Shares (whether by way of redemption, repurchase or otherwise, but not by way of earlier dividend) shall be a debt due by the holders or former holders of such Class E Preferred Shares to the Corporation and shall be repaid to the Corporation forthwith, and any resultant underpayment by the Corporation to the holders or former holders of such Class E Preferred Shares (whether by way of redemption, repurchase or otherwise, but not by way of redemption, repurchase or otherwise, but not by way of earlier dividend) shall be a debt due by the Corporation to the holders or former holders of such Class E Preferred Shares (whether by way of redemption, repurchase or otherwise, but not by way of earlier dividend) shall be a debt due by the Corporation to the holders or former holders of such Class E Preferred Shares and shall be paid forthwith to such holders or former holders.

2. Voting Rights

2.1 Subject to the Act, holders of Class E Preferred Shares shall not be entitled to receive notice of, attend or vote at any meetings of the shareholders of the Corporation.

3. Dividends

3.1 The holders of Class E Preferred Shares shall be entitled to receive, if, as and when declared by the Board of Directors of the Corporation a preferential, non-cumulative dividend in respect of each calendar year at a rate per annum as may reasonably be determined by the Directors of the Corporation at the time of issuance of the Class E Preferred Shares multiplied by the Redemption Amount of such Class E Preferred Shares for such calendar year, provided that in the calendar year in which the Class E Preferred Shares are issued or redeemed such dividend entitlement shall be reduced proportionate to the number of days of such year that any Class E Preferred Shares are issued and outstanding.

3.2 No dividends shall be declared or paid in any year on the Common Shares or the other Preferred Shares or any other shares of the Corporation ranking junior to the Class E Preferred Shares from time to time with respect to the payment of dividends, unless all dividends which shall have been declared and which remain unpaid on the Class E Preferred Shares then issued and outstanding shall have been paid or provided for at the date of such declaration or payment.

3.3 If within four months after the expiration of any calendar year the Board of Directors shall not have declared a dividend on the Class E Preferred Shares in respect of such calendar year, the rights of holders of Class E Preferred Shares to a dividend for such calendar year shall be forever extinguished. If a dividend is declared during such four month period, the rights of holders of Class E Preferred Shares to any further dividend for such calendar year shall be forever extinguished.

3.4 The rights of holders of Class E Preferred Shares to dividends in any year shall be limited to the non-cumulative, preferential dividend specified in this clause II.3.

4. Liquidation

4.1 In the event of a Distribution, holders of Class E Preferred Shares shall be entitled, in priority to the Common Shares and any other shares ranking junior to the Class E Preferred Shares from time to time with respect to payment on a Distribution to payment of an amount equal to the Redemption Amount for such Class E Preferred Shares and all such amounts shall be paid to the holders of the Class E Preferred Shares before any amounts are paid to the holders of Common Shares any other shares ranking junior to the Class E Preferred Shares from time to time with respect to payment on a Distribution. The participation rights of the Class E Preferred Shares of the Corporation shall rank pari passu with the other Preferred Shares of the Corporation. The Class E Preferred Shares shall not confer a right to any further participation in the property of the Corporation on a Distribution.

5. Redemption by the Corporation

5.1 Subject to the Act, the Corporation may, upon giving notice or upon the waiver of such notice as hereinafter provided, redeem at any time the whole or from time to time any part of the then outstanding Class E Preferred Shares on payment or deposit (in accordance with clause II.5.4) of the Redemption Amount for each Class E Preferred Share to be redeemed. If part only of the Class E Preferred Shares are to be redeemed, the Board of Directors may select the Class E Preferred Shares to be redeemed (i) by lot; (ii) on a pro rata basis; or (iii) in such other manner as the Board of Directors may in their discretion select. If part only of the Class E Preferred Shares represented by any certificate are redeemed, a new certificate for the balance shall be issued at the expense of the Corporation.

5.2 In the case of a redemption of Class E Preferred Shares, the Corporation shall give notice in writing of the intention of the Corporation to redeem such shares (unless notice is waived in any manner by the holder of the Class E Preferred Shares called for redemption) at least 21 days before the date specified for redemption (the date specified for redemption to be referred to in this clause II.5 as the "Redemption Date") to each person who at the date of mailing is a holder of Class E Preferred Shares to be redeemed, provided that accidental failure to give such notice to one or more of such shareholders shall not affect the validity of such redemption. Such notice shall set out the Redemption Amount per Class E Preferred Share, the Redemption Date, the name of the chartered bank or trust company at which the Redemption Amount may be deposited (if the Redemption Amount may be deposited pursuant to clause II.5.4) and, if part only of the Class E Preferred Shares held by the person to whom it is addressed is to be redeemed, the number thereof to be redeemed.

5.3 Subject to the Act, the Corporation shall pay to the holder of the Class E Preferred Shares to be redeemed the Redemption Amount of each such share on or after the Redemption Date, provided that such holder has presented and surrendered to the Corporation the certificates representing the Class E Preferred Shares so called for redemption. Payment for Class E Preferred Shares to be redeemed by the Corporation shall be made by cheque payable at par in Canadian funds at any branch of the

Corporation's bankers. Such cheques shall be sent in accordance with the Act to holders of such Class E Preferred Shares and redemption shall be deemed to have taken place upon such sending.

5.4 The Corporation shall have the right at any time after the mailing of notice of its intention to redeem any Class E Preferred Shares to deposit the Redemption Amount for each Class E Preferred Share so called for redemption, or of such of those shares represented by certificates which have not at the date of such deposit been presented and surrendered by the holders thereof in connection with such redemption, to a special account in any chartered bank or in any trust company in Canada named in such notice, to be paid without interest to or to the order of the respective holders of such Class E Preferred Shares called for redemption upon presentation and surrender to such bank or trust company of the certificates representing same. The Class E Preferred Shares in respect whereof this deposit has been made shall be deemed to be redeemed on the later of the date of such deposit and the Redemption Date. On such applicable date the Corporation shall adjust its securities register to show that such Class E Preferred Shares have been redeemed and the rights of the holders thereof shall be limited to receiving, without interest, the Redemption Amount per Class E Preferred Share so deposited. Any interest allowed on such deposit shall belong to the Corporation. After the Redemption Amount for such Class E Preferred Shares has been deposited with any chartered bank or trust company in Canada, as aforesaid, notice shall be given to the holders of any Class E Preferred Shares called for redemption who have failed to present and surrender the certificates representing such shares within two months of the Redemption Date that the money has been so deposited and may be obtained by the holders of these Class E Preferred Shares upon presentation and surrender of the certificates representing such shares called for redemption at such bank or trust company.

5.5 From and after the Redemption Date, the holders of any such Class E Preferred Shares to be redeemed shall not be entitled to exercise any of the rights of the holders of Class E Preferred Shares in respect thereof unless payment or deposit of the Redemption Amount per Class E Preferred Share shall not be made in accordance with the foregoing provisions, in which event the rights of the holders of such Class E Preferred Shares shall remain unaffected.

6. Redemption at the Option of the Holders of Class E Preferred Shares

6.1 Subject to the provisions of the Act, a holder of Class E Preferred Shares shall be entitled to require the Corporation to redeem at any time or from time to time all or any part of the Class E Preferred Shares held by such holder by depositing with the Corporation:

- (a) an irrevocable request in writing specifying:
 - (i) that such holder desires to have the whole or any part of the Class E Preferred Shares held by such holder redeemed by the Corporation; and
 - (ii) the business day, which shall not be less than thirty days after the day on which the request in writing is deposited with the Corporation, on which the holder desires to have the Corporation redeem such shares (the "Retraction Date" for the purposes of this clause II.6); and
- (b) the share certificate(s) representing the Class E Preferred Shares which the holder desires to have the Corporation redeem.

If only part of the Class E Preferred Shares represented by any certificate is to be redeemed, a new certificate for the balance shall be issued at the expense of the Corporation.

6.2 On the Retraction Date the Corporation, if permitted by the Act, shall redeem the number of Class E Preferred Shares to be redeemed by paying the holder of such Class E Preferred Shares an amount per share equal to the Redemption Amount, provided that all requirements set out under this clause II.6 have been complied with. Payment for Class E Preferred Shares to be redeemed by the Corporation shall be made by cheque payable at par in Canadian funds at any branch of the Corporation's bankers. Such cheque shall be sent in accordance with the Act to the holder of such Class E Preferred Shares and redemption shall be deemed to have taken place upon such sending. If on the Retraction Date the Corporation would be prevented by the Act from redeeming all of the Class E Preferred Shares requested by the holder thereof to be redeemed, the Corporation shall redeem, disregarding fractions, that number of Class E Preferred Shares that it is permitted by the Act to redeem and the Corporation shall redeem the balance of the outstanding Class E Preferred Shares requested by the Act.

6.3 From and after the Retraction Date, the holders of any such Class E Preferred Shares to be redeemed shall not be entitled to exercise any of the rights of the holders of Class E Preferred Shares in respect thereof unless payment of the Redemption Amount per Class E Preferred Share shall not be made in accordance with the foregoing provisions, in which event the rights of the holders of such Class E Preferred Shares shall remain unaffected.

7. Restricted Payments to the Holders of Shares of Other Classes

7.1 The Corporation shall not make any Restricted Payment (as defined in clause II.7.2) to a holder of shares of the Corporation of any class other than Class E Preferred Shares if the Corporation is, or would after making the Restricted Payment be, unable to pay to the holders of Class E Preferred Shares the Redemption Amount for each Class E Preferred Share held.

- 7.2 For the purpose of clause II.7.1, the Corporation makes a Restricted Payment when it:
 - (a) declares or pays a dividend other than a stock dividend consisting of shares of a class other than Class E Preferred Shares,
 - (b) makes any payment to purchase, redeem or otherwise acquire any shares of the Corporation of any class other than Class E Preferred Shares, or
 - (c) gives financial assistance by means of a loan, guarantee or otherwise.

