Monday, November 25, 2019
Council Chamber, 2-100 University Hall (UNH)
2:00 PM - 4:00 PM

OPENING SESSION

1. Approval of the Agenda

David Turpin

2. Report from the President
   - Provincial Budget
   - Clean Air Strategy
   - Board/GFC/Senate Summit

David Turpin

CONSENT AGENDA

[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.]

David Turpin

3. Approval of the Open Session Minutes of October 21, 2019

4. New Members of GFC

5. Proposed Changes to Undergraduate English Language Proficiency Requirements, Office of the Registrar

Motion: To Approve items in Consent Agenda

ACTION ITEMS

6. Statement on Free Expression

Wendy Rodgers
Brad Hamdon

Motion: To Recommend Board of Governors Approval

7. Proposed Revisions to Standing Committee Terms of Reference – GFC Committee on the Learning Environment

John Nychka

Motion: To Approve

8. Thesis-based Master's and PhD Learning Outcomes

Brooke Milne
John Nychka

Motion: To Approve

9. Student Financial Support Policy Suite and Rescission of the Awards and Bursaries for Students Policy Suite

Melissa Padfield

Motion: To Recommend Board of Governors Approval

EARLY CONSULTATION

10.   FGSR Supervisory Tool: Supervisor-Student Guidelines, Standardized   Brooke Milne
        Annual Progress Report

11.   An Ethics Framework for Student Learning Analytics   Mike MacGregor

DISCUSSION ITEMS

12.   Safety and Security Committee Status Update   Philip Stack
        -Weapons on Campus (Early Consultation)   James Allen
                                                                                     Marcel Roth
13.   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.]*

14.   Report of the GFC Executive Committee

15.   Report of the GFC Academic Planning Committee

16.   Report of the GFC Academic Standards Committee

17.   Annual Report of the GFC Undergraduate Awards and Scholarship
        Committee (2018-2019)

18.   Annual Report of the Graduate Scholarship Committee (2018-2019)

19.   GFC Nominations and Elections
        A. GFC Recent Elections
        B. Current Vacancies on GFC Committees

20.   Report of the Board of Governors

21.   Information Items
        A. General Appeals Committee (GAC) Annual Report to General
        Faculties Council (July 1, 2018 - June 30, 2019)
        B. Annual Report of the Appeals and Compliance Officer (2018-2019)
        C. 2018-2019 Annual Report on Undergraduate Student Financial
        Support and Accompanying Overview
        D. Waiver of Advertising Requirements: Report to General Faculties
        Council

22.   Information Forwarded to GFC Members Between Meetings
        -Invitation - Draft Statement on Freedom of Expression - GFC
        Executive Committee
        -FYI Announcement Interim Vice-President (University Relations)

CLOSING SESSION

23.   Next Meeting of General Faculties Council: January 27, 2020

Presenter(s):

David Turpin	President and Vice-Chancellor, and Chair of GFC
Wendy Rodgers	Deputy Provost
Brad Hamdon	General Counsel
John Nychka	Vice-Provost (Learning Initiatives), and Chair of GFC Committee on the Learning Environment
Brooke Milne	Vice-Provost and Dean, FGSR
Melissa Padfield	Interim Vice-Provost and Registrar
Mike MacGregor	Vice-Provost and Associate Vice-President (Information Services & Technology)
Philip Stack	Associate Vice-President (Risk Management Services)
James Allen	Associate VP (Operations and Management)
Marcel Roth	Director, Protective Services

Documentation was before members unless otherwise noted.

UNIVERSITY OF ALBERTA

PRESIDENT'S REPORT

TO THE GENERAL FACULTIES COUNCIL | November 25, 2019

More than 1700 undergraduate and graduate students received their degrees during Fall Convocation on November 19 and 20. Each convocation our students reflect on the years past and celebrate their many achievements while at the same time turning their attention forward to exciting next stages, whatever they may be.

In this meeting we will be looking for your approval of the Statement on Free Expression to recommend to the Board of Governors for their final approval on December 13. An updated draft was shared with the community on October 28. Comments on the draft were welcome at a town hall on November 1, and through email until November 4.

As you know, the provincial budget was tabled on October 24, with significant cuts to post-secondary education. The U of A's Campus Alberta grant will be cut $44 million (6.9%) in the 2019-20 fiscal year, and our Infrastructure Maintenance Program funding has been reduced to zero on a one-time basis this year. As a result, the total reduction at the U of A is $79 million for the 2019-20 fiscal year.

On October 30, Gitta Kulczucki, Steven Dew, and I held a Campus Forum to provide an update on our response to the budget, give some clarity around what we know and don't know, and answer questions from the community. We are currently seeking input from the community about reducing spending, finding efficiencies, and generating revenue. You can watch the full presentation, ask questions, and provide feedback, at uab.ca/budget. After re-evaluating our priorities following the tabling of the budget on October 24, I made the decision to cancel my trip to India for the earlier this month.

As GFC Secretary and Manager Meg Brolley's final meeting was on October 21, I want to thank her for all of her years of service with GFC. Meg was instrumental in leading the GFC through the entire governance transformation. The search for Meg's replacement is underway.

BUILD

Celebrating Our Alumni

Once again the events of Alumni Weekend inspired the students of yesterday. 64 events across our campuses on September 19-22 showcased how the diverse work of our talented alumni impacts our communities. Thirty one distinguished alumni were honoured at the twenty-fifth Alumni Awards and 21 honorees from previous years returned to join the celebrations. More than 4,500 guests attended the various Kids on Campus events with their families. Seven hundred guests sold out the Myer Horowitz theatre to see the keynote talk by Dr. Timothy Caulfield. More than 500 guests went back to school for U of A in a Day—ten sessions hosted by six U of A professors and alumni. Alumni Weekend saw a 19.6% increase in attendance from last year with 13,396 participants.

Help us recognize the significant contributions of our alumni by nominating an outstanding alumnus for an Alumni Award. Nominations are due December 15.

Green and Gold Day 2019

Objective Five of *For the Public Good* is "build and strengthen trust, connection, and a sense of belonging among all members of the university community through a focus on shared values." One of the ways our internal community comes together in celebration is for the annual Green and Gold Day. On September 13, students, staff, faculty, and other members of our community gathered on The Quad in green and gold clothing to watch—or participate in—a parade, play in a friendly dodgeball tournament, and enjoy carnival games.

Indigenous Initiatives

In September, the Students' Union officially adopted the 60 recommendations of the Aboriginal Relations and Reconciliation Committee. Students' Union representatives will consider the recommendations during decision-making and governance processes in order to continue to advance and promote reconciliation within the Students' Union.

EDI Census

On November 26, you will receive a Workforce Diversity Census in your inboxes. This new demographic census is critical to helping us build a more equitable, diverse, and inclusive University of Alberta for everyone who works and studies here. It will give us a better understanding of our current environment, and guide the next steps of our Equity, Diversity and Inclusivity Strategic Plan moving forward. This census is different from the Faculty & Staff Engagement Survey that was distributed in October—please complete both. You have until December 17 to respond to the confidential census.

EXPERIENCE

New Programs

Prospective students can now apply for a new undergraduate program in the Department of Interdisciplinary Studies in the Faculty of Arts that will be launching in fall 2020: Media Studies. This multidisciplinary major examines the content, history, and effects of media on social, political, and cultural systems.

The Department of Political Science has added the Master of Arts in Policy Studies program, which will also launch in fall 2020. The program has course-based and practicum based-streams designed to teach students the professional and practical skills needed to succeed in a variety of public sector careers.

Canadian Centre for Welding and Joining

At the October 23 GFC Academic Planning Committee meeting the establishment of the new Canadian Centre for Welding and Joining in the Faculty of Engineering was approved. This multidisciplinary centre is made possible with a $2.1 million endowment. It is only one of two in Canada and the scope of its research, infrastructure, education, and collaboration with industry position it to surpass existing facilities globally. While the act of welding is taught at colleges such as NAIT and SAIT, no other post-secondary institution in Western Canada addresses more intricate aspects of welding, including metallurgy and physics of plasmas, with a more academic focus. There is no similar initiative in the country aside from University of Waterloo in Ontario. The centre will give students and faculty access to new research and development opportunities in the fields of manufacturing, construction, natural resource development, occupation health, and physics. The centre will work with external stakeholders and industry leaders to guide, develop, and sponsor research projects.

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EXCEL

Signature Areas Development

By establishing signature areas, the U of A will increase its capacity to change by nurturing dynamic, innovative multi- and inter-disciplinary teams that are able to attract major, interdisciplinary grants and take multi-faceted approaches to problems. We have had a few exciting developments related to Signature Areas since our last meeting:

- The first Intersections of Gender conference took place October 3-4 on North Campus. More than 220 guests were in attendance from a variety of faculties and disciplines across the sciences, education, arts, professions, and health sciences, as well as the broader community. More than 90 presenters and 25 sessions showcased how producing intersectional research—which recognizes that a person or group cannot be reduced to a single category—can help address social, political, and technological challenges.
- Situated Knowledges: Indigenous Peoples and Places continues its listening phase with a series of listening events intended to gather insights from the university community about the direction of this signature area. Indigenous faculty, staff, and graduate students are invited to participate in the next listening event on Wednesday, November 27 to discuss a governance model for SKIPP.

Awards of Excellence

- Marilyn Dumont, Associate Professor in the faculties of Arts and Native Studies, was awarded the Lieutenant Governor of Alberta's Distinguished Artist Award in September.
- Ten researchers were named as new or renewed 2019 Canada Research Chairs in the second cycle of announcements.
- Two students were awarded Schulich Leadership Scholarships, the highest undergraduate entrance award.
- Ninety-three of the U of A's outstanding faculty, staff, and students were recognized for their major accomplishments at Celebrate! Teaching.Learning.Research on October 3.
- Twenty-nine students, postdoctoral fellows, and academics starting research careers were recognized with a Killam Award on October 19.
- The TEC Edmonton Innovation Awards celebrate the success of University of Alberta researchers. In October, awards were presented to ten University of Alberta spin-off companies and nine research teams that received a coveted, difficult-to-obtain US patent.

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ENGAGE

U of A's United Way Campaign
The annual United Way Campaign kicked off on October 9. Thank you to everyone who has donated. Your support will help to provide programs and services to help the 135,000 people in Edmonton living in poverty. The campaign runs through December 31.

Visit to China
From October 6-13, I travelled to Beijing and Shanghai for a series of meetings, keynote lectures, and events to maintain the university's relationships with alumni and key institutions in China. Highlights including renewing a student exchange agreement with Tsinghua University after 20 years of collaboration, and delivering a public lecture about "Building World Class Universities" at East China Normal University.

MetroLab Network Partnership
On September 19, Mayor Don Iveson and I announced University of Alberta and City of Edmonton as the first Canadian partnership to join more than 40 members in the international MetroLab Network. This partnership will allow our researchers to engage in three projects in Edmonton related to extending connecting vehicle infrastructure, using artificial intelligence in elder care, and improving the sustainability of buildings.

Community Engagement Consultations
Objective 16 in *For the Public Good* reinforces the value of mutually beneficial community relations. One of the ways we've engaged this part of the strategic plan is through the Community Engagement Consultations that Government and Community Relations and University Relations launched in 2018. These consultations have allowed us to ask questions and to gather input regarding the university's engagement with its community partners in order to develop a community engagement plan. The final two Community Engagement Consultations will be held on November 28. You are welcome to attend either the University of Alberta Community session at 12 pm, or the Community Partners session at 7 pm. This will conclude 81 sessions with more than 1500 respondents.

Advance Polling Stations
Elections Canada made advance polling stations for the federal election available in SUB from October 5-9 for voters in any riding. There was a 60% increase in use of the advance polling stations from 2015.

SUSTAIN

Integrated Asset Management Strategy

As part of the Integrated Asset Management Strategy, the Van Vliet Locker Rooms are currently undergoing renovations and two temporary change rooms have opened to accommodate users of the complex. When the renovations are complete, the change rooms will be turned into universal locker rooms that can accommodate users with greater needs for privacy, gender anonymity, and/or accessibility.

Additionally, the difficult decision was made to demolish Alumni House, and its removal began earlier this month. Its lack of accessibility, failure to meet modern safety codes, and chronic maintenance issues, including a detrimental pipe burst last spring, all factored into the decision. It became clear that Alumni House would be too costly to renew, maintain, or operate without significant investment. For now, the site will be landscaped so that it can serve as greenspace on campus, and future plans will be guided by our Long Range Development Plan, sector plans, and engagement with the community.

Clean Air Strategy

With the legalization of cannabis in October 2018 and the rise in youth vaping, the Clean Air Working Group was formed in February 2019. The group was tasked with developing a set of recommendations for a clean air strategy to minimize student, staff, and faculty exposure to smoke from cigarettes, inhaled cannabis, vapes, and hookah pipes. Now the committee co-chairs are leading a subgroup in developing and executing the consultation phase of their work. During this period they will gather as much feedback as possible from members of our community about their attitudes toward smoking and vaping on our campuses to inform whether the university should keep the smoking and vaping rules as they are, ban all smoking and vaping, or significantly limit where one can smoke or vape.

Philanthropic Gift

On November 19, Scotiabank gave a gift of $1.25 million to the Department of Computing Science in the Faculty of Science. This generous gift recognizes the leading-edge work being done in the department, and it will support ongoing artificial intelligence research by faculty and provide several experiential learning opportunities for students.

Outdoor Gym

As part of the U of A's Healthy University Strategic Plan, a new outdoor gym park opened on North Campus on November 6. The park includes five pieces of equipment that are free of charge and available to use year-round. The space represents a joint initiative between the Healthy Campus Unity, Campus & Community Recreation, and Facilities and Operations to encourage outdoor physical activity.

Leadership Transitions

- As you may know, Chancellor Doug Stollery's four-year, non-renewable term concludes in June 2020. Nominations for the next chancellor are now open and will be accepted until December 6. As the ceremonial head of the University of Alberta, the chancellor chairs the Senate, serves on the Board of Governors, represents the university at ceremonial occasions, presides over degree-conferring ceremonies, and represents the public interest in the university. Candidates should have an interest in public education, a history of respected leadership in the community, thoughts on representing the public interesting at the University of Alberta, and perspective on challenges and opportunities for the university over the next four years.
- On November 14, I announced that Catherine Swindlehurst will serve as Interim Vice-President (University Relations) until a new Vice-President is announced. Catherine will also maintain her role as Chief of Staff in the President's Office. The search for the next vice president will commence after a new president has been announced and is in position to lead the process.

Thank you for your continued dedication to academic governance at the University of Alberta.

Yours sincerely,

David H. Turpin, CM, PhD, LLD, FRSC
President and Vice-Chancellor

New Members of GFC

MOTION I: TO RECEIVE*:*

The following ex officio member, to serve on GFC for a term beginning November 14, 2019 and extending for the duration of the appointment:

Catherine Swindlehurst, Interim Vice-President (University Relations)

Item No. 5

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to Undergraduate English Language Proficiency Requirements, Office of the Registrar

Motion

THAT General Faculties Council approve the proposed changes to Undergraduate English Language Proficiency requirements, as recommended by the GFC Executive Committee, as submitted by the Office of the Registrar, and as set forth in attachment 3, to take effect for Fall 2021 admissions.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Melissa Padfield, Interim Vice-Provost & University Registrar
Presenter(s)	Amy Dambrowitz, Associate Registrar

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The Office of the Registrar is proposing changes to the University Calendar that will increase the level of required English language proficiency for undergraduate admissions.
Executive Summary (*outline the specific item – and remember your audience*)	This proposal will: increase the IELTS minimum band score to 6.0 (currently 5.5) with no change to the current overall score of 6.5. Raising the undergraduate English Language Proficiency (ELP) requirement for the TOEFL and IELTS is critical to support institutional competitiveness / comparability and the academic success of applicants for whom English is a second or foreign language. The most recent changes to these requirements for undergraduate applicants were approved in 2017. At that time, concerns were raised as to whether the new minimum thresholds were sufficient to ensure student success. It was also noted that the revised ELP requirements at the University of Alberta remained lower than our comparator institutions. In 2017, the Office of the Registrar committed to revisit minimum ELP requirements after the effects of the increased requirements on application volume and student success could be reviewed. Now, two admission cycles after implementation, we propose to make a second step-change to the university ELP requirements, bringing our ELP requirements into alignment with our peer institutions.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

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	*Those who are actively **participating**:* • The Office of the Registrar • All faculties that offer undergraduate programs
	*Those who have been **consulted**:* • The Sub-Committee on International Enrolment Management (SCIEM); August 21, 2019 • The Advisory Committee on Enrolment Management (ACEM); August 23, 2019

Item No. 5

[Resources section Student Participation Protocol](#)>	• The Faculty of Graduate Studies and Research (FGSR); September 3, 2019 • Students' Union; September 17, 2019
	*Those who have been **informed**:* • Office of the Provost & Vice-President (Academic); August 30, 2019
Approval Route (Governance) (including meeting dates)	● ASC-SOS; October 3, 2019 ● ASC; October 17, 2019 ● APC; October 23, 2019 [For information] ● GFC Executive Committee; November 4, 2019 ● GFC; November 25, 2019

Strategic Alignment

Alignment with *For the Public Good*	**Values** We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good. We value learners at all stages of life and strive to provide an intellectually rewarding educational environment for all. **Build** GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing. ☒ Enrolment Management ☐ Relationship with Stakeholders ☐ Faculty and Staff ☒ Reputation ☐ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☐ Leadership and Change ☒ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) GFC Academic Standards Committee Terms of Reference GFC ASC Subcommittee on Standards Terms of Reference GFC Executive Committee Terms of Reference GFC Terms of Reference

Attachments (each to be numbered 1 - <>)

Attachment 1 (page(s) 1): ELP Case for Action

Attachment 2 (page(s 2): ELP Comparators

Attachment 3 (page(s) 3): ELP Calendar Change

Prepared by: Amy Dambrowitz, Associate Registrar, kdambrow@ualberta.ca; Judith Odhuno-Were, Manager, Applicant Services, judith.odhuno-were@ualberta.ca

Changes to the Undergraduate English Language Proficiency Requirements
Case for Action
Fall 2019

Context:
Raising the undergraduate English Language Proficiency (ELP) requirement for the TOEFL and IELTS[1] is critical to support institutional competitiveness / comparability and the academic success of applicants for whom English is a second or foreign language. The most recent changes to these requirements for undergraduate applicants were approved in 2017. At that time, concerns were raised as to whether the new minimum thresholds were sufficient to ensure student success. It was also noted that the revised ELP requirements at the University of Alberta remained lower than our comparator institutions.

At the time of approval, the Office of the Registrar committed to revisit minimum ELP requirements after the effects of the increased requirements on application volume and student success could be reviewed. Now, two admission cycles after implementation, we propose to make a second step-change to the university ELP requirements, bringing our ELP requirements into alignment with our peer institutions.

Key Issues to solve and support:
- Student success
- Institutional competitiveness

Analysis:
- International demand has continued to grow
- Improved first-term performance (Fall 2018 cohort) of students with ELP band scores of 6.0 and above: higher GPAs, more completed courses, fewer GPAs below 2.0
- Based on the Fall 2018 cohort, Engineering and Science losses in registration could be as high as 6.4% and 5.2%, respectively. We did not experience losses in registration after the last ELP increase.

Future state:
- Requirements that improve student success in first year.
- Requirements that improve immigration experience via access to the Study Direct Stream.
- Requirements that are more consistent with comparator institutions.
- Changes to IELTS and TOEFL will have the broadest impact on the applicant pool as they are the two most predominant standardized test presented by applicants.
- IELTS: change minimum band score to 6.0 (currently 5.5) with no change to the current overall score of 6.5.
- TOEFL score to remain at 90 and no change on the minimum band score of 21- The proposed change in the TOEFL score is strictly the equivalent score increase to IELTS in the context of their scoring standard. We have included it here as it is the second most commonly used method of meeting ELP. Most applicants using TOEFL are already meeting this standard.
- Other methods of meeting ELP will be calibrated as needed and brought forth following these changes

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

Comparator English Language Proficiency Requirements
Accurate as of August 2019

Institution	IELTS		TOEFL(iBT)		Notes
	Total	Component	Total	Component	
U of A Undergrad (current)	6.5	5.5	90	21	Applicants to teaching and health sciences disciplines need a further level of spoken English proficiency. A minimum score of 7.5 on IELTS Speaking or 26 on TOEFL speaking.
U of A Undergrad (proposed)	6.5	6.0	90	21	Applicants to teaching and health sciences disciplines need a further level of spoken English Proficiency. A minimum score of 7.5 on IELTS Speaking or 26 on TOEFL speaking.
U of A Grad (current)	6.5	5.5	90	21	Applicants to many individual graduate programs require a higher level of English proficiency.

UBC Undergrad	6.5	6	90	Reading: 22 Listening: 22 Speaking: 21 Writing: 21	
U of T Undergrad	6.5	6	100	Writing: 22	Discretionary Range: total score 89~99 & 19~21 on Writing
McGill Undergrad	6.5	6	90	21	Education & Management: TOEFL score of 100 Music: TOEFL score of 79~80
McMaster Undergrad	6.5	6	86	20	
Queens University Undergrad	6.5	6	88	Writing:24 Speaking: 22 Reading: 22 Listening: 20	

| U of C Undergrad | 6.5 | N/A | 86 | N/A | Nursing: IELTS 7.0 with no components below a 7.0; TOEFL: 92 with no components below 23

Education: IELTS 8.0 with no components below a 7.0; TOEFL 100 with no components below 27 |

Attachment 1: Calendar Change - Undergraduate Admissions - Language Proficiency Requirements - English Language Proficiency

Current	Proposed
Language Proficiency Requirements **English Language Proficiency** English is the primary language of instruction in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin. ... Proficiency in English may be fulfilled in one of the following ways: ... 7. A score of at least 6.5 on the IELTS Academic (International English Language Testing System) with no band less than 5.5 (see Note 4). ...	**Language Proficiency Requirements** **English Language Proficiency** English is the primary language of instruction in all Faculties except Faculté Saint-Jean. All undergraduate applicants to any program or course except Faculté Saint-Jean need an adequate level of English language proficiency before admission, regardless of their citizenship status or country of origin. ... Proficiency in English may be fulfilled in one of the following ways: ... 7. A score of at least 6.5 on the IELTS Academic (International English Language Testing System) with no band less than 6.0 (see Note 4). ...

Item No. 6

Governance Executive Summary
Action Item

Agenda Title	Statement on Free Expression at the University of Alberta

Motion

THAT General Faculties Council recommend that the Board of Governors approve the Statement on Free Expression at the University of Alberta, as recommended by the GFC Executive Committee, and as set forth in Attachment 1.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter(s)	Wendy Rodgers, Deputy Provost Brad Hamdon, General Counsel

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The university is developing a statement on free expression. The Free Expression Advisory Group, established in May 2019, has developed a draft statement, based on extensive consultation with the university community. The purpose of this item is to recommend the draft statement to GFC.
Executive Summary (*outline the specific item – and remember your audience*)	In May 2019, in conjunction with early consultation with General Faculties Council, the university established an Advisory Group on Free Expression, chaired by the Deputy Provost and made up of subject matter experts, members of the GFC Executive Committee, and key administrative portfolios. The group's mandate is to advise on the development of an institutional statement on free expression. In June 2019, the Minister of Advanced Education issued a letter instructing all post-secondary institutions to develop a statement on free expression consistent with the "Chicago Principles" (Report of the Committee on Freedom of Expression). In July, the Minister issued a second letter providing clarification and extending the deadline for submission of a preliminary statement to the Ministry to November 15 and for public posting of an approved statement to December 15, 2019. The Advisory Group developed a draft set of principles on free expression to inform a new university statement. The draft principles are based on an environmental scan, review of other institutions, and the expertise and perspectives of the group. Broad consultation has occurred in September and October 2019, including engagement with faculty, staff, and students on all campuses, AASUA, NASA, online submissions, presentation to GFC and Board committees, two discussions with GFC, and discussion with the Board of Governors. The key themes emerging from the consultation were presented to GFC on October 21. These included: • Striking an appropriate balance between free expression and other rights and interests, such as respect for human dignity and

	provision of a work and study environment free of discrimination and harassment; • Clarifying the relationship of this statement to existing university policies and procedures; • Supplementing the statement with additional tools/resources to support our community in dealing constructively with disagreement and mitigating impacts on marginalized groups. Following discussion with GFC, the Advisory Group has developed a draft statement for approval. A colour-coded version has been provided to identify elements requested in the Minister's letter of July 14, other language adopted from the Chicago Statement, as well as elements reflecting major themes from community feedback (including elements of the statement that were present in the draft principles). The final, approved version will be accompanied by an Information Sheet and set of Frequently Asked Questions, which are intended to clarify issues related to implementation, relationship to other university documents, and other available supports.
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	Advisory Group membership: • Wendy Rodgers, Deputy Provost (Chair) • Andre Costopolous, Vice-Provost and Dean of Students • Mary Forhan, Associate Professor, Faculty of Rehabilitation Medicine • Brad Hamdon, General Counsel • Logan Mardhani-Bayne, Strategic Development Manager, Office of the Provost • Catherine Swindlehurst, Chief of Staff, Office of the President • Marc Waddingham, Graduate Students' Association • Joel Agarwal, Students' Union • Lesley Cormack, Dean of Arts • Bill Foster, Professor, Augustana • David Johnson, Special Advisor, Faculty and Staff Relations • Toni Samek, Professor, Faculty of Education • Anne Bailey, Executive Director, University Relations • Douglas Stollery, Chancellor • Yasmeen Abu-Laban, Professor, Faculty of Arts • Dax D'Orazio, Graduate Student, Faculty of Arts University-wide consultation process has included: - Consultation with Association of Academic Staff of the University of Alberta (AASUA), Non-Academic Staff Association (NASA), Graduate Students' Association (GSA), Students' Union (SU) - Discussion with Deans' Council; Vice-Provosts' Council; Chairs' Council, President's Executive Committee - Strategic - Posting of draft principles on website for email comment - Town hall-style forums on North Campus (Sept. 20), Campus Saint-Jean (Sept. 17), Augustana (Sept. 27) - Workshop and panel discussion featuring U of A experts and scholars (Oct. 8)

Item No. 6

	- General Faculties Council (Sept. 23, Oct. 21) and Board of Governors (Oct. 18) - Town hall-style forum on the draft statement (Nov. 1) GFC Exec – November 4 GFC - November 25 Board Human Resources and Compensation Committee – November 26 Board Reputation and Public Affairs Committee – November 29 Board of Governors – December 13

Strategic Alignment

Alignment with *For the Public Good*	Objective 11: Advance the University of Alberta's reputation for research excellence by pursuing fundamental and original questions and ideas, pushing the frontiers of knowledge, inspiring creative experimentation, driving innovation, and advancing society. Objective 14: Inspire, model, and support excellence in teaching and learning.
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing. <table><tr><td>☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure</td><td>☒ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success</td></tr></table>
Legislative Compliance and jurisdiction	Space Management Policy Signage Policy Canvassing and Solicitation Policy Discrimination, Harassment, and Duty to Accommodate Policy Code of Student Behaviour Collective Agreement between the Governors of the University of Alberta and The Association of Academic Staff of the University of Alberta Collective Agreement between the Non-Academic Staff Association and the University of Alberta

Attachments (each to be numbered 1 - <>)

1. Draft Statement on Free Expression (clean version)
2. Draft Statement on Free Expression (colour-coded version)
3. Letter, Minister of Advanced Education, dated June 14, 2019
4. Letter, Minister of Advanced Education, dated July 4, 2019

Prepared by: Logan Mardhani-Bayne, Strategic Development Manager, Office of the Provost and Vice-President (Academic), lmardhan@ualberta.ca

CONSULTATION DRAFT – CLEAN VERSION
Statement on Freedom of Expression at the University of Alberta

The mission and mandate of the University of Alberta is to discover, disseminate, and apply knowledge for the benefit of society through teaching and learning, research, innovation and creative activity, community involvement, and partnerships. To achieve our mission and mandate, we must cultivate an equitable and inclusive environment that fosters respect for human dignity and supports the ability and skills of all members of our diverse community to learn and to discover.

Freedom of expression is one of the key elements of such an environment and has been central to the university since its founding. Learning requires exposure to a variety of views, including those with which one disagrees, and the ability to participate in intellectual debate – including having one's own views challenged. Research and discovery require the ability to challenge the conventional, to communicate findings and their implications, and to provide informed commentary in the public sphere. Across all areas of its mandate, the university is committed to intellectual integrity, rigorous inquiry, and the robust expression and discussion of ideas. Fostering the ability of members of the university community to engage in debate and deliberation in an effective and responsible manner is an essential part of the university's educational mission. Recognizing that free expression can thrive only where all members of the university community have the ability to participate fully, we strive to foster an inclusive and respectful institutional culture that is free of discrimination and harassment.

The University of Alberta remains committed to free expression in all forms of communication, including non-violent protest and dissent. The university is a place of free and open inquiry in all matters, and all members of the university community have the broadest possible latitude to speak, write, listen, view, challenge, profess, and learn. Members of the university community have the right to criticize and question other views expressed on our campuses, but may not obstruct or otherwise interfere with others' freedom of expression. Debate or deliberation may not be suppressed because the ideas put forward are thought by some, or even most, to be offensive, unwise, immoral, or misguided. It is for individuals, not the institution, to make those judgments for themselves and to act not by seeking to suppress expression, but by openly and vigorously contesting the ideas they oppose. The university does not attempt to shield members of the university community from ideas or opinions they disagree with or find offensive. Mutual respect and civility are valued, but their absence does not constitute sufficient justification to limit free expression.

Freedom of expression at the university does not mean that individuals may say whatever they wish, wherever they wish. Free expression is subject to the limitations imposed by Canadian or Alberta law. The university has the authority to restrict expression that violates law, causes the university to violate law, violates applicable university policies, procedures or collective agreements, falsely defames, constitutes a genuine threat or harassment, or unjustifiably violates privacy or confidentiality interests. The university may also regulate the time, place and manner of expression to ensure that it does not disrupt the ordinary activities of the university. Ideas and opinions presented on our campuses are neither a reflection of, nor an endorsement from, the university, unless otherwise stated.

In a diverse and inclusive university environment characterized by lively debate, people can expect, from time to time, to be confronted by concepts or images that they find offensive or disturbing, and to have their ideas questioned or challenged. The university remains committed to providing support services to those who need them.

The right to academic freedom is addressed separately in the context of the collective agreement with the Association of Academic Staff of the University of Alberta.

Complaint processes are available through existing policies, procedures, and collective agreements.

CONSULTATION DRAFT – COLOUR-CODED VERSION
Statement on Freedom of Expression at the University of Alberta

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The right to academic freedom is addressed separately in the context of the collective agreement with the Association of Academic Staff of the University of Alberta.

Complaint processes are available through existing policies, procedures, and collective agreements.

Legend:
Eight points requested by ministry from Chicago Principles
Bonus points from Chicago Principles
Response to feedback

DRAFT

ALBERTA
ADVANCED EDUCATION

Office of the Minister
MLA, Calgary-Bow

AR 56510

June 14, 2019

Mr. Michael Phair
Chair, Board of Governors
University of Alberta
3-04 South Academic Building (SAB)
Edmonton AB T6G 2G7

Dear Mr. Phair:

The Government of Alberta is committed to protecting and promoting free speech as a fundamental tenet of the academic experience, as reflected in the University of Chicago Statement on Principles of Free Expression.

Alberta's post-secondary institutions demonstrate their commitment to free expression through a variety of free speech protections and statements already in place. Whether through statements on academic freedom, codes of conduct, or other policies, institutions underscore the importance of free speech on campus. I would like to thank you for the work you do every day to protect this important aspect of post-secondary learning.

To ensure clarity at all institutions, the government is asking that each institution either formally adopt the Chicago Principles, or develop a policy that consolidates its existing protections and demonstrates each institution's commitment to free speech. All 26 publicly funded post-secondary institutions are required to adopt the Chicago Principles or to develop a stand-alone policy. It is expected either option will be in place and publicly available by October 15, 2019.

The stand-alone policy should align with the substance of the Chicago Principles, while also respecting the unique context at each institution. To achieve this, your policy should, at a minimum, reflect that:

- Institutions are places of open discussion and inquiry, committed to protecting and promoting free expression.

.../2

- Community members have the right to criticize and question other views expressed on campus, but cannot obstruct or interfere with others' freedom of speech.
- Institutions should not attempt to shield students from ideas or opinions they disagree with or find offensive. Mutual respect and civility are valued, but do not constitute sufficient justification to limit free speech.
- Free speech may be limited if it violates the law.
- Free speech may be limited if it is incompatible with the functioning of the institution.

Please provide Mr. Peter Leclaire, Assistant Deputy Minister, Advanced Learning and Community Partnerships Division, with either the commitment to formally adopt the Chicago Principles or a copy of your institution's intended policy for confirmation of its alignment to the above-stated requirements, by email at peter.leclaire@gov.ab.ca. Policy drafts should be submitted to Mr. Leclaire no later than September 23, 2019. The department will notify you once your approach has been approved so you can post your free speech policy or statement of adoption of the Chicago Principles on your website by the October 15, 2019 deadline.

Thank you for your contribution to this important work. I look forward to working with you to continue to ensure free speech is supported in Alberta's post-secondary system.

Sincerely,

Demetrios Nicolaides
Minister of Advanced Education

ALBERTA
ADVANCED EDUCATION

Office of the Minister
MLA, Calgary-Bow

AR 56802

July 4, 2019

Mr. Michael Phair
Chair, Board of Governors
University of Alberta
3-04 South Academic Building (SAB)
Edmonton AB T6G 2G7

Dear Mr. Phair:

I would like to express my sincere appreciation for the frank and open discussion around free speech policies that took place at our recent meeting in Calgary. Conversations like this one are laying the foundation of a fruitful relationship as we work together to renew Alberta's post-secondary system.

At our recent meeting, there were a few concerns regarding the short timeline for implementation. I am more than happy to change the deadline to give all our institutions the time they need.

With that in mind, I am moving the submission deadline to November 15, 2019 and the posting deadline to December 15, 2019.

I would also like to clarify what our government is looking for. We are asking our institutions to demonstrate their commitment to the principles of the Chicago Statement on Free Speech. This can be done in a number of different ways, including:
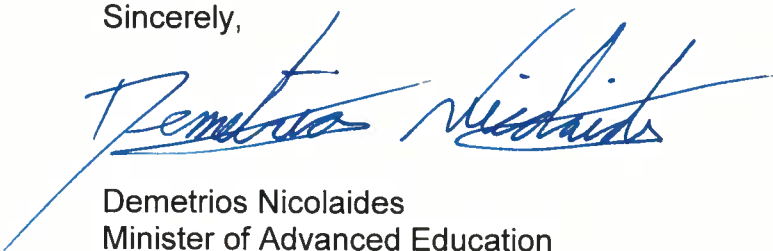
1. The Board of Governors passing a resolution formally adopting the Chicago Statement.
2. The Board of Governors passing a resolution adopting the eight key principles of the Chicago Statement as outlined below:
    a. Free speech may not violate Canadian law.
    b. Institutions are places of free and open inquiry in all matters, and all members of each institution's community are guaranteed the broadest possible latitude to speak, write, listen, challenge, and learn.

...../2

       c. Community members have the right to criticize and question other views expressed on campus, but cannot obstruct or interfere with others' freedom of speech.

       d. Institutions should not attempt to shield students from ideas or opinions they disagree with or find offensive. Mutual respect and civility are valued, but do not constitute sufficient justification to limit free speech.

       e. The institution may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the institution.

       f. The institution may restrict expression that violates the law, falsely defames an individual, or constitutes a genuine threat or harassment that unjustifiably invades substantial privacy or confidentiality of interests.

       g. Debate or deliberation may not be suppressed because the ideas put forward are thought by some, or even most, to be offensive, unwise, immoral, or wrong-headed.

       h. It is for individuals, not the institution, to make those judgments for themselves and to act not by seeking to suppress speech, but by openly and vigorously contesting the ideas they oppose.

3. The Board of Governors adopting its own policy that conforms with the key elements of the Chicago Statement as described above.

I have every confidence that, as stewards of your institutions accountable to the Minister, your board will take appropriate action to fulfil these requirements. If your institution elects to write its own policy, it will be vetted by the department to ensure compliance with the spirit of the Chicago principles. It is your responsibility to ensure that whatever action is taken by your board demonstrates clear commitment to the key principles of free speech as found within the Chicago Statement.

Sincerely,

Demetrios Nicolaides
Minister of Advanced Education

Item No. 7

Governance Executive Summary
Action Item

Agenda Title	Proposed Revisions to Standing Committee Terms of Reference - GFC Committee on the Learning Environment

Motion

THAT General Faculties Council approve the proposed changes to the GFC Committee on the Learning Environment Terms of Reference, as recommended by the GFC Executive Committee, and as set forth in Attachment 1, to take effect January 1, 2020.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	GFC Committee on the Learning Environment (CLE)
Presenter(s)	John Nychka, Chair CLE

Details

Responsibility	General Faculties Council
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee to approve the revised terms of reference for the GFC Committee on the Learning Environment.
Executive Summary (*outline the specific item – and remember your audience*)	The Report of the *ad hoc* Committee on Academic Governance Including Delegated Authority, endorsed by GFC on April 21, 2017, noted the following: "**Committee on the Learning Environment (CLE)** CLE is engaged in work that speaks to a core mission of the University – teaching and learning. The committee, however, holds no delegated authority, reports to two other standing committees (Executive and APC), may be perceived to be informational rather than action driven, and is guided by vague words such as fostering, nurturing, and promoting in its terms of reference. The committee is populated by well qualified, committed individuals who could contribute in a more focused manner with a clearer mandate." CLE began discussions of its terms of reference in September 2017 and a working group was established to consider the ad hoc recommendations. Further work on the terms took place in 2018 with a further group of committee members. Draft terms were brought forward to GFC for early consultation in October 2019. The attached draft terms of reference are now coming forward for discussion and input from the committee before proceeding to GFC Executive and GFC for early consultation. Proposed Changes to the Terms of Reference: The proposed terms of reference reflect a standard template that has been used for all GFC standing committees; the template was designed to provide increased clarity on mandate, responsibilities, and delegated authority. The areas of responsibility for the committee are clearly delineated while remaining broad enough to remain responsive.

	Additional responsibilities that have been added include the areas of learning spaces and learning technologies, both of which have considerable impact on the learning environment and speak to the committee's mandate.
	Policy on the evaluation of student learning is also an added responsibility that comes to CLE from the GFC Academic Standards Committee that previously held responsibility for institutional marking and grading policies and institutional term work policies. This ties in with the revised mandate to advise on policy directions related to teaching and learning institutionally.
	The new terms of reference have CLE report directly to GFC rather than reporting to the Academic Planning Committee or GFC Executive Committee. This strengthens its role as a GFC committee; as a step towards this, in the last year the committee sent forward to GFC the draft Teaching Policy for early consultation.
	CLE is currently, and will continue to be, called upon to provide members to serve on adjudication committees such as the Teaching and Learning Enhancement Fund (TLEF), details of which are laid out in the specific procedures for the committees.
	The composition has been changed to reflect the Principles of Committee Composition. In addition, further changes are proposed both in response to the ad hoc committee recommendations and to those of the committee itself. These include the addition of the Dean of the Faculty of Graduate Studies and Research, a librarian who serves on GFC, an Academic Teaching Staff, and the Director, Space Management, Facilities and Operations, and the removal of the Vice-President (Research), and one of two Associate Deans. Upon the effective date of approval of the new terms of reference, current members would retain their membership until their term ends.
	Speaking directly to the recommendations of the ad hoc committee, the new terms of reference include delegated authority for the committee in the areas of teaching evaluation and assessment procedures and proposals related to teaching and learning. In addition, changes to composition reflect the GFC Principles of Committee Composition, and the recommendations of the ad hoc committee.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	*Those who are actively **participating**:* • ad hoc Committee on Academic Governance Including Delegated Authority • GFC Executive Committee Transition Committee • GFC Committee on the Learning Environment • CLE working groups: Janice Miller-Young, Kathleen DeLong, Stanley Varnhagen, Mani Vaidyanathan, Firouz Khodayari, Dale

Item No. 7

<For information on the protocol see the [Governance Resources section Student Participation Protocol](#)>	Askey, Mike MacGregor, Jennifer Tupper, Jeff Rawlings, Sarah Forgie
	*Those who have been **consulted**:* • Report of the ad hoc Committee on Academic Governance Including Delegated Authority (endorsed by GFC April 21, 2017) Appendix 6: List of Consultations • GFC Academic Standards Committee (regarding institutional grading and term work policies • GFC Executive Committee (October 7, 2019) • General Faculties Council (October 21, 2019)
	*Those who have been **informed**:* • General Faculties Council • Board of Governors has been provided with brief highlights of the work of the ad hoc Committee on Academic Governance Including Delegated Authority
Approval Route (Governance) (including meeting dates)	GFC CLE (discussion) – September 4, 2019 GFC Executive Committee (early consultation) – October 7, 2019 General Faculties Council (early consultation) – October 21, 2019 GFC CLE (for recommendation) – October 30, 2019 GFC Executive Committee (for recommendation) - November 4, 2019 General Faculties Council (approval) - November 25, 2019

Strategic Alignment

Alignment with *For the Public Good*	**For the Public Good** 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.
	☐ Enrolment Management ☐ Relationship with Stakeholders ☐ Faculty and Staff ☒ Reputation ☐ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☒ Leadership and Change ☒ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) GFC Executive Committee Terms of Reference GFC Committee on the Learning Environment Terms of Reference

Attachments

1. Draft CLE Terms of Reference
2. Current CLE Terms of Reference

Prepared by: University Governance

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

1. Mandate and Role of the Committee

The Committee on the Learning Environment (CLE) is a standing committee of GFC charged with advising GFC on policy directions that promote excellence in teaching and learning institutionally. CLE serves as GFC's primary advisory group on teaching and learning, including such aspects as learning environments, assessment and evaluation, teaching innovations, teaching resources and support, and students' educational experience.

2. Areas of Responsibility

a. Physical and virtual learning and teaching environment
b. Teaching and learning policy
c. Institutional policy on the assessment of teaching
d. Institutional policy on the evaluation of student learning
e. Vision and strategy for learning spaces and learning technologies
f. Fostering excellence in the scholarship and practice of teaching and learning

3. Composition

Voting Members (19)

Ex-officio (6)
- Provost and Vice-President (Academic), Chair
- Vice-President (Academic), Students' Union
- Vice-President (Academic), Graduate Students' Association
- Vice-Provost and Chief Librarian
- Vice-Provost and University Registrar
- Vice-Provost and Dean, Faculty of Graduate Studies and Research

Appointed (1)
- 1 academic staff (A1.0) who holds a major teaching award (internal or external award, eg Rutherford, Vargo Chair, 3M, etc.), appointed by the Chair in consulation with the Chair of Nominating Committee

Elected by GFC (12)
- 4 academic staff (A1.0) from GFC – one of whom will be elected by the committee to serve as Vice Chair
- 1 non-academic staff at-large (S1.0, S2.0)
- 1 librarian from GFC
- 1 undergraduate student from GFC
- 1 graduate student from GFC
- 1 Chair
- 1 Dean
- 1 Associate Dean or Associate Chair, Teaching and Learning (or equivalent)
- 1 academic teaching staff (A2.1, A2.2) at-large

Non-voting Members
- Vice-Provost and Associate Vice-President (Information Technology)
- Director, Centre for Teaching and Learning
- Director, Space Management, Facilities and Operations
- University Secretary
- GFC Secretary

4. **Delegated Authority from General Faculties Council**
   Should be reviewed at least every three years and reported to GFC.

