

The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, May 18, 2022 meeting:

Agenda Title: **Proposed Termination of the Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences**

CARRIED MOTION:

THAT the Academic Planning Committee recommends that the Board of Governors approve the proposed termination of the Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences, as submitted by the Faculté Saint-Jean and Faculty of Agricultural, Life, and Environmental Sciences, to take effect upon final approval.

FINAL Item 4

Agenda Title: **2023-2024 International Tuition Fee Proposal for Incoming Students**

CARRIED MOTION:

THAT the GFC Academic Planning Committee table the 2023-2024 International Tuition Fee Proposal for Incoming Students pending consultation with the International Students' Association.

TABLED MOTION:

THAT General Faculties Council Academic Planning Committee recommend that the Board of Governors approve tuition fees for new international students for all programs, as set forth in attachment 1, to take effect for the Fall 2023 intakes.

Item 5 (documents not included)

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

CARRIED MOTION:

THAT the Academic Planning Committee endorse Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan.

FINAL Item 6

Agenda Title: **Proposed Dental Assisting Certificate**

CARRIED MOTION:

THAT the GFC Academic Planning Committee, acting with delegated authority from General Faculties Council, and on the recommendation of the GFC Programs Committee, approve the Proposed Dental Assisting Certificate, as submitted by the Faculty of Medicine and Dentistry, for implementation in Fall 2023.

CARRIED MOTION:

THAT the GFC Academic Planning Committee recommend that the Board of Governors approve the tuition for the Proposed Dental Assisting Certificate, as submitted by the Faculty of Medicine and Dentistry, to take effect in Fall 2023.

FINAL Item 7

Agenda Title: **Change of Status of Faculty of Extension**

CARRIED MOTION:

THAT the Academic Planning Committee recommend that the Board of Governors rescind the faculty status from the Faculty of Extension, effective upon final approval.

FINAL Item 8

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FINAL Item No. 4
**Governance Executive Summary
Action Item**

Agenda Title	Proposed Termination of the Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences
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Motion

<p>THAT the Academic Planning Committee recommends that the Board of Governors approve the proposed termination of the Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences, as submitted by the Faculté Saint-Jean and Faculty of Agricultural, Life, and Environmental Sciences, to take effect upon final approval.</p>
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Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Faculté Saint-Jean and Faculty of Agricultural, Life and Environmental Sciences (ALES)
Presenter(s)	Donia Mounsef, Principal Vice-Dean, Faculté Saint-Jean

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To seek approval of the proposed termination of the Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Admission to the Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences was suspended in 2015 and there are currently no students enrolled in the program. The last students completed the program in approximately FALL 2019.</p> <p>Enrollment in the Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences has been consistently low since the program's inception in 2005-2006. Admissions and transfers to the Bachelor of Science (Bilingual BSc ENCS) have been suspended since the 2015-2016 academic year, so as to allow time for the Faculté Saint-Jean (FSJ) and the Faculty of Agricultural, Life, and Environmental Sciences (ALES) to assess and examine its future directions (e.g., revisit the curricular and administrative structure, resources, and enrollment issues).</p> <p>After a thorough review and consultation among the Faculty Deans, Associate Deans, Assistant Deans, and other stakeholders, it was determined that the program was not financially sustainable and viable.</p> <p>Now that the suspension period is over, FSJ and ALES are seeking to terminate the program.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Item No. 4

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> • FSJ Dean, Associate Dean, Faculty members and staff
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • FSJ Dean, Associate Dean, Faculty members and staff • Dr. Nataraj Kav (Professor & Associate Dean (Academic)), ALES • Dr. Vic Adamowicz (Professor and Vice Dean), ALES
	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> • FSJ Dean, Associate Dean, Faculty members and staff • Dr. Nataraj Kav (Professor & Associate Dean (Academic)), ALES • Dr. Vic Adamowicz (Professor and Vice Dean), ALES
Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> • FSJ Executive Committee (Feb 4, 2022) • FSJ Faculté Council (Feb 18, 2022) • GFC PST (March 24, 2022) • ALES Faculty Council (April 12, 2022) • GFC PC (April 13, 2022) • GFC Academic Planning Committee (May 4, 2022) • General Faculties Council (June 6, 2022) • BLRSEC and Board of Governors in the Fall

Strategic Alignment

Alignment with <i>For the Public Good</i>	GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. 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.	
	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Programs Committee GFC Academic Planning Committee	

1. Attachment 1 (page(s) 1 - 4) Proposal Template: Termination of the Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences
2. Attachment 2 (page 1): DM Approval Letter - 2015 BSc ENCS

Prepared by: Marie Simuong, FSJ Governance Coordinator, Faculté Saint-Jean, msimuong@ualberta.ca.

Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations. Institutions should:

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

SECTION A: PROPOSAL INFORMATION

Fill in the table below:

Institution	University of Alberta
Program Name	Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences
Specialization Name	
Credential Awarded	Baccalauréat en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sciences
Proposed effective date of termination	July 1, 2022

a. Confirm whether (check applicable box(es)):	<input checked="" type="checkbox"/> This termination proposal was preceded by a ministry-approved suspension period. <input type="checkbox"/> This termination proposal was not preceded by a ministry-approved suspension period. <input checked="" type="checkbox"/> No active students remain in the program. <input type="checkbox"/> Active program students remain in the program
b. If this proposal was preceded by a suspension, attach approval letter.	<ul style="list-style-type: none"> • See attachment.
c. If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.	
d. If not preceded by suspension, indicate when students were last admitted into the program/specialization.	
Reviewer's Comment:	

SECTION B: RATIONALE

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

- Enrollment in the Bachelor of Science (Bilingual BSc ENCS) has been consistently low since the program's inception in 2005-2006.
- The last students completed the program in approximately FALL 2019
Admissions and transfers to the Bachelor of Science (Bilingual BSc ENCS) have been suspended since the 2015-2022 academic year, so as to allow time for the Faculté Saint-Jean (FSJ) and the Faculty of Agricultural, Life, and Environmental Sciences (ALES) to assess and examine its future directions (e.g., revisit the curricular and administrative structure, resources, and enrollment issues).
- After a thorough review and consultation among the faculty deans, associate deans, assistant deans, and other stakeholders, it was determined that the program was not financially sustainable and viable.
- Now that the suspension period is over, FSJ and & ALES are seeking to terminate the program.

b. Provide specific information about which internal governance body approved the termination, and provide dates of approval.

- FSJ Executive Committee (Feb 4, 2022)
- FSJ Faculté Council (Feb 18, 2022)
- GFC PST (March 24, 2022)
- GFC PC (April 13, 2022)
- General Faculties Council (June 6, 2022)
- BLRSEC and Board in the Fall

Reviewer's Comment:

SECTION C: ACCESS

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

- Since no student has been admitted into the Bachelor of Science (Bilingual BSc ENCS) in Environmental and Conservation Sciences since 2015, there are no adverse impacts on current students or Alberta Adult Learning System.

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

- Not applicable

<p>c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.</p> <ul style="list-style-type: none"> We contacted the Association des universitaires de la Faculté Saint-Jean (AUFSJ) to seek input and were advised that there were no concerns. Since the program has not been active since 2015, termination of the program should not have a negative impact on students. <p>The Governance process within the Faculté Saint-Jean also included student participation.</p>
<p>Reviewer's Comment:</p>

SECTION D: IMPACT

<p>a. Briefly describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.</p> <ul style="list-style-type: none"> Since the program has not been offered for over 7 years, no impact on external stakeholders is anticipated by this programming change.
<p>b. Briefly describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other institutions within the Alberta Adult Learning System.</p> <ul style="list-style-type: none"> We have removed information on the Bachelor of Science (Bilingual BSc ENCS) from our website and Calendar.
<p>c. Briefly describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.</p> <ul style="list-style-type: none"> There are no budget or staffing implications for this termination. Courses in these areas continue to be offered. <p>Consequently, classroom space, human resources and budget support are not affected.</p>
<p>Reviewer's Comment:</p>

SECTION E: OTHER CONSIDERATIONS

<p>Other considerations</p>
<p>a. Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.</p> <ul style="list-style-type: none">
<p>Reviewer's Comment:</p>

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:



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

AR 47923

July 29, 2015

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

Dear Dr. Turpin:

Innovation and Advanced Education has reviewed the University of Alberta's proposal to suspend the Bachelor of Science (Bilingual BSc ENCS) in Environmental and Conservation Sciences program from July 1, 2015 to June 30, 2022.