BY-LAWS

A by-law relating generally to the transaction of the business and affairs

of

____ LTD.

CONTENTS

SECTION

One Two Three Four Five Six Seven Eight Nine Ten Interpretation Business of the Corporation Directors Committees Protection of Directors / Officers Shares Dividends Meetings of Shareholders Notices Effective Date

SUBJECT

IT IS HEREBY ENACTED as the By-Laws of ______ Alberta Ltd. (hereinafter called the "Corporation") as follows:

SECTION ONE INTERPRETATION

1.01 Definitions

In the By-Laws of the Corporation, unless the context otherwise requires:

"Act" means the *Business Corporations Act* of Alberta and any statute that may be substituted therefore, as from time-to-time amended

"appoint" includes "elect" and vice versa

"Articles" means the articles attached to the Certificate of Incorporation of the Corporation as from time-to-time amended or restated

"Board" means the Board of Directors of the Corporation

"By-Laws" means this By-Law and other By-Laws of the Corporation from time-to-time in force and effect

"meeting of shareholders" means any meeting of Shareholders, including any meeting of one or more classes or series of shareholders

"recorded address" means, in the case of a shareholder, his address as recorded n the securities register; in the case of joint shareholders, the address appearing in the Securities Register in respect of such joint holding or the first address so appearing if there are more than one; and in

the case of a director, officer, auditor or member of a committee of the Board, his latest address as recorded in the records of the Corporation

"signing officer" means, in relation to any instrument, any person authorized to sign the same on behalf of the Corporation by Section 2.03 or by a resolution passed pursuant thereto.

Save as aforesaid, words and expressions defined in the Act have the same meanings when used herein; and words importing the singular number include the plural and vice versa;; words importing gender include the masculine, feminine and neuter genders; and words importing persons include individuals, bodies corporate, partnerships, trusts and unincorporated organizations.

1.02 Conflict with the Act, the Articles or any Unanimous Shareholder Agreement

To the extent of any conflict between the provisions of the By-Laws and the provisions of the Act, the Articles or any unanimous shareholder agreement relating to the Corporation, the provisions of the Act, the Articles or the unanimous shareholder agreement shall govern.

1.03 Headings and Sections

The headings used throughout the By-Laws are inserted for convenience of reference only and are not to be used as an aid in the interpretation of the By-Laws. "Section" followed by a number means or refers to the specified section of this By-Law.

1.04 Invalidity of any provision of By-Laws

The invalidity or unenforceability of any provision of the By-Laws shall not affect the validity or enforceability of the remaining provisions of the By-Laws.

SECTION TWO BUSINESS OF THE CORORATION

2.01 Corporate Seal

The corporate seal of the Corporation, if any, shall be in such form as the Board may from timeto-time by resolution approve.

2.02 Financial Year

The financial year of the Corporation shall end on such date in each year as the Board may from time-to-time by resolution determine.

2.03 Execution of Instruments

Deeds, transfers, assignments, contracts, obligations, certificates and other instruments shall be signed on behalf of the Corporation by two persons, one of whom holds the office of Chair of the Board, President, Vice-President or Director and the other of whom holds one of the said offices or the office of Secretary, Treasurer, Assistant Secretary or Assistant Treasurer or any other office created by by-law or resolution of the Board; provided that if the Corporation has one Director, that Director alone may sign any instruments on behalf of the Corporation. In addition, the Board may from time-to-time direct the manner in which, and the person or persons by whom, any instrument or instruments may or shall be signed. Any signing officer may affix the corporate seal to any instrument requiring the same.

2.04 Banking Arrangements

The banking business of the Corporation, including, without limitation, the borrowing of money and the giving of security therefore, shall be transacted with such banks, trust companies or other bodies corporate or organizations as may from time-to-time be authorized by the Board. Such banking business or any part thereof shall be transacted under such agreements, instructions and delegations of powers as the Board may from time-to-time prescribe or authorize.

2.05 Voting Rights in Other Bodies Corporation

The signing offices may execute and deliver proxies and arrange for the issuance of voting certificates or other evidence of the right to exercise the voting rights attaching to any securities held by the Corporation. Such instruments, certificates or other evidence shall be in favour of such person or persons as may be determined by the persons executing such proxies or arranging for the issuance of voting certificates or such other evidence of the right to exercise such voting rights. In addition, the Board, or, failing the Board, the signing officers may from time-to-time direct the manner in which and the person or persons by whom any particular voting rights or class of voting rights may or shall be exercised.

2.06 Insider Trading Reports and Other Filings

Any one Officer or Director of the Corporation may execute and file on behalf of the Corporation insider trading reports and other filings of any nature whatsoever required under applicable corporate or securities law.

2.07 Divisions

The Board may from time-to-time cause the business and operations of the Corporation or any part thereof to be divided into one or more divisions upon such basis, including, without limitation, types of business or operations, geographical territories, product lines or goods or services, as the Board may consider appropriate in each case. From time-to-time, the Board may authorize upon such basis as may be considered appropriate in each case:

- (a) the designation of any such division by, and the carrying on of the business and operations of any such division under a name other than the name of the Corporation; provided that the Corporation shall set out its name in legible characters in all contracts, invoices, negotiable instruments and orders for goods or services issued or made by or on behalf of the Corporation; and
- (b) the appointment of officers for any such division and the determination of their powers and duties, provided that any such officers shall not, as such, be officers of the Corporation.

SECTION THREE DIRECTORS

3.01 Number of Directors

- (a) If the Articles provide for a minimum number and a maximum number of Directors, unless otherwise provided in the Articles, the number of Directors of the Corporation shall be determined from time-to-time by resolution of the Shareholders;
- (b) A director shall be elected for a two (2) year term and may be re-elected for subsequent two (2) year terms, up to a maximum aggregate of serving six (6) years in total. Notwithstanding the foregoing, the initial directors of the Corporation shall be elected in staggered terms, namely half of the directors shall be appointed for an initial one (1) year term and may be re-

elected for subsequent two (2) year terms, but only to a maximum aggregate of serving five (5) years in total; and the other half of the initial directors shall be elected for an initial two (2) year term and may be re-elected for subsequent two (2) year terms, but only to a maximum aggregate of serving six (6) years in total.

3.02 Calling and Notice of Meetings

Meetings of the Board shall be called and held on such time and at such place as the Board, the Chair of the Board, the President or any two Directors may determine, and the Secretary or any other Officer shall give notice of meetings when directed or authorized by such persons. Notice of each meeting of the Board shall be given in the manner provided in the Act to each Director not less than Forty-Eight (48) hours before the time when the meeting is to be held, provided that if a quorum of Directors is present, the Board may, without notice, hold a meeting immediately following an annual meeting of Shareholders. Notice of a meeting of the Board may be given verbally, in writing, electronically or by telephone or videoconference, or any other means of communication. A notice of a meeting, except where required by the Act. Notwithstanding the foregoing, the Board may from time-to-time fix a day or days in any month or months for regular meetings of the Board at a place and hour to be named, in which case, provided that a copy of any such resolution is sent to each Director forthwith after being passed and forthwith after each Director's appointment, no other notice shall be required for any such regular meeting except where the Act requires specification of the purpose or the business to be transacted thereat.

3.03 Place of Meetings

Meetings of the Board may be held at any place in or outside Alberta. A Director who attends a meeting of Directors, in person or by telephone, videoconference or other communication facilities pursuant to Section 3.04, is deemed to have consented to the location of the meeting except when he attends the meeting for the express purpose of objecting to the transaction of any business on the grounds that the meeting is not lawfully held.

3.04 Meetings by Telephone or Videoconference

With the consent of the Chair of the meeting or a majority of the Directors present at the meeting, a Director may participate in a meeting of the Board or of a committee of the Board by means of telephone, videoconference or other communication facilities that permit all persons participating in the meeting to hear each other. A Director participating in such a meeting in such manner shall be considered present at the meeting and at the place of the meeting.

3.05 Quorum

The quorum for the transaction of business at any meeting of the Board shall consist of a majority of Directors or such greater or lesser number of Directors as the Board may from time-to-time determine, provided that, if the Board consists of only one Director, the quorum for the transaction of business at any meeting of the Board shall consist of one Director.

3.06 Chair

The Chair of any meeting of the Board shall be the Director present at the meeting who is the first mentioned of the following officers as have been appointed: Chair of the Board, President or a Vice-President (in order of seniority). If no such officer is present, the Directors present shall choose one of their number to be Chair.

3.07 Action by the Board

At all meetings of the Board, every question shall be decided by a majority of the votes cast on the question. In case of an equality of votes, the Chair of the meeting shall be entitled to a

second or casting vote. The powers of the Board may be exercised by resolution passed at a meeting at which a quorum is present or by resolution in writing signed by all the Directors who would be entitled to vote on that resolution at a meeting of the Board. Resolutions in writing may be signed in counterparts.

3.08 Adjourned Meeting

Any meeting of Directors may be adjourned from time-to-time by the Chair of the meeting, with the consent of the meeting, to a fixed time and place. The adjourned meeting shall be duly constituted if a quorum is present and if it is held in accordance with the terms of the adjournment. If there is o quorum present at the adjourned meeting, the original meeting shall be deemed to have terminated forthwith after its adjournment.

3.09 Remuneration and Expenses

The Directors shall be paid such remuneration for their services as the Board may from time-totime determine. The Directors shall also be entitled to be reimbursed for reasonable travelling and other expenses properly incurred by them in attending meetings of the Board or any committee thereof. Nothing herein contained shall preclude any Director from serving the Corporation in any other capacity and receiving remuneration therefore.

3.10 Officers

The Board from time-to-time may appoint one or more Officers of the Corporation and, without prejudice to rights under any employment contract, may remove any Officer of the Corporation. The powers and duties of each Officer of the Corporation shall be those determined from time-to-time by the Board and, in the absence of such determination, shall be those usually incidental to the office held.

3.11 Agents and Attorneys

The Board shall have the power from time-to-time to appoint agents or attorneys for the Corporation in or outside Canada, with such powers of management or otherwise (including the power to sub-delegate) as may be thought fit.