   4.1 Approve revisions to teaching assessment and evaluation procedures
   4.2 Approve proposals related to teaching and learning that emerge from central administrative units and determine whether to forward to GFC for discussion or information
   4.3 Receive and discuss reports on student engagement and the student educational experience and determine whether to forward to GFC for discussion or information

5. **Responsiblities Additional to Delegated Authority**
   5.1 Review and recommend to GFC on policies related to teaching and learning
   5.2 Review and recommend to GFC on policies related to assessment of teaching
   5.3 Review and provide feedback on learning technologies
   5.4 Receive, discuss and provide feedback on new and revised learning spaces, formal and informal, that impact instructor and student educational experiences
   5.5 Advise on the vision and strategy for learning spaces and learning technologies
   5.6 Receive, discuss and provide feedback on new and innovative teaching pedagogy and delivery initiatives
   5.7 Review and recommend to GFC on policy and regulations related to student evaluation that apply to a substantial group of students
   5.8 Make recommendations to GFC on student engagement, student educational experience, and support for teaching
   5.9 Members may be asked to serve on adjudication bodies related to awards within the CLE mandate

6. **Sub-delegations from the Committee on the Learning Environment**
   Should be reviewed at least every three years and reported to GFC.

   None.

7. **Limitations to Authority**
   The following further refines or places limitations on authorities held by or delegated to CLE:

8. **Reporting to GFC**
   The Committee should regulary report to GFC with respect to its activities and decisions.

9. **Definitions**
   Substantial Group of Students – any one (or more) of the following three classes of students: (a) undergraduate students, (b) doctoral level students, and/or (c) graduate students pursuing studies other than those at doctoral level

   Academic staff – as defined by the Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Administrators and Colleagues in UAPPOL

   Non-Academic staff – as defined by the Recruitment Policy (Appendix B) Definition and Categories of Support Staff in UAPPOL

10. **Links**
    Teaching Policy
    Teaching Assessment and Evaluation Policy and Procedures
    Assessment and Grading Policy and Procedures
    Academic Regulations – University of Alberta Calendar

Examination Regulations
Course Requirements, Evaluation Procedures and Grading
Centre for Teaching and Learning
Office of the Student Ombuds

Approved by General Faculties Council: [date]

GFC Committee on the Learning Environment (CLE) Terms of Reference

1. Authority

The *Post-Secondary Learning Act* (*PSLA*), Section 26(1), gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over "academic affairs." GFC has thus established a Committee on the Learning Environment (CLE), as set out below.

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

2. Composition of the Committee

Note: All members of the Committee on the Learning Environment will be voting members (EXEC 04 DEC 2006)

Ex Officio
Chair – Provost and Vice-President (Academic)
Vice-President (Research)
Vice-President (Academic), Students' Union
Vice-President (Academic), GSA
Vice-Provost and Chief Librarian
Vice-Provost and Associate Vice-President (Information Technology) (EXEC 04 DEC 2006)
Director, Centre for Teaching and Learning
Vice-Provost and University Registrar

Elected by General Faculties Council
Four staff representatives (Category A1.0)*, elected by GFC, at least one of whom must sit on GFC
One support staff representative (Category S1.0* or S2.0*), elected by GFC
One undergraduate student at-large
One graduate student at-large

Appointed Members
One Chair, selected by Chairs' Council (EXEC 04 DEC 2006)
One Dean, selected by Deans' Council (EXEC 08 SEP 2008)
Two Associate Deans or Associate Chairs, Teaching and Learning (or equivalent) appointed by the Chair of GFC CLE in consultation with the Chair of the GFC Nominating Committee (EXEC 06 JUN 2011)

One staff representative (Category A1.0*) who holds a major teaching award (internal or external award, eg Rutherford, Vargo Chair, 3M, etc.) appointed by the Chair of GFC CLE in consultation with the Chair of the GFC Nominating Committee (EXEC 04 DEC 2006) (EXEC 06 JUN 2011)

* See UAPPOL Recruitment Policy (Appendix A) Definition and Categories of Academic Staff and Colleagues and (Appendix B) Definitions and Categories of Support Staff for definitions of these categories of staff members.

3. Mandate of the Committee

The Committee on the Learning Environment is a standing committee of the General Faculties Council that promotes an optimal learning environment in alignment with guiding documents of the University of Alberta. (EXEC 04 DEC 2006)

The Committee on the Learning Environment is responsible for making recommendations concerning policy matters and action matters with respect to the following:

a) To review and monitor the implementation of the University's Academic Plan with regard to optimal teaching and an optimal learning environment.
b) To review and, as necessary, recommend to the GFC Academic Planning Committee or the GFC Executive Committee policies on teaching, learning, teaching evaluation, and recognition for teaching that promote the University's Academic Plan.
c) To review and, as necessary, recommend to the GFC Academic Planning Committee or the GFC Executive Committee policies developed by the Learning Services units to promote the University's Academic Plan. (GFC 22 SEP 2014)
d) To develop policies that promote ongoing assessment of teaching, learning, and learning services through all Faculties and units.
e) To nurture the development of innovative and creative learning services and teaching practices.
f) To encourage the sharing and discussion of evidence about effective teaching, learning, and learning services.
g) To promote critical reflection on the impact of broad societal changes in teaching, learning, and the learning environment.
h) To promote projects with relevant internal and external bodies that offer unique teaching and learning opportunities that would benefit the university community.
i) To consider any matter deemed by the GFC Committee on the Learning Environment to be within the purview of its general responsibility.

4. Committee Procedures

See General Terms of Reference.

5. Additional Reporting Requirements

None.

Updated September 24, 2014

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Item No. 8

Governance Executive Summary
Action Item

Agenda Title	Thesis-based Master's and PhD Learning Outcomes

Motion

THAT General Faculties Council approve the learning outcomes for thesis-based Master's and PhD programs, as recommended by the GFC Executive Committee, and as set forth in Attachment 1, to take effect upon approval.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	Brooke Milne, Vice-Provost and Dean, Faculty of Graduate Studies and Research
Presenter(s)	Brooke Milne, Vice-Provost and Dean, FGSR John Nychka, Chair of GFC CLE

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before GFC to seek approval of the learning outcomes for thesis-based graduate programs.
Executive Summary (*outline the specific item – and remember your audience*)	Articulating program learning outcomes is a common practice within course-based programs, yet it remains fairly uncommon for research-based programs, which can create a sense of ambiguity for students. Both in response to the new Alberta Credential Framework and in the interest of improved clarity for students, program administrators, and the general public, a cross-faculty committee is developing language and tools to support U of A PhD programs in articulating their learning outcomes. The committee's work produced: • A calendar entry that differentiates between Master's and PhD learning outcomes • A PhD learning outcome template, which provides suggested outcomes for all PhD programs and customizable ideas for program-specific outcomes and methods of assessment • A "how to" guide for programs #1 and #2 were presented to FGSR Council on May 29, 2019 and were approved by e-vote on June 6, 2019. The goal is to have everything ready for faculties to start using in program reviews and new program development by Fall 2019.
Supplementary Notes and context	*The committee discussed and provide feedback on the proposal at the September 4, 2019, meeting of CLE.*

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	Stakeholders have participated and been consulted with as follows: • Cross-faculty working group – December 2018 to present • FGSR Council – March, April and May 2019 meetings • GSA Board – April 10, 2019 • Student Focus Group – May 2, 2019

Item No. 8

<For information on the protocol see the [Governance Resources section Student Participation Protocol](#)>	• GFC Executive – May 13, 2019 • Academic Standards Committee – May 16, 2019 • Academic Planning Committee – May 22, 2019 • General Faculties Council – May 27, 2019 • GSA Council – June 17, 2019 • Committee on the Learning Environment – September 4, 2019
Approval Route (Governance) (including meeting dates)	Faculty Council of Graduate Studies and Research – May 29, 2019 (approval by e-vote June 6, 2019) GFC Committee on the Learning Environment – September 4 (for discussion), October 2, 2019 GFC Executive Committee – November 4, 2019 General Faculties Council – November 25, 2019

Strategic Alignment

Alignment with *For the Public Good*	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☐ Physical Infrastructure	☒ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) General Faculties Council Terms of Reference GFC Executive Committee Terms of Reference GFC Committee on the Learning Environment	

Attachments (each to be numbered 1 - <>)

1. Calendar Entry – Thesis-based Master's and PhD Learning Outcomes
2. Sample Learning Outcomes Template – excerpt from FGSR Learning Outcomes Report May 2019

Prepared by: Faculty of Graduate Studies and Research, and University Governance

2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
Faculty of Graduate Studies and Research **General Information** **Graduate Programs Offered** Graduate work has been offered at the University of Alberta since its inception in 1908. The present organization of the Faculty of Graduate Studies and Research, headed by a Dean, was adopted in 1957. The University of Alberta offers graduate programs leading to doctoral and master's degrees. The specific programs offered in each category are listed below. In addition, the University offers many graduate diploma and certificate programs designed to provide an opportunity for individuals to take a sequence of courses to increase their knowledge of a specialized area without needing to enrol in a degree program. For more information on graduate programs offered, refer to the Program Search Results on the FGSR website. **NEW**	**Faculty of Graduate Studies and Research** **General Information** **Graduate Programs Offered** Graduate work has been offered at the University of Alberta since its inception in 1908. The present organization of the Faculty of Graduate Studies and Research, headed by a Dean, was adopted in 1957. The University of Alberta offers graduate programs leading to doctoral and master's degrees. The specific programs offered in each category are listed below. In addition, the University offers many graduate diploma and certificate programs designed to provide an opportunity for individuals to take a sequence of courses to increase their knowledge of a specialized area without needing to enrol in a degree program. The learning outcomes required for all master's and doctoral programs are defined below and aligned with the Alberta Credential Framework. For more information on individual graduate programs offered, refer to the Program Search Results on the FGSR website or see Graduate Programs. **Thesis-Based Master's and PhD Learning Outcomes** The table below defines the elements and learning outcomes of the University of Alberta's research-focused degrees. A Master's degree enables students to develop mastery within a discipline, and to learn how to do research via guided discovery. A PhD degree enables students to develop mastery of research and advanced expertise within a specialist field via designing and conducting original research of broader scope and greater depth than within a Master's degree.

	Thesis-Based Master's	**PhD***
Program Elements		
Designed to prepare graduates for…	careers requiring specialized expertise, evidence-based judgment, personal responsibility and initiative, in complex and unpredictable professional environments.	leadership roles in careers requiring a high degree of autonomy, the ability to make informed judgments on complex issues in specialist fields, navigation of ambiguity, and innovation in tackling and solving problems.
Students will acquire knowledge and develop skills through a combination of…	• directed learning • formative experiences in writing • formative experiences presenting a research project • executing advanced research or creative work • working with experts	• self-directed learning • formative experiences in writing • presenting and defending research proposals and results • designing and executing original research or creative work • working with experts
The program requires creation of…	a thesis or thesis-equivalent that, at a minimum, should reveal that the student is able to work in a scholarly manner and is acquainted with the principal works published on the subject of the thesis. As far as possible, it should be an original contribution.	original research, or other advanced scholarship, culminating with a thesis or thesis-equivalent that a minimum, must embody the results of original investigations and analyses and be of such quality as to merit publication, meeting the standards of reputable scholarly publications. It must constitute a substantial contribution to the knowledge in the student's field of study.
At a minimum programs will …	• monitor student skills development and progress through ongoing supervision of research	• monitor student skills development and progress via ongoing interaction with the supervisor and through annual

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	Communication Skills	• communicate ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences	• communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences
	Professional Capacity / Autonomy	• research, reflect upon, and take ownership of the development of skills and career goals • demonstrate personal accountability, initiative, and decision-making in complex situations • demonstrate the intellectual independence required for continuing professional development	• research, reflect upon, and take ownership of the development of skills and career goals • demonstrate personal accountability and autonomous initiative and decision-making in complex situations • demonstrate the intellectual independence required to be academically and professionally engaged and remain current
	Ethics	• identify, explain, analyze, and propose solutions to existing ethical issues particularly as they pertain to the conduct of research in the field of study	• identify, explain, analyze, and propose solutions to existing and new ethical issues particularly as they pertain to the conduct of research in the field of study

*PhD program elements and graduate competencies are inclusive of and cumulative to those of Master's programs

Graduate Teaching and Learning Program […]	**Graduate Teaching and Learning Program** […]
Justification: Approved by:	

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE
STUDIES & RESEARCH

Excerpt from:
PhD Learning Outcomes
Report to FGSR Council
May 2019

DRAFT - University of Alberta PhD Learning Outcomes and Forms of Evidence

Developed by the University of Alberta, in addition to or in support of Alberta Credential framework

KNOWLEDGE	
The ability to apply and exercise awareness of limits of advanced level knowledge in a specialized field	
University of Alberta PhD Learning Outcomes	Knowledge learning outcomes are specifically defined within programs, in alignment with these requirements from the Alberta Credential Framework: 1. **Depth and Breadth of Knowledge** – Students will be able to independently undertake pure or applied research and professional skills at an advanced level, and translate knowledge to research or practice settings. Students will demonstrate a thorough understanding of a substantial body of knowledge with expertise in a specialized field that is at the forefront of an academic discipline or area of professional practice. 2. **Application of Knowledge** – Students will have the capacity to: • undertake research at an advanced level, and • contribute to the development of academic or professional skill, techniques, tools, practices, ideas, theories, approaches, and/or materials. 3. **Awareness of Limits of Knowledge** – Students will have an appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.
Program-Specific Learning Outcomes	**Depth and Breadth of Knowledge** Students will demonstrate: 1. advanced-level knowledge of the general field of [name of field] and specific field(s) of [name of field(s)] 2. expert knowledge in their field of specialization **Application of Knowledge** Students will demonstrate the capacity to: 1. undertake [pure/applied/other/NA] research at an advanced level, and 2. contribute to the development of academic or professional skill, techniques, tools, practices, ideas, theories, approaches, and/or materials. **Awareness of Limits of Knowledge** Students will demonstrate: 1. an appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. 2. an ability to critically evaluate current research and research techniques and methodologies.
Forms of Evidence	Knowledge will be <u>assessed</u> and students provided with <u>regular oral and written formative feedback</u> in programs through the appropriate supervisor meetings, supervisory committee meetings, proposal and final thesis defense, specifically: **Depth and Breadth of Knowledge** 1. Topic presentation and discussion during yearly supervisory committee meetings. 2. The successful completion of [list of course work or learning activities, broken down in specific courses with specific learning outcomes] 3. Passing the [candidacy/qualifying/ comprehensive] examination or completing all explicitly detailed and justified, in writing, committee requirements of a conditional pass in this examination.

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DRAFT - University of Alberta PhD Learning Outcomes and Forms of Evidence
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Application of Knowledge
1. Research progress during yearly supervisory committee meetings.
2. The review, defence and approval of a PhD proposal by a [exam committee name].
3. The defence of a PhD thesis.

Awareness of Limits of Knowledge

Conducting [field appropriate] review of the state of the art [literature, techniques, standards, works of art] and developing [relationships, networks, collaborations] to identify and explain the [history, theory, research, techniques, paradigms] which is reviewed, defended and approved during of a PhD proposal by a [exam committee name] and at the PhD defence examination.

*It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in **Knowledge** to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.*

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DRAFT - University of Alberta PhD Learning Outcomes and Forms of Evidence
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RESEARCH COMPETENCY The ability to conceptualize, design and implement research for the generation of new knowledge; to make informed judgments on complex issues, in a specialized field	

University of Alberta PhD Learning Outcomes	**Research Competency** learning outcomes are specified below and are to be augmented in programs using field specific requirements, as appropriate.
	
	Students will be able to:
	1. Conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline and to adjust the research design or methodology in the light of unforeseen problems.
	2. Make informed judgments on complex issues in specialist fields, sometimes requiring new methods, such as being able to:
	   • Generate research questions/hypotheses based on experience, discipline specific expertise, and scholarly literature.
	   • Conceptualize, design, and implement a research project of significant scope to complete a thesis.
	   • Assess strengths and weaknesses of various methodological approaches relevant to a research question.
	   • Select, defend, and apply a methodological approach to answer a research question.
	   • Locate and/or generate information/data relevant to a research question.
	   • Situate a research question within the existing field specific knowledge and where appropriate outside the field and/or discipline.
	   • Organize information/data to reveal patterns/themes.
	   • Analyze information/data and synthesize information to generate new knowledge/understanding.
	   • Monitor research progress, refine, and pivot approach as needed.

Program-Specific Learning Outcomes	Students will be able to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication in their field.

Forms of Evidence	**Research Competency** will be assessed and students provided with regular oral and written formative feedback in programs through the appropriate committee meetings, proposal and final thesis defense, specifically:
	   • Topic presentation and discussion during yearly supervisory committee meetings.
	   • The review, defence and approval of a PhD proposal by a [exam committee name].
	   • The review, defence and approval of a PhD thesis by a [exam committee name].
	   • The completion, as first author, of papers or creative works for peer review, in volume and form as appropriate for the field.
	   • Presentations to field appropriate stakeholders at [local, national and/or international conferences, industry, clinics venues appropriate in the field].
	
	*It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in **Research Capacity** to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.*

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DRAFT - University of Alberta PhD Learning Outcomes and Forms of Evidence

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COMMUNICATION SKILLS The ability to demonstrate written communication, oral communication, and listening skills, and to communicate effectively and professionally with a broad audience	
University of Alberta PhD Learning Outcomes	**Communication Skills** learning outcomes are specified below and are to be **augmented in programs** using field specific requirements as appropriate. Students will be able to communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences, using: 1. written communication 2. oral communication Beneficial Options Students will be able to: 3. communicate using technical, digital, or other methods 4. use active listening skills
Program-Specific Learning Outcomes	Students will demonstrate the ability to write field appropriate publications aimed at peer review.

Forms of Evidence	**Communication Skills** will be assessed and students provided with regular oral and written formative feedback in programs through the appropriate committee meetings, proposal and final thesis defense, and publications. Mandatory forms of evidence include:
	
	1. Thesis Proposal
	    • Student successfully wrote their doctoral research proposal.
	    • Student successfully presented and orally defended their doctoral research proposal.
	2. Thesis Defence
	    • Student successfully wrote their doctoral thesis.
	    • Student successfully presented and orally defended their doctoral thesis.
	3. Communication with specialist and non-specialist audiences - in manners relevant to the field of study, such as:
	    • Clear and effective documentations for course work, grant proposals, and/or manuscripts, as appropriate for the program
	    • Discipline-related communications using technical (eg. schematic), media (eg. video), or digital (eg. code) formats for academic and non-academic audiences
	    • Presentations or lectures at conferences
	    • Teaching of courses, guest lecturing, etc.
	    • Drafts of publications for internal and peer review
	
	Beneficial Options
	
	4. Completing active listening professional development and/or applying active listening in professional settings
	5. Completing general communication and/or social media professional development or assessment
	
	*It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in **Communication Skills** to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.*

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PROFESSIONAL CAPACITY/AUTONOMY The ability to research, reflect upon, and take ownership of the development of skills and career goals	
University of Alberta PhD Learning Outcomes	Professional Capacity/Autonomy learning outcomes are specified below and are to be augmented in programs using field specific requirements as appropriate. Students will be able to demonstrate: 1. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations 2. The intellectual independence to be academically and professionally engaged and current, developed in part through the Individual Development Plan process of: • researching potential career options • reflecting upon skills and competencies in the areas of creativity, communication, confidence, scholarship, ethical responsibility, critical thinking, and collaboration; • creating timelines and milestones for professional development, academic, and personal commitments • reviewing progress regularly 3. The ability to evaluate the broader implications of applying knowledge to particular contexts. 4. The ability to receive, handle and act upon, and provide constructive feedback. Beneficial Options Students will be able to demonstrate: 5. The ability to take initiative to identify need and provide service to a community. 6. The ability to acquire new, or enhance existing leadership skills, including those required to teach or supervise students. 7. The ability to take initiative to bring about positive change in academic, professional and personal contexts, guided by the principles of equity, diversity and inclusion (EDI).
Program-Specific Learning Outcomes	Students will demonstrate: 1. self-direction and originality in tackling and solving problems, and autonomy in planning and executing research. Beneficial Options 2. the capability to teach a course and/or be a teaching assistant in the field of [name of field] (e.g. of field specific teaching requirement) 3. field specific communication and networking skills [e.g. field specific professional requirements] 4. [program specific professional development requirements]
Forms of Evidence	Professional Capacity/Autonomy will be assessed and students provided with regular oral and written formative feedback in programs through:

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1. Presenting and defending degree progress during yearly (or more frequent) formal supervisory committee meetings; progress and performance are to be kept in the minutes of the meeting and within program designated forms
2. Documenting, and reviewing with their supervisor, feedback received during supervisor meetings, supervisory committee meetings and candidacy exam, and addressing identified issues.

<u>FGSR Professional Development Requirement</u>

3. Completing FGSR or program-specific Individual Development Plan
4. Completing 8 hours of professional development activities

<u>Beneficial Options</u>

5. Providing feedback to other team members, staff, as appropriate and/or through peer reviewing of field appropriate publications.
6. Completing some of the mandatory 8 hours of PD activities in the areas of:
   - Equity, Diversity, and Inclusion
   - leadership
   - professional behaviors, the workplace, and career management
   - communication and networking
7. Completing service activities within the community.
8. Successfully teaching or being a Graduate Teaching Assistant, and receiving evaluative feedback, for at least an undergraduate course in [field]
9. [Program specific professional development requirements assessments]

*It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in **Professional Capacity/Autonomy** to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.*

Programs are accountable for assessment of professional development and service activities.

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ETHICS The ability to identify, explain, analyze, and propose solutions to ethical issues	
University of Alberta PhD Learning Outcomes	**Ethics** learning outcomes are specified below and are to be **augmented in programs** using field specific requirements as appropriate. Students will be able to: 1. Identify ethical concerns specific to their field of research, such as treatment of human and animal subjects, interdisciplinary research, and Indigenous research. 2. Recall, recognize, analyze, discuss and act in ethical matters in: • the subject field under investigation including those specific to course work, capstone project, thesis, scholarship and funding applications, • academic conduct, and • interactions with others in the community as stipulated in the code of student behaviour. 3. Propose solutions to ethical dilemmas and articulate what makes a particular course of action ethically defensible. 4. Identify ethical concerns in academic integrity, use and citation of sources, the misrepresentation of data and/or facts. 5. Recognize the importance of information and data handling (confidentiality, transparency, not falsifying data, etc). Beneficial Options 6. Explain, recognize, and analyze ethical areas of responsibility held when teaching or mentoring within their field.
Program-Specific Learning Outcomes	Students will complete program specific ethics requirements in [add requirements]
Potential Methods of Assessment	**Ethics** will be assessed and students provided with regular oral and written formative feedback in programs through student records of: 1. In the first year of their program, completing program course/workshops, or FGSR workshops, or other approved formal activities in the area of ethics, which have embedded assessments and may include: • Student code of conduct, • Plagiarism, • Copyright, and • Sexual violence 7. Beyond the first year of their program, completing program specific ethics training as appropriate, including elements listed in the ethics learning outcomes 8. Demonstrating field-appropriate application of ethics principles within the research proposal, thesis, and thesis defence. *It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in* **Ethics** *to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.*

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Governance Executive Summary
Action Item

Agenda Title	Student Financial Support Policy Suite and Rescission of the Awards and Bursaries for Students Policy Suite

Motion

THAT General Faculties Council recommend that the Board of Governors approve the new Student Financial Support Policy Suite, as set forth in Attachments 2, 3, 4 and 5, and the concurrent rescission of the existing Awards and Bursaries for Students Policy Suite in UAPPOL, as recommended by the GFC Executive Committee, to take effect upon final approval.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Melissa Padfield, Interim Vice-Provost and University Registrar
Presenter(s)	Melissa Padfield, Interim Vice-Provost and University Registrar

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before GFC to seek approval of the new Student Financial Support Policy Suite, and the rescission of the existing Awards and Bursaries for Students Policy Suite in UAPPOL.
Executive Summary (*outline the specific item – and remember your audience*)	The Office of the Registrar, in consultation with the several stakeholder groups, has developed a new Student Financial Support Policy Suite to replace the existing Awards and Bursaries for Students Policy and its procedures in UAPPOL. The purpose of the revisions to the policy and procedures is to: • Create alignment between institutional commitment with administrative practice; • Reflect current practices, authorities, and roles; • Be inclusive of graduate student financial support; and • Allow the University to be agile and adaptive to changes in the post-secondary, provincial, and global environments.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

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>	*Those who are actively **participating**:* • The Office of the Provost and Vice-President (Academic) • Faculty of Graduate Studies and Research (FGSR) • The Office of the Registrar
	*Those who have been **consulted**:* • Office of the Provost and Vice-President (Academic) • Faculty of Graduate Studies and Research (FGSR) • University Governance • Office of Advancement • Students' Union (SU) • Graduate Students' Association (GSA) • Scholarship Network

	- GFC UASC Chair Dr. Frank Robinson - Dean of Students Dr. Andre Costopoulos - Advisory Committee on Undergraduate Financial Support (ACUS) - Vice-Provosts' Council (VPC) - Undergraduate Awards and Scholarship Committee (UASC) - Committee on Student Affairs (COSA) - Deans' Council - PEC-O
	Those who have been **informed**:
Approval Route (Governance) (including meeting dates)	Undergraduate Awards and Bursaries Committee (UABC) October 8, 2019 GFC Academic Planning Committee October 23, 2019 GFC Executive Committee November 4, 2019 General Faculties Committee November 25, 2019 Board Learning, Research and Student Experience Committee (BLRSEC) November 29, 2019 Board of Governors December 13, 2019

Strategic Alignment

Alignment with *For the Public Good*	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☒ Enrolment Management ☐ Faculty and Staff ☒ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☒ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	Post-secondary Learning Act GFC Terms of Reference GFC UABC Terms of Reference GFC APC Terms of Reference	

Attachments

1. Attachment 1 Case for Action (pages 1 - 5)
2. Attachment 2 Proposed Student Financial Support Policy (pages 1 - 3)
3. Attachment 3 Proposed Creation of New Student Financial Support Procedure (pages 1 - 4)
4. Attachment 4 Proposed Undergraduate Student Financial Support Procedure (pages 1 - 6)
5. Attachment 5 Proposed Graduate Student Financial Supports Procedure (pages 1 - 6)

Prepared by: Fiona Halbert, Assistant Registrar Student Financial Support, Fiona.halbert@ualberta.ca

Case for Action: New Student Financial Support Policy Suite (and rescission of the Awards and Bursaries for Students Policy)

Context:

The current Awards and Bursaries for Students Policy Suite was established in 2011 when Section 21 of the GFC Policy Manual was rescinded and placed into UAPPOL. Aside from reorganization of information contained within Section 21 and minor updates to reflect the current practices at the time, the policy and four procedures were primarily direct extrapolations from Section 21.

The existing policy suite only promises that the University will "*marshal* awards and bursaries for students to support learning and alleviate financial need to the extent that financial resources permit" but stops short of meeting an important institutional goal outlined within *For the Public Good*, (Build, Strategy 4), to "Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support."

The lack of a statement of specific institutional goals within the existing policy suite poses several challenges when questions around how allocation of new and existing funds should be managed. This foundation is also necessary in order to support the fundraising goals of the University of Alberta.

In addition, the existing policy suite is silent on the role of graduate student financial support and the role of the Faculty of Graduate Studies and Research in student financial support.

The existing policy suite is also out of alignment with the stated goals of the President of the University of Alberta, Dr. David Turpin, and his colleagues in the Council of Post-secondary Presidents of Alberta (COPPOA). In a recent and widely distributed position paper[1], COPPOA confirmed that student financial support has never been more both necessary and relevant than it is today in Alberta. The University of Alberta is fundamental to building Alberta's future, but access to post-secondary education for society's most vulnerable learners remains a real threat.

Over the past ten months, members of the Office of the Provost and Vice-President (Academic), the Office of the Registrar, the Faculty of Graduate Studies and Research (FGSR) and the Office of Advancement have conducted a thorough review of the policy and the four procedures, and drafted an updated UAPPOL Student Financial Support Policy Suite. The proposed suite aligns with the current financial support administrative priorities and processes, clarifies authorities and roles, and allows the university to be agile and adaptive to changes in the post-secondary, provincial and global environments (see Appendix A - Overview of Changes).

A recent report from an external consultant commissioned by the Office of the Vice-Provost and University Registrar identified policy development as a primary recommendation. The report identified the need for policy statements that would provide a foundation for decision-making, align with enrolment management and recruitment goals, and would update existing out-of-date UAPPOL policy and procedures. This proposed student financial support policy suite directly addresses the need for the alignment of policy to fundamental institutional goals and delineates the foundations for decision making.

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[1] Post-secondary Education Position Paper, The Council of Post-secondary Presidents of Alberta (COPPOA)

Key Changes:

- The proposed policy contains language reflective of the University's commitment to providing and optimizing robust student financial supports in order to ensure that academically qualified students can attend the University.

- The proposed policy suite includes usage of an industry-standard umbrella term "student financial support" intended to represent the whole range of student financial support normally available to post-secondary learners.

- The proposed policy suite now contains a procedure dedicated to graduate student financial support.

- The proposed policy suite has been streamlined into three areas intended to outline the process of the creation of student financial support, as well as the processes relevant to the administration and approval of separate undergraduate and graduate student financial support.

- The proposed procedures have been drafted retaining relevant and accurate pieces of the current suite of procedures, and have been adjusted to reflect current practices, authorities, and roles.

Desired Outcomes:

- Alignment between the University of Alberta's policies and procedures around student financial support and institutional goals.

- Mitigation of the current risks surrounding student success, as identified by the 2018-2019 Institutional Risk Summary, which include: reduced student success, harm to reputation, reduced ability to recruit, misalignment with Government expectations, and failure of the university mission.

- Establishment of an updated institutional policy and suite of procedures that are easy to understand, transparent, and outline clear authorities and roles.

- Establishment of an updated institutional policy and suite of procedures that reflect accepted administrative and academic processes.

- Revised institutional policy and procedures that allow the University to be agile and adaptive to changes in the post-secondary, provincial and global environments.

- Better alignment between the Board of Governors, General Faculties Council, the Office of the Vice-Provost and University Registrar, the Office of Advancement, individual Faculties, and the Faculty of Graduate Studies and Research to provide, support, and administer student financial supports at the University of Alberta.

Appendix A - Overview of Changes

UAPPOL Creation of New Student Financial Support Procedure

The Creation of New Student Financial Support Procedure now informs how both undergraduate and graduate new student financial supports are created (previously, this procedure only referenced undergraduate awards and bursaries).

The scope of this procedure has been refined to include only the creation of new supports and clarifies the authorities, roles and responsibilities of the Office of the Registrar, Faculty of Graduate Studies and Research, the Office of Advancement, the GFC Undergraduate Awards and Bursaries Committee (UABC) and the Graduate Scholarship Committee (GSC).

Section Name	Key Changes
1. ADMINISTRATION (**new section**)	The section now outlines how new undergraduate and graduate student financial supports are created and the roles of the Office of the Registrar, Faculty of Graduate Studies and Research, the Office of Advancement, the GFC Undergraduate Awards and Bursaries Committee (UABC) and the Graduate Scholarship Committee (GSC) in the creation of new financial supports.
2. RESTRICTIONS ON RECIPIENT SELECTION	Minor edits were made to clarify language, but overall content is unchanged.
3. INCLUSIVITY IN SELECTION CRITERIA	- An inclusivity statement was added to support the creation of broad terms of reference that aid annual selection for the student financial support. - The Office of Safe Disclosure & Human Rights was consulted to update language on section 3A. HUMAN RIGHTS. 3B. MEMBERSHIP: minor updates to sanctioned groups, but overall content is unchanged.
4. APPROVAL	4A. TERMS OF REFERENCE: added a statement that terms of reference once approved may not be changed by the donor. This is to provide clarity for donors when frontline fundraisers are engaging with them. - Detailed procedures related to existing terms of reference have been moved to the Undergraduate Student Financial Support Procedure. 4B. MINIMUM VALUES: amended to focus on the requirements for the minimum value of a new student financial support.
5. ANNUAL SPENDING (**new section**)	This section outlines the general spending practices for new student financial supports, providing a framework and reference point for frontline fundraisers and donors.

Appendix A - Overview of Changes Continued

UAPPOL Undergraduate Student Financial Support Procedure

The Undergraduate Student Financial Support Procedure amalgamates three existing procedures (Awards for Undergraduate Student Procedure, University Medal Requirements Procedure, and Bursaries for Students Procedure) into a single document that outlines the administrative processes for undergraduate student financial supports.

Section Name	Key Changes
1. ADMINISTRATION	- The section outlines the roles of the Office of the Registrar, faculties / departments / units and the Office of Advancement in the administration of undergraduate student financial supports. - The section speaks to a collaborative process for administration, specifically when dealing with restrictive terms of reference.
2. MAINTENANCE OF TERMS OF REFERENCE FOR STUDENT FINANCIAL SUPPORTS	- The section refers to the process for amending existing student financial supports, including the roles of the Office of the Registrar and the Office of Advancement (moved from the former Creation of New Awards and Bursaries Procedure). 2C. ANNUAL VALUE SETTING: outlines the roles of the units in setting the annual value of undergraduate student financial supports, providing transparency of authority and demonstrating our commitment to being responsible stewards of donor and university resources.
3. MERIT-BASED STUDENT FINANCIAL SUPPORTS	3B. ELIGIBILITY: increased flexibility in recipient selection by removing references to full normal course load that previously imposed restrictions on nominating units. 3E. ACADEMIC TRANSCRIPT: section has been changed to state that all merit-based student financial supports will appear on the academic transcript (need-based and hybrid awards will not).
4. NEED-BASED STUDENT FINANCIAL SUPPORTS	- The details of the administrative processes for need-based student financial supports have been significantly expanded to create greater transparency. 4B. ELIGIBILITY: provides details about the common assessment practice and the guidelines used to determine the size of a financial shortfall.
5. HYBRID AWARDS	The concept of hybrid awards is new, replacing the previous procedures for support where demonstrated financial need was a secondary criteria for awards.

	● The section addresses longstanding concerns about inconsistency in the assessment of financial need for awards with both merit and need components within different nominating units across the university. Financial need will now be evaluated through a common assessment practice. ● The section addresses need and merit components (and secondary requirements) to best fit the intent of the financial support. ● The addition of this section addresses a fundraising gap identified by the Office of Advancement as donors have shown high interest in funding this type of student financial support.
6. ANNUAL REPORTING	● This section outlines the Office of the Registrar's commitment to annual reporting of undergraduate student financial supports.

Original Approval Date: **Most Recent Approval Date:**

Most Recent Editorial Date:

Student Financial Supports Policy

Office of Accountability:	Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Office of the Registrar Faculty of Graduate Studies and Research Office of Advancement
Approver:	Board of Governors
Scope:	Compliance with this University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the Recruitment Policy <https://policiesonline.ualberta.ca/policiesprocedures/policies/recruitment-policy.pdf> (Appendix A <https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Recruitment-Policy-Appendix-A-Definition-and-Categories-of-Academic-Staff-Administrators-and-Colleagues.pdf>) and Appendix B <https://policiesonline.ualberta.ca/policiesprocedures/procedures/recruitment-policy-appendix-b-definition-and-categories-of-support-staff.pdf>: Definitions and Categories); undergraduate, graduate and Faculty of Extension students; emeriti; members of the Board of Governors; visitors to campus, including visiting speakers and scholars; third party contractors;and volunteers.

Overview

The *Post-Secondary Learning Act* of Alberta gives the Board of Governors authority to "manage and operate the public post-secondary institution in accordance with its mandate," and to "develop, manage and operate, alone or in co-operation with any person or organization, programs, services and facilities for the economic prosperity of Alberta and for the educational or cultural advancement of the people of Alberta," (section 60(1)(a) and (b)).

The *Post-Secondary Learning Act* of Alberta gives GFC responsibility, subject to the authority of the Board of Governors, over "rules and regulations respecting academic awards" (section 26(1)(m)).

GFC has delegated responsibility for graduate awards to the Faculty of Graduate Studies and Research Council (FGSR).

Purpose

To articulate the University's position on **student financial supports** for the institution.

POLICY

The University of Alberta is committed to providing and optimizing robust student financial supports, in order to ensure that academically qualified **students** can attend the university. These **student financial supports** will align with institutional priorities and values, including those outlined in the institutional strategic plan. The University recognizes that access to affordable education is a shared responsibility between the University, the student, and government. The associated procedures outline how the University will ensure that its responsibilities to all stakeholders, including students, **government**, and **donors**, are met.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. **[▲Top]**	
Student Financial Supports	Student financial supports are items of monetary and/or other value awarded to a student by the University of Alberta or by donors through the University on the basis of completion of requirements outlined in the selection criteria or terms of reference.
	Merit-based student financial supports include, but are not limited to, awards, scholarships, prizes, and University medals. Merit-based financial supports are competitive; successful completion of the requirements does not guarantee receipt of the funding.
	Need-based student financial supports include, but are not limited to, bursaries loans, and emergency funding.
	Hybrid awards require academic performance and demonstrated financial need, and will be titled as "Awards".
Student	An individual currently enrolled (full-time or part-time) in undergraduate or graduate studies.
Government	The government representing a jurisdiction and associated governmental agencies tasked with administering student financial supports.
Donor	An individual or organization who makes a charitable donation to the University of Alberta. A charitable donation is a voluntary transfer of property with intent to donate and without benefit or advantage to the donor. Charitable donations can include gifts-in-kind.

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. **[▲Top]**

Office of the Provost and Vice-President (Academic) (University of Alberta)

Office of the Registrar (University of Alberta)

Faculty of Graduate Studies and Research (University of Alberta)

University Governance (University of Alberta)

Financial Management and Practices Policy (University of Alberta)

Strategic Plan for Equity, Diversity, and Inclusivity (University of Alberta)

PUBLISHED PROCEDURES OF THIS POLICY

Undergraduate Student Financial Supports Procedure

Graduate Student Financial Supports Procedure

Creation of New Student Financial Supports Procedure

UNIVERSITY OF ALBERTA

Parent Policy: Student Financial Supports Policy

Creation of New Student Financial Supports Procedure

Office of Administrative Responsibility:	Office of the Registrar
	Faculty of Graduate Studies and Research
	Office of Advancement
Approver:	General Faculties Council
Scope:	Compliance with this University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the Recruitment Policy <https://policiesonline.ualberta.ca/policiesprocedures/policies/recruitment-policy.pdf> (Appendix A <https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Recruitment-Policy-Appendix-A-Definition-and-Categories-of-Academic-Staff-Administrators-and-Colleagues.pdf>
	and Appendix B
	<https://policiesonline.ualberta.ca/policiesprocedures/procedures/recruitment-policy-appendix-b-definition-and-categories-of-support-staff.pdf>:
	Definitions and Categories); undergraduate, graduate and Faculty of Extension students; emeriti; members of the Board of Governors; visitors to campus, including visiting speakers and scholars; third party contractors; and volunteers.

Purpose

To provide the procedure by which new **student financial supports** at the University of Alberta are created.

PROCEDURE

1. ADMINISTRATION

The Office of Advancement will work with donors to establish student financial supports for academically qualified students.

The Office of Advancement will engage with the Office of the Registrar (RO) and/or the Faculty of Graduate Studies and Research (FGSR), as appropriate, to draft terms of reference. The RO and/or the FGSR will provide recommendations and will consult with Faculties, departments and administrative units on campus as necessary when drafting terms of reference. The RO and FGSR seek to establish terms of reference for student financial supports that include selection criteria that support a diverse pool of eligible applicants. The selection criteria must be sufficiently broad to allow the university to award the funds every year.

Faculties, departments and other administrative units will be consulted to provide advice and to ensure proper application and selection supports are in place during the creation of a new student financial support.

The RO and FGSR will facilitate the approval process for new student financial supports with the appropriate governance committee. New undergraduate scholarships, awards, medals, bursaries and prizes are approved by the GFC Undergraduate Awards and Bursaries Committee (UABC). New graduate scholarships and fellowships, awards, prizes, medals, and bursaries are approved by the Graduate Scholarship Committee (GSC) in FGSR.

Terms of reference and selection criteria drafted and approved prior to this procedure are not precedent for new financial supports.

2. RESTRICTIONS ON RECIPIENT SELECTION

Donors to the University of Alberta or their agents cannot be the **nominator** or participate in the recipient selection process for student financial supports for which they are the donor.

3. INCLUSIVITY IN SELECTION CRITERIA

The University of Alberta seeks to demonstrate the values of equity, diversity, and inclusivity in the creation and administration of its student financial supports. This is achieved through establishing new student financial supports that include selection criteria that support a diverse pool of eligible applicants. The selection criteria must be sufficiently broad to allow the university to award the funds every year.

A. HUMAN RIGHTS

Selection or eligibility criteria will not include any criterion defined as discriminatory under the Alberta Human Rights Act or the University of Alberta Discrimination and Harassment and Duty to Accommodate Policy unless the financial supports or the condition at the time of establishment could reasonably be viewed as justifiable discrimination intended to create equity for any equity seeking group (as identified in the protected grounds definition of the Discrimination, Harassment and Duty to Accommodate policy).

If the student financial support is accepted under this provision, it will be reviewed at intervals not greater than 15 years by the Office of the Registrar and / or the Graduate Scholarship Committee and brought to the appropriate authority for consideration. The restriction will be dropped if the group is no longer reasonably perceived as disadvantaged. A specific student financial support can be reviewed at any time by a Faculty or the Office of the Registrar and / or the Graduate Scholarship Committee.

B. MEMBERSHIP

Membership in a particular association cannot be a selection criteria requirement with the exception of:

1. Teams at the University of Alberta sanctioned by the University Sports (U Sports) and/or the Canadian Colleges Athletic Association (CCAA) and the Alberta Colleges Athletic Conference (ACAC).

2. Student groups registered at the University of Alberta overseen by the Dean of Students that

   a. conform with University of Alberta mission, values and policies;

   b. have clear and transparent membership criteria;

   c. are without sanction or are not facing disciplinary action by the University at the time of creation of the student financial support; and

   d. are without sanction or are not facing disciplinary action by the University at the time of administration of the student financial support.

4. APPROVAL

A. TERMS OF REFERENCE

The **terms of reference** established for student financial supports represent a formal agreement between the donor and the University of Alberta.

Descriptions for new student financial supports submitted for approval must include general selection and eligibility criteria.

Each new student financial support will be considered on its own merits. Terms of reference for all new undergraduate **scholarships**, **awards**, **prizes**, **University medals**, and **bursaries** are referred to the GFC UABC for approval.

Terms of reference for new graduate scholarships and fellowships, awards, prizes, medals, and bursaries are referred to the Graduate Scholarship Committee (GSC) in FGSR for approval.

If in the future it becomes necessary, advisable, or preferable for changes to be made to the approved terms, in doing so, the University will remain governed by the original intent as expressed at the time of the creation of this award.

B. MINIMUM VALUES

Minimum values for new annually funded undergraduate student financial supports are approved by GFC UABC.

