



Monday, February 24, 2020
Council Chamber, 2-100 University Hall (UNH)
2:00 PM - 4:00 PM

OPENING SESSION

- | | | |
|----|---|--------------|
| 1. | Approval of the Agenda | David Turpin |
| 2. | Comments from the Chair (no documents) <ul style="list-style-type: none">- Budget Update- Student Vacancies on GFC- Museums Annual Report | David Turpin |

CONSENT AGENDA

- | | | |
|----|---|--------------|
| | <i>[If a member has a question or feels that an item should be discussed, they should notify the Secretary to GFC, in writing, two business days or more in advance of the meeting so that the relevant expert can be invited to attend.]</i> | David Turpin |
| 3. | A. Approval of the Minutes of November 25, 2019 - as amended further to the January 27, 2020 meeting

B. Approval of the Minutes of January 27, 2020 | |
| 4. | New Members of GFC | |

ACTION ITEMS

- | | | |
|----|---|----------------|
| 5. | An Ethics Framework for Student Learning Analytics

<i>Motion: To Approve</i> | Mike MacGregor |
| 6. | Proposed Addition to the Code of Student Behaviour Regarding Weapons on Campus

<i>Motion: To Recommend Board of Governors Approval</i> | Marcel Roth |
| 7. | University of Alberta Mandate Statement

<i>2 Motions: To Recommend Board of Governors Approval</i> | David Turpin |

DISCUSSION ITEMS

- | | | |
|----|--|------------------|
| 8. | Report of the Senate ad hoc Committee on Honorary Degrees (no documents) | Douglas Stollery |
| 9. | Question Period | David Turpin |

INFORMATION REPORTS

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

10. Report of the GFC Executive Committee
11. Report of the GFC Academic Planning Committee
12. Report of the GFC Academic Standards Committee
13. GFC Nominations and Elections
 - A. GFC Recent Elections
 - B. [Annual Replenishment Timeline and Deadlines](#)
 - C. [Current Vacancies on GFC Committees](#)
14. Information Items
 - A. Annual Report on Undergraduate Enrolment 2019-20
 - B. Helping Individuals at Risk (HIAR) and Office of Safe Disclosure and Human Rights (OSDHR) Annual Reports 2018-2019
 - C. University of Alberta Museums Annual Report: July 2018 - June 2019
15. Information Forwarded to GFC Members Between Meetings
-FYI: Dean of Arts, Dr. Lesley Cormack

CLOSING SESSION

16. Next Meeting of General Faculties Council: March 30, 2020

Presenter(s):

David Turpin	President and Vice-Chancellor, and Chair of General Faculties Council
Mike MacGregor	Vice-Provost and Associate Vice-President (Information Services & Technology)
Marcel Roth	Director, Protective Services
Douglas Stollery	Chancellor, University of Alberta, University of Alberta

Documentation was before members unless otherwise noted.

Meeting REGRETS to:	Heather Richholt, 780-492-1937, richholt@ualberta.ca
Prepared by:	Yimmie Sonuga, GFC Secretary
University Governance	www.governance.ualberta.ca

New Members of GFC**MOTION I: TO RECEIVE:**

The following statutory faculty member who has been elected by their Faculty, to serve on GFC for term of office beginning February 4, 2020 and ending June 30, 2022:

Peter Hurd, Faculty of Science

Item No. 5

Governance Executive Summary
Action Item

Agenda Title	Code of Practice for Student Learning Analytics
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Motion

THAT the General Faculties Council endorses the Code of Practice for Student Learning Analytics at the University of Alberta, as set forth in attachment 1.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Mike MacGregor, Vice-Provost and Associate Vice-President (Information Services & Technology)
Presenter	Mike MacGregor, Vice-Provost and Associate Vice-President (Information Services & Technology)

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the General Faculties Council for endorsement as a framework for future policy development.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Analytics in general, and learning analytics in particular, have the potential to provide significant positive guidance to students, improve learning outcomes, and increase student agency in their learning. However, the technical infrastructure “behind the scenes” will require access to large volumes of detailed data about student interactions with learning systems and curriculum materials. Marks and grades from courses will also be needed. In the long term, there should also be consideration of the implications of accessing extra-curricular data, such as visits to the fitness center, use of meal cards, etc.</p> <p>This framework will be linked to the existing privacy suite, as well as to the IT use and management policy, rather than becoming a stand-alone and additional new policy or procedure. This will also be communicated to units that have already deployed learning analytics, so they can review their implementations and processes for conformance.</p>
Supplementary Notes and context	<i>The framework has been updated based on comments at the Sept. 4, 2019 meeting of the GFC Committee on the Learning Environment, the Oct. 7 meeting of GFC Executive, and the Nov. 25 meeting of GFC.</i>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who are actively participating:</u> •									
	<u>Those who have been consulted:</u> <table> <tr> <td>January 30, 2019</td><td>Assoc. Dean Karsten Mundel, Augustana Campus</td></tr> <tr> <td>March 11, 2019</td><td>Mary Golab: Information Privacy Office</td></tr> <tr> <td>March 27, 2019</td><td>Assis't Dean Christie Schultz, Faculty of Extension</td></tr> <tr> <td>April 2, 2019</td><td>Council on Student Affairs (COSA)</td></tr> <tr> <td>April 10, 2019</td><td>Melissa Padfield/Norma Rodenburg, Office of the Registrar</td></tr> </table>	January 30, 2019	Assoc. Dean Karsten Mundel, Augustana Campus	March 11, 2019	Mary Golab: Information Privacy Office	March 27, 2019	Assis't Dean Christie Schultz, Faculty of Extension	April 2, 2019	Council on Student Affairs (COSA)	April 10, 2019
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	April 16, 2019 Assoc. Dean Andras Marosi - Alberta School of Business April 17, 2019 IT Advisory Committee (ITAC) April 18, 2019 AASUA April 25, 2019 PEC-O May 8, 2019 Damian Hollow - Records Management Office May 21, 2019 Provost's Advisory Committee of Chairs (PACC) May 22, 2019 Gordie Mah - CISO June 3, 2019 Dean Andre Costopoulos, Assoc. Dean Helen Vallianatos, Assis't Dean Sarah Wolgemuth, Assis't Dean Wendy Doughty, Assis't Dean Kevin Friese, Assis't Dean Shana Dion, Rob Washburn - Dean of Students June 24, 2019 Vice Dean Moin Yahya, Faculty of Law June 28, 2019 Advisory Committee on Enrolment Management July 17, 2019 IT Enterprise Committee (ITEC) Sep. 4, 2019 GFC Committee on the Learning Environment Oct. 7, 2019 GFC Executive Nov. 25, 2019 GFC Dec. 4, 2019 GFC Committee on the Learning Environment
	<u><i>Those who have been informed:</i></u> •
Approval Route (Governance) (including meeting dates)	GFC Executive Committee, February 10, 2020 General Faculties Council, February 24, 2020

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>Objective #5: Build and strengthen trust, connection, and a sense of belonging among all members of the university community through a focus on shared values.</p> <p>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.</p> <p>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.</p> <p>Objective #14: Inspire, model, and support excellence in teaching and learning.</p> <p style="padding-left: 40px;">Strategy i. Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.</p> <p style="padding-left: 40px;">Strategy ii. Monitor graduate outcomes to ensure continuous improvement.</p> <p style="padding-left: 40px;">Strategy iv. Create and support an institutional strategy that enables excellence in the design, deployment, and assessment of digital learning technologies</p> <p>Objective #21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
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Item No. 5

Alignment with Core Risk Area	<p>ERMC has noted the institution is lagging in the use of analytics. This proposal seeks to enable adoption of analytics in the core mission area of teaching and learning.</p> <table border="1"> <tr> <td data-bbox="581 331 1084 533"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td><td data-bbox="1101 331 1541 533"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td></tr> </table>	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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Legislative Compliance and jurisdiction	<p><i>Post-secondary Learning Act</i> Freedom of Information and Protection of Privacy Act UIIS, IT Steering Committee – Teaching & Learning General Faculties Council</p>		

Attachments:

1. Code of Practice for Learning Analytics at the University of Alberta

Prepared by: Prof. Mike MacGregor, Vice Provost & AVP, Information Services & Technology

Code of Practice for Learning Analytics at the UofA

Adapted from the JISC Code of Practice for Learning Analytics

“The real challenge for postsecondary institutions is to keep pace with the students they serve, by providing them with the tools to succeed.”

- Sheldon Levy, President, Ryerson University

The scope of this code of practice is any use of data about students and their activities to help students and the university understand and improve educational processes, and provide better support to students. Such data may be gathered and retained by systems and applications developed and managed centrally, or by Faculties, departments, or instructors. The purpose of this code of practice is to assign responsibilities and outline practices to ensure that learning analytics is carried out responsibly, appropriately, and effectively at the UofA.

Learning analytics will be used for the benefit of students. This might be through assisting them individually, or through using aggregated and anonymized data to help groups of students. Learning analytics may also be used to improve the student experience more generally. Providing feedback as early as possible in the term, rather than after a course has finished, is intended to improve learning outcomes for students. Learning analytics is distinct from assessment, and will be used for formative rather than summative purposes.

The general intent is for learning analytics to be used in larger sections where it is more difficult for instructors to engage personally with each student in their class. Learning analytics can be used in this context to provide a greater degree of individualized guidance than might otherwise be possible. Personal interactions are very valuable, and the goal of learning analytics is not to replace those.

The UofA will practice complete transparency towards students, faculty and staff regarding the purposes of learning analytics, the data collected, the processes involved, and how these data and processes will be used to enhance the student experience.

Responsibility - the university must allocate responsibility for the data and processes of learning analytics, including collection, analysis, interventions, and stewardship.

The UofA must decide who has overall responsibility for the legal, ethical and effective use of learning analytics. The university should allocate specific responsibility within the institution for:

- The collection and retention of data used for learning analytics
- The anonymization of the data where appropriate
- The analytics processes to be performed on the data, and their purposes
- The interventions to be carried out
- The stewardship and retention of data used for and generated by learning analytics

Student representatives and key staff groups at the UofA should be consulted about the objectives, design, development, roll-out, and monitoring of learning analytics.

Informed consent – ensuring students provide meaningful consent

Students must be “provided with clear and transparent information on the purposes for data collection so that they are in a position to give informed consent.” (Corrin et al, “The Ethics of Learning Analytics in Australian Higher Education”) While students should be given the opportunity to provide informed consent wherever possible, this is not a strict legal requirement as much of the data gathered by the institution is for the legitimate business purposes of the university.

The notions of “consent” and “informed consent” are often conflated. The latter requires clear and transparent information on the purposes for which the information being gathered may be used. Informed consent should also be gathered for any interventions that may result from the analytics be used. There may be legal, safeguarding or other circumstances where students are not permitted to opt out of particular interventions. If so, these must be clearly stated and justified. Lastly, it must be possible for students to amend consent at any time.

As Prinsloo and Slade note “Users’ choices and their understanding of the scope and effectiveness of their privacy self-management are developed in context rather than in the abstract...” (LAK ‘15). They suggest that students be given the choice to opt-in (or not) at a point where the potential benefits are most clear. Therefore, practice at the UofA should be to request consent at the time that specific analytics are being proposed on defined data with known interventions. Possible examples include:

- asking for opt-in within an individual course section, at the point in time when an instructor has enabled a particular analytic. That might be at the beginning of the course, or later during the term.
- asking for opt-in to one or more defined analytics proposed for use throughout a student’s program. This could be done during program orientation, during the first course in the program, or later during the term.

Once a student has made their selection, they should be presented at regular intervals (although not annoyingly frequently) with an option to amend their choice, and to inspect their data.

For consent to be meaningful, students must be informed about the nature and intent of data use. This must occur multiple times during the school year, such as one or two weeks after the start of each new term. Information should be disseminated in a variety of ways. These should include, for example, a social media campaign, video vignettes displayed in SUB and elsewhere, brochures distributed during orientation, brief in-person surveys conducted by student volunteers, and an instructional module available through the learning management system.

Privacy and security – ensuring individual rights are protected, and data protection legislation is complied with

This framework does not amend the UofA policies on information privacy - it is subordinate to them. Access to student data and analytics will be restricted to those identified by the university as having a legitimate need to view them. This includes, for example, access by instructors and staff. Such access will be determined by the UofA privacy policies.

Where data is to be used anonymously particular care must be taken to avoid:

- Identification of individuals from metadata
- Re-identification of individuals by aggregating multiple data sources

A privacy and security committee focusing on student data should be struck, and chaired by the Chief Information Security Officer, and the Director of the UofA Information & Privacy Office. Members should include representatives from the SU, GSA, and Postdoctoral Fellows. The University Records Officer and the Vice Provost and AVP, Information Services & Technology should be ex officio members.

The UofA Access to Information and Privacy Policy and Procedure define responsibilities and processes for gathering, retaining, using, and disclosing personal data. The responsibility for retention includes deletion of data, under GDPR regulations.

Access and control - students must be able to access their data and must be able to correct inaccurate personal data held about them

Students should be able to access all learning analytics performed on their data in meaningful, accessible formats, and be able to obtain copies of this data in a portable digital format. They should normally also be able to view the metrics and labels

attached to these data. If the UofA considers that the analytics may have a harmful impact on the student's academic progress or wellbeing it may withhold the analytics from the student, subject to clearly defined and explained policies. However, the student must be shown the data about them if they ask to see it.

Data collection for learning analytics must comply with existing institutional, provincial and federal data policies, and, in particular, be:

- Kept to the minimum necessary to deliver the purposes of the analytics reliably
- Retained only for appropriate and clearly defined periods

Students must be able to correct inaccurate personal data held about them. On request by a student any personal data used for, or generated by, learning analytics should be destroyed or anonymized, with the exception of certain, clearly specified data required for educational or statutory purposes such as grades.

Stewardship of data is the responsibility of the Data stewards in the appropriate areas, as defined in Appendix A of the Institutional Data Management and Governance Procedure.

Validity – the university must ensure data, algorithms, metrics and processes are valid

It is vital to monitor the quality, robustness, and validity of data and analytics processes in order to develop and maintain confidence in learning analytics, and to ensure it is used to the benefit of students. The UofA should ensure that:

- Inaccuracies in the data are understood and minimized
- The implications of incomplete datasets are understood
- The optimum range of data sources is selected
- Spurious correlations are avoided

All algorithms and metrics used for predictive analytics, as well as interventions should be understood, validated, reviewed and improved as appropriate by qualified staff.

Data stewards in the appropriate areas, as defined in Appendix A of the Institutional Data Management and Governance Procedure, are responsible for the validity of data in their functional areas.

Transparency of purpose - being open about all aspects of the use of learning analytics

The UofA will define the objectives for the use of learning analytics, what data is necessary to achieve these objectives, and what is out of scope. The data sources, the

purposes and goals of the analytics, the metrics used, the procedures and practices used, who has access to the analytics, the boundaries around usage, and how to interpret the data must be recorded and explained clearly to staff and students.

Positive interventions – creating appropriate interventions based on analytics

The UofA will specify the circumstances under which the university should intervene when analytics suggest that a student could benefit from additional support. This may include advising students that they should not continue on a particular pathway. Students may also have obligations to act on the analytics presented to them – if so these obligations should be clearly set out and communicated to the students.

The type and nature of interventions, and who is responsible for carrying them out, should be clearly specified. Design of interventions must consider the potential effects of those interventions, and attempt to anticipate and mitigate unintended effects. Some interventions may require human rather than digital intermediation. Predictions and interventions will normally be recorded and be auditable, and their appropriateness and effectiveness reviewed.

Context - recognizing that a student's digital footprint and any derived analytics can never give a complete picture of that person's life

“If a person's behavior doesn't make sense to you, it is because you are missing a part of their context. It's that simple.”

- Devon Price, Social Psychologist, Professor, Loyola University Chicago,
School of Continuing & Professional Studies

The UofA must recognize that analytics can never give a complete picture of an individual's learning, and may sometimes ignore personal circumstances. The UofA will take steps to ensure that trends, norms, categorization, or any labelling of students do not bias staff, student or institutional perceptions and behaviours towards them, reinforce discriminatory attitudes, or increase social power differentials.

Analytics systems and interventions must be carefully designed and regularly reviewed to ensure that:

- Students maintain appropriate levels of autonomy in making decisions relating to their learning, using learning analytics where appropriate to help inform their decisions
- Opportunities for “gaming the system” or any benefit to the student from doing so are minimized
- Knowledge that their activity is being monitored does not lead to non-participation by

students or other negative impacts on their academic progress or wellbeing

- Adverse impacts as a result of giving students and staff information about the students' performance or likelihood of success are minimized
- Staff have a working understanding of legal, ethical, and unethical practice

Item No. 6

Governance Executive Summary
Action Item

Agenda Title	Proposed Addition to the Code of Student Behaviour (COSB) Regarding Weapons on Campus
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Motion

THAT the General Faculties Council recommend that the Board of Governors approve the proposed addition to the Code of Student Behaviour, as recommended by the GFC Student Conduct Policy Committee, as submitted by University of Alberta Protective Services, to take effect July 1, 2020.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Marcel Roth, Director, Protective Services
Presenter(s)	Marcel Roth, Director, Protective Services

Details

Responsibility	Vice-President (Finance & Administration)
The Purpose of the Proposal is (<i>please be specific</i>)	To propose an addition to the Code of Student Behaviour related to Weapons on Campus.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p><u>Issue</u></p> <p>Incidents and complaints involving weapons and firearms on campus have increased in frequency in recent years. Most of these complaints involve UofA students. Another alarming trend has been the discovery of firearms and other weapons in University residences. Trends are both localized and national.</p> <p>Incidents of weapons on campus are normally reported to and coordinated with Edmonton Police Service (EPS). EPS must employ their standard response and the risk of injury or death to members of our community is serious. The high availability of realistic replicas of firearms add to that risk.</p> <p><u>UofA Policy Framework</u></p> <p>The University of Alberta Firearms Policy states:</p> <p style="padding-left: 40px;">Privately owned firearms are not allowed (whether being transported or used) on University owned, leased, rented or controlled properties without the approval of Campus Security Services and the appropriate Dean or Unit Director.</p> <p>Recent changes have been made to Residence Agreements to include the following language:</p> <p style="padding-left: 40px;">8b: [The resident will] ensure that no firearms, weapons (including, but not limited to, air soft or paintball recreational guns, knives, swords or martial arts weaponry) or replica</p>

Item No. 6

	<p>weapons are allowed in or on the Premises. Possession of any weapon or replica weapon (without express prior written consent of the Landlord) is considered a substantial breach of this Residence Agreement and may result in immediate eviction.</p> <p>Section 30.3.4(6)(c) in the Code of Student Behaviour (COSB) states:</p> <p>No Student shall create a condition which endangers or potentially endangers or threatens the health, safety or well being of other persons.</p> <p><u>Proposed Mitigation Strategies</u></p> <p>A specific section regarding weapons within the COSB to reflect the seriousness and potential consequences of possession of a weapon while on University of Alberta property is needed.</p> <p>Coordinated communication and education are also key to this initiative.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> Protective Services
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> GFC SCPC - April 11, November 28, 2019 GFC Executive Committee – January 13, 2020 General Faculties Council – November 25, 2019 Dean of Students Student Conduct and Accountability General Counsel Students' Union Graduate Students' Association Council on Student Affairs – November 28, 2019
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none">
Approval Route (Governance) (including meeting dates)	<p>GFC Student Conduct Policy Committee – January 23, 2020</p> <p>GFC Executive Committee – February 10, 2020</p> <p>General Faculties Council – February 24, 2020</p> <p>Board Audit and Risk Committee – April 20, 2020</p> <p>Board Learning, Research and Student Experience Committee – April 24, 2020</p> <p>Board of Governors – May 8, 2020</p>

Item No. 6

Strategic Alignment

Alignment with <i>For the Public Good</i>	Objective 19 (iii) – Sustain – aligns the proposed outcome with endorsing a culture of safety awareness, knowledge, planning, and practice to ensure campus safety.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Student Conduct Policy Committee General Faculties Council	

Attachments (each to be numbered 1 - <>)

1. Proposed Addition to the Code of Student Behaviour (p.1)

Links:

[Residence Conduct Guide](#)

[Residence Agreement](#)

[U of A Residence Community Standards Policy](#)

[Code of Student Behavior](#)

[UAPPOL Firearms Policy](#) (and related procedures)

Prepared by: Marcel Roth, Director, UofA Protective Services

PROPOSED:

30.3.4 (6) f No Student shall possess any weapon, unless authorized by UofA Protective Services

A weapon is:

- a) a firearm, ammunition, air gun, explosive device or their replicas;***
- b) other items prohibited by law in Canada or their replicas (examples include but are not limited to: brass knuckles, pepper spray, switchblade knives, butterfly knives, nunchucks).***

Item No. 7

**Governance Executive Summary
 Action Item**

Agenda Title	University of Alberta Mandate Statement
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Motion I

THAT the General Faculties Council recommend that the Board of Governors approve the reformatted University Mandate Statement, as set out in Attachment 2, for submission to the Minister of Advanced Education for final approval.

Motion II

THAT the General Faculties Council recommend that the Board of Governors rescind the previous University Mandate Statement, approved by the Minister of Advanced Education and Technology on July 17, 2009, following ministerial approval of the new statement.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	David Turpin, President and Vice-Chancellor
Presenter(s)	David Turpin, President and Vice-Chancellor

Details

Responsibility	President
The Purpose of the Proposal is (<i>please be specific</i>)	The proposal is before the committee because the Ministry of Advanced Education has asked all institutions to review their mandates and revise them according to a provided template. The approved mandate will be a component of the new Investment Management Agreement.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>There are two sections in the attached documentation. In the first, the University's current mandate is colour coded based on the sections of the new Mandate template, so that members can see that virtually all of the current content fits in that new template.</p> <p>In the second, the content has been inserted into the relevant sections, and the revisions are noted in tracked changes.</p> <p>At this time, we have opted to simply transfer the current approved University mandate into the new template and make a series of largely editorial changes. Given timelines provided to us by the Ministry on this project, we do not have the opportunity to engage the community in an extensive consultation process that more substantive changes would require.</p> <p>Proposed changes include updating the name of the (now) Faculty of Kinesiology, Sport, and Recreation, including references to the University's innovation activities, and making a specific reference to the leadership the University of Alberta shows in fostering opportunities to share services and administrative functions with other institutions in the system.</p> <p>Note that the Ministry's deadline for this project is April 1st.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Item No. 7

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> Office of the President Office of the Provost and Vice-President (Academic) University Governance
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> Members of the President's Executive Committee
	<u>Those who have been informed:</u> <ul style="list-style-type: none"> Deans' Council Vice-Provosts' Council
Approval Route (Governance) (including meeting dates)	Feb 10 - Exec Feb 12 - APC Feb 14 - BLRSEC (Pending GFC on Feb 24) Feb 24 - GFC March 13 - Board of Governors

Strategic Alignment

Alignment with <i>For the Public Good</i>	For the Public Good, Vision and Mission	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act, General Faculties Council Terms of Reference, Board of Governors Terms of Reference	

Attachments (each to be numbered 1 - <>)

- Attachment 1: Current Mandate
- Attachment 2: Proposed revisions

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

Attachment 1

UNIVERSITY OF ALBERTA Mandate

New Template Sections

1. Type of Institution, Sector, and Governance
2. Outcomes
3. Clients/Students
4. Geographic Service Area and Type of Delivery
5. Program Mandates and Credentials Offering
6. Special Program Areas/Areas of Specialization
7. System Collaboration and Partnerships
8. Research and Scholarly Activities
9. System Mandate
10. Other

CURRENT MANDATE

Created by the University Act, 1906 of the Legislative Assembly of the Province of Alberta, the University of Alberta is a board-governed, publicly-funded university that operates as a Comprehensive, Academic and Research Institution under the authority of Alberta's Post-Secondary Learning Act. Its fundamental mandate is to offer a broad range of outstanding learning and research programs to prepare citizens and leaders who will make a difference. The University 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. Its activities enhance student opportunities and build Alberta's capacity for long-term, knowledge-driven sustainable development at the global forefront.

The University provides instructional excellence through both on-campus and distance delivery in a vibrant and supportive learning and research environment. Its residential, multi-campus setting includes many research and field facilities. The University community discovers, disseminates, and applies new knowledge through the following interrelated core activities.

In a dynamic and integrated learning and research environment, the University of Alberta offers graduate and undergraduate 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. A number of its programs are unique within Alberta. Post-doctoral fellows come to the University to refine their teaching, mentoring and research skills.

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, Physical Education and Recreation, Science and the Faculte 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 Studies, Public Health, and Rehabilitation Medicine. In addition, all of our faculties are involved in professional development and continuing education.

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.

Transfer and collaborative degree completion agreements with partner institutions broaden student opportunities and provide rural, northern and Aboriginal 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.

The University of Alberta's research and creative activity produces 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 an 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 and creative works to Alberta, Canada and the world for community benefit, including commercial development of intellectual property when appropriate and feasible.

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 Albertans. 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.

Mandate Statement Template

DRAFT January 29, 2020

This mandate statement has been developed by [the University of Alberta](#) in consultation with Alberta's Ministry of Advanced Education pursuant to Section 103 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](#) under the authority of the PSLA.

2. Outcomes

- *Identify how the institution contributes to the coordinated post-secondary adult learning system.*
- *Identify how the activities of the institution benefit individual students, their communities and the province.*

[The University of Alberta's](#) fundamental mandate is to offer a broad range of outstanding [academic learning, and research programs, 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 [the following](#) interrelated core activities.

3. Clients/Students

- *Identify the specific groups of students served or targeted by the institution (e.g. adult learners, undergraduate or graduate students, life-long learners, learners preparing for entry-level careers in business and health).*

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

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

4. Geographic Service Area and Type of Delivery

- *Identify where the institution's campuses are located and the communities served.*

- *Identify the approaches to educational delivery (face-to-face, distributed, blended etc.)*

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

5. Program Mandates and Credentials Offering

- *Identify all range of program categories and credential options for learners.*
- *Description of credentials to align with Alberta Credential Framework.*
- *Reference program coordination and collaborating institutions, if applicable.*

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

- *Identify approved program areas that are distinctive to the institution and contribute to its outcomes (e.g. institutions that focus on trades, artistic and creative development, institutions offer programs that lead to career preparation, etc.).*

A number of the University of Alberta's ~~its~~ 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, ~~Physical Education and Recreation~~, Science and the Faculte 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 Studies, Public Health, and Rehabilitation Medicine. In addition, all of our faculties are involved in professional development and continuing education.

7. System Collaboration and Partnerships

- *Identify the institution's collaboration mandate (i.e. collaboration that is allowed, required, or both) and how they will work with other sectors and partners to ensure learner needs are met.*
- *Identify how the institution works within the system to enhance system accessibility and coordination across the province. This includes other adult learning providers in the systems (e.g. Indigenous adult learning providers).*
- *Describe the institution's role in regional stewardship and how this helps determine, prioritize and enable access to post-secondary opportunities.*

The University 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 Aboriginal 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.

The University fosters opportunities to collaborate on shared support services and administrative functions with other post-secondary institutions in the province to improve the efficiency and effectiveness of the system overall.

8. Research and Scholarly Activities

- *Identify the range of research (discovery research, applied research) and activities related to innovation, scholarship of integration and scholarship of teaching and learning to be undertaken by the institution.*
- *Describe the scope of research, innovation and scholarly activities supporting the delivery of high quality credentials while also working to achieve Alberta's strategic research and innovation priorities.*
- *Identify how the institution's research and innovation activities align with the outcomes of the Alberta Research and Innovation Framework.*

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

- *Describe any other activities that have broader social, economic and/or environmental impact on the province.*
- *Include any initiatives related to international education, promotion of healthy learning environments, and learner pathways.*

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 Albertans. 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.