The department approves the suspension on the understanding that the board of governors or institutional delegated authority proposes it due to low enrolment. I would ask that the institution advise the department six months prior to the suspension end date, through the Provider and Program Registry System, of its plan to either reactivate or terminate the program. Under the Programs of Study Regulation, proposed changes to the Bachelor of Science (Bilingual BSc ENCS) in Environmental and Conservation Sciences program require ministerial approval, including changes to the program name, load, or duration, as well as the suspension of admissions, termination, reactivation, or transfer.

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

Sincerely,

for Rod Skura
Deputy Minister

c: Honourable Lori Sigurdson
Minister of Innovation and Advanced Education
Minister of Jobs, Skills, Training and Labour

Douglas O. Goss, QC, Chair, Board of Governors
University of Alberta

FINAL Item No. 6

**Governance Executive Summary
Action Item**

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

THAT the Academic Planning Committee endorse Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan.
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Item

Proposed by	Florence Glanfield, Vice-Provost (Indigenous Programming and Research)
Presenter	Florence Glanfield, Vice-Provost (Indigenous Programming and Research), Nella Sajlovic, Indigenous Strategies Manager

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The purpose of the proposal is to seek endorsement of <i>Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan</i> to enact existing institutional commitments on Indigenous Initiatives across the institution.
Executive Summary (outline the specific item – and remember your audience)	<p>In support of the objectives articulated in <i>For the Public Good</i>, the University of Alberta for Tomorrow and the <i>Strategic Plan for Equity, Diversity and Inclusivity</i>, and following the commitments to the Truth and Reconciliation Commission of Canada (TRC), the University of Alberta has taken steps towards a thoughtful, respectful, meaningful and sustainable response to the Indigenous Initiatives and the work this entails. To this end, the Vice-Provost, Indigenous Programming and Research Office (VIPRO) was asked to take on the responsibility of developing an Indigenous Strategic Plan (ISP).</p> <p>Expectations for Indigenous Initiatives have originated in new and emerging requirements for better practices in Indigenous-focused research, teaching and community engagement coming from the Tri-Council funding agencies, governments, professional associations and community. This convergence represents a significant opportunity for the university to continue its leadership to benefit from the financial and other opportunities this work presents.</p> <p>After significant consultation and dialogues to collect information on the goals, themes and strategies that should be reflected in the plan, a draft framework was created for wide consultation and dialogue. The ISP integrates the diverse contributions gained in the dialogues to imagine the ways in which Indigenous-focused work might be built into institutional accountabilities, embedding it into diverse structures, processes and roles and creating institution-wide responsibility to deliver on the outlined goals.</p>

Item No. 6

	<p><i>Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan</i> reflects an important step in our institution’s commitment to reconciliation in post-secondary education, research and addressing the historical legacy of the residential school system and Canada’s colonial history in a meaningful and lasting way.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	<p>Indigenous Advisory Council Office of the Provost and Vice-President (Academic) Vice-Provosts’ Council GFC Committee on the Learning Environment Council on Student Affairs GFC Program’s Committee GFC Academic Planning Committee General Faculties Council President’s Executive Committee Senior Advisor, Equity and Human Rights Unit EDI Leads Board of Governors College Deans Faculty Deans Deans’ Council External communities</p>
Approval Route (Governance) (including meeting dates)	<p>GFC Academic Planning Committee (May 18, 2022) GFC Programs Committee (May 19, 2022) Board Learning, Research and Student Engagement Committee (June 3, 2022) General Faculties Council (June 6, 2022) Board of Governors (June 17, 2022)</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.</p> <p>Through the development of strategic recruitment, retention, and renewal plans, the University of Alberta will build a community of exceptional students, educators, scholars, researchers, and staff from Alberta, Canada, and the world. We will foster an inclusive culture in which people excel through exchange and collaboration, enriched by the diversity of individuals, groups, disciplines, perspectives, approaches, and questions that comprise our community. We will sustain this culture and community through rich educational and life experiences in a supportive learning environment. We will engage Indigenous students and nations to create programs and spaces that acknowledge the</p>
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Item No. 6

	complexities of Canada's history. We will celebrate the University of Alberta community and our achievements, enhancing our reputation in Alberta, across Canada, and around the world by defining, telling, and promoting our story.	
Alignment with Core Risk Area	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input checked="" type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	General Faculties Council Terms of Reference BLRSEC Terms of Reference	

Attachments (each to be numbered 1 - <->)

1. Braiding Past, Present, and Future – Design Draft

Prepared by: Nella Sajlovic, Indigenous Strategies Manager; Kathleen Brough, Chief of Staff, Office of the Provost and Vice-President (Academic)

Territorial Acknowledgement



The University of Alberta, its buildings, labs, and research stations are primarily located on the traditional territory of the Néhiyaw (Cree), Niitsitapi (Blackfoot), Métis, Nakota Sioux (Stoney), Haudenosaunee (Iroquois), Dene, Anishinaabe (Ojibway/Saulteaux); lands that are now known as part of Treaties 6, 7, and 8 and homeland of the Métis. The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems, and cultures of First Nations, Métis and Inuit nations.