Minimum values for new annually funded graduate student financial supports are approved by the GSC.

5. ANNUAL SPENDING

In any given year, if invested funds do not provide sufficient income to disburse an endowed student financial support, payment of the student financial support may be reduced or withheld until sufficient funds accrue.

The University reserves the right to withhold student financial supports donated by individuals or organizations where the required funds have not yet been received by the University.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲Top]	
Student Financial Supports	Student financial supports are items of monetary and/or other value awarded to a student by the University of Alberta or by donors through the University on the basis of completion of requirements outlined in the selection criteria or terms of reference. Merit-based student financial supports include, but are not limited to, awards, scholarships, prizes, and University medals. Merit-based financial supports are competitive; successful completion of the requirements does not guarantee receipt of the funding. Need-based student financial supports include, but are not limited to, bursaries, loans, and emergency funding. Hybrid awards require academic performance and demonstrated financial need, and will be titled as "Awards".
Donor	An individual or organization who makes a charitable donation to the University of Alberta. A charitable donation is a voluntary transfer of property with intent to donate and without benefit or advantage to the donor. Charitable donations can include gifts-in-kind.
Nominator	A nominator is the individual or group (i.e., committee) responsible for selecting the recipient(s) of an award or bursary and must not be a person or group external to the University of Alberta.
Selection and Eligibility Criteria	Selection and eligibility criteria are the standards or conditions by which a student qualifies and is chosen to receive a financial support. Criteria may be defined in such areas as academic performance, leadership, community service, athletics, or demonstrated financial need.
Terms of Reference	The terms of reference of a student financial support provide all relevant information regarding how the student financial support will be dispersed, including the financial terms, the selection and eligibility criteria, and any other information pertinent to the administration.
Scholarship	A scholarship is a student financial support given to a student on the basis of overall superior academic achievement in a Faculty, Department, or degree program. Secondary selection criteria may also be used. A degree program may be defined as a full multi-year degree program within a Faculty or Department, or as one or more specific years within a full multi-year degree program.

Award	An award is a student financial support that does not meet the definitions for scholarships, prizes or University medals and has as its primary criterion satisfactory academic performance.
Prize	A prize is a student financial support given to a student on the basis of superior academic achievement in a course or specific set of courses in a Faculty, Department, or in some other subdivision of a Faculty. Additional non-academic secondary selection criteria may also be used.
University Medal	A University medal is a student financial support is given to a student on the basis of overall superior academic achievement in a Faculty, Department or some other subdivision of a Faculty, or in the University overall. Additional selection criteria will not normally be used.
Bursary	A bursary is a student financial support given to a student primarily on the basis of demonstrated financial need.

FORMS

There are no forms for this Procedure. [▲Top]

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [▲Top]

Discrimination, Harassment and Duty to Accommodate Policy (UAPPOL)

Office of Safe Disclosure and Human Rights (University of Alberta)

Strategic Plan for Equity, Diversity, and Inclusivity (University of Alberta)

Office of the Registrar (University of Alberta)

Faculty of Graduate Studies and Research (University of Alberta)

Original Approval Date: **Most Recent Approval Date:**

Most Recent Editorial Date:

Parent Policy: Student Financial Supports Policy

Undergraduate Student Financial Supports Procedure

Office of Administrative Responsibility:	Office of the Registrar
Approver:	General Faculties Council
Scope:	Compliance with this University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the Recruitment Policy <https://policiesonline.ualberta.ca/policiesprocedures/policies/recruitment-policy.pdf> (Appendix A <https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Recruitment-Policy-Appendix-A-Definition-and-Categories-of-Academic-Staff-Administrators-and-Colleagues.pdf>

and Appendix B

<https://policiesonline.ualberta.ca/policiesprocedures/procedures/recruitment-policy-appendix-b-definition-and-categories-of-support-staff.pdf>:

Definitions and Categories); undergraduate, graduate and Faculty of Extension students; emeriti; members of the Board of Governors; visitors to campus, including visiting speakers and scholars; third party contractors;and volunteers. |

Purpose

To provide information about undergraduate **student financial supports** at the University of Alberta.

The purpose of this procedure is to ensure consistency in fundamental financial support practices and procedures across the institution, while allowing academic units sufficient flexibility to administer their financial supports in a manner appropriate to their individual needs and objectives and in alignment with institutional objectives.

<u>PROCEDURE</u>

1. ADMINISTRATION

Merit-based student financial supports are normally administered by the Office of the Registrar (RO) as specified in the **terms of reference** of the financial supports. Some recipients for merit-based student financial supports are nominated to the Office of the Registrar by Faculties, departments or groups on campus as specified in the terms of reference.

Need-based student financial supports are normally administered by the RO as specified in the terms of reference of the need-based financial support.

Hybrid awards are normally administered by the RO as specified in the **terms of reference** of the hybrid awards. Some recipients for hybrid awards are nominated to the Office of the Registrar by Faculties, departments or groups on campus as specified in the terms of reference.

The RO will communicate with the Office of Advancement on recipient selection for donor funded student financial supports. The RO and Office of Advancement will work collaboratively to ensure administrative procedures align with the original purpose of the financial support.

Faculties, Departments and other administrative units who are responsible for nominating recipients to the RO will administer selection practices that meet the eligibility and selection criteria outlined in the terms of reference of the financial support. Nominating units will inform the RO when they have identified that selection criteria no longer support a diverse pool of eligible applicants or become too restrictive to allow the university to award the funds every year. The RO will work with the nominating unit and the Office of Advancement to explore options for changing the selection criteria to address the limitations.

The RO will coordinate with Financial Services as necessary to ensure proper financial management and disbursement of student financial supports.

2. MAINTENANCE OF TERMS OF REFERENCE FOR STUDENT FINANCIAL SUPPORTS

A.   GENERAL ELIGIBILITY

Student financial supports are tenable only at the University of Alberta unless otherwise stated in terms of reference. Student financial supports specific to a particular Faculty are generally tenable only in that Faculty.

B.   AMENDING TERMS OF REFERENCE

When terms of reference can no longer be satisfied, the University may amend the terms to best meet the original purpose of the financial support, while still ensuring that the benefit of such financial supports continues. For example, amendments to existing terms of reference may be necessary when there are no longer eligible students due to changes in University programming. Amendments to the general selection and eligibility criteria in terms of reference previously approved by GFC Undergraduate Awards and Bursaries Committee (UABC) must be forwarded to GFC UABC for approval. The Office of the Registrar is responsible for monitoring financial supports requiring amendment and will consult with the appropriate stakeholder(s) before forwarding to GFC UABC.

C.   ANNUAL VALUE SETTING

For donor funded student financial supports held by the Office of the Registrar, the Office of the Registrar will determine the annual value to be expended in consultation with the Office of Advancement.

For donor funded student financial supports held by Faculties, the Faculty will determine the annual value to be expended by the Office of the Registrar.

3. MERIT-BASED STUDENT FINANCIAL SUPPORTS

A.   SELECTION CRITERIA

Primary selection criteria for merit-based student financial supports will be based on **undergraduate academic performance**. Secondary selection criteria may include, but are not limited to, community service, leadership, and experiential learning.

If selection cannot be made by applying both primary and secondary selection criteria, selection will be based on a combination of primary criteria and criteria that most closely fulfills the original purpose of the financial support.

B.   ELIGIBILITY

Merit-based student financial supports established by the University will normally be available to meritorious students who have completed a minimum 24 credits over the most recent September to April period, unless otherwise specified in the terms of reference of the financial support or the merit-based competition program.

C.   DISBURSEMENT

Merit-based student financial supports are normally disbursed to the **student tuition account**. The first charge against any financial support is to pay outstanding University fees including tuition, incidental fees and other university-related fees.

Merit-based student financial supports are normally payable only when students are in **full-time attendance** at the University in the term during which funds are disbursed. Merit-based student financial supports that are awarded prior to the commencement of or within the Fall Term will be divided evenly between the Fall Term and the Winter Term. The student financial support value will normally be prorated if the attendance of the student changes.

Merit-based student financial supports awarded to a convocating student at the time of convocation will normally be disbursed to the student's account following convocation.

D. MAJOR AWARD
In order that funds may be broadly distributed, a student may hold only one University of Alberta **major award** per category (leadership, academics, athletics) in any one year. The total value of merit-based student financial supports already received by students may be taken into consideration in selections for open award competitions.

E. ACADEMIC TRANSCRIPT
Merit-based student financial supports approved by GFC UABC and administered by the Office of the Registrar will be listed on the academic transcript. Need-based and hybrid awards will not appear on the academic transcript.

4. NEED-BASED STUDENT FINANCIAL SUPPORTS

The Office of the Registrar administers need-based financial supports including bursaries and **emergency funding** for students. The Office of the Registrar also provides advising and program support for government financial support programs. The procedures outlined in this section do not refer to how government financial support programs are supported.

A. SELECTION CRITERIA

Primary selection criteria for need-based student financial supports will be based on **demonstrated financial need**. Secondary selection criteria may include, but are not limited to, community service, leadership, experiential learning, and undergraduate academic performance as long as the undergraduate academic performance requirement stated in the terms of reference does not exceed a 3.0 GPA.

If selection cannot be made by applying both primary and secondary selection criteria, selection will be based on a combination of primary criteria and criteria that most closely fulfills the original purpose of the financial support.

B. ELIGIBILITY

Need-based student financial supports established by the University, unless otherwise specified by the terms of reference of the financial support, will normally be available to students with full-time attendance and have demonstrated financial need for the current academic year.

Demonstrated financial need will normally be assessed through a common assessment practice as defined by the Office of the Registrar using a student's expenses and resources. The Common Assessment Practice is derived from provincial and federal loan guidelines. The Common Assessment Practice will also allow for exceptional student situations where the Common Assessment Practice does not reflect the true need of eligible students or does not address the institutional, diversity, or equity priorities of the University.

Domestic students are normally expected to access the maximum government student loan available to them in the current academic year. Assessed need that cannot be met by this loan may be met through University need-based student financial supports up to an annual maximum as determined by the University.

International students are required by the federal government of Canada to demonstrate sufficient resources to meet their cost of attendance at University in order to qualify for a study permit. International students

experiencing an emergency or exceptional circumstances may be considered for need-based student financial supports if their planned financial resources have changed by completing a financial need assessment.

C.   DISBURSEMENT

Need-based student financial supports are normally disbursed to the student tuition account. The first charge against any financial support is to pay outstanding University fees including tuition, incidental fees and other university-related fees.

Need-based student financial supports are normally payable only when students are in full-time attendance at the University in the term during which funds are disbursed. Need-based student financial supports will normally be applied to a single term of enrolment in the academic year in which the financial need assessment was evaluated. The student financial support value will normally be re-evaluated if the attendance or enrollment of the student changes.

5. HYBRID AWARDS

A.   SELECTION CRITERIA

Primary selection criteria for hybrid awards will be based on a combination of undergraduate academic performance and **indicated financial need** as long as the undergraduate academic performance requirement stated in the terms of reference does not exceed a 3.0 GPA.

Secondary selection criteria may include, but are not limited to, community service, leadership and experiential learning.

If selection cannot be made by applying both primary and secondary selection criteria, selection will be based on a combination of primary criteria and criteria that most closely fulfills the original purpose of the financial support.

B.   ELIGIBILITY

Hybrid awards established by the University, unless otherwise specified by the terms of reference of the financial support, will normally be available to students with full-time attendance and have indicated financial need in either the current or previous academic year.

Indicated financial need will normally be assessed through defined indicators of financial need as established by the Office of the Registrar. Defined indicators of financial need are derived from elements of the Common Assessment Practice.

C.   DISBURSEMENT

Hybrid awards are normally disbursed in accordance with disbursements outlined in section 3C of this procedure.

6. ANNUAL REPORTING

Each academic year, the Vice-Provost and University Registrar will present an annual report on Undergraduate Student Financial Support to GFC and the Board of Governors. The report serves as an overview of undergraduate financial supports and services administered by Student Financial Support (SFS) within the Office of the Registrar (RO).

DEFINITIONS

Definitions should be listed in the sequence they occur in the document (i.e. not alphabetical).

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲Top]

Student Financial Supports	Student financial supports are items of monetary and/or other value awarded to a student by the University of Alberta or by donors through the University on the basis of completion of requirements outlined in the selection criteria or terms of reference. Merit-based student financial supports include, but are not limited to, awards, scholarships, prizes, and University medals. Merit-based financial supports are competitive; successful completion of the requirements does not guarantee receipt of the funding. Need-based student financial supports include, but are not limited to, bursaries, loans, and emergency funding. Hybrid awards require undergraduate academic performance and indicated financial need, and will be titled as "Awards".
Terms of Reference	The terms of reference of a student financial support provide all relevant information regarding how the student financial support will be disbursed, including the financial terms, the selection and eligibility criteria, and any other information pertinent to the administration.
Hybrid Awards	Hybrid awards are financial supports whose primary selection criteria is a combination of both undergraduate academic performance and indicated financial need.
Undergraduate Academic Performance	Undergraduate academic performance refers to the academic requirements for student financial supports and is categorized as superior academic achievement or satisfactory academic standing. Superior academic achievement in the context of student financial supports will normally mean either of the following: i. GPA of 3.5 or higher in the University or; ii. standing in the upper 10% of comparable students in a Faculty, School, Department or other subdivision of a Faculty. Superior academic achievement in the context of student financial supports for entrance scholarships will normally mean a minimum average of 80% on marks used at the time of assessment. Satisfactory academic standing in a Faculty means satisfactory as defined within the *University Calendar* by the Faculty in question. If no such definition has been made by the Faculty, satisfactory academic standing means being eligible to continue in or graduate from the program in which the student is registered exclusive of those students allowed to continue on a probationary basis. For entrance awards, a student will be deemed to have achieved satisfactory academic standing provided they have been granted admission to a program of study at the University of Alberta.
Demonstrated Financial Need	Demonstrated financial need is a calculation of overall financial shortfall available for a student's academic and basic living costs for the current academic year. The calculation will normally be based on the Common Assessment Practice.
Indicated Financial Need	Indicated financial need is used in instances where a determination of full financial shortfall is unnecessary, as in Hybrid awards. Indicated

	financial need is determined through review of a student's financial situation based on a subset of criteria taken from indicators based on the Common Assessment Practice and does not require a full financial shortfall assessment.
Student Tuition Account	The student tuition account is the receivable account by which charges (including tuition and fees), and payments are processed. Students access their account details through Bear Tracks.
Full-Time Attendance	Full-time attendance as defined within the *University Calendar*.
Major Award	A major award, as defined by the GFC UABC, is any financial support with a value equal or greater to the full course load tuition and any related differential fees charged to a student within a given academic year.
Emergency Funding	Emergency funding is a financial support given to a student primarily on the basis of demonstrated financial need and who have demonstrated emergent financial challenge. Emergency funding can either be repayable or non-repayable.

FORMS

Should a link fail, please contact uappol@ualberta.ca. [▲Top]

No forms for this procedure.

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [▲Top]

Office of the Provost and Vice-President (Academic) (University of Alberta)

Office of the Registrar (University of Alberta)

University Governance (University of Alberta)

Original Approval Date: **Most Recent Approval Date:**

Most Recent Editorial Date:

Parent Policy: Student Financial Supports Policy

Graduate Student Financial Supports Procedure

Office of Administrative Responsibility:	Faculty of Graduate Studies and Research
Approver:	Graduate Scholarship Advisory Committee
Scope:	Compliance with this University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the Recruitment Policy <https://policiesonline.ualberta.ca/policiesprocedures/policies/recruitment-policy.pdf> (Appendix A <https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Recruitment-Policy-Appendix-A-Definition-and-Categories-of-Academic-Staff-Administrators-and-Colleagues.pdf> and Appendix B <https://policiesonline.ualberta.ca/policiesprocedures/procedures/recruitment-policy-appendix-b-definition-and-categories-of-support-staff.pdf>: Definitions and Categories); undergraduate, graduate and Faculty of Extension students; emeriti; members of the Board of Governors; visitors to campus, including visiting speakers and scholars; third party contractors;and volunteers.

Purpose

To provide information about graduate **student financial supports** at the University of Alberta.

The purpose of this procedure is to ensure consistency in fundamental financial support practices and procedures across the institution, while allowing academic units sufficient flexibility to administer their financial supports in a manner appropriate to their individual needs and objectives and in alignment with institutional objectives.

PROCEDURE

1. ADMINISTRATION

Merit-based student financial supports are normally administered by the Faculty of Graduate Studies and Research (FGSR) as specified in the terms of reference. Recipients of merit-based student financial supports are nominated to the Faculty of Graduate Studies and Research by Faculties, departments or units on campus as specified in the terms of reference.

Need-based student financial supports are normally administered by the Office of the Registrar as specified in the terms of reference.

The FGSR will communicate with the Office of Advancement on recipient selection for donor funded student financial supports. The FGSR and Office of Advancement will work collaboratively to ensure administrative procedures align with donor intent.

Faculties, Departments and other administrative units who are responsible for nominating recipients to the FGSR will administer selection practices that meet the eligibility and selection criteria outlined in the terms of reference. Nominating units will inform the FGSR when they have identified that selection criteria no longer support a diverse pool of eligible applicants or become too restrictive to allow the university to award the funds every year. The FGSR will work with the nominating unit and Office of Advancement to explore options for changing the selection criteria to address the limitations.

The FGSR will coordinate with Financial Services as necessary to ensure proper financial management and disbursement of student financial supports.

2. MAINTENANCE OF TERMS OF REFERENCE

A. GENERAL ELIGIBILITY

Student financial supports are tenable only at the University of Alberta unless otherwise stated in the **terms of reference**. Student financial supports specific to a particular Faculty are generally tenable only in that Faculty.

B. AMENDING TERMS OF REFERENCE

When the terms of reference become prohibitive to fulfill through obsolescence, then the University may amend the terms to carry out the nearest possible original intent of the donor, while still ensuring that the benefit of such financial supports continues. For example, amendments to existing terms of reference may be necessary when there are no longer eligible students due to changes in University programming. Amendments to the general selection and eligibility criteria in the terms of reference previously approved by the Graduate Scholarship Committee (GSC) must be forwarded to GSC for approval. The Faculty of Graduate Studies and Research is responsible for monitoring these financial supports requiring amendment and will consult with the appropriate stakeholder(s) before forwarding to GSC.

C. ANNUAL VALUE SETTING

For donor funded student financial supports for which the FGSR holds administrative responsibility, the FGSR will determine the annual value to be expended unless indicated in the terms of reference.

3. MERIT-BASED FINANCIAL SUPPORT

A. SELECTION CRITERIA

Primary selection criteria for merit-based student financial supports will be based on **graduate academic performance**. Secondary selection criteria may include, but are not limited to, community service, leadership, and experiential learning.

If selection cannot be made by applying both primary and secondary selection criteria, selection will be based on a combination of primary criteria and criteria that most closely fulfills the original purpose of the financial support.

B. ELIGIBILITY

Students registered in master's programs are eligible to hold awards during the first four years of their program unless stated otherwise in the terms of reference for the award. Consideration for funding for the fifth year of a master's program may be considered if a compelling explanation (ie. illness, parental leave, personal catastrophe) outlined in a letter of support from the department is provided.

Students registered in doctoral programs are eligible to hold awards during the first six years of their program unless stated otherwise in the terms of reference for the award. Consideration for funding for the seventh year of a doctoral program may be considered if a compelling explanation (ie. illness, parental leave, personal catastrophe) outlined in a letter of support from the department is provided.

Full-time Registration

Full-time thesis-based students are required to be registered full-time in each term for the duration of the award.

Ineligible Student Categories

Part-time students are not typically eligible, unless specified in the terms of reference for the award. If a student is selected as the recipient of one of the limited number of awards for which part-time students are eligible, the student is required to register in each term for the duration of the award.

Students registered in Graduate Certificate and Diploma programs are not typically eligible, unless specified in the terms of reference for the award. If a student is selected as the recipient of one of the limited number of awards for which Graduate Certificate and Diploma students are eligible, the student is required to register in each term for the duration of the award.

Qualifying students, students on academic probation, visiting students and students in cost-recovery programs are not eligible to hold FGSR-administered awards, unless specified in the terms of reference for the award.

C. DISBURSEMENT

Graduate student financial supports are normally processed through direct deposit payroll, unless otherwise specified in the terms of reference. Recipients are responsible for setting up their direct deposit information in order to receive payment.

Merit-based student financial supports are normally payable only when students are registered full time at the University in the term during which funds are disbursed, unless otherwise specified in the award terms of reference.

Merit-based student financial supports up to and including the value of $6,000 are paid in one payment during the timeframe outlined in the award letter of offer.

Merit-based student financial supports whose values are between $6,000 and $11,999.99 are either paid in two equal sums in consecutive terms (ie Fall and Winter) or disbursed as per the semi-monthly payroll schedule over the duration of twelve months. Students receiving term-based funding who no longer meet the eligibility criteria in the second term may have their payment terminated, and students receiving semi-monthly funding may have their payment terminated the month in which they complete their degree requirements.

Merit-based student financial supports whose values are greater than $12,000 will be disbursed as per the semi-monthly payroll schedule over the duration of twelve months. If a student no longer meets the eligibility requirements of the financial support remaining payments may be terminated.

Changes to a student's status which render the recipient ineligible to hold all or some specific portion of an award, may result in the requirement to repay all or a portion of the award. These changes include but are not limited to: being placed on academic probation, withdrawal from the program, change in registration status, change in program, accepting another award which precludes holding concurrent awards.

D. ACADEMIC TRANSCRIPT

Scholarship and Prize student financial supports approved by GSC and administered by the Faculty of Graduate Studies and Research will be listed on the academic transcript. Need-based student financial supports will not appear on the academic transcript.

4. NEED-BASED FINANCIAL SUPPORT

The Office of the Registrar administers need-based financial supports including bursaries and **emergency funding** for students. Additional bursaries are administered through the Graduate Student's Association and University of Alberta International. The Office of the Registrar, also provide advising and program support for government financial

support programs. The procedures outlined in this section do not refer to how government financial support programs are supported.

    A.   SELECTION CRITERIA

Primary selection criteria for need-based student financial supports will be based on **demonstrated financial need**. Secondary selection criteria may include, but are not limited to, community service, leadership, experiential learning, and graduate academic performance, as long as the graduate academic performance requirement does not exceed a 3.0 GPA.

If selection cannot be made by applying both primary and secondary selection criteria, selection will be based on a combination of primary criteria and criteria that most closely fulfills the original purpose of the financial support.

B.   ELIGIBILITY

Need-based student financial supports established by the University, unless otherwise specified by the terms of reference of the financial support, will normally be available to students with full-time enrollment and have demonstrated financial need for the current academic year.

Demonstrated financial need will normally be assessed through a common assessment practice as defined by the Office of the Registrar using a student's expenses and resources. The common assessment practice is derived from provincial and federal loan guidelines. The common assessment practice will also allow for exceptional student situations where the common assessment does not reflect the true need of eligible students or does not address the institutional, diversity, or equity priorities of the University.

Domestic students are expected to access the maximum government student loan available to them in the current academic year. Assessed need that cannot be met by this loan may be met through University need-based student financial supports up to an annual maximum as determined by the University.

International students are required by the federal government of Canada to demonstrate sufficient resources to meet their cost of attendance at University in order to qualify for a study permit. International students experiencing an emergency or exceptional circumstances may be considered for need-based student financial supports if their planned financial resources have changed by completing a financial need assessment.

    C.   DISBURSEMENT

Need-based student financial supports are normally disbursed to the **student tuition account**. The first charge against any financial support is to pay outstanding University fees including tuition, incidental fees and other university-related fees.

Need-based student financial supports are normally payable only when students are in full-time attendance at the University in the term during which funds are disbursed. Need-based student financial supports will normally be applied to a single term of enrolment in the academic year in which the financial need assessment was evaluated. The student financial support value will normally be re-evaluated if the attendance or enrollment of the student changes.

5. ANNUAL REPORTING

Each academic year, the Vice-Provost and Dean of FGSR will present an annual report on Graduate Student Financial Support to FGSR council and then to the GFC. The report serves as an overview of graduate financial supports and services administered by the Faculty of Graduate Studies (FGSR).

DEFINITIONS

Definitions should be listed in the sequence they occur in the document (i.e. not alphabetical).

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲Top]

Student Financial Supports	Student financial supports are items of monetary and/or other value awarded to a student by the University of Alberta or by donors through the University on the basis of completion of requirements outlined in the selection criteria or terms of reference.
	Merit-based student financial supports include, but are not limited to, awards, scholarships, prizes, and University medals. Merit-based financial supports are competitive; successful completion of the requirements does not guarantee receipt of the funding.
	Need-based student financial supports include, but are not limited to, bursaries, loans, and emergency funding.
Terms of Reference	The terms of reference of a student financial support provide all relevant information regarding how the student financial support will be disbursed, including the financial terms, the selection and eligibility criteria, and any other information pertinent to the administration.
Graduate Academic Performance	Graduate academic performance refers to the academic grading requirements for student financial supports and are categorized as superior academic achievement or satisfactory academic standing.
	Superior academic achievement will normally mean the following:
	i. GPA of 3.5 or higher in the University
	Superior academic achievement for entrance scholarships will normally mean a minimum GPA of 3.5 based on marks used at the time of assessment.
	Satisfactory academic standing is defined as:
	i. GPA of 3.0 for newly admitted graduate students
	ii. GPA of 2.7 or greater for continuing students
	Satisfactory academic achievement for entrance scholarships will normally mean a minimum GPA of 3.0 based on the marks used at the time of assessment.
Demonstrated Financial Need	Demonstrated financial need is a calculation of overall financial shortfall available for a student's academic and basic living costs for the current academic year. The calculation will normally be based on the common assessment practice.
Full-Time Attendance	Full-time attendance as defined within the *University Calendar*.
Emergency Funding	Emergency funding is a financial support given to a student primarily on the basis of demonstrated financial need and who have demonstrated emergent financial challenge. Emergency funding can either be repayable or non-repayable.
Student Tuition Account	The student tuition account is the receivable account by which charges (including tuition and fees), and payments are processed. Students access their account details through Bear Tracks.

FORMS

Should a link fail, please contact uappol@ualberta.ca. [▲Top]

No forms for this procedure.

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [▲Top]

Office of the Provost and Vice-President (Academic) (University of Alberta)

Office of the Registrar (University of Alberta)

University Governance (University of Alberta)

Faculty of Graduate Studies and Research (University of Alberta)

Item No. 10

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	FGSR Supervisory Tool: Supervisor-Student Guidelines, Standardized Annual Progress Report

Item

Proposed by	Faculty of Graduate Studies and Research
Presenter	Brooke Milne, Vice Provost and Dean, FGSR

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is before the committee because it introduces two new tools to assist in the administration of the supervisor-student relationship and to more consistently monitor student progress in program. The first tool is the Student Supervisor Guidelines. The second tool is a standardized Annual Progress Report form.
	Supervisor-Student Guidelines:
	All students (Master's and PhD) who are registered in a thesis-based program, in consultation with their supervisor (assigned at the time of admission or serving as interim), are required to complete the student-supervisor guidelines as soon as possible within the first term of registration but no later than the submission of the annual progress report due in FGSR by May 1.
	The aim of the guidelines document is to bring transparency and accountability to both supervisors and students while they are engaged in graduate work at the University of Alberta. Like the previous FGSR "check-list, "which was established in 2015, the guidelines provide a mechanism to engage in discussion around central matters directly involved in a supervisor-student academic relationship. Completion of the guidelines ensures that every student has the opportunity to ask and answer questions with their supervisor, to have clarity on their rights and obligations, and to set appropriate expectations regarding their graduate work and the working relationship with their supervisor for the duration of their program.
	Making the completion of the guidelines form mandatory means all supervisors are engaging in these foundational conversations with their student at the start of the student's program. This will help identify problems/misunderstandings sooner and ideally will foster positive, lasting working relationships for both parties.
	If there is a change in supervisor at any point in a student's program of study, the form will be completed anew in accordance with the timeline noted.
	Standardized Progress Report:
	With this tool, student progress can be monitored more transparently and consistently; students are guaranteed to receive feedback through a supervisory meeting at least once per academic year; and, the document provides opportunity for early intervention when there are problems with a

	student's progress in program and/or with the supervisor-student academic working relationship.
Executive Summary (*outline the specific item – and remember your audience*)	Supervisor-Student Guidelines: In 2015, the Faculty of Graduate Studies and Research (FGSR) introduced a "check-list" of topics that supervisors and their graduate students were meant to discuss at their first meeting. The check-list was intended to provide a mechanism where both parties could establish clarity and agreement on the respective roles and obligations that would structure the course of their academic relationship at the University of Alberta. Departments were encouraged to build on the FGSR check-list to add program and/or discipline specific items. Many departments across campus have done this and administer these lists effectively. However, the completion of the check-list by supervisors and their graduate students has not been consistently met by all, nor has FGSR had oversight to ensure compliance across all programs. As such, some students do not have the opportunity to discuss these topics with their new supervisors and, therefore, do not have clarity on their roles, expectations, and obligations while completing their graduate studies. The Supervisor-Student Guidelines formalizes the FGSR check-list and provides a standardized framework for discussion between all supervisors and graduate students who are registered in a thesis program. The resulting document is intended to govern the supervisor-student academic relationship, and to initiate, promote, and sustain a positive, professional, and ultimately successful supervisor-student relationship. This form and the information recorded therein may be revisited at any stage of the student's graduate program to accommodate changes, should they arise. Should changes arise, they will be recorded on the student's Annual Progress Report so that it is clear both parties agree to these changes and acknowledge they have been made. Annual Progress Report: Students registered in graduate programs are entitled to timely and appropriate feedback on their work and progression. Presently, there is no required progress reporting protocol in place at the U of A, and while some departments have very successful procedures that ensure students receive feedback, others do not. This means students do not always understand what is expected of them by their supervisor's and committees nor do they have clear direction on how to improve their performance if it is deemed to be unsatisfactory. Clear and timely feedback on program performance is key to facilitating the successful completion of graduate programs. It is also important for students to develop critical problem solving skills that incorporate supervisor feedback into their work. Ultimately, receiving timely, positive feedback fosters greater academic independence and intellectual growth as a student moves through their program.

When a student is progressing well, this document will record that and provide opportunity to praise their academic success. When progress is in need of improvement, the document will provide an objective, standardized form for that feedback to be communicated wherein the student and supervisor have met to discuss the issues and together have proposed a plan to improve performance in program. When a student receives two consecutive ratings of "in need of improvement", the document provides a mechanism to withdraw students from program if they are either unable to meet these expectations or unwilling to consider supervisory and committee feedback in order to improve. A rating of "unsatisfactory" provides a more immediate mechanism to recommend withdrawal from program when there is an acute problem with the student's academic performance. It is important to understand that a "recommendation" to withdraw from program is not immediate; rather, two consecutive "in need of improvement" or one "unsatisfactory" provides an opportunity for serious reflection on a student's program of study in consultation with their supervisor and committee where clear plans and goals can be established for the student to work towards. However, if there is no way forward and the department has done all it can to support the student, this provides a clear, transparent mechanism for program termination. Careful consideration of the issues involved would occur prior to a student being required to withdraw.

A link will be included in the form to provide students with the opportunity to submit confidential information to FGSR, should they feel the need to, about their progress report (in the section where the student include comments). This provides an outlet for students to record their concerns in instances when they may feel uncomfortable doing so during the consultation with their supervisor.

Lastly, if there are any changes to the Supervisor-Student Guidelines content during the course of student's year in program, the supervisor and student can note these changes on the progress report so that both acknowledge the mutually agreed upon changes.

Timeline and Next Steps: As this document moves through consultation, FGSR continues to work through the specifics of the implementation plan and process map. The goal is to pilot the tool for use with two to three departments in the Spring of 2020 (one faculty has already volunteered to participate). The outcomes of the pilot will help identify areas that may need to be adjusted so that we can address them, and have the tool approved and ready for implementation for everyone by the 2020-2021 academic year.

Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Item No. 10

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	- FGSR Decanal and Executive Team – ongoing - Graduate Students Association - ongoing - Policy Review Committee (FGSR) – October 30, 2019 - GEFAC (FGSR) – October 31, 2019 - FGSR Council – October 16, 2019 and November 13, 2019 - Graduate Program Administrators Committee – October 23, 2019 - Statutory Deans Council – November 6, 2019 - Provost's Advisory Committee of Chairs (PACC) – November 19, 2019 - BHRCC – November 26, 2019 - BLRSEC – November 29, 2019 - Committee on the Learning Environment (CLE) – TBD

Strategic Alignment

Alignment with *For the Public Good*	The Faculty of Graduate Studies and Research (FGSR) is uniquely positioned to realize Objective 14 v. in *For the Public Good*: "Develop and implement programs and processes to assure high quality, collegial graduate student and post-doctoral fellow supervision and mentorship." Also, improvements in the supervisory process and enhancements to positively bolster the student-supervisor relationship will assist with Objective 19, which is to "prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives".	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☒ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	Occupational Health and Safety (OHS) Act	

Attachments

1. Annual Progress Report – DRAFT form
2. Supervisor-Student Guidelines – DRAFT form

Prepared by: Brooke Milne, Vice-Provost and Dean, FGSR (graddean@ualberta.ca)

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES & RESEARCH

Annual Progress Report Form

For the period from _____ to _____
(mm/yyyy)   *(mm/yyyy)*

This form must be completed at least *once* annually and returned to FGSR no later than May 1 of every year. Failure to provide a Progress Report by May 1 will result in a registration restriction.

Part A | Program of Study Status (to be completed for all students)

Student Name (**LAST**, First):	
Department / Unit:	

Student ID Number:		Program Start Date *(mm/yyyy)*:

Student Status:	☐ Full-time	☐ Part-time	☐ Currently on _____ Leave

Program of Study?	☐ Doctoral	☐ Master's (Thesis-based)	☐ Master's (Course-based)

Coursework Completed?	☐ Yes	☐ No	If *no,* indicate the number of credit hours yet to be completed:	
PD Requirement Completed? *(IDP and 8 hours of activities)*	☐ Yes	☐ No	☐ Not Required	
Academic Integrity and Ethics Requirement Completed?	☐ Yes	☐ No	☐ Not Required	

Students are responsible for ensuring that they meet degree and program requirements.

The supervisor (and co-supervisor), supervisory committee and the department/unit must ensure that each student follows the Faculty of Graduate Studies & Research and department/unit guidelines and meets all program requirements. The Faculty of Graduate Studies & Research performs a final check of FGSR minimum requirements for each student just prior to graduation. Students are cautioned, therefore, to periodically check all regulations with respect to their degree requirements.

Failure to meet all requirements may cause delay or ineligibility to graduate.

Part B | Thesis Routes (to be completed for Doctoral and Master's (Thesis-based) students only)

Supervisor-Student Guidelines Completed? *(Required)*   ☐ Yes   ☐ No

The Supervisor-Student Guidelines (SSG) must be completed as soon as possible after registration, but no later than at the time of submission of the first progress report. The SSG only needs to be completed once during a student's program, unless the student changes his/her supervisor(s), and/or the terms of the agreement change, in which case a new SSG would be required. The SSG form is available on the FGSR website.

Has the student met with the supervisor(s) or the supervisory committee during the reporting period?
Note: Doctoral students must meet with their entire committee at least once a year to review the student's progress, as per FGSR regulations.

☐ Yes, met with supervisory committee		
☐ Yes, supervisor(s) only	Please indicate why:	
☐ No	Please indicate why:	

					Expected Completion Date *(mm/yyyy)*
(All Students)	Thesis Proposal Approved?	☐ Yes	☐ No		
	Research Ethics Approved?	☐ Yes	☐ No	☐ N/A	
	Research Completed?	☐ Yes	☐ No		
(Doctoral Students Only)	Doctoral Program Three Year Progress Requirement including Candidacy Exam Completed?	☐ Yes	☐ No	☐ N/A	

Part C | Student's Progress (to be completed by the supervisor and student)

Outline the goals met in **this reporting period**. *(Attach a separate sheet if additional space is required for any section.)*

Outline the goals for the **next reporting period**. *(Attach a separate sheet if additional space is required for any section.)*

Student Rating (please select *one*)

☐ **Satisfactory**

Student meets or exceeds minimum expectations. Allow re-registration.

☐ **In Need of Improvement**

Student does not meet minimum expectations.

If first "in need of improvement" assessment, then continued registration will be allowed but improvement is required. Please provide details regarding goals, timeline and next committee meeting date.

If second consecutive "in need of improvement" assessment, then student will normally be required to withdraw from their program. Please provide additional details as appropriate.

☐ **Unsatisfactory**

Student should be required to withdraw from their program. Please provide additional details.

Please provide additional details below for your student rating. *(Attach additional details if necessary.)*

Part D | Signatures (all signatures are *required*)

Supervisor	Name		Department/Unit
	Signature		Date *(mm/dd/yyyy)*
Additional Supervisor *(If Applicable)*	Name		Department/Unit
	Signature		Date *(mm/dd/yyyy)*

Committee Members			
Name	Signature	Department/Unit	Date *(mm/dd/yyyy)*

Student Comments *(Optional):*

Student Declaration: *The above portions of this form were completed prior to my signing.*

I have read and I understand my Progress Report.

Student	Signature	Date *(mm/dd/yyyy)*
Department / Unit	Signature	Date *(mm/dd/yyyy)*
	Please indicate: ☐ Department / Unit Head ☐ Graduate Chair	

FGSR Office Use Only:

☐ Holds Removed _____ _____
 Initials Date *(mm/dd/yyyy)*

PREAMBLE

- In 2011, the Faculty of Graduate Studies and Research (FGSR) introduced a "check-list" of topics that supervisors and their graduate students were meant to discuss at their first meeting. The check-list was intended to provide a mechanism where both parties could establish clarity and agreement on the respective roles and obligations that would structure the course of their academic relationship at the University of Alberta.

- This form formalizes the FGSR check-list and provides a standardized framework for discussion between all supervisors and graduate students who are registered in a thesis program. The resulting document is intended to govern the supervisor-student academic relationship, and to initiate, promote, and sustain a positive, professional, and ultimately successful supervisor-student relationship. This form and the information recorded therein may be revisited at any stage of the student's graduate program to accommodate changes, should they arise.

- The supervisor is the student's main point of contact at the University of Alberta, and is responsible for supervising the student's program of study. As such, the supervisor is expected to be familiar with the regulations governing the student's specific program of study as well as FGSR regulations governing graduate education, more broadly. This form does not replace official University of Alberta statements of policy and procedure.

- The supervisor-student relationship is unique and establishes opportunities to guide and mentor students as they engage in advanced academic learning. Supervisors and students must arrive at jointly acceptable terms to establish their relationship. A supervisor-student relationship may not be terminated without written notification and explanation to the Associate Chair (graduate) within the department and to the Dean of FGSR.

- The Supervisor and the student must review each of the points listed below and must **check off each box** to confirm that the items have been discussed and confirm they have arrived at a shared understanding of each item. For students who enter their program with an assigned supervisor or who have an interim assigned supervisor, **the form should be completed within the first term of study and no later than the submission of the first annual progress report due in FGSR by May 1**. If there is a change in supervisor at any point in a student's program of study, the form will be completed anew in accordance with the timeline noted.

- Copies of these signed guidelines will be accessible by departments and FGSR through the EDRMS system. **Completion of the form is mandatory**. Failure to submit the completed form to the FGSR by May 1, will result in the student's registration being blocked until the matter is resolved.

- If students or Supervisors have any questions or concerns regarding their graduate program or this form, advice may be sought from the program graduate chair, Department head, the Office of the Student Ombuds, or the Faculty of Graduate Studies and Research.

- The Faculty of Graduate Studies and Research plays an active role in the development of a successful supervisor-student relationship. Please visit the Faculty's website (https://www.ualberta.ca/graduate-studies) to find more information for both supervisors and students.

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES & RESEARCH

Supervisor - Student Guidelines
Thesis Programs

Participants & Signatures

The Student and Supervisor have reviewed and understand these guidelines.

By checking this box you agree that you have read and understood this form, and that the information provided within is true and accurate to the best of your knowledge.

Supervisor	
First Name:	
Last Name:	

Student	
First Name:	
Last Name:	
Student ID #:	

❏ **Supervisor Signature:**

Date: (dd/mm/yy)

❏ **Student Signature:**

Date: (dd/mm/yy)

Part 1 | Supervisor and Student

a. The Supervisor listed above (the "Supervisor") is a member of the Faculty of Graduate Studies and Research and may supervise graduate Students in the department of _____ at the University of Alberta and agrees to supervise the graduate program of the Student named above.

b. The student listed above (the "Student") is registered in the Faculty of Graduate Studies and Research, studying in the department of _____ at the University of Alberta and wishes to carry out a graduate program under the supervision of the above named Supervisor.

Part 2 | General Roles and Responsibilities

2.1 The Supervisor

The supervisor must be aware of the inherent power imbalance in the academic relationship they have with their student(s). The supervisor is expected to behave professionally, communicate appropriately, and to provide a safe, healthy, respectful work and learning environment for their student(s) that is free from harrassment, discrimination, and intimidation.

Please review the following points, and click each box to acknowledge that it was discussed. The Supervisor will:

❏ Guide the Student on appropriate course work, research, thesis proposal, thesis writing, suitable resources, and workspace.

❏ Work with the student to develop a realistic, doable thesis/research plan with reasonable, achievable goals and expectations that allows for the completion of the student's program in a timely manner.

❏ Provide professional, constructive, and timely feedback on all student work in program.

❏ Assess, and confer appropriate and fair acknowledgment, of Student contributions to scholarly activity.

❏ Give reasonable notice to the Student of extended absences from campus, such as research leaves, and to appoint an interim supervisor if the principal supervisor is unable to maintain their supervisory obligations during such absences.

❏ Provide advice on the composition of the Supervisory and examining committees.

❏ Disclose any conflict of interest that may arise with respect to the Student, and/or any member of the student's

supervisory committee.

❏ Provide guidance on how to work effectively as a member of a team.

❏ Assist in providing infrastructure and facilities required for the Student to undertake scholarly activities

❏ Any other mutually agreed upon responsibilities:

_____
_____
_____

2.2   The Student

The Student is obligated to act ethically in conducting graduate work, to have reasonable expectations regarding their relationship with their supervisor, and to be committed to their scholarly activity as it is a requirement for graduate success. The student must manage their time, meet agreed upon and/or established deadlines, and develop effective communication and collaboration skills. The student will carefully and respectfully consider advice, suggestions, comments, and criticisms from their supervisor regarding their academic work. The student should expect timely but not immediate responses from their supervisor.

Please review the following points, and click each box to acknowledge that it was discussed. The Student will:

❏ Familiarize themselves with the policies, procedures, regulations and deadlines established by the University of Alberta, the Faculty of Graduate Studies and Research, their respective department/unit, and if appropriate associated research institute.

❏ Seek the advice of the Supervisor regarding appropriate course work, research, thesis proposal, thesis writing, suitable resources, and workspace.

❏ Comply with the University of Alberta's policies concerning the use of computer systems and networks. See [LINK]

❏ Demonstrate appropriate professional judgement, collegial behaviour, academic rigor and integrity at all times and in every facet of the graduate program.

❏ Dedicate time to the graduate program in order to make timely and effective progress towards degree completion.

❏ Maintain contact with the Supervisor and provide any changes in contact information.