10. Other

General Faculties Council Standing Committee Report**GFC Executive Committee**

1. Since last reporting to GFC, the Executive Committee met on February 10, 2020.
2. Items Approved With Delegated Authority
 - Proposed Changes to Composition of Science Faculty Council
 - Draft Agenda for the Next Meeting of General Faculties Council
3. Items Recommended to GFC
 - Code of Practice for Student Learning Analytics
 - Proposed Addition to the Code of Student Behaviour Regarding Weapons on Campus
 - University of Alberta Mandate
4. Items Discussed
 - Report of the Senate ad hoc Committee on Honorary Degrees
 - Helping Individuals at Risk (HIAR) and Office of Safe Disclosure and Human Rights (OSDHR) Annual Reports 2018-2019
 - University of Alberta Museums Annual Report : July 2018 - June 2019
 - Joint Board/GFC/Senate Summit Debrief

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

Submitted by:
David Turpin, Chair
GFC Executive Committee

General Faculties Council Standing Committee Report**GFC Academic Planning Committee**

1. Since last reporting to GFC, the Academic Planning Committee met on February 7, 2020 for a joint Board and APC Budget Briefing, and on February 12, 2020.
2. Items Recommended to GFC
 - University of Alberta Mandate Statement
3. Items Recommended to the Board of Governors
 - Proposed New Non-Regulated Exclusion to Program Fees, Proposed Change to Existing Non-Regulated Exclusion to Program Fees (Previously Mandatory Student Instructional Support Fees)
4. Items Discussed
 - Equity, Diversity, and Inclusion
 - Performance-Based Funding Model and Metrics
 - Budget Update (standing item)

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

https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_APC

Submitted by:
Steven Dew, Chair
GFC Academic Planning Committee

General Faculties Council Standing Committee Report**GFC Academic Standards Committee**

1. Since last reporting to GFC, the Academic Standards Committee met on February 13, 2020.
2. Items Approved with Delegated Authority from GFC
 - Transfer Credit Approvals and Denials for February 2020
 - Proposed Changes to Entrance Requirements for Special Student Applicants in the Faculty of Law
 - Proposal to Update Entrance Requirements for Graduate Programs to Ensure English Language Proficiency Requirements Align With Increased FGSR Minimums
 - Proposal for Direct Entry into BSc in Agricultural/Food Business Management, BSc in Fashion Business Management, and BSc in Forest Business Management
3. Items Recommended to APC
 - Proposed Name Change and Suspensions of Majors in the Bachelor of Music Program and Associated Substantive Program Changes, Augustana Faculty
4. Items Discussed
 - External Programs for Review and Programs in Progress on Campus (standing item)

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

Submitted by:
Tammy Hopper, Chair
GFC Academic Standards Committee



February 5, 2020

[CIRCULATION BY EMAIL]

Report of the GFC Nominating Committee (NC)

By means of the "*GFC NC Report to GFC*", the NC brings forward the name of a candidate recommended to fill a committee/panel membership position for acceptance by GFC, as final approver of all appointments to its Committees/university-level Appeal Bodies. Upon receipt and consideration of an NC Report (*sent electronically*), a GFC member has the opportunity to submit an additional nomination.

To learn more about the NC reporting process, please view: "[Current NC Reports to GFC](#)"

For GFC and GFC Standing Committees Terms of References, please visit the University Governance "[Member Zone](#)". For judiciary governance details, please visit: [University-level Appeal Bodies](#).

Nomination period ends at 12:00 pm (Noon) on Monday, February 10, 2020.

Upon conclusion, with no additional names received, the "NC Report of February 5, 2020" is considered as approved. Recommended candidates (as put forward by the NC) are declared as elected.

PLEASE REFER TO THE ATTACHED RECOMMENDATIONS (BY THE NC) WHICH SUPPORT THE STAFF/STUDENT COMMITTEE MEMBERSHIP REPLENISHMENT PROCESS.

Contact regarding GFC Nominations and Elections

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

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

GFC Nominating Committee Report of Membership Recommendations to 2019-2020 GFC Standing Committees, University-level Appeal Bodies, and other University Committees to which GFC elects

Students recommended to fill in year vacancies on 2019-20 GFC Standing Committees

GFC UNDERGRADUATE AWARDS AND BURSARIES COMMITTEE (UABC)

Details: [UABC Terms of Reference](#)

NC Recommendation to fill the following vacancy calling for:

> ONE (1) Undergraduate Student (at-Large)

<u>Student Nominee</u>	<u>Faculty/Unit</u>	<u>Term Beginning</u>	<u>Term End</u>
Ciara Wright	Kinesiology, Sport, and Recreation	Immediately upon approval	April 30, 2020

GFC NOMINATING COMMITTEE (NC)

Details: [NC Terms of Reference](#)

NC Recommendation to fill the following vacancy calling for:

> ONE (1) Graduate Student who is a current serving GFC student member

<u>Student Nominee</u>	<u>Faculty/Unit</u>	<u>Term Beginning</u>	<u>Term End</u>
Shahed Taghian Dehaghani	FGSR (Mechanical Engineering)	Immediately upon approval	April 30, 2020

Item No. 14A

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Annual Report on Undergraduate Enrolment 2019-20
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Item

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

Details

Responsibility	Provost and Vice-President Academic
The Purpose of the Proposal is (please be specific)	To submit the Annual Report on Undergraduate Enrolment
Executive Summary (outline the specific item – and remember your audience)	<p>The University of Alberta's 2019/20 Annual Report on Undergraduate Enrolment and accompanying Overview document provides an overview of key undergraduate enrolment statistics for the academic year. This report includes information about total enrolment, expressed in headcount, as well as enrolment expressed as Full Load Equivalents (FLEs) as defined by Alberta post-secondary institutions. In addition to tracking total enrolment, the report looks at three specific areas:</p> <ol style="list-style-type: none"> 1. Student intake: applications, admissions, and registrations, including selectivity and yield rates 2. Basic demographic data about the student body and key populations within it; and, 3. Student retention and completion. <p>This is the seventh report on undergraduate enrolment issued by the Office of the Registrar with application, admission, and enrolment statistics collected as of December 1, 2019. Where possible, this report also includes multi-year trend data, with data sources noted.</p> <p>In a time of change at the university, the comprehensive and coordinated process of enrolment management will enable the university community to continue to pursue goals that align with providing an outstanding educational experience for all students. While future enrolment trends are sometimes difficult to predict, this snapshot provides the opportunity to reflect on how we have leveraged strategic undergraduate enrolment to “build a diverse, inclusive community of exceptional students from Edmonton, Alberta, Canada and the world.”</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • APC – January 15, 2020 • Advisory Committee on Enrolment Management- January 24, 2020 • COSA – January 30, 2020 • Statutory Deans' Council – February 5, 2020
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Item No. 14A

	<ul style="list-style-type: none"> • PEC-O – February 6, 2020 • Vice-Provosts' Council – February 10, 2020 • GFC Exec – February 10, 2020 • BLRSEC – February 14, 2020 • GFC - February 24, 2020 • Chairs Council – March 17, 2020 <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Office of the President: Dr. David Turpin and Dr. Catherine Swindlehurst) - January 6, 2020 • Office of the Provost and Vice President Academic: Dr. Steven Dew, Wendy Rodgers, Edith Finczak, Tammy Hopper, John Nychka, Kathleen Brough, Kate Peters - January 6, 2020 • Vice-Provost and Dean of FGSR: Dr. Brooke Milne – January 6, 2020 • Student's Union Executive: January 9, 2020 • Graduate Students' Association: January 9, 2020 • Strategic Analysis and Data Warehousing: Deborah Williams- January 6, 2020
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Strategic Alignment

Alignment with <i>For the Public Good</i>	BUILD GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world. SUSTAIN GOAL: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans. OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.			
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing. <table><tr><td><input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure</td><td><input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success</td></tr></table>		<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	Post Secondary Learning Act GFC Terms of Reference GFC Executive Committee Terms of Reference GFC Academic Planning Committee Terms of Reference Board Learning, Research and Student Experience Committee Terms of Reference			

Attachments (each to be numbered 1 - 44)

1. Annual Report on Undergraduate Enrolment 2019/20 (pages 1 - 40)
2. Accompany Overview document (pages 1-4)

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

A large, light green watermark of the University of Alberta crest is centered in the background. The crest features a shield with a stylized open book at the top, wavy lines in the middle, and a series of vertical bars with downward-pointing chevrons at the bottom.

ANNUAL REPORT ON UNDERGRADUATE ENROLMENT

2019 / 20

January 16, 2020

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MESSAGE FROM THE VICE-PROVOST AND UNIVERSITY REGISTRAR

In the seventh installment of the annual report we continue to work in collaboration with stakeholders across campus to consider the Institutional Strategic Plan, faculty objectives and other environmental factors to effectively manage undergraduate enrolment at the University of Alberta. The 2019/20 report also reflects the third year of the Undergraduate National Recruitment Strategy which focuses on out-of-province student recruitment while deepening our commitment to the province of Alberta.

In order to meet the university's objective to "Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world," we pay attention to more than just the numbers. We pay attention to the community we serve – our students. While meeting enrolment number objectives is important, we are also committed to building an exceptional class that ensures access for Albertans, creates opportunity for diversity and attracts high-achieving students. This is both an annual and long-term intention, and doing this well enriches the whole institution. While this report is focused on the numbers, we value our connection to the needs and perspectives of our students and have also included a number of student quotes to highlight their experience on our campus.

The 2019/20 enrolment report shows record growth in many areas, while also highlighting strategic decisions that were implemented to manage over-enrolment in an environment of high-demand and capacity limitations. As external factors continue to shift and change, we remain committed to ensuring accessibility for domestic students, welcoming international students and maintaining a competitive and rich academic environment.

At 40,649 (8,225 graduate students and 32,424 undergraduate students), university enrolment has reached a record high. We have seen this growth trend since 2015/16 and recognize that strategic decisions and initiatives will need to be considered in order to manage and maintain this upward trend within a constrained system.

With 37,286 total applications there was a marginal decrease of 0.4 per cent from the previous cycle. This resulted in 22,127 applicants receiving admission offers, a decrease of 1.4 per cent. This is a natural outcome of increasing averages, limited enrolment capacity and strategic enrolment management to accommodate the increase in incoming student class sizes and corresponding retention rates. The proportion of applicants registered as compared to offers issued, also known as the yield rate, has remained relatively stable with a yield of 58.8 per cent and 13,014 applicants registered.

The university remains committed to balancing the provision of access for Alberta students with out-of-province and international populations, while at the same time, improving access for Indigenous students. There was growth in enrolment from all applicant groups with a 0.8 per cent increase among domestic students and a 2.5 per cent increase in international enrolment.

The university has also been working to ensure "a welcoming and safe environment for Indigenous students" guided by the Truth and Reconciliation Commission Report released in 2015. Undergraduate Indigenous enrolment continues to increase, reaching a new high in 2019/20. The 1,293 students enrolled in 2019/20 grew by 10.0 per cent over the previous cycle and now represent 4.0 per cent of the total undergraduate population. The growth can be attributed to an increase in recruitment efforts, caliber of applicants, yield rate and retention efforts.

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



Melissa Padfield

Vice-Provost and University Registrar



EXECUTIVE SUMMARY

The 2019/20 Annual Report on Undergraduate Enrolment provides an overview of key undergraduate enrolment statistics for the academic year (September 1 – August 31).

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

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

This is the seventh report on undergraduate enrolment issued by the Office of the Registrar with application, admission, and enrolment statistics collected as of December 1, 2019. Where possible, this report also includes multi-year trend data, with data sources noted.

TOTAL UNDERGRADUATE ENROLMENT (2019/20)

	Persons	Per cent		Persons	Per cent
Domestic	27,447	84.7%	Full-time	30,061	92.7%
International	4,977	15.3%	Part-time	2,363	7.3%
Total undergraduate enrolment	32,424	100%	Total undergraduate enrolment	32,424	100%

In 2019/20 undergraduate enrolment was 32,424, the highest on record. This is 3.3 per cent over the institutional enrolment target and a 1.0 per cent increase over the previous cycle. An increase in both domestic and international undergraduate enrolment contributed to the overall total with both of these student populations also reaching record-high enrolment numbers.

APPLICANTS (2019/20)

	Persons	Rate
Applicants	37,286	
Admitted	22,127	Admission rate: 59.0%
Registered	13,014	Yield rate: 58.8%

Overall, applicant numbers were relatively stable year-over-year. At 37,286 the total number of applicants decreased slightly (0.4 per cent) from a record high of 37,443 the previous year. This marginal decline was mainly driven by a 3.4 per cent decrease in post-secondary applicants. At 58.8 per cent, yield rate was 0.2 per cent lower the previous year and admission rate declined by 0.7 per cent.



INTERNATIONAL CITIZENSHIP OF UNDERGRADUATES (2019/20)

Top citizenship countries of international students	China: 63.3%	India: 7.5%	Bangladesh: 3.3%
Number of countries of citizenship among international students	106	China, India, Bangladesh, Nigeria, Japan and Viet Nam each have 100 or more students in the population.	

The number of countries of citizenship among international students was 106, an increase from 104 in 2018/19. The university continued to have a diverse student population with international students accounting for 15.3 per cent of the overall undergraduate population. China, India, and Bangladesh remain the top citizenship countries among international students, together making up 74.1 per cent of all students who are not Canadian citizens. At 63.3 per cent, China remains the top citizenship country of international students. We continue to see a strong relationship with China, along with diversification of countries of citizenship in our international student body.

ORIGIN OF UNDERGRADUATES (2019/20)

Location (based on permanent home address)	Persons	% of Headcount
Edmonton & area	16,198	50.0%
Rest of Alberta	7,932	24.5%
Canada (excluding Alberta)	2,815	8.7%
Outside of Canada*	5,479	16.9%

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

- Half of our overall undergraduate students originated from Edmonton and area. In all, a total of 74.5 per cent of the students came from within Alberta.
- 83.1 per cent of total undergraduates originated from within Canada.
- The remaining 16.9 per cent came from outside of Canada. *Students coming from outside Canada are not always considered international as they may be Canadian citizens or permanent residents.

INDIGENOUS ENROLMENT (2019/20)

	Number	% of Overall Numbers
Total Indigenous enrolment	1,293	4.0%
New Indigenous applicants	862	3.0%
New Indigenous applicants admitted	585	3.6%

The total number of self-identified Indigenous undergraduate students increased by 10.0 per cent over the last year to 1,293 students. This is 4.0 per cent of the overall undergraduate population and the highest proportion on record. Both admission offers extended and new to university registration continue to grow, year-over-year, which can be attributed to an increase in applicant eligibility.



YEAR 1 TO YEAR 2 RETENTION RATES

	Year 1 to Year 2 Retention Rate
Domestic students	89.1%
International students	89.7%
Indigenous students	83.1%
Total	89.2%

The overall year one to year two retention rate for all undergraduate students increased slightly (0.1 per cent) to 89.2 per cent. The total retention rate among domestic students remained unchanged at 89.1 per cent while the total retention rates for international and Indigenous students increased by 0.6 per cent and 6.8 per cent respectively.

UNDERGRADUATE NATIONAL RECRUITMENT STRATEGY

The Undergraduate National Recruitment Strategy was developed with a focus on out-of-province (OOP) recruitment and a deepened commitment to the province of Alberta. Year 3 focused on the Accept/ Enrol Phase of the Undergraduate National Recruitment Strategy, with goals to increase the number of out of province eligible students who enrol while maintaining the momentum gained in both *Engage* and *Apply* phases. The 2019/20 cycle saw record high enrolment of 2,250 OOP students, a 5.0 per cent increase year-over-year, exceeding the 1.5 per cent increase in enrolment target set out in the strategy.

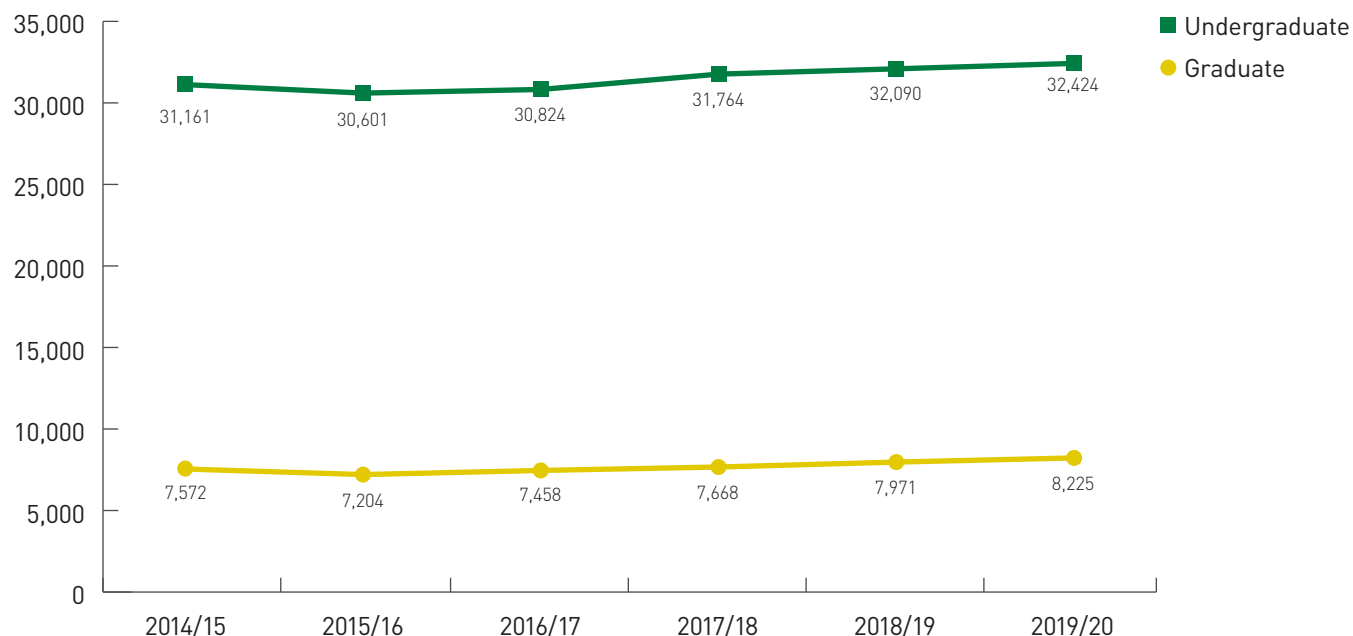


1. TOTAL UNDERGRADUATE ENROLMENT

1.1 ENROLMENT HEADCOUNT

Undergraduate enrolment has been increasing since 2015/16 and reached a record high this year at 32,424, a 1.0 per cent increase year-over-year. Undergraduate enrolment accounted for 80 per cent of the university's overall enrolment of 40,649 students which is a 1.5 per cent increase from last year's cycle.

FIGURE 1: ENROLMENT HEADCOUNT (2014 TO 2019)



Source: Office of the Registrar, December 1 REGSTATS Archive

Notes:

1. Undergraduate headcount includes 1,002 Postgraduate Medical and Dental Education students.
2. The undergraduate numbers shown for 2015/16 and 2016/17 differ by 25 and 27 respectively from what was reported in 2015 and 2016 annual reports, as the current data no longer includes students in the Career Preparation Program of Campus Saint-Jean. As of 2015/16, Career Preparation Program data was separated from undergraduate data.

The University of Alberta believed in me to be a pioneer in the scientific community and to use my education to help change the lives of others.

Aakankshya Kharel, Science | Kathmandu, Nepal (Moved to Edmonton in 6th Grade)

1.2 NEW AND CONTINUING REGISTRATION, UNDERGRADUATE HEADCOUNT

In 2019/20, the total undergraduate registered headcount grew by 0.9 per cent to 31,409.

Year-over-year variances in admission offers extended, new to program registration and continuing registration can be attributed to intentional enrolment management to account for the growth that was expected in continuing registration from the prior year. The 2019/20 cycle included a 2.5% increase in continuing registered (18,523). To plan for this anticipated increase, strategic management in admitted applicants (a decrease of 1.4 per cent) resulted in a corresponding decrease in new registration (1.5 per cent), in order to manage enrolment numbers while preserving access for Albertans.

TABLE 1: 2019/2020 APPLICANT AND REGISTRATION NUMBERS

Program Faculty	Applicants	Applicants Offers Extended	New to Program Registered	Continuing Registered	Total Registered
ALES	2,049	1,077	561	986	1,542
Arts	9,612	5,067	2,377	3,705	6,051
Augustana Faculty	2,712	1,284	391	636	1,019
Business	1,483	808	681	1,378	2,063
Education	3,999	1,408	968	1,908	2,869
Engineering	6,714	4,014	2,211	2,404	4,628
KSR	1,948	471	295	684	977
Law	1,090	401	209	357	566
Medicine and Dentistry	2,178	380	295	768	1,065
Faculty of Native Studies	329	146	84	114	194
Nursing	2,553	871	588	753	1,334
Open Studies	1,595	1,527	1,106	364	1,434
Pharmacy & Pharm Science	541	200	148	418	569
Rehabilitation Medicine	4	4	4	0	4
Campus Saint-Jean	575	361	245	510	750
Science	14,641	5,829	2,851	3,538	6,344
2019 Total	37,286	22,127	13,014	18,523	31,409
2018 Total	37,443	22,440	13,209	18,080	31,071
Year Over Year Change (#)	-157	-313	-195	443	338
Year Over Year Change (%)	-0.4%	-1.4%	-1.5%	2.5%	1%

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



Notes:

1. "New to Program Registered" and "Continuing Registered" do not always sum up to "Total Registered". Students who are auditing courses may be included in New to Program Registered but are excluded from Total Registered. Also, continuing students who had withdrawn from all of their classes over the past four terms but are registered in the current term would be counted in Total Registered but neither in New to Program Registered nor Continuing Registered.
2. Numbers shown for Pharmacy and Pharmaceutical Sciences include BSc Pharmacy as well as the Doctor of Pharmacy program which is considered an undergraduate program.
3. The sum of applicants and applicants offers extended within each faculty will exceed the total overall count as shown, as some applicants apply to and are admitted in more than one faculty.
4. Postgraduate Medical and Dental Education Students are excluded from this table.
5. Program transfers within the same faculties are considered applicants with respect to their new programs and therefore included in the count of Applicants and New to Program Registered.



1.3 ENROLMENT FULL LOAD EQUIVALENT, UNDERGRADUATE

Total undergraduate enrolment Full Load Equivalent (FLE) for 2019/20 is estimated^a to be 27,602. This is 3.3 per cent above the Comprehensive Institutional Plan (CIP) enrolment target of 26,720 FLEs. In order to ensure access for Albertans, the university was intentional in increasing enrolment across several programs as indicated by a year-over-year increase in domestic enrolment.

TABLE 2: 2019/2020 ENROLMENT BY FLE AND COMPARISON WITH TARGETS

Program Faculty	2019/20 FLE Estimate	2019/20 FLE Target	2019/2020 Over/ Under Enrolment FLE	2019/20 Over / Under %	2018/19 Over / Under %
ALES	1,284	1,237	47	3.8%	1.5%
Arts	4,971	4,871	100	2.0%	3.6%
Augustana Faculty	908	909	-1	-0.1%	2.0%
Business	1,760	1,786	-26	-1.5%	-1.7%
Education	2,564	2,561	3	0.1%	4.1%
Engineering	4,423	4,400	23	0.5%	-3.4%
KSR (Kinesiology, Sports, & Recreation)	863	830	33	4.0%	8.4%
Law	566	525	41	7.9%	8.1%
Medicine and Dentistry	1,107	1,040	67	6.5%	4.1%
Faculty of Native Studies	144	130	14	10.9%	15.7%
Nursing	1,374	1,354	20	1.5%	-2.8%
Open Studies	731	533	198	37.2%	25.7%
Pharmacy & Pharm Science	577	467	110	23.6%	11.9%
Rehabilitation Medicine	1	0	1		
Campus Saint-Jean	683	524	159	30.3%	30.7%
Science	5,646	5,553	93	1.7%	0.2%
Total	27,602	26,720	882	3.3%	2.4%
Average* (Excluding Open Studies)			98	6.3%	5.7%

Notes:

- Does not include Postgraduate Medical and Dental Education.
- Undergraduate FLE targets for 2019/20 are from pages 78 – 121 of the university's 2019 Comprehensive Institutional Plan.
- The FLE targets shown for the Faculty of ALES, Augustana, Education, Campus Saint-Jean, Kinesiology, Sports, & Recreation, Science include the FLEs that were recently redistributed from the Faculty of Engineering. Correspondingly, the FLE target shown for the Faculty of Engineering reflects the 100 FLEs reallocation.
- FLE estimates are based on registration headcounts and estimated two-year FLE to headcount conversion rates^b.

^a Actual enrolment FLEs are usually not known until students have completed their courses. Enrolment FLEs are based on the credits enrolled by students during each reporting year. Preliminary FLE estimates are based on observed headcounts and historical enrolment patterns.

^b Official FLE counts are received from the Government of Alberta.

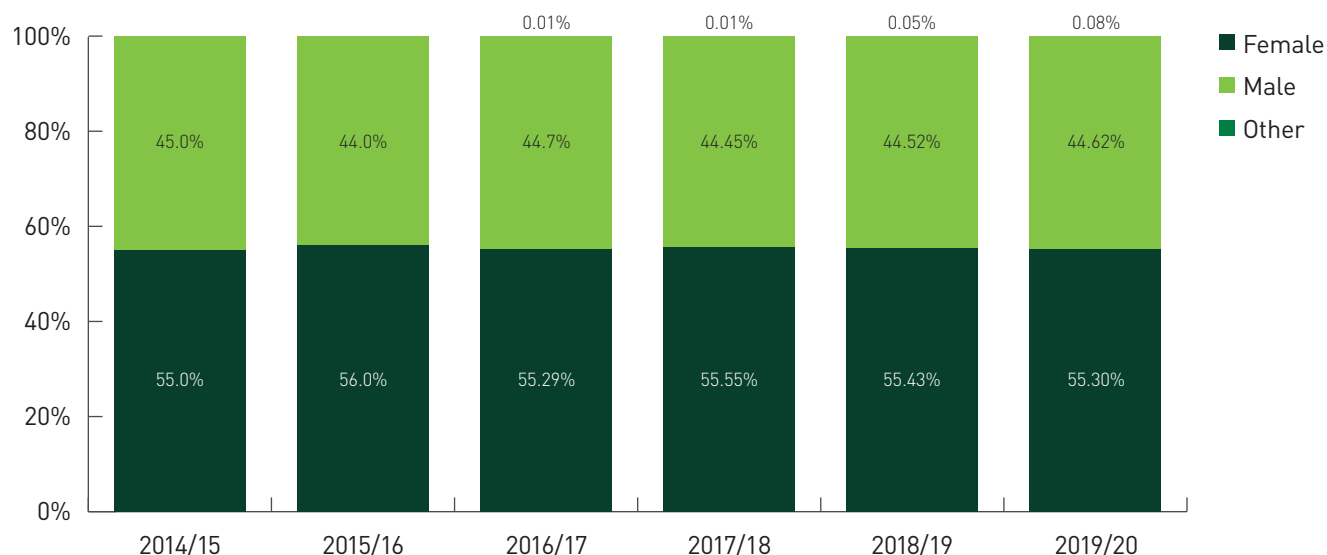


1.4 GENDER DISTRIBUTION, UNDERGRADUATE HEADCOUNT

A total of 55.30 per cent of undergraduate students identify as female whereas 44.62 per cent identify as male.

In 2019/20, the proportion of students identifying as other, an option that was introduced in 2016/17, grew to 0.08 per cent. Gender distributions of the undergraduate student population for 2019/20 remained consistent as compared to previous cycles.

FIGURE 2: GENDER DISTRIBUTION IN UNDERGRADUATE REGISTRATION (2014 TO 2019)



Source: Office of the Registrar, December 1 REGSTATS Archive

My favorite part of university is the wide array of people I've met from different backgrounds and faculties. It's so rewarding to talk to all of the brilliant students at the University of Alberta and be inspired by their dreams.

Alon Rabinovich, Science (Honours Physiology) | St. Albert, AB



1.5 FULL-TIME AND PART-TIME UNDERGRADUATE HEADCOUNT

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

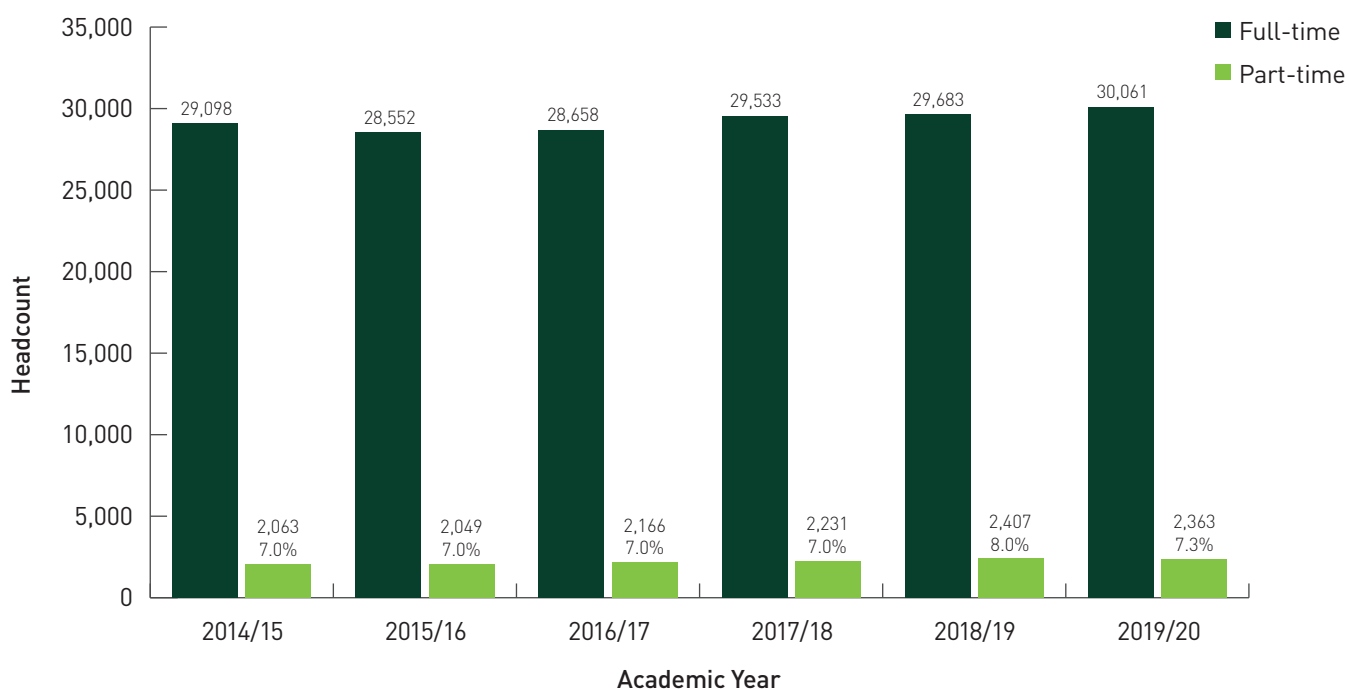
At 30,061, full-time student enrolment has:

- increased by 1.3 per cent (378) year-over-year.
- reached a record-high.
- gradually increased since 2015/16.