SECTION FOUR COMMITTEES

4.01 Transaction of Business

The powers of any committee of Directors may be exercised by a meeting at which a quorum is present or by resolution in writing signed by all the members of such committee who would have been entitled to vote on that resolution at a meeting of the committee. At all meetings of committees, every question shall be decided by a majority of the votes cast on the question. In case of an equality of votes, the Chair of the meeting shall be entitled to a second or vesting vote. Resolutions in writing may be signed in counterparts.

4.02 Procedure

Unless otherwise determined by the Board, a quorum for meetings of any committee shall be a majority of its members, each committee shall have the power to appoint its chair and the rules for calling, holding, conducting and adjourning meetings of the committee shall be the same as those governing the Board. Each member of a committee shall serve during the pleasure of the Board of Directors, and, in any event, only so long as he shall be a Director. The Directors may fill vacancies in a committee by appointment from among their members. Provided that a quorum

is maintained, the committee may continue to exercise its powers notwithstanding any vacancy among its members.

SECTION FIVE PROTECTION OF DIRECTORS AND OFFICERS

5.01 Limitation of Liability

No Director or Office for the time being of the Corporation shall be liable for the acts, receipts, neglects or default s of any other Director or Officer or employee, or for joining in any receipt or act for conformity, or for any loss, damage or expense happening to the Corporation through the insufficiency or deficiency of title to any property acquired by the Corporation or for or on behalf of the Corporation or for the insufficiency or deficiency of any security in or upon which any of the monies of or belonging to the Corporation shall be placed or invested, or for any loss or damage arising from the bankruptcy, insolvency or tortuous act of any person, firm or corporation, including any person, firm or corporation with whom or with which any monies, securities or effects shall be lodged or deposited, or for any loss, conversion, misapplication or misappropriate of or any damage resulting from any dealings with any monies, securities or other assets of or belonging to the Corporation or for any other loss, damage or misfortune whatsoever which may happen in the execution of the duties of his respective office or trust or in relation thereto unless the same shall happen by or through his failure to exercise the powers and to discharge the duties of his office honestly, in good faith and with a view to the best interests of the Corporation and to exercise the care, diligence and skill that a reasonably prudent person would exercise in comparable circumstances.

5.02 Indemnity

The Corporation shall, to the maximum extent permitted under the Act, indemnify a Director or Officer, a former Director or Officer, and a person who acts or acted at the Corporation's request as a director or officer of a body corporate of which the Corporation is or was a shareholder or creditor, and his heirs and legal representatives, against all costs, charges and expenses, including any amount paid to settle an action or satisfy a judgment, reasonably incurred by him in respect of any civil, criminal or administrative action or proceeding to which he is made a party by reason of being or having been a director or officer of the Corporation or such body corporate.

SECTION SIX SHARES

6.01 Non-Recognition of Trusts

Subject to the provisions of the Act, the Corporation may treat as the absolute owner of any share the person in whose name the share is registered in the Securities Register as if that person had full legal capacity and authority to exercise all rights of ownership, irrespective of any indication to the contrary through knowledge or notice or description in the Corporation's records or on the share certificate.

6.02 Joint Shareholders

If two or more persons are registered as joint holders of any share:

- (a) the Corporation shall record only one address on its books for such joint holders; and
- (b) the address of such joint holders for all purposes with respect to the Corporation shall be their recorded address;

any one such persons may give effectual receipts for the certificates issued in respect thereof or for any dividend, bonus, return of capital or other money payable or warrant issuable in respect of such share.

SECTION SEVEN DIVIDENDS

7.01 Dividend Cheques

A dividend payable in cash shall be paid by cheque of the Corporation or of any dividend paying agent appointed by the Board, to the order of each registered holder of shares of the class or series in respect of which it has been declared and mailed by pre-paid ordinary mail to such registered holder at his recorded address, unless such holder otherwise directs and the Corporation agrees to follow such direction. In the case of joint holders, the cheque shall, unless such joint holders otherwise direct and the Corporation agrees to follow such direction, be made payable to the order of all of such joint holders and mailed to them at their recorded address. The mailing of such cheque as aforesaid, unless the same is not paid on due presentation, shall satisfy and discharge the liability for the dividend to the extent of the sum represented thereby plus the amount of any tax which the Corporation is required to and does withhold.

7.02 Non-Receipt of Cheques

In the event of non-receipt of any dividend cheque by the person to whom it is sent as aforesaid, the Corporation shall issue to such person a replacement cheque for a like amount on such terms as to indemnity, reimbursement of expenses and evidence of non-receipt and of title as the Board may from time-to-time prescribe, whether generally or in any particular case.

7.03 Unclaimed Dividends

Any dividend unclaimed after a period of six years from the date on which the same has been declared to be payable, shall be forfeited and shall revert to the Corporation.

SECTION EIGHT MEETINGS OF SHAREHOLDERS

8.01 Chair, Secretary and Scrutineers

The Chair of any meeting of Shareholders, who need not be a Shareholder of the Corporation, shall be the first mentioned of the following officers as has been appointed and is present at the meeting: Chair of the Board, President or Vice-President (in order of seniority). If no such officer is present and willing to act as Chair within fifteen minutes from the time fixed for holding the meeting, the persons present and entitled to vote shall choose one of their number to be Chair. The Chair shall conduct the proceedings at the meeting in all respects and his decision in any matter or thing, including, but without in any way limiting the generality of the foregoing, any question regarding the validity or invalidity of any instruments of proxy and any question as to the admission or rejection of a vote, shall be conclusive and binding upon the Shareholders. The Secretary of any meeting of Shareholder shall be the Secretary of the Corporation, provided that if the Corporation does not have a Secretary or if the Secretary of the Corporation is absent, the Chair shall appoint some person, who need not be a Shareholder, to act as Secretary of the meeting. The Board may from time-to-time appoint in advance of any meeting of Shareholders one or more persons to act as scrutineers at such meeting and, in the absence of such appointment, the Chair may appoint one or more persons to act as scrutineers at any meeting of Shareholders. Scrutineers so appoint may, but need not be, shareholders, directors, officers or employees of the Corporation.

8.02 Persons Entitled to be Present

The only persons entitled to be present at a meeting of Shareholders shall be:

- (a) those entitled to vote at such meeting;
- (b) the Directors and auditors of the Corporation;
- (c) others who, although not entitled to vote, are entitled or required under any provision of the Act, the Articles or the By-Laws to be present at the meeting;
- (d) legal counsel to the Corporation when invited by the Corporation to attend the meeting; and
- (e) any other person on the invitation of the Chair or with the consent of the meeting.

8.03 Quorum

A quorum for the transaction of business at any meeting of Shareholders shall be at least two persons present in person, each being a Shareholder entitled to vote thereat or a duly appointed proxy or representative for an absent Shareholder so entitled, and representing in the aggregate not less than Ten (10%) per cent of the outstanding shares of the Corporation carrying voting rights at the meeting, provided that if there should be only one Shareholder of the Corporation entitled to vote at any meeting of Shareholders, the quorum for the transaction of business at the meeting of Shareholders shall consist of the one Shareholder.

8.04 Representatives

The authority of an individual to represent a body corporate or association at a meeting of Shareholders of the Corporation shall be established by depositing with the Corporation a certified copy of the resolution of the Directors or governing body of the body corporate or association, as the case may be, granting such authority, or in such other manner as may be satisfactory to the Chair of the meeting.

8.05 Action by Shareholders

The Shareholders shall act by ordinary resolution unless otherwise required by the Act, Articles, By-Laws, or any unanimous shareholder agreement. In case of an equality of votes upon either a show of hand or upon a poll, the Chair of the meeting shall not be entitled to a second or casting vote.

8.06 Show of Hands

Upon a show of hands, every person who is present and entitled to vote shall have one vote. Whenever a vote by show of hands shall have been taken upon a question, unless a ballot thereon is required or demanded, a declaration by the Chair of the meeting that the vote upon the question has been carried or carried by a particular majority or not carried and an entry to that effect in the minutes of the meeting shall be prima facie evidence of the fact without proof of the number or proportion of the votes recorded n favour of or against any resolution or other proceeding in respect of the said question, and the result of the vote so taken shall be the decision of the Shareholders upon the said question.

8.07 Ballots

A ballot required or demanded shall be taken in such manner as the Chair shall direct. A requirement or demand for a ballot may be withdrawn at any time prior to the taking of the ballot. If a ballot is taken, each person present shall be entitled, in respect of the shares which he is

entitled to vote at the meeting upon the question, that that number of votes provided by the Act or the Articles, and the result of the ballot so taken shall be the decision of the Shareholders upon the said question.

8.08 Meetings by Telephone or Videoconference

With the consent of the Chair of the meeting or the consent (as evidenced by a resolution) of the persons present and entitled to vote at the meeting, a Shareholder or any other person entitled to attend a meeting of Shareholders may participate in the meeting by means of telephone, videoconference or other communication facilities that permit all persons participating in the meeting to hear each other, and a person participating in such a meeting by those means shall be considered present at the meeting and at the place of the meeting.

SECTION NINE NOTICE

9.01 Omissions and Errors

The accidental omission to give any notice to any Shareholder, Director, Officer, auditor or member of a committee of the Board or the non-receipt of any notice by any such person or any error in any notice not affecting the substance thereof, shall not invalidate any action taken at any meeting held pursuant to such notice or otherwise founded thereon.

9.02 Persons Entitled by Death or Operation of Law

Every person who, by operation of law, transfer, death of a Shareholder or any other means whatsoever shall become entitled to any share, shall be bound by every notice in respect of such share which shall have been duly given to the Shareholder from who he derives his title to such share prior to his name and address being entered on the Securities Register (whether such notice was given before or after the happening of the event upon which he became so entitled) and prior to his furnishing to the Corporation the proof of authority or evidence of his entitlement prescribed by the Act.

SECTION TEN EFFECTIVE DATE AND REPEAL

10.01 Effective Date

This By-Law shall come into force when made by the Board in accordance with the Act.