❏ Discuss registration in any courses that are extra to degree and seek guidance and permission to take them.

❏ Discuss ideas or intent to apply for admission to a secondary program of study before completion of the program they are currently registered in. Students are not permitted to be concurrently registered in more than one degree program at a time without notification and permission from their supervisor, the department contact (or equivalent) of the second program, and the Dean FGSR.

The following are optional points to be discussed. If relevant, please review the following points, and click the box to acknowledge that it was discussed.

❏ Keep laboratory, research, and computer areas tidy, and respect the space and property of others.

❏ Strive to work effectively as a member of a team.

❏ Any other mutually agreed upon responsibilities:

_____
_____
_____

2.3   The Faculty of Graduate Studies and Research

The Faculty of Graduate Studies and Research holds primary responsibility for ensuring that program policies, including admission criteria, program timelines, and requirements, are clearly articulated and duly followed. The Faculty also facilitates access to funding sources. Students and Supervisors should be familiar with the Faculty website, regulations, and

resources. See: https://www.ualberta.ca/graduate-studies

2.4 The Department / Unit

The department/unit of the Student's graduate program establishes the program-specific regulations that provide structure and guidance related to course requirements, examinations, thesis evaluation, and other requirements). These specific program regulations are posted in the University of Alberta's university calendar section detailing Graduate Policy and Regulations. See: https://calendar.ualberta.ca/content.php?catoid=29&navoid=7449

Part 3 | Meetings

Please review the following points, and click each box to acknowledge that it was discussed.

❏ The Supervisor and Student will arrange and attend regular meetings. The frequency of the meetings may vary, but at a minimum, meetings will normally be held every _____ (indicate weekly or monthly intervals and/or frequency).

❏ The Supervisor will respond in a timely manner (normally not exceeding 30 days) with constructive suggestions/revisions to written work (including proposals, literature reviews, analysis, chapters), as well as research and scholarship applications, reports, manuscripts, or scholarly presentations.

❏ The Supervisor will arrange an in-person meeting with the entire Supervisory committee at least once annually, as per University of Alberta Calendar guidelines. Additional meetings may also be held at the request of either the Student or the Supervisor. If appropriate, the Student will distribute reports in advance of scheduled meetings with the Supervisory committee.

❏ Any other mutually agreed upon responsibilities:

_____
_____
_____

Part 4 | Publications

Please review the following points, and click each box to acknowledge that it was discussed.

❏ The Supervisor will acknowledge the contribution of the Student in any publications and/or presentations, as appropriate.

❏ Order of authorship and the criteria to determine the order of authorship on any shared publications will be established.

❏ All University policies pertaining to attribution and/or authorship will be followed.

❏ The Student and the Supervisor will discuss the patentability of any invention arising out of the research before any publication or presentation of the research in order to ensure that the patentability of the invention is not jeopardized.

❏ Any other mutually agreed upon responsibilities:

_____
_____
_____

Part 5 | Intellectual Property, Academic Integrity, Research Ethics , and Ethical Conduct

Please review the following points, and click each box to acknowledge that it was discussed.

- ❏ The Student will hold the copyright of his/her thesis.

- ❏ The Supervisor and Student will abide by the specific guidelines and rules for copyright and intellectual property at the University of Alberta, including the Intellectual Property Guidelines.

- ❏ The Student will keep orderly records of all research data produced or developed.

- ❏ Where research data is produced or developed, both the Student and Supervisor will have access to the data at all times.

- ❏ Both Student and Supervisor understand that the provisions of the University's Intellectual Property Policy pertaining to work done while a graduate student, as well as the guidelines around publication and access to research data, remain in place even after the Student is no longer attending the University.

- ❏ All Students are responsible for understanding the meaning of academic integrity at the University of Alberta and ensuring it is applied to all their work.

- ❏ The Supervisor and the Student will adhere to the University's policies and procedures related to the conduct of research, including any necessary human ethics review procedures, and animal care ethics, that must be completed. See: Research Ethics Office

- ❏ Where the Supervisor is a member of the University of Alberta's Association of Academic Staff ("AASUA"), the provisions of the ASSUA collective agreement will apply to the Supervisor.

- ❏ Students and supervisors will refrain from unethical conduct, real or perceived, in the form of posting comments about one another, committee members, examiners, or the institution on any social media platform. Students should familiarize themselves with the Code of Student Conduct and take steps not to violate any of its terms.

The following are optional points to be discussed. If relevant, please review the following points, and click the box to acknowledge that it was discussed.

- ❏ The Student must complete appropriate courses on the use of animals or humans in research.

- ❏ Any other mutually agreed upon responsibilities:

  _____
  _____
  _____

Part 6 | Timelines and Completion

Please review the following points, and click each box to acknowledge that it was discussed.

- ❏ Progress Report forms are to be submitted at least once per 12-month period. More frequent updates may be necessary. The Student and the Supervisor, and when relevant the supervisory committee, must jointly complete this form. See: [Link to Calendar Entry]

- ❏ The maximum time period, including coursework, examinations, research, thesis writing and defence (if applicable) permitted for the Student's graduate program is _____ years (please consult your specific program regulations as set by the Faculty of Graduate Studies and Research). It is anticipated that the Student should complete the graduate program within ____ years.

The following are optional points to be discussed. If relevant, please review the following points, and click the box to acknowledge that it was discussed.

❏ Student commitments for other duties such as non-degree research, teaching and teaching assistantships, or other responsibilities should not delay efforts to complete the graduate program.

❏ Any other mutually agreed upon responsibilities:

_____
_____
_____

.

Part 7 | Funding

Completion of this form may be required for some department student funding opportunities.

Please review the following points, and click each box to acknowledge that it was discussed.

❏ The Student will seek opportunities for scholarships appropriate to their program, aided by the Supervisor.

❏ The supervisor will actively consider funding sources for the student when those opportunities exist outside of the University of Alberta but are discipline specific.

The following are optional points to be discussed. If relevant, please review the following points, and click the box to acknowledge that it was discussed.

❏ The Supervisor will provide $ _____ in funding to the Student as stipend or wages, subject to satisfactory progress by the Student and the availability of funds for the academic year starting _____ and ending _____.

❏ If applicable, please breakdown the sources of funding that will be provided and the years of commitment:

Year	Scholarship	Department (GTA)	Supervisor (GRA or GRAF)

❏ If the student receives another source of funding and/or a major award, will the funding commitment of the supervisor change and if so, how? Provide details including if no change will occur:

_____
_____
_____

❏ Any other mutually agreed upon responsibilities:

_____
_____
_____

Part 8 | Safety

The following are optional points to be discussed. If relevant, please review the following points, and click the box to acknowledge that it was discussed.

❏ The Student may be subject to safety courses or requirements at the University of Alberta, including those pertaining to workplace protection (including Workplace Hazardous Material Information System "WHMIS"), hazardous materials, radioisotopes, laboratory and environmental waste management, workplace harassment and bullying or others.

❏ The Supervisor will be required to take the University of Alberta's mandatory workplace training offered by Environment, Health, and Safety Office as per the new Occupational Health and Safety regulations.

❏ The Supervisor and Student will seek input and direction from safety officers or other appropriate personnel within their unit if further training is required.

Part 9 | Privacy and Confidentiality

Please review the following points, and click each box to acknowledge that it was discussed.

❏ If confidential information is provided to a student in the program, the student will not disclose the confidential information to any third parties, except as required by law or as permitted by agreement pursuant to which the confidential information was shared.

❏ The Freedom of Information and Protection of Privacy Act ("FOIP") and Alberta's Personal Information Protection Act ("PIPA") apply to the Student's program.   See: https://www.ualberta.ca/information-and-privacy-office/foip

Part 10 | Professional Development

Please review the following points, and click each box to acknowledge that it was discussed.

❏ The supervisor will work with the student to complete the Individual Development Plan (IDP) requirement.

❏ Opportunities for the Student to attend suitable conferences and present scholarly work will be sought.

❏ Sources of funding for Student travel should be investigated and applied for.

❏ Students will be encouraged to participate in professional development programs such as effective writing courses, teaching training, academic integrity, and workshops on research grants and career opportunities.

❏ Any other mutually agreed upon responsibilities:

_____
_____
_____

Part 11 | Other

The following is an optional point to be discussed. If relevant, please review the following points, and click the box to acknowledge that it was discussed.

❏ Any other mutually agreed upon responsibilities:

_____
_____

Item No. 12

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Safety and Security Committee (UASSC) Status Update

Item

Proposed by	James Allen, AVP, Operations and Maintenance Philip Stack, AVP, Risk Management Services
Presenter	James Allen, AVP, Operations and Maintenance Philip Stack, AVP, Risk Management Services

Details

Responsibility	Vice-President, Finance and Administration and Vice-President, Facilities and Operations
The Purpose of the Proposal is (please be specific)	This item is before GFC to provide the action plan's status update, communication and education action plan, the committee's terms of reference, and next steps.
Executive Summary (*outline the specific item – and remember your audience*)	In response to an increase in safety and security incidents on University of Alberta campuses, Gitta Kulczycki (VP F&A) and Andrew Sharman (VP F&O) created the Campuses and Facilities Safety and Security Working Group (CFSS) (June 2018) to review all aspects of safety and security across the university campuses and provide recommendations for addressing issues identified. The report was released on April 9, 2019 and can be found: https://cloudfront.ualberta.ca/-/media/ualberta/vice-president-finance/protective-services/cfss-final-april-2019.pdf The report resulted in the development of three interdependent action plans (infrastructure enhancements, security staffing, and communication /education). A one-time institutional budget of $2 million was dedicated to this effort. As per the recommendations, the University of Alberta Safety and Security Committee (UASSC) was created. The USSAC will actively oversee plan implementation and assess the effectiveness of the plans going forward as well as seek feedback from the campus community on the requirement of additional/different safety and security measures.
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	PEC-S: October 31, 2019 GFC Executive: November 4, 2019 Deans' Council – November 6, 2019 BARC: November 25, 2019 GFC: November 25, 2019

Strategic Alignment

Alignment with *For the Public Good*	Objective 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives

Item No. 12

Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☒ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☒ Safety ☒ Student Success
Legislative Compliance and jurisdiction	*Post-Secondary Learning Act* GFC Terms of Reference UAPPOL: *Lands and Building Security Policy* -- The University will take reasonable steps to provide a safe, comfortable and secure work and learning environment for staff, students, visitors, partners and contract staff	

Attachments:

1. Briefing note (11 pages)

Prepared by:
James Allen, AVP, Operations and Maintenance
Email: jallen2@ualberta.ca

Philip Stack, AVP, Risk Management Services
Email: pstack@ualberta.ca

Briefing Note

GFC Executive Committee
November 4, 2019
University of Alberta Safety and Security Committee (USSAC)
Presenters: James Allen, AVP, Operations & Maintenance
Philip Stack, AVP, Risk Management Services

Background:

In response to an increase in safety and security incidents on University of Alberta campuses, Gitta Kulczycki (VP F&A) and Andrew Sharman (VP F&O) created the Campuses and Facilities Safety and Security Working Group (CFSS) (June 2018) to review all aspects of safety and security across the university campuses and provide recommendations for addressing issues identified. The report was released on April 9, 2019 and can be found: https://cloudfront.ualberta.ca/-/media/ualberta/vice-president-finance/protective-services/cfss-final-april-2019.pdf) which resulted in the development of three interdependent action plans (infrastructure enhancements, security staffing, and communication /education). A one-time institutional budget of $2 million was dedicated to this effort. As per the recommendations, the University of Alberta Safety and Security Committee (UASSC) was created. The USSAC will actively oversee plan implementation and assess the effectiveness of the plans going forward as well as seek feedback from the campus community on the requirement of additional/different safety and security measures.

Purpose of Presentation

To provide a status update on the action plans and next steps.

Attachments:

Action Plans Status Update (See ppt)

1. Building Action Plan

As of October 30, 2019, 78 of the priority 1 action building infrastructure measures have been completed at a cost of $1,112,000. The remaining 8 priority 1 measures (estimated at $298,000) will be completed by mid-December 2019. Building hours have been reduced where possible as an additional measure. The requirement for implementation of priority 2 and 3 measures (estimated at $770,000) will be assessed on a regular basis by the UASSC.

2. Security Staffing Action Plan

The University of Alberta Protective Services (UAPS) Staffing Action Plan consists of the following human resources: UAPS Security Agents (4 Agents), UAPS Community Action Team (2 Team Members), UAPS/Edmonton Police Service (EPS) Liaison Constable (1 EPS Constable), Administrative Support (1 administrative support).

- June 2019: two UAPS Security Agents were assigned to the role of providing a highly visible (uniformed) presence on both North and South Campus.
- August 2019: two additional UAPS Security Agents were assigned to the same role, working opposite of the first team.
  - Together, both teams provide 16 hours of coverage per day (Mon-Fri) and are a visual deterrent to crime, as well as present to report additional events into our patrol division members.
  - These pilot teams will end in June 2020 and August 2020 respectively due to their staggered start dates.
- September 2019: two UAPS Peace Officers were re-assigned to become the UAPS Community Action Team. This team of performs uniformed foot and mobile patrols of all UofA campuses and properties. This team provides 8 hours of coverage per day (Mon-Fri and can utilize additional resources not available to the Security Agent teams, such as provincial authorities to arrest and/or charge for certain provincial violations.
  - This team will end at the end of August, 2020.
- September 2019: an Edmonton Police Service constable was assigned to fulfill the mandate of the inaugural EPS/UAPS Liaison Officer pilot project. This new Liaison Officer will work alongside of UAPS members to ensure that criminal activity and disorderly events are properly captured and reported to the EPS. The Liaison Officer will also support our community by being an immediate resource when calls for police are needed, decreasing response time. The Liaison Officer comes with experience that provides insight into some of the issues currently being experienced at the UofA and the intersection of those issues and how they relate to public transportation. The Liaison Officer will provide 8 hours of coverage (0700-1500) per day (Mon-Fri).
  - The Liaison Officer term is anticipated to end in July 2020.
- UAPS is currently arranging a meeting with ETS (LRT) regarding coordination and intelligence-sharing like the monthly meetings with Alberta Health Services (UofA Hospital) to compare trends and share intelligence.

  Administrative support, training, and additional equipment is required to successfully implement the additional resources listed above. Additional staff may be required if resources are needed to address concerns outside of scope and staffing as above appropriated. Efforts have been made to improve information-sharing between UAPS and the UofA Hospital security department who experience and are affected by similar issues and people on UofA property. This information-sharing effort has been in place since 2018 and carries no costs to UAPS.

Communication and Education Action Plan

Actions to date

- Shared report findings across audiences; published to university website.

- Updated building occupants in "priority 1" buildings of actions taken to improve physical security and provide key messages on personal security.

- Publish *Quad* piece with update and key messages.

Vision

All members of the university community, including senior administrators, students, staff, faculty, and others, will, through their attitudes, words, and actions, contribute to a personal safety and security culture that minimizes crime while enhancing confidence and well-being among all members of the university community.

Communications Goals (reputation, relationships, tasks)

- The University of Alberta is regarded as a safe and secure place to live, work, and study by its internal communities and external stakeholders.

- Our various internal university groups understand their roles and responsibility in ensuring campus safety and security -- including university leadership, managers, employees, students, campus safety offices, and related campus social support services and advocates.

- Campus safety and security communications and outreach tools and practices are reviewed and updated regularly to support current community needs and industry best practices.

Communications Objectives (awareness, acceptance, action)

- The majority of university managers, employees, and students are confident in the university's safety and security resources and services.

- University employees and students are aware of and/or know where to find appropriate campus safety and security information.

- Campus safety and security information is regularly reviewed, updated, and integrated into appropriate regular touch-points with key university audiences, such as new students, new employees, new or short-term contractors, and campus visitors.

Key Tactics

- Lead the development and implementation of a simple, annual, all-audiences University of Alberta campus security and safety reporting tool by the spring of 2020.

- Streamline and update campus safety and security web-based and training resources for managers, employees, and students by the end of 2020 (migration deadline from Sitecore to Cascades).

- Conduct a university outreach and awareness campaign in 2019-20.

- Work with University Relations and campus communications offices to develop and implement a campus safety and security outreach and awareness campaign for 2020-21.

- Appropriate U of A offices will consult and work with city partners -- Fire Rescue Services, Edmonton Police Service, and Alberta Health Services (EMS) -- to align with existing safety and security education and prevention efforts.

Next Steps

- Revised annual survey in February 2020 (to improve participation and repeatability).

- Assessment of UAPS incidents over Fall 2019 and Winter 2020 to determine the effectiveness of the action plans.

- Report to Institutional leadership by April 2020 on effectiveness of the plans and to the campus community in September 2020.

CFSS WG Report Executive Summary

In response to a spike in safety and security incidents in late 2017 and early 2018, the Campuses and Facilities Safety and Security (CFSS) Working Group was struck to evaluate and make recommendations related to safety and security on University of Alberta campuses.

Findings

Level and Types of Crime

The working group found that, while overall crime rates have not risen dramatically over the past five years, there is an upward trend in robbery, weapons complaints, break and enter, theft, and trespassing and that the upward trend demands an institutional response.

Locations of Crime

The majority of reported incidents are occurring in a small number of buildings on North Campus: Housing Union Building, Clinical Sciences Building, Edmonton Clinic Health Authority, Fine Arts Building, Students' Union Building, and Newton Place.

The majority of all events happen in close proximity to the two North Campus LRT stops and the University Hospital.

Numerous complaints also originate from Enterprise Square.

What the Community Says

According to a survey conducted by the CFSS, members of the university community consider University of Alberta campuses to be safe generally, although they do report feeling less safe when on campus after hours. Survey respondents also related numerous individual incidents involving crime and concerning or threatening behaviour.

Current Safety and Security Infrastructure

The most visible element of institutional security is University of Alberta Protective Services (UAPS). The staffing of the organization has grown marginally in the previous decade despite large increases in building space and growth in student numbers.

In addition to peace officers, the university employs a limited number of security agents deployed in higher risk areas. Agents have limited power to intervene and no power to make arrests.

According to a survey of peer institutions, the University of Alberta deploys a well-below average number of security staff per student.

The university also employs electronic access and video monitoring technology. The use of this technology is highly inconsistent across the university, due to factors such as the age of infrastructure, type of activity, and the wishes of building occupants.

The Most Concerning Incidents

The working group ranked the most concerning type of event based on a combination of likelihood and impact. The top events include:

- People committing sexual assault against students or staff

- People assaulting, stalking, harassing or otherwise threatening students or staff

- People stealing or releasing vital data, including personal information

- People stealing personal property belonging to students and staff

- People carrying weapons in university buildings and on university grounds

Causes

There is a number of interconnected causes that affect crime and other negative behaviour on and around university campuses:

- Edmonton has grown, and with it the attendant social issues, including crime

- North Campus is attractive (convenient) to those who would commit crimes

- North Campus is open with countless places to hide or commit crimes

- Some campus doors don't function properly or are easily defeated by those with criminal intent

- Due to the way many buildings are joined, it is difficult to secure one building without locking many, which may be undesirable

- Individual departments that control keys and access cards often struggle to stay current due to system complexity, changing populations, and access requirements

- Staff and students can be too trusting or forgetful when it comes to protecting personal and university equipment

- Students and staff deliberately override security, such as by jamming open doors meant to be locked

- Staff and students may have unrealistic expectations about their own safety

Conclusion of the Working Group

The working group concludes that University of Alberta safety and security staffing, processes, infrastructure, and attitudes have not kept up with growth in antisocial, disruptive, and criminal activity on and around its campuses, primarily its North Campus, and that efforts can and should be made to reduce campus crime.

Recommendations

The working group recommends a systems approach consisting of a four-part plan that includes people; physical barriers; policies and procedures; technology and control systems.

People
- Create a new team within Protective Services to be deployed to "hot spots" on any of the university's campuses.

- Add four part-time and casual security agents in Protective Services. Employ university students when possible.

- Work with Edmonton Police Services to position an officer on the university's North Campus to be available during business hours.

- Develop and execute a communication and change strategy to influence attitudes and behaviours so all members of the community contribute to an enhanced safety culture; include current information on crime and other disruption.

Physical Barriers
- Assess physical spaces where unauthorized persons typically trespass, such as under stairs, in boiler rooms, in basements, on rooftops; install appropriate barriers.

Policies and Procedures
- Encourage faculties to review building access expectations and policies. Whenever possible, close buildings earlier and restrict access to key points after hours.

- In secure and sensitive areas, consider making it mandatory to wear some form of identification, such as a OneCard.

- Increase awareness and accountability of supervisors in keeping staff and students safe, including working alone standards.

- Develop and communicate procedures that Protective Services will follow when responding to complaints of non-affiliated individuals on University of Alberta campuses; direct individuals in need to services as appropriate.

- Appoint a standing safety and security committee to monitor the effects of change from year to year (this would be an extension of the CFSS). Among other things, this group would oversee the annual administration of the safety and security survey.

- Increase insurance deductible to encourage more rigorous controls at the department level.

Technology and Control Systems
- Review and develop standards for swipe card access, video monitoring, and security intrusion alarms.

Next Steps

The working group considers its work the beginning of a longer and sustained journey. The group suggests that administration:

- Share this report widely, formally seeking feedback and modifying as necessary.

- Formally create a standing safety and security committee, including a subcommittee charged with communications in the immediate and longer term.

- Complete the plan for UAPS and commence hiring.

- Complete and share the plan for infrastructure improvements and continue the work already begun.

- Complete and roll out the communications plan.

Summary

University of Alberta campuses are fundamentally safe and secure places to live, work, and study. Violent and other serious crimes are rare. However, during more than a decade of significant infrastructure and population growth, gaps have appeared and concerning incidents are increasing.

With this first campus-wide review of safety and security, the university must now begin a comprehensive and holistic effort to enhance its systems and culture. The CFSS Working Group believes that the blueprint for change contained in this report will achieve the goal of a sustainable, manageable program to ensure safety, security, confidence and peace of mind for all members of the university community and visiting public.

UASSC Terms of Reference

Background

University of Alberta campuses are fundamentally safe and secure places to work, study, and live. Violent and other serious crimes are extremely rare. The university embraces an open campus concept in which members of the public have an expressed or implied invitation to access. This concept must be balanced against the safety and security needs of the community.

Through the winter and spring of 2018, the university responded to a higher-than-normal number of safety and security incidents on our campuses and within some university buildings. The incidents included assaults, thefts, break-ins, and unaffiliated persons loitering or using drugs and conducting drug deals in university buildings.

Administration struck a working group to review all aspects of safety and security across the university and to make recommendations about what could be done to address the issues identified. The working group concluded that a systems approach is required, in which the institution considers safety and security holistically and improves incrementally across all aspects, from physical barriers to community attitudes.

One of the specific recommendations of the working group was to formally create a standing committee to review safety and security issues across the university's campuses and make recommendations for improvement. The committee, "Campuses and Facilities Safety and Security Committee (CFSS)" is now formed and held its first meeting on April 30, 2019. In July 2019, the committee has since changed its name to the University of Alberta Safety and Security Committee (UASSC).

Scope

The committee will review security performance across campuses through the following sources:

- Security incident information provided by UAPS
- Security infrastructure reporting through F&O
- Community security survey results
- Education and Communication Plans
- Other sources as appropriate

Mandate

The committee will make recommendations under the following categories to the AVP Risk Management Services and the AVP Operations and Maintenance as part of an integrated security system:

- People – review of security personnel resources. Development and implementation of communication and education plans for the entire university community.

- Physical Barriers - review access to physical spaces.

- Technology and Control Systems – review and develop standards for swipe card access, video monitoring and security intrusion alarms.

- Policies and procedures - review building and area access practices.

Membership

Membership on the committee should be reviewed annually and participation will be based on interest, security issues and subject matter expertise. Membership must include individuals from the following areas:

- AVP Risk Management Services (Co-Chair)

- AVP Operations and Maintenance (Co-Chair)

- Director of UAPS

- Building Security Manager

- Director of Enterprise Risk Management Programs

- Ancillary Services Representative

- NASA Representative

- Students' Union Representative

- Graduate Students' Association Representative

- Faculty representatives

- Dean of Students Representative

- Library Representative

- Enterprise Square Representative

- University Relations Representative

- Faculty Saint-Jean Representative

- Augustana Representative

Sub-committees are also part of the UofA Safety and Security Committee. HUB and Education / Communication sub-committees report to the UofA Safety and Security Committee.

Guests: Individuals are welcome to attend to provide transparency of the work the committee is doing.

Agenda

The Co-chairs will prepare a copy of the agenda for each meeting and distribute to all members [3-5] days prior to the meeting.

Meeting Schedule

Initially, meetings will be held every two weeks. Additional meetings can be scheduled as required by committee members.

Administrative Assistance

Risk Management Services or Facilities and Operations will provide administrative resources; meeting notes will be maintained. A shared drive has been set up on Google Drive for documents and the members have been provided access.

General Faculties Council Standing Committee Report

GFC Executive Committee

1. Since last reporting to GFC, the Executive Committee met on November 4, 2019.

2. Items Approved With Delegated Authority

    *   Proposal from the Faculty of Science to Add CMPUT 174 Introduction to the Foundations of Computation I to the List of Courses with Consolidated Exams
    *   Agenda for the November 25, 2019 GFC Meeting

3. Items Recommended to GFC

    *   Proposed Changes to Undergraduate English Language Proficiency Requirements, Office of the Registrar
    *   Student Financial Support Policy Suite and Rescission of the Awards and Bursaries for Students Policy Suite
    *   Statement on Free Expression
    *   Proposed Revisions to Standing Committee Terms of Reference – GFC Committee on the Learning Environment
    *   Thesis-based Master's and PhD Learning Outcomes

4. Early Consultation

    *   Graduate Supervision
    *   Weapons on Campus

5. Items Discussed

    *   Safety and Security Committee (UASSC) Status Update
    *   General Appeals Committee (GAC) Annual Report to General Faculties Council (July 1, 2017 - June 30, 2018)
    *   Annual Report of the Appeals and Compliance Officer (2018-2019)

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

Item No. 15

General Faculties Council Standing Committee Report

GFC Academic Planning Committee

1. Since last reporting to GFC, the Academic Planning Committee met on October 23, and November 6, 2019.

2. Items Approved by GFC Academic Planning Committee

   - Proposed Terms of Reference for the Academic Planning Committee Working Group on the Facilitation of Clinical Research

3. Items Approved with Delegated Authority from GFC

   - Establishment of the Canadian Centre for Welding and Joining (CCWJ)
   - Proposal for Joint Doctoral Degree Programs, University of Alberta (Faculty of Graduate Studies and Research) and four Indian Institutions of Technology (IIT): Roorke, Bombay, Kharagpur, and Madras, India
   - Proposed changes to the calendar language for the Faculty of Graduate Studies Professional Development Requirement for the Department of Secondary Education

4. Items Recommended to GFC

   - Student Financial Support Policy Suite and Rescission of the Awards and Bursaries for Students Policy Suite

5. Items Discussed

   - Institutional Risk Summary Update
   - 2018/19 Student Financial Support Annual Report
   - Report from APC cross-representative on Facilities Development Committee (FDC)
   - APC's Role in Changes to Academic Units
   - 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 October 17 and November 21, 2019. Items from the November 21 meeting will be reported at the January GFC meeting.

2. Items Approved with Delegated Authority from GFC

   - Transfer Credit Approvals for October, 2019, Office of the Registrar
   - Proposed Changes to Undergraduate Admissions, High School Applicants, Admission from a British-Patterned System, Office of the Registrar
   - Proposed Changes to Academic Regulations for Undergraduate Students in the Faculty of Engineering
   - Proposed Changes to Existing Entrance Requirements and Academic Standing Regulations for Graduate Programs in Paediatrics, Faculty of Graduate Studies and Research, and Faculty of Medicine and Dentistry
   - Proposed Changes to Existing Academic Standing Regulations for Undergraduate Programs in the Faculty of Science
   - Proposed Changes to Academic Standing Regulations, Graduation Honorifics, Faculty of Science

3. Items Recommended to GFC

   - Proposed Changes to Undergraduate English Language Proficiency Requirements, Office of the Registrar

4. Items Discussed

   - Proposed Changes to Existing Entrance Requirements for Undergraduate Programs in the Faculty of Science
   - Early Consultation – Proposed Changes to Admission Decision Processes for Undergraduate Admissions, Office of the Registrar
   - 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

Item No. 17

General Faculties Council Standing Committee Annual Report

GFC Undergraduate Awards and Scholarship Committee (UASC)
2018-2019

1. Committee Membership

Frank Robinson, Chair – Academic Staff Member
Paul Myers, Vice-Chair – Academic Staff Member
Rachel Goud – Undergraduate Student Member
Mpoe Mogale – Undergraduate Student Member
Sathya Rao – Academic Staff Member
Amy Tse – Academic Staff Member
Scott Jeffrey – Cross-appointed member from the GFC Academic Standards Committee
Wendy Doughty – Resource Member
Fiona Halbert – Resource Member
Jennifer Jennax – Resource Member

2. Items Approved With Delegated Authority

During the 2018-2019 academic year, UASC met 9 times, and approved terms for 110 new and amended awards and bursaries.

See full list of awards in Appendix A.
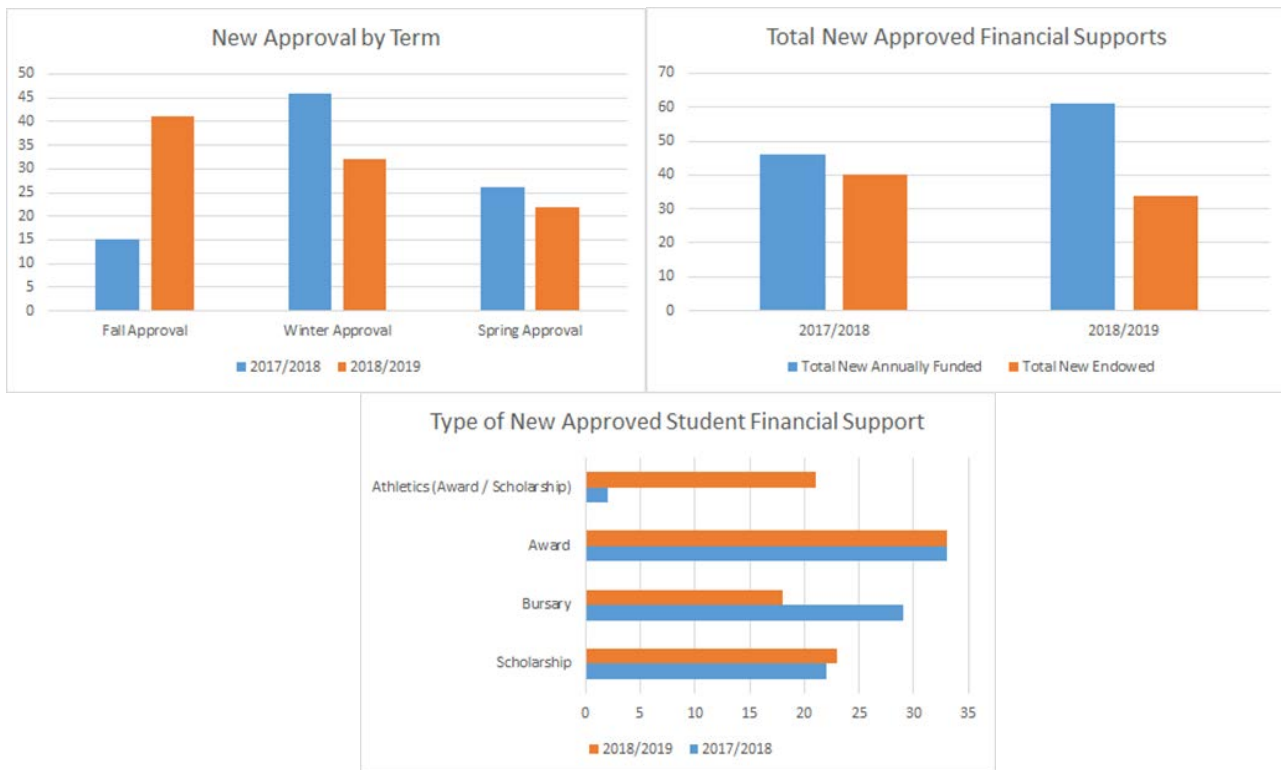
Data represented in the above graphs is available in Appendix B.

The Office of Advancement recorded the following amounts as Fundraising Achievement (FRA) to Undergraduate Financial Support in fiscal year 2018 and fiscal year 2019. FRA is a measure of the new fundraising commitments including all pledges, outright gifts, matching gifts and grants, and accounts for any write-offs.

University of Alberta
Total FRA to Undergraduate Financial Support

	FY2018	FY2019
Annually-Funded	$2.07M	$2.87M
Endowed	$13.42M	$24.79M
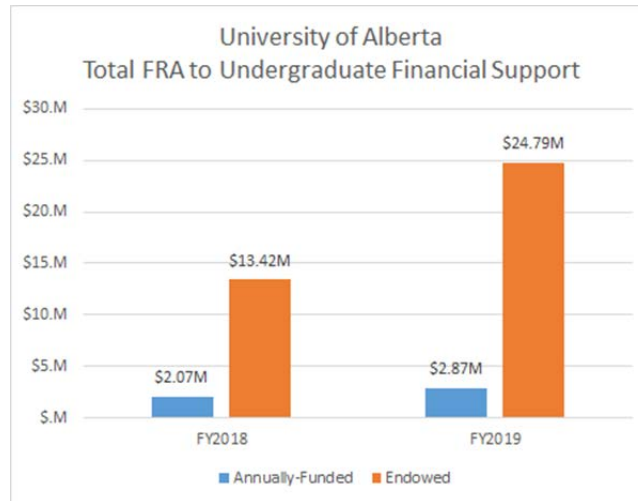
The Office of Advancement recorded the following amounts as Cash received for Undergraduate Financial Support in fiscal year 2018 and fiscal year 2019. Cash is the total amount of contributions actually received during the fiscal year, not including gifts-in-kind and real estate.

University of Alberta
Total Cash to Undergraduate Financial Support

	FY2018	FY2019
Annually-Funded	$2.81M	$3.35M
Endowed	$5.53M	$11.02M
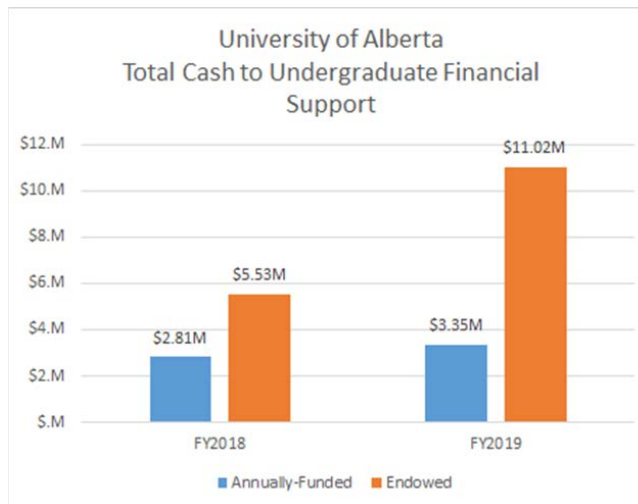
Data represented in the above graphs is available in Appendix C.

3. Committee Terms of Reference

In response to the April 2017 recommendations of the *ad hoc* Committee on Academic Governance Including Delegated Authority, the UASC proposed revisions to their terms of reference, which were approved by GFC at its January 28, 2019 meeting.

Item No. 16

Approved changes, to take effect July 1, 2019, included steps toward a more strategic and comprehensive mandate and role, revisions to membership, and a change of the committee name to the Undergraduate Awards and Bursaries Committee (UABC).

4. Items that the Committee Discussed

There were a number of items considered by the committee during the year and discussions that occurred included:

- Orientation regarding the Office of Advancement, and Student Financial Support in the Office of the Registrar, and how those portfolios work together with donors to develop awards and bursaries that come to UASC for approval.
- Review of UAPPOL Policy and Procedures related to Undergraduate Awards and Bursaries, and the work of UASC.
- During discussions regarding Policy and Procedures and the committee terms of reference, questions arose regarding the committee's delegated authority and work will continue in that area.
- The committee monitored alignment of awards and bursaries with the University of Alberta's institutional priorities per the Equity, Diversity, and Inclusion (EDI) Strategic Plan and *For the Public Good*.
- The committee identified terms and conditions which were unclear or could be misconstrued and requested revisions when necessary.

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

Submitted by:
Frank Robinson
Chair, GFC Undergraduate Awards and Scholarship Committee

Attachments:
Appendix A - Approved Awards and Bursaries 2018-2019
Appendix B - Comparison 2017-18 and 2018-19
Appendix C - FRA and Cash to Awards

Appendix A - Approved Awards and Bursaries 2018-2019

Type	Definition	Funding	Name	Number	Value	Field of Study	Terms	Application	UASC Approval
New	Prize	Annually Funded	Ashley Finlayson and Diane Hollinshead Prize in Science	1	$5,000	Science	Awarded to a student with superior academic achievement in Science Citizenship (SCI 299). Selection based on the highest academic achievement in the course.	By nomination from the Faculty of Science	9/11/2018
New	Award	Annually Funded	Founding Principal Award for Peter Lougheed Leadership College Scholars	1	$5,000	Open	Awarded to a student with satisfactory academic standing entering the second year of a Certificate in Interdisciplinary Leadership Studies at Peter Lougheed Leadership College. Selection based on academic standing and demonstrated Peter Lougheed Leadership College values.	By nomination from the Principal of the Peter Lougheed Leadership College	9/11/2018
New	Award/ Scholarship	Annually Funded	University of Alberta Pandas Hockey Award/Scholarship	variable	maximum allocation $15,000	Open	Awarded to students with satisfactory academic standing/superior academic achievement enrolled in an undergraduate or graduate degree at the University of Alberta who are members of the Pandas hockey team. Selection based on excellence in hockey and academic standing. Preference given to goaltenders.	By nomination from Athletics	9/11/2018
New	Scholarship	Annually Funded	MNP Leadership Scholarship in Business	5	$1,000	Business	Awarded to students with superior academic achievement enrolled in the Leadership Certificate Program at the Alberta School of Business. Selection based on academic standing and demonstrated leadership.	By application to the Alberta School of Business	9/11/2018
New-replacing generic Award/ Scholarship	Award/ Scholarship	Annually Funded	Golden Bears & Pandas Swimming Athletics Alumni Award/Scholarship	variable	variable	Open	Awarded to students with satisfactory academic standing/superior academic achievement enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Golden Bears or Pandas swim teams. Selection based on academic standing and demonstrated athletic excellence.	By nomination from Athletics	9/11/2018
New-replacing generic Award/ Scholarship	Award/ Scholarship	Annually Funded	Golden Bears & Pandas Tennis Athletics Alumni Award/Scholarship	variable	variable	Open	Awarded to students with satisfactory academic standing/superior academic achievement enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Golden Bears or Pandas tennis teams. Selection based on academic standing and demonstrated athletic excellence.	By nomination from Athletics	9/11/2018
New-replacing generic Award/ Scholarship	Award/ Scholarship	Annually Funded	Golden Bears & Pandas Cross-Country and Track & Field Athletics Alumni Award/Scholarship	variable	variable	Open	Awarded to students with satisfactory academic standing/superior academic achievement enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Golden Bears or Pandas track & field or cross-country teams. Selection based on academic standing and demonstrated athletic excellence	By nomination from Athletics	9/11/2018

New-replacing generic Award/ Scholarship	Award/ Scholarship	Annually Funded	Golden Bears & Pandas Wrestling Athletics Alumni Award/Scholarship	variable	variable	Open	Awarded to students with satisfactory academic standing/superior academic achievement enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Golden Bears or Pandas wrestling teams. Selection based on academic standing and demonstrated athletic excellence.	By nomination from Athletics	9/11/2018
New-replacing generic Award/ Scholarship	Award/ Scholarship	Annually Funded	Golden Bears Basketball Athletics Alumni Award/Scholarship	variable	variable	Open	Awarded to students with satisfactory academic standing/superior academic achievement enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Golden Bears basketball team. Selection based on academic standing and demonstrated athletic excellence.	By nomination from Athletics	9/11/2018
New-replacing generic Award/ Scholarship	Award/ Scholarship	Annually Funded	Golden Bears Football Athletics Alumni Award/Scholarship	variable	variable	Open	Awarded to students with satisfactory academic standing/superior academic achievement enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Golden Bears football team. Selection based on academic standing and demonstrated athletic excellence.	By nomination from Athletics	9/11/2018
New-replacing generic Award/ Scholarship	Award/ Scholarship	Annually Funded	Golden Bears Hockey Athletics Alumni Award/Scholarship	variable	variable	Open	Awarded to students with satisfactory academic standing/superior academic achievement enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Golden Bears hockey team. Selection based on academic standing and demonstrated athletic excellence.	By nomination from Athletics	9/11/2018
New-replacing generic Award/ Scholarship	Award/ Scholarship	Annually Funded	Golden Bears Soccer Athletics Alumni Award/Scholarship	variable	variable	Open	Awarded to students with satisfactory academic standing/superior academic achievement enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Golden Bears soccer team. Selection based on academic standing and demonstrated athletic excellence.	By nomination from Athletics	9/11/2018
New-replacing generic Award/ Scholarship	Award/ Scholarship	Annually Funded	Golden Bears Volleyball Athletics Alumni Award/Scholarship	variable	variable	Open	Awarded to students with satisfactory academic standing/superior academic achievement enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Golden Bears volleyball team. Selection based on academic standing and demonstrated athletic excellence.	By nomination from Athletics	9/11/2018
New-replacing generic Award/ Scholarship	Award/ Scholarship	Annually Funded	Pandas Basketball Athletics Alumni Award/Scholarship	variable	variable	Open	Awarded to students with satisfactory academic standing/superior academic achievement enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Pandas basketball team. Selection based on academic standing and demonstrated athletic excellence.	By nomination from Athletics	9/11/2018

New-replacing generic Award/ Scholarship	Award/ Scholarship	Annually Funded	Pandas Hockey Athletics Alumni Award/Scholarship	variable	variable	Open	Awarded to students with satisfactory academic standing/superior academic achievement enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Pandas hockey team. Selection based on academic standing and demonstrated athletic excellence.	By nomination from Athletics	9/11/2018
New-replacing generic Award/ Scholarship	Award/ Scholarship	Annually Funded	Pandas Rugby Athletics Alumni Award/Scholarship	variable	variable	Open	Awarded to students with satisfactory academic standing/superior academic achievement enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Pandas rugby team. Selection based on academic standing and demonstrated athletic excellence.	By nomination from Athletics	9/11/2018
New-replacing generic Award/ Scholarship	Award/ Scholarship	Annually Funded	Pandas Soccer Athletics Alumni Award/Scholarship	variable	variable	Open	Awarded to students with satisfactory academic standing/superior academic achievement enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Pandas soccer team. Selection based on academic standing and demonstrated athletic excellence.	By nomination from Athletics	9/11/2018
New-replacing generic Award/ Scholarship	Award/ Scholarship	Annually Funded	Pandas Volleyball Athletics Alumni Award/Scholarship	variable	variable	Open	Awarded to students with satisfactory academic standing/superior academic achievement enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Pandas volleyball team. Selection based on academic standing and demonstrated athletic excellence.	By nomination from Athletics	9/11/2018
New	Award	Annually Funded	Garry Leithead Memorial Award in Forestry	2	$5,000	Forestry or Forest Business Management	Awarded to students with satisfactory academic standing enrolled in any year of a Bachelor of Science in Forestry or a Bachelor of Science in Forest Business Management in the Faculty of Agricultural, Life and Environmental Sciences. Selection based on academic standing and demonstrated leadership through involvement in community and/or extracurricular activities. Preference given to students entering first year directly from a high school in rural Alberta.	By application to the Faculty of Agricultural, Life & Environmental Sciences	9/11/2018
New	Scholarship	Endowed	William H Hurlburt QC Scholarship in Law	1	$1,000	Law	Awarded to students with superior academic achievement enrolled in the second or third year of a Juris Doctor in the Faculty of Law. Selection based on academic standing and demonstrated contributions to the Faculty of Law. Preference given to students who have volunteered with the Alberta Law Review.	By nomination from the Faculty of Law	9/11/2018