At 2,363, part-time student enrolment has:

- decreased by 1.8 per cent (44) year-over-year.
- remained between 7.0 per cent and 8.0 per cent since 2014/15.

FIGURE 3: FULL-TIME AND PART-TIME UNDERGRADUATE HEADCOUNT (2014 TO 2019)



Source: Office of the Registrar, December 1 REGSTATS Archive

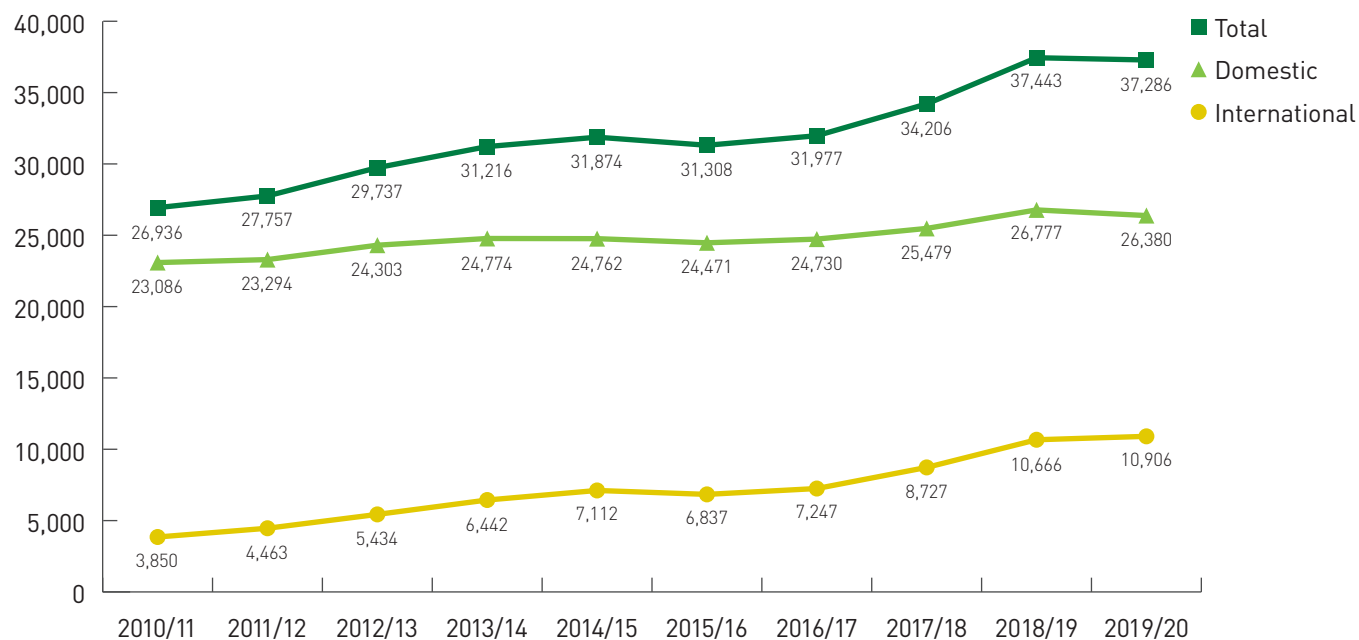
Note: The total numbers shown for 2015/16 and 2016/17 differ by 25 and 27 respectively, from what was reported in 2015 and 2016 annual reports as the current data no longer includes students in the Career Preparation Program of Campus Saint-Jean. As of 2015/16, Career Preparation Program data was separated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

2. APPLICANT NUMBERS, QUALITY AND YIELD

2.1 APPLICANT NUMBERS

Demand for programs at the university remains strong. With 37,286 total applicants there was a marginal decrease of 0.4 per cent in 2019/20, which was mainly driven by a decline in post-secondary transfer applications.

FIGURE 4: TEN YEAR UNDERGRADUATE APPLICANT CURVE (2010 TO 2019)



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

Notes:

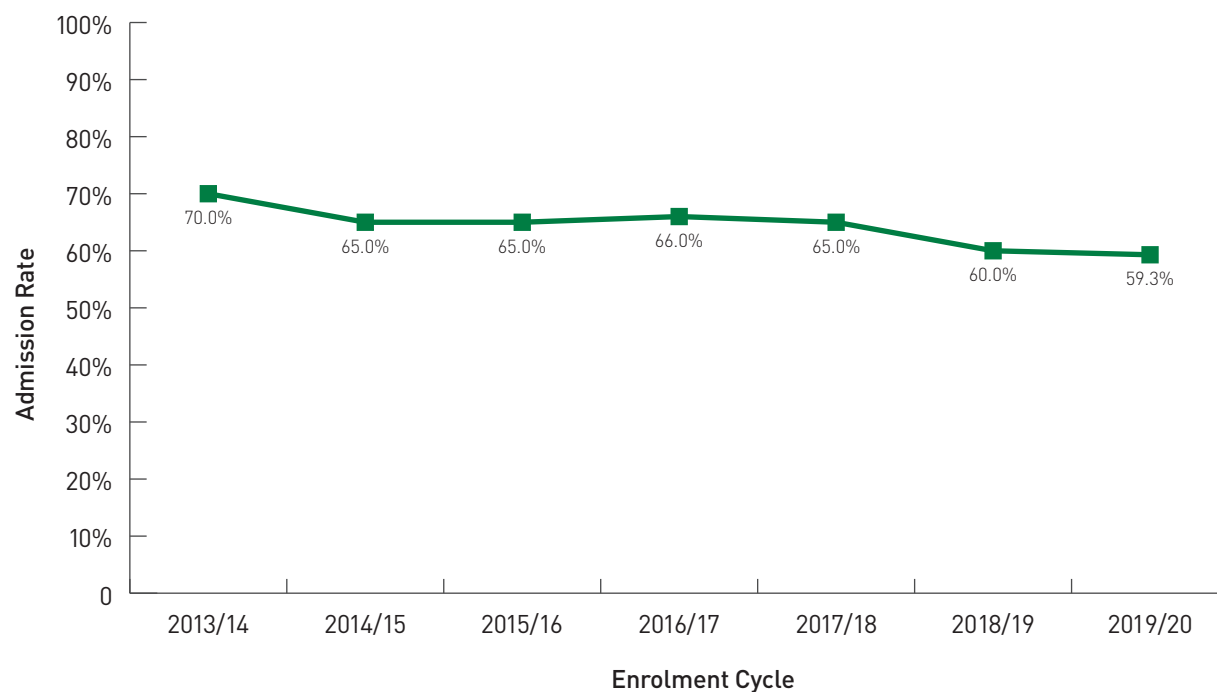
1. Data is based on December 1 archived data for each specified year.
2. The applicant number shown for 2015/16 differs by 31 from what was reported in the 2015 annual report as the current data no longer includes students in the Career Preparation Program of Campus Saint-Jean. As of 2015/2016, Career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



2.2 ADMISSION RATE

The proportion of applicants who received admission offers has decreased slightly (0.7 per cent). This downward trend is a natural outcome of increasing averages, limited enrolment capacity and strategic enrolment management to accommodate the increase in continuing student registration.

FIGURE 5: SEVEN YEAR UNDERGRADUATE ADMISSION RATE CURVE (2010 TO 2019)



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

Notes:

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

The University of Alberta wasn't just a place for me to learn about my degree but to go beyond. It allowed me to create inclusive social change by advocating for all students and provided a place for me to learn, grow, and form my own community!

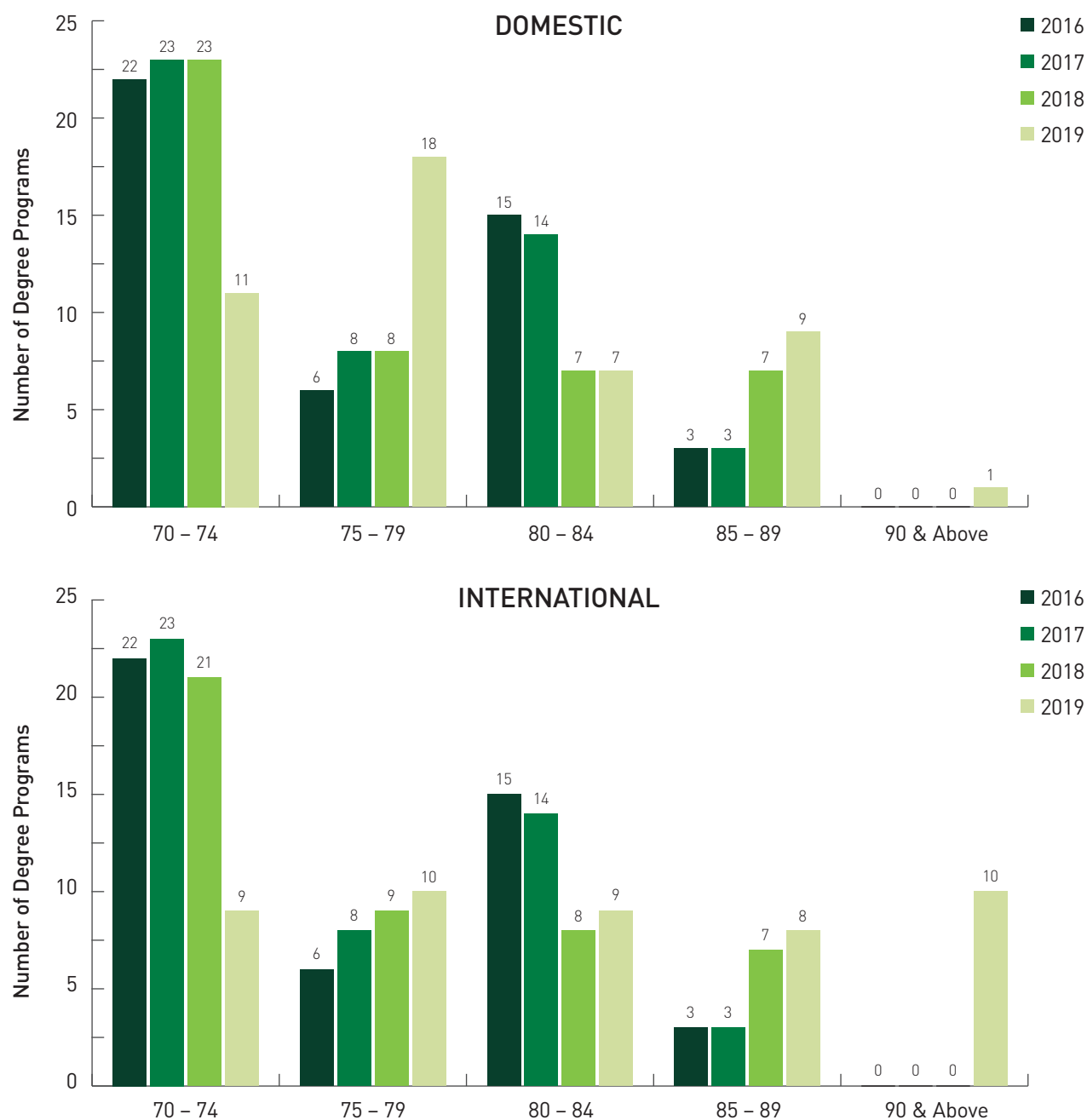
Michelle Kim, Science (Biology / Chemistry) | South Korea, Philippines, Rocky Mountain House, Edmonton



2.3 COMPETITIVE ADMISSION AVERAGES, UNDERGRADUATE DIRECT-ENTRY

The university balances accessibility with strategic enrolment management to attract highly-qualified students to our programs. In 2019, there was a drop in the number of degree programs with a mean admission average below 75 and an increase in the number of programs with a mean admission average of 85+.

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



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

Overall, the university has seen an upward trend in the mean high school averages of registered students in direct-entry faculties over past ten years. In the 2019/20 cycle the mean admission average for eight of the ten direct-entry faculties was equal to or higher than the average in previous years.

Faculty specific mean admission average highlights:

- Kinesiology, Sport, and Recreation had an increase of 3.0 per cent
- Arts, Education and Native Studies increased by 2.0 per cent
- Augustana increased by 1.0 per cent
- Engineering and Science remained unchanged, with Science maintaining the highest mean average of 90.0 per cent
- Agricultural, Life & Environmental Sciences and Nursing saw a 1.0 per cent decline

TABLE 3: MEAN AVERAGES OF REGISTERED STUDENTS (2010 TO 2019)

Faculty	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	Trend
ALES	81	81	81	82	85	84	83	83	84	83	↓
Arts	80	80	79	80	81	81	81	81	82	84	↑
Augustana	79	79	78	80	80	80	81	82	81	82	↑
Education			79	82	81	80	81	81	82	84	↑
Engineering	86	86	87	88	89	90	90	89	89	89	→
KSR	81	82	83	84	84	83	84	85	86	89	↑
Native Studies	73	75	77	75	74	74	74	75	77	79	↑
Nursing	81	81	82	84	84	86	87	89	90	89	↓
Campus Saint-Jean	81	81	80	80	80	81	81	80	81	82	↑
Science	83	84	85	86	88	88	89	89	90	90	→

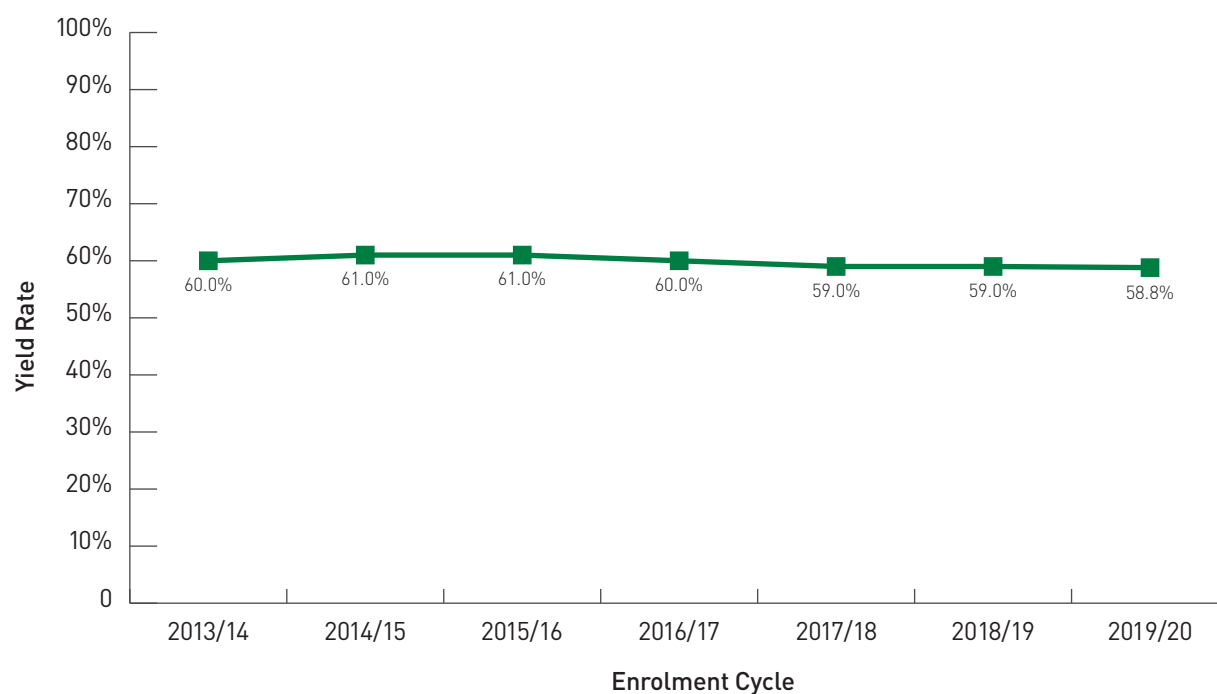
Source: Office of the Registrar
Based on the final admission averages



2.5 YIELD RATE

The proportion of admitted applicants who registered, also known as the yield rate, has remained relatively stable ranging between 58.8 per cent and 61.0 per cent since 2013/14. For 2019/20, 13,014 of the 22,127 admitted applicants registered, resulting in a 58.8 per cent yield rate.

FIGURE 7: SEVEN YEAR UNDERGRADUATE YIELD RATE CURVE (2013 TO 2019)



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

Notes:

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

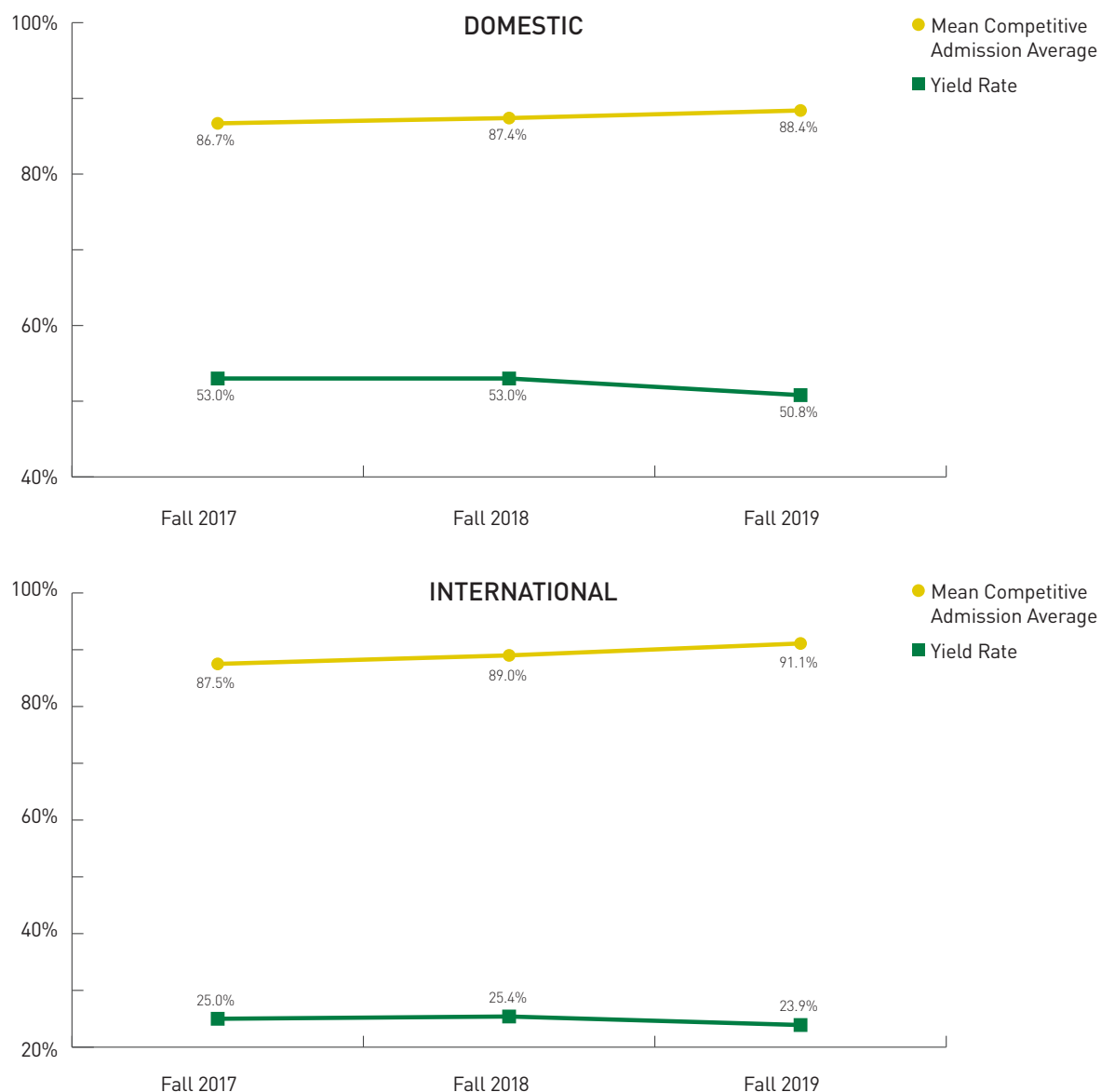


2.6 RELATIONSHIP BETWEEN MEAN COMPETITIVE ADMISSION AVERAGE AND YIELD RATE

In the context of increasing admission averages, those admitted are likely highly competitive applicants with multiple admission offers from post-secondary institutions which has the potential to impact yield. As admission averages continue to increase, the yield rate will likely decrease.

In 2019, the admission averages increased by 1.0 per cent for domestic applicants and 2.1 per cent for international applicants while yield rate declined by 2.2 per cent and 1.5 per cent respectively.

FIGURE 8: RELATIONSHIP BETWEEN MEAN COMPETITIVE ADMISSION AVERAGE AND YIELD RATE AMONG FIRST CHOICE DIRECT-ENTRY APPLICANTS (FALL 2017 TO FALL 2019)



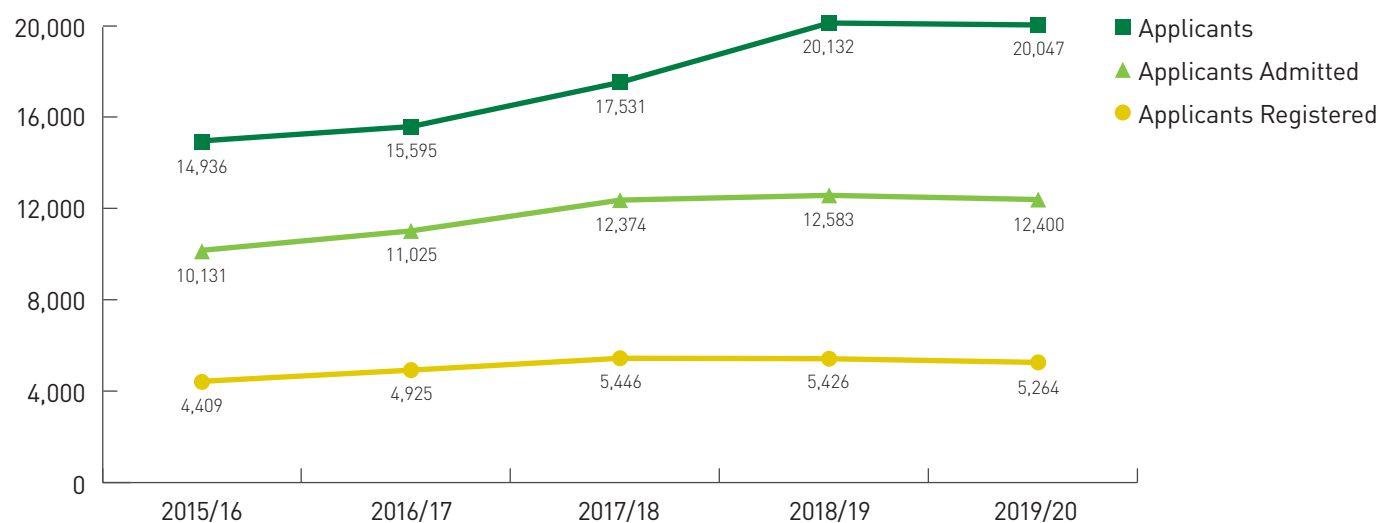
2.7 APPLICANT YIELD, UNDERGRADUATE DIRECT-ENTRY

Overall, the direct-entry application picture remained relatively stable year-over-year.

At 20,047 the number of direct-entry applicants decreased by 0.4 per cent from last year's cycle. Of those, 12,400 applicants were admitted, a decline of 1.5 per cent compared to the preceding cycle. This resulted in a direct entry admission rate of 61.9 per cent.

For 2019/20, a total of 5,264 or 42.5 per cent of our admitted direct-entry applicants yielded into registrations, showing a lower yield rate than in the previous cycle.

FIGURE 9: DIRECT-ENTRY APPLICANT, ADMISSION AND REGISTRATION NUMBERS (2015 TO 2019)



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

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

University is a great opportunity to meet all kinds of people from all over the world and learning about their cultures and languages. My favorite memory from the University of Alberta is meeting my best friend in my first-year French class.

Ilahinoor Mehta, Science (Fashion Business Management) | Ludhiana, India (Moved to Canada at 10 Years Old)



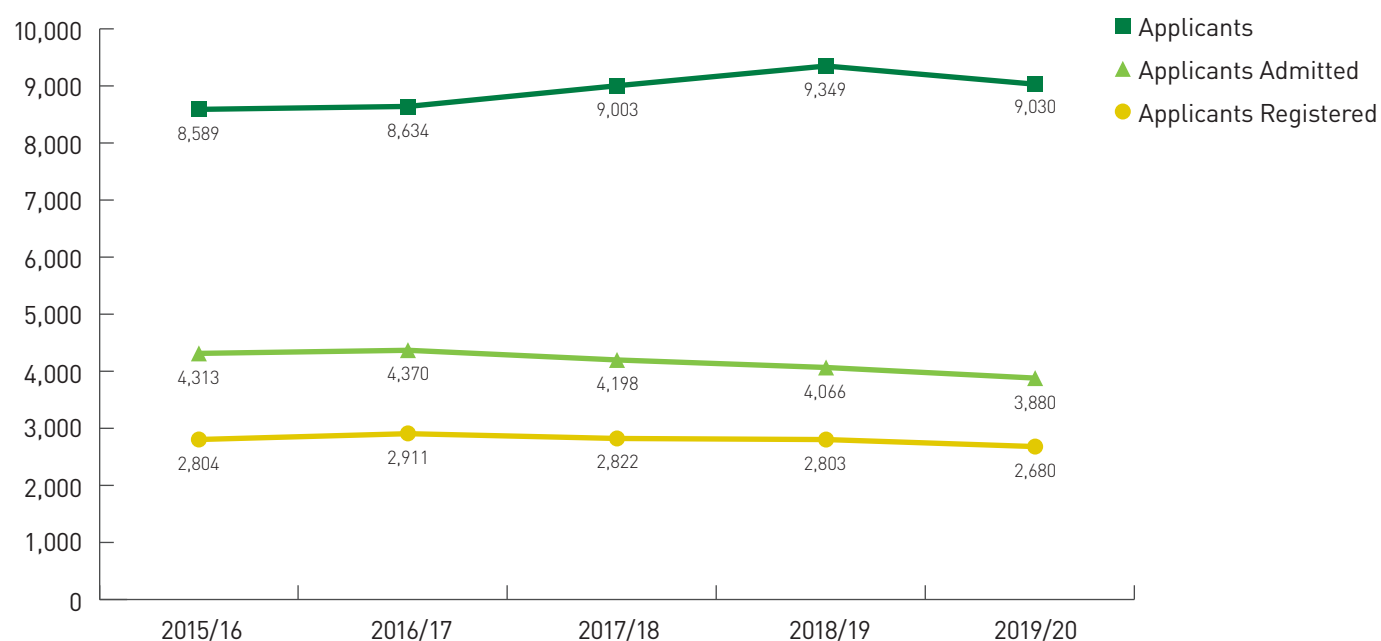
2.8 APPLICANT YIELD, UNDERGRADUATE POST-SECONDARY TRANSFER

In 2019/20 post-secondary transfer admissions declined which was balanced by an anticipated increase in student retention.

At 9,030 the number of post-secondary transfer applicants decreased by 3.4 per cent from last year's cycle. Of those applicants, 3,880 were admitted, a decline of 4.6 per cent compared to the preceding cycle and reflective of strategic enrolment management. This resulted in a post-secondary transfer admission rate of 43.0 per cent.

For 2019/20, a total of 2,680 or 69.1 per cent of our admitted post-secondary transfer applicants yielded into registrations.