To acknowledge the territory is to recognize the longer history of these lands. The acknowledgement signifies the University of Alberta's commitment to working in Good Relations with First Nations, Métis and Inuit peoples as we engage in our institutional work, uplifting the whole people, for the University for Tomorrow.

Gratitude

With gratitude, we acknowledge our ancestors for the strength of spirit that is our inheritance from the endless generations that came before. We honor our ancestral lines, carrying forward the gifts, traditions and hopes they bequeathed us.

We offer thanks to the Elders, Indigenous leaders, students, colleagues, alumni and non-Indigenous allies at the University of Alberta for the courageous and often difficult work that they did in the past to lead us to this moment. We are grateful for the opportunity to honour them by carrying this work forward.

We acknowledge the many elders and knowledge keepers that currently serve as advisors, spiritual leaders, teachers, participants and community advocates with the university. The work of the university, across spaces including research, student supports, community engagement and curriculum, is supported by the many relationships with diverse elders and

knowledge keepers. They have generously shared their knowledge and time with the University of Alberta, helping the institution to ground its work in Indigenous teachings, moving towards fuller conceptions of reconciliation.

We are grateful to Elder Fernie Marty for sharing his knowledge of the Sweetgrass Teachings, to Dr. Carl Urion and Elder Elmer Ghostkeeper for the teachings about the University of Alberta's journey and to ... for their sharing of Braiding Past, Present, and Future in their languages.



“Many of our diverse Indigenous communities, the original humans of these lands, share the same values, laws, and relationship of our living relative—nikawiy asiskiy (Mother Earth). The buffalo has become a symbol of education but also represents the Law of Sharing. The laws and policies of this nation-state have continuously attempted to disconnect Indigenous peoples of their kinship right to protecting, connecting and honouring our living land and heart-based education led by Indigenous leaders has been our tool of surviving changes and reconnecting to be humans of this living land once again. The ISP carries the prayers of our ancestors through a vision and mission to help (re)connect good relationships to our mind, body and spirit, but also to one another, and our communities through policy changes that reflect the values, laws and relations of our living relative—nikawiy asiskiy.”

Lana Whiskeyjack
Assistant Professor, Faculty of Arts

Indigenous Self-determination

The principle of the Indigenous right to self-determination informs work to ensure that this strategic plan, and other Indigenous initiatives at the University of Alberta, are Indigenous-led. We offer thanks to the 22-member Indigenous Advisory Council for their leadership and direction on the development of this strategic plan as well as the far-ranging commitments to First Nations, Métis and Inuit-focused work and peoples, as outlined in For the Public Good (FPG), the institutional plan for Equity, Diversity and Inclusivity and University for Tomorrow.

IAC Membership included:

- Chris Andersen, Professor and Dean, Faculty of Native Studies
- Gil Anderson, Academic Services Coordinator, Masters and Professional Programs Office, Alberta School of Business
- Kateryna Barnes, Communications Associate, External Relations
- Dallas Cardinal, Project Coordinator, Supporting Indigenous Languages Revitalization, Office of the Provost & Vice-President (Academic)
- Freda Cardinal, Senior Coordinator, Admissions & Student Services, Faculty of Native Studies
- Wayne Clark, Executive Director, Indigenous Health Initiatives Program, Faculty of Medicine and Dentistry
- Shana Dion, Assistant Dean, First Nations, Métis and Inuit Students, Student Services – Dean of Students Administration
- Dwayne Donald, Professor, Faculty of Education
- Michelle Durocher, Executive Assistant, University Development, External Relations
- Paul Gareau, Assistant Professor, Faculty of Native Studies
- Cindy Gaudet, Assistant Professor, Campus Saint-Jean
- Florence Glanfield, Vice-Provost, Indigenous Programming & Research
- Tracey Hillier, Associate Professor, Faculty of Medicine and Dentistry; Alberta Institute Wenzhou Med University, Faculty of Medicine & Dentistry - MED International; Co-Director, Situated Knowledges: Indigenous Peoples and Place (SKIPP) Signature Area
- Valerie Hunter, HR Services Partner, Human Resource Services – Partnerships
- Pamela McCoy Jones, Executive Director, Supporting Indigenous Languages Revitalization, Office of the Provost & Vice-President (Academic)
- Ceilidh Morrissette, Research Coordinator, Faculty of Arts – Humanities Administrative Services
- Cindy Paul, Copyright Specialist, Library and Museums - Copyright Office
- Trevor Phillips, Manager, Indigenous Recruitment, Office of the Registrar
- Nella Sajlovic, Indigenous Strategies