10.02 Repeal

All previous By-Laws of the Corporation are repealed as of the coming into force of this By-Law. Such repeal shall not affect the previous operation of any By-Law so repealed or affect the validity of any act done or right, privilege, obligation or liability acquired or incurred under, or the validity of any contract or agreement made pursuant to or the validity of any Articles (as defined in the Act) or predecessor charter documents of the Corporation obtained pursuant to, any such By-Law prior to its repeal. All Officers and persons acting under any such By-Law so repealed shall continue to act as if appointed under the provisions of this By-Law and all resolutions of the Shareholders, the Board or a committee of the Board with continuing effect passed under any repealed By-Law shall continue to be good and valid except to the extent inconsistent with this By-Law and until amended or repealed.

MADE by the Board the ____ day of _____, 2022

President –

CONFIRMED by the Shareholders in accordance with the Act the _____ day of _____, 2022

President –



Governance Executive Summary Action Item

Agenda Title	Fall 2023 International Tuition Fee Proposal for Incoming Students

Motion

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee and the General Faculties Council Academic Planning Committee, approve tuition fees for new international students for all programs, as set forth in attachment 1, to take effect for the Fall 2023 intakes.

ltem

Action Requested	\boxtimes Approval \square Recommendation		
Proposed by	Provost and Vice-President (Academic) and		
	Vice-President (University Services and Finance)		
Presenter(s)	Steven Dew, Provost and Vice-President (Academic) and		
	Todd Gilchrist, Vice-President (University Services and Finance)		

Details

Provost and Vice-President (Academic) and Vice-President (University Services and Finance)
To propose tuition fees for the Fall 2023 intake of new international students, compliant with the requirements imposed by Bill 19 and associated Alberta Tuition Framework and Guidelines.
In 2019, the Board of Governors, on the recommendation of the GFC Academic Planning Committee (APC), approved a new program-based tuition model for incoming international students. This provides students with a "guaranteed" amount of tuition over the nominal duration of their program. The new model was implemented for the Fall 2020 intake of international students.
The multiyear nature of this model requires careful attention to anticipated inflation over the duration of the program. Tuition was not increased for the Fall 2021 intake due to the uncertainty of covid. Tuition was increased by 2% for the Fall 2022 intake. We are proposing a 6.0% increase to program-based tuition for the Fall 2023 international cohort to cover increased costs for the entire duration of the guarantee (up to 5 years for most programs) for this group.
This proposal is based on expected higher than normal inflationary increases over the period of time students entering their programs in Fall 2023 will be in those programs and corresponding expected increase in costs. According to the Alberta Tuition Framework, international students are expected to cover the full costs of their education.
The motion applies only to international students admitted for the Fall 2023 term. Current international students admitted prior to Fall 2020 (the first intake in the program-based model) will continue to be assessed tuition based on their registration and are subjected to annual increases approved by the Board of Governors.



	This increase is not expected to impact the University's competitivenes internationally, based on international tuition levels at other U ⁷ institutions and analysis of key markets for the University of Alberta. W have shared the U15 tuition comparators for Fall 2021, the most rece data available. While we don't know the details of specific internation tuition proposals at peer institutions, we nonetheless anticipate th institutions across the U15 will raise their international tuition in Fa 2023, and that the 6% increase will keep the University of Alberta approximately the middle of the U15 for international tuition rates.	
	Financial aid: 7.55% of all international tuition revenue is set aside to provide financial supports to international students. This 6% increase will provide additional funds of approximately \$200,000 for financial supports in 2023-2024 (year 1 of the cohort).	
Supplementary Notes /context		

Engagement and Routing (Include meeting dates)

	Those who are actively participating:			
Consultation and Stakeholder	 Office of the Provost and Vice-President (Academic) 			
Participation	 Office of the Vice-President (University Services and Finance) 			
(parties who have seen the	 Strategic Analysis and Data Warehouse 			
proposal and in what capacity)	Office of the Registrar			
	 Faculty of Graduate Studies and Research 			
<for information="" on="" td="" the<=""><td>Office of Resource Planning</td></for>	Office of Resource Planning			
protocol see the <u>Governance</u>	University of Alberta International			
Resources section Student	Those who have been consulted:			
Participation Protocol>	• Tuition Budget Advisory Committee (including representatives of			
	the Students' Union and the Graduate Students' Association)			
	Deans' Council			
	President's Executive Committee			
	 Students' Union, Graduate Students' Association, International 			
	Students' Association, Special Consultation Sessions, May 25 th			
	and 26 th , 2022			
Approval Route (Governance)	APC - May 18, 2022			
(including meeting dates)	APC (Special Meeting) - May 26, 2022 (recommendation)			
	BFPC - May 31, 2022 (recommendation)			
	Board of Governors - June 17, 2022 (approval)			

Strategic Alignment

	-				
Alignment with For the Public	Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.				
Good					
	Sustain our people, our work, and the env	fronment by attracting and stewarding			
	the resources we need to deliver excellence to the benefit of all.				
Alignment with Institutional	Please note below the specific institutional risk(s) this proposal is addressing.				
Risk Indicator	☑ Enrolment Management □ Relationship with Stakehold				
	□ Faculty and Staff □ Reputation				
	☑ Funding and Resource Management □ Research Enterprise				
	□ IT Services, Software and Hardware □ Safety				
	\Box Leadership and Change	□ Student Success			
	Physical Infrastructure				



Legislative Compliance and	Post-Secondary Learning Act of Alberta
jurisdiction	APC Terms of Reference
	BFPC Terms of Reference Section 2k

Attachments

- 1. Proposed Tuition Rates for Incoming International Student 2023/2024 (5 pages) for approval
- 2. International Tuition Inflationary Scenarios (2 pages)
- 3. International Tuition Cohort Overview (1 page)
- 4. U15 Tuition Comparators (3 pages)

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

Attachment 1

1. Undergraduate Program Based Tuition Bands

International Undergraduate Cohort	2022-2023 Program Total	2023-2024 Program Total	Percent change	Credits
Faculty of Engineering Degree Programs*	Program Total \$161,160 Annual Rate \$40,290	Program Total \$170,830 Annual Rate \$42,707	6.00%	Varies*
Faculty of Business Degree Programs (As of Fall 2022, this is a 4 year program)	Program Total \$142,800 Annual Rate \$35,700	Program Total \$151,368 Annual Rate \$37,842	6.00%	120
Degree Programs in: Faculty of Arts, Faculty of Agricultural Life and Environmental Sciences, Faculty of Kinesiology Sport and Recreation, Faculty of Science, Faculty of Open Studies	Program Total \$120,360 Annual Rate \$30,090	Program Total \$127,582 Annual Rate \$31,895	6.00%	120
Degree Programs in: Augustana Faculty, Faculte Saint Jean, Faculty of Education, Faculty of Native Studies, Faculty of Nursing	Program Total \$110,160 Annual Rate \$27,540	Program Total \$116,770 Annual Rate \$29,192	6.00%	120
BSc in Radiation Therapy	Program Total \$150,449.92 Annual Rate \$37,612.48	Program Total \$159,476.92 Annual Rate \$39,869.22	6.00%	150
BSc in Medical Laboratory Science (3 years)	Program Total \$94,278.24 Annual Rate	Program Total \$99,934.93 Annual Rate	6.00%	94

	\$31,426.08	\$33,311.64		
Doctor of Pharmacy (Pharm D) (4 yrs)	Program Total \$204,000 Annual Rate \$51,000	Program Total \$216,240 Annual Rate \$54,060	6.00%	141
Juris Doctors (JD) Program (3 yrs)	Program Total \$144,781.68 Annual Rate \$48,260.56	Program Total \$153,468.58 Annual Rate \$51,156.19	6.00%	92
Doctor of Dental Surgery (4 yrs)	Program Total \$364,186.56 Annual Rate \$91,046.64	Program Total \$386,037.75 Annual Rate \$96,509.44	6.00%	214
Bachelor of Science in Dental Hygiene (3 yrs)	Program Total \$104,008.20 Annual Rate \$34,669.40	Program Total \$110,248.69 Annual Rate \$36,749.56	6.00%	99.5

Notes:

*Engineering programs vary slightly in credits pending students' choice in registrations.

**Undergraduate Certificate rates, unless otherwise stated, will be prorated based on the Undergraduate Faculty rate

***Course loads may change and Tuition Rates will always be prorated based on the approved rate.

2. Tuition for Specific Undergraduate Programs or courses not covered by the standard Undergraduate grid.

International Undergraduate Cohort		2023-2024 Payment Per Course(Indexed to 3 units of course weight)	Percent change
English Language School – All courses taken by Undergraduate or Graduate Students (includes Bridging Program)	\$3,009	\$3,189.54	6.00%

Proposed Tuition Rates for Incoming International Student 2023/24

Rehabilitation Medicine – Undergraduate Special and Visiting Students only	\$3,009	\$3,190	6.00%
Medicine and Dentistry – Undergraduate Special and Visiting Students only	\$3,009	\$3,190	6.00%

3. Centre collégial de l'Alberta

International College	2022-2023 Program Total	2023-2024 Program Total	Percent change	Credit
Centre collégial de l'Alberta – Diploma (2 yrs)	Program Total \$25,500 Annual Rate \$12,750	Program Total \$27,030 Annual Rate \$13,515	6.00%	60
Centre collégial de l'Alberta – Certificate (1 yrs)	Program Total \$12,750 Annual Rate \$12,750	Program Total \$13,515 Annual Rate \$13,515	6.00%	30

4. Thesis based tuition for PhD and Masters Programs

2021-22 International Graduate Cohort	2022-2023	2023-2024	Percent change
Thesis Based Masters (All Specializations) - 4 Years	Program Total \$35,496 Annual Rate \$8874	Program Total \$37,626 Annual Rate \$9,406	6.00%
PhD (All Specializations) - 6 Years	Program Total \$53,244 Annual Rate \$8874	Program Total \$56,439 Annual Rate \$9,406	6.00%
All Programs – International Graduate Tuition Increases (offset by equivalent financial support)	\$4,000	\$4,000	0%