							Description		
New	Scholarship	Endowed	Solidarity Through Scholarship Award	1	$1,000	Native Studies	Awarded to students who are of African descent and who self identify as Black, AfricanCanadian, African-American, of Afro-Caribbean or Afro-Latinx heritage with satisfactory academic standing in any year of an undergraduate degree in the Faculty of Native Studies. Selection based on academic standing and financial need. If no eligible students are found, this award may be awarded to undergraduate students in the Faculty of Native Studies who are of Aboriginal descent as defined by the Constitution Act, 1982, Section 35(2) or persons accepted by one of the Aboriginal peoples of Canada as a member of their community and who have a dependent child or children.	By nomination from the Faculty of Native Studies	9/11/2018
New	Bursary	Endowed	Norma and Ivan Edwards Bursary	1	$4,000	Open	Awarded to students who are Canadian citizens or permanent residents with satisfactory academic standing enrolled in any year of an undergraduate degree. Selection based on financial need.	By application to the Supplementary Bursary program	9/11/2018
New	Bursary	Endowed	William and Norma Crooks Bursary	1	$4,000	Medicine or Nursing	Awarded to students with satisfactory academic standing enrolled in any year of a Doctor of Medicine in the Faculty of Medicine and Dentistry or an undergraduate degree in the Faculty of Nursing. Selection based on demonstrated financial need. Preference given to students who are of Aboriginal descent as defined by the Constitution Act, 1982, Section 35(2) or persons accepted by one of the Aboriginal peoples of Canada as a member of their community.	By application to the Supplementary Bursary program	9/11/2018
New	Award	Endowed	Mick & Monica Price International Travel Award	1	$1,000	Agricultural, Life and Environmental Sciences	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree in the Faculty of Agricultural, Life and Environmental Sciences who are participating in a University of Alberta approved international study, research or co-curricular program. Selection based on academic standing and demonstrated leadership in extracurricular and community activities. Preference given to students in a Bachelor of Science in Agriculture, Animal Health, Agricultural/Food Business Management or Nutrition & Food Science and to students traveling to Latin America, the Caribbean, South America, Asia, Africa, Europe, or Oceania.	By application to the Faculty of Agricultural, Life and Environmental Sciences	9/11/2018
Amended	Prize	Endowed	Harry J Strynadka Research Prize	1	$800	Native Studies	Awarded to a student in a 200, 300 or 400-level Native Studies course who writes the best research paper on one or more of the following 19th century topics: the Plains Indians, buffalo/bison, or the Environment.	By application to the Faculty of Native Studies	9/11/2018

Status	Type	Funding	Name	Number	Value	Field	Description	Application	Date
Amended	Scholarship	Endowed	Lois Field Scholarship in Music Education	1	$600	Music Education	Awarded to a student with superior academic achievement in the joint Bachelor of Arts/Bachelor of Education in Music Education. Selection based on academic standing and demonstrated performance abilities, conducting skills, ability to play and instruct on various instruments, and aptitude for teaching.	By application to the Department of Music	9/11/2018
Amended	Award	Endowed	Janie Larsen Memorial Award	1	$1,200	Recreation, Sport, and Tourism	Awarded to a student with a GPA of 2.7 or greater in any year of a Bachelor of Arts in Recreation, Sport, and Tourism. Selection based on academic standing and demonstrated involvement with the Physical Education Council of Students (PERCS) or a professional associations/community organization in the field of recreation and leisure studies.	By application to the Faculty of Kinesiology, Sport, and Recreation	9/11/2018
Amended	Scholarship	Endowed	Fonds Boursier Jean-Guy Thibaudeau et Famille	variable	maximum allocation $1,500	Music	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree at Faculté Saint-Jean. Selection based on academic standing and registration in a music course. Preference given to students registered in MUSIQ x40 and/or involved in La Chorale Saint-Jean.	By application to Faculté Saint-Jean	9/11/2018
Amended	Award	Endowed	Dr Barry Irving Award in Wildlife and Rangeland Resources Management	variable	maximum allocation $1,300	Wildlife and Rangeland Resources Management	Awarded to students with satisfactory academic standing who are convocating with a Bachelor of Science in Environmental and Conservation Sciences. Selection based on demonstrated leadership, demonstrated interest in rangelands and rangelands management, and academic standing. Preference given to students who have participated on the ALES Range Team.	By nomination from the Faculty of Agricultural, Life and Environmental Sciences	9/11/2018
Amended	Prize	Endowed	Walker Newby and Associates Ltd. Prize in Environmental Engineering	2	$1,500	Civil Engineering	Awarded to students in Civil Engineering who have successfully completed Municipal Systems or Facility Design. Selection based on academic standing and demonstrated interest in design problems related to municipal engineering, urban planning, design and construction.	By nomination from the Faculty of Engineering	9/11/2018
New	Scholarship	Annually Funded	Tenaris Leadership Scholarship	2	$5,000	Engineering	Awarded to students with superior academic achievement enrolled in the first year of an undergraduate degree in the Faculty of Engineering. Selection based on academic standing. Preference given to students who have participated in the Faculty of Engineering DiscoverE camp.	By nomination from the Faculty of Engineering	10/9/2018
New	Scholarship	Annually Funded	Faculty of Engineering Iron Standard Entrance Scholarship	variable	$5,000	Engineering	Awarded to students with superior academic achievement entering the first year of an undergraduate degree in the Faculty of Engineering. Selection based on admission average.	By nomination from the Faculty of Engineering	10/9/2018

New	Award	Annually Funded	Barry Bennett Award in Science	1	$1,000	Science	Awarded to a student who identifies as female with satisfactory academic standing enrolled in any year of an undergraduate degree in the Faculty of Science. Selection based on academic standing and demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular activities.	By nomination from the Faculty of Science	10/9/2018
New	Award	Annually Funded	Rob Ford Residence Life Leadership Award	1	$1,000	Open	Awarded to a student with satisfactory academic standing enrolled in any year of an undergraduate degree at Augustana Faculty. Selection based on academic standing and demonstrated involvement with Residence Life as a Hall Coordinator or Resident Assistant. Preference given to a student who demonstrates exemplary leadership and commitment through active participation in Residence Life activities.	By nomination from the Augustana Faculty	10/9/2018
New	Bursary	Endowed	Loreen Paananen Bursary in Pharmacy	1	$1,000	Pharmacy	Awarded to students who are Canadian citizens or permanent residents with a GPA of 3.0 or greater enrolled in the second or third year of a Doctor of Pharmacy. Selection based on demonstrated financial need. Preference given to students who have an interest in community practice.	By application to the Supplementary Bursary program	10/9/2018
New	Bursary	Endowed	Vasicek and Mollard Bursary	1	$1,000	Civil Engineering or Education	Awarded to students with satisfactory academic standing enrolled in the second, third or fourth year of an undergraduate degree in Civil Engineering or in the Faculty of Education. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	10/9/2018
New	Bursary	Endowed	Indigenous Futurities Bursary	1	$1,000	Native Studies	Awarded to students who are a First Nation, Inuit, or Métis person of Canada in accordance with the Constitution Act, 1982, Part 2, Section 35(2) with satisfactory academic standing enrolled in any year of an undergraduate degree in the Faculty of Native Studies. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	10/9/2018
New	Award	Endowed	Mookie Award	1	$4,000	China	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree at the University of Alberta who demonstrate interest in pursuing the study of China including, but not limited to, its history, language, culture, politics, art, sciences, economy, or the Chinese diaspora. Studies may be pursued in Canada, China or elsewhere. Selection based on academic standing. Preference given to students who have completed at least three units of course weight in the study of China in the Faculty of Arts.	By application to the Faculty of Arts	10/9/2018

Status	Type	Funding	Name	Number	Value	Field	Description	Selection	Date
Amended	Bursary	Endowed	George MacMillan Memorial Bursary in Engineering	1	$5,100	Engineering	Awarded to students with a GPA of 3.0 or greater enrolled in third, fourth or fifth year of an undergraduate degree in the Faculty of Engineering. Selection based on demonstrated financial need. Preference given to students with demonstrated involvement in extracurricular activities.	By application to the Supplementary Bursary program	10/9/2018
Amended	Prize	Endowed	National Oilwell Varco Prize in Mechanical Engineering	1	$2,500	Mechanical Engineering	Awarded to a student with superior academic achievement enrolled in any year of an undergraduate degree in Mechanical Engineering. Selection based on academic standing in MEC E 260 (Mechanical Design I) and MEC E 360 (Mechanical Design II) and demonstrated design capabilities, sound organizational skills and leadership skills.	By nomination from the Department of Mechanical Engineering	10/9/2018
Amended	Scholarship	Endowed	C Percy Cole Memorial Scholarship in Engineering	1	$2,500	Mining or Petroleum Engineering	Awarded to a student who is a Canadian Citizen or Permanent Resident with superior academic achievement enrolled in any year of an undergraduate degree in Mining or Petroleum Engineering. Selection based on academic standing. Preference given to a student in Mining Engineering.	By nomination from the Faculty of Engineering	10/9/2018
New	Scholarship	Annually Funded	Spady Family Scholarship in Arts	1	$1,000	Religious Studies	Awarded to a student who is from a rural community with superior academic achievement enrolled in any year of a Bachelor of Arts in the Faculty of Arts with a major or minor in Religious Studies. Selection based on academic standing.	By nomination from the Office of Interdisciplinary Studies	11/6/2018
New	Scholarship	Annually Funded	AIMCo PRIME First Year Scholarship	1	$2,500	Business	Awarded to a student with superior academic achievement participating in the first year of the Alberta School of Business Program for Research and Investment Management Excellence (PRIME). Selection based on academic standing and demonstrated excellence in the program.	By nomination from the Alberta School of Business	11/6/2018
New	Scholarship	Annually Funded	AIMCo PRIME Second Year Scholarship	1	$2,500	Business	Awarded to a student with superior academic achievement participating in the second year of the Alberta School of Business Program for Research and Investment Management Excellence (PRIME). Selection based on academic standing and demonstrated excellence in the program.	By nomination from the Alberta School of Business	11/6/2018
New	Scholarship	Annually Funded	AIMCo Scholarship in Accounting	1	$2,500	Business	Awarded to a student with superior academic achievement enrolled in any year of an undergraduate degree at the Alberta School of Business with a major or minor in Accounting. Selection based on academic standing.	By nomination from the Alberta School of Business	11/6/2018
New	Scholarship	Annually Funded	AIMCo Scholarship in Finance	1	$2,500	Business	Awarded to a student with superior academic achievement enrolled in any year of an undergraduate degree at the Alberta School of Business with a major or minor in Finance. Selection based on academic standing.	By nomination from the Alberta School of Business	11/6/2018

New	Award	Annually Funded	Tracy Brandingen RE/MAX Award for Indigenous Students	1	$1,000	Open (Augustana)	Awarded to a student who is a First Nations, Inuit or Métis person of Canada in accordance with the Constitution Act, 1982, Part 2, Section 35(2) with satisfactory academic standing enrolled in the second, third or fourth year of an undergraduate degree at Augustana Faculty. Selection based on academic standing.	By nomination from Augustana Faculty	11/6/2018
New	Award	Annually Funded	Ernie J Zelinski Engineering Award for Individual Creativity	1	$3,000	Engineering	Awarded to a student with satisfactory academic standing enrolled in any year of an undergraduate degree in the Faculty of Engineering. Selection based on academic standing and demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular activities. Preference given to a student that demonstrates creativity.	By application to the Faculty of Engineering	11/6/2018
New	Award	Annually Funded	Nashi Award	1	$1,500	Pharmacy	Awarded to a student with satisfactory academic standing enrolled in any year of an undergraduate degree in the Faculty of Pharmacy and Pharmaceutical Sciences. Selection based on academic standing and demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular activities. Preference given to a student with demonstrated entrepreneurial and out of box thinking.	By nomination from the Faculty of Pharmacy and Pharmaceutical Sciences	11/6/2018
New	Award/ Scholarship	Annually Funded	Glassford and Danyluk Pay It Forward Golden Bears Volleyball Award/Scholarship	variable	maximum allocation $9,000	Open	Awarded to students with satisfactory academic standing/superior academic achievement enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Golden Bears volleyball team. Selection based on academic standing and demonstrated athletic excellence.	By nomination from Athletics	11/6/2018
New	Award	Annually Funded	Dentistry Class of 1988 Leadership Award	4	$1,000	Dentistry	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree in Dentistry. Selection based on academic standing and demonstrated leadership.	By application to the School of Dentistry	1/8/2019
New	Award	Annually Funded	Dr Andrea Kokotilo Memorial Travel Award in Medicine	1	$1,000	Medicine	Awarded to a student with satisfactory academic standing enrolled in the third or fourth year of a Doctor of Medicine. Selection based on academic standing and participation in a faculty approved international travel elective.	By application to the Faculty of Medicine and Dentistry	1/8/2019
New	Award	Annually Funded	Jim Mokry Crackmasters Camrose Award for Indigenous Students	1	$1,000	Open (Augustana)	Awarded to a student who is a First Nations, Inuit, or Métis person of Canada in accordance with the Constitution Act, 1982, Part 2, Section 35(2) with satisfactory academic standing enrolled in the second or subsequent year of an undergraduate degree at Augustana Faculty. Selection based on academic standing.	By nomination from Augustana Faculty	1/8/2019

New	Award	Annually Funded	G & N Janse Award in Medicine	1	$2,000	Medicine	Awarded to a resident physician with satisfactory academic standing in any year of a postgraduate medical program. Selection based on academic standing and demonstrated research in Alzheimer's and/or Parkinson's disease	By nomination from the Faculty of Medicine and Dentistry	1/8/2019
New	Award	Annually Funded	Indigenous Students Award	variable	variable	Open	Awarded to a student who is a First Nations, Inuit, or Métis person of Canada in accordance with the Constitution Act, 1982, Part 2, Section 35(2) with satisfactory academic standing enrolled at the University of Alberta. Selection based on academic standing.	By nomination from Student Financial Support	1/8/2019
New	Award	Annually Funded	BScN Honors Research Award	1	$1,200	Nursing	Awarded to a student with satisfactory academic standing enrolled in the fourth year of a Bachelor of Science in Nursing Honors program. Selection based on academic standing and demonstrated expected benefit of study and/or research opportunity.	By application to the Faculty of Nursing	1/8/2019
New	Prize	Annually Funded	Dean Duckett Prize in Insurance Law	1	$1,000	Law	Awarded to a student with superior academic achievement in Insurance Law (LAW 519). Selection based on academic standing in the course.	By nomination from the Faculty of Law	1/8/2019
New	Scholarship	Annually Funded	Kenway Lam Memorial Scholarship in Engineering	1	$1,000	Mechanical Engineering	Awarded to a student with superior academic achievement enrolled in the second year of an undergraduate degree in Mechanical Engineering. Selection based on academic standing and demonstrated advocacy in mental health awareness.	By application to the Faculty of Engineering	1/8/2019
New	Scholarship	Annually Funded	Engineering Application-based Entrance Scholarship	variable	variable	Engineering	Awarded to students with superior academic achievement entering the first year of an undergraduate degree in the Faculty of Engineering. Selection based on academic standing and demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular activities.	By application to the application-based entrance scholarship program	1/8/2019
New	Scholarship	Annually Funded	Science Application-based Entrance Scholarship	variable	variable	Science	Awarded to students with superior academic achievement entering the first year of an undergraduate degree in the Faculty of Science. Selection based on academic standing and demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular activities.	By application to the application-based entrance scholarship program	1/8/2019
New	Award/ Scholarship	Endowed	Fish Family Swimming Award / Scholarship	1	$1,500	Open	Awarded to students with satisfactory academic standing/superior academic achievement enrolled in any year of an undergraduate or graduate degree at the University of Alberta who are members of the Golden Bears or Pandas Swim Team. Selection based on academic standing and demonstrated athletic excellence. Preference given to students in their third or fourth year of an undergraduate degree.	By nomination from Athletics	1/8/2019

New	Scholarship	Endowed	MDS Nikolayuk Scholarship	1	$1,000	Agriculture, Forestry, or Environmental & Conservation Sciences	Awarded to students who are Alberta residents with superior academic achievement enrolled in any year of a Bachelor of Science in Agriculture, Forestry, or Environmental & Conservation Sciences. Selection based on academic standing. Preference given to students from Yellowhead County.	By application to the Faculty of Agricultural, Life & Environmental Sciences	1/8/2019
Amended	Scholarship	Annually Funded	Ed Friesen Scholarship in English	1	$1,500	English (Augustana)	Awarded to a student with superior academic achievement enrolled in the second or third year of an undergraduate degree at Augustana Faculty with a major or minor in English. Selection based on academic standing. If no eligible student is found, this scholarship may be awarded to a student enrolled in any year with a major or minor in English.	By application to Augustana Faculty	1/8/2019
Amended	Scholarship	Endowed	WC Fraser Memorial Scholarship in Nursing	1	$1,500	Nursing	Awarded to a student with superior academic achievement enrolled in the second or subsequent year of an undergraduate degree in the Faculty of Nursing. Selection based on academic standing.	By application to the Faculty of Nursing	1/8/2019
Amended	Award	Endowed	Lamoureux Award in Special Education	2	$2,500	Special Education	Awarded to students with a GPA of 3.0 or greater enrolled in the third or fourth year of an undergraduate degree in the Faculty of Education who have completed coursework in Special Education. Selection based on academic standing.	By application to the Faculty of Education	1/8/2019
New	Bursary	Annually Funded	Dr James G MacGregor Memorial Bursary in Civil Engineering	1	$2,000	Civil Engineering	Awarded to a student with satisfactory academic standing enrolled in the third or fourth year of a Bachelor of Science in Civil Engineering or any year of a graduate degree in Civil Engineering. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	2/12/2019
New	Award/ Scholarship	Annually Funded	Eldon Foote Excellence in Track & Field Award/Scholarship	variable	maximum allocation $50,000	Open	Awarded to students with satisfactory academic standing/superior academic achievement enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Golden Bears or Pandas track & field teams. Selection based on academic standing and demonstrated athletic excellence.	By nomination from Athletics	2/12/2019
New	Bursary	Endowed	Gwendolen M, Muriel A and Bennett W Clarke Bursary in English Literature	variable	maximum allocation $6,000	English	Awarded to students from the city of Edmonton with satisfactory standing entering the first year of an undergraduate degree in the Faculty of Arts majoring in English. Selection based demonstrated financial need.	By application to the Supplementary Bursary program	2/12/2019
New	Scholarship	Endowed	Gwendolen M, Muriel A and Bennett W Clarke Scholarship in English Literature	variable	maximum allocation $6,000	English	Awarded to students from the city of Edmonton with superior academic achievement entering the first year of an undergraduate degree in the Faculty of Arts majoring in English. Selection based on academic standing. Preference given to students who have earned high academic marks in high school English.	By application to the Application-based Entrance Scholarship program	2/12/2019

Status	Type	Funding	Name	Number	Value	Faculty	Description	Selection	Date
New	Award	Endowed	Muriel Hole Award in Nursing	variable	variable	Nursing	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree in the Faculty of Nursing. Selection based on academic standing.	By nomination from the Faculty of Nursing	2/12/2019
New	Bursary	Endowed	Muriel Hole Bursary in Nursing	variable	variable	Nursing	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate or graduate degree in the Faculty of Nursing. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	2/12/2019
New	Bursary	Endowed	Muriel Hole Emergency Bursary in Nursing	variable	variable	Nursing	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate or graduate degree in the Faculty of Nursing who have experienced an unexpected emergency. Selection based on demonstrated financial need.	By nomination from the Faculty of Nursing	2/12/2019
Amended	Award	Endowed	Alice Thomas Award in Nursing	variable	variable	Nursing	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate or graduate degree in the Faculty of Nursing. Selection based on academic standing.	By nomination from the Faculty of Nursing	2/12/2019
Amended	Scholarship	Endowed	Wayne A Davis Memorial Scholarship	variable	variable	Science or Engineering	Awarded to students who are graduates of a high school in Fort Macleod with superior academic achievement entering the first year of an undergraduate degree in the Faculty of Science or Engineering. Selection based on admission average and demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular activities.	By application to the Application-based Entrance Scholarship competition	2/12/2019
New	Award/ Scholarship	Annually Funded	Sherwood Buick GMC Golden Bears Volleyball Award/Scholarship	1	$1,000	Open	Awarded to a student who is a member of the Golden Bears volleyball team with satisfactory academic standing/superior academic achievement enrolled in an undergraduate or graduate degree at the University of Alberta. Selection based on academic standing and demonstrated athletic excellence.	By nomination from Athletics	3/12/2019
New	Bursary	Endowed	Patricia Eleanor Eglinski Bursary in Medicine	variable	maximum allocation $40,000	Medicine, Medical Laboratory Science, Radiation Therapy	Awarded to students with satisfactory academic standing enrolled in the first year of a Doctor of Medicine, a Bachelor of Science in Medical Laboratory Science, or a Bachelor of Science in Radiation Therapy. Selection based on demonstrated financial need. Preference given to students who are First Nation, Inuit, or Métis persons of Canada in accordance with the Constitution Act, 1982, Part 2, Section 35(2).	By application to the Supplementary Bursary program	3/12/2019
New	Bursary	Endowed	Edmonton Pride Run Bursary	variable	maximum allocation $1600	Open	Awarded to students who identify as lesbian, gay, bi-sexual, transgender, transsexual, queer, questioning, and two-spirit (LGBTQ2S) with satisfactory academic standing enrolled in any year of an undergraduate degree. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	3/12/2019

New	Scholarship	Endowed	Allen and Rebecca Berger Augustana Scholarship	1	$1,000	Open (Augustana)	Awarded to students with superior academic achievement enrolled in the second year of an undergraduate degree at Augustana Faculty. Selection based on academic standing and demonstrated engagement and leadership on campus. Preference given to students who are on a Study Permit.	By nomination from Augustana Faculty	3/12/2019
New	Scholarship	Endowed	Frederick KF Wong Memorial Entrance Scholarship in Science	variable	variable	Science	Awarded to students with superior academic achievement entering the first year of an undergraduate degree in the Faculty of Science. Selection based on admission average and demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular activities. Preference given to students with a demonstrated passion for the outdoors.	By application to the application-based entrance scholarship program	3/12/2019
New	Award	Endowed	J Zanello Award in Business	variable	variable	Business	Awarded to students with satisfactory academic standing enrolled in the third or subsequent year of an undergraduate degree at the Alberta School of Business participating in a University approved international exchange. Selection based on academic standing. Preference given to students in Finance or Accounting.	By nomination from the Alberta School of Business	3/12/2019
New	Award	Annually Funded	Connie Neufeld Memorial Award in Music	1	$1,000	Music	Awarded to a student with satisfactory academic standing enrolled in any year of a Bachelor of Music in the Faculty of Arts. Selection based on academic standing and demonstrated excellence in voice or piano.	By nomination from the Department of Music	4/9/2019
New	Award	Annually Funded	Elizabeth Merle Martin Memorial Indigenous Award	1	$1,000	Open	Awarded to a student who is a First Nation, Inuit or Métis person of Canada in accordance with the Constitution Act, 1982, Part 2, Section 35(2) with satisfactory academic standing enrolled in any year of an undergraduate degree. Selection based on academic standing and demonstrated involvement in the Indigenous community. Preference given to a student with demonstrated financial need.	By application to First Peoples' House	4/9/2019
New	Bursary	Endowed	Susan Jensen Indigenous Bursary in Science	1	$2,100	Science	Awarded to students who are First Nation, Inuit, or Métis peoples of Canada in accordance with the Constitution Act, 1982, Part 2, Section 35(2) with satisfactory academic standing enrolled in any year of an undergraduate degree in the Faculty of Science. Selection based on demonstrated financial need. Preference given to students who are from a rural community.	By application to the Supplementary Bursary program	4/9/2019

New	Award	Endowed	Susan Jensen Indigenous Award in Science	1	$2,100	Science	Awarded to students who are First Nation, Inuit, or Métis peoples of Canada in accordance with the Constitution Act, 1982, Part 2, Section 35(2) with satisfactory academic standing enrolled in any year of an undergraduate degree in the Faculty of Science. Selection based on academic standing. Preference given to students who have successfully completed the Transition Year Program and/or who are from a rural community.	By nomination from First Peoples' House	4/9/2019
New	Prize	Endowed	Robert Alexander Seaton Memorial Prize in Political Philosophy	1	$1,100	Philosophy	Awarded to a student with superior academic achievement in Political Philosophy (PHIL 270). Selection based on the highest academic achievement in the course.	By nomination from the Department of Philosophy	4/9/2019
New	Award	Endowed	Wanda Wetterberg Leadership Award in Leisure Studies	1	$1,000	Recreation, Sport and Tourism	Awarded to students with satisfactory academic standing enrolled in any year of a Bachelor of Arts in Recreation, Sport and Tourism. Selection based on academic standing and demonstrated impact in attending the upcoming Alberta Recreation and Parks Association conference.	By application to the Faculty of Kinesiology, Sport, and Recreation	4/9/2019
New	Award	Endowed	Phil and Doris Anderson Alumni Award	1	$900	Open (Augustana)	Awarded to students with satisfactory academic standing enrolled in the second or subsequent year of an undergraduate degree at Augustana Faculty. Selection based on academic standing and demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular activities at Augustana Campus.	By nomination from Augustana Faculty	4/9/2019
New	Bursary	Annually Funded	Gilbert Parker Bursary in Engineering	1	$2,000	Engineering	Awarded to a student who is a First Nation, Inuit, or Métis person of Canada in accordance with the Constitution Act, 1982, Part 2, Section 35(2) with satisfactory academic standing enrolled in the first year of an undergraduate degree in the Faculty of Engineering. Selection based on demonstrated financial need and involvement in the Indigenous community.	By nomination from First Peoples' House	5/7/2019
New	Bursary	Annually Funded	Faculty of Nursing Bursary	variable	variable	Nursing	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree in the Faculty of Nursing. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	5/7/2019
New	Bursary	Annually Funded	Javed Sommers Treaty 6 Bursary in Native Studies	1	$1,000	Native Studies	Awarded to a student who is a Treaty 6 First Nation person of Canada in accordance with the Constitution Act, 1982, Part 2, Section 35(2) enrolled in any year of an undergraduate or graduate degree in the Faculty of Native Studies. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	5/7/2019
New	Bursary	Annually Funded	Zhao Family Augustana Bursary	1	$1,000	Open (Augustana)	Awarded to a student with satisfactory academic standing enrolled in the third or fourth year of an undergraduate degree at Augustana Faculty. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	5/7/2019

							Description	Application	Date
New	Award	Annually Funded	Wang and Gong Award in Engineering	1	$1,000	Civil Engineering	Awarded to a student who is on a study permit with satisfactory academic standing enrolled in the fourth year of an undergraduate degree in the Faculty of Engineering in Civil Engineering. Selection based on academic standing and demonstrated academic progress. Preference given to a student participating in the Transportation Engineering stream and/or a member of the Canadian Institute of Transportation Engineers Student Chapter.	By nomination from the Faculty of Engineering	5/7/2019
New	Award	Annually Funded	Faculty of Pharmacy Leadership Award	variable	variable	Pharmacy	Awarded to a student with satisfactory academic standing enrolled in any year of a Doctor of Pharmacy. Selection based on academic standing and demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular activities.	By nomination from the Faculty of Pharmacy and Pharmaceutical Science	5/7/2019
New	Award	Annually Funded	Faculty of Pharmacy Indigenous Award	variable	variable	Pharmacy	Awarded to a student who is a First Nation, Inuit, or MÃ©tis person of Canada in accordance with the Constitution Act, 1982, Part 2, Section 35(2) with satisfactory academic standing enrolled in any year of a Doctor of Pharmacy. Selection based on academic standing.	By nomination from the Faculty of Pharmacy and Pharmaceutical Science	5/7/2019
New	Award	Annually Funded	ConeTec Equity Award in Engineering	2	$2,000	Civil or Mining Engineering	Awarded to students who identify as female with satisfactory academic standing enrolled in the second or third year of a Bachelor of Science in Civil Engineering or Mining Engineering. Selection based on academic standing. Preference given to students who are enrolled in the geotechnical program.	By nomination from the Faculty of Engineering	5/7/2019
New	Award	Annually Funded	ConeTec Award in Engineering	2	$2,000	Civil or Mining Engineering	Awarded to students with satisfactory academic standing enrolled in the second or third year of a Bachelor of Science in Civil Engineering or Mining Engineering. Selection based on academic standing. Preference given to students who are enrolled in the geotechnical program.	By nomination from the Faculty of Engineering	5/7/2019
New	Award	Endowed	Reverend Palmer Olson and Reverend Ivar Saugen Chaplaincy Award	1	$1,000	Open (Augustana)	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree at Augustana Faculty. Selection based on academic standing and demonstrated leadership and commitment to Augustana Chaplaincy. Preference given to students who are from a rural community, who are on a study permit, or who are First Nation, Inuit, or Métis people of Canada in accordance with the Constitution Act, 1982, Part 2, Section 35(2).	By application to Augustana Faculty	5/7/2019
New	Scholarship	Annually Funded	Endodontics Third Year Scholarship	variable	variable	Dentistry	Awarded to students with superior academic achievement enrolled in the third year of a Doctor of Dental Surgery. Selection based on academic standing and demonstrated aptitude in endodontics.	By nomination from the School of Dentistry	6/25/2019

New	Scholarship	Annually Funded	Dentsply Sirona Endodontics Fourth Year Scholarship	variable	variable	Dentistry	Awarded to students with superior academic achievement enrolled in the fourth year of a Doctor of Dental Surgery. Selection based on academic standing and demonstrated aptitude in endodontics.	By nomination from the School of Dentistry	6/25/2019
New	Award/ Scholarship	Annually Funded	Van Vliet Family Football Award/Scholarship	1	$5,000	Open	Awarded to a student with satisfactory academic standing/superior academic achievement enrolled in an undergraduate or graduate course at the University of Alberta who is a member of the Golden Bears football team. Selection based on academic standing and demonstrated athletic excellence.	By nomination from Athletics	6/25/2019
New	Award	Annually Funded	Schulha Family Golden Bears & Pandas Athletic Award	variable	maximum allocation $2,600	Open	Awarded to students with satisfactory academic standing enrolled in undergraduate or graduate courses at the University of Alberta who are members of a Golden Bears or Pandas varsity team. Selection based on demonstrated contributions made to their respective team and academic standing. Preference given to students in financial need.	By nomination from Athletics	6/25/2019
New	Scholarship	Annually Funded	Marina Palumbo Scholarship in Leadership	1	$1,000	Open (Augustana)	Awarded to a student with superior academic achievement enrolled in the second or subsequent years of an undergraduate degree at Augustana Faculty. Selection based on academic standing and demonstrated leadership, community engagement, volunteerism and/or involvement in extracurricular activities.	By application to Augustana Faculty	6/25/2019
Historic endowment transferred from Faculty of Arts	Award	Endowed	RD Biamonte Award in English Literature of the Romantic Period	1	$250	English	Awarded to students with satisfactory academic standing enrolled in any year of a Bachelor of Arts in English. Selection based on academic standing and demonstrated achievement in the area of British Romantic Literature.	By nomination from the Department of English and Film Studies	6/25/2019
Historic endowment transferred from Campus Saint-Jean	Award	Endowed	Jeux de la Francophonie Canadienne Edmonton 2008 Award	variable	$2,600	Open (Campus Saint-Jean)	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree at Campus Saint-Jean. Selection based on academic standing and demonstrated contributions to the promotion of French culture in leadership, arts, or sports.	By nomination from Campus Saint-Jean	6/25/2019
New	Award	Endowed	Tony and Yuen-Ching Lam Mechanical Engineering Award for Excellence in Design	1	$3,100	Mechanical Engineering	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree in the Faculty of Engineering. Selection based on academic standing and demonstrated excellence in engineering design in mechanical engineering.	By nomination from the Faculty of Engineering	6/25/2019

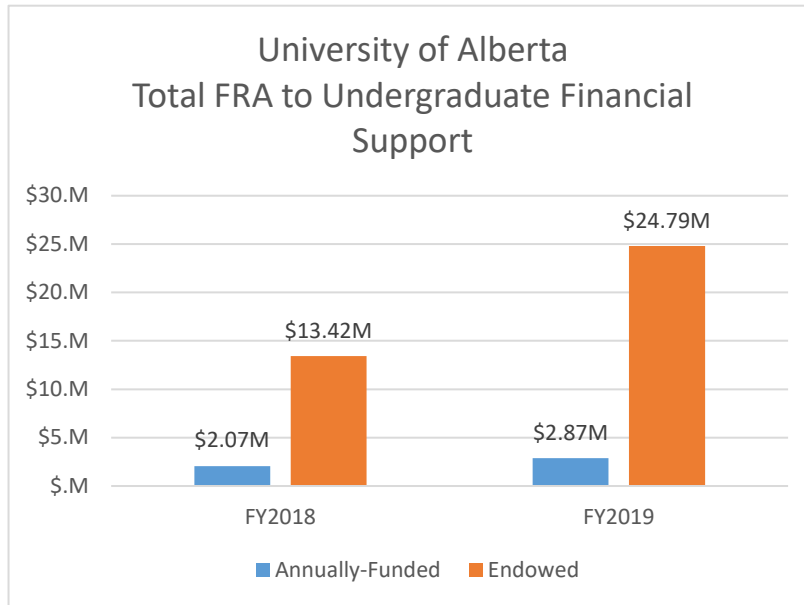|								
New	Award	Endowed	Tony and Yuen-Ching Lam Mechanical Engineering Award for Innovation in Manufacturing	1	$3,100	Mechanical Engineering	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree in the Faculty of Engineering. Selection based on academic standing and demonstrated excellence in manufacturing innovation in mechanical engineering.	By nomination from the Faculty of Engineering	6/25/2019
New	Bursary	Endowed	Ronald Glen McKenzie Bursary	variable	$2,500	Open	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate or graduate degree. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	6/25/2019
New	Bursary	Endowed	Paranchych Bursary in Engineering	variable	$1,000	Engineering	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate degree in the Faculty of Engineering. Selection based on demonstrated financial need.	By application to the Supplementary Bursary program	6/25/2019
New	Scholarship	Endowed	Christine Davies QC Scholarship in Family Law	variable	$1,000	Law	Awarded to students with superior academic achievement convocating with a Juris Doctor degree in the Faculty of Law. Selection based on academic standing and demonstrated excellence in Family Law.	By nomination from the Faculty of Law	6/25/2019
Amended	Award	Annually Funded	i d apparel/Karen Vinet Agencies Award	1	$800	Open (Augustana)	Awarded to a student who is a member of the Vikings Men's or Women's Volleyball team with satisfactory academic standing enrolled in any year of an undergraduate degree at Augustana Faculty. Selection based on academic standing and demonstrated excellence in the sport.	By application to Augustana Faculty	6/25/2019

Appendix B - Comparison 2017-18 and 2018-19

Academic Year	Total New Annually Funded	Total New Endowed
2017/2018	46	40
2018/2019	61	34

Academic Year	Scholarship	Bursary	Award	Athletics (Award / Scholarship)
2017/2018	22	29	33	2
2018/2019	23	18	33	21

Academic Year	Fall Approval	Winter Approval	Spring Approval
2017/2018	15	46	26
2018/2019	41	32	22

Appendix C - FRA and Cash to Awards

FRA TO UNDERGRADUATE AWARDS FY18 FY19		
	FY2018	**FY2019**
Annually-Funded	$2.07M	$2.87M
Endowed	$13.42M	$24.79M

University of Alberta Total FRA to Undergraduate Financial Support

CASH TO UNDERGRADUATE AWARDS FY18 FY19		
	FY2018	**FY2019**
Annually-Funded	$2.81M	$3.35M
Endowed	$5.53M	$11.02M

University of Alberta
Total Cash to Undergraduate Financial Support
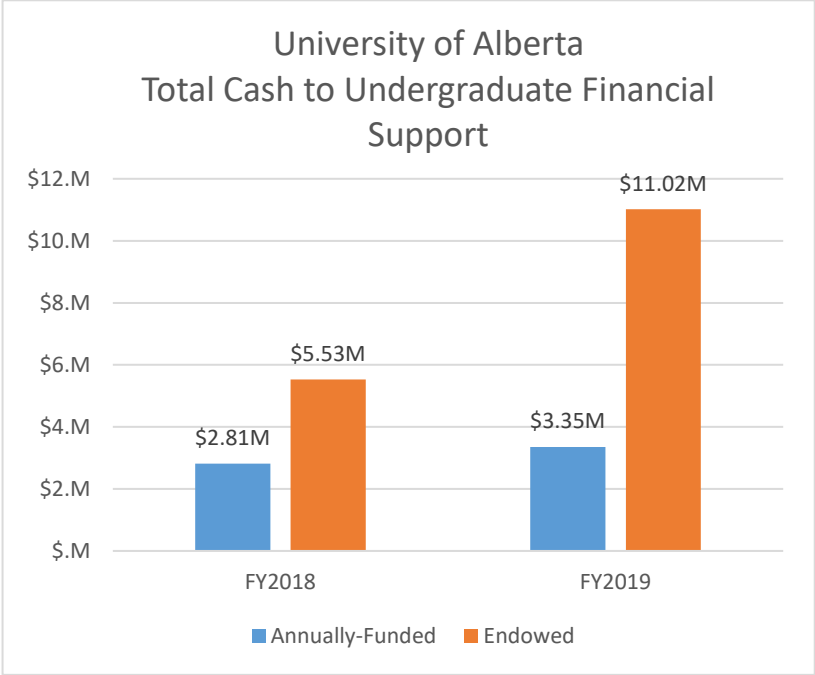
September 17, 2019

To: Dean Brooke Milne (FGSR), Members of the Council of FGSR, Graduate Scholarship
           Committee
From: Tracy Raivio, Associate Dean (FGSR)
           Chair, Graduate Scholarship Committee

Subject: Report of the Graduate Scholarship Committee

I am pleased to submit the 2018-2019 report of the Graduate Scholarship Committee (GSC). Again this year, the GSC has continued to offer a stable, multi-disciplinary and experienced committee that strives for the equitable, transparent and efficient adjudication of graduate awards.

The GSC is responsible for several key tasks. These include:

- Selecting and/or approving recipients of graduate awards offered by the University of Alberta and administered by the FGSR.
- Reviewing all applications forwarded from departments for Tri-Council competitions (i.e. Vanier scholarships and the Michael Smith Foreign Study Supplement).
- Selecting and submitting a list of recommended applicants to the national selection committees according to the quotas assigned.
- Reviewing all applications submitted by students or forwarded from departments for other external competitions (i.e. the Pierre Elliott Trudeau Foundation Doctoral Scholarships and the W.L. Mackenzie King Memorial Scholarships)
- Approving the terms and conditions of all new graduate awards and bursaries at the University of Alberta.

As chair of the GSC, I want to acknowledge the overwhelming number of exceptional applications received by the Committee again this year. Adjudicators frequently expressed their admiration for the accomplishments and acumen of the graduate students who call the University of Alberta home.

I would like to express my sincere gratitude and appreciation to the GSC for their collegiality and for diligently pouring over the applications received by the Awards Advisors at the FGSR. Scholarship, prize, medal and award applications are normally read by at least two GSC members and then discussed by a final adjudication committee. Every adjudication meeting was overseen by the GSC chair. The GSC performs a vitally important function that supports graduate students and the wider university community. Through the scholarships and awards administered by the FGSR approximately $25 million was distributed to University of Alberta graduate students in 2018-2019. The FGSR Awards Team received over 4600 award

FACULTY OF GRADUATE STUDIES AND RESEARCH

applications and nominations. This translates into each team member handling approximately 1000 applications.

As of June 2019, 71 faculty members were assigned to the GSC (18 from CIHR areas, 29 from NSERC and 24 representing SSHRC). This hard working group reviewed 2,864 applications in 79 competitions. Please see Appendix A for a full listing of GSC members as of June 2019. Please see Appendix B for a full listing of the competitions adjudicated by the GSC in 2018-19.

University of Alberta graduate students were once again successful in the 2019 Tri-Council competitions. The FGSR received 108 applications for the 2019 SSHRC Doctoral Competition. The University of Alberta assigned quota to be sent to Ottawa for final adjudication was 68. Of the number forwarded to the national competition 32 applications were funded (47%). 105 NSERC doctoral applications were received by the FGSR and 86 were sent to Ottawa. Twenty-nine of these applications were funded for a success rate of 36%. The Vanier Canada Graduate Scholarship is one of the most prestigious scholarships available to graduate students at Canadian institutions. It is open to both Canadian and international students. Students who demonstrate academic excellence, leadership and research potential are rewarded with $50,000 for a maximum of three years. The FGSR received 50 Vanier applications this year. Thirty-two applications were forwarded to Ottawa for final adjudication and we are pleased to report that 4 remarkable PhD students were recognized by the national adjudication committee. The FGSR is extremely proud of all of the exceptional students who call the University of Alberta home. Please see Appendix B for a full listing of scholarships, awards and prizes adjudicated in 2018-2019.

Approval of new awards and scholarships is a key function of the GSC. As of August 30, 2019 39 new awards were approved. In May 2019 a sub-committee of the GSC was formed named the Graduate Scholarship Advisory Committee (GSAC). The purpose of this group is to review and approve Terms of Reference for new graduate awards. Please see Appendix C for a full list of new awards, scholarships and bursaries approved by the GSC in 2018-2019.

The GSC is deeply indebted to the professionalism, meticulousness and expertise of the FGSR Awards Team. Amanda Brown, Christine Camba, Dana Dragon-Smith, Emma Sheppard, Jennifer Parkatti and Trish Smith, have provided professional support that has buoyed the GSC throughout the year. They have patiently and assiduously gathered scholarship applications, contacted students regarding missing information, disseminated applications to the GSC and scheduled adjudication times. This group is the reason the GSC functions. Their service to the University of Alberta community is inestimable.
Please feel free to contact me with any questions related to this report. I will be happy to provide you with whatever details that we can.