FIGURE 10: POST-SECONDARY TRANSFER APPLICANT, ADMISSION AND REGISTRATION NUMBERS (2015 TO 2019)



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

Notes:

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

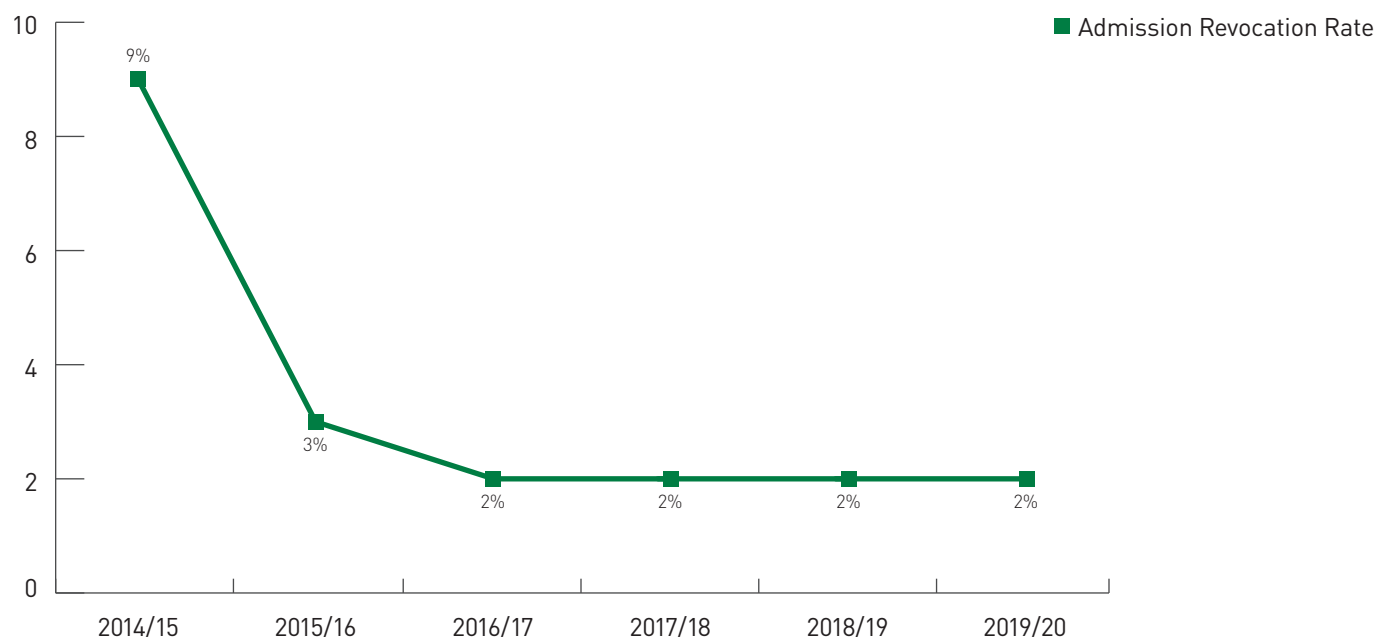


2.9 ADMISSION REVOCATION RATES, UNDERGRADUATE DIRECT-ENTRY

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

After a sharp decrease in 2015/16, revocation rates have been stable. This was, in part, due to a change in process that created opportunity to extend firm admission offers earlier. We continue to provide offers of admission on a rolling basis to ensure we are extending firm offers to highly-qualified students.

FIGURE 11: DIRECT-ENTRY ADMISSION REVOCATION RATES (2014 TO 2019)



Source: Office of the Registrar

^c The minimum final Grade 12 requirement for the Faculty of Engineering is often higher than 70.0%. For the 2018 enrolment cycle, Engineering revoked offers for final Grade 12 averages below 80.0% (or below 84.0%) depending on the applicant's last school curriculum.

The University of Alberta has always been on my list to go to so it was the only university I applied to and it's been the best experience so far. There are so many different perspectives from such a diverse group of people.

Celine Caruso Dixon, Arts (Political Science) | Edmonton, AB



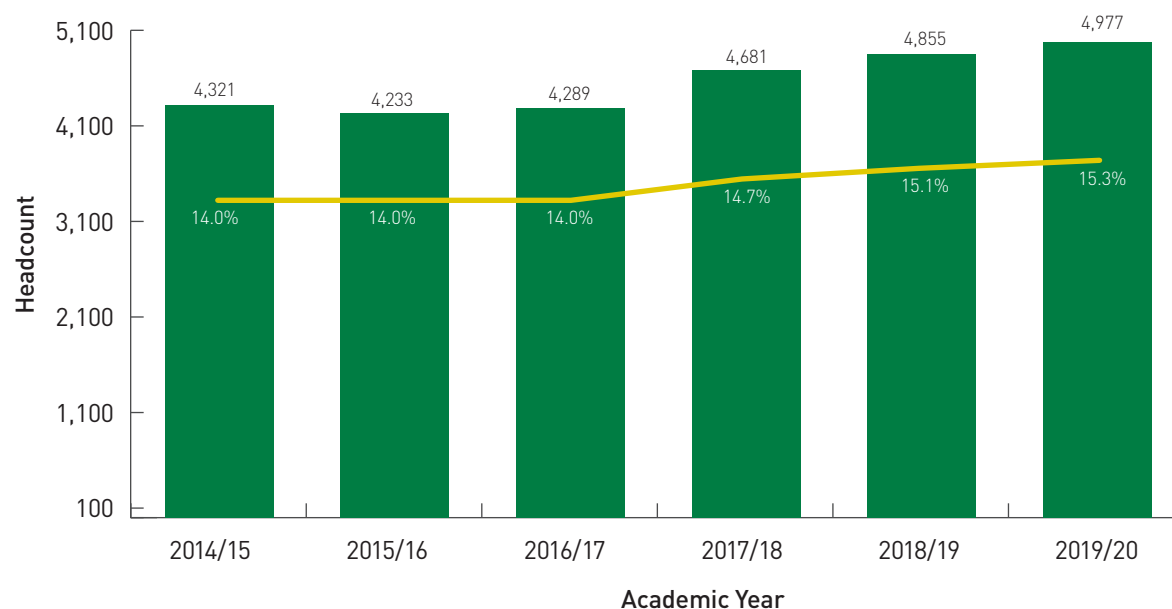
3. INTERNATIONAL UNDERGRADUATE ENROLMENT

3.1 INTERNATIONAL ENROLMENT HEADCOUNT, UNDERGRADUATE

International undergraduate enrolment has continued to increase since 2015/16. A total of 4,977 international students were enrolled in 2019/20, a record high and an increase of 2.5 per cent year-over-year.

International students currently account for 15.3 per cent of university undergraduate enrolment. As demand from qualified international and domestic applicants continues to increase, the university will continue to make strategic choices to ensure we are building a diverse class while maintaining access for domestic students.

FIGURE 12: INTERNATIONAL ENROLMENT HEADCOUNTS AND PROPORTIONS IN TOTAL ENROLMENT (2014 TO 2019)



Source: Office of the Registrar, December 1 REGSTATS Archive

Notes:

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



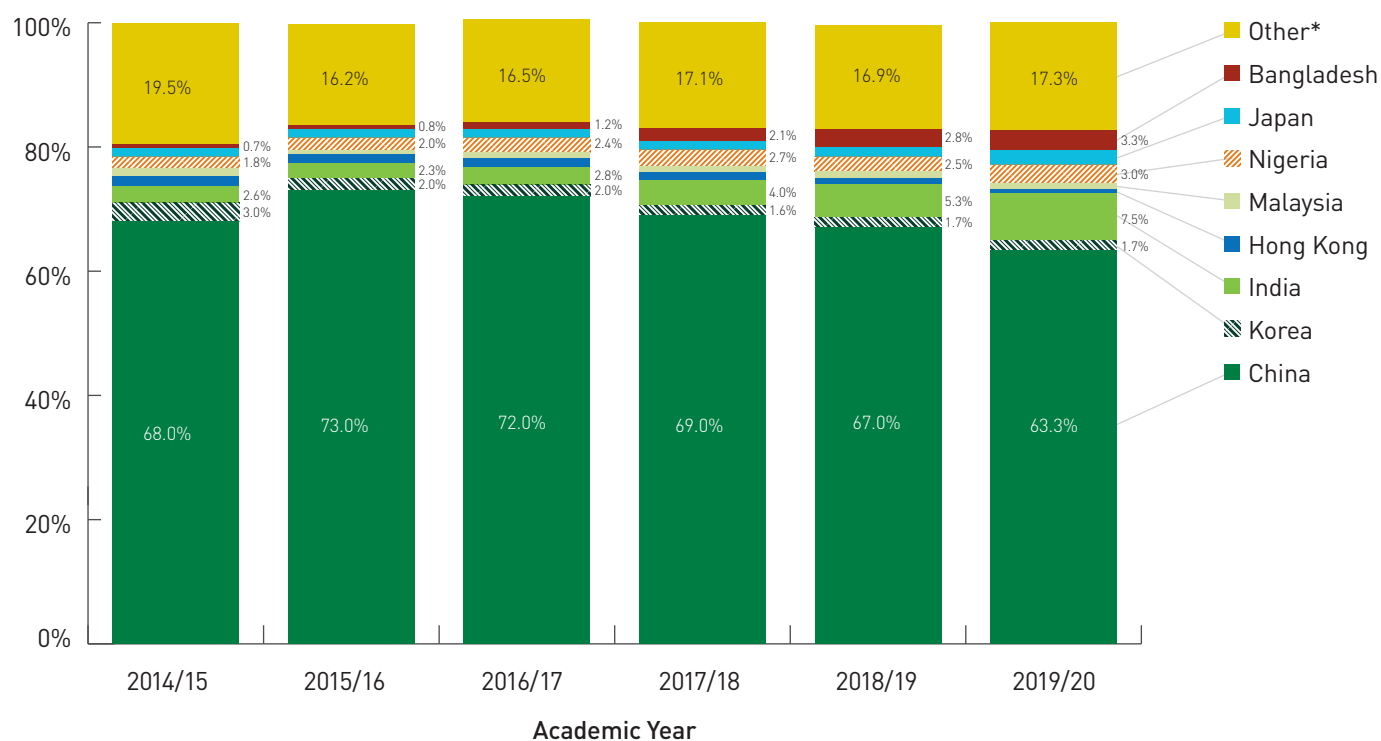
3.2 TOP SOURCE COUNTRIES BY STUDENT CITIZENSHIP, UNDERGRADUATE

While China, India and Bangladesh are the top three countries of citizenship for international students, the number of international students in the 'other countries' category has been increasing. This demonstrates continued progress towards the university's goal of increasing diversity in our international undergraduate student population while maintaining strong connections to traditional source countries.

- China remained the top source country of international student proportion at 63.3 per cent.
- India represents 7.5 per cent of the internal student population, which is a record-high and an increase of 2.2 per cent.
- The proportion from Bangladesh increased to 3.3 per cent, which is also a record-high and continues an upward trend.

As well three countries (Nigeria, Japan, Korea) maintained or showed growth in relative proportion year-over-year.

FIGURE 13: SOURCE COUNTRIES OF INTERNATIONAL STUDENTS BY CITIZENSHIP (2014 TO 2019)



Source: Office of the Registrar, December 1 REGSTATS Archive

Notes

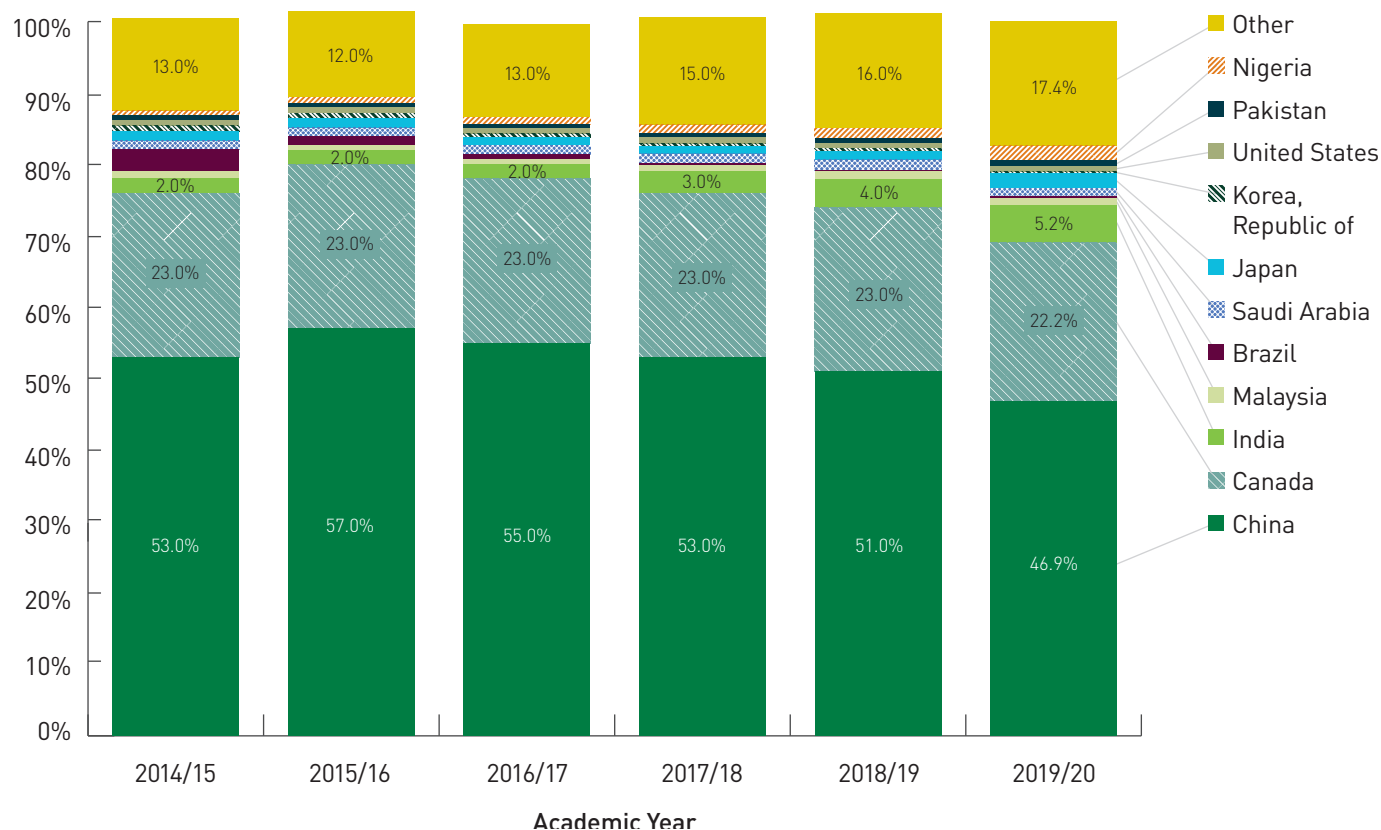
1. "Other" consists of the remaining international countries not shown in chart.
2. The proportion of international undergraduates from China shown for 2016/17 differ by 1.0 per cent from what was reported in the 2016 annual report as the current data no longer includes students in the Career Preparation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



3.3 TOP SOURCE COUNTRIES BY LAST SCHOOL LOCATION, UNDERGRADUATE

For some of our undergraduate students, the country of their last school attended prior to coming to the University of Alberta is not necessarily the same as their country of citizenship. In 2019/20, the most recent school attended was in China for the majority of international students. This proportion has been decreasing since 2015/16, but at 46.9 per cent, schools in China still make up almost half of where international students most recently attended. India is the last school location for 5.2 per cent of international students. The proportion of international students with last attended schools in Canada declined slightly to 22.2 per cent in 2019/20.

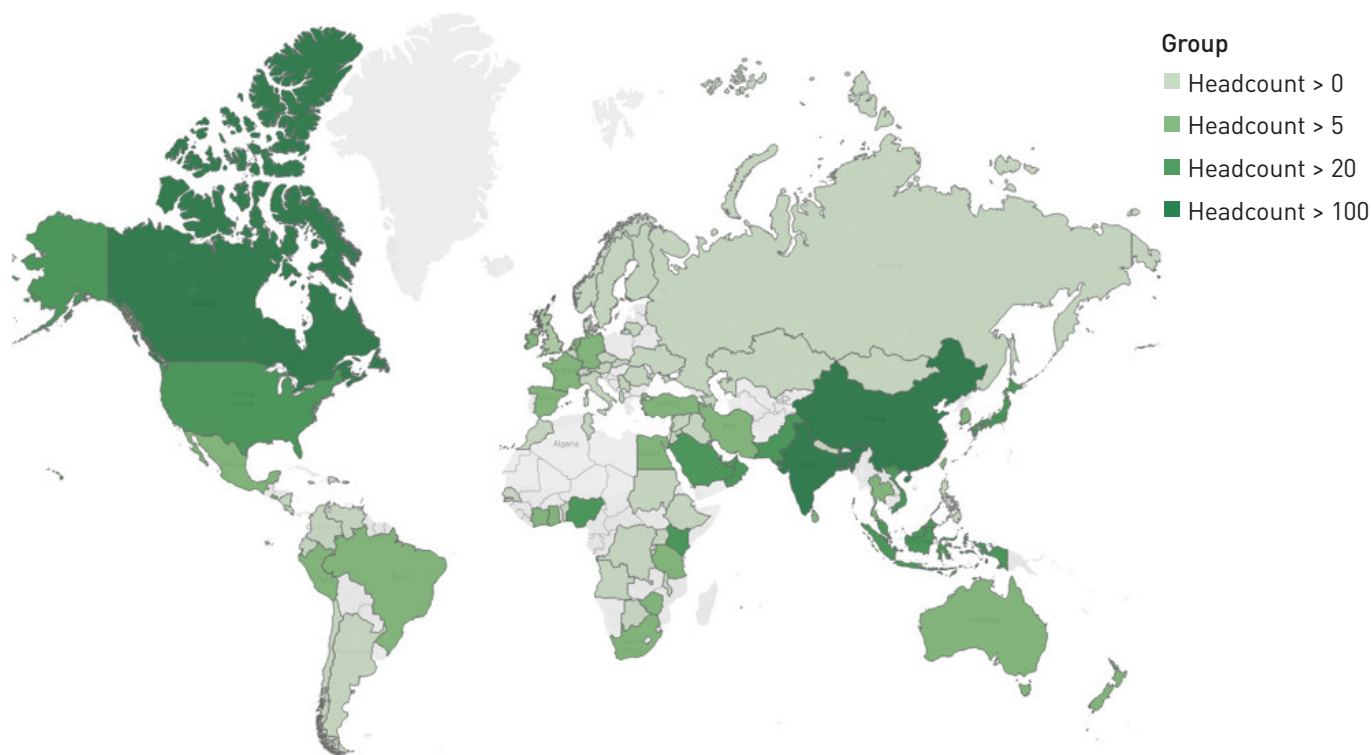
FIGURE 14: SOURCE COUNTRIES OF INTERNATIONAL STUDENTS BY LAST SCHOOL LOCATION (2014 TO 2019)



Source: Office of the Registrar, December 1 REGSTATS Archive



FIGURE 15: SOURCE COUNTRIES OF INTERNATIONAL STUDENTS BY LAST SCHOOL LOCATION (2019)



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

Source: Office of the Registrar, December 1 REGSTATS Archive

The University of Alberta gave me the opportunity to learn, grow, and foster my love for psychology and equipped me with knowledge and tools to specifically pursue something related to my passions.

Hassan Nawad, Science (Honours Psychology) | Mullingar, Ireland (Immigrated to Canada in 2010)

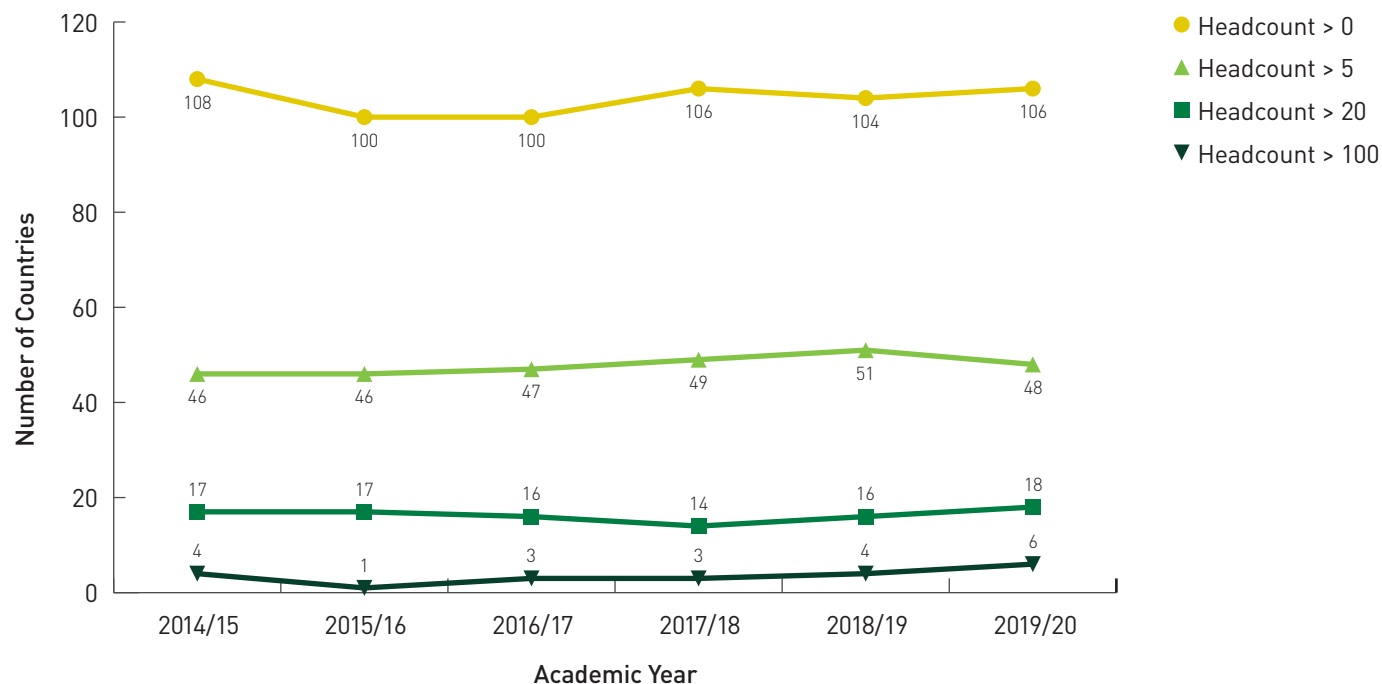


3.4 INTERNATIONAL DIVERSITY, UNDERGRADUATE ENROLMENT

The total number of countries represented by international students increased from 104 to 106 in the past year.

- Within the 106 countries now represented by international students, 18 have at least 20 undergraduate students out of which 6 have 100 or more.
- Both Japan and Viet Nam now have 100 or more students and join China, India, Bangladesh and Nigeria as the top citizenship countries with at least 100 students.

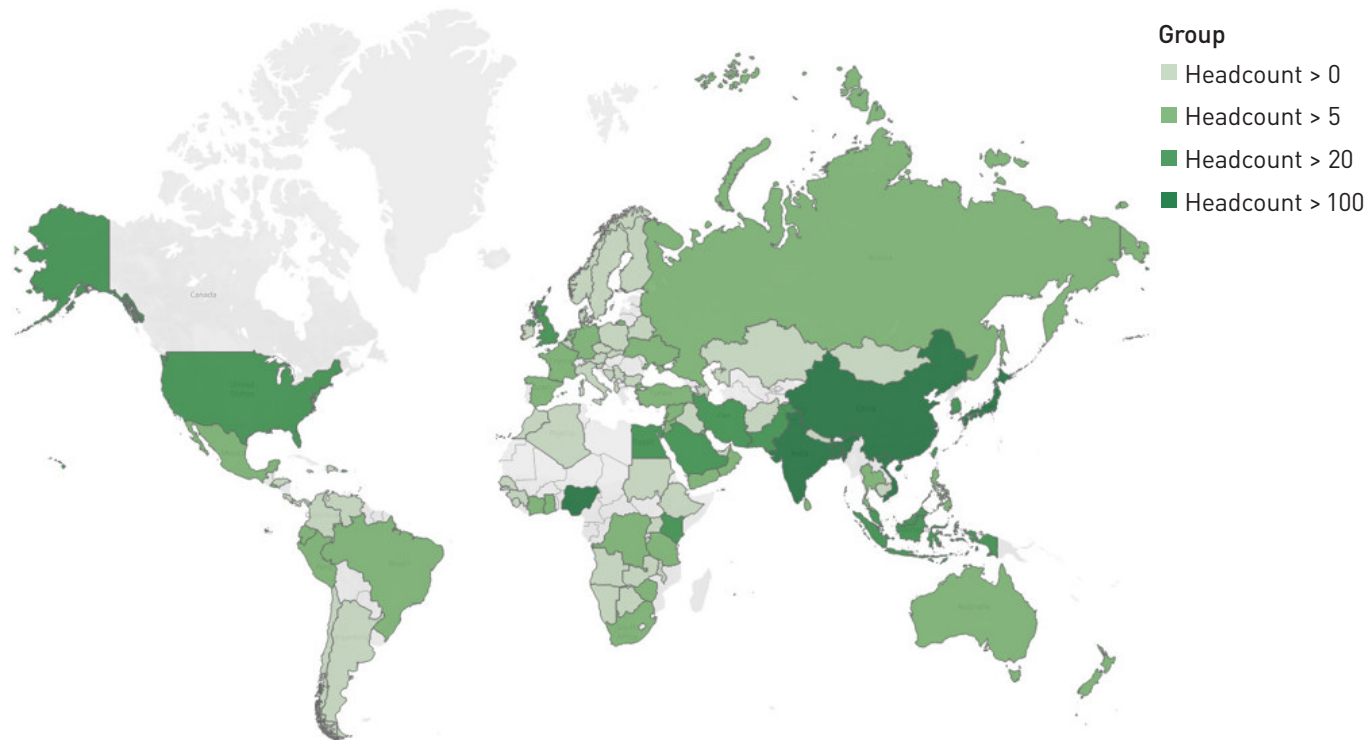
FIGURE 16: NUMBER OF COUNTRY CITIZENSHIP IN INTERNATIONAL STUDENT HEADCOUNT (2014 TO 2019)



Source: Office of the Registrar, December 1 REGSTATS Archive



FIGURE 17: CITIZENSHIP COUNTRY OF INTERNATIONAL UNDERGRADUATE STUDENTS (2019)



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

Source: Office of the Registrar, December 1 REGSTATS Archive

When I first arrived at the University of Alberta, I was moved by its creative and social vitality driven by the formal and informal groups and connections on campus.

Joud Nour Eddin, Masters in Global Health | Syria (Arrived to Canada as a Refugee in 2017)

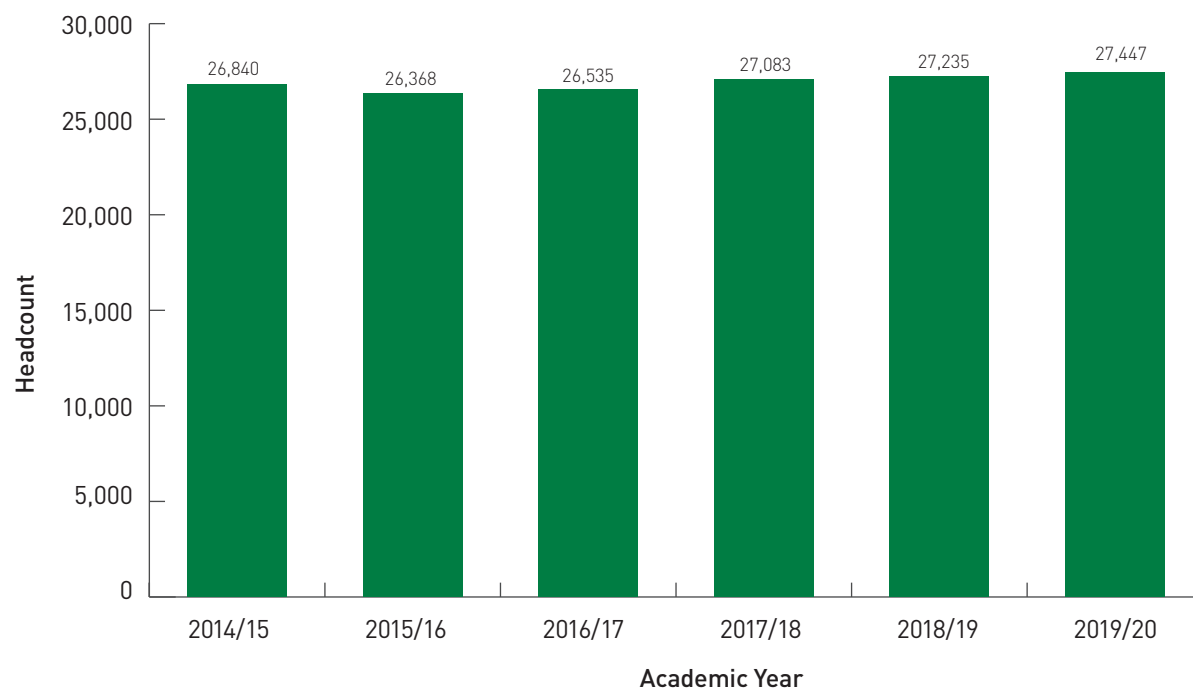


4. DOMESTIC UNDERGRADUATE ENROLMENT

4.1 DOMESTIC HEADCOUNTS AND RATIOS, UNDERGRADUATE

Within our student population, those with Canadian citizenship or permanent resident status are considered domestic students. The 27,447 domestic undergraduate headcount is a 0.8 per cent increase and the highest in the past six years. The proportion of domestic students in our undergraduate population is relatively stable at 84.7 per cent, a 0.2 per cent decrease year-over-year.

FIGURE 18: DOMESTIC ENROLMENT HEADCOUNTS AND PROPORTIONS IN TOTAL ENROLMENT (2014 TO 2019)



Source: Office of the Registrar, December 1 REGSTATS Archive

Notes:

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

I love that the University of Alberta provides the chance to make connections with so many different people. Those connections are what inspire me and make me excited to come to campus every day.