5. Standard International Graduate Course Based rates

2021-22 International Graduate Cohort	2022-2023 Per 3 Credits	2023-2024 Per 3 Credits	Percent change
Standard Course Based Master's or Graduate Certificates	\$1,901.52	\$2,015.58	6.00%
All Course Based Master Programs – International Graduate Tuition Increase (offset by equivalent financial support)	\$4,000	\$4,000	0%

Notes:

* Includes most Master and Certificate programs and excludes non-standard rates described below

6. Non-Standard International Graduate Course Based Rates (includes Master and Certificate Programs)

Per Course Rate	2022-2023 Per 3 credit Course Rate	2023-2024 Per 3 credit Course Rate	Percent change
Master of Science – Integrated Petroleum Geosciences (Course Based)	\$3,161.22	\$3,350.89	6.00%
Master of Science in Internetworking	\$2,244.00	\$5337.69	6.00%
Master of Science Specialization Program in Multimedia, Post-Baccalaureate Certificate in Indigenous Sport and Recreation, Post-Baccalaureate in	\$2,040.00	\$2,162.40	6.00%

Sports and Recreation Management			
Master of Accounting	\$4,284.00	\$4,541.04	6.00%

7. Non-Standard International Graduate Program Rates

2021-22 International Graduate Cohort	2022-2023 Program Total	2023-2024 Program Total	Percent change
Master's in Engineering (All Specializations)	\$40,290.00	\$42,707.40	6.00%
Master's in Business Administration	\$57,694.40	\$61,156.06	6.00%
Executive Master of Business Administration	\$68,340.00	\$72440.40	6.00%
Master of Business Administration – Fort McMurray	\$45,900.00	\$48,654	6.00%
Master of Science in Orthodontics, Master of Science in Periodontology	\$16,448.80	\$17,435.73	6.00%
Doctor of Philosophy in Orthodontics, Doctor of Philosophy in Periodontology	\$11,385.64	\$12,068.78	6.00%

	Inflation	2022-23	2023-24	2024-25	2025-26	2026-27	4yr Total	Average	Increase
Fall 2022 Intake	2%	100.0	102.0	104.0	106.1	-	412.16	103.04	-
Fall 2023 Intake	2%	-	102.0	104.0	106.1	108.2	420.40	105.10	2.00%
	3%	-	103.0	106.1	109.3	112.6	430.91	107.73	4.55%
	4%	-	104.0	108.2	112.5	117.0	441.63	110.41	7.15%
	5%	-	105.0	110.3	115.8	121.6	452.56	113.14	9.80%

Effect of Inflation on Multiyear Cost Projections

Different Scenarios (Varying Inflation)

	case	2022-23	2023-24	2024-25	2025-26	2026-27	4yr Total	Average	Increase
Fall 2022 Intake	baseline	100	2.0%	2.0%	2.0%	-	412.16	103.04	-
Fall 2023 Intake	base	100	2.0%	2.0%	2.0%	2.0%	420.40	105.10	2.0%
	low	100	4.0% 3.0%		2.5%	2.0%	432.91	108.23	5.0%
	med	100	5.0%	3.0%	2.5%	2.0%	437.07	109.27	6.0%
	high	100	5.0%	4.0%	2.5%	2.0%	440.30	110.07	6.8%

Canada CPI in Feb. 2022 was 5.7%

https://www150.statcan.gc.ca/n1/daily-quotidien/220316/dq220316a-eng.htm

	2019	2020	2021	2022	2023	2024	2025	2026	2027
Registration Based Model*	\$22,267.20	\$23,156.40 (+4%)	\$24,081.60 (+4%)	\$25,044 (+4%)	Not Approved Yet	Course Rate***	Course Rate***	Course Rate***	Course Rate***
2020 Cohort**		\$29,500	\$29,500	\$29,500	\$29,500	Bonus Year	Course Rate***	Course rate***	Course Rate***
2021 Cohort**			\$29,500 (no change from 2020)	\$29,500	\$29,500	\$29,500	Bonus Year	Course Rate***	Course Rate***
2022 Cohort**				\$30,090 (+2% on total from 2021 cohort)	\$30,090	\$30,090	\$30,090	Bonus Year	Course Rate***

International Tuition Cohort Overview Undergraduate Example - Arts and Science

*Students admitted to the University of Alberta prior to 2020 remain on a registration based tuition model until 2024. The amount shown in the table represents what a student in a general arts and science program will pay for 10 courses.

**Arts and Science rate

***If a student is still taking courses after their guaranteed time frame (generally 4 years plus 1), they will pay for courses at the approved course based rate for that year.

A Detailed FAQ related to the University of Alberta tuition model for International students can be found <u>here</u>.

U15 International and Domestic Tuition and Fees, 2021-22

As shown in Table 1, U of A's international undergraduate tuition is \$29,500 (or \$30,328 when MNIFs are considered) for the Fall 2021 intake, although the rate is still slightly lower than the U15 average.

U of A's international tuition for the M.A. program is higher than only three instituitions, namely Calgary, Manitoba, and Saskatchewan. When MNIFs are included, U of A's international tuition & fee for the M.A. program is higher than UBC and the three institututions noted above. Overall, the U of A's international tuition (and fees) at the M.A. level is considerably lower than the U15 average, whereas at the PhD level, the gap is smaller.

Table 1. International Tuition for BA, MA, & PhD, 2021-2022

						International							
2021-22 Tuition	Arts	s & Social Science Undergrad	luate			MA			PhD				
	Tuition	MNIFs retained by Institution		Total	Tuition	MNIFs retained by Institution		Total		Tuition	MNIFs retained by Institution		Total
University of Alberta	\$ 29,500	\$ 828	\$	30,328	\$ 8,700	\$ 1,02	1\$	9,721	\$	8,700	\$ 1,021	\$	9,721
Dalhousie University	\$ 23,286	\$ 1,451	\$	24,737	\$ 16,014	\$ 1,710	6\$	17,730	\$	6,519	\$ 1,716	\$	8,235
McMaster University	\$ 37,237	\$ 687	\$	37,923	\$ 17,096	\$ 27	1 \$	17,368	\$	6,307	\$ 271	\$	6,579
Queen's University	\$ 50,926	\$ 568	\$	51,494	\$ 12,927	\$ 37	7 \$	13,304	\$	12,927	\$ 377	\$	13,304
University of British Columbia	\$ 41,156	\$ 275	\$	41,431	\$ 9,131	\$ 23!	5 \$	9,367	\$	9,131	\$ 235	\$	9,367
University of Calgary	\$ 22,189	\$ 719	\$	22,908	\$ 8,081	\$ 52	1 \$	8,602	\$	8,081	\$ 521	\$	8,602
University of Manitoba	\$ 16,620	\$ 544	\$	17,164	\$ 7,133	\$ 650	0 \$	7,783	\$	3,808	\$ 650	\$	4,458
University of Ottawa	\$ 36,161	\$ 325	\$	36,486	\$ 25,472	\$ 304	4 \$	25,776	\$	6,367	\$ 304	\$	6,671
University of Saskatchewan	\$ 20,130	\$ 283	\$	20,413	\$ 8,096	\$ 338	8 \$	8,435	\$	8,096	\$ 338	\$	8,435
University of Toronto	\$ 58,160	\$ 1,033	\$	59,193	\$ 26,210	\$ 1,033	3 \$	27,243	\$	6,210	\$ 1,033	\$	7,243
University of Waterloo	\$ 42,520	\$ 469	\$	42,989	\$ 22,416	\$ 598	8 \$	23,014	\$	22,188	\$ 598	\$	22,786
Western University	\$ 36,208	\$ 513	\$	36,721	\$ 18,984	\$ 54	1 \$	19,525	\$	6,360	\$ 541	\$	6,901
McGill University	\$ 26,500	\$ 1,360	\$	27,860	\$ 18,662	\$ 1,28	1 \$	19,943	\$	16,751	\$ 1,281	\$	18,032
Universite de Montreal	\$ 24,608	\$ 1,104	\$	25,712	\$ 27,993	\$ 1,66	1 \$	29,654	\$	25,126	\$ 1,660	\$	26,786
Universite Laval	\$ 19,916	\$ 718	\$	20,634	\$ 15,933	\$ 718	8 \$	16,651	\$	20,101	\$ 874	\$	20,975
AVERAGE (Excluding U of A)	\$ 32,544	\$ 718	\$	33,262	\$ 16,725	\$ 732	2 \$	17,457	\$	11,284	\$ 743	\$	12,027

Sources:

U15 2021-2022 Tuition & Fees results

Institutions' tuition & fees websites

As shown in Table 2, domestic undergraduate tuition at the U of A is the sixth lowest in the country, approximately 9% lower than the U15 average.

When MNIFs are included, the U of A becomes the seventh lowest in the country, about 6% lower than the U15 average.

Domestic graduate tuition is substantially lower than the U15 average. Approximately 37% below the U15 average at the masters level (or 28% when MNIFs are included) and 18% below the U15 average at the PhD level (or 9% when MNIFs are included).