- Manager, Office of the Provost & Vice-President (Academic)
- Jessica Vandenberghe, Assistant Dean, Engineering Community and Culture, Faculty of Engineering
- Lana Whiskeyjack, Assistant Professor, Faculty of Arts – Women and Gender Studies
- Willow White, Assistant Professor, Augustana - Fine Arts & Humanities

Members of the IAC who served prior to their resignations from the council:

- Jessica Kolopenuk, Assistant Professor, Faculty of Native Studies
- Kayla Lar-son, Indigenous Academic Resident, Libraries, Digital Initiatives
- Daniel McKennitt, Post-Doctoral Fellow, Faculty of Medicine & Dentistry
- Daniel Sims, Assistant Professor, Augustana
- The late Jennifer Ward, Educational Developer, Centre for Teaching and Learning - Instructional Services

Ceremony

We give thanks to Elder Dr. Francis Whiskeyjack for leading in ceremony to begin this work in a Good Way. Acknowledging the difficulty of the work and the teachings needed for the path ahead, a group of Indigenous colleagues and University of Alberta senior leadership participated in ceremony and discussion, committing themselves to the work of the Indigenous Strategic Plan and Indigenous Initiatives more broadly.

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Table of Contents

Territorial Acknowledgement
 Gratitude and Ceremony
 Indigenous Self-determination
 University of Alberta Vision and Mission
 Guiding Values and Principles of the Indigenous Strategic Plan
 Indigenous Terminology
 Message from the Vice-Provost, Indigenous Programming and Research
 Message from the President and Vice-Chancellor
 Introduction
 University of Alberta Response Dialogues
 Nisitohtamowin (Understanding)
 The Sweetgrass Teachings as shared by Elder Fernie Marty
 The Journey
 Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan
 Goals and Strategies
 Explanations??
 Overarching chart

Looking to the Past

- Indigenous Leadership and Coordination
- Accountability and Reporting
- Indigenous Ways of Knowing: Academics
- Relationship with Indigenous lands and nations
- Indigenous-centred policy, protocol and praxis
- Reconciliation research and scholarship
- University of Alberta community participation in reconciliation

In-Powering the Present

- Indigenous student: recruitment, retention and completion
- Indigenous student attainment: tackling barriers
- Indigenous faculty and staff: recruitment and retention
- Safe and welcoming spaces

Imagining the Future

- Ethical research with Indigenous nations, peoples and lands
- Indigenous-led research capacity development
- Establish Indigenous Community engagement: Nations, Organizations and Peoples
- Indigenous Community-engaged research
- Indigenous Community Engagement: Senate
- Indigenous Community Engagement: Alumni
- Innovative Funding

Signature page

Affirmation for Action on the Indigenous Strategic Plan and Indigenous Initiatives at the University of Alberta

Appendix: TRC Calls to Action, UNDRIP



University of Alberta Vision and Mission

Vision

The University of Alberta vision is to inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good.

Mission

Our mission is to create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships. The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront.

These statements represent the core values and mandate of the University of Alberta. Tasked with “inspiring the human spirit” and “taking a lead role in placing Canada at the global forefront” requires a reflection on the history of our institution and of Canada as a whole, particularly in relation to Indigenous peoples, acknowledging the complex and often negative history between this nation and the Indigenous peoples of this land.

The University of Alberta has an important role to play in fostering reconciliation and acknowledging Indigenous rights, territories, knowledge and worldviews.

We must also acknowledge the ongoing impacts of colonial thinking within our institution and the barriers that may not always be apparent to the inclusion of Indigenous peoples.

“This strategic plan has the vision and potential to hold the University of Alberta accountable as an institution invested in a reconciled future for First Nations, Métis and Inuit learners.”