Sincerely,

Dr. Tracy Raivio
Associate Dean, Awards
Faculty of Graduate Studies and Research
University of Alberta

Appendix A: GSC Members by Tri-Council Affiliation

CIHR (18)

Name	Department
Churchill, Thomas	Surgery
Dennison, Christopher	Mech Eng
Flood, Patrick	Dentistry
Foley, Edan	Med Microbiology& Immunology
Fujiwara, Esther	Psychiatry
Holovati, Jelena	Laboratory Medicine & Pathology
Kim, Esther	Communications Sciences and Disorders
Le, Lawrence	Radiology & Diagnostic Imaging
McMurtry, Sean	Medicine
Persad, Sujata	Pediatrics
Posse de Chaves, Elena	Pharmacology
Richard, Caroline	AFNS
Sharifzadeh-Amin, Maryam	Dentistry
Senthilselvan, Sentil	Public Health
Thomas Simmen	Cell Biology
Underhill, Alan	Oncology
Wilman, Alan	Biomedical Engineering
Woodhouse, Linda	Physical Therapy

NSERC (29)	
Name	Department
Adeeb, Samer	Civil & Environmental Engg
Beckie, Mary	Extension
Berthiaume, Luc	Cell Biology
Colbourne, Fred	Psychology
Dixon, Peter	Psychology
Frolov, Valeri	Physics
Gaenzle, Michael	AFNS
Gu, Jeff	Physics
Gupta, Manisha	Electrical&Comp Engg
Jaeger, Wolfgang	Chemistry-
Jung, Jan	Physics
Landhausser, Simon	Renewable Resources
Leighton, Lindsey	Earth & Atmospheric Science
Locke, John	Biology
Prasad, Vinay	Chemical&Materials Engg
Prus-Czarnecki, Andrzej	Physics
Putkaradze, Vakhtang	Math & Stats

Rafiq Ahmad	Mechanical Engineering
Ramirez, Guillermo Hernandez	Renewable Resources
Reformat, Marek	Electrical &Computer Engineering
Rivard, Eric	Chemistry
Roopesh Mohandas	AFNS
Sadrzadeh, Mohtada	Mechanical Engineering
Spalding, Thomas	Psychology
Sturtevant, Nathan	Computing Science
Sutherland, Bruce	Earth & Atmospheric Sciences
Ullah, Aman	AFNS
Vette, Albert	Mechanical Engineering
Wu, Jianping	AFNS

SSHRC (24)

Name	Department
Couture, Selena	Drama
Galovan, Adam	Human Ecology
Gehman, Joel	Business
Greer, Joan	Art & Design
Grekul, Jana	Sociology
Hasmath, Reza	Political Science
Hurley, Natasha	English&Film Studies
Jarvikivi, Juhani	Linguistics
Kaler, Amy	Sociology
Markula-Denison, Pirkko	Kinesiology, Sport, and Recreation
McDougall, Ann	History & Classics
Moore, Sarah	Business PhD
Moshaver, Maryam	Music
Noels, Kim	Psychology
Sandra Wiebe	Psychology
Smith, Malinda	Political Science
Smith, Veronica	Educational Psychology
Sousa, Jorge	Education Policy Studies
Stelmach, Bonnie	Ed Policy Studies
Tardif, Guillaume	Music
Taylor, Chloe	Women's and Gender Studies
Terry Nadasdi	Linguistics
Varsava, Jerry	English & Film Studies
Westerman, Richard	Sociology

UNIVERSITY OF ALBERTA

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Appendix B- Full listing of awards adjudicated by the GSC

Competition Name
Alberta Innovates Graduate Student Scholarship
Alberta Wheat Commission Graduate Research Scholarship in Crop Science
Alexander Graham Bell Canada Graduate Scholarship - Doctoral (NSERC)
Alexander Graham Bell Canada Graduate Scholarship - Master's (NSERC)
ALTIF Graduate Award in Entrepreneurship and Innovation
Andrew Stewart Prize
Anthony Fellowship in Human Nutrition
Benita (Mayers) and Orville Fifield Scholarship in Sexual Health
Bereavement Society of Alberta Graduate Award
Bill Shostak Wildlife Award
BMO Financial Group Graduate Scholarship
CAGS/ProQuest Distinguished Dissertation Award
Canada Graduate Scholarship- Masters (CIHR)
Catherine Jugdutt Memorial Graduate Scholarship for Excellence in Cancer Research
Charlotte Pokotilo Ovarian Cancer Research Award
Chinese Graduates Association of Alberta Graduate Scholarship
City of Edmonton Graduate Fellowship
Delta Delta Delta Alumnae Fellowship
Devendra Jindal Graduate Scholarship
Diane Elizabeth Cossins Memorial Graduate Scholarship in Criminology
Dick Peter Graduate Scholarship
Don McColl Graduate Scholarship
Dorothy J Killam Memorial Graduate Prize
Dr EW Gauk-Westfield Award
Dr John Waters Memorial Graduate Scholarship
Dr Michael E. Stiles Graduate Scholarship in Applied Microbiology
Dr William A Fuller Memorial Graduate Scholarship
Dr. Gary McPherson Leadership Scholarship
Edward Chang Memorial Graduate Scholarship
Ellie Swart Memorial Graduate Scholarship in Classics
Engineering Graduate Travel Award
Evelyn and Gene Norville Memorial Graduate Scholarship in Rehabilitation Medicine
Evelyn Kline Memorial Award in Community Development
Friends of the Faculty of Graduate Studies and Research Scholarship
Friends of the UofA Society Graduate Award
Governor General's Gold Medal
GRA Rice Graduate Scholarship in Communications
Gwendolyn Ewan Graduate Scholarship
Henry Kreisel Scholarship in Canadian Literature
Henry Kroeger Memorial Graduate Scholarship
Indigenous Graduate Award

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Ivy A Thomson and William A Thomson Graduate Scholarship
Izaak Walton Killam Memorial Graduate Scholarship
Jean Isabel Soper Memorial Graduate Scholarship in Science
Joan Shore Memorial Scholarship in Graduate Studies
John & Rose McAllister Graduate Scholarship
John and Patricia Schlosser Environment Scholarship
John Hoddinott and Carole Solberg Graduate Teaching Award
Jong and Sunjoo Lee Graduate Scholarship in Engineering
Joseph-Armand Bombardier Canada Graduate Scholarship - Doctoral (SSHRC)
Joseph-Armand Bombardier Canada Graduate Scholarship - Master's (SSHRC)
Killam Award for Excellence in Mentoring
Mackenzie King Open Scholarship
Marie Arnold Cancer Research Graduate Scholarship
Martin J Paetz Memorial Graduate Award in Fisheries Management
Mary Shore Graduate Scholarship
Michael Smith Foreign Studies Supplement (NSERC, SSHRC and CIHR competitions)
Myer Horowitz Graduate Students' Association Graduate Scholarship
Nestor and Sue Cebuliak Graduate Award
Pansy and George Strange Graduate Scholarship
Pierre Elliott Trudeau Foundation Doctoral Scholarship
Rogers Sugar Scholarship
Rudelle Hall Graduate Scholarship
Senior Women Academic Administrators of Canada
SSHRC Impact Award
Stefan and Pelagia Wychowanec Graduate Scholarship
The Faculty Club/Dr William A (Bill) Preshing Graduate Scholarship
Thelma R Scambler Scholarship
University of Alberta Centenary Graduate Award
University of Alberta Course-Based Master's Recruitment Scholarship
University of Alberta Thesis-Based Master's Recruitment Scholarship Round 1
University of Alberta Thesis-Based Master's Recruitment Scholarship Round 2
University of Alberta Thesis-Based Master's Recruitment Scholarship Round 3
Vanier Graduate Scholarship (CIHR)
Vanier Graduate Scholarship (NSERC)
Vanier Graduate Scholarship (SSHRC)
WAGS/ProQuest Distinguished Master's Thesis Award
Walter and Edith (Hughes) Fryers Graduate Scholarship
William Rea Scholarship

Appendix C: Scholarships, awards and bursaries approved by GSC in 2018-19

Name	Eligibility Criteria
Aberdeen Graduate Award in Geology	Awarded to a student with satisfactory academic standing registered full-time in a graduate degree in Earth & Atmospheric Sciences. Preference given to students in a Master degree and/or on a study permit. Selection based on academic achievement and demonstrated passion and interest in geology.
âpihtawikosisân Graduate Bursary	Awarded to students with satisfactory academic standing enrolled in any year of a graduate degree in the Faculty of Native Studies. Selection based on demonstrated financial need. Preference given to students in a doctoral program.
Brian and Elaine Russell Bursary in Science	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate or graduate degree in the Faculty of Science. Selection based on demonstrated financial need.
Children's Ability Fund Bursary in Communication Sciences & Disorders	Awarded to students with satisfactory academic standing enrolled in any year of a graduate degree in the Department of Communication Sciences & Disorders in the Faculty of Rehabilitation Medicine. Selection based on demonstrated financial need. Preference given to students working to enhance the independence of children and young adults with disabilities in Alberta.
Children's Ability Fund Bursary in Occupational Therapy	Awarded to students with satisfactory academic standing enrolled in any year of a graduate degree in the Department of Occupational Therapy in the Faculty of Rehabilitation Medicine. Selection based on demonstrated financial need. Preference given to students working to enhance the independence of children and young adults with disabilities in Alberta.
Children's Ability Fund Bursary in Physical Therapy	Awarded to students with satisfactory academic standing enrolled in any year of a graduate degree in the Department of Physical Therapy in the Faculty of Rehabilitation Medicine. Selection based on demonstrated financial need. Preference given to students working to enhance the independence of children and young adults with disabilities in Alberta.
Dr Catherine Field Graduate Scholarship in Agricultural, Life and Environmental Sciences	Awarded annually to a student with superior academic achievement and who is a registered is a dietician with a Canadian Dietetic Regulator who is registered full or part time ina thesis based graduate program in the Faculty of ALES. Preference given to students in a thesis based masters program.
Dr Fakhreddin Jamali Graduate Fellowship in Pharmaceutical Sciences	Awarded annually to a PhD student in Pharmaceutical sciences with superior academic acheivement. Preference given to students pursuing research in the field of Pharmacokinetics.
Dr Isaac Yakoub Isaac Graduate Scholarship in Physics	Awarded annually to a student with superior academic achievement registered in a graduate degree in Physics. Selection is based on academic achievement, demonstrated leadership and commitment to volunteer work.
Dr James G MacGregor Memorial Bursary in Civil Engineering	Awarded to a student with satisfactory academic standing enrolled in the third or fourth year of a Bachelor of Science in Civil Engineering or any year of a graduate degree in Civil Engineering. Selection based on demonstrated financial need.
Dr Jean Colley Graduate Award in Analytical Chemistry	Awarded to students with satisfactory academic standing registered full-time in any graduate degree in the Department of Chemistry, and (1) listed in the analytical division, and/or (2) taking at least half their credits in analytical courses. Preference given first to students with demonstrated involvement in leadership activities within the chemistry community, and secondarily to students demonstrating involvement in the university and/or general community. Selection based on potential and/or achievement in traditional analytical chemistry research. Awarded to Canadian citizens or permanent residents who identify as female. Entering Award: students registered in the first year of any graduate program are eligible to hold the Entering Award. Recipients of the Entering Award may be nominated to hold the Continuing Award per the eligibility rules for the Continuing Award. Continuing Award: students registered in the master's program are eligible to hold the Continuing Award in year two of their program only. Students registered in a doctoral program may hold the continuing award for a maximum of three years provided they are not beyond year five of their program. Renewals are subject to demonstrated satisfactory academic standing. If there are not enough eligible candidates for this award in the Department of Chemistry in any given year, the award(s) will be offered to students in the Department of Laboratory Medicine and Pathology who conduct analytical chemistry and applied analytical chemistry research, with the same selection criteria as described above.
Dr John Waters Memorial Graduate Award in Public Health	Awarded biennially to a student registered full-time in the first or second year of a master's degree program at the University of Alberta. The recipient will be selected on the basis of superior academic achievement (minimum grade point average equivalent to 3.5 or greater on the University of Alberta grading scale) and in the field of public health with a demonstrated focus in the area of immunization and control/elimination of communicable disease and/or the promotion and protection of the health of infants and children.
Dr Yinan Wang Memorial Graduate Scholarship in Engineering	Awarded to a student with superior academic achievement registered full-time in any year of a graduate degree in Chemical, Materials, Civil or Environmental Engineering. Preference given to students whose area of research is biomaterials, biomedical engineering, polymer chemistry, surface science or water pathogens. Selection based on academic achievement

Eldon Foote Excellence in Track and Field Award/Scholarship	Award Conditions: Awarded to students with satisfactory academic standing enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Golden Bears or Pandas track and field teams. Selection based on academic standing and demonstrated athletic excellence. Scholarship Conditions: Awarded to students with superior academic achievement enrolled in undergraduate or graduate courses at the University of Alberta who are members of the Golden Bears or Pandas track and field teams. Selection based on academic standing and demonstrated athletic excellence.
Faculté Saint-Jean Graduate Scholarship (revised ToR)	Awarded annually to thesis-based students with superior academic achievement registered full-time in a graduate degree program at Campus Saint-Jean. Selection will be based on academic achievement, community engagement, and leadership. The scholarship is renewable for a second year if the student maintains a gpa of 3.5 or greater. Preference given to students entering the first year of a graduate degree program at Campus Saint-Jean. Such students must have a cumulative gpa of 3.5 or greater in the final two years of their undergraduate degree program.
Fatima Al-Fihri Award in Islamic Studies	Awarded annually to a student with satisfactory academic standing register in a graduate program in the Faculty of Arts. Preference given to students who identify as a woman and whose research is in the field of African-centri Islamic studies.
Javed Sommers Treaty 6 Bursary in Native Studies	Awarded to a student who is a Treaty 6 First Nation person of Canada in accordance with the Constitution Act, 1982, Part 2, Section 35(2) enrolled in any year of an undergraduate or graduate degree in the Faculty of Native Studies. Selection based on demonstrated financial need.
Johannes D. Babor Graduate Scholarship in Pediatrics	Awarded annually to a student with superior academic achievement registered full-time in a graduate degree in the field of Pediatrics. Preference given to students who demonstrated commitment to community development and leadership abilities. Selection based on academic achievement.
Katherine Pisesky Memorial Graduate Award in Nursing	Awarded annually to a student registered full or part time in a graduate program in Nursing, leading to entry to practice as a Nurse Practicioner. Preference given to students with demonstrated interes in urgent and/or emergency care, students with dependents, and students in the last two years of their program.
Kitty Huang Memorial Award in Public Health	Awarded to a student with satisfactory academic standing registered full-time in a graduate degree in the School of Public Health. Preference given to students from any of the Canadian Northern territories. Selection based on academic achievement and demonstrated community involvement.
Kue Young Leadership Award in Public Health	Awarded to a student with satisfactory academic standing registered full or part time in a graduate degree in the School of Public Health. Preference given to residents of the Canadian Northern Territories, Labrador or the Provincial North, as identified by Atlas of Canada Thematic Map of the North. Selection based on demonstrated leadership, community involvement, and academic standing. It will be awarded to students who are a First Nation, Inuit, or Metis person of Canada in accordance with the Constitution Act, 1982, Part 2, Section 35(2).
Louise Neufeld Memorial Graduate Scholarship in Music	Awarded to a student registered full-time in a graduate degree in the Department of Music in the Faculty of Arts. Selection based on academic achievement and demonstrated excellence in piano.
MacDonald Family MBA Scholarship in Public Sector Excellence	Awarded annually to a student with superior academic achievement registered full- or part-time in a Master of Business Administration at the Alberta School of Business. Preference given to a student working in the not for profit sector or public sector, or who has left either sector to pursue the MBA with an intent to return to the non-profit or public sector post-MBA. Selection based on academic achievement and demonstrated excellence in public service.
Masonry Contractors Association of Alberta – Northern Region Graduate Scholarship in Civil Engineering	Awarded annually to a student in a MSc or PhD program who is doing thesis work on a topic relating to structural masonry. Part-time students are eligible for this award.
Molly and Spencer Dier Memorial Scholarship	Awarded to a student with superior academic achievement registered full-time in any graduate degree at the University of Alberta. Preference given to students who identify as female. Selection based on academic achievement and demonstrated leadership. This scholarship will be awarded to students from developing countries (as determined by the list of countries waived from the graduate application fee)
Muriel Hole Bursary in Nursing	Awarded to students with satisfactory academic standing enrolled In any year of an undergraduate or graduate degree In the Faculty of Nursing. Selection based on demonstrated financial need.
Muriel Hole Emergency Bursary in Nursing	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate or graduate degree In the Faculty of Nursing who have experienced an unexpected emergency. Selection based on demonstrated financial need.
Muriel Shortreed Graduate Schoalrship in Human Ecology	Awarded annually to a student with superior academic achievement who is registered full-time in a graduate degree in the Department of Human Ecology in the Faculty of Agricultural, Life and Environmental Sciences
Ralph Nursall Graduate Bursary in Science	Awarded to a student with satisfactory academic standing enrolled in any year of a graduate degree in Animal Science, Ecology, or Systematics and Evolution. Selection based on demonstrated financial need.
Rogers Sugar Graduate Scholarship	Awarded to a student in a graduate degree program whose research is related to irrigation farming. Part-time students are eligible for this award.

Ronald Glen McKenzie Bursary	Awarded to students with satisfactory academic standing enrolled in any year of an undergraduate or graduate degree. Selection based on financial need.
Strathcona Physiotherapy Research Award (revised ToR)	Awarded to one full-time graduate student in a graduate degree program in Physical Therapy in the Faculty of Rehabilitation Medicine on the basis of ability and aptitude in carrying out original research in the field of manual orthopaedic therapy. Awarded only if a suitable Physical Therapy candidate is available. Students may apply in open competition to hold the award for a second year.
Thanh Lieu and Tyu Khi Tran Memorial Graduate Award	Awarded to a student with satisfactory academic standing registered full- or part-time in the MLIS program. Preference given to a student who identifies as a visible minority or Indigenous. Selection based on demonstrated interest in the role of libraries and/or archives in advancing equity, diversity, inclusion, and social justice. Other Information: Originally from China, Tuy Khi Tran (1916-2005) and Thanh Lieu (1928-2017) came to Canada as refugees from Vietnam in the late 1970s/early 1980s. In Edmonton, they led long and joyous lives with their many children, grandchildren, and great-grandchildren. Both Tuy Khi Tran and Thanh Lieu believed in the power of education and the importance of social responsibility; this award is named in their memory.
The Allice Thomas Award in Nursing	Awarded to students with satisfactory academic standing enrolled In any year of an undergraduate or graduate degree in the Faculty of Nursing. Selection based on academic standing.
University of Alberta Graduate Fellowship	
University of Alberta Library June Newnham Memorial Graduate Award	One award offered annually to a student entering, or continuing in, a Master of Library and Information Studies program at the University of Alberta on the basis of academic merit (grade point average of 3.2 or greater) and/or strong potential for a professional career. The award is to be given as one award and may not be divided. The award may be offered to the same student to a maximum of two awards. Part-time students are eligible for the award.
Van Vliet Family Football Award / Scholarship	Awarded to a student with satistfactory academic standing enrolled in an undergraduate or graduate course at the University of Alberta who is a member of the Golden Sears football team. Selection based on academic standing and demomstrated athletic exellence Awarded to a student with superior a.cademic achievement enrolled in an undergraduate or graduate course at the University of Alberta who is a member of the Golden Bears football team. Selection based on academic standing and demonstrated athletic excellence.
Western Union Business Solutions Bursary for International Students	Awarded to students who are on a study permit with satisfactory academic standing enrolled in the second or subsequent year of an undergraduate or graduate degree. Selection based on demonstrated financial need.
Yurchuk-Nikiforuk Graduate Award in Human Ecology	Awarded annually to a student registered full time in a graduate degree. Preference given to students form whom Family Studies or Gerontology are the major area of research.

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

OTHER COMMITTES TO WHICH GFC ELECTS

2019 ADVISORY SELECTION COMMITTEE FOR THE UNIVERSITY CUP

The composition of this Committee includes <u>two</u> members from Categories (A1.1, A1.6, or their counterparts in A 1.5 and A1.7) elected by GFC for a two-year term of office, in accordance with the *University Cup Application and Selection Procedure* (in UAPPOL).

OCTOBER 23, 2019 - The following individuals have been elected to membership terms ending June 30, 2021:

- Bukola (Oladunni) Salami (Faculty of Nursing)

- Michael Li (Faculty of Science)

2019 DEAN SELECTION COMMITTEE - DEAN, FACULTY OF KINESIOLOGY, SPORT, AND RECREATION

The composition of this committee includes <u>one</u> representative from Academic Staff (category A1.0) from outside the faculty concerned, in accordance with Section 9 (j) of the *Faculty Deans Selection Procedure - Appendix A: Dean Selection Committees for Individual Faculties* (in UAPPOL).

OCTOBER 7, 2019 - The following individual has been elected to serve:

- Joanne Homik (Faculty of Medicine and Dentistry)

[END]

FOR THE GFC MEETING OF NOVEMBER 25, 2019

I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on October 18, 2019:

COMMENTS FROM THE CHAIR

Board Chair Kate Chisholm welcomed elder Francis Whiskeyjack, who started the meeting off in a good way with opening comments and a prayer. The Chair acknowledged Board Chair Emeritus Michael Phair and in particular his work commencing the Presidential Search. She then introduced the five recently appointed public members: Daniel Eggert, Larry Kaumeyer, James Rajotte, Tom Ross, and Rakesh Saraf, and recently appointed Alumni Council Representative Ryan Thompson.

The Chair noted recent research showcase events at the university, encouraging board members to attend whenever possible, and at her invitation, Dr Martha White, Assistant Professor, Department of Computing Science, provided a learning moment on her research in artificial intelligence, including machine learning, reinforcement learning, and a practical example of its use in a water treatment plant.

UPDATE ON THE PRESIDENTIAL SEARCH

At the Board Development Session on October 17, 2019, the Board Chair provided an update on the Presidential Search, including that consultation has now concluded and the position profile and advertisement have been posted. More information about the search can be found here: https://www.ualberta.ca/presidential-search.

REPORT OF THE PRESIDENT

The President provided a written report on his activities since June 14, 2019, including updates on the five strategic goals of *For the Public Good*: build; experience; excel; engage; and sustain. In addition to his written report, Dr Turpin provided verbal remarks on: an update on plans for the January 24, 2020 Joint Summit of the Board, General Faculties Council, and the Senate; his recent travel to China to maintain connections with key alumni and academic institutions; and university administration's efforts to prepare for the forthcoming provincial budget, including communication plans following the budget announcement.

REPORT OF THE CHANCELLOR

In addition to his written report, the Chancellor distributed and provided verbal comments on: the Senate's 2018-2019 Annual Report; November convocation ceremonies and honorary degree recipients; the university's United Way campaign; and a call for Chancellor nominations, due by December 6, 2019.

REPORT OF THE UNIVERSITY SECRETARY

The University Secretary congratulated Board members on the completion of the first governance cycle of 2019-2020 and the first cycle under new Terms of Reference for the Board standing committees. She provided a brief overview of the governance transformation of both the Board of Governors and General Faculties Council, in alignment with Objective 21 of *For the Public Good*, and thanked Board members and administration for their work.

DISCUSSION ITEMS

The Board discussed the University's development of a freedom of expression policy, including the establishment of a working group to develop a statement, based on indications that the provincial government would potentially require one; letters from the Minister of Advanced Education over the summer requesting post-secondary institutions develop a statement to be submitted by November 15, 2019 and posted publicly by December 15, 2019; the complexities of developing a statement and the university's extensive consultation process; the Chicago Principles, a statement developed at the University of Chicago that puts free speech above all else; and the importance of balancing free expression with human rights and academic freedom.

BOARD OF GOVERNORS' MOTION SUMMARY

On the recommendation of the Board Finance and Property Committee, the Board of Governors approved:
- on terms and conditions acceptable to the Vice-President (Facilities and Operations), the disposition via Right-of-Way of less than one (1) acre of land contained within parcels legally described as the NW & SW ¼ Sec 18 Twp 22 Rge 14 W4M located in the County of Newell within the University of Alberta Mattheis Ranch; and application to the Minister of Infrastructure for the required approval of the Lieutenant Governor in Council for the granting of the disposition via Right-of-Way;
- on terms and conditions acceptable to the Vice-President (Facilities and Operations), the transfer of approximately 625 square feet of land contained within a parcel legally described as Block 3 Plan 1806ET located at Fort Assiniboine in the County of Woodlands, Alberta; and
- the remainder of tuition fees to take effect for the Fall 2020 intake of new international students, following Board approval of international tuition rates in June, 2019 for the majority of programs.

INFORMATION REPORTS

- Report of the Audit and Risk Committee
  - Learning Moment: Board Audit and Risk Committee Orientation
  - 2019-20 Committee Workplan (with Terms of Reference)
  - Dashboard Review: Initiatives to support Occupational Health, Safety, Environmental Stewardship and Security
  - Scope of Internal Audit Plan (Annual Plan)
  - Health and Safety Indicator Report (Second Quarter)

- Report of the Finance and Property Committee
  - Project Management Office - Quarterly Status Report
  - International Student Tuition Changes Information Sheet
  - New Committee Process: Action Arising from Previous Meetings
  - 2019-20 Committee Workplan (with Terms of Reference)
  - Annual Review of Key Budget Drivers
  - Budget Briefing
  - Occupancy in Residences at the University of Alberta
  - TEC Edmonton Annual Report

- Report of the Governance Committee
  - Governors of the University of Alberta Mandate and Roles Document
  - 2019-20 Committee Workplan (with Terms of Reference)
  - Update from Board Bylaws Ad Hoc Group (including Request to Live-Stream Board Meetings)
  - Draft Orientation Agenda for New and Incoming Members
  - Annual Review of Board Events and Engagement Calendar
  - Update on planning: Board-GFC-Senate Summit
  - Ongoing Opportunities for Board Member Development

- Report of the Human Resources and Compensation Committee
  - Presentation by and Discussion with President of Non-Academic Staff Association (NASA)
  - Presentation by and Discussion with Executive Members of Association of Academic Staff: University of Alberta (AASUA)
  - 2019-20 Committee Workplan (with Terms of Reference)
  - Draft Principles on Free Expression at the University of Alberta
  - Trends in Benefits

- Report of the Investment Committee
  - Portfolio Compliance – June 30, 2019
  - Board Investment Committee Composition – Annual Review
  - Board Investment Committee Terms of Reference
  - Canadian Association of University Business Officers (CAUBO) Endowment Survey – December 31, 2018
  - Staff Compliance with Terms of Reference and Conflict of Interest Policy

- o Unitized Endowment Pool (UEP) Spending Policy – Annual Review
- o University Funds Investment Policy & Endowment Objectives – Annual Review
- o Portfolio Performance – June 30, 2019
- o Unitized Endowment Pool (UEP) Strategy Progress Report
- o Non-endowed Investment Pool (NEIP) Strategy Progress Report
- o External Review of Investments & Treasury – Update

- Report of the Learning, Research and Student Experience Committee
  - o Board Learning, Research, and Student Experience Committee Orientation
  - o 2019-20 Committee Workplan (with Terms of Reference)
  - o Freedom of Expression Principles
  - o Report from the Provost and Vice-President (Academic)
  - o Report from the Vice-President (Research)
  - o Strategic Discussion: Mental Health Programs and Wellness Initiatives
  - o Report from the Vice-Provost and Dean of Students
  - o Students' Union Executive Goals 2019-2020
  - o Graduate Students' Association (GSA) Board Strategic Work Plan 2019-2020
  - o Goals from the Postdoctoral Fellows Association

The Board also received reports from the Chancellor, Alumni Association, Students' Union, Graduate Students' Association (including 2018-19 Financial Statements), Association of Academic Staff of the University of Alberta, Non-Academic Staff Association, General Faculties Council, and the Board Chair.

Prepared for: Katherine Binhammer, GFC Representative on the Board of Governors

By: Erin Plume, Assistant Board Secretary

Please note: official minutes from the open session of the October 18, 2019 Board of Governors' meeting will be posted on the University Governance website once approved by the Board at its December 13, 2019 meeting: https://www.ualberta.ca/governance/member-zone/board-of-governors/board-minutes.

Item No. 21A

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	**General Appeals Committee (GAC) Annual Report to General Faculties Council (July 1, 2018 to June 30, 2019)**

Item

Proposed by	John Law, Special Advisor, Faculty Relations
Presenter	John Law, Special Advisor, Faculty Relations

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The annual report is a requirement of GFC.
Executive Summary (*outline the specific item – and remember your audience*)	GAC Annual Report
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	GFC Executive Committee, November 4, 2019 General Faculties Council, November 25, 2019

Strategic Alignment

Alignment with *For the Public Good*	Institutional Strategic Plan - *For the Public Good* - Goal of Excel: "Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service."	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☒ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	1. *Post-Secondary Learning Act* (*PSLA*): The *Post-Secondary Learning Act* (*PSLA*) gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1). 2. **GFC Policy Manual**: GFC requests that the GAC report annually to Council (Section 56.2 (*General Appeals Committee*) of the GFC Policy Manual). The GAC is a committee established under Section 15 of the Board/AASUA Agreement (Faculty) and, until 1977, was a GFC committee. Currently, it is one of several non-GFC committees requested to provide an annual report to GFC. GFC requests that the report include a statistical summary of cases and their dispositions and protect the confidentiality of individual cases. 3. **GFC Terms of Reference (*GFC Procedures (GFC Agendas)**	

Item No. 21A

	(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.)

Attachments

1. General Appeals Committee Annual Report to General Faculties Council (July 1, 2018 – June 30, 2019) (pages 1 - 4)

Prepared by: John Law, Special Advisor, Faculty Relations, johnlaw@ualberta.ca

GENERAL APPEALS COMMITTEE

Annual Report to General Faculties Council
July 1, 2018 – June 30, 2019

The General Appeals panel members for the year were:

Dr. N. Amaral	Faculty of Science
Dr. G. Anderson	Faculty of Arts
Dr. J. Considine	Faculty of Arts
Dr. C. Deutsch	Faculty of Engineering
Dr. M. Gingras	Faculty of Science
Dr. J. Harrington	Faculty of Law
Dr. N. Krogman	Faculty of Agricultural, Life and Environmental Sciences
Dr. D. Mason	Faculty of Physical Education and Recreation
Dr. P. Melançon	Faculty of Medicine & Dentistry
Dr. M. Michalak	Faculty of Medicine & Dentistry
Dr. S. Scott	Faculty of Nursing
Dr. L. Steier	Alberta School of Business

Panel of Chairs as Provost and Vice-President (Academic) designates:

Dr. J. Considine	Faculty of Arts
Dr. R. Epp	Provost & VP (Academic) – University of Alberta North
Dr. K. Hegadoren	Faculty of Nursing
Dr. R. Luth	Faculty of Science
Dr. D. McConnell	Faculty of Rehabilitation Medicine

Three appeals were made under the provisions of Article 15 of the Faculty Agreement [now Article A8 of the Academic Faculty Members Agreement (Schedule A to the Common Agreement)]. This Article provides for appeals of Faculty Evaluation Committee decisions to be heard by the General Appeals Committee (GAC), the membership of which shall be the Provost and Vice-President (Academic) or a designate as Chair; three members from the above Panel, none of whom shall be from the same Faculty as the appellant; and two tenured staff members selected jointly by the President of the University and the President of the AASUA, who shall be from the same Faculty as the appellant.

The results of the three appeals can be categorized as follows:
- One appeal of 0.75 increment which was dismissed
- One appeal of 0(b) was withdrawn
- One appeal of 0(d) was withdrawn

During the last ten years, the GAC has changed FEC decisions in 35% of the cases.

Two 10-year summaries are attached for information (one by decision, and one by Faculty).

Ten-Year Summary by Faculty of Cases Heard

2009-10 to 2018-19

Faculty	Number of Appeals
ALES	4
Arts	7
Augustana	4
Business	2
Education	1
Engineering	4
Extension	2
Medicine and Dentistry	4
Native Studies	1
Nursing	2
Pharmacy	2
Physical Education and Recreation	1
Public Health	5
Rehabilitation Medicine	2
Science	13
TOTAL:	**54**

Ten Year Summary
2009-10 to 2018-19

Year	Faculty	Tenure	Promotion	Increment				Faculty Total	Year Total
				0d	0b	0.5	0.75		
2009-10	Public Health					1 U		1	2
	Science				1 U			1	
2010-11	Arts			1 G_1				1	5
	Science					1 U		1	
	Pharmacy		1 G			1 UW		2	
	Native Studies			1 G_1				1	
2011-12	Nursing				1 U			1	8
	ALES	1 U 1 UW				1 U		3	
	Arts	1 UW	1 G			1 U		3	
	Engineering	1 (*FSO*) UW						1	
2012-13	Arts	1 U 1 UW						2	7
	Public Health				1 G_3 1 U	1 G_2		3	
	Medicine & Dentistry	1 G	1 U					2	
2013-14	Business		1 U					1	7
	Engineering		1 U				1 U	2	
	Science	1 UW		1 U	1 G_3 (0.25)			3	
	Medicine & Dentistry	1 G						1	
2014-15	Arts	1 G						1	6
	Science	1 G_4						1	
	Education						1 U	1	
	Phys. Ed and Rec					1 G_3 (0.75)		1	
	Business	1 G_4						1	
	Rehab Medicine	1 U						1	
2015-16	Public Health			1 U				1	6
	Science	1 G		1 U			1 U	3	
	Rehab Medicine			1 G_1				1	
	Medicine & Dentistry		1 G					1	
2016-17	Science			1 UW			1 UW	2	2

Year	Faculty	Tenure	Promotion	Increment				Faculty Total	Year Total
				0d	0b	0.5	0.75		
2017-18	Science				1 UW			1	8
	Augustana			1 G_1	1 U 1 G_3 (0.5)			3	
	Engineering					1 U		1	
	Faculty*			1 U	1 U			2	
	Nursing					1 G_3 (0.75)		1	
2018-19	ALES						1 U	1	3
	Augustana			1UW				1	
	Science				1UW			1	
TOTALS		**14**	**6**	**10**	**10**	**9**	**5**	**54**	**54**

LEGEND:

G	FEC decision overturned (Appeal granted)
G_1	FEC decision overturned. Replaced with 0(b)
G_2	FEC decision overturned. Replaced with single increment.
G_3	FEC decision overturned. Replaced with partial increment (0.25, 0.5, 0.75)
G_4	Extension granted
U	FEC decision upheld – FEC decision stands (Appeal dismissed)
UW	Withdrawn

 *Faculty withheld as information may identify individual

Item No. 21B

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	**Annual Report of Appeals and Compliance Officer (2018 – 2019)**

Item

Proposed by	Michael Peterson, Appeals and Compliance Officer, University Governance
Presenter	Michael Peterson, Appeals and Compliance Officer, University Governance

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To provide members with an annual report of statistical information on discipline cases, as required by GFC policy.
Executive Summary (*outline the specific item – and remember your audience*)	The Annual Report provides information about discipline decisions and the appeal processes under the *Code of Student Behaviour*, *Code of Applicant Behaviour*, *Academic Appeals Policy*, and *Practicum Intervention Policy*. This information is provided to GFC (through SCPC/Executive/GFC) and the Board of Governors (through BLRSEC) as discipline decisions and appeal decisions fall under the authority of the GFC and the Board, and have been delegated by those governing bodies to the appropriate decision makers (Deans, Discipline Officers, UAB and GFC AAC) within the university. The information provided informs the GFC and the Board, in their oversight role, as to how their delegated authority has been carried out.

The 2018-2019 statistics show an increase in the number of appeals compared to the previous year. There was also an overall increase in the number of discipline decision cases decided by Deans and Discipline Officers across the university, with the majority of those decisions involving the academic offences of plagiarism and cheating. The statistics also include appeal outcomes, but caution should be used before extrapolating any trends. The sample size is very small and each case was decided on its own unique merits, so that the statistics provide a snapshot of outcomes for these particular cases heard and decided. |
| 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	• GFC Student Conduct Policy Committee, October 24, 2019 (for discussion); • GFC Executive Committee, November 4, 2019 (for discussion); • General Faculties Council, November 25, 2019 (for information); • Board Learning, Research & Student Experience Committee, November 29, 2019 (for discussion)

Strategic Alignment

Alignment with *For the Public Good*	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. Strategy i: Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information, and access to shared, reliable institutional data. Strategy ii: Ensure that individual and institutional annual review processes align with and support key institutional strategic goals.	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	*Post-secondary Learning Act* (PSLA) GFC SCPC Terms of Reference GFC Executive Terms of Reference GFC Terms of Reference Board Learning, Research & Student Experience Committee (BLRSEC) Terms of Reference	

Attachments

1. Annual Report of the Appeals and Compliance Officer (2018 – 2019) (pages 1 - 4)
2. Statistical Attachments (pages 1 - 10)

Prepared by: Michael Peterson, University Governance

UNIVERSITY OF ALBERTA
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ANNUAL REPORT OF APPEALS AND COMPLIANCE OFFICER

(INCLUDING UNIVERSITY DISCIPLINE STATISTICS)

2018 – 2019

Scope

This report covers the period of July 1, 2018 to June 30, 2019. Some statistics for previous years are also included for comparison.

This report provides information about discipline decisions and the appeal process under the Code of Student Behaviour (COSB) and the Code of Applicant Behaviour (COAB), with a focus on the university appeal level of the University Appeal Board (UAB). This report also provides information for the two other university level appeal bodies, the General Faculties Council Academic Appeals Committee (GFC AAC) and the General Faculties Council Practice Review Board (GFC PRB).

Role of the Appeals Coordinator

Working as the Appeals and Compliance Officer in University Governance, I carry out the role of the Appeals Coordinator under the COSB, COAB, University of Alberta Academic Appeals Policy and University of Alberta Practicum Intervention Policy for the UAB, GFC AAC and GFC PRB. In this role I am neutral and do not advocate for either party in an appeal. I facilitate or administer the appeal process steps from the time an appeal is received, through the hearing and decision made by an appeal panel, to distribution of the written decision. I also provide procedural information to the parties to an appeal and to the appeal panel throughout the appeal process.

Apart from individual appeals, I oversee the administration of the university level appeal system to ensure that the university continues to implement a fair process by which to address appeals. This includes helping to educate panel members as to the framework within which they work when hearing appeals and helping the university community understand that framework.

University Level Appeal Process

The university level appeal system is made up of three appeal bodies – the UAB, the GFC AAC and the GFC PRB.

Discipline decisions arise as a result of a student being charged with an offence (academic and/or non-academic) under the COSB or COAB. When the appropriate decision-maker has made a final decision finding an offence and imposing a sanction, the parties to that decision have a final appeal to the UAB.

The UAB generally hears appeals from students charged under the COSB or COAB who disagree with the discipline decisions. UAB decisions are final and binding, within the university, subject to application for judicial review.

Under the COSB the UAB has the broad authority to determine whether an offence was committed and to confirm, vary or quash sanctions imposed.

Under the Academic Appeals Policy, academic standing issues are heard by the GFC AAC. The GFC AAC hears appeals from students wishing to appeal faculty decisions on matters of academic standing, including matters such as a requirement to withdraw, denial of graduation or promotion. The GFC AAC hears appeals from students after they have exhausted all other avenues of appeal within a faculty. GFC AAC decisions are final and binding, within the university, subject to application for judicial review. The authority of the GFC AAC is to uphold (and award any remedy not contrary to faculty rules) or deny an appeal depending upon whether it finds a miscarriage of justice, as defined by the Academic Appeals Policy, occurred within the faculty process.

Under the Practicum Intervention Policy, appeals concerning practicum interventions are heard by the GFC PRB. The GFC PRB's decisions are final and binding, within the university, subject to application for judicial review.

Principles of the Appeal Process

Appeals at the university level deal with complex issues affecting students, faculties and the university as a whole. Given this impact, and the fact that this final level of appeal is the last opportunity for issues to be heard within the university, it is very important that the appeal process is fair and perceived to be fair. Coming to decisions through a fair process promotes confidence in those decisions by the parties and the appeal panels themselves. Being the final level of appeal, the decisions or process may also be subject to judicial scrutiny.

The authority of the appeal bodies (UAB/GFC AAC/GFC PRB) flows from the powers delegated under the *Post-Secondary Learning Act*. The appeal bodies carry out their authority as outlined in the applicable university appeal policy, in keeping with the principles of administrative fairness. The principles of administrative fairness are the basis for our appeals policies, help us to interpret those policies and provide the framework within which our appeal panels make decisions.

The structured steps of our appeals processes recognize the impact and finality of these decisions and ensure the opportunity for parties to an appeal to make their best cases and be fully heard. The appeals process has been designed to enable students and university decision-makers to be heard through presenting their arguments and evidence to an objective panel coming from the university community. At its core, our appeals system involves the parties fully making their cases in writing and knowing the case of the other side before an appeal hearing takes place, then appearing at a hearing where they are able to present their information, subject to questioning, before an objective appeal panel. (The UAB process also allows for the option of a paper-only or documentary review hearing, rather than an in-person hearing, when only the severity of sanction, and not the offence, is being appealed.) The appeal panel then considers and weighs all of the evidence and comes to a decision, which it fully explains to the parties in writing. If any process issues or requests arise before or during a hearing, the appeal panel chair (sometimes with the full appeal panel) decides how to fairly address the issues, keeping in mind the relevant appeals policy and the principles of administrative fairness, including the goal to provide for a full and fair hearing.

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Appeal Panel Membership

The university level appeal panels are made up of volunteer panel members from the university community. While the exact makeup of a panel depends on the applicable appeal policy, generally the panels are a combination of undergraduate/graduate students and academic staff selected from the university's appeal panel membership lists. (Membership is determined by an application process and ultimately by approval of applicants by GFC.) Appeal panel members come from the greatest possible variety of faculties and the broadest possible representation of the university community. For objectivity, no appeal panel member may sit on an appeal involving a party from their faculty. Appeal hearings are scheduled throughout the academic year, including summer, mostly in evenings around academic schedules. Student panel members usually serve for terms of two years, while academic staff panel members usually serve for terms of three years (with the possibility of serving additional terms). The number of appeals heard by individual panel members depends on the number of appeals received and the faculties involved.

In addition to their understanding of the university environment from their experience as students (both undergraduate and graduate) and academic staff, our panel members are provided ongoing training, including understanding the principles of administrative fairness within which their tribunals operate. This helps to ensure that, as discussed above, the appeal process is a fair one.

The service of appeal panel members is a significant commitment, including considering and addressing procedural issues arising before and during hearings, conducting hearings, deliberating and drafting written reasons for decisions. All of our panel members recognize the need to objectively hear cases, analyze and weigh evidence, then come to reasonable decisions based on that evidence. Part of my role is to ensure that appeal panels have all the needed resources to perform their role. I thank all of our appeal panel members for their commitment and service to our university community. Their work is a very important contribution to fostering and maintaining the values of the university, for all members of our community.

Appeal / Discipline Decision Statistics

In conjunction with administering appeals, my office collects and maintains the statistics from every discipline decision made at the university under the COSB and COAB.

Looking at the attached statistics, this year saw an increase in the number of appeals compared to the previous year. Compared to the previous year, 2018-2019 also saw an overall increase in the number of discipline decision cases decided by Deans and Discipline Officers across the university, with the majority of those decisions involving the academic offences of plagiarism and cheating. Although not statistically tracked, a significant number of appeals are received from international students.

While the provided statistics include general outcomes of the appeals heard, caution should be used before considering any trends from these outcomes. The sample size is very small and each case was decided on its own unique merits, with the resulting statistics providing simply a snapshot of the outcomes for those particular cases heard and decided.

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

Attachment 2.0: Statistics for University Level Appeal Processes and University-wide Discipline Decisions

[Statistics based upon year of appeal deadline.]