		Domestic													
2021-22 Tuition		Arts & Social Science						MA			PhD				
	Tuition	MNIFs retained by Institution		Total		Tuition	٨	MNIFs retained by Institution		Total		Tuition	MNIFs retained by Institution		Total
University of Alberta	\$ 6,091	\$ 828	\$	6,919	\$	4,193	\$	1,021	\$	5,214	\$	4,193	\$ 1,021	\$	5,214
Dalhousie University	\$ 8,346	\$ 710	\$	9,056	\$	8,835	\$	975	\$	9,810	\$	6,519	\$ 975	\$	7,494
McMaster University	\$ 6,224	\$ 687	\$	6,910	\$	6,307	\$	271	\$	6,579	\$	6,307	\$ 271	\$	6,579
Queen's University	\$ 6,083			6,651	\$	5,773	\$	377		6,150	\$	5,773	\$ 377	\$	6,150
University of British Columbia	\$ 5,617	\$ 275	\$	5,892	\$	5,198	\$	235	\$	5,433	\$	5,198	\$ 235	\$	5,433
University of Calgary	\$ 6,166	\$ 719	\$	6,885	\$	3,464	\$	521	\$	3,985	\$	3,464	\$ 521	\$	3,985
University of Manitoba	\$ 4,352	\$ 544	\$	4,895	\$	3,808	\$	650	\$	4,458	\$	3,808	\$ 650	\$	4,458
University of Ottawa	\$ 6,088	\$ 325	\$	6,413	\$	7,370	\$	304	\$	7,675	\$	6,367	\$ 304	\$	6,671
University of Saskatchewan	\$ 6,710	\$ 283	\$	6,993	\$	4,473	\$	338		4,811	\$	4,473	\$ 338	\$	4,811
University of Toronto	\$ 6,100	\$ 1,033	\$	7,133	\$	6,210	\$	1,033	\$	7,243	\$	6,210	\$ 1,033	\$	7,243
University of Waterloo	\$ 6,128	\$ 469	\$	6,597	\$	6,762	\$	598	\$	7,360	\$	6,762	\$ 598	\$	7,360
Western University	\$ 6,050	\$ 513	\$	6,563	\$	6,360	\$	541	\$	6,901	\$	6,360	\$ 541	\$	6,901
McGill University	\$ 8,506		\$	9,866	\$	8,506	\$	1,281	\$	9,787	\$	2,725	\$ 1,281	\$	4,006
Universite de Montreal	\$ 8,506	\$ 1,104	\$	9,610	\$	12,758	\$	1,661	\$	14,419	\$	4,088	\$ 1,660	\$	5,748
Universite Laval	\$ 8,506	\$ 718	\$	9,224	\$	6,804	\$	718	\$	7,523	\$	3,270	\$ 874	\$	4,145
AVERAGE (Excluding U of A)	\$ 6,670	\$ 665	\$	7,335	\$	6,616	\$	679	\$	7,295	\$	5,095	\$ 690	\$	5,785

Table 2. Domestic Tuition for BA, MA, & PhD, 2021-2022

Sources:

U15 2021-2022 Tuition & Fees results

Institutions' tuition & fees websites

NOTES:

McGill University, Laval University, and U de Montreal domestic tuition, and McMaster University domestic undergraduate tuition, is for out-of-province students.

Undergraduate data are for an Arts & Social Science program, except for U of British Columbia, which is from an Arts program. Data for UBC's Arts & Social Science program are unavailable in the U15 report.

U of Saskatchewan & U of Calgary Arts & Social Science International Tuition was taken from the university wesbite.

U of Manitoba tuition amounts are obtained from the U15 report, because of differing values on the university website.

Graduate tuition is for the first year of an MA/PhD program. Laval University (Masters only), McGill University, and U of Toronto are for two semesters. All other institutions and programs are for three semesters.

Dalhousie University, McMaster University, U of Manitoba, U of Ottawa, U of Toronto, and Western University do not have an international tuition differential for the PhD program.

Dalhousie University PhD tuition is \$6,519 for the majority of programs, but a PhD in Arts and Social Science is \$4,395.

U de Montreal has changed reporting for graduate programs (both domestic and international) from 24 credits to 3 terms, which is considered 45 credits.

The MNIFs for all institutions were obtained from the U15 report. Validation against institution websites were conducted on a best-attempt basis, as fees between institutions are not always consistent or the websites are not clear on which fees are included.

U of Ottawa's and Dalhousie University's MNIFs numbers have been adjusted to reflect two terms (undergraduate) or three terms (graduate), as in the U15 report they only reported for one term.

MNIFs generally include Athletics, College/Faculty Activity Fees, General Student Service Fee, Health Service, and Other Fees.

The University of Alberta's calculations for "MNIFs retained by Institution" are based on two (undergraduate) or three (graduate) terms of study.

Laval University has a declining graduate tuition structure, which charges continuing fees after the first 2 sessions, for both domestic and international MA and PhD students.

McGill University has a declining graduate tuition structure, which offers a different rate for additional sessions, for both domestic and international MA and PhD students.

U of Manitoba has a declining graduate tuition structure, which charges 1 term of graduate tuition then continuing fees, for both domestic and international MA and PhD students.

U de Montreal has a declining graduate tuition structure, which offers a different rate during the thesis portion of the graduate program, for both domestic and international MA and PhD students.

Dalhousie University has declining tuition at the MA level, after the first three semesters, for both international and domestic students.

At UBC, domestic graduate students are only placed on the declining tuition schedule if they have not finished their programs within a defined period of time.

U of Ottawa offers an International Differential Exemption for those MA students enrolled in a French or French-immersion program, which amounts to approximately \$15,000 for three terms.



Governance Executive Summary Action Item

Agenda Title

College Dean Selection Procedure

Motion

THAT the Board of Governors, on the recommendation of the Board Human Resources and Compensation Committee, approve the College Dean Selection Procedure, as set forth in Attachment 1, to take effect upon final approval.

ltem

Action Requested	x Approval Recommendation
Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter(s)	Steven Dew, Provost and Vice-President (Academic)

Details Office of Administrative Provost and Vice-President (Academic) Responsibility The Purpose of the Proposal is To approve the selection procedure for College Deans. (please be specific) **Executive Summary** In accordance with the motion approved by the Board of Governors in (outline the specific item – and December 2020, the Colleges are being implemented by Interim remember your audience) Colleges Deans seconded from within the Councils of Deans. The Interim appointments for Matina Kalcounis-Rueppell (Natural and Applied Sciences), Joseph Doucet (Social Sciences and Humanities), and Greta Cummings (Health Sciences) end on June 30, 2023. Through the 2022-2023 academic year, we will recruit the first full College Deans, a process that we propose closely follows the current process for the selection of Faculty Deans. The Faculty Dean Selection Procedure is the basis for the attached draft College Dean Selection Procedure. However, mindful of feedback from General Faculties Council earlier this year regarding how the University's II + EDI commitments intersect with selection of senior leadership, we have worked with the Senior Advisor, Equity and Human Rights, and the Vice-Provost (Indigenous Programming and Research), among others, to help ensure that our selection committees continue to be guided by strong commitments to II+ EDI and the best practices that support those commitments. Supplementary Notes / context Included within the procedure is a delegation from the Board of Governors to the Board Human Resources and Compensation Committee to approve the appointment of future College Deans.

Engagement and Routing (Include meeting dates)

	Those who are actively participating:
Consultation and Stakeholder	 Office of the Provost and Vice-President (Academic)
Participation	 Senior Advisor, Equity and Human Rights
	 Vice-Provost (Indigenous Programming and Research)

BOARD OF GOVERNORS

For the Meeting of June 17, 2022



Item No. 7

(parties who have seen the proposal and in what capacity)	 <u>Those who have been consulted:</u> College Deans Vice-Provosts
<for information="" on="" td="" the<=""><td>AASUA</td></for>	AASUA
protocol see the <u>Governance</u> <u>Resources section Student</u> <u>Participation Protocol</u> >	 <u>Those who have been informed:</u> Faculty Deans
Approval Route (Governance) (including meeting dates)	Board Human Resources and Compensation Committee (BHRCC) (for recommendation) - May 31, 2022 Board of Governors - for final approval (re delegation to BHRCC of College Dean appointments) – June 17, 2022

Alignment with For the Public Objective 3: Workforce (Faculty and Staff) of the EDI Strategy: The university's commitment to EDI is reflected in recruitment, retention, and advancement of Good faculty and staff; faculty and staff are prepared to work in a diverse environment and have the knowledge and skills to contribute to equity and inclusivity. Please note below the specific institutional risk(s) this proposal is addressing. Alignment with Core Risk Area Enrolment Management □ Relationship with Stakeholders □ Faculty and Staff □ Reputation □ Funding and Resource Management □ Research Enterprise □ IT Services, Software and Hardware □ Safety x Leadership and Change □ Student Success □ Physical Infrastructure Legislative Compliance and Post-Secondary Learning Act Section 83 jurisdiction BHRCC Terms of Reference Section 2(o)

Attachment:

1. College Dean Selection Procedure (6 pages) – for approval

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



Original Approval Date: June 17, 2022 (Effective Date:

Most Recent Approval Date:

(Add "Effective Date" only if different than "Approval Date")

Most Recent Editorial Date:

Parent Policy: Recruitment Policy

College Dean Selection Procedure

)

Office of Administrative Responsibility:	Office of the Provost and Vice-President (Academic)
Approver:	Board Human Resources and Compensation Committee
Scope:	Compliance with this University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories).

<u>Overview</u>

The University of Alberta ("University") is committed to appointing exceptional decanal candidates and achieving an **equitable**, **diverse** and **inclusive** community of **senior administrators** consistent with the mission set out in its *Strategic Plan for Equity, Diversity and Inclusivity* ("EDI Strategic Plan") and Indigenous Strategic Plan. By adopting evidence-based equity, diversity, and inclusivity principles and best practices into the College Dean search process, the University will achieve diversity in the workplace and correct employment disadvantages experienced by **persons historically and presently under-represented and denied equity at the University, and beyond**. These principles and practices are designed to ensure that access to the University's senior leadership opportunities is equitable and inclusive by removing employment-related barriers, particularly those based on **protected grounds**, and resulting from biases and systemic inequalities present in the post-secondary environment. Progress towards these goals will require periodic assessment of demographic, intellectual, and wider and more encompassing aspects of diversity when undertaking a search.

With respect to the procedures for the selection of College Deans, the Board delegates its approval authority for this procedure to the Board Human Resources and Compensation Committee.

Purpose

The purpose of this procedure is to:

- _ provide a general outline of the College Dean selection process, including how equity, diversity, and inclusivity best practices are employed
- describe the composition of the College Dean Selection Committee, and the requirements for attendance and quorum
- _ set out the Committee's general procedures
- _ outline measures to identify and manage **conflict of interest**
- _ describe the College Dean appointment process.