Brie Longworth, Arts (Political Science / Psychology) | Edmonton, AB

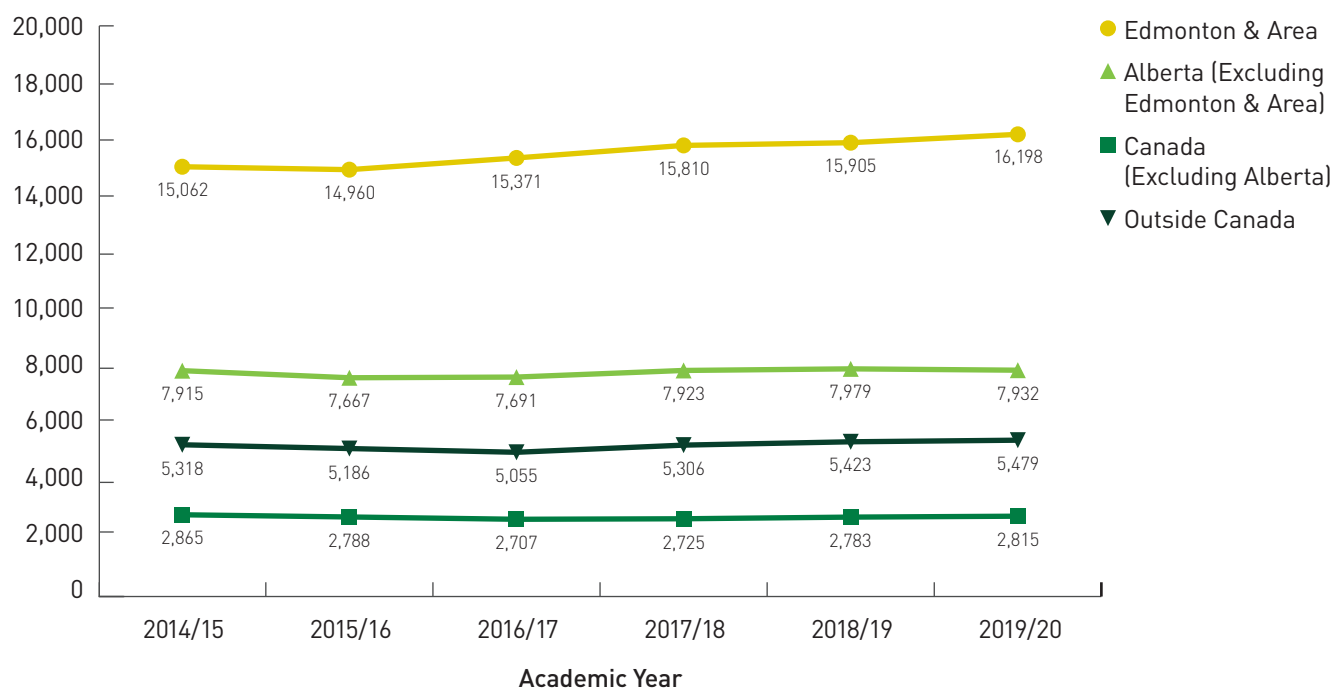


4.2 ORIGIN AT TIME OF APPLICATION, UNDERGRADUATE

Undergraduate enrolment remains strong in all four regions in the 2019/20 cycle with 83.1 per cent of undergraduates originating from within Canada.

- Edmonton and Area: 16,198 (1.8 per cent increase)
- Alberta Excluding Edmonton and Area: 7,932 (0.6 per cent decrease)
- Canada Excluding Alberta: 2,815 (1.1 per cent increase)
- Outside Canada 5,479 (1.0 per cent increase)

FIGURE 19: ORIGIN AT TIME OF APPLICATION, UNDERGRADUATE



Source: Office of the Registrar, December 1 REGSTATS Archive

Notes:

1. Includes Postgraduate Medical and Dental Education.
2. Edmonton and surrounding areas include Edmonton, Sherwood Park, St. Albert, Spruce Grove, Leduc, Fort Saskatchewan, Stony Plain, and Beaumont.
3. Outside Canada percentages listed do not equate to the university's undergraduate international enrolment. Students listing an address outside of Canada may be study-permit students, Canadian citizens, or permanent residents.

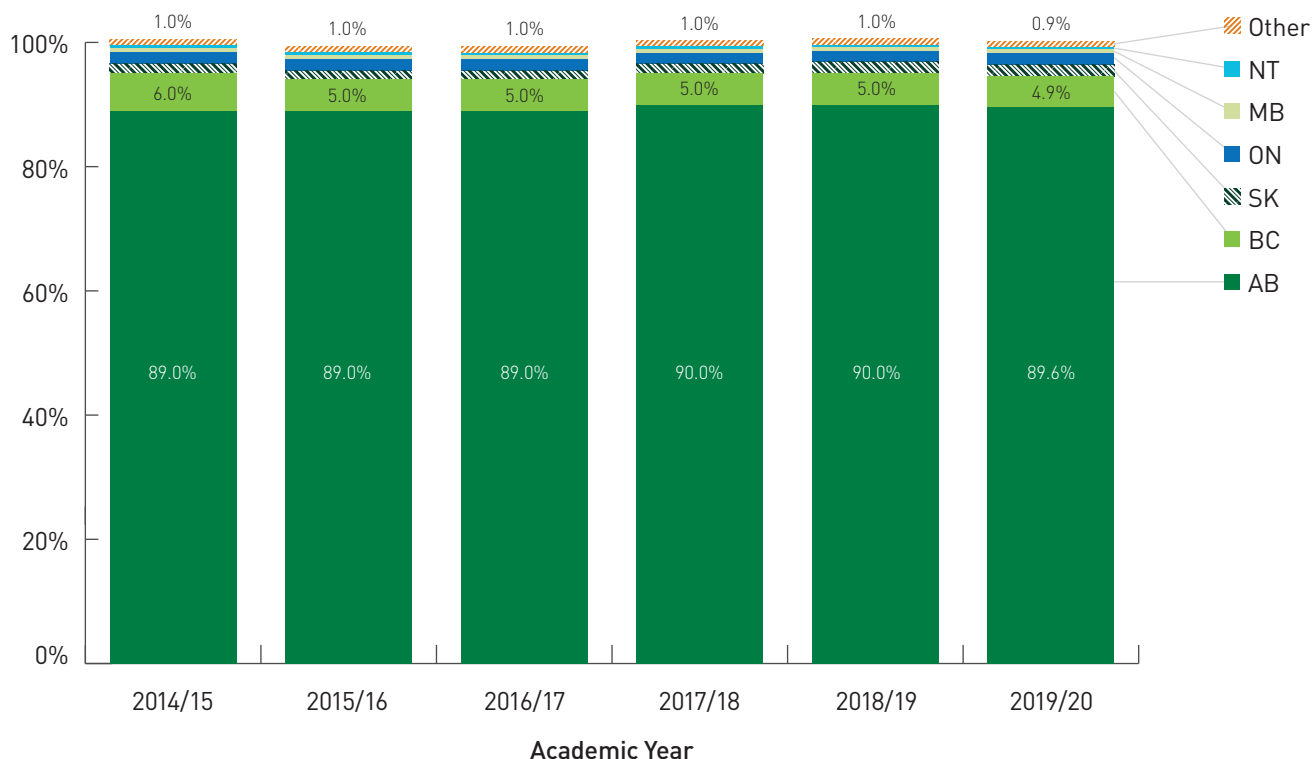


4.3 PROVINCE OF HOME ADDRESS AT TIME OF APPLICATION, UNDERGRADUATE

In the 2019/20 cycle, 83.1 per cent of all undergraduate students (26,945) were from within Canada as shown in of the previous section.

Within that 26,945, 89.6 per cent are from Alberta. The trend of distribution by province remains stable over time as shown below. For the most recent cycle, 89.6 per cent were from Alberta, 4.9 per cent were from British Columbia and the remaining 5.5 per cent originated from the other provinces and territories in Canada.

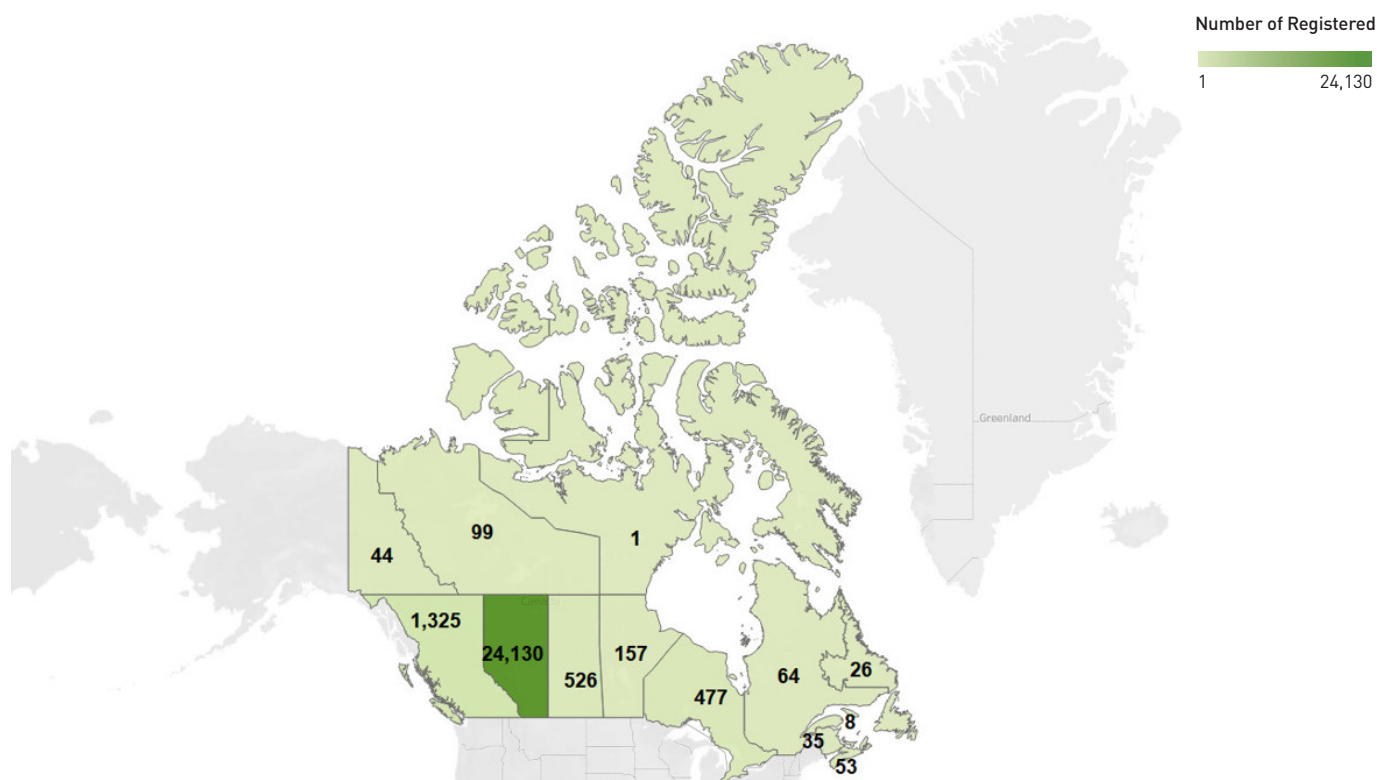
FIGURE 20: PROVINCE OF ORIGIN AMONG STUDENTS WITH PERMANENT HOME ADDRESSES IN CANADA (2014 TO 2019)



Source: Office of the Registrar, December 1 REGSTATS Archive



FIGURE 21: PROVINCE OF ORIGIN AMONG STUDENTS WITH PERMANENT HOME ADDRESSES IN CANADA (2019)



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

Source: Office of the Registrar, December 1 REGSTATS Archive

I applied and came to the UofA on a whim, but it turned out to be the best accident of my life. I'm so glad I ended up here. The people I've met and the experience I got couldn't have been reflected anywhere else.

Maddy Molaro, Education (Elementary) | Calgary, AB (Grew Up in San Francisco)



5. INDIGENOUS UNDERGRADUATE ENROLMENT

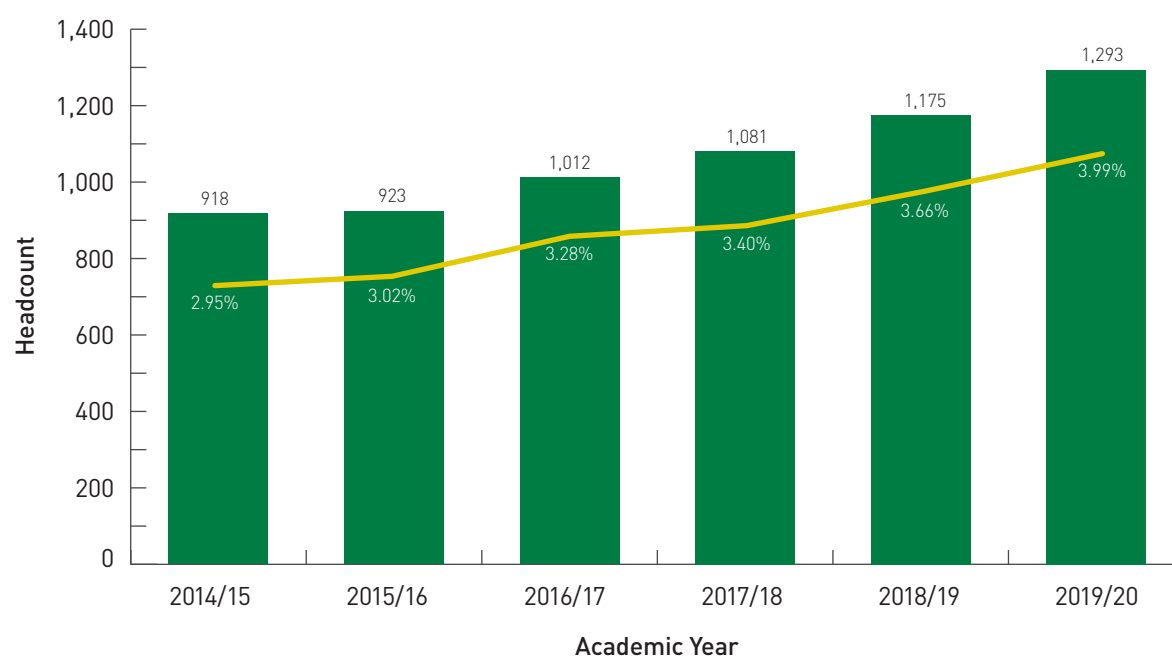
5.1 TOTAL INDIGENOUS ENROLMENT HEADCOUNT, UNDERGRADUATE

Statistics Canada's National Household Survey of 2016 indicated that Indigenous people comprise 6.5 per cent of Alberta's population^d. Released in June 2016, our Institutional Strategic Plan, *For the Public Good*^e, makes the commitment to engage Indigenous students and nations. As part of the implementation of our Institutional Strategic Plan, the university is working on attracting Indigenous students from across Alberta and Canada.

As part of the Office of the Registrar's Indigenous undergraduate recruitment strategy, and in collaboration with many faculties and units, we have increased presence in Indigenous communities by doubling traditional recruitment efforts (ie. school visits, presentations, fairs) from the previous cycle. We have also raised awareness and University of Alberta brand position, engaging with 5,000 Indigenous community members as compared to 1,000 the previous year through our engagement portfolio.

The total number of self-identified Indigenous students shows continuous growth. In 2019/20 1,293 Indigenous students were enrolled which is an increase of 10.0 per cent as compared to last year. This is 4.0 per cent of all undergraduate enrolment.

FIGURE 22: INDIGENOUS ENROLMENT HEADCOUNTS AND PROPORTION IN TOTAL ENROLMENT (2014 TO 2019)



Source: Office of the Registrar, December 1 REGSTATS Archive

Note: Includes Postgraduate Medical and Dental Education.

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

^d [Statistics Canada National Household Survey, 2016](#)

^e [University of Alberta Institutional Strategic Plan For the Public Good > Build > Objective 1 > Strategy 2](#)



5.2 INDIGENOUS APPLICATION AND REGISTRATION TRENDS, UNDERGRADUATE

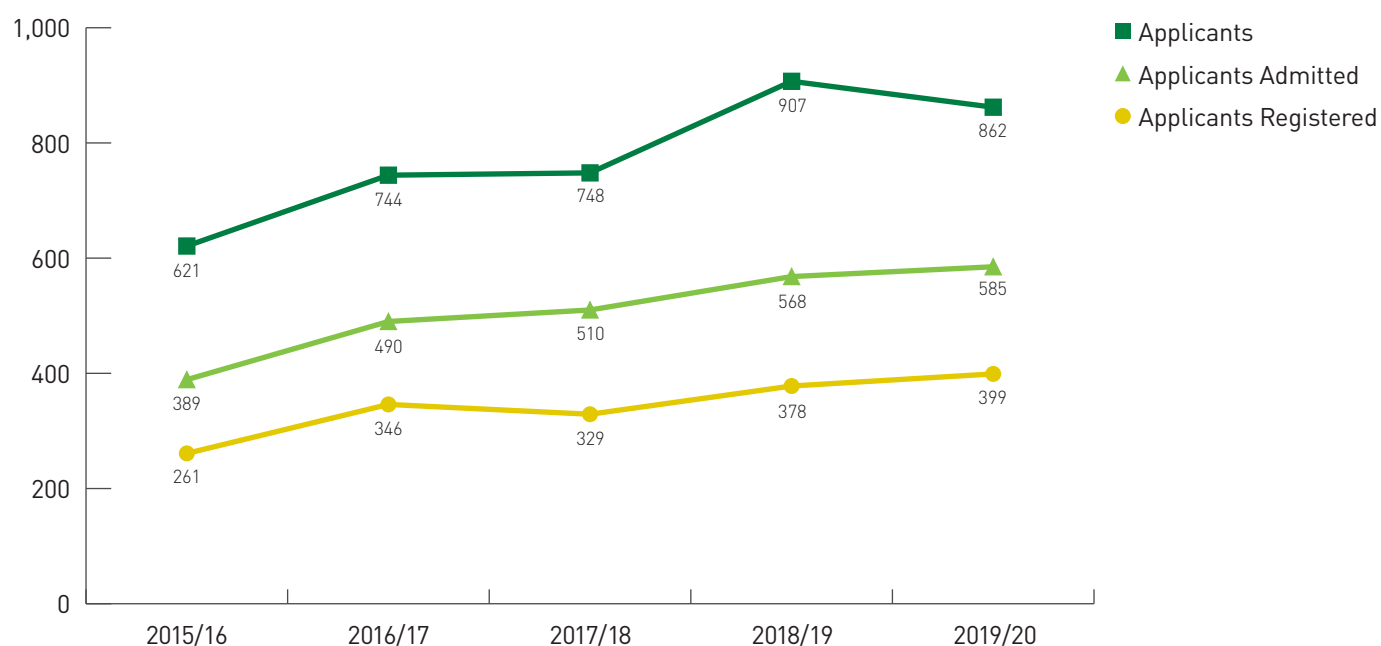
Both admission offers extended and new to university registration continue to grow, year-over-year.

In 2019/20 there were:

- 585 applicants admitted (3.0 per cent increase)
- 399 applicants registered (5.6 per cent increase)
- 68.2 per cent yield rate (1.7 per cent increase)

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

FIGURE 23: NEW-TO-UNIVERSITY INDIGENOUS APPLICANTS, ADMISSION AND REGISTRATION (2015 TO 2019)



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

I love being able to share some of the amazing experiences I've had at the University of Alberta with students who are also from Indigenous communities. I hope that through sharing my own experience I can help others see themselves stepping out of the community to chase their respective passions.

Jarred Ribbonleg, Education (Secondary), UAlberta Ambassador | Fox Lake, AB



6. RETENTION AND COMPLETION RATES

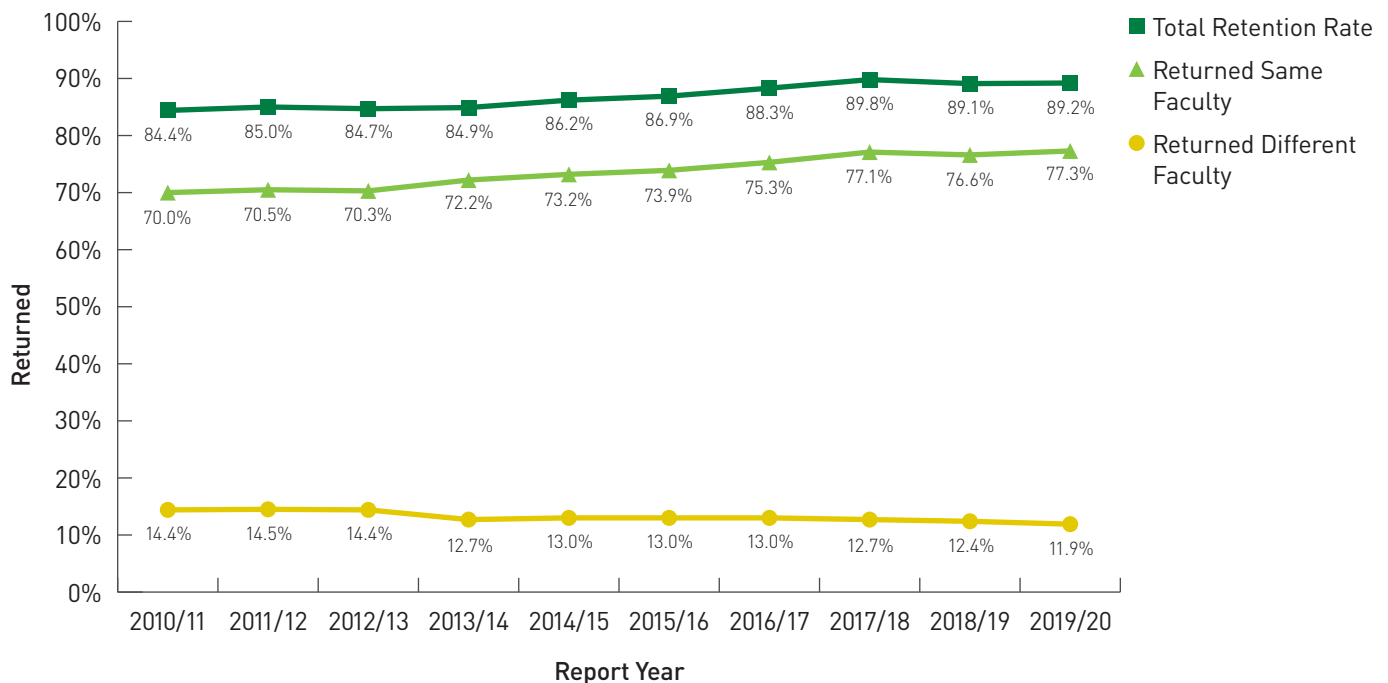
6.1 STUDENT RETENTION, YEAR 1 TO YEAR 2, UNDERGRADUATE

The retention rate of first-year undergraduate students has, for the most part, shown an upward trend over the past 10 years. In 2019/20, the retention rate was 89.2 per cent, up 0.1 per cent from the previous cycle.

The proportion of students who returned to the same faculty has also been trending upward, reaching a record high at 77.3 per cent. This can be attributed to an effective admissions process that helps ensure highly-qualified students are being admitted into their first-choice programs.

The proportion of students who returned to the university, but entered a different faculty has been declining and reached a record low of 11.9 per cent.

FIGURE 24: PROPORTION OF FIRST-YEAR UNDERGRADUATES WHO RETURNED FOR THEIR SECOND YEAR OF STUDY (2010 TO 2019)



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

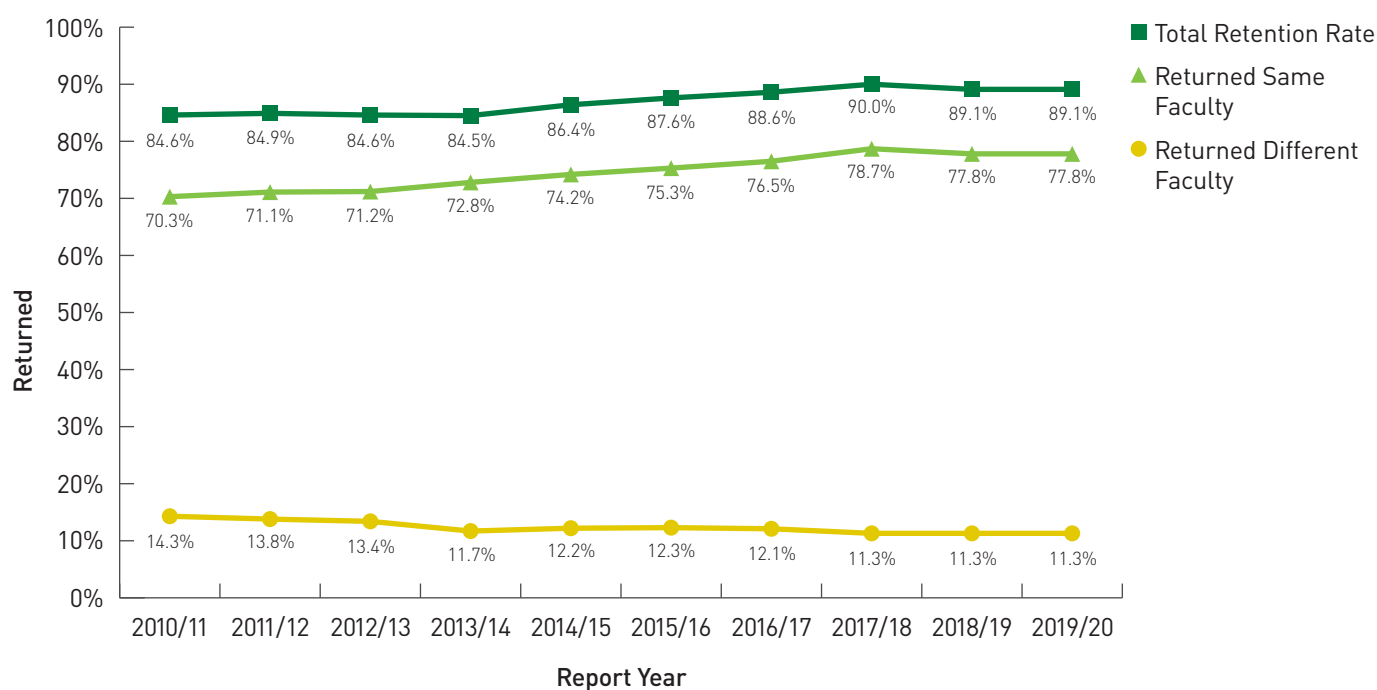


6.2 STUDENT RETENTION, YEAR 1 TO YEAR 2, DOMESTIC UNDERGRADUATE

The proportion of domestic students returning to the university in their second year of study remained the same as the previous year in all three categories as noted below.

- Total retention rate: 89.1 per cent
- Retention rate of students returning to the same faculty: 77.8 per cent
- Retention rate of students returning to a different faculty: 11.3 per cent

FIGURE 25: PROPORTION OF FIRST-YEAR DOMESTIC UNDERGRADUATES WHO RETURNED FOR THEIR SECOND YEAR OF STUDY (2010 TO 2019)



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

To me, making a difference isn't necessarily changing the world in a huge way. It's as simple as being there for anyone who needs me, and I feel like the University of Alberta has given me a chance to do that in many different ways.

Janessa Morin, Science (Honours Psychology) | Winnipeg, MB

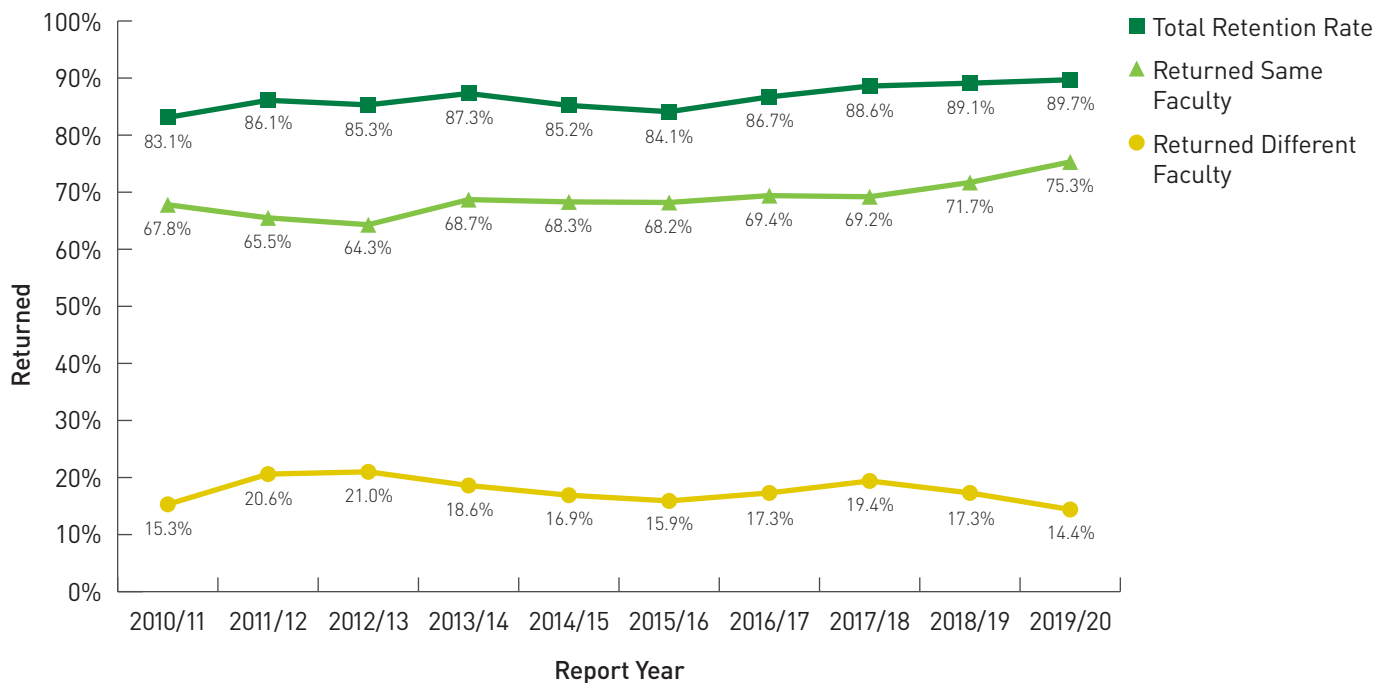


6.3 STUDENT RETENTION, YEAR 1 TO YEAR 2, INTERNATIONAL UNDERGRADUATE

The total retention rate among international students in their first year of study had been increasing over the past five years and currently sits at 89.7 per cent, a 0.6 per cent increase over the previous cycle.