Michael Peterson

Appeals and Compliance Officer

University Governance, University of Alberta

October 15, 2019

INDEX OF FIGURES

Figure 1

Number of Appeals Received by University Governance

Judiciary/Academic Year (July 1 - June 30)	2014-2015	2015-2016	2016-2017	2017-2018	2018 - 2019
University Appeal Board	20	15	12	8	12
GFC Academic Appeals Committee	7	6	8	3	4
GFC Practice Review Board	0	0	0	0	1
TOTAL NUMBER OF APPEALS	27	21	20	11	17
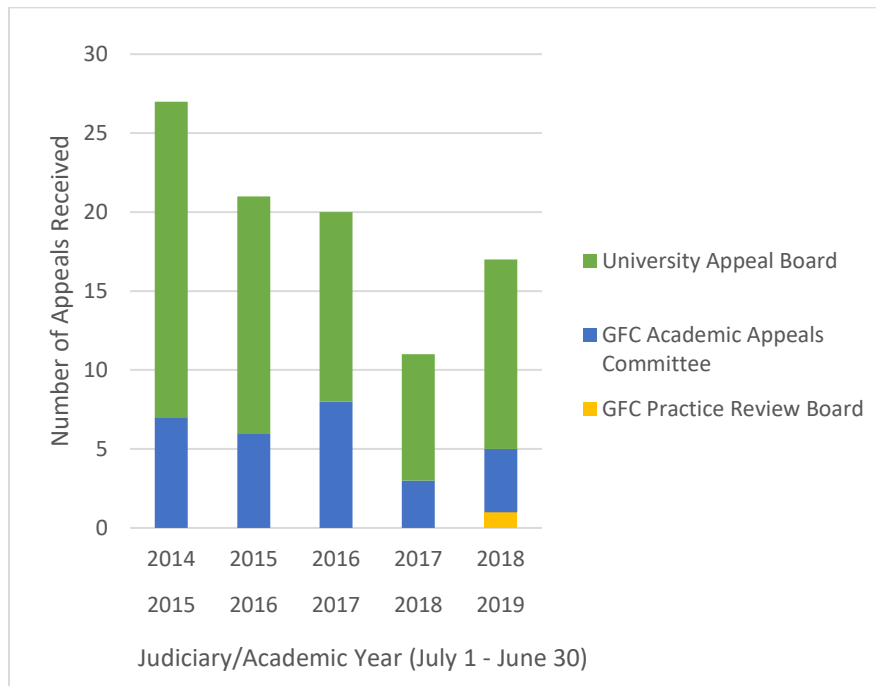
Notes:
- These numbers reflect the number of appeal cases.
    - An appeal case can include more than one offence and a student can appeal the offence(s), severity of sanction(s), or both the offence(s) and severity of sanction(s).

Figure 2

UAB Disposition of Appeals
July 1, 2018 to June 30, 2019

Appeal Upheld	7
Appeal Denied	2
Appeal in Progress (Undetermined)	2
Appeal Withdrawn	1
Total Appeal Cases	12

Sanction Increased	0
Sanction Decreased	5
Sanction Timing Varied	1

- As students can be charged with and appeal more than one offence, and because appeals may concern the offence(s), severity of sanction(s), or both, the total number of appeal cases and how sanctions were addressed will not necessarily match.

- If sanctions were not increased/decreased/timing varied, the sanctions were confirmed and stayed the same; if the offence appeal was upheld, there were no sanctions.

- The Governance discipline database does not track the disposition of appeals by issue i.e. it cannot track disposition by the multiple issues of offence(s) and/or severity of sanction(s). If an appeal is upheld on any one issue, it is categorized as "Appeal Upheld". To provide the most accurate picture, I have calculated the disposition of appeals by issue as follows:

Issues of Appeal	Appeal Upheld	Appeal Denied
Offence(s)	1	3
Severity of Sanction(s)	6	2

Figure 3

GFC AAC Disposition of Appeals
July 1, 2018 to June 30, 2019

Appeal Upheld	2
Appeal Denied	2
Returned to Faculty	0
Taken Back by Faculty	0
Appeal Withdrawn	0
Appeal in Progress	0
Total Appeals	4

- "Returned to Faculty" means the GFC AAC decided at the appeal hearing to return the matter to the Faculty Academic Appeals Committee for re-hearing, based upon new evidence being introduced at the appeal hearing.

- "Taken Back by Faculty" means the student provided new information as part of the appeal and, before the GFC AAC hearing, the Faculty chose to reconsider the matter at the Faculty level.

Figure 4

GFC PRB Disposition of Appeals
July 1, 2018 to June 30, 2019

Appeal Upheld	0
Appeal Denied	1
Total Appeals	1

Figure 5

**Total Discipline Decision Cases under COSB Decided by
Deans and Discipline Officers**
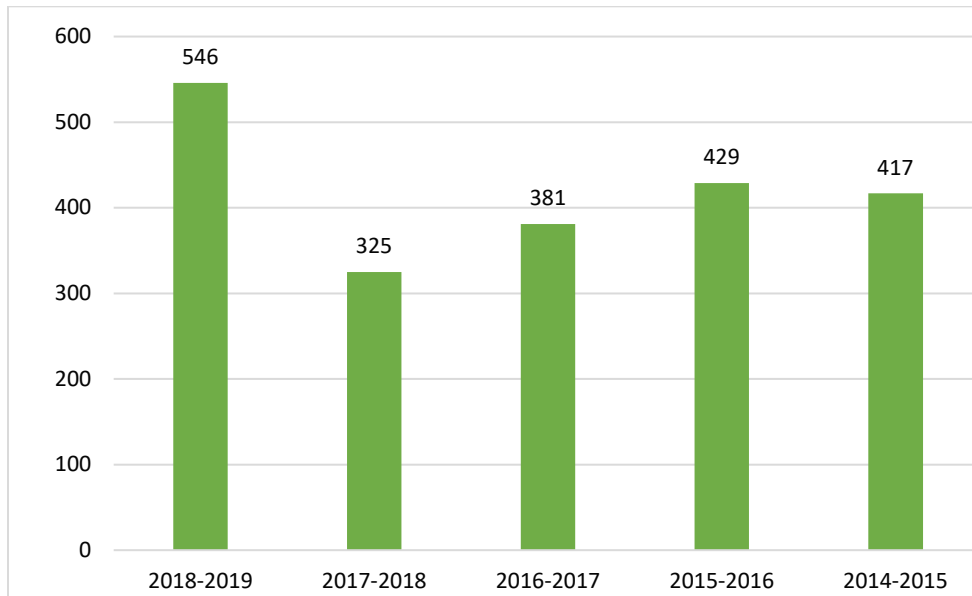
Figure 6

**Category of Sanction by Decision Maker under COSB
July 1, 2018 to June 30, 2019**

Sanction Type Description	Count	Final Decision By
Exclusion	1	Discipline Officer
Less Than Suspension or Expulsion	520	Dean
Less Than Suspension or Expulsion	15	Discipline Officer
Less Than Suspension or Expulsion	6	UAB
Suspension or Expulsion	10	Discipline Officer
Suspension or Expulsion	2	UAB

Figure 7

COSB Discipline Decisions
July 1, 2018 to June 30, 2019

Charge/Offence Description	1	2	3	4	5	GS N/A	N/A	N/A Applicant
Cheating	124	36	17	19		13	1	
Misrepresentation of Facts	1	1	5	2		4	2	
Participation in an Offence	9	5	3	8		4		
Plagiarism	131	52	29	43	2	38	16	
Inappropriate Behaviour in Professional Programs				1		1		
Misuse of Confidential Materials	3	1	3					
Alcohol Provision and Consumption		1						
Disruption			1				1	
Dissemination of Malicious Material		3						
Identification	1							
Unauthorized Use of Facilities, Equipment, Materials, Services or Resources	1	1	2	1		8		
Violations of Safety or Dignity	3	3	3	1		1		

- Columns 1 through 5 refer to year of program of student when offence occurred.
- GS N/A refers to graduate student not applicable (i.e. no program year).
- N/A students are students in Open Studies, Faculty of Extension, Visiting Students, Previous Students and Special Students.
- N/A applicant refers to students reapplying who have been charged with offence re application; do not have a year of program.
- A student can be charged with more than one offence, so charges and case numbers will differ.

Figure 8

COAB Discipline Decisions
July 1, 2018 to June 30, 2019

Charge Description	COAB Applicants
Misrepresentation of Facts	2

Figure 9

**Cases Reviewed by Deans, University of Alberta Protective Services,
Discipline Officers, Registrar, and the UAB under COSB
July 1, 2018 – June 30, 2019**

Decision Maker	Forwarded By	Count
Dean	Not Applicable	520
Discipline Officer	Dean	12
	UAPS	14
UAB	Not Applicable	8

- In all cases where a sanction of suspension or expulsion has been recommended by a Dean the case goes to the Discipline Officer for review and adjudication.

Figure 10

**Cases Reviewed under COAB
July 1, 2018 – June 30, 2019**

Decision Maker	Forwarded By	Count
Registrar	Not Applicable	2

Figure 11

Charge Count by Category of Sanction and Decision Maker under COSB
July 1, 2018 – June 30, 2019

Decision Maker	Exclusion	Less Than Suspension or Expulsion	Suspension or Expulsion	UAB dismissed charge
Agricultural, Life and Environmental Sciences		11		
Arts		125	9	
Augustana		15		
Business		7		1
Education		4		
Engineering		94	3	
Extension		29		
Graduate Studies and Research		2		
Kinesiology, Sport, and Recreation		2		
Medicine and Dentistry		2		
Nursing		9		
Science		272	1	
UAPS	1	17	2	

Figure 12

Case Count by Category of Sanction and Decision Maker under COSB
July 1, 2018 – June 30, 2019

Decision Maker	Exclusion	Less Than Suspension or Expulsion	Suspension or Expulsion	UAB dismissed charge
Agricultural, Life and Environmental Sciences		10		
Arts		120	9	
Augustana		15		
Business		7		1
Education		4		
Engineering		69	1	
Extension		28		
Graduate Studies and Research		2		
Kinesiology, Sport, and Recreation		2		
Medicine and Dentistry		2		
Nursing		9		
Science		260	1	
UAPS	1	13	1	

Figure 13

Charge Count by Category of Sanction and Decision Maker under COAB
July 1, 2018 – June 30, 2019

Decision Maker	COAB - Refuse Application up to 5 years
Registrar's Office	2

Figure 14

Case Count by Category of Sanction and Decision Maker under COAB
July 1, 2018 – June 30, 2019

Decision Maker	COAB - Refuse Application up to 5 years
Registrar's Office	2

Item No. 21C

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Annual Report on Undergraduate Student Financial Support and Accompanying Overview

Item

Proposed by	Melissa Padfield, Interim Vice Provost and University Registrar
Presenter	Melissa Padfield, Interim Vice Provost and University Registrar

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal provides the Annual Report on Undergraduate Student Financial Support and Accompanying Overview for information. In the attached report, the RO provides a snap shot of the current state of undergraduate financial supports issued by the Office of the Registrar (RO) in the 2018/2019 fiscal year.
Executive Summary (*outline the specific item – and remember your audience*)	Annual reporting to administrative and governance committees on undergraduate student financial support is part of the Office of the Registrar's commitment to providing reporting and information on matters affecting student success on campus.

The report provides details on the undergraduate financial support spending for fiscal year 2018/19, giving details on spending for domestic, Indigenous and international financial support expenditures. The overview gives a quick reference of statistics and figures. |
| 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 | Those who have been informed:
The following stakeholders have seen the report for discussion and feedback:
• Dr Wendy Rodgers, Deputy Provost: September 6, 2019
• Dr Tammy Hopper, Vice Provost Programs: September 6, 2019
• Kelly Spencer, Office of Advancement: September 6, 2019
• Edith Finczak, Office of the Provost and Vice-President (Academic): September 6, 2019
• Kate Peters, Policy Initiatives Manager: September 6, 2019
• André Costopoulos, Dean of Students: September 6, 2019
• Alexis Ksiazkiewicz, Government & Stakeholder Relations: September 6, 2019
• Brooke Milne, Dean, Faculty of Graduate Studies and Research: September 6, 2019
• Cen Huang, Interim Vice Provost and AVP International: September 6, 2019
• Doug Weir, Executive Director, Student Programs & Services, University of Alberta International: September 6, 2019
• John Gregory, Director, International Recruitment & Transnational Program University of Alberta International: September 6, 2019
• Akanksha Bhatnagar, Students' Union President: September 6, 2019
• Fahed Elian, Graduate Students' Association President: September 6, |
|---|---|

	2019
	<u>Those who have been consulted:</u> • VPC: Sept 16, 2019 • COSA: Sept 26, 2019 • PEC-O: Sept 26, 2019 • ACEM: Sept 27, 2019 • Deans' Council: Oct 2, 2019 • UABC: Oct 8, 2019 • GFC APC: Oct 23, 2019 • ACUS: Oct 25, 2019 • GFC EXEC: Nov 04, 2019 • GFC: Nov 25, 2019 • BLRSEC: Nov 29, 2019 <u>Those who are actively participating:</u> • Melissa Padfield, Interim Vice Provost and University Registrar • Amy Dambrowitz, Associate Registrar • Fiona Halbert, Assistant Registrar Student Financial Support • Douglas Akhimienmhonan, Assistant Registrar Enrolment Management and Reporting

Strategic Alignment

Alignment with *For the Public Good*	1. OBJECTIVE: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world. i. Strategy: Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university with options for francophone and rural liberal arts education. ii. Strategy: Develop and implement an undergraduate and graduate recruitment and retention strategy to attract top Indigenous students. iii. Strategy: Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university. iv. Strategy: Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.

☒ Enrolment Management	☒ Relationship with Stakeholders
☐ Faculty and Staff	☒ Reputation
☒ Funding and Resource Management	☐ Research Enterprise
☐ IT Services, Software and Hardware	☐ Safety
☐ Leadership and Change	☒ Student Success
☐ Physical Infrastructure	

Legislative Compliance and jurisdiction	1. Post-Secondary Learning Act (PSLA): The PSLA (Section 26(1)(o)) 2. PSLA Section 60(1)(b) 3. GFC Undergraduate Awards and Bursaries Committee (UABC) Terms of Reference (3. Mandate) 4. GFC Academic Planning Committee Terms of Reference (Mandate of the Committee 5. General Faculties Council Terms of Reference (3. Mandate of the

	Committee)
	6. GFC Executive Committee Terms of Reference (3. Mandate of the Committee)
	7. Board Learning and Discovery Committee (BLDC) Terms of Reference/Mandate of the Committee (Section 3)

Attachments:

1. Annual Report on Undergraduate Student Financial Support (pages 1 - 28)
2. Overview – Annual Report on Undergraduate Student Financial Support (pages 1-2)

Prepared by: Fiona Halbert, Assistant Registrar Student Financial Support, Fiona.halbert@ualberta.ca

ANNUAL REPORT ON UNDERGRADUATE STUDENT FINANCIAL SUPPORT 2018/19

October, 2019

UNIVERSITY OF ALBERTA

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MESSAGE FROM THE INTERIM VICE-PROVOST AND UNIVERSITY REGISTRAR

Recognizing the importance of student financial support, the University of Alberta continues to prioritize the provision of funding to undergraduate students on the basis of both merit and need. Post-secondary access and affordability for Albertan, Canadian, Indigenous, and international students is critical in ensuring the university attracts and retains outstanding students from diverse regions and backgrounds.

This report provides a focused view of undergraduate financial support programs administered by the Office of the Registrar (RO) and the students who access them, including comparisons to previous years. It also helps us optimize these programs to support our students.

Supporting the institutional strategic plan, *For the Public Good[1]*, continues to be our priority. Our work and activity with respect to student financial supports is reflected in the university's shared strategic goals including working to ensure that qualified students can attend the University of Alberta through the provision of robust financial supports and encouraging continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies.

Over the past year we began development and consultation for a new UAPPOL (University of Alberta Policies and Procedures Online) Policy Suite on Student Financial Support (SFS). The proposed policy articulates the university's commitment to provide and optimize student financial supports to ensure academically qualified students can attend the university, and reasserts the important partnership that exists between the University, governments and students in funding education. This will help support fundraising and clarify roles / authorities on student financial support. The policy suite will be moving forward in the fall of 2019 for approval.

In addition to policy renewal, work is underway to reduce potential risks, enhance services, and create efficiencies. A health check audit of SFS business unit functions was completed in 2018 and as a result, a substantial renewal of business processes and technologies is underway.

To help increase the profile of scholarships in the recruitment process and support our institutional goals of building a diverse class, the entrance scholarship program was rebranded and restructured in 2018. The application process is now more memorable and easy to understand with two categories for applicants: admission-based and application-based scholarships. We anticipate seeing the results of these changes in the 2019/2020 reporting cycle.

As part of our ongoing commitment to financial literacy and outreach, the first Financial Literacy Week event was held on campus in March 2019. More than 370 attendees took part in sessions ranging from cooking on a budget and investing for beginners to avoiding identity theft and managing student loans. The event was also an opportunity to raise awareness of the many other services the university provides to students each year, including advice, referrals, delivery of financial support programs, and financial literacy outreach through workshops, newsletters, and events.

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1   *For the Public Good,* page 29

Continuing our role as leader and convener of important conversations, the Office of the Registrar and the Faculty of Law hosted the 40th annual Canadian Association of Student Financial Aid Administrators (CASFAA) conference in June 2019. More than 150 conference attendees from all across Canada converged on the U of A campus to share best practices in student financial support and learn from one another. This was the first time in almost a decade the national conference was hosted in Alberta, which covered topics on government student loans, financial support programs, financial literacy, and mental health.

Overall, 2018/19 has been a positive and productive year for offering student financial support. RO administered spending increased 6.9% from 2017/18 because of an increase in available government merit-based financial supports and an increase in RO administered need-based spending. In support of the university's institutional strategic plan and the *Undergraduate National Recruitment Strategy*[2], these programs provide support to students in need, while offering incentives that attract top students from Alberta, Canada, and around the world. These financial support strategies will continue to play a key role particularly as the university embarks on a new tuition model for incoming international students in fall of 2020.

As we continue to assess and improve our programs to ensure student access to financial support is simple and efficient, we look forward to building effective partnerships to realize tangible benefits for students and the university in the years to come.

Sincerely,

Melissa Padfield
Interim Vice-Provost and University Registrar

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2   *For more information, please contact the Office of the Registrar.*

EXECUTIVE SUMMARY

The Office of the Registrar (RO), through its Student Financial Support (SFS) unit, provides a number of need-based and merit-based financial supports, as well as financial education services. The monetary figures in this report are as of March 31, 2019, reflecting the 2018/19 fiscal year.

Table 1: Total Undergraduate Financial Support, 2018/19

Funding Source	Need-based	Merit-based	Total Amount
Donor	$2,496,734	$8,655,033	$11,151,767
Government	$60,479,667[3]	$6,958,100	$67,437,767
University	$3,547,556	$8,634,540	$12,182,096
External Funding[4]			$844,171
Total	**$66,523,957**	**$24,247,673**	**$91,615,802**

Source: Office of the Registrar
Note: External funding cannot be parsed into the categories of need-based or merit-based.

A total of $91.6M in student financial support was provided to 17,289 undergraduate students. Of the $91.6M, the RO administered a total of $30,291,963 in financial supports (this total excludes government need-based and external funding). RO administered spending increased by 6.9% ($1,957,713) in 2018/19 over the previous year as a result of an increase in available government merit-based financial supports and an increase in RO administered need-based spending.

For the 2018/19 fiscal year, the university reported a total of $125M on its consolidated financial statements for scholarships and bursaries (undergraduate and graduate). $31.4M of that total is reported for undergraduate awards and bursaries. The RO holds administrative responsibility for 80.8% ($25.4M) of the $31.4M[5], while $5.8M is processed by the university's central payroll[6]. While these payment types are broadly categorized as an award, bursary/fellowship, or scholarship, those specific distinctions are not currently recorded and therefore cannot be aligned with the amounts defined as merit- or need-based financial supports as administered by the RO and incorporated into this report.

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3   Data source used for government loan information reported is based on remitted government loans to student accounts and does not reflect the total loan amounts students receive, e.g., cost of living amount provided directly to students. Loan amounts refunded back to loan providers resulting from student withdrawals is not captured and is anticipated to account for less than 0.5% of total loans issued

4   External Funding is contributed and selected by external organizations, but processed by the RO.

5   The $30.2M reported in this report as RO administered includes funding that is not recorded in the university's accounting system and therefore is not reflected in the overall consolidated financial statements.

6   Requests for central payroll payments are initiated by individual faculties, departments, and other offices on campus: 49% ($2.9M) of these funds comes from restricted funds for research projects and 44% ($2.6M) come from university operating sources.

Table 2: Total RO Administered Financial Support 2018/19

Funding Source	2016/17 Total	2017/18 Total	2018/19 Total	% Change 2018/19 from 2017/18
Donor	$9,590,104	$9,262,100	$11,151,767	20.4%
Government	$7,285,700	$6,376,400	$6,958,100	9.1%
University	$11,053,429	$12,695,750	$12,182,096	-4.0%
Total	**$27,929,233**	**$28,334,250**	**$30,291,963**	**6.9%**

Source: Office of the Registrar
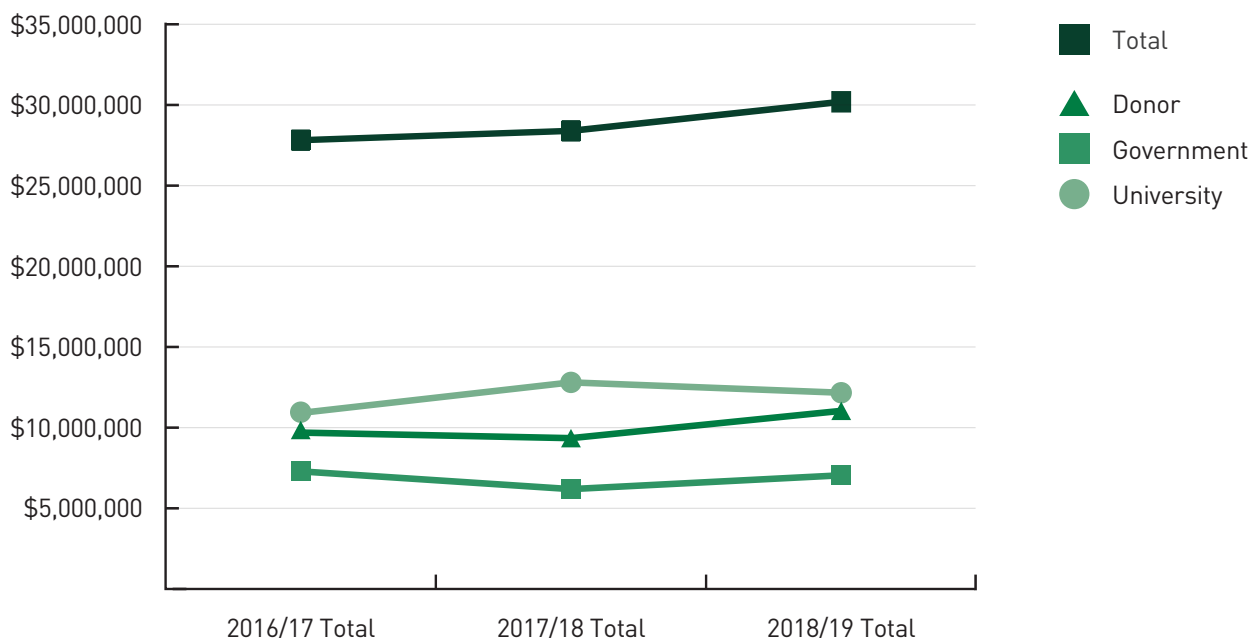*Note: Government loans not included in this table.*

There were changes to spending from all funding sources in 2018/19 as compared to the previous year, including an increase in government merit-based[7] spending closer to 2016/17 levels. In 2017/18, there was a decrease in government merit-based spending. Through planning and promotion, the RO increased government merit-based funding in 2018/19. In addition, there was an increase in the funding made available to Indigenous undergraduate students through the government-funded Indigenous Careers Award.

Spending of annual and endowed donor funds between 2017/18 and 2018/19 increased. Donor funding administered by the RO saw a dramatic increase of $1.9M. This can be attributed to the transfer of endowments to the RO from faculties (not previously reported on), the creation of new donor-funded financial supports, and our continued commitment to maximizing the spending of endowment earnings.

The overall spending decrease ($513,654) on university-funded financial supports can be attributed to a decrease in international and domestic scholarships allocated to Year 1 students. Changes in applicant behaviour, including a decrease in scholarship acceptance, also contributed to the decrease. As such, while the budget allocation did not decrease for university-funded financial supports, student choice changed the spend rate.

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7   *Government merit-based is defined as scholarships funded by the Government of Alberta.*

Source: Office of the Registrar
Note: Government loans not included in this table.

Over the last three years, Government of Alberta (GoA) loan amounts have been relatively stable. In 2016/17, the total GoA loan amount was $59M, in 2017/18 it dropped to $58M, and in 2018/19 it increased to $60M. This increase ($2.5M) was spent on government need-based funding as well, though insight into the reason for this increase is unavailable.

Domestic students
$86M was issued to 16,118 domestic students, $60M of which came from government need-based funding. Government need-based funding was accessed by nearly 42% (11,501) of all domestic undergraduate students. 87% of domestic funding went to Alberta students, which matches their enrolment proportion of 87% of domestic students. Spending on domestic bursaries increased by 36.6% ($1,330,427). Increase in domestic bursary spending is due to improvements and faster turnaround time for both application and assessment processing.

Indigenous students
Of the 1,175[8] self-identified undergraduate Indigenous students at the university, 71% (837 students) are currently receiving merit- and need-based financial support (not including third-party/First Nations, Métis, or Inuit sponsorship). The distribution of Indigenous financial support as a percentage of total undergraduate financial support increased moderately across all financial support types in 2018/19 with the most significant increase, 52%, coming from scholarships.

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8   *2018/19 Annual Report on Undergraduate Enrolment.*

International students

Overall spending on international students decreased by 13.2% ($703,742) in 2018/19. A total of 1,011 international students received financial supports (an 18% decrease compared to 2017/18).

The decrease in the number of international students funded by financial supports can be attributed to changes in applicant behaviour, including a decrease in scholarship acceptance. The average amount distributed for international financial support rose by 5% (from $4,300 to $4,502) compared to 2017/18 and is attributed to an increase in the average amount of need-based financial supports issued to international students in 2018/19. The RO and University of Alberta International (UAI) will continue to ensure international financial supports further international recruitment and retention efforts as we implement our new tuition framework for international students beginning in Fall 2020.[9]

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9 Starting in 2020, the U of A will move to a program-based international student tuition model, which will provide all incoming undergraduate international students with a tuition guarantee. This change stems from requirements imposed by amendments to the Post-Secondary Learning Act from Bill 19, which requires predictability in the tuition of international students.
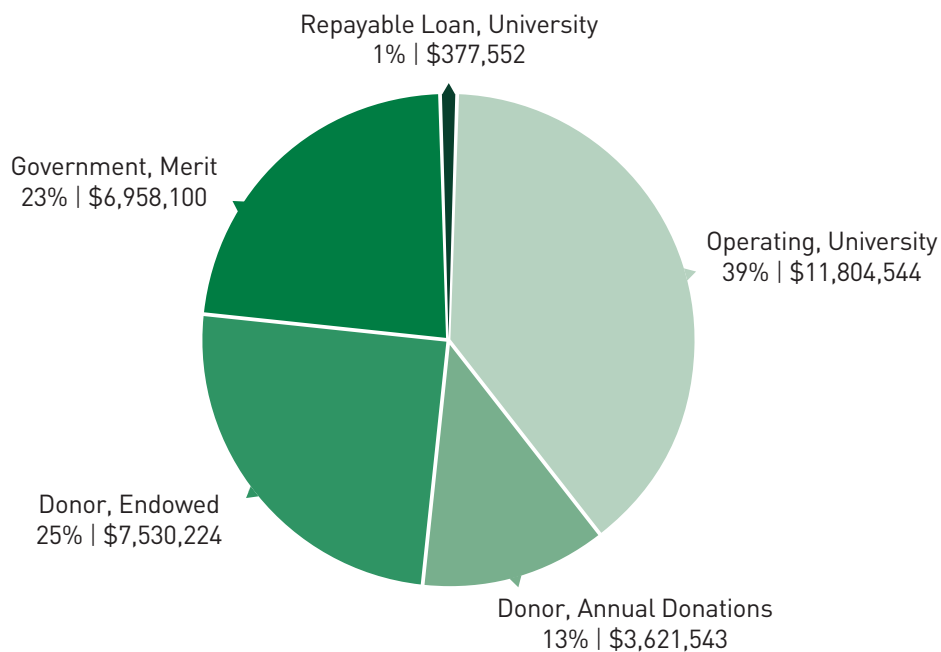
1. STUDENT FINANCIAL SUPPORT SPENDING
1.1 EXPENSE BY FUNDING SOURCE

In 2018/19, the RO administered $30,291,963 (6.9% increase from the previous year) to 8,796 undergraduate students from various sources (see Figure 2 for funding sources), a decrease of 155 students (1.7%) from 2017/18. University operating funds (including repayable loan funds) accounted for $12.1M in total financial support, a decrease of 4% ($513,654) from the previous year.

The number of emergency loans (repayable need-based financial support) decreased in 2018/19 by 17.5% (39 students), which indicates fewer students were in urgent need and/or may have accessed non-repayable need-based supports instead, such as bursaries.

2018/19 saw a 32.3% ($1.8M) increase in donor, endowed spending which is the result of three factors: more new endowments, some endowments transferred to the RO from faculties, and our continued commitment to maximizing the spending of endowment earnings.

Figure 2: Expense by Funding Source, Undergraduates, 2018/19

Repayable Loan, University
1% | $377,552

Government, Merit
23% | $6,958,100

Operating, University
39% | $11,804,544

Donor, Endowed
25% | $7,530,224

Donor, Annual Donations
13% | $3,621,543

Source: Office of the Registrar
Note: Repayable emergency loans include repayable emergency loans issued by both the RO and University of Alberta International. Donor, Annual Donations includes The Access Fund Bursary (supported by Students' Union student levy) and is included in the total for Donor, Annual Donation.

The funding sources outlined in Figure 2 were donor (37%), university (40%), and government (23%).[10] Over the last three years, university spending has fluctuated between 38 and 43%, with 2018/19 ending in the middle at 40%. In terms of donor funding, the RO administers 1,711 endowments (accounting for approximately 59% of the total number of university endowments) and 550 annually funded accounts.

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10   *Government of Alberta merit-based funding reflects provincially funded merit-based awards (including the Jason Lang Scholarship, the Louise McKinney Post-Secondary Scholarship, the Jimmie Condon Athletic Scholarship, and the Indigenous Careers Award]. but does not include government student loans. The recipient information for the Alexander Rutherford Scholarship is not captured by the University of Alberta and therefore is not included in this summary.*

1.2 EXPENSE BY FUNDING SOURCE AND FUNDING TYPE, UNDERGRADUATE

The following graph demonstrates how funding is distributed across merit-based and need-based programs, making the distinction between university and donor sources.

Figure 3: Expense by University and Donor Funding, Undergraduate, 2018/19
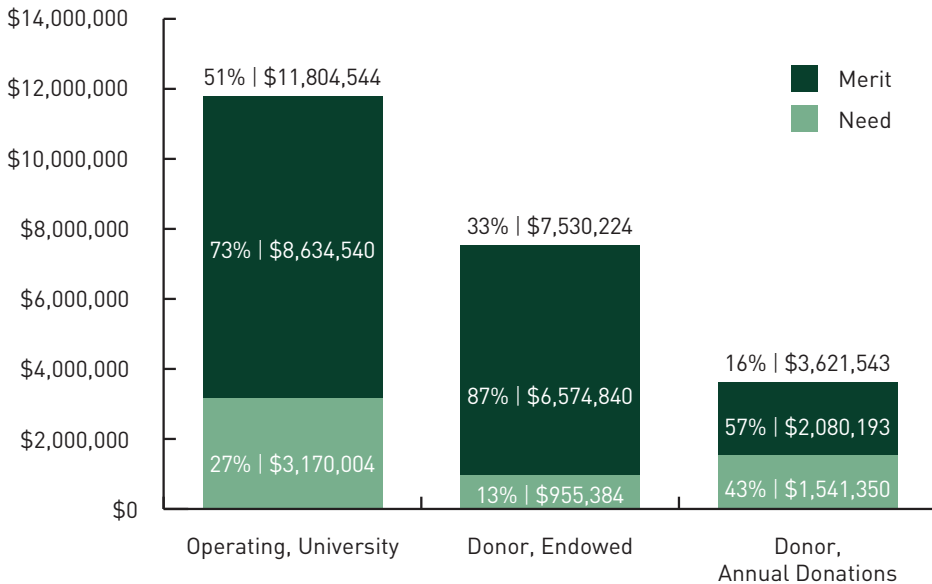
Source: Office of the Registrar
Note: The Access Fund Bursary (supported by SU student levy) is included in the total for Donor, Annual Donation. The graph does not include Government of Alberta need- or merit-based funding or repayable emergency loans.

University spending between funding types (merit-based and need-based) saw a shift towards increased spending on need-based programs: in 2018/19, 73% was spent on merit-based (a decrease of 7% over the previous year) and 27% on need-based programs (an increase of 7% over the previous year). This change puts us back in line with spending from 2016/17 where 71% was spent on merit-based and 29% on need-based programs. In 2017/18, 80% was spent on merit-based and 20% on need-based. When looking at all funding sources (donor and university), the distribution changed to 75% merit-based, 25% need-based (from 80% and 20% respectively). While this can be attributed to having a full bursary cycle as in past years, we have also increased the total spend on need-based programs compared to 2016/17 (an increase of $1,444,676 in 2018/19 overall). The increase in need-based spending is due to improvements in both application and assessment processing.

Need-based and merit-based supports often work together to support a single student. 32% of students who received support from need-based programs also received support from merit-based programs, indicating merit-based programs contribute to the funding package for students in financial need. However, 48% of students receiving financial supports only received government loan funding in the 2018/19 fiscal year, an increase from 46% in 2017/18. This accounts for 318 more students ($994,124) receiving government loan funding only for a second consecutive year.

1.3 EXPENSE BY YEAR OF PROGRAM AND TYPE OF SUPPORT

As students progress through their studies, funding from merit-based supports tends to decline while need-based supports increase. Compared to 2017/18, university operating spending for students in Year 1 decreased, which brought us back to 2016/17 levels ($7,650,000). This is attributed to a decrease in high achieving international entrance scholarship yield and a change in entrance admission-based scholarships.

Table 3: Merit-Based and Need-Based Support by Year of Program and Type of Support, Amount 2018/19

	Merit-Based Support		Need-Based Support		Total Expense		Students Supported	% of Total Enrolment[14]
Year of Study[12]	Total	% of Total	Total	% of Total	Total	% of Total	Total	% of Total
Year 1	$7,740,849	31.9%	$14,018,108	21.1%	$21,758,957	24.0%	5,092	25.4%
Year 2 to 5	$16,331,600	67.4%	$51,191,599	77.0%	$67,523,199	74.4%	17,925	66.2%
Special/ Visiting Students	$175,224	0.7%	$1,314,250[13]	2.0%	$1,489,474	1.6%	488	8.4%
Total	**$24,247,673**	**100.0%**	**$66,523,957**	**100.0%**	**$90,771,631**	**100.0%**	**23,505**	**100.0%**

Source: Office of the Registrar

'Front-loading' funding for first-year students with merit-based funding remains standard practice for the majority of U15 institutions in the recruitment of prospective students. The distribution of merit-based and need-based funding for first-year students was 36% need-based funding and 64% merit-based funding. The proportion for continuing students was 24% accessing merit-based programs and 76% accessing need-based programs.

When looking at the total financial support provided to all undergraduate students, including government loan programs, distribution across years of program tends to equalize across all years of study, with 24% of total funding going to first-year students and 74% going to continuing students. These totals do not account for funding and total enrolment of special and visiting students.

56% ($212,870) of repayable emergency loans were issued in the first three quarters of fiscal 2018/19, and 77% of that was repaid in full by the end of fiscal 2018/19. Repayment requirements for emergency loans changed in the 2018/19 year[11], resulting in greater reporting for the RO and greater clarity for students.

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11   *Repayment deadlines were changed to a standard six months, whereas previously repayment timelines were specific to the individual recipient.*

2018/19 saw a 17.5% decrease in the number of students accessing repayable emergency loans, equating to 39 fewer students and $42,735 less in emergency loan spending. This is a positive trend as the RO streamlined access for non-repayable financial supports such as bursaries and increased promotion of financial literacy programming for students in financial need.

The number of outstanding loan balances classified as uncollectible and written off at fiscal year-end was compared to the overall amount issued over the course of the year in order to assess the tendency for repayment by emergency loan recipients and measure the risk in providing this service. The amount written off was only 3.5% of the total issued[12], indicating the program is low risk to the university while being of high value to students.

506 more undergraduate students received government loans in the 2018/19 year, with the overall loan amount remitted to the university increasing by $2.5M. We will continue to monitor government loan funding trends to better understand how fluctuations in loan access impacts other University of Alberta financial support programs. University of Alberta students receiving government loans from Alberta Student Aid continue to demonstrate a high rate of loan repayment with a repayment rate of 95.9% which is above the Alberta average of 88.6% (the national repayment rate average is 91.1%).[13]

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12   *$20,000 was written off at fiscal year end. This represents 3.5% of $572,253, which was the total amount of emergency loans issued in fiscal 2018/19 to both undergraduate and graduate students as the data cannot be disaggregated.*
13   *2019 Letter from Alberta Student Aid on Loan Repayment Rate.*

2. DOMESTIC UNDERGRADUATE STUDENT FINANCIAL SUPPORT
2.1 OVERALL DOMESTIC UNDERGRADUATE FINANCIAL SUPPORT

Domestic[14] students made up 85% of our undergraduate student population[15] and received 93% of undergraduate financial support in fiscal 2018/19.

Government of Alberta merit-based programs[16] are administered by the university and are earmarked for continuing students. These funds are for Alberta residents[17], and are tenable at any Alberta postsecondary institution. Government of Alberta merit-based funding (captured as part of scholarships) made up 34% of total domestic undergraduate scholarships. This proportion remains constant year over year and represents the important partnership that exists between the University of Alberta and government in supporting students

93% (16,118) of all students receiving financial support in the 2018/19 fiscal year were domestic undergraduate students. Of these, 71% (11,501) accessed government loan funding. This represents 42% of all domestic undergraduate students.

Table 4: Allocation of Support among Domestic Undergraduates by Type of Financial Support

Funding Source	Number of Students				Total Amount			
	2016/17	2017/18	2018/19	Trend	2016/17	2017/18	2018/19	Trend
Scholarship	7,862	7,274	7,266	↓	$18,239,230	$18,977,864	$20,330,013	↑
Bursary	681	563	698	↑	$4,530,500	$3,637,087	$4,967,514	↑
Repayable Emergency Loan	180	195	173	↓	$353,432	$367,513	$348,592	↓
Subtotal	8,723	8,032	8,137	↑	$23,123,162	$22,982,464	$25,646,119	↑
Government Loan	10,466	10,997	11,501	↑	$59,482,065	$57,979,773	$60,466,059	↑
Total	**19,190**	**19,029**	**19,638**	**↑**	**$82,605,227**	**$80,962,238**	**$86,112,178**	**↑**

Source: Office of the Registrar

Spending on domestic bursaries increased by 36.6% ($1,330,427), due to improvements in both application and assessment processing. This increase in bursaries may have contributed to the 5.1% decrease in emergency loans ($18,921 less). Our increased ability to offer bursaries sooner indicates a positive trend for the university and supports effective enrolment management by supporting student retention efforts. The overall spending on domestic students from RO administered funding sources also increased by 11.6% ($2,663,655) from 2017/18 in addition to a 7.1% increase on upper year scholarships ($1,352,149).

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14   *Domestic status means Canadian Citizen or Permanent Resident.*
15   *2018/19 Annual Report on Undergraduate Enrolment.*
16   *Government of Alberta merit-based funding reflects provincially funded merit-based awards (including the Jason Lang Scholarship, the Louise McKinney Post-Secondary Scholarship , the Jimmie Condon Athletic Scholarship , and the Indigenous Careers Award) but does not include government student loans. The recipient information for the Alexander Rutherford Scholarship is not captured by the University of Alberta and therefore is not included in this summary.*
17   *Definition of Alberta residents as defined by Alberta Student Aid differs from the university's definition of Alberta students (based on Origin Address in the student information system).*

2.2 ORIGIN AT THE TIME OF APPLICATION, DOMESTIC UNDERGRADUATE

In 2018/19, 87%[18] of all domestic undergraduate students listed an Alberta origin address in the student information system at the time of application. Alberta students received 87% of financial supports provided to domestic undergraduate students. Alberta students remain a priority for the university, and financial support programs will continue to be reviewed to ensure the resources available meet the needs of this vital demographic. Through continued dialogue with the Government of Alberta and participation on the Alberta Student Awards Personnel Association, the University of Alberta actively contributes to the development of robust support for Alberta students.

Table 5: Distribution of Financial Support to Domestic Undergraduate Students by Origin Address at Time of Application, 2018/19

Origin[23]	Scholarship	Bursary	Repayable Emergency Loan	Government Loan	% of Total Funds	% of Recipients
Edmonton Area (58%)	53.2%	40.6%	55.3%	53.8%	52.9%	56.2%
Alberta excluding Edmonton Area (29%)	32.2%	39.3%	29.1%	35.0%	34.5%	32.3%
Canada excluding Alberta (10%)	11.9%	14.9%	10.5%	7.0%	8.7%	7.9%
Outside Canada (3%)	2.7%	5.2%	5.0%	4.2%	3.9%	3.6%
Total Dollar Amount	**$20,330,013**	**$4,967,514**	**$348,592**	**$60,466,059**	**$86,112,178**	**100.0%**

Source: Office of the Registrar
Note: "Edmonton and Area" includes Edmonton and surrounding areas (i.e. Sherwood Park, St. Albert, Spruce Grove, Leduc, Fort Saskatchewan, Stony Plain, and Beaumont).

10% of domestic undergraduate students enrolled in 2018/19 were from outside of Alberta[20], and received over $7.5M in funding. This group of students accessed need-based programs at a higher rate than their overall enrolment proportion, as they received 15% of all need-based funds distributed, a proportion that has slightly decreased (3% or $49,500) since the 2017/18 fiscal year. This disproportional access of need-based supports may be the result of increased costs to out-of-province students (e.g., moving away from home) or limitations on out-of-province loan funding (in most cases, out-of-province annual loan maximums are lower than those provided by the provincial loan program in Alberta[21]). While their need-based funding was out of proportion with enrolment, they received 12% of merit-based funding, a rate closer to their enrolment and consistent with the proportion of merit-based funding from the 2017/18 fiscal year.