PROCEDURE

GENERAL OUTLINE OF COLLEGE DEAN SELECTION PROCESS

- a. The appointment of a College Dean is made by the Board of Governors who has delegated its authority to the Board Human Resources Compensation Committee (BHRCC).
- b. This procedure declares that appointments shall be made by the Board on the recommendation of the President. The President's recommendation is based on the recommendation of the Committee. The Provost



and Vice-President (Academic) is required to present the Committee's selection to the President. The President has the authority to accept or reject the Committee's selection. If the President accepts, they recommend the appointment to the Board of Governors through BHRCC. If the President does not accept the Committee's selection, they will meet with the Committee to explain this decision. The Committee shall then determine whether another candidate should go forward or whether to terminate the search and begin again.

c. The process of selection at the end of a term is initiated by the Provost and Vice-President (Academic) for the College Deans within the academic year prior to the end of the incumbent's term.

COLLEGE DEAN SELECTION COMMITTEE

- 1. Committee and its Composition
 - a. All selections shall be carried out by a duly constituted College Dean Selection Committee ("Committee").
 - b. The members of the Committee are:
 - _ Provost, or delegate, (Committee Chair);
 - _ Vice-President (Research and Innovation), or delegate (Committee Vice-Chair);
 - _ Vice-Provost (Indigenous Programming and Research), or delegate;
 - 1 Faculty Dean from the College, to be selected by the Faculty Deans of the College;
 - 4 full-time continuing faculty members (Categories A1.1 and A1.6) from the Faculties of the

College, to be elected by faculty members of the College. Unless there are three or fewer Faculties in the College, all four shall come from different Faculties. The Office of the Provost will conduct this election.

- 1 full-time Undergraduate and 1 Graduate Student from the Faculties of the College, to be selected by the Students' Union and the Graduate Students' Association, respectively;
- 1 full-time support staff member (Category S1.0 and S2.0) from the College; the Office of the Provost and Vice-President (Academic) will conduct this election;
- 1 Faculty General Manager from the Faculties of the College, to be selected by the Faculty General Managers of the College;
- 1 academic staff representative from Category A1.0, from outside the Faculties of the College, elected by GFC.
- c. The largest proportion (>50%) of the total Committee membership will comprise academic staff, the Provost and Vice President (Academic), Vice-President (Research and Innovation), and Vice-Provost (Indigenous Programming and Research).
- d. As Chair, the Provost and Vice-President (Academic) can include an equity, diversity, and inclusivity expert as a non-voting resource member of the Committee.
- e. The Office of the Provost and Vice-President (Academic) will ensure that the final committee composition is a balanced representation of Faculties in the College.
- f. In no instance shall the membership of a Committee include:
 - _ a current or potential candidate for the role
 - the outgoing College Dean
- g. Committee membership will be representative and inclusive of persons historically and presently under-represented and denied equity relative to the pool of College and Faculty Deans. In accordance with the EDI Strategic Plan and the Indigenous Strategic Plan, those responsible for nominating, electing, or selecting members of the committee must consider specific institutional commitments to Indigenous initiatives and equity, diversity and inclusivity in electing/selecting members of this Committee, particularly individuals who are or have been historically under-represented and denied equity at the University of Alberta.
- h. Committee members designated by the President, Provost or Vice-President (Research and Innovation) will ensure the Committee is inclusive of persons historically and presently under-represented and equity denied relative to the pool of College and Faculty Deans.
- i. Once the Committee has been established, with all members elected or designated, the Provost will consult with the President on the composition of the Committee. The President may name up to two additional members to the Committee to ensure diverse and inclusive representation.



2. Committee Guidelines

- a. The Provost, as Chair, shall establish guidelines for the Committee. A Committee is charged with selecting the next College Dean according to profile determined by the Committee and informed by the Board-approved Job Description, consultation received from the community during the selection process, as well as evidence-based equity, diversity, and inclusivity best-practices related to recruitment in an academic environment. Through their work, the Committee will contribute to the University's goal of achieving an equitable, diverse and inclusive community of senior administrators.
- b. The Provost, as Chair, is responsible for:
 - providing evidence-based training on the development and utilization of recruitment-specific equity, diversity, and inclusivity principles and best-practices, and concepts of bias awareness and discrimination, as well as obligations under applicable University policy, in particular, the *Discrimination, Harassment and Duty to Accommodate Policy*, the University's **Employment Equity Statement** and the EDI Strategic Plan
 - _ ensuring the Committee follows and documents best-practices for ensuring the fair and equitable assessment of candidates
 - holding the Committee to account to develop and employ fair, equitable and inclusive indicators for determining and assessing the academic background, scholarly work, lived experiences, and other qualifications of candidates.
 - _ ensuring that Committee evaluations are supported by evidence and that each candidate is evaluated fairly, in alignment with evidence-based equity, diversity, and inclusivity best practices, and towards breaking down systemic inequalities inherent in academic leadership
- c. All members will abide by the Statement of Ethical Conduct with respect to management of **conflict of interest** throughout the process.
- d. All Committee members must consider and declare conflicts of interest, including actual and perceived conflicts of interest. Members will be asked to complete conflict of interest declarations, and any identified real or perceived conflicts of interest will be managed in accordance with the <u>University's Conflict Policy</u> and its associated procedures.
- e. Conflicts will be continually reviewed throughout the process as situations may arise that are related to different phases of the selection process.
- f. Members must commit to confidentiality during and after the selection process.

3. Quorum

- a. At any meeting where specific candidates are assessed, at least one (1) of the two (2) Vice-Presidential members must be present, the Provost or Vice-President (Research and Innovation), and no more than two (2) of the other members shall be absent.
- b. To participate in a final decision and ensure fairness, members must attend every meeting in the College Dean selection process.

COLLEGE DEAN SELECTION PROCEDURES

1. General Case

Soliciting applicants

- a. The Committee shall invite suggestions from members of the College concerning possible candidates and encourage the nomination of persons historically and presently under-represented and denied equity at the University and College.
- b. The Committee is responsible to ensure that the applicant pool is inclusive of persons historically and presently under-represented and denied equity at the University and may continue the solicitation of applications and extend any applicable deadline for submitting applications for this purpose.

Advertisement

a. All vacancies must be advertised within the University, in accordance with the University's Academic Staff Posting and Advertising Procedure.



- b. External Advertisements will appear simultaneously or later than postings on the University of Alberta Careers website.
- c. If a vacancy may be filled by an appointee from outside the University, then the vacancy must be advertised widely outside the University, including in media accessed by persons historically and presently under-represented and denied equity at the University and beyond.

Evaluation and selection of candidate

- a. The Committee may consult with the incumbent Dean of the College and/or other sources in the College and University where it requires additional information concerning the duties, functions, responsibilities, authorities, *et cetera* of the College Dean position in question.
- b. Using evidence-based best practices specific to recruitment in academic leadership, the Committee will establish and employ fair, equitable and inclusive indicators and metrics for determining and assessing the academic background, scholarly work, lived experiences, and other attributes of candidates, including any career path choices or interruptions that might affect the assessment of the candidate.
- c. All candidates selected for an interview will be provided with a common set of instructions, including relevant expectations, protocols, and evaluation criteria.
- d. The Committee will fulfill the University's duty to accommodate by giving candidates the opportunity to obtain reasonable accommodation during the recruitment process.
- e. Where the candidate is from outside the University, the Committee shall request that the relevant Faculty establish a Faculty Selection Advisory Committee in relation to the academic staff appointment.
- f. If the incumbent is a candidate, past performance must be considered by the Committee.
- g. At each stage of the selection process the Committee members will be allocated adequate time to consider all materials, information, and candidates in a fair and equitable manner.
- h. The Committee will ensure that the pool of shortlisted candidates is inclusive of persons historically and presently under-represented and denied equity relative to the pool of College Deans and academic leaders at the University of Alberta and beyond.
- i. Where candidates are determined to be similarly qualified for the College Dean position, the final selection/recommendation decision will favour achieving diversity in the workplace and correcting employment disadvantages experienced by persons historically and presently under-represented and denied equity at the University and beyond.
- j. When the Committee has reached a decision on the candidate, the Provost is required to present the Committee's selection to the President.

COLLEGE DEAN APPOINTMENT PROCESS

- a. If the conditions of employment and criteria for future evaluation of the person selected differ from statutory duties or standard expectations, these must be specified fully at the time of appointment.
- b. Acceptance of an appointment is taken as indicating acceptance of the procedures and criteria to be used at the end of the term. The letter of appointment is binding on both the Board and the person being appointed.
- c. The term of office shall not exceed five (5) years. The letter of appointment must specify whether reappointment is to be by Selection or Review as set out in the College Dean's Review Procedure *(to be developed)*.

DEFINITIONS

Definitions should be listed in the sequence they occur in the document (i.e. not alphabetical).