- Retention rates for international students returning to the same faculty is 75.3 per cent. This is a substantial (3.6 per cent) increase over the previous cycle.
- Retention rates for international students returning to a different faculty saw a record low at 14.4 per cent, a 2.9 per cent decrease from the previous cycle.

FIGURE 26: PROPORTION OF FIRST-YEAR INTERNATIONAL UNDERGRADUATES WHO RETURNED FOR THEIR SECOND YEAR OF STUDY (2010 TO 2019)



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



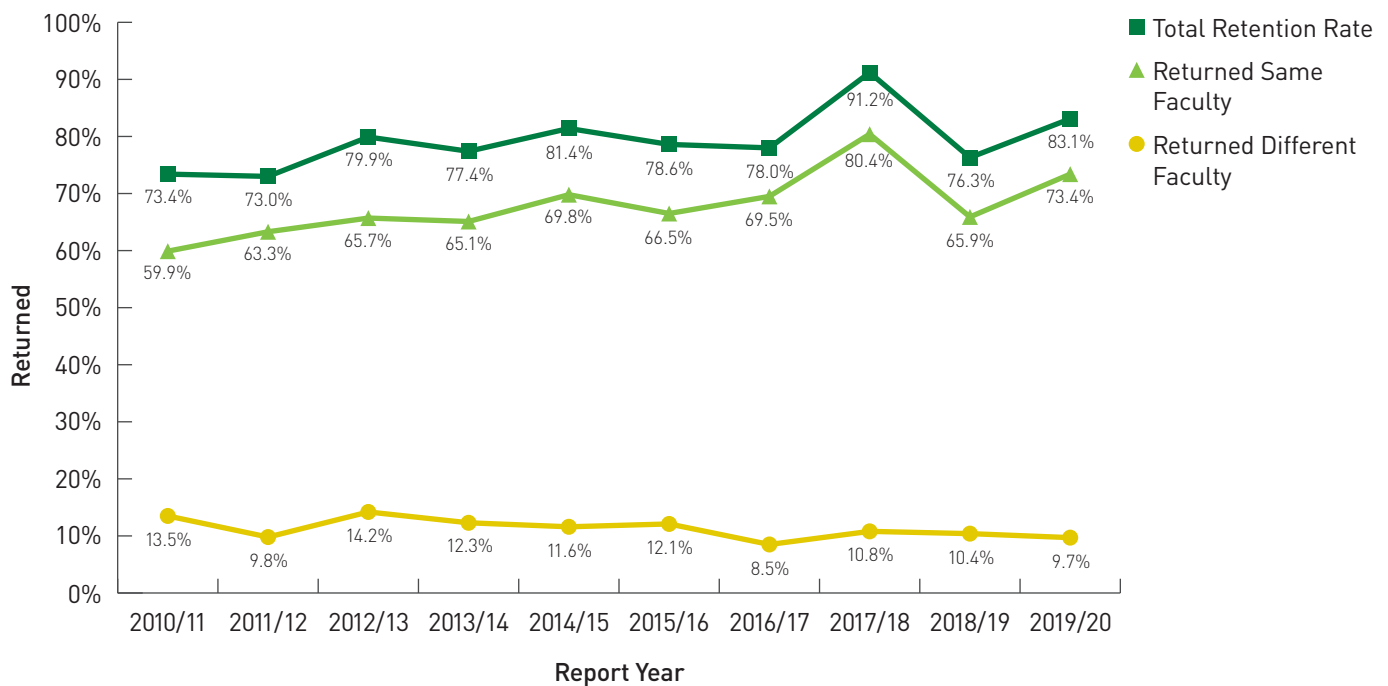
6.4 STUDENT RETENTION, YEAR 1 TO YEAR 2, INDIGENOUS UNDERGRADUATE

In the 2019/20 academic year, 83.1 per cent of first-year Indigenous students returned to the university for year two of their studies, an increase of 6.8 per cent over the previous year. In general, retention rates have gradually increased over the past ten years with the exception of an unprecedented spike in the 2017/18 cycle.

The recovery of the total retention rate can be attributed to the increase of the proportion of students returning to the same faculty which increased by 7.5 per cent, reaching 73.4 per cent in 2019/20.

The rate of the Indigenous students returning to a different faculty dropped by 0.7% and currently sits at 9.7%.

FIGURE 27: PROPORTION OF FIRST-YEAR INDIGENOUS UNDERGRADUATES WHO RETURNED FOR THEIR SECOND YEAR OF STUDY (2010 TO 2019)



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

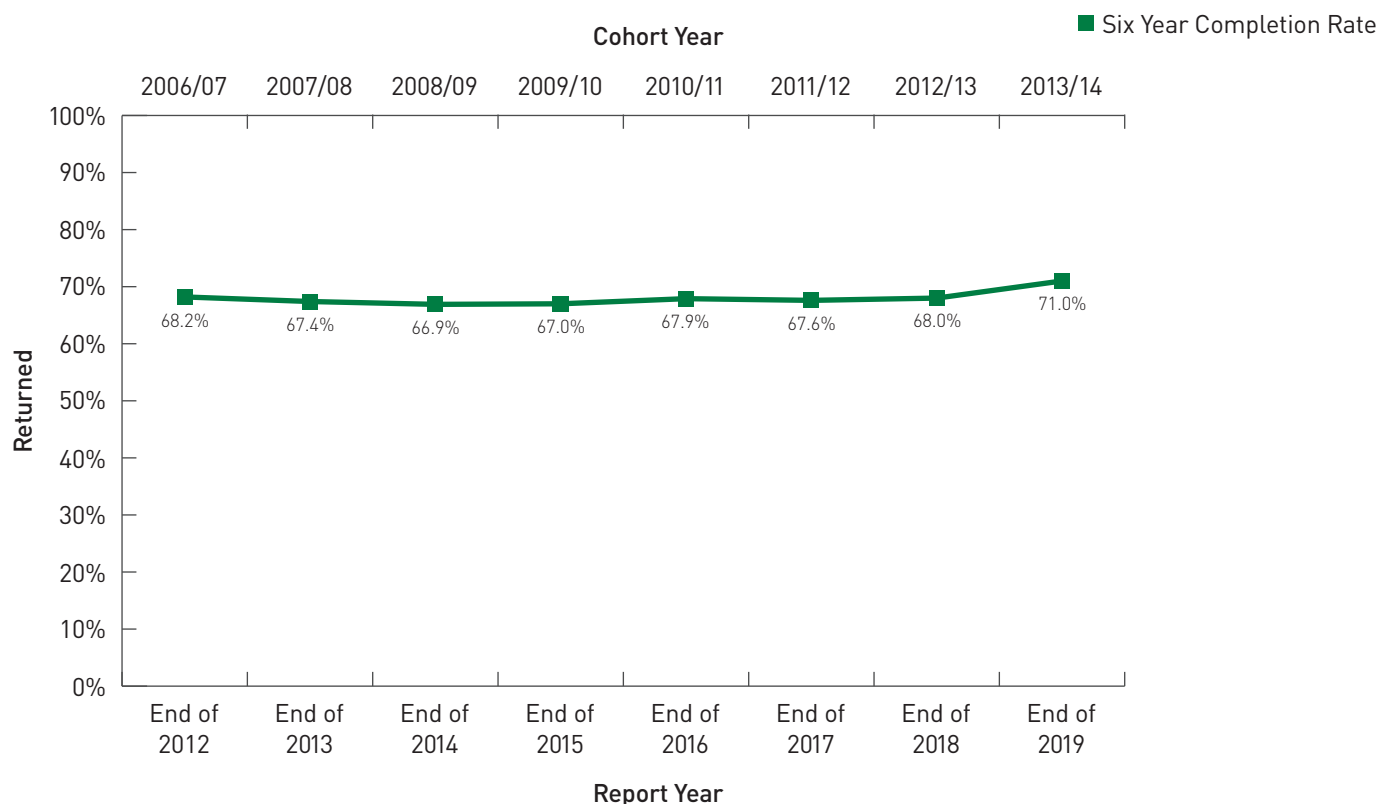
Note: The figures shown in this chart may differ from those shown in prior years because the status of Indigenous students are updated retroactively since students self-declare. Those who self-declared as Indigenous this year but did not declare last year will have their status updated for all years.



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

The proportion of direct-entry undergraduate students who completed their program within six years has reached a record high at 71.0 per cent. The proportion has increased 3.0 per cent from the previous year and climbed above 70.0 per cent for the first time on record.

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



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

Notes:

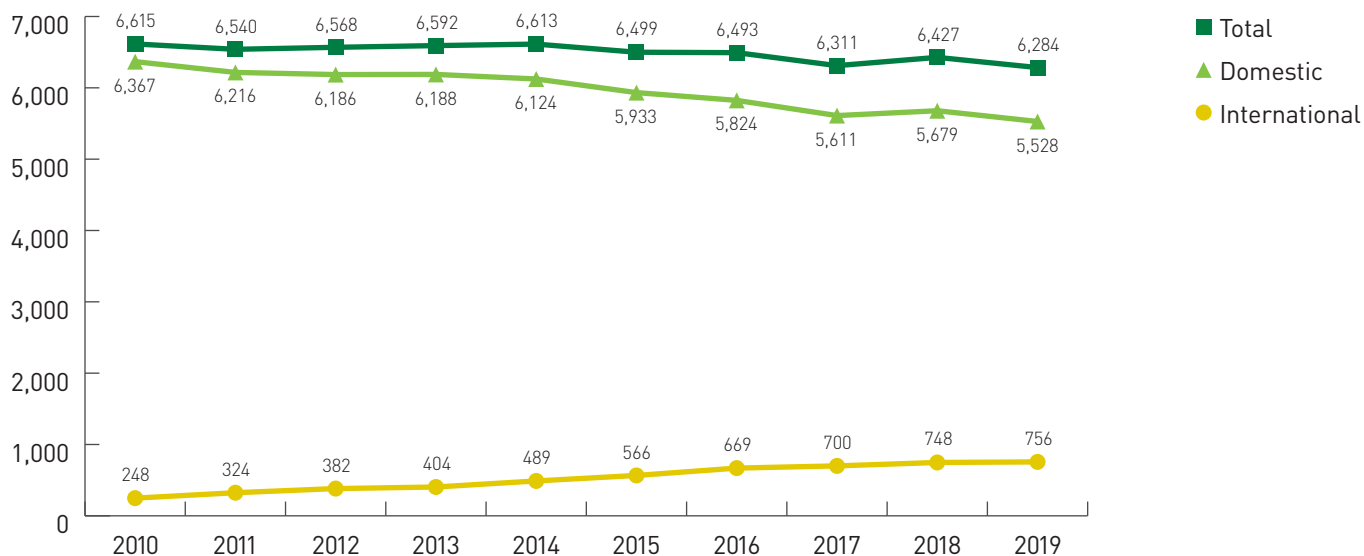
1. The cohort for each year comprises students with first admission to a direct-entry undergraduate program. This excludes transfer students.
2. The students in each cohort who graduated from the university in any undergraduate program, within six years, are defined as completers.



6.6 GRADUATION HEADCOUNT, UNDERGRADUATE

Overall, the university has experienced a downward trend, with minor fluctuations, in undergraduate graduation headcount over the past 10 years. In 2019, there was a total of 6,248 undergraduate students graduating from the university. Of those who graduated, 5,528 were domestic students, making up 88.4 per cent of the graduating headcount. The number and proportion of graduating international students has reached 756 or 11.6 per cent of the total undergraduate graduating headcount. The year-over-year total is a combination of a decline in domestic graduation headcount combined with an upward trend in the international graduation headcount.

FIGURE 29: UNDERGRADUATE GRADUATION HEADCOUNT (2010 – 2019)



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

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

Note: While the graduating headcount of those with domestic national status at the time of graduation consists of students who had domestic status at the time of application, the headcount also consists of international students who obtained their permanent residency or Canadian citizenship during the course of their studies.

I really didn't know if university was the best idea for me until orientation day. I very quickly found a group of friends and a feeling of belonging that I had previously never experienced and that's when I knew I made the right decision. That feeling of support and community has stuck since that very first day and into my 5th and final year here.

Aaron Hagen, Business (Operations Management) | Edmonton, AB



CLOSING REMARKS

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

It has been another record year with 32,424 undergraduate students enrolled for 2019/20. This is 3.3 per cent above the institutional target with growth in domestic, international and Indigenous enrolment. Through effective recruitment strategies, and strategic enrolment management, we are building an exceptional class of students.

In order to respond to the changing needs of our students as well as the post-secondary environment we continue to refine processes, improve access to information and enhance the ways in which we support and serve our students and faculty partners.

The Enrolment Management Policy Suite, which was approved by the Board of Governors in May 2019, provides a framework for managing institutional enrolment and meeting short- and long-term faculty objectives through shared planning and data-driven decision-making.

We have implemented a new tuition model for international students starting at the university in Fall 2020. A program-based approach was introduced in order to offer a tuition guarantee. This offers stable and predictable tuition over a longer term and provides applicants with approved tuition amounts earlier in the process, creating an environment where international students can better plan for their education.

We have developed a virtual assistant tool for our Student Connect Service centre. Vera (named in honor of our university motto *quaecumque vera*) is designed to answer questions 24/7 and has already reduced the number of inquiries received by Student Connect and the speed at which students can access information.

Working with cross-unit groups within the Office of the Registrar as well as our Faculty partners, we launched a new admissions system for applicants applying for Fall 2020. Known as UAlberta Launchpad, this new system will provide students, faculties and staff with a streamlined process as well as improved information flow. The flexibility and breadth of functionality will also allow the system to continue to grow with the changing needs of the university.

We are looking forward to the year ahead and will continue to innovate and collaborate to seize the ongoing opportunities presented by refining our enrolment management practices to best support the goals and objectives of the university.



UNDERGRADUATE ENROLMENT

2019/20 OVERVIEW

BUILDING OUR COMMUNITY

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

UNDERGRADUATE STUDENT DEMAND

At 40,649 (8,225 graduate students and 32,424 undergraduate students), the university has reached a record high with respect to total, graduate, and undergraduate enrolment. We have seen this growth trend since 2015/16.



UNDERGRADUATE APPLICANTS

Applicant numbers decreased 0.4 per cent from the previous year primarily driven by a decline in post-secondary transfer applications.

37,286

TOTAL APPLICANTS

22,127

ADMITTED

13,014

REGISTERED



DIVERSITY OF STUDENTS

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

+10.0%

INDIGENOUS STUDENTS

+1.1%

OUT-OF-PROVINCE STUDENTS

+2.5%

INTERNATIONAL STUDENTS



ENROLMENT TARGETS

- 75% Continuing students
- 25% New students
 - » 66% high school
 - » 34% post-secondary transfer

+3.3%

UNDERGRADUATE ENROLMENT

Above enrolment target

59.3%

ADMISSION RATE

Proportion of applicants who are admitted

58.8%

YIELD RATE

Proportion of admitted applicants who register

71.0%

SIX-YEAR COMPLETION RATE

Direct-entry program completed in 6 years

The quality of incoming students remains strong. This year, there was an increase in the number of programs with a mean admission average of 85+. We also remain accessible with some program entrance averages beginning at 70.0 percent.

UNDERGRADUATE STUDENTS

The University of Alberta has always been on my list to go to so it was the only university I applied to and it's been the best experience so far. There are so many different perspectives from such a diverse group of people.

Celine, Arts Student

I love being able to share some of the amazing experiences I've had at the University of Alberta with students who are also from Indigenous communities. I hope that through sharing my own experience I can help others see themselves stepping out of the community to chase their respective passions.

Jarred, Education Student

32,424

TOTAL UNDERGRADUATE ENROLMENT



1,293

INDIGENOUS UNDERGRADUATE ENROLMENT

- 10.0 per cent year-over-year increase

4,977

INTERNATIONAL UNDERGRADUATE ENROLMENT

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



STUDENTS BY GENDER

- 55.30% Female
- 44.62% Male
- 0.08% Other*

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



STUDENTS BY HOME ADDRESS

ADDRESS	TOTAL POP.	% OF TOTAL
Edmonton & area	16,198	50%
Alberta <i>(excl. Edmonton & area)</i>	7,932	24.4%
Canada <i>(excluding Alberta)</i>	2,815	8.7%
Outside Canada*	5,479	16.9%

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



UNIVERSITY OF ALBERTA
OFFICE OF THE REGISTRAR

For more information, contact:

Office of the Registrar

780.492.3113 | ualberta.ca/registrar

Item No. 14B

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Helping Individuals at Risk (HIAR) and Office of Safe Disclosure & Human Rights (OSDHR) Annual Reports 2018-19
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Item

Proposed by	Gitta Kulczycki, Vice-President (Finance and Administration)
Presenter	Kris Fowler, Director, Helping Individuals at Risk Wade King, Director, Office of Safe Disclosure & Human Rights

Details

Responsibility	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
The Purpose of the Proposal is (please be specific)	The purpose of this report is to provide an overview and information about the activities of each office and to comment on trends and issues.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>HIAR: In 2010, the University created the Helping Individuals at Risk intake function to provide campus community with a centralized service for reporting at risk behaviour. It facilitates a “connecting of the dots” of what could otherwise be viewed as isolated and less urgent incidents. The HIAR program helps connect individuals at risk of harm to self or others to resources before a situation escalates, and ensures a coordinated response across campus.</p> <p>OSDHR: In 2008, the University introduced the Office of Safe Disclosure and Human Rights as an intake service for issues arising under the Ethical Conduct and Safe Disclosure Policy. The Office has two functions:</p> <ul style="list-style-type: none"> • provision of the University of Alberta’s confidential (safe) disclosure services and; • promotion, stewardship and advice pertaining to human rights (incl. the duty to accommodate). <p>To support these functions, the office provides intake, advisory, and educational services to students, staff, and faculty at all University of Alberta campuses.</p> <p>Activities undertaken by each of the programs are reported annually to GFC. Details can be found in the attached documents.</p>
Supplementary Notes and context	

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	HIAR and OSDHR - GFC Executive Committee, February 10, 2020 HIAR - Board Learning, Research and Student Experience Committee, February 14, 2020 OSDHR - Board Audit and Risk Committee, February 24, 2020 HIAR and OSDHR - General Faculties Council, February 24, 2020
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Strategic Alignment

Item No. 14B

Alignment with <i>For the Public Good</i>	<p>Values – Above all, we value intellectual integrity, freedom of inquiry and expression, and the equality and dignity of all persons as the foundation of ethical conduct in research, teaching, learning, and service.</p> <p>We value diversity, inclusivity, and equity across and among our people, campuses and disciplines.</p> <ul style="list-style-type: none"> • Goal: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world. <ul style="list-style-type: none"> ○ Objective 1 – Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada and the world. ○ Objective 3 – Support ongoing recruitment and retention of a highly skilled, diverse community of non-academic and administrative staff by enriching the University of Alberta's working environment. ○ Objective 5 – Build and strengthen trust, connection, and a sense of belonging among all members of the university community through a focus on shared values. 	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) GFC Executive Committee Terms of Reference GFC Terms of Reference	

Attachments

1. Helping Individuals at Risk (HIAR) Annual Report, 2018-19 (7 pages)
2. Office of Safe Disclosure and Human Rights (OSDHR) Annual Report, 2018-19 (4 pages)

Prepared by:

Giovana Bianchi, Senior Administrative Officer, Finance and Administration (giovana.bianchi@ualberta.ca)

HELPING INDIVIDUALS AT RISK (HIAR) ANNUAL REPORT 2018-19

Helping Individuals At Risk (HIAR)

The HIAR program provides a centralized location for reports of at risk behavior in order to facilitate a “connecting of the dots” of what could otherwise be viewed as isolated and less urgent incidents. One impetus behind the creation of this program was the key finding from the shootings at Virginia Tech that failure to share information on what were considered isolated incidents resulted in an underestimation of risk. The HIAR program helps connect Individuals at Risk of harm to self or others to resources before a situation escalates, and ensures a coordinated response across campus.

REPORTS OF INDIVIDUALS AT RISK

The HIAR program received 1077 reports, an increase of 239 or 29%, over the previous year; a significant one year growth of the program. As seen in the chart below, this represents a continued increase in the utilization of the program of at least 20% per annum. The 1077 reports referenced 509 Individuals at Risk, an increase of 80 (19%) individuals from the previous year.

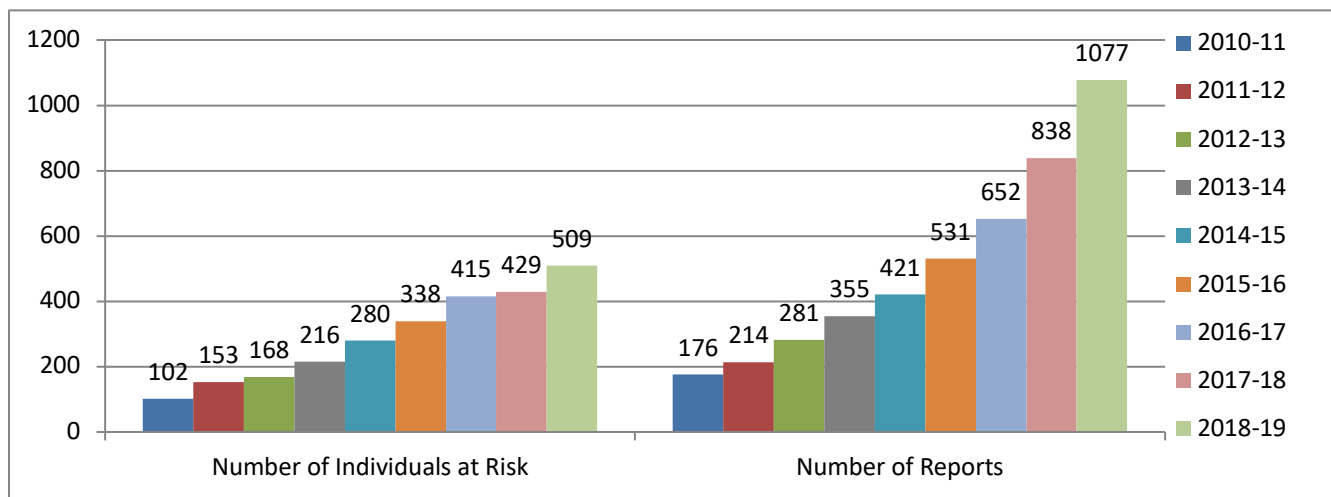


Figure 1: Growth of the HIAR Program

The vast majority of reports to the program continue to be regarding students (969 reports, 90%). Of this, 814 reports (76%) were concerning undergrad students, 128 report (12%) were about graduate students, and 27 reports (3%) were concerning students registered in open studies. Seventy-one reports (7%) were about faculty or staff, 15 reports (1%) were about Post-Doctoral Fellows, 2 reports (less than 1%) concerned former students, 2 reports (less than 1%) were regarding visiting students, and the remainder (12 reports, 1%) were regarding individuals with other relationship-to-the-university status (i.e. alumni, special students, or visiting students).

HIAR also tracks the reports referencing international students regardless of undergraduate or graduate status. This reporting year, there were 293 reports concerning international students, which comprised 27% of all reports to HIAR. While the number of reports referencing international students increased to 293 from last year's 265, the overall percentage decreased from 31% to 27%. For context, international students comprised 20% of the student population at the U of A in 2018-19.

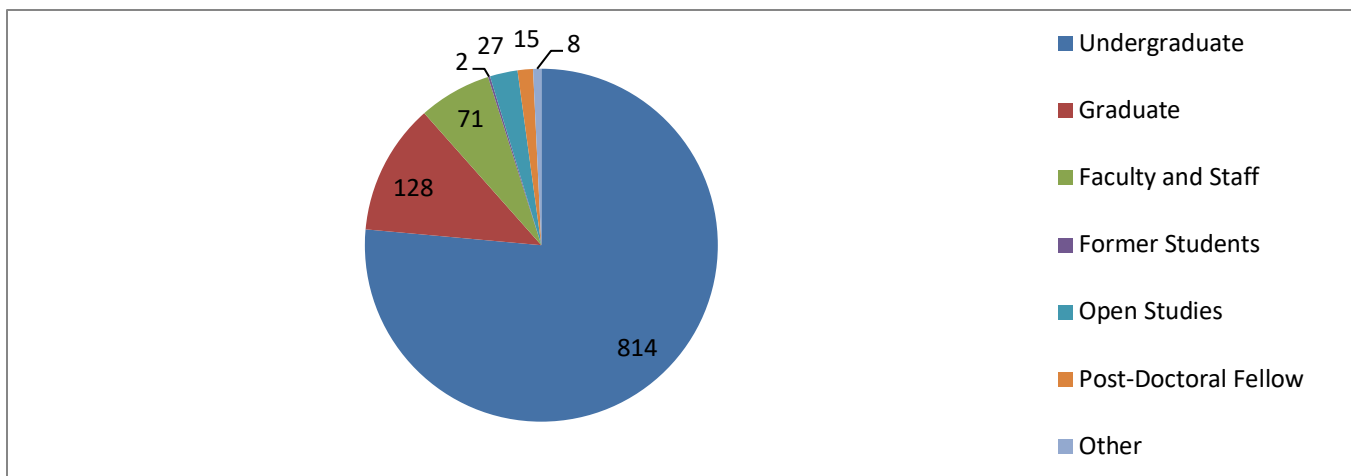


Figure 2: Status of the Individual at Risk

Unlike last year where the reports about Individuals at Risk were almost equally divided between males (417 reports, 49%) and females (393 reports, 47%), this year there was a significant increase in reports regarding females (612 reports, 57%) and a marked decrease in the reports regarding males (365 reports, 34%). Six reports (less than 1%) concerned non-binary or transgender individuals, compared to 9 reports (1%) from the previous year.

Most reports were about a concern that the Individual at Risk was at risk of harm to self (410 reports, 38%), which is a slightly lower percentage than last year (45% for the 2017-18 reporting period). Four hundred and seventeen (39%) reports were regarding individuals who exhibited worrisome behavior that did not yet meet the assessment of harm. One hundred and three (10%) reports concerned individuals who were at risk of harming others, and an additional 18 reports (1%) concerned individuals who were at risk of harming both themselves and others. Eighty-three (8%) reports concerned individuals who were at risk of harm from others. Twenty-three (2%) reports were regarding incidents of bullying or harassment. The balance of the reports pertained to academic concerns (6 reports, less than 1%) and medical concerns (17 reports, 2%). The category “medical” is newly tracked by HIAR for the 2018-19 reporting year based on the relatively low, but significant number of reports students or staff members who were hospitalized or required medical care that impacted their ability to work or study.