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18   *2018/19 Annual Report on Undergraduate Enrolment.*
19   *Percentage captured under Origin is the distribution as per the 2017/18 Annual Report on Undergraduate Enrolment.*
20   *2018/19 Annual Report on Undergraduate Enrolment.*
21   *The annual loan maximum for a single, independent Alberta student is ~$15,000, whereas the British Columbia and Saskatchewan maximum is $10,880.*

| Funding Source	Number of Students	Total
Government Loan	820	$4,247,101
Repayable Emergency Loan	21	$36,760
Bursary	112	$741,600
Scholarship	596	$2,429,072
Total	**1,549**	**$7,454,533**

Source: Office of the Registrar

The 2018/19 fiscal year saw an increase in spending on scholarships for out-of-province students ($248,101). This is because of the execution of new, renewable recruitment scholarships for top out-of-province students as part of the National Recruitment Strategy. As we work towards the fourth year of the National Recruitment Strategy, this trend will stabilize in the 2020/21 fiscal year.

2.3 ALLOCATION OF ENTRANCE SCHOLARSHIPS, DOMESTIC UNDERGRADUATE

Entrance scholarships are defined as financial support given to a university student entering an undergraduate degree program directly from high school. Currently, most domestic entrance scholarships are one time payments (i.e., non-renewable). Admission average requirements to receive the largest domestic entrance scholarship, Academic Excellence, changed in the 2018/19 fiscal year. This reduced the number of eligible entrance students who would receive an Academic Excellence scholarship offer. This change was made to mitigate increases in spending above available budgets in response to the trend of increases in highly academically qualified applicants (see Figure 4). While demand is growing, capacity remains unchanged, which creates pressures for enrolment that need to be actively managed. The university continues to monitor enrolment and admission trends to ensure we remain responsible stewards of limited resources.
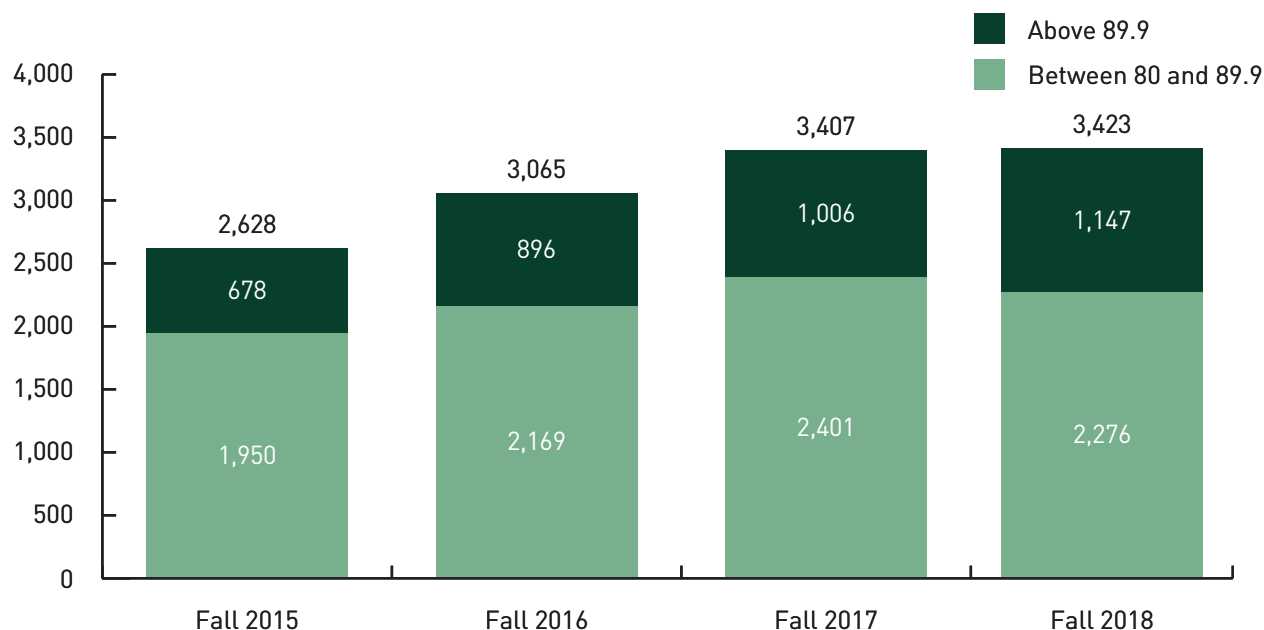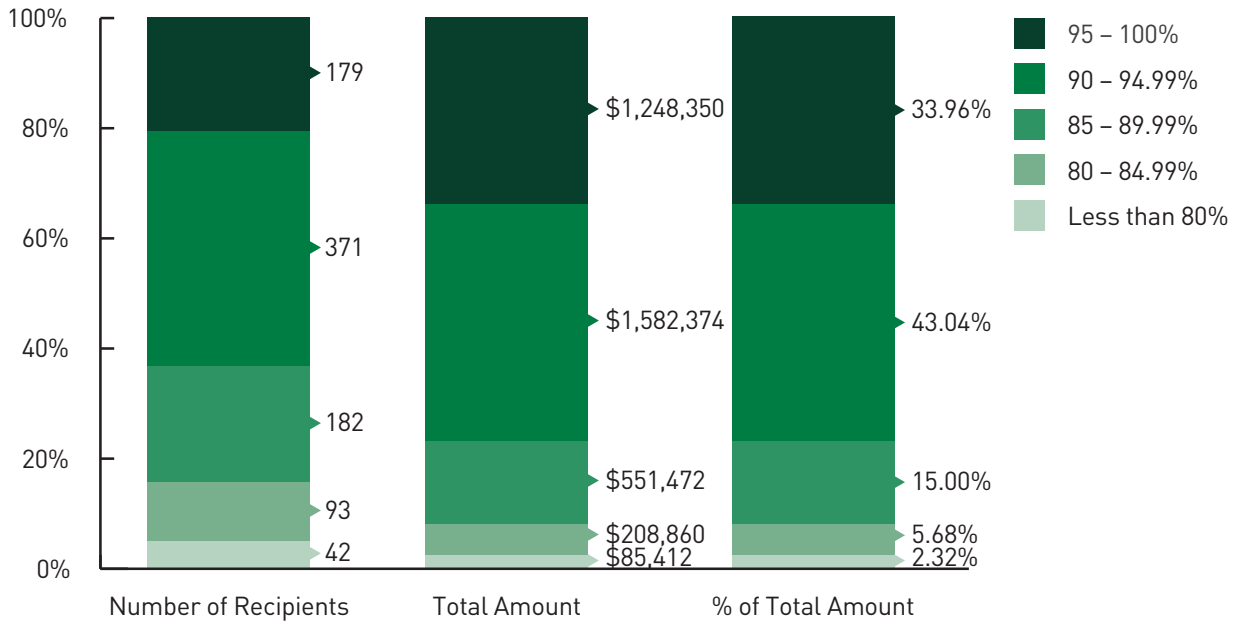
Source: Office of the Registrar
Note: Mean admission average represents the admission average calculated at the time of admission offer and is not the final admission average presented.

As a result of changes to the Academic Excellence scholarships and increasing admission averages, there was a decrease in the total spend and total number of students receiving entrance scholarships. A total of $3.68M[22] was awarded through domestic entrance scholarships (renewable and non renewable programs), a decrease of $301,394 to 220 fewer students. The average amount for domestic students with an admission average of 90 to 94.9% was $4,265 while students with a 95% or higher average received, on average, $6,974. Both average amounts changed slightly from 2017/18 ($3,292 and $7,447 respectively). In 2018/19, 550 students with admission averages over 90% received scholarships, a decrease from 2017/18 when 757 students with similar admission averages received scholarships. This shift was likely a result of the change in structure for the admission-based program to better align with available funding.

317 domestic students with averages below 90% received entrance scholarships in 2018/19. This is expected as some entrance scholarship programs also include additional criteria such as leadership and community engagement. These 317 students make up 37% of total entrance scholarship recipients, an increase in proportion from the distribution in 2017/18 (which was 330 students and 30%). In order to build a diverse class of students, other financial support programs such as entrance scholarships will continue to be an important tool to support our student recruitment strategies with increased attention to priority groups of prospective students, including out-of-province students and top academic achievers.

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22   This report does not currently include the Alexander Rutherford Scholarship provided to entrance students by the Government of Alberta. As a result, the Government of Alberta entrance scholarship total is not included in this summary.

Figure 5: Allocation of Entrance Scholarship by Merit among Registered High School Applicants, 2018/19

Source: Office of the Registrar

2.4 ALLOCATION BY PROGRAM YEAR, DOMESTIC UNDERGRADUATE

The distribution of financial support remains consistent year-over-year in that both programs and criteria (need- vs merit-based funding) remained stable. This distribution continued to see students in the upper years of their program use need-based financial supports at a greater rate than students in the earlier years of the program. In the 2018/19 fiscal year, the number of domestic students supported by bursaries increased from 563 to 698. This increase in bursary spending is due to improvements in both application and assessment processing and is an increase above 2016/17 where 681 domestic undergraduates were supported by bursaries.

Table 7: Ratio of Allocation of Resources by Year of Program

Year of Study	2018/19						2017/18	
	Scholarship	Bursary	Repayable Emergency Loan	Total	% of Total	Number of Students	Total	% of Total
Year 1	$5,274,549	$589,800	$41,542	$5,905,891	23.03%	1,436	$5,944,827	25.87%
Year 2-5	$14,882,240	$4,256,514	$260,100	$19,398,854	75.64%	6,246	$16,830,563	73.23%
Special/Visiting Students	$173,224	$121,200	$46,950	$341,374	1.33%	102	$207,075	0.90%
Total	**$20,330,013**	**$4,967,514**	**$348,592**	**$25,646,119**	**100%**	**7,784**	**$22,982,465**	**100%**

Source: Office of the Registrar
Note: Percentages shown will not add up to 100 per cent due to rounding.

2.5 GOVERNMENT STUDENT LOANS, DOMESTIC UNDERGRADUATE

11,501 domestic students received financial support through the provision of Canadian government loans (both federal and provincial) for a total of $60,479,667. In 2018/19, 44% of Alberta students enrolled at the University of Alberta were funded by government loans, compared to 27% of their out-of-province counterparts. This may be because the eligibility requirements of Alberta's loan program make it more easily accessible than other provinces'. 42% of all domestic undergraduate students accessed government loans. While this is above the national average of 38%[23], Alberta government loans are easier to access because parental contributions are not included in the financial need calculation.

In the 2018/19 year, 506 more undergraduate students (5% increase) received government loan funding, with the total funding issued through government loans increasing by $2.5M (4%).

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23   *Source: CASFAA National Benchmarking Survey 2018*

Table 8: Expense by Year of Program and Type of Support, Amount, 2018/19

|	Alberta Student Loan (+Canada Student Loan)		Canada Student Loan Only		Out-of-Province Student Loan (+Canada Student Loan)		Total	
Year of Study	Number of Students	Amount	Number of Students	Amount	Number of Students	Amount	Total	% of Total
Year 1	1,884	$11,049,877	594	$1,873,866	70	$459,363	$13,383,106	22.1%
Year 2	2,135	$13,798,645	630	$2,213,900	61	$433,170	$16,445,716	27.2%
Year 3	1,861	$11,711,199	737	$2,718,860	63	$452,267	$14,882,326	24.6%
Year 4-5	1,673	$9,857,191	1,365	$4,248,238	81	$521,490	$14,626,919	24.2%
Special/ Visiting Students	116	$640,707	226	$466,190	7	$34,703	$1,141,600	1.9%
Total	**7,669**	**$47,057,620**	**3,552**	**$11,521,054**	**282**	**$1,900,993**	**$60,479,667**	**100.0%**

Source: Office of the Registrar

The university seeks to capture additional information about University of Alberta students receiving government loans. Of particular interest is developing a better understanding of the needs and numbers of low-income students (as defined by the government loan assessment) so appropriate financial supports to address access and affordability may be explored over the next 18 months.

Although there haven't been any increases in domestic undergraduate tuition and fees since 2015, there have been fluctuations in the number of government loans remitted to undergraduate students which seems to suggest these numbers are not directly interconnected.

We continue to look for ways to harvest available data to guide decision-making and program development to ensure robust financial support programs are available to support all student demographics, including low income and first generation students.

Figure 6: Comparison of Changes in the Average Tuition to Government Loans (2016/17-2018/19)
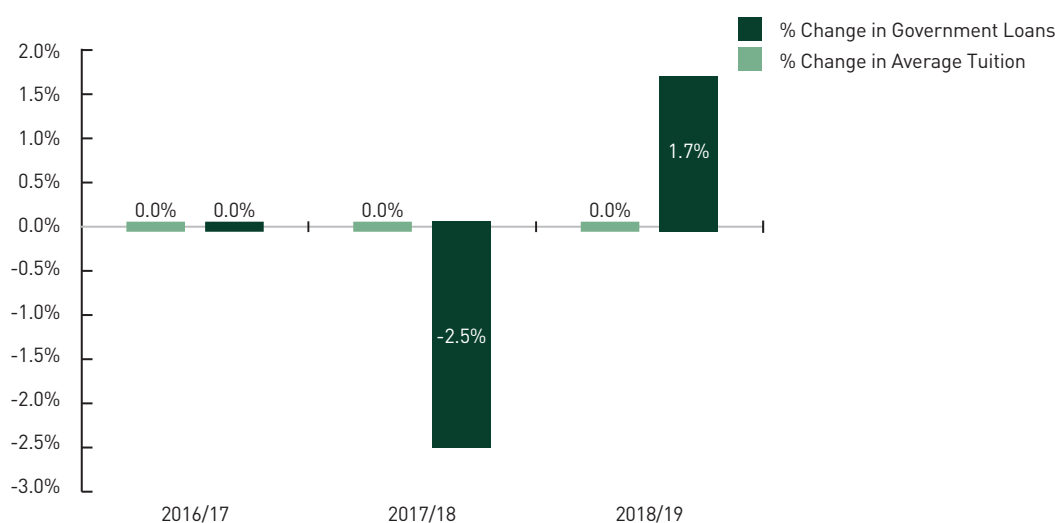
Source: Office of the Registrar

3. INDIGENOUS UNDERGRADUATE STUDENT FINANCIAL SUPPORT
3.1 INDIGENOUS UNDERGRADUATE

Indigenous students make up approximately 3.7%[24] of the domestic undergraduate population and the success of this group of students is a priority for the university. Indigenous learners face unique financial challenges and barriers, so dedicated and robust financial support programs are required to facilitate the *For the Public Good* commitment to recruiting and supporting Alberta and Canada's Indigenous population.

According to the 2018/19 Annual Report on Undergraduate Enrolment, the university has 1,175 self--declared Indigenous students. Of these 1,175 students, 71% (837 students) are currently receiving financial support (not including third-party/First Nations, Métis, or Inuit sponsorship).

Note: Indigenous data is based on self-identification and therefore may under represent the true number of Indigenous students at the university.

Table 9: Allocation of Funds to Indigenous students by type of support

Funding Source	Number of Students				Total Amount			
	2016/17	2017/18	2018/19	Trend	2016/17	2017/18	2018/19	Trend
Government Loan	358	393	443	↑	$1,746,537	$1,728,134	$1,905,454	↑
Scholarship	412	423	556	↑	$1,558,922	$1,593,697	$2,417,320	↑
Bursary	35	40	55	↑	$190,600	$211,905	$369,086	↑
Repayable Emergency Loan	50	62	52	↓	$90,860	$97,568	$111,227	↑
Total	**855**	**918**	**1,106**	↑	**$3,586,919**	**$3,631,304**	**$4,803,087**	↑

Source: Office of the Registrar

Funded by the Government of Alberta and administered by the RO, the Indigenous Careers Award (ICA) distributed a total of $1,472,000 to 377 students in the 2018/19 fiscal year, an increase of $630,000 to 161 additional recipients since 2017/18. The ICA program continues to account for over 60% of the total scholarship funding provided to Indigenous undergraduate students[25].

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24   *2018/19 Annual Report on Undergraduate Enrolment.*
25   *The Indigenous Careers Award (ICA) is an Alberta government-funded award that is restricted to students in certain areas of study as determined by the Alberta government.*

Funding Source	Number of Indigenous Students	Total Undergraduate Financial Support	Total Indigenous Financial Support	% of Total
Scholarship	556	$24,247,673	$2,417,320	9.97%
Bursary	55	$5,666,738	$369,086	6.51%
Repayable Emergency Loan	52	$377,552	$111,227	29.46%
Government Loan	443	$60,466,059	$1,905,454	3.15%
Total	**1,106**	**$90,758,022**	**$4,803,087**	**5.29%**

Source: Office of the Registrar
Note: Total recipients includes double counting.

The distribution of Indigenous financial support as a percentage of total undergraduate financial support increased moderately across all financial support types in 2018/19, with the most significant increase in scholarships as noted above. Repayable emergency loans increased for a second consecutive year. This may be the result of increased awareness of the program, but it might also be a signal for the need to evaluate the current need-based programs to ensure Indigenous students are receiving the appropriate financial support.

Of the $4.8M in financial support issued to Indigenous students, 64% ($3.1M) was awarded to students who self-declared as Métis, followed by Status First Nations at 26% ($1.2M). These rates are not consistent with enrolment rates of Indigenous students, which saw 51% identified as Métis and 36% identified as Status First Nations.

SFS continues to work collaboratively with First Peoples' House (FPH) to increase Indigenous student participation in financial literacy programs. We support Indigenous students through the allocation of $200,000 annually to Indigenous student financial supports, which includes entrance, continuing, and emergency financial supports. In addition, a Financial Support Advisor provides in-person support to Indigenous students at FPH two days per week. The RO has also increased frequency of financial literacy programs and information sessions provided.

We continue to support and partner with the Office of Advancement to establish fundraising initiatives for this audience. This will help address the financial support funding gaps facing Indigenous students and support the university's priority to recruit and support the evolving needs of this student group.

4. INTERNATIONAL UNDERGRADUATE STUDENT FINANCIAL SUPPORT
4.1 OVERALL INTERNATIONAL UNDERGRADUATE FINANCIAL SUPPORT

International students recruited abroad and those who attended high school in Canada may receive financial supports which are primarily merit-based and funded by international differential fees . These financial supports an important recruitment tool. The expectation from both the Government of Canada and the university is that international students should come to study with the ability to fund the full cost of their education; as such, less emphasis is placed on need-based funding for this group. The RO works with UAI to administer merit-based programs and need-based programs for international students.

1,011 or 21% of international students (5.8% of total undergraduate recipients) received financial supports. Overall spending on international students in 2018/19 decreased by $703,742 (see Table 11). The average amount for international financial supports rose by 4.7% from 2017/18 (from $4,300 to $4,502); however, the overall decrease is attributed a decrease in international entrance scholarships spending ($796,375).

A significant portion of international scholarships are admission-based with offer rates based on historical acceptance rates. In 2018/19, the type and value of international entrance scholarships remained unchanged, however there was an unanticipated decrease in scholarship acceptance rates.

Funding for international students through bursary programs increased by $114,249 (20%) in 2018/19, as a result of more funding made available for international need-based financial support. The RO and UAI continue to collaborate on need-based financial support programs, to ensure international students in financial need are able to access the resources necessary to complete their degree program.

Table 11: Allocation of Funds to International Students

	Number of Students				Total Amount			
Funding Source	2016/17	2017/18	2018/19	Trend	2016/17	2017/18	2018/19	Trend
Scholarship	1,143	1,146	940	↓	$4,017,905	$4,714,036	$3,917,660	↓
Bursary	74	71	81	↑	$732,650	$584,975	$699,224	↑
Repayable Emergency Loan	25	27	11	↓	$55,516	$50,575	$28,960	↓
Subtotal	**1,242**	**1,244**	**1,032**	↓	**$4,806,071**	**$5,349,586**	**$4,645,844**	↓

Source: Office of the Registrar
Note: Figure represents funding from University Operating, Donor Endowed, Donor Annual, Government of Alberta, and Repayable Emergency Loans administered by both the RO and UAI. Total recipients includes double counting.

4.2 ORIGIN AT THE TIME OF APPLICATION, INTERNATIONAL UNDERGRADUATE

The diversity of countries represented by students who received financial supports is relatively unchanged from 2017/18. China remains the most represented country of citizenship among international students, and the country whose students received the most financial support despite an observed decrease in enrolment proportion. Compared to 2015/16 when 51% of financial supports issued went to students from China, the percentage of financial supports to students from China decreased to 37% in 2018/19. This change reflects successful recruitment efforts to diversify the international population on campus, while maintaining support for international students from all regions.

Table 12: Top Source Countries by Student Citizenship Receiving Financial Support, 2018/19

| Country	Scholarship	Bursary	Repayable Emergency Loan	Total	% of Total	Number of Students	% of Total Undergraduate Enrolment
China	$1,610,131	$117,995	$6,900	$1,735,026	37.3%	543	67.4%
India	$431,615	$89,240	$7,100	$527,955	11.4%	74	5.3%
Bangladesh	$237,500	$112,765	$1,100	$351,365	7.6%	58	2.8%
Nigeria	$290,400	$113,300	$2,460	$406,160	8.7%	57	2.5%
Vietnam	$167,500	$11,010	$0	$178,510	3.8%	38	1.7%
Other Countries	$1,180,515	$254,914	$11,400	$1,446,828	31.1%	243	20.3%
Total	**$3,917,660**	**$699,224**	**$28,960**	**$4,645,844**	**100.0%**	**1,013**	**100.0%**

Source: Office of the Registrar

Overall, 1.9% of all international undergraduate students received need-based financial supports in the 2018/19 year. While 83% of need-based funding went to students from countries other than China, this is a relatively small percentage of the total revenue received from these countries. The RO and UAI are working collaboratively to evolve need-based programs to support the changing needs of our international students as we pursue the goal of increased diversity in our learning environment.

4.3 ALLOCATION OF ENTRANCE SCHOLARSHIPS, INTERNATIONAL UNDERGRADUATE

Current international entrance scholarship programs continued to focus on high school students entering the university with an admission average of at least 85%. Spending on international entrance scholarships decreased by $796,375 compared to 2017/18, with 76% of that decrease in spending distributed to students with admission averages above 90%.

The decrease in entrance scholarship spending is the result of changes in applicant behaviour in terms of scholarship acceptance and yield in 2018/19 that impacted the total number of students and international scholarships accepted.

Figure 7: Allocation of Entrance Scholarship by Merit among Registered High School International Applicants, 2018/19
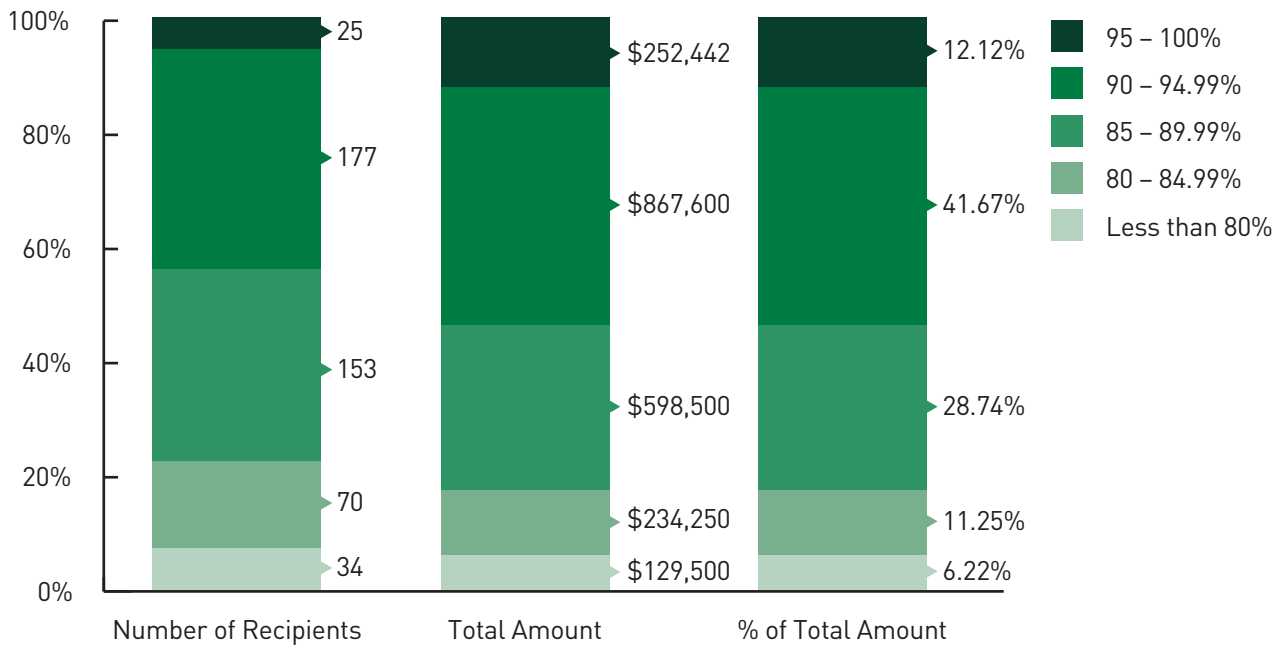
Source: Office of the Registrar

4.4 ALLOCATION BY PROGRAM YEAR, INTERNATIONAL UNDERGRADUATE

When examining need-based programs for international students, it should be noted the criteria for bursary eligibility for this group differs from those used to assess need for their domestic counterparts. International students must demonstrate a change in financial situation due to exceptional circumstances from their initial study permit application. Both the Government and the university expect international students to cover the costs of their education, yet sometimes individual student circumstances change.

In 2018/19 spending on international bursaries increased by 20% ($114,249) as a result of more funding made available for international need-based financial support. Bursary funding is issued through both the RO supplementary bursary program and the UAI International Undergraduate Student Bursary (IUSB) program[26].

Table 13: Allocation Amounts by Year of Program

Year of Study	2018/19						2017/18	
	Scholarship	Bursary	Repayable Emergency Loan	Total	% of Total	Number of Recipients	Total	% of Total
Year 1	$2,466,300	$3,200	$460	$2,469,960	53.2%	528	$3,410,574	63.8%
Year 2-5	$1,449,360	$691,524	$28,500	$2,169,384	46.7%	482	$1,921,112	35.9%
Special/Visiting Students	$2,000	$4,500		$6,500	0.1%	3	$17,900	0.3%
Total	**$3,917,660**	**$699,224**	**$28,960**	**$4,645,844**	**100.0%**	**1,013**	**$5,349,586**	**100.0%**

Source: Office of the Registrar
Note: Percentages shown will not add up to 100 per cent due to rounding.

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26   The International Undergraduate Student Bursary program is administered by UAI (application, assessment and selection facilitated by UAI); however, payments disbursed to students are facilitated by SFS. This bursary program is funded by differential fees and comes from an annual allocation to UAI's international bursary programs.

CLOSING REMARKS

The University of Alberta is committed to ensuring that qualified students can attend the university through the provision of robust student financial supports. We recognize that access to affordable education is a shared responsibility between the University, the student, and government, and we will continue to work with all of our stakeholders to support our community of diverse and exceptional students from Alberta and around the world.

The Office of the Registrar has an ongoing commitment to developing and delivering effective financial literacy and money management programs for our students. The goal of these programs is to empower students to understand and improve their unique financial situations. Last year, more than 50 financial literacy presentations were hosted on and off campus, including presentations to Edmonton and area high schools, conversations with USchool[27], and on-campus workshops. In addition, students accessed one-on-one advising about financial management resources and tools at over 600 booked advising appointments.

This commitment has made us a leader in this field both for financial education and loan repayment. The 2018 CASFAA Benchmarking Survey[28] identified that only 56% of institutions provide any financial wellness and money management services to their students, while we provide a comprehensive and popular set of services. In addition, University of Alberta graduates have among the highest Canada Student Loans repayment rates in the province, an indicator that our students are well informed about their student loans and the expectations for repayment. We will continue to engage in activities and provide services that build student financial literacy and money management skills.

Looking ahead, we have identified several areas of focus for undergraduate student financial support in response to the changing post-secondary landscape. This year, we will be monitoring and adjusting our international financial support programs as the university transitions to the new international tuition guarantee[29]. Working with our partners in the faculties and University of Alberta International, we will continue to support our institutional enrolment goals through strategic allocation of funds as the Fall 2020 recruitment cycle unfolds. Over the short and long term, we will continuously improve our existing financial supports to align with the institutional enrolment management goal of supporting multiple dimensions of diversity in our student population. Over the coming years, we will continue to work with our colleagues in Advancement to encourage the development of funds that allow us to diversify our student supports, with the shared goal of creating increased funding capacity where we have identified gaps or inequities. As we move forward with implementing these priorities, the RO will continue to exercise fiscal responsibility to ensure that we meet our responsibilities to all stakeholders, including students, government, and donors.

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27   *USchool is a program created by the University Senate that invites Grade 4-9 students from socially vulnerable schools to visit campus for a week and gain exposure to post-secondary education.*
28   *2018 Canadian Association of Student Financial Aid Administrators Benchmarking Survey*
29   *Starting in 2020, the U of A will move to a program-based international student tuition model, which will provide all incoming undergraduate international students with a tuition guarantee. This change stems from requirements imposed by amendments to the Post-Secondary Learning Act from Bill 19, which requires predictability in the tuition of international students.*

SFS programs fall into four categories:

1. Merit-based Funding

Merit-based funding refers to scholarships and awards and is distributed on the basis of academic performance[30] and/or leadership achievements. Merit-based 'entrance' awards (for incoming high school students) are primarily funded by faculty and university operating dollars, with the majority being selected by SFS in coordination with faculties. Merit-based awards for continuing students are predominantly supported by donors, with recipients selected by faculties/departments. The Government of Alberta also has a significant Alberta Scholarships program for Alberta residents[31].

2. Need-based Funding

Need-based funding refers to financial need (as assessed by SFS). Our need-based funding is provided through two programs: the Supplementary Bursary program and the repayable Emergency Loans Program[32]. The majority of need-based funding is distributed through the bursary program, which provides non-repayable funds to students experiencing a financial shortfall during the academic year. We also distribute repayable emergency loans, which are issued for emergency situations and must be repaid. In order for a domestic student to receive bursary funding, they must demonstrate they have already accessed all other financial resources available to them, including government student loans. A financial need assessment is performed by an SFS advisor, which includes a Moderate Standard of Living (MSOL) calculation that attempts to address the gap between loan funding and actual costs of attending the university. The MSOL calculation is reviewed annually and follows the Government of Alberta's provincial loan guidelines and is adjusted to more accurately reflect living costs.

3. Government Student Loans

Student loans are administered jointly by the provincial and federal governments; the university does not administer government student loans. However, the RO provides students with support for the loan application process, as well as general advising on student loans (other units on campus provide student loan advising as well). Aggregate information on total loan funding from the Government of Alberta is available, but the individual breakdown of the funding per student is not captured. This is a major gap in our ability to capture a comprehensive view of the financial supports available, hindering our ability to identify funding opportunities and challenges facing students. These limitations are primarily a result of the longstanding university process for collecting information on each provincial and federal program. Moving forward, our aim is to gain more insight into loan disbursement at the U of A and beyond.

Note: SFS also provides administrative support for undergraduate summer research awards (NSERC USRA, Roger S Smith, and other Med Summer Research). As these are paid summer employment, they are not included in this report.

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30   Academic performance refers to minimum admission average or GPA thresholds. For awards, normally the minimum GPA is 2.0 or admission to a university program, while the minimum GPA required for scholarships is 3.5 (or top 10% of comparable students) or 80% admission average.
31   Definition of Alberta residents as defined by Albert Student Aid and is not currently captured in University of Alberta data and does not equate to the definition of Alberta students (based on Origin Address in the student information system) used in later sections.
32   Some merit-based awards and scholarships include secondary criteria such as financial need; however, the assessment of financial need of those awards and scholarships is not equivalent to that performed in the need-based programs.
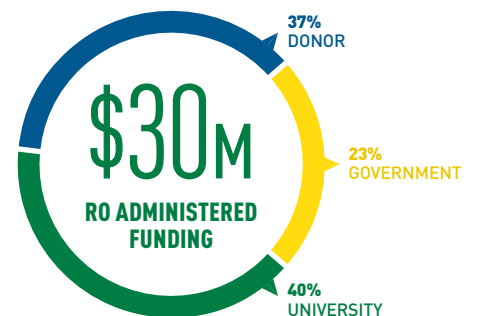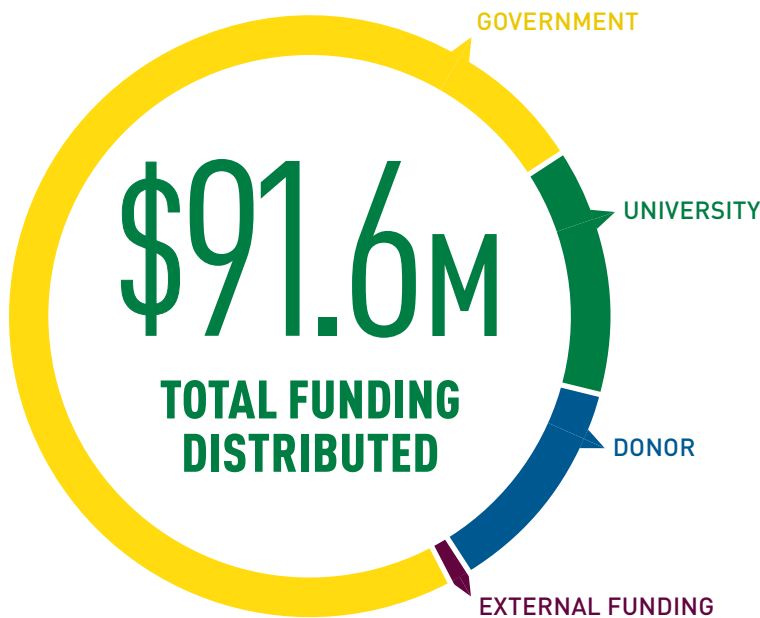
4. Financial Literacy and Outreach

The RO engages in activities and provides services aimed at improving students' financial literacy and money management skills, with the goal of empowering students to understand and improve their unique financial situations. Last year, over 50 presentations were hosted on and off campus, including at Edmonton and area high schools, at U School classes, and financial literacy workshops. In addition, the RO hosted the first Financial Literacy Week that reached over 600 students offering a variety of sessions providing additional educational opportunities around financial literacy for students. Over 600 advising appointments were booked last year, providing students with one-on-one advice about resources and tools available to them to manage their finances. The RO will continue to support its financial literacy portfolio to increase on-campus engagement and reach more prospective and incoming students.

2018 – 2019 UNDERGRADUATE STUDENT
FINANCIAL SUPPORT OVERVIEW

The Office of the Registrar is committed to the provision of robust student financial support programs to benefit Albertan, out-of-province, Indigenous, and international undergraduate students.

The Undergraduate Student Financial Support Overview is a snapshot of student funding for the 2018 – 2019 fiscal year. A supplement to the full Annual Report on Undergraduate Student Financial Support, this provides a high-level view of our financial support programs and the students who access them.

Our Funding, Our Undergraduate Students

$91.6M TOTAL FUNDING DISTRIBUTED

GOVERNMENT
UNIVERSITY
DONOR
EXTERNAL FUNDING

$12.1M UNIVERSITY OPERATING FUNDS

$30M RO ADMINISTERED FUNDING

37% DONOR
23% GOVERNMENT
40% UNIVERSITY

FUNDING SOURCE	NEED-BASED	MERIT-BASED	TOTAL AMOUNT
DONOR	$2,496,734	$8,655,033	$11,151,767
GOVERNMENT	$60,479,667	$6,958,100	$67,437,767
UNIVERSITY	$3,547,556	$8,634,540	$12,182,096
EXTERNAL FUNDING[1]			$844,171
TOTAL	$66,523,957	$24,247,673	$91,615,802

[1] External Funding is contributed and selected by external organizations, but processed by the RO.

[2] Of the $91.6M, the RO administered $30M in financial supports. The additional amount ($61.6M) includes government need-based funding and externally selected financial supports.

2018 – 2019 UNDERGRADUATE STUDENT **FINANCIAL SUPPORT OVERVIEW**

ABOUT OUR UNDERGRADUATE FINANCIAL SUPPORT RECIPIENTS

17,289 = **53.9%**
TOTAL RECIPIENTS — **OF TOTAL UNDERGRADUATE ENROLMENT**

32%
OF UNDERGRADUATE STUDENTS WHO RECEIVED **NEED-BASED** SUPPORT ALSO RECEIVED **MERIT-BASED** SUPPORT
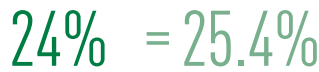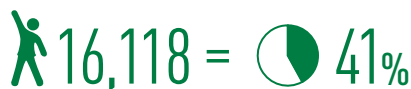
YEAR 1*
24% = 25.4%
OF FUNDING — OF TOTAL ENROLMENT
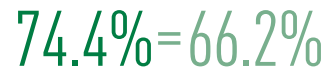
YEAR 2 – 5*
74.4% = 66.2%
OF FUNDING — OF TOTAL ENROLMENT

*Funding and total enrolment of special and visiting students is not included in the totals above.

DOMESTIC UNDERGRADUATE STUDENTS

16,118 = **41%**
TOTAL RECIPIENTS — OF TOTAL DOMESTIC UNDERGRADUATE ENROLMENT

$86M
RECEIVED IN FUNDING

87%
OF DOMESTIC FUNDING WENT TO **ALBERTA STUDENTS**

INDIGENOUS UNDERGRADUATE STUDENTS

837 = **71%**
TOTAL RECIPIENTS — OF TOTAL INDIGENOUS UNDERGRADUATE ENROLMENT

$4.8M
RECEIVED IN FUNDING

WE DELIVER COLLABORATIVE INITIATIVES TO SUPPORT OUR INDIGENOUS STUDENTS THROUGH OUR RECIPROCAL RELATIONSHIP WITH **FIRST PEOPLES' HOUSE (FPH).**

INTERNATIONAL UNDERGRADUATE STUDENTS

1,011 = **21%**
TOTAL RECIPIENTS — OF TOTAL INTERNATIONAL UNDERGRADUATE ENROLMENT

$4.6M
RECEIVED IN FUNDING

64
COUNTRIES REPRESENTED BY STUDENTS RECEIVING FUNDING

UNIVERSITY OF ALBERTA
OFFICE OF THE REGISTRAR

Item No. 21D

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Waiver of Advertising Requirements: Report to General Faculties Council

Item

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

Details

Responsibility	Office of the Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To provide GFC with summary information regarding the number of waiver of advertising for full-time academic staff vacancies as required through UAPPOL policy.
Executive Summary (*outline the specific item – and remember your audience*)	Under the UAPPOL Academic Staff Posting and Advertising Procedure, in exceptional circumstances, the posting requirements for continuing academic positions may be waived with the prior approval of the Provost and Vice-President (Academic). The Provost and Vice-President (Academic) will advise the AASUA of the decision and report all waivers to the General Faculties Council annually.
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	Provost and Vice-President (Academic)

Strategic Alignment

Alignment with *For the Public Good*	GOAL: SUSTAIN
	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.
	Strategy i. Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information, and access to shared, reliable institutional data.
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.
	☐ Enrolment Management ☒ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	1. The *Post-Secondary Learning Act (PSLA)* governs the appointment, promotion and dismissal of academic staff: "A person shall not be appointed to, promoted to or dismissed from any position on the

	academic staff at a university except on the recommendation of the president made in accordance with procedures approved by the general faculties council." (Section 22(2) of the PSLA)
	2. Academic Staff Posting and Advertising Procedure "Waivers and Exceptions to Posting
	7. In exceptional circumstances, the posting requirements for continuing academic positions may be waived with the prior approval of the Provost and Vice-President (Academic). The Provost and Vice-President (Academic) will advise the AASUA of the decision and report all waivers to the General Faculties Council annually. Requests for waiver of posting should be submitted to Human Resource Consulting Services."

Attachments (each to be numbered 1 - <>)

1. Interdepartmental Correspondence to Meg Brolley from Steven Dew (page 1)

Prepared by: Susan Buchsdruecker Faculty Relations Officer, sbuchs@ualberta.ca

Office of the Provost and Vice-President (Academic)
2-40 South Academic Building (SAB)
Edmonton, Alberta, Canada T6G 2G7

Tel: 780.492.3443
Fax: 780.492.1438
www.provost.ualberta.ca

Date: September 19, 2019

To: Meg Brolley
        General Faculties Council Secretary and Manager of GFC Services

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

Re: Waiver of Posting Requirements: Report to GFC Executive Committee

Under the UAPPOL *Academic Staff Posting and Advertising Procedure*, in exceptional circumstances, the Provost and Vice-President (Academic) has the authority to waive the requirement that vacant continuing academic positions must be posted and advertised on the University of Alberta Careers website for a minimum of five business days. The Provost and Vice-President (Academic), is required to report all waivers to the General Faculties Council annually.

For the period July 1, 2018 to June 30, 2019, there were 15 waivers of posting and advertising for continuing academic positions. Of these 15 positions, 1 was Faculty Service Officer, 1 was Librarian, and 13 were Administrative Professional Officers.

The main factors that contributed to the number of positions waived were:

1) Individual had held the position as a temporary academic and the position was moved to a continuing academic position
2) Individual held the position in an acting role

I would be pleased to answer any questions.

Steven Dew

SD/sb

c   Michelle Strong, Director, Faculty and Staff Relations

G:\HR12\-WAI-RE\GFC Reports\

Invitation - Draft Statement on Freedom of Expression - GFC Executive Committee

-email sent to GFC members on October 28, 2019

To members of GFC:

Please note that materials are now posted for the November 4th meeting of the GFC Executive Committee, including the draft statement on Freedom of Expression.

You can view the meeting materials here:

https://www.ualberta.ca/governance/member-zone/gfc-standing-committees/gfc-exec-meeting-materials

You are invited to attend and join in the discussion on this item.

Meeting details
date: Monday, November 4, 2019
time: 2:00 PM
location: 2-31 SAB

Please reply to this email if you plan to attend. We want to ensure that the meeting location can accommodate everyone.

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There will also be a Town Hall on the Draft Statement on Free Expression, details as follows:

Town Hall on the Draft Statement on Free Expression
date: Friday, November 1, 2019
time: 12:00 - 1:00 PM
locations: Council Chambers, University Hall

Please contact me if you have any questions.

Thank you,
Heather

_____

Heather Richholt
Assistant Secretary to General Faculties Council
University of Alberta | University Governance

FYI: Announcement: Interim Vice-President (University Relations)
-email sent to GFC members on November 15, 2019

To members of GFC:

On behalf of the President, please see the public announcement below regarding the appointment of Catherine Swindlehurst as Interim Vice-President (University Relations).

Best regards,
Heather

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Heather Richholt
Assistant Secretary to General Faculties Council
University of Alberta | University Governance

FYI: Announcement: Interim VP (University Relations)

Colleagues,

After extensive internal and external consultations, I am pleased to announce the appointment of Catherine Swindlehurst as Interim Vice-President (University Relations), effective immediately and continuing until a new vice-president is announced. With a reputation for a collegial approach to developing and implementing results-driven, strategic, multi-disciplinary partnerships and initiatives, Catherine brings 18 years of experience in academic administration, strategic planning, issues management, and stakeholder engagement to this role. Catherine has a BA, MA, and MBA from the University of Alberta, and a PhD from the University of Cambridge.

Catherine will also maintain her role as Chief of Staff in the President's Office. The search for the next vice president will commence after a new president has been announced and is in position to lead the process.

Please join me in congratulating and welcoming Catherine to her new role.

All the best,

David H. Turpin
President and Vice-Chancellor