Trevor J. Phillips
Manager, Indigenous Recruitment,
Office of the Registrar



“As an Indigenous Professional Engineer, I think it is vital that the University of Alberta take up the Calls to Action, especially knowing the oppressive history and present towards First Nations, Métis and Inuit. We have a role to play to create future leaders from all Faculties who see the Truth and understand why it is vital to actively participate in reconciliation no matter where their Alumni journey takes them. Our leaders must lead in this space and come from a place of creating equitable policies,

frameworks, attraction and retention strategies, and wellness supports while showing up authentically while we implement the Indigenous Initiatives strategy. This needs to be top priority not only in strategic plans but in everyday actions, behaviours, and conversations. We need to hold each other accountable so that we can be proud of how we walk together in a Good Way.”

Jessica Vandenberghe
Assistant Dean, Engineering Community
and Culture, Faculty of Engineering

Guiding Values and Principles

The guiding values and principles that underpin the Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan include:

All My Relations

Acknowledging the interconnectedness, interdependence, worth and mutual responsibility of all peoples, creatures and lands; a common conceptualization of all things living among Indigenous peoples; known as Wahkohtowin by the Cree and Métis.

Decolonization

Repudiating the racist justifications and dismantling the colonial structures aimed at disenfranchising Indigenous peoples of their legal, social, cultural, religious, and ethnic rights; reclaiming Indigenous identity, language, culture and worldviews.

Inclusivity

Validating the value of, and enacting work to provide, equal access to opportunities, resources, experiences and education to those excluded or marginalized from greater access.

Indigenization

A process of highlighting and incorporating Indigenous worldviews, knowledge and perspectives into non-Indigenous educational, political and social structures in recognition of exclusion and erasure; celebrating the diversity, strength, complexity, resilience and beauty of Indigenous peoples, cultures, languages and knowledge systems.

Indigeneity

Belonging to specific lands and places; the unlimited right to self-identification by Indigenous people.

Indigenous Ways of Knowing, Being and Doing

Affirming the validity, diversity,

sophistication and beauty of Indigenous understandings, practices and modes of learning from the people, animals and plant nations; acknowledging the holistic viewpoints of Indigenous peoples that take into account the whole person (mind, body, spirit) and the connection to peoples, lands and living things.

Intersectionality

Recognizing the relationship between various constructed categories such as race, gender, sex and class that inform the converging influences of systems of oppression.

Reconciliation

The Truth and Reconciliation Commission of Canada (TRC) defines reconciliation as an ongoing process of establishing and maintaining respectful relationships between Indigenous peoples, the state, and non-Indigenous peoples.

Self-determination

The inherent right of Indigenous nations, communities and peoples to determine their political status and freely pursue economic, social and cultural development.

Sovereignty

The inherent right of Indigenous nations, communities and peoples to autonomy, legitimacy, and recognition as a self-determining authority.

Strength-based Approach

A focus on the strengths and competencies of individuals and communities and an acknowledgement of structural barriers; in opposition to deficit narratives that perpetuate inequity by assuming deficiencies.



“As a young boy growing up in Alberta, it was everywhere evident to me the long and troubled history of the colonization and exclusion of the Indigenous peoples of these lands. We all must commit to changing this legacy. I am proud of the more recent record of the University of Alberta's broad commitment to advancing Truth and Reconciliation. None of our many initiatives is more important than our Indigenous Strategic Plan. It outlines an ambitious vision of the meaningful inclusion of Indigenous peoples and Indigenous Ways of Knowing in all we do as a university community. I know that all members of the university community will join me in committing to do all we can to advance these goals and ever deepen our commitment to engaging in a meaningful and respectful relationship with the Indigenous peoples of these lands.

Bill Flanagan

President and Vice-Chancellor

Indigenous Terminology

In this document, the term Indigenous is used in the spirit of acknowledging the diverse ways in which the First Peoples of this land now called Canada chose to identify themselves, not how colonial governments have identified them and encompassing the diversity of identity captured in First Nations, Métis and Inuit communities.

Although there is no legal definition of Indigenous in the Canadian context, the use of this naming in this document is in alignment with the growing trend for the use of the term Indigenous by the United Nations, among others, that is embodied by self-identification as Indigenous at the individual level but also through family community connection; continued occupation of ancestral lands and/or common ancestry with the original occupants of such lands; distinct social, economic or political systems; and distinct language, culture and beliefs.



“ The Indigenous Strategic Plan reflects our hopes and