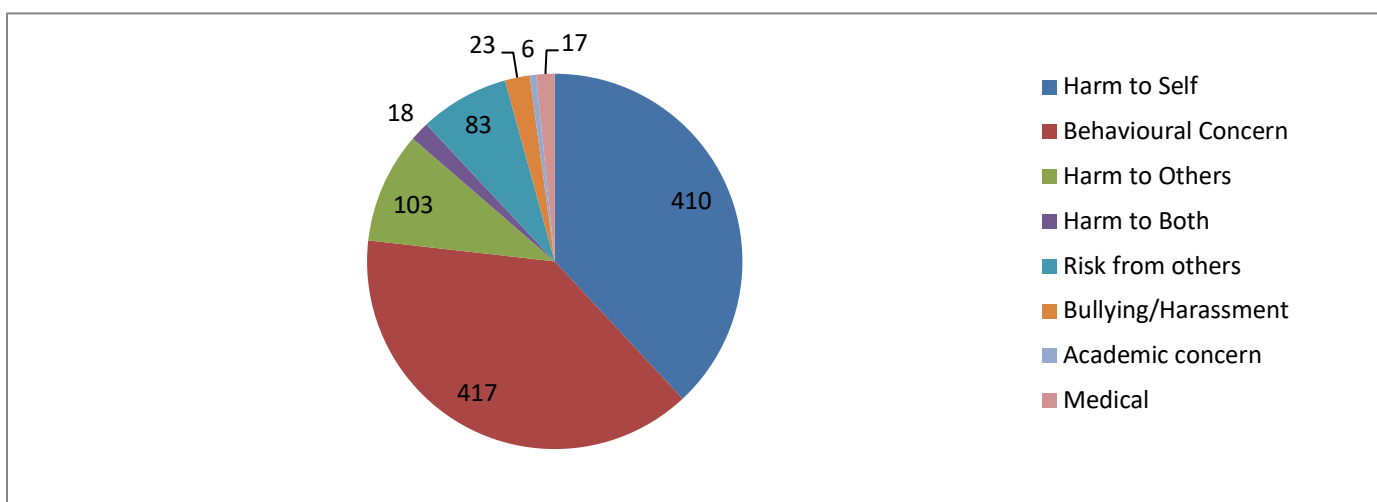


Figure 3: Type of At-Risk Behavior

REPORTERS OF AT RISK BEHAVIOUR

As seen in previous years, HIAR continued to receive the highest number of reports from Residence Services, University of Alberta Protective Services (UAPS), Dean of Student (DoS) Portfolio, Instructors, Senior Administration, and Staff

Members. This year, HIAR saw an increase in reports from Residence Services from 126 reports (15%) in 2017-18 to 240 reports (22%) in 2018-19. This is likely due to a combination of a new reporting process using shared Google docs, and the death of a student in Residence in early February 2019 which impacted student well-being in residence.

The areas of campus submitting the highest number of reports concerning Individuals at Risk for 2018-19 reporting year are as follows:

1. Residence Services (240 reports, 22%)
2. UAPS (181 reports, 17%)
3. DoS Portfolio (175 reports, 16%)
4. Instructors (112 reports, 10%)
5. Senior Administration (108 reports, 10%)
6. Staff Members (105 reports, 10%)

The balance of reports received by the HIAR office were from student advisors (51 reports, 5%), supervisors (28 reports, 3%), other students (27 reports, 3%), Human Resources (16 reports, 1%), Students Union (11 reports, 1%), co-workers (6 reports, less than 1%), friends (6 reports, less than 1%), and family members (3 reports, less than 1%).

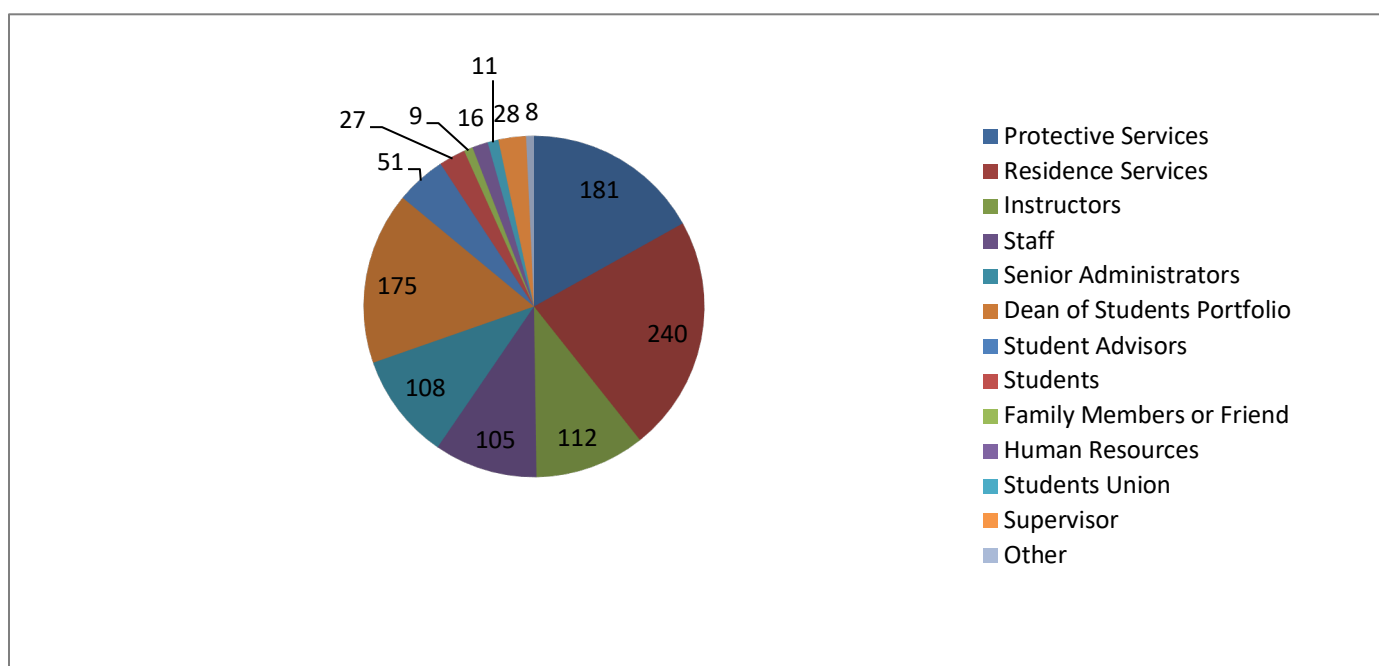


Figure 4: Reporters of At-Risk Behavior

Analyzing the reports by Faculty and School, the largest number of reports were received from the Faculty of Arts (95 reports, 9%), Faculty of Science (91 reports, 9%), and Faculty of Engineering (46 reports, 4%). This is the same top three reporting faculties as last year. Though reports were not received from all faculties during this reporting year, HIAR did continue to extend their reach across campuses with reports originating from both Augustana and Faculte St. Jean.

The busiest months for receiving reports of at risk behaviour historically are the months at the end of the fall and winter semesters. This reporting year there was a slight deviation from previous trends with February 2019 being the second busiest month for report intakes. As stated earlier, this is likely due to an increased number of reports from Residence Services following the death of a student in early February 2019.

The top 5 months for the 2018-19 reporting year are as follows:

1. April 2019 (145 reports, 13%)
2. February 2019 (143 reports, 13%)

3. March 2019 (131 reports, 12%)
4. October 2018 (125 reports, 12%)
5. November 2018 (122 reports, 11%)

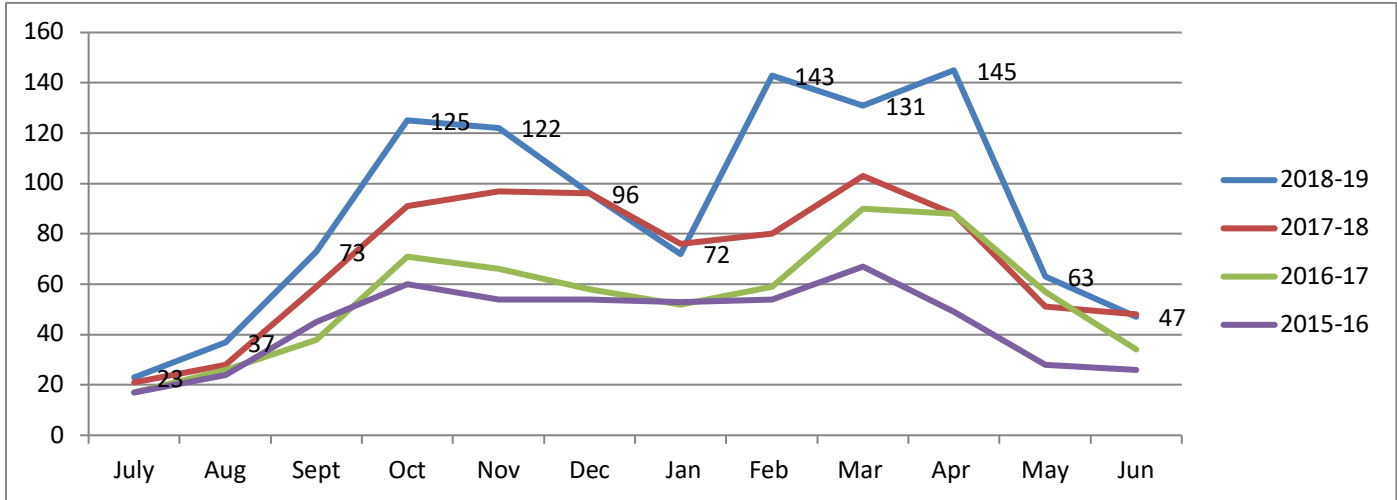


Figure 5: Number of Reports per Month

SERVICES PROVIDED

During the last reporting year, the HIAR team adjusted the reporting categories detailing the services provided to both the Individual at Risk and the reporter. This was done in an effort to best represent the work and follow-up completed by the team. Through this reporting year, the categories were further adjusted to quantify the services provided once a report is received by the HIAR team. For this reason, you will see numbers that were not reported in detail in previous years and were previously grouped into more general categories.

It is of importance to note, when receiving a report regarding an Individual at Risk, typically more than one service is provided to the individual and/or the reporter, depending on the situation and the level of risk. The only type of report that requires no action from a HIAR team member is the 'Information Purposes Only' report. During this reporting year, 18% of the reports fell into this category which means 82% of reports (880 reports) required staff to provide at least 1 service, often multiple services, for a total of 2,559 recordable and reportable services.

Service Provided	Number of Reports			% of Reports		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
Total Services Provided	1,315	2,127	2,559			
Information Purposes Only	105	125	197	16%	15%	18%
Coaching/Advice for Reporter	164	302	404	25%	36%	38%
Contact Individual at Risk	131	175	238	20%	21%	22%
Discuss Safety Measures	33	30	22	5%	4%	2%
Monitor Situation	43	131	70	7%	16%	6%
Resources for Individual at Risk	256	350	446	39%	42%	41%
Referred to HIAR Case Team	178	220	287	27%	26%	27%
Refer to or Attend Protocol Team	34	86	98	5%	10%	9%
Reporter/Victim Provided Resources	46	69	48	7%	8%	4%
Formal Assessment of Risk	24	38	15	4%	5%	1%
Follow up (TOTAL)	301	564	695	46%	67%	65%

Service Provided	Number of Reports			% of Reports		
	2016-17	2017-18	2018-19	2016-17	2017-18	2018-19
<i>Follow up General</i>	N/A	240	57	N/A	29%	5%
<i>Follow up Academics</i>	N/A	137	90	N/A	16%	8%
<i>Follow up Residence</i>	N/A	100	133	N/A	12%	12%
<i>Follow up Student Services</i>	N/A	87	67	N/A	10%	6%
<i>Follow up Dean of Students</i>	N/A	N/A	111	N/A	N/A	10%
<i>Follow up UAPS</i>	N/A	N/A	56	N/A	N/A	5%
<i>Follow up Reporter</i>	N/A	N/A	179	N/A	N/A	17%
<i>Follow up Human Resources</i>	N/A	N/A	2	N/A	N/A	<1%
Information shared with health care provider	N/A	21	26	N/A	3%	2%
Welfare check/contact police	N/A	16	13	N/A	2%	1%

The most common services delivered by the HIAR team were:

1. Follow ups (695 reports, 65%)
2. Providing resources for the Individual at Risk (446 reports, 41%)
3. Coaching / advice for the reporter (404 reports, 38%)
4. Directly contacting the Individual at Risk (238 reports, 22%).

HIAR staff attended or referred reports to the Protocol Team on 98 occasions, a slight increase from the previous reporting year.

It is important to note that the number of cases requiring a welfare check or contact with Edmonton Police Services or University of Alberta Protective Services (UAPS) remained low at 13 reports, and is a testament to the program's intention to provide early intervention for individuals rather than providing emergency response. This continues to confirm that the HIAR program is not only receiving the appropriate cases into the program, but is mitigating the risk associated with the individuals referenced in these case reports.

HIAR CASE TEAM

The mandate of the HIAR Case Team is to utilize a multi-disciplinary approach to triage the risk of an Individuals at Risk's behavior and develop an action plan to manage the risk. The Case Team meets on a weekly basis (bi-weekly during the summer months) and is comprised of representatives from UAPS, the Office of the Dean of Students, Residence Services and Human Resource Services. The Case Team is not a disciplinary body, nor does it deal with imminent danger or emergencies, as the University has systems in place for dealing with these issues.

Reports are referred to the HIAR Case Team when they are regarding an Individual at Risk who is at risk of harm to others and which is not currently being handled by the Protocol 91 Team, police or UAPS, or when they are about a second (or more) incident about an Individual at Risk who has previously been brought to the attention of the HIAR program.

The number of reports being brought forward to the HIAR Case Team increased to 287 from the previous reporting year of 220. The majority of the reports escalated to the HIAR Case Team were about a concern that the Individual at Risk was at risk of harm to self (126 reports, 44% of reports escalated to the Case Team). One hundred reports (35%) escalated to the Case Team were regarding an Individual at Risk exhibiting a behavioral concern. The balance of reports

are comprised of individuals exhibiting harm to others (35 reports, 12%), risk from others (11 reports, 4%), bullying and harassment (7 reports, 2%) harm to both them-self and to others (4 reports, 1%), and medical concerns (4 reports, 1%).

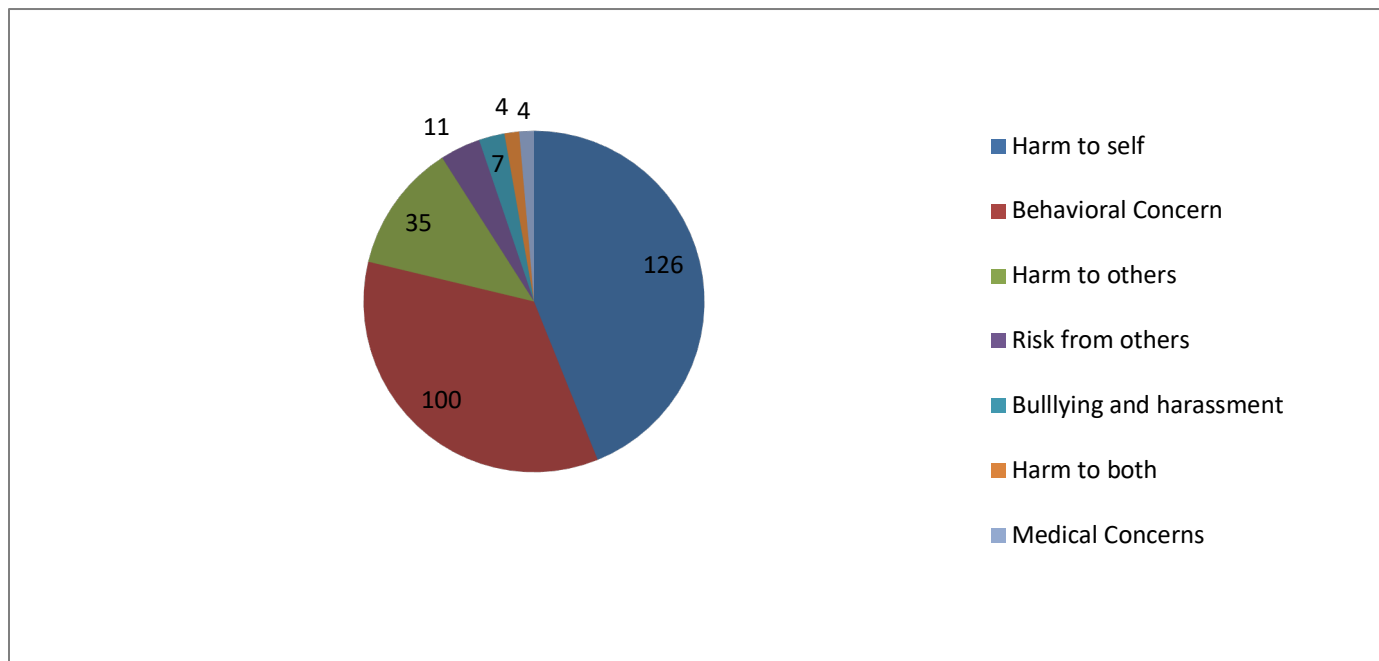


Figure 6: Reports escalated to HIAR Case Team

HIGHLIGHTS

Despite an increase in both the number of reports and the number of Individuals at Risk, the HIAR office was able to effectively respond to and manage the incoming work. In addition to this, the team participated in the following activities:

- Hosted a Multiple Risk Triage training seminar for key stakeholders (Case Team Members, Office of the Dean of Students, Human Resources Services, Residence Services, UAPS)
- Improved upon the risk assessment / triage process for suicide to a Self-Directed Violence risk triage
- Participated in the following campus-wide initiatives
 - Suicide Prevention Implementation Policy Review Committee
 - ACCESS Network
 - Restorative Initiatives Review
 - OHS Act Legislative Changes Working Group

The HIAR team continues to process a high volume of reports regarding an increasing number of individuals at risk. The development of efficient daily operating procedures and actions has enabled the team to effectively process the increasing number of individual reports on a year-over-year basis while the staffing hours have incrementally increased over the past 3 years (2.6 FTE to 2.8 FTE).

UPCOMING PRIORITIES

Looking to the next reporting year, the HIAR team has both operational and administrative goals defining the priorities.

Continuing to educate and spread awareness of the program to the campus community is fundamental to the HIAR mandate. Ensuring the campus community knows how and when to access the program will ensure the HIAR team is

receiving the appropriate reports and able to take preventative action and provide early intervention to mitigate further risk. The following means will be taken:

- Presentations to faculty and department councils to maintain awareness of the program
- Furthering cooperative and strong working relationships with key stakeholders
- Updating the HIAR website (uab.ca/HIAR) to best reflect the purpose of the HIAR program.

With anticipated workload increase, the HIAR team has the following administrative goals to best manage the incoming reports and Individuals at Risk:

- Implementation of a case management software to facilitate tracking and reporting of reports and Individuals at Risk remains a high priority for the office. The ability to manage files, generate accurate business reports, and securely share case information will be priorities when implementing the software.
- Continued development of file retention guidelines based on best practice and recommendations from the Records Management Office.

Office of Safe Disclosure and Human Rights (OSDHR)

Annual Report 2018-19

Program Goals

The Office of Safe Disclosure & Human Rights (OSDHR) has two functions:

- provision of the University of Alberta's confidential (safe) disclosure services and;
- promotion, stewardship and advice pertaining to human rights (incl. the duty to accommodate).

To support these functions, the office provides intake, advisory, and educational services to students, staff, and faculty at all University of Alberta campuses.

This report spans the period of July 1, 2018 - June 30th, 2019.

Disclosure Activity

OSDHR operates on a confidential intake and referral model.

Where required, individuals or groups that make disclosures to the office are referred to the most appropriate university service provider(s) in order for the matter to be addressed. Disclosures can be made in person, online, over the telephone or via email. Disclosures made via email or our online reporting tool have the option of being made anonymously. Where possible (that is when we are provided with contact information) anonymous disclosures are responded to with an invitation to speak directly to an advisor.

During the reporting period, the OSDHR provided intake and referral services for **240** members of the University community.

Referrals

Matters reported to the Office are typically referred to existing campus resources for resolution. While disclosures related to a range of issues including theft, fraud, safety, academic integrity, and research ethics, the majority of disclosures allege discrimination and harassment.

The OSDHR maintains working relationships with colleagues across campus to ensure our referral services are effective. While there are over 21 potential resources we draw upon, the majority of our referrals are to the Non-Academic Staff Association (NASA), Office of Student Ombuds, the appropriate Chair/Dean, Academic Association of Staff University of Alberta (AASUA), Employee and Family Assistance Program (EFAP), and Graduate Students' Association (GSA). Other services referred to less frequently include Faculty Relations, Protective Services, Helping Individuals at Risk, Immediate Supervisor, Internal Audit Services, and Student Accessibility Services.

Human Rights

The Discrimination, Harassment, and Duty to Accommodate policy provides direction for Human Rights at the University. The policy states "The University is enriched by diversity, and it welcomes and seeks to include many voices, including those that have been under-represented or excluded."

The OSDHR undertakes a variety of activities that enhance awareness and understanding of the principles of human rights, including the provision of training, consulting, and coaching to faculty, staff, students, and postdoctoral fellows.

We also monitor current trends, demographics, case law, and legislation to ensure we are proactively identifying and addressing both current and emerging human rights matters.

Education, Outreach and Research

OSDHR continues to respond to the educational needs of the University of Alberta as they relate to human rights and related policies and strategies. These sessions occur in response to requests from our colleagues and often are developed and delivered in collaboration with staff and faculty in other academic or administrative units.

In 2018-19 the office provided 59 unique workshops/presentations to students, faculty, and staff. We wish to highlight our ongoing collaboration with Human Resources through our participation in Gold College, EDI Week, the Supervisory Leadership Program, and responding to needs identified by the EDI Advisor and HR Partners. During 2018-19 OSDHR participated in New Deans' and Chairs' School, (with a focus on the implications of the Equity, Diversity and Inclusivity Strategic plan for leadership) and the "Controversial Topics" workshops developed by the Office of the Provost. Approximately one third of our sessions were provided to students, including medical students, engineering students, international students, and student leaders.

OSDHR participates in selecting and hosting for the annual Visiting Lectureship in Human Rights. This year Dr. Lila Abu-Lughod delivered the lecture and our office organized one full day of her itinerary.

The OSDHR Advisor is a co-Investigator for, New Frontiers in Research - Re-imagining Intersectional Inclusion. This is a multi-disciplinary, three-year research project which examines inclusionary praxis.

When possible, the OSDHR collaborates with community organizations to lend expertise or build awareness of the University's commitment to human rights. In addition to the OSDHR Director's secondment to the City of Edmonton for 2018, OSDHR employees have also collaborated on community events with: The Canadian Institute of Internal Auditors, the

Northern Alberta Institute of Labour Relations, the BC & Yukon Human Resources Association, the Edmonton Public School Board Multicultural Policy Advisory Committee, RIMS Canada (Risk Management), the Canadian Privacy and Access Conference, the Canadian Association for the Prevention of Discrimination and Harassment in Higher Education, the Edmonton Business Diversity Network and the Edmonton Integrity Network.

Human Rights Advisory Services

OSDHR provides advice and expertise to both University initiatives/programs and in many areas of University operations.

University initiatives include:

- EDI Scoping Committee
- EDI Action Committee
- Departmental EDI committees
- Visiting Lectureship in Human Rights
- New Deans' School
- New Chairs' School
- New Employee Orientation
- Ad-hoc sub-committees of GFC
- Staff Leadership and Development
- Gold College
- EH&S Committee - OH&S changes
- Aboriginal Admissions Committee (FoMD)
- MMI process (FoMD)

Input on University operations include:

- Advising senior administrators, managers, supervisors on how to resolve discrimination, harassment, and ethical conduct allegations brought to their attention
- Advising on the application of the Duty to Accommodate Policies and Procedures in work and learning environments
- Providing advice on the Public Interest Disclosure Act (PIDA) and the Alberta Human Rights Act
- The development of faculty/department EDI initiatives and plans
- Identifying areas in need of an "human rights/equity environmental review" and participating in the process
- Advice to conference planners and hosts on EDI and Disclosure best practices
- Providing human rights/disclosure trends and analysis to assist unit-business planning
- Input into the development of training and awareness activities across campus
- Input into communication strategies and activities
- Participating in "issues management" when there are incidents related to Human Rights that arise at the University
- Supporting dissemination of EDI data
- Student support
 - Advising student support units on Human Rights, the Duty to Accommodate and Equity that pertain to their operations
 - Scholarships and awards
 - Liaising with student government on matters of human rights
 - Working with Student Groups on initiatives or concerns
- Human resource operations

- Recruitment & Selection
- Inclusion of employees
- Advice on considerations related protected grounds and employment
- Monitoring for retaliation within termination processes
- Advice to HR Partners and Sr. Admin
- Administration of the NASA Agreement Article 18 Intake process.

Areas of Focus for 2018-19

Implementation of the Equity Diversity and Inclusion (EDI) plan

In 2018-19 OSDHR continued to participate in the activities of the EDI Scoping Group and Action Group. Through our membership on these committees, we contributed to the development of the EDI Strategic Plan, to the socialization of The Plan, and to the ongoing implementation of The Plan. We would like to highlight the significant contribution our office made conducting the research and drafting the first iteration of the EDI Strategic Plan. OSDHR also supports the work of RSO, VP-Research and the Deputy Provost as it relates to EDI and the University of Alberta's Canada Research Chairs program.

Annually, our office partners with Organizational Development, Equity and Health to host EDI week and the annual EDI awards. This year during EDI week there were 7 sessions offered on topics ranging from The Poetics of Deafness to Intersectionality. Five EDI Awards were handed out to faculty, students and staff.

Finally, OSDHR undertook a research project with a focus on equity issues in academic recruitment, advancement, and retention. This project is designed to inform our own capacity to advise where Human Rights intersects with Equity issues.

Address Implications of New Occupational Health and Safety Act (Alberta)

OSDHR has been participating in and providing expertise on the process to ensure the University's policies, practices and culture are aligned and adhere to the Occupational Health and Safety Act revisions of 2018. These revisions impose requirements on the university pertaining to harassment and violence, including policy and training requirements. This process is being led by Environmental Health and Safety.

Upcoming Strategic Areas of Focus

For 2019-2020, the focus of OSDHR will continue to be the provision of core services (disclosure and human rights advising / education) in an effective and efficient manner.

Demands for OSDHR resources continue to increase and are anticipated to grow in the future, particularly in light of additional legislative oversight and the EDI Strategic Plan.

In order to continue to meet our core mandate as effectively as possible, the OSDHR will focus on:

- Tools, training and advice to support the Equity, Diversity, and Inclusion Strategic Plan Implementation
- Implementation of a new OSDHR intake and workflow system for disclosures
- Discrimination, Harassment and Duty to Accommodate Policy and Procedure Review

Item No. 14C

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	University of Alberta Museums Annual Report: July 2018 – June 2019
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Item

Proposed by	Janine Andrews, Executive Director, University of Alberta Museums, and Dr. Michael Caldwell, Chair, University of Alberta Museums Policy and Planning Committee (Professor, Department of Biological Sciences)
Presenter	Janine Andrews, Executive Director, University of Alberta Museums, and Dr. Michael Caldwell, Chair, University of Alberta Museums Policy and Planning Committee (Professor, Department of Biological Sciences)

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To file an annual report, as requested, with General Faculties Council.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>The Annual Report of the University of Alberta Museums is structured around the Strategic Plan for the University of Alberta Museums unit which is available on-line and is titled Contributing to the Public Good. It also includes a summary of the University of Alberta Museums Policy and Planning Committee meetings over the last year.</p> <p>The University of Alberta Museums Policy and Planning Committee is a committee of the Provost and Vice-President (Academic), reporting to the Vice-Provost (Library and Museums), to advise University administration and governance bodies, as appropriate or required, on matters relating to the UAlberta Museums.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Vice-Provost (Library and Museums) (as voting member of the Policy and Planning Committee) • University of Alberta Museums Policy and Planning Committee (January 8, 2020) for review.
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>Objective 13: Enable University of Alberta researchers to succeed and excel.</p> <p><i>Strategy iv.</i> Secure and sustain funding for the continuous evolution and operation of research facilities and resources (e.g., libraries, labs, Research Services Office, museums and collections, performance</p>
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Item No. 14C

	spaces, fine arts facilities, and U of A Press) to meet the changing needs of our broad-based research community.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<p>1. Post-Secondary Learning Act (PSLA): GFC has responsibility, subject to the authority of the Board of Governors, over academic affairs. (Section 26(1)) GFC has thus established policies governing University Museums Collections, as set out in University of Alberta Policies and Procedures On-Line (UAPPOL).</p> <p>2. GFC Policy: The University of Alberta Museums Annual Report is one of several reports from non-GFC committees/entities requested to provide an annual report to GFC.</p> <p>3. GFC Terms of Reference (GFC Procedures (GFC Agendas) (Reports)): "Reports not requiring action by GFC will be discussed by the Executive Committee (with committee chairs in attendance) and placed on the GFC agenda for information. If a GFC member has a question about a report, or feels that the report should be discussed by GFC, the GFC member should notify the Secretary to GFC, in writing, two business days or more before GFC meets so that the committee chair can be invited to attend. Such reports will be discussed as the last of the standing items." (Section 4.a.)</p> <p>Annual reports are made available to GFC online (GFC, February 24, 2003, Minute 14).</p>	

Attachments:

1. University of Alberta Museums Annual Report 2018 - 2019 (page(s) 1 - 19)

Prepared by: Jill Horbay, Communications and Marketing Manager, University of Alberta Museums, horbay@ualberta.ca, 780.492.3802



museums

UNIVERSITY OF ALBERTA

ANNUAL REPORT

July 2018 — June 2019



UNIVERSITY OF ALBERTA MUSEUMS ANNUAL REPORT

*including the report of the University of Alberta Museums
Policy and Planning Committee*



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University of Alberta Museums Policy and Planning Committee Overview



PLEASE NOTE: Although both the name changes for the University of Alberta Museums and the portfolio Library and Museums occurred after the reporting period of this document, we have retroactively utilized the updated names in this year's Annual Report.