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [A Top]	
Equity/Equitable	In the context of this policy, equity is about fair access to employment and the opportunity to succeed in this domain. Employment equity principles, policies, and practices promote [or facilitate] access, representation, opportunities, and meaningful participation of persons historically under represented.
Diversity	In the context of this policy, diversity refers to the demographic and identity difference and variety within the University's workforce,



	including that based on the protected grounds. More broadly, within the University, diversity also encompasses difference or variety in education, ideas, perspectives, opinions, heuristics, disciplines, methodologies, epistemologies, faculties, skills, and learning opportunities.
Inclusion/Inclusivity	In the context of this policy, inclusion is a principle and practice that values and cultivates the full and meaningful participation and representation of persons historically under-represented in the University's workforce.
Employee(s)	A person employed by the University and defined under <i>Recruitment</i> <i>Policy (Appendix A) Definition and Categories of Academic Staff,</i> <i>Postdoctoral Fellows, Academic Colleagues and Excluded Academic</i> <i>Staff or Recruitment Policy (Appendix B) Definition and Categories of</i> <i>Support Staff.</i>
Persons historically under-represented	Women, Indigenous persons (First Nations, Métis, Inuit), members of visible minority groups, persons with disabilities, persons who identify with under-represented sexual orientations, gender identity or expression.
Senior Administrators	President, Vice-Presidents, Deputy Provost, Associate Vice-Presidents, Vice-Provosts, College Deans, and Faculty Deans, Directors and Chairs.
Protected Grounds	Refers to those grounds set out and defined in the <i>Alberta Human</i> <i>Rights Act</i> and in the University's <i>Discrimination, Harassment and Duty</i> <i>to Accommodate Policy</i> (UAPPOL) which are: race, religious beliefs, colour, gender, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family status, sexual orientations or political beliefs.
Conflict of Interest	Conflict of interest, conflict of commitment, or institutional conflict as defined in the University of Alberta Conflict Policy – Conflict of Interest and Commitment and Institutional Conflict Policy.
Faculty member	"Faculty Member" means a full-time Academic Faculty member (from Category A1.1 or A1.6) who is employed at the University under the terms and conditions of the Board/AASUA Collective Agreement, Schedule A – Academic Faculty Members.
University Employment Equity Statement	"The University of Alberta is committed to an equitable, diverse, and inclusive workforce. We welcome applications from all qualified persons. We encourage women; First Nations, Métis and Inuit; members of visible minority groups; persons with disabilities; persons of any sexual orientations or gender identity and expression; and all those who may contribute to the further diversification of ideas and the University to apply."

FORMS

There are no forms for this procedure. [Top]



RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [A Top]

Access to Information and Protection of Privacy Policy (UAPPOL)

Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Postdoctoral Fellows, Academic Colleagues and Excluded Academic Staff (UAPPOL)

Recruitment Policy (Appendix B) Definition and Categories of Support Staff Faculty (UAPPOL)

Conflict of Interest and Conflict of Commitment Policy (UAPPOL)

Strategic Plan for Equity, Diversity, and Inclusivity



For the meeting of June 17, 2022

Item No. 8

Governance Executive Summary Action Item

Agenda Title Faculty Dean Position Description

Motion

THAT the Board of Governors, on the recommendation of the Board Human Resources and Compensation Committee, approve changes to the Faculty Dean Position Description, as set forth in Attachment 1, to take effect upon final approval.

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Action Requested	Approval 🗆 Recommendation
Proposed by	Bill Flanagan, President and Vice-Chancellor, Steven Dew, Provost and Vice-President (Academic)
Presenter	Bill Flanagan, President and Vice-Chancellor, Steven Dew, Provost and Vice-President (Academic)

Details

Details	
Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To approve a change in the language in the Faculty Dean Position Description pertaining to reporting.
Executive Summary (outline the specific item – and remember your audience)	For the colleges to succeed and for the implementation of the college model to move forward on the timelines we have planned, the Provost will exercise his authority to delegate supervision of the Faculty Deans to the College Deans. The Provost has already delegated certain authorities to the College Deans, including making decisions on college implementation when consensus cannot be reached at the Councils of Deans, and supporting Faculty Deans with day-to-day issues that might previously have been elevated to the Provost. Fully delegating supervision of the Faculty Deans will ensure that the College Deans have the authority they need to implement and lead the colleges and will enable the Provost to ensure that the College Deans can be held accountable to deliver on the metrics for the success of the college. The Faculty Dean employment agreements expressly allow for this delegation; we recommend that the Board of Governors approve a change to the Faculty Dean Position Description to align its supervision language with the Deans' existing employment agreements.
	Notwithstanding any change in the reporting relationship, the Faculty Deans will remain primarily responsible for delivering all aspects of the academic program of their faculty, including curriculum, accreditation (where applicable), hiring and supporting faculty and alumni relations and fundraising. Faculty Deans will continue to control and manage the faculty's budget. On budget matters, the Provost would assign the budget directly to the faculties through the budget model, addressing a key concern of Faculty Deans and confirming their financial authority. For the Faculty Deans, direct access to the Provost will continue to be important. As provided in the Post-secondary Learning Act, the Statutory



Supplementary Notes / context	ambitions to grow U of A's online programing, improving the student experience and increasing our enrolment to over 50,000 students in the next five years.On December 11, 2020, the Board of Governors approved an administrative structure for the college model that requires that "each Faculty be led by a Dean who reports to the Provost, administers the Faculty budget, and is responsible for all matters relating to the academic program of the Faculty".
	This change means that the number of the Provost's direct reports will be reduced from 24 to 11. It is impossible to support and adequately supervise 24 direct reports. The current structure is unsustainable. This change will free up a significant amount of the Provost's time, enabling him to focus more on advancing key strategic initiatives for the university, including the development of a new budget model, advancing our
	Lastly, the suggested language allows the Provost to retain reporting relationships or dotted line reporting relationships in situations where it is necessary to do so, including in situations where a reporting line is an accreditation requirement, including the Faculty of Medicine and Dentistry and Faculty of Engineering.
	Dean's Council will remain in place with regular meetings of the Provost and all the deans, including the college deans. This has always been the primary way the Provost interacts with the Deans, and this will continue. The Faculty Deans will continue to have regular access to the Provost with regular consultations with the Statutory Deans on all matters of top university importance.

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	College Implementation Retreat - April 6, 2022 Provost meetings with Councils of Deans Deans Only Deans' Council - May 18, 2022 Update to Community - Date TBD
Approval Route (Governance) (including meeting dates)	Board Human Resources and Compensation Committee – May 31, 2022 (for recommendation) Board of Governors – June 17, 2022 (for approval)

Strategic Alignment

<u> </u>		
Alignment with For the Public		
Good		
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
-	Enrolment Management	Relationship with Stakeholders
	Faculty and Staff	Reputation
	Funding and Resource Management	Research Enterprise
	□ IT Services, Software and Hardware	□ Safety
	x Leadership and Change	□ Student Success
	Physical Infrastructure	



For the meeting of June 17, 2022

Item No. 8

Legislative Compliance and	BHRCC Terms of Reference
jurisdiction	

Attachment:

1. Faculty Dean Position Description – with redlined changes (3 pages) – for approval

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



POSITION DESCRIPTION DEAN

Reporting to the Provost and Vice-President (Academic) or delegate, the Dean is responsible for the leadership and administration of all aspects of the operations of the Faculty, including budget and fund development. In addition to the role of senior officer of the Faculty, and a member of Deans' Council, the Dean is a senior administrator of the University. The Dean fosters an environment in which world-leading research and excellence in teaching and engaged scholarship flourish. As the face of the Faculty, the Dean is champion of curricular initiatives, research, and scholarship, professional training, global outreach, and recruitment of high quality faculty and student talent. The Dean cultivates an environment in which students, faculty and staff thrive.

LEADERSHIP

- Demonstrates a high level of personal and professional integrity and commitment to the University and its values. Sets the appropriate "tone at the top" by modeling ethical, respectful and collegial conduct.
- Inspires a shared vision of the Faculty in support of the University's Mission and Values.
- Through an inclusive consultation and decision making process, is a leader in the academic planning process for the Faculty, initiating discussion, defining priorities, and developing and articulating the vision.
- Communicates the Faculty's vision to the senior administration of the University to enhance understanding and build support for the Faculty's unique place within the University community.
- Develops and leads a strong team of faculty and staff who support the development and implementation of frameworks, policies and initiatives that foster a culture of excellence, innovation, collaboration, engagement, commitment, responsibility and accountability throughout the Faculty.
- Promotes opportunities for cross collaboration with other programs across the University to tailor multidisciplinary programs that serve regional needs, increase the commercialization of research and technology, and provide global access through distance education.
- Contributes to effective, collaborative relations with staff and student associations.
- Supports the development of leadership skills within the Faculty.
- Provides strong leadership within a shared-governance structure. Builds trust through openness and transparency while making difficult decisions needed to move the Faculty forward.

RESEARCH AND SCHOLARLY ACTIVITY

- Demonstrates sound intellectual leadership.
- Promotes excellence and integrity in research and scholarly activity, and fosters a climate that encourages faculty and staff to creatively identify and pursue excellence.
- Works to increase 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 key role in developing research contracts, exchanges and collaborative initiatives with other local, provincial, national and international institutions.
- Fosters and encourages a high level of research productivity within the Faculty by further enhancing and developing research infrastructure and supporting faculty efforts to obtain and maintain sponsored research funding.

ADVOCACY

- Builds effective relationships, promotes and advocates for the Faculty to a broad spectrum of constituents, including senior administration, faculty members, students, other community leaders, agencies and key institutions regionally, nationally and internationally.
- Establishes meaningful mechanisms for engaged scholarship with the community in the development of academic programming, research initiatives, and student mentorship, guidance and retention.

TEACHING AND LEARNING

- Leads the academic planning process for the Faculty and supports curriculum development in line with the University's overall programming.
- Promotes excellence and integrity in pedagogical activity and fosters a climate that encourages faculty and staff to creatively identify and pursue excellence in teaching and research.
- Works with faculty, staff and students to build strategic recruitment and retention plans.

FACULTY AND STAFF RELATIONS

- Plans and prioritizes human resource needs for the Faculty and establishes strategies to enhance its ability to compete in the recruitment of high caliber faculty and staff.
- Makes initial appointments and re-appointments, and recommendations for tenure and promotion.
- 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 Faculty.

ADMINISTRATION

- Ensures compliance with University policies and procedures.
- Oversees the preparation, management and monitoring of the planning and budgeting processes within the Faculty. 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

- Attracts partnerships and resources by building stronger linkages with the 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.
- Attracts resources to the Faculty from government, philanthropy and other programs; this is a high priority for the Dean. Working with the University's advancement professionals, leads the Faculty's fund development activities by leveraging existing partnerships, and creating and nurturing new ones. Acts as steward of gifts granted to the Faculty.

ADDITIONAL RESPONSIBILITIES SPECIFIC TO DISCIPLINE

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