The University of Alberta Museums Policy and Planning Committee is a committee of the Provost and Vice-President (Academic), reporting to the Vice-Provost (Library and Museums), to advise University administration and governance bodies, as appropriate or required, on matters relating to the UAlberta Museums.

The *Museums and Collections Policy* in UAPPOL governs the UAlberta Museums collections under which there are 29 registered museum collections from 11 departments in five faculties. Each UAlberta Museums collection is administered by a designated academic curator who is a full-time academic member. UAlberta Museums is the central unit that is the Office of Administrative Responsibility for the UAPPOL *Museums and Collections Policy* and is also responsible for the UAlberta Museums Art Collection and the Mactaggart Art Collection.

The University of Alberta Museums Policy and Planning Committee met on November 20, 2018; January 29 2019; April 16, 2019, and May 28, 2019;

The following issues and items of business were brought forward at the Policy and Planning Committee Meetings during the reporting period.

SIGNING AUTHORITY

The UAlberta Museums unit resolved the non-compliance issues between *Schedule A Signing Authority for Contractual Obligations on Behalf of the Board of Governors of the University of Alberta* policy and the *Museums and Collections Policy* in UAPPOL. The contract signing authority (up to \$100,000.00) has been delegated to the UAlberta Museums Executive Director for acquisitions, loans, copyright and license agreements, and funding agreements as they pertain to UAlberta Museums. UAlberta Museums are compliant with University policies as well as provincial, national, and international museum and government standards.

UNIVERSITY OF ALBERTA MUSEUMS ART COLLECTION ACQUISITION STRATEGY

The Committee approved the University of Alberta Museums Art Collection Acquisition Strategy.

DEACCESSION REQUESTS

Eight deaccession packages which included 443 museum objects were brought forward to the Committee for review and approval. Museum objects selected for deaccession are either no longer relevant to the acquisition strategy of the individual museum collection, damaged (beyond reasonable repair), reproductions, no longer used in teaching and/or research activities, or they have been declared missing. The museum objects recommended for deaccession are part of the University of Alberta Museums Art Collection. Additionally, one object from the Laboratory for Vertebrate Paleontology will be transferred. The Committee approved all objects for deaccession.



BENCHMARK SURVEY

The Benchmark Survey methodology and purpose were reviewed as were preliminary results from the first year of data collection. The survey's intent is to collect data on registered UAlberta Museums collections over the next five years to inform programs, services, and policy compliance. All 11 Chairs or Deans were interviewed, as well as 27 out of 29 registered museum collections participated in year one. Next steps with the Benchmark Survey are to analyze the data from year one and revise the survey questions for year two. Highlights of the survey results are listed later in this document.



FRIENDS OF THE UALBERTA MUSEUMS CASINO FUNDING EXPENDITURES

The Committee was informed that the same methodology from last year would be used for distributing funds raised by the Friends through casinos (a total of \$69,665) across the 29 registered museum collections. This methodology is used in order to be compliant with both UAlberta Financial Services and Alberta Gaming and Liquor Commission (AGLC) policies and procedures.



Introduction

The 2018 / 2019 Annual Report of the UAlberta Museums unit reflects the strategies, activities, and progress towards achieving the goals of the UAlberta Museums Strategic Plan 2017-2021 *Contributing to the Public Good*.



GOAL 1

Excel

University of Alberta Museums and Collections excel at contributing to a University of Alberta sustainable culture that fosters and champions distinction in teaching, learning, research and service.

Strategy – Academic Alignment: Align UAlberta Museums with established and emerging areas of signature research and teaching to ensure museum programs are prioritized to meet University of Alberta needs.

Progress

- Hosted preliminary meetings with representatives from the Canadian Ice Core Collection in order to confirm they will be registered as a museum collection under the *Museums and Collections Policy*.
- Signing authority regarding museum collection contracts (such as acquisitions and loans) have been resolved and the Internal Operating Procedures (IOP) related to these processes have been updated to reflect the changes.
- The University of Alberta Museums Art Collection's acquisitions strategy is complete and has been approved by the Policy and Planning Committee.
- Conservation assessment of the Mactaggart Art Collection is complete and conservation has begun on priority objects within the collection.

Strategy – Training to Excel: Proactively train curators, professors, staff and students to excel at integrating UAlberta Museums collections into teaching, learning and research activities.

Progress

- An Accessibility Project plan, strategy, and training module was researched and developed in consultation with the Accessibility Resources office. The strategy includes recommendations and guidelines for registered museum collections on campus to follow regarding the accessibility of exhibitions, storage spaces for access, websites, and social media platforms.

- In June 2019, the UAlberta Museums unit presented an "Intro to the University of Alberta Museums" to 10 summer students from seven different registered museum collections (Meteorite Collection, Invertebrate Paleontology Collection, Drill Core Collection, Laboratory for Vertebrate Paleontology, E.H. Strickland Entomological Museum, Vascular Plant Herbarium, and Paleobotanical Collection).

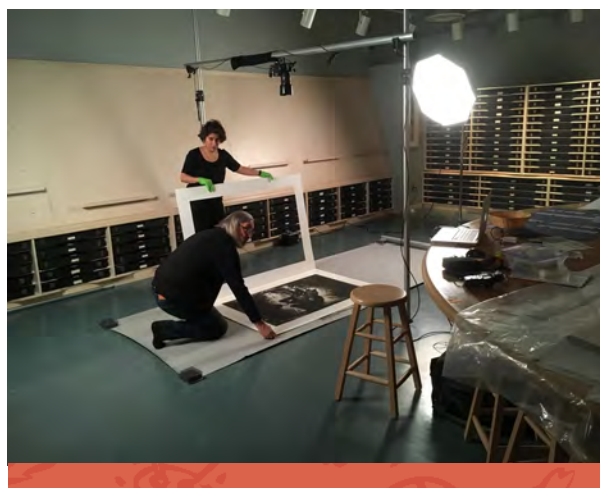
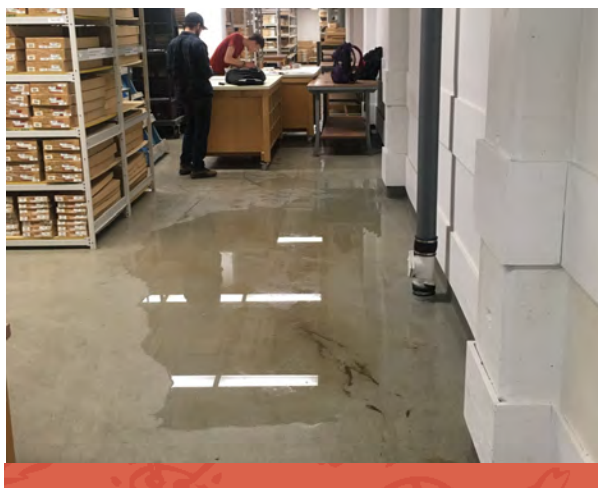
Strategy – Facilities Review: Plan and advocate for multi-purpose museum accessible facilities that support strategic research and teaching areas across disciplines and programs.

Progress

- The UAlberta Museums unit has completed a Space Needs Assessment for the UAlberta Museums unit staff and offices as the unit has been proposed to vacate Ring House 1 and relocate to space in Rutherford South.
- Paleontology Collections currently housed in the Biological Sciences building and in spaces on south campus are being considered for relocation to Enterprise Square and utilizing the former gallery space for storage.
- UAlberta Museums continue to have facility issues throughout all registered museum collection spaces. For example:

› New incidents:

- › A drain pipe cracked due to unauthorized use of an old sink in the room above the Anne Lambert Clothing and Textile Collection (Human Ecology). The crack caused significant water to leak directly onto 138 museum objects and spread across the floor of the storage space.
 - › The majority of objects require conservation treatment due to water damage.
 - › Facilities and Operations repaired the cracked section of the pipe.



- › Significant cracks in the foundation above the Drill Core Collection storage space (South Academic Building) has resulted in several flooding incidents throughout the 2019 Summer. There is a request with Facilities and Operations to repair the foundation as high humidity from the flooding can cause significant and irreparable damage to the collection.
- › Changes made to the mechanical room below the shared University of Alberta Museums Art Collection and Bryan/ Gruhn Ethnographic Collection storage space (sub-basement of H.M. Tory) resulted in extremely high temperatures (30+ degrees Celsius) within the storage space and put these collections at significant risk of damage. Lower level storage cabinets were decanted and museum objects were relocated to University Terrace.
- › **Updates on last year's incidents:**
 - › Water issues continue to impact Laboratory for Vertebrate Paleontology storage spaces. Spaces are monitored closely during heavy rainstorms.
 - › Continued water leaks in the ceiling of the Vascular Plant Herbarium could lead to permanent specimen damage. Another pipe leak was detected and a section of the pipe repaired during this reporting period.

Strategy – Innovate Online Catalogue Access:

Innovate online catalogue access to advance priority research and teaching areas (e.g., Biodiversity Interfaces).

Progress

- A project plan to innovate the UAlberta Museums search site was developed and approved in Fall 2018. The project plan outlines that, upon completion, an innovative search site will provide audiences with an online single-point-of-access search site that will allow them to easily access, explore, and discover all University of Alberta registered museum collections.
- A third-party web development company, Box Clever located in Sherwood Park, was hired in January 2019 to build the new single-point-of-access search site.
- The project team has completed preliminary Focus Group consultations, determined a design/front-end direction for the site, and a back-end data-mapping and configuration direction with Box Clever.
- A preliminary prototype of the new single-point-of-access search site was created in June 2019 with the intent that the **new search site** be launched in Fall 2019.
- Photography plans in both the Mactaggart Art Collection and the University of Alberta Museums Art Collection were developed and implemented which saw the creation of 2,155 new images to be included into MIMSY XG and ultimately the new search site.



Strategy – Respectful Acquisitions/Returns:

UAlberta Museum collections are respectfully acquired, managed and returned (if appropriate) within our diverse cultural and scientific obligations, relationships and priorities with our communities.

Progress

- Negotiations with stakeholders continue regarding the Medicine Hat Reburial.
- Twenty-three (23) out of 29 UAlberta Museum collections reported they were actively collecting during this reporting period. During the 2017/2018 fiscal year, 16 museum collections acquired approximately 6,800 new objects. The main methods of acquiring new objects was through donations and field collecting.
- Additionally, the UAlberta Museums acquired over 200 museum objects over the last year as recorded in the UAlberta Museums annual insurance report to Risk Management Services.
 - › Anne Lambert Clothing and Textile Collection – 80 museum objects (including clothing, shoes, handbags, hats, gloves, scarves, and more)
 - › Bryan / Gruhn Archaeology Collection – two museum objects (including projectile points)
 - › Canadian Centre for Ethnomusicology – 140 museum objects (including musical instruments)
 - › Meteorite Collection – three meteorite specimens
 - › University of Alberta Museums Art Collection – 20 museum objects (including prints, two paintings by Indigenous artists, sculptures by Inuit artists, and beadwork / artwork by Indigenous artists)
- The UAlberta Museums unit, in accordance with the UAPPOL *Museums and Collections Policy*, developed a plan to respectfully deaccession 442 objects from the University of Alberta Museum Art Collection and transfer one (1) museum object from the Laboratory for Vertebrate Paleontology to Cadi Ayyad University in Marrakesh, Morocco.
- The museum objects are deaccessioned because they are no longer relevant to the Acquisition Strategy, damaged (beyond reasonable repair), reproductions, no longer used in teaching and/or research activities, or they have been declared missing.

GOAL 2

Experience



University of Alberta Museums are integral to the learning experience at all stages of life through the development of inspiring opportunities that nurture talents, expand knowledge and skills, and enable individual success.

Strategy - Volunteer Program: UAlberta Museums Volunteer Program is an integral part of the University of Alberta learning and development experience and the priorities of the UAlberta Museums.

Progress

- Thirteen (13) UAlberta Museum collections enlisted 137 volunteers during this reporting period and recorded approximately 4,900 volunteer hours.
- The UAlberta Museums unit recruited and trained five volunteers to assist with staffing the UAlberta Museums Gallery A, provide visitor engagement services, and event/public tour assistance in June 2018. As indicated in the previous year's volunteer pilot, limiting factors to a campus-wide museum volunteer program include: limited human resources to develop activities and supervise, and physical space to accommodate volunteer activities in UAlberta Museum spaces.

Strategy – Student Internship Program: UAlberta Museums Student Internship Program is a meaningful, paid program and aspirational learning experience that is accessible to all students and is sustained as a dynamic complement to the UAlberta Museums and Collections strategic priorities.

Progress

- The UAlberta Museums unit has yet to receive more funding to increase the number of student internships.
- One student intern was hired in each summer of 2018 and 2019 as part of the annual Friends of the UAlberta Museums Internship in Museum Innovation, which was established in 2009.
- Martin Bierens (Summer 2018 intern) was accepted into the 2019/2020 Masters of Museum Studies program at the University of Toronto. Fatme Elkadry (Summer 2019 intern), completed her undergraduate degree in Human Geography at the University of Alberta in Spring 2019.

Strategy – Use of UAlberta Museums collections and exposure to UAlberta Museum unit practices is an integral component to student learning at the University of Alberta.

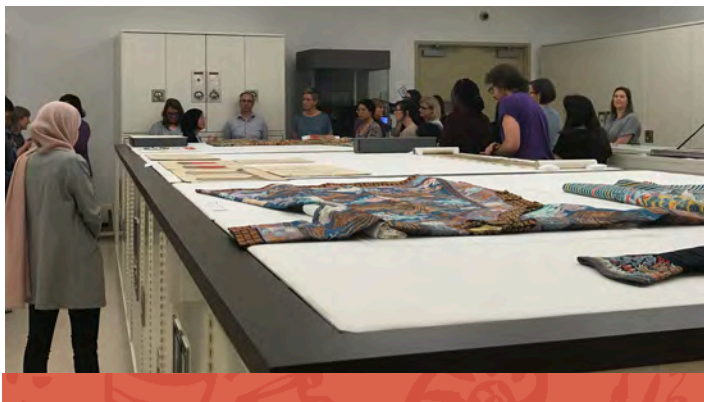
Progress

- Activities deferred to subsequent years pending resources.



GOAL 3

Engage



University of Alberta Museums are fully accessible and engage individuals and communities by creating reciprocal, mutually beneficial learning experiences, research projects and collaborations.

Strategy – Focused Communications Tools:

UAlberta Museums communication tools (e.g., website; social media; print media; presentations) are focused and built to effectively engage our priority communities.

Progress

- The UAlberta Museums unit continues to prepare for the UAlberta website content management system migration between Sitecore and Cascade CMS which will take place before December 2020. Preparations included a full content and media-library review and clean-up.
 - › **Fast Fact:** UAlberta Museums websites and pages were viewed 206,012 times during this reporting period.
- Research was completed for the creation of a UAlberta Museums communication toolkit, Communication Strategy, and Digital Communications Strategy and a draft has been completed.

- › **Fast Fact:** UAlberta Museums social media pages (Facebook and Twitter) received 636,185 impressions (how many times our content was viewed). This is a 38% increase of impressions over the last reporting period.

Strategy – Public Programs: Facilitate and promote public research and aspirational information experiences through innovative and meaningful access to UAlberta Museums and Collections on and off campus.

Progress

- During this reporting period, approximately 7,900 visitors saw UAlberta Museums collections on the UAlberta campus through public programs, school groups tours, and individual visits.
- The UAlberta Museums unit collaborated with the China Institute to commemorate the opening of the Jonathan KS Choi Cultural Centre of Canada at the University of Alberta through the exhibition *Mountains and Water: Visions of the Land in Canada and China*.
- The UAlberta Museums unit hosted an opening celebration, a curator's tour, an art activity, as well as several campus and community groups.
- The UAlberta Museums collaborated with the Wirth Institute for Austrian and Central European Studies to develop the exhibition *Forgotten Fronts: The Austro-Hungarian Army and the Great War* in the Old Arts Building, which featured artifacts from the University of Alberta Museums Art Collection.
- This exhibition was used as a setting for the November 2018 Wirth Institute for Austrian and Central European Studies "Central European Cafe".

Strategy – Public Art Program: UAlberta Museums Public Art Program is an inspiring learning program offered across all campuses for the public good.

Progress

- The Public Art Program plan and procedure was completed. Program is pending due to availability of resources.

Strategy – Relationship Building & Recognition:

Build strategic, meaningful reciprocal relationships and collaborations with our UAlberta Museums communities.

Progress

- UAlberta Museums recognition program was planned and implemented.
 - › One curator and three volunteers were honoured at the annual UAlberta Museums Celebration in May 2019.
 - › Curator: **Dr. Pamela Willoughby**, Bryan/Gruhn Archaeology Collection
 - › Volunteer: Kenmir Boyd, E.H. Strickland Entomological Museum
 - › Volunteer: Charlotte Rode, Laboratory for Vertebrate Paleontology
 - › Volunteer: Keith Schadeck, Laboratory for Vertebrate Paleontology





Exhibitions

FACULTY OF AGRICULTURAL, LIFE AND ENVIRONMENTAL SCIENCES

Department of Human Ecology

- *re-Vision and re-Turn: exploring sustainable fashion* (May 14 – October 20, 2018) – Anne Lambert Clothing and Textiles Collection
- *Fashion in Print* (November 28, 2018 – March 8, 2019) – Anne Lambert Clothing and Textiles Collection
- *Be My Guest: The Performance of Femininity Through Food and Fashion* (April 9 – October 25, 2019) – Anne Lambert Clothing and Textiles Collection

UNIVERSITY OF ALBERTA MUSEUMS AND COLLECTIONS

Collaboration with the China Institute

- *Mountains and Water: Visions of the Land in Canada and China* (August 23 – October 5, 2018) – University of Alberta Museums Art Collection and Mactaggart Art Collection

Collaboration with the Wirth Institute for Austrian and Central European Studies

- *Forgotten Fronts: The Austro-Hungarian Army and the Great War* (August 29 – November 14, 2018) – University of Alberta Museums Art Collection

GOAL 4

Sustain



University of Alberta Museums people and their work are sustained and enhanced by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

Strategy – Best Practice/ Policy Compliance:

Implement continuous improvement in UAlberta Museums practice and adherence to UAlberta Museums policies campus-wide through training, communication, collaboration and best practice.

Progress

- Following review of the UAPPOL *Contract Review and Signing Authority Policy* and the *Museums and Collections Policy*, the contract signing authority (up to \$100,000.00) has been delegated to the UAlberta Museums Executive Director for acquisitions, loans, copyright and license agreements, and funding agreements as they pertain to UAlberta Museums.
 - › The UAlberta Museums unit updated internal operating procedures related to acquisitions of museum objects through donation, bequest, transfer, exchange, purchase, and field collecting.

- › The UAlberta Museums unit completed the review of all legal and standard practice forms following general counsel review.
- › The UAlberta Museums unit continues the review and development of internal operating procedures, including the UAlberta Museums Emergency Management Plan – Phase 1.
- The UAlberta Museums unit developed an annual Benchmark Survey, in order to track compliance with policy (e.g., UAPPOL/legislation/granting agencies); tailor services to increase compliance; and to collect data for reports, accreditation requirements, etc.
- The first year of the Benchmark Survey Process served as a pilot in a five-year plan and the survey was deployed in 2018-19 but collected data from the 2017-18 fiscal year.
- As a result of the first year of the survey, the UAlberta Museums unit has created a Roles and Responsibilities document to assist Chairs and Curators to understand their responsibilities under the *Museums and Collections Policy*.
- Other highlights from the first year of the survey include:
 - › A total of approximately 183 individuals visited 16 UAlberta Museum collections in order to conduct their research. This included students (undergraduate and graduate students), professionals from within and outside departments that have UAlberta Museum collections, and professionals from outside the University of Alberta.
 - › In this reporting period, 39 publications related to UAlberta Museum collections were reported. Publications came from students, UAlberta faculty or staff, and professionals outside of the university.
 - › Out-going loans of museum objects were primarily used for research purposes and between other research or post-secondary institutions.
 - › In-coming loans of museum objects were primarily for display purposes and the majority of museum objects came from other museums or galleries.

-
- › There were 113 classes taught using 25 UAlberta Museum collections in this reporting period, which engaged approximately 5,300 students.

- The survey instrument is being revised to reflect previously mentioned changes to Signing Authority, internal operating procedures, and ultimately, compliance.

Strategy – External Resource Building: Secure and steward financial and other resources to support the UAlberta Museums goals and strategies.

Progress

- Two UAlberta Museums collections (Laboratory for Vertebrate Paleontology, Vascular Plant Herbarium) were successful in receiving Young Canada Works federal summer student grants. The Young Canada Works interns are shared between the two collections.
- UAlberta Museums unit was successful in receiving funding for a Young Canada Works internship (six months in length) to work on a UAlberta Museums-wide digitization project.
- The Friends of the University of Alberta Museums transferred \$69,665 to the UAlberta Museums unit for the summer internship program and projects in the registered UAlberta Museums collections.



APPENDICES



POLICY AND PLANNING COMMITTEE MEMBERSHIP 2018/19

Ex Officio (voting)

Dr. Michael Caldwell
(Chair | Curator's Committee (elected))
*Curator, Laboratory for Vertebrate
Paleontology and Chair, Department
of Biological Sciences*

Dr. Jocelyn Hall
*Curator, Vascular Plant Herbarium
and Chair, Curators Committee
Department of Biological Sciences*

Janine Andrews
*Executive Director,
UAlberta Museums*

Dr. Dale Askey
*Vice-Provost
Library and Museums*

Students' Union Representative (appointed)

Justine Sander

Graduate Students' Association Representative (elected)

Claudia Lonkin

Committee Secretariat (non-voting)

Frannie Blondheim
*Associate Director,
UAlberta Museums
(Issues Management)*

General Faculties Council (elected)

Dr. Roger Epp
Director, UAlberta North

Dr. Felix Sperling
*Professor, Department
of Biological Sciences*

Curators Committee (elected)

Dr. Andy Derocher
*Curator, Mammalogy/UAMZ
Department of Biological Sciences*

Dr. Murray Gingras
*Curator, Trace Fossil Collection
Department of Earth and
Atmospheric Sciences*

Dr. Christopher Herd
*Curator, Meteorite Collection
Department of Earth and
Atmospheric Sciences*

B

DIRECTORY OF REGISTERED COLLECTIONS OF THE UNIVERSITY OF ALBERTA MUSEUMS

FACULTY OF ARTS

Department of Anthropology

Bryan/Gruhn Archaeology Collection
Curator: Pamela Willoughby

Bryan/Gruhn Ethnographic Collection
Curator: Pamela Mayne Correia

Fossil Hominid Cast Collection
Curator: Pamela Mayne Correia

Osteology Collection
Curator: Pamela Mayne Correia

Zooarchaeology Reference Collection
Curator: Robert Losey

Department of History and Classics

W.G. Hardy Collection of Ancient Near Eastern and Classical Antiquities
Curator: Jeremy Rossiter

Department of Music

Canadian Centre for Ethnomusicology
Curator: Michael Frishkof

Kule Folklore Centre

Bohdan Medwidsky Ukrainian Folklore Archives
Curator: Maryna Chernyavska

FACULTY OF AGRICULTURAL, LIFE AND ENVIRONMENTAL SCIENCES

University of Alberta Botanic Garden

University of Alberta Botanic Garden Herbarium
Curator: René Belland

Department of Human Ecology

Anne Lambert Clothing and Textiles Collection
Curator: Anne Bissonnette

Department of Renewable Resources

Renewable Resources Natural History Collection
Curator: John Acorn

Soil Science Collection
Curator: Scott Chang

FACULTY OF MEDICINE & DENTISTRY

Department of Laboratory Medicine and Pathology

Larry Jewel Pathology Gross Teaching Collection
Curator: David Rayner

School of Dentistry

Dentistry Museum Collection
Curator: Loren Kline

FACULTY OF SCIENCE

Department of Biological Sciences

Cryptogamic Herbarium
Curator: Catherine La Farge-England

Vascular Plant Herbarium
Curator: Jocelyn Hall

Paleobotanical Collection
Curator: Eva Koppelhus

E.H. Strickland Entomological Museum
Curator: Felix Sperling

Freshwater Invertebrate Collection
Curator: Heather Proctor

Jim van Es Marine Invertebrate and Malacology Collection
Acting Curator: Michael Caldwell

Laboratory for Vertebrate Paleontology
Curator: Michael Caldwell
 (Higher Vertebrates)

Curator: Philip Currie
 (Dinosaur Collection)
Curator: Alison Murray
 (Fossil Fishes Collection)
Curator: Corwin Sullivan
 (Philip J. Currie Dinosaur Museum)

Museum of Zoology
Acting Curator: Michael Caldwell
 (Amphibian and Reptile Collection / Ornithology Collection)
Curator: Alison Murray
 (Ichthyology Collection)
Curator: Andrew Derocher
 (Mammalogy Collection)

Parasite Collection
Curator: Clement Lagrue

B

**Department of Earth
and Atmospheric Sciences**

Drill Core Collection

Curator: John-Paul Zonneveld

Invertebrate Paleontology Collection

Curator: Lindsey Leighton

Meteorite Collection

Curator: Christopher Herd

Mineralogy and Petrology Collection

Curator: Tom Chacko

Trace Fossil Collection

*Curator: Murray Gingras***UNIVERSITY OF ALBERTA MUSEUMS**University of Alberta Museums Art
Collection*Curator: Nadia Kurd*

Mactaggart Art Collection

Curator: Isabel (Pi-fen) Chueh

C

UNIVERSITY OF ALBERTA MUSEUMS UNIT STAFF

Janine Andrews

Executive Director

Alyssa Becker-Burns

*Assistant Director,
Collections Management*

Emily Beliveau

*Collections Management
Advisor (Humanities)*

Frannie Blondheim

Associate Director

Jennifer Bowser

*Collections Management
Advisor (Registration /
Preventive Conservation)*

Isabel (Pi-fen) Chueh

Curator, Mactaggart Art Collection

Jill Horbay

*Communications and
Marketing Lead*

Tom Hunter

*Collections Assistant, University
of Alberta Museums Art Collection*

Emerald Johnstone-Bedell

*Assistant Curator, University of Alberta
Museums Art Collection (until August
2019)*

Nadia Kurd

*Curator, University of Alberta
Museums Art Collection (started
August 2018)*

Denis La France

Senior Systems Administrator

Katherine Mallalieu

*Collections Management Advisor
(Natural Sciences)*

Christina Marocco

Administrative Team Lead

Sarah Spotowski

*Curatorial Assistant,
Mactaggart Art Collection***UNIVERSITY OF ALBERTA
MUSEUMS UNIT TEMPORARY
STAFF**

Georgia Ashworth

*Collections Assistant (Young Canada
Works Summer Student) (June 2018
to September 2018)*

Martin Bierens

Intern (Summer 2018)

Fatme Elkadry

Intern (Summer 2019)

Evan Ellis

*Collections Assistant (Young Canada
Works Summer Student) (May 2018
to September 2018)*

Erin Hoar

*Volunteer Coordinator
(September 2017 to August 2018)*

MorningStar Willier

*Collections Assistant (Young Canada
Works Summer Student) (May 2018
to September 2018)*



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Date: February 14, 2020

To: Deans, Chairs and Directors

From: Steven Dew, Provost and Vice-President (Academic)

Re: Announcement: Dean of the Faculty of Arts

Dear colleagues,

With mixed feelings, I share the news that Lesley Cormack, Dean of the Faculty of Arts, will be leaving the University of Alberta at the end of June. This afternoon, the University of British Columbia - Okanagan Campus announced that she has been appointed their new Principal and Vice-Chancellor. This is an exciting opportunity for Lesley – and richly deserved, given the depth and quality of her academic leadership. Our university and the Faculty of Arts will greatly miss her energy, vision and passion.

Lesley took up the position of Dean of the Faculty of Arts on July 1, 2010, after a term as the Dean of Arts and Social Sciences at Simon Fraser University. Prior to that, she spent 17 years as a professor in the Department of History and Classics at the University of Alberta.

In her time as Dean, Lesley has led a number of significant initiatives in the Faculty of Arts, including consultation on and development of two strategic plans. Her priorities have included strategic investment in interdisciplinary research, through the development of the Kule Institute for Advanced Studies and the creation of signature areas of research in the faculty, and increasing the faculty's work on Indigenous engagement through student recruitment, faculty recruitment, and development of Indigenous content. Lesley piloted the Arts Work Experience co-op program and worked to increase student participation in work experience, community service learning, international study, research, and eHub (in partnership with Business). She has been a leader at the U of A in program rationalization and restructuring.

I have always been grateful for the strong, thoughtful, and passionate perspectives that Lesley has brought to her leadership role, on topics that include equity, diversity, and inclusion, the importance of the student experience, and the integral value of the Faculty of Arts and its disciplines to the educational fabric of the U of A. She has been a valued colleague, and a supportive and dedicated advocate for our university.

Please join me in thanking Lesley for her service to the University of Alberta and wishing her all the best in her exciting new role at the University of British Columbia - Okanagan.



Steven Dew

c President Turpin
Vice-Presidents
Deputy Provost and Vice-Provosts
Presidents, AAS:UA and NASA
Presidents, Students' Union and Graduate Students' Association
Faculty of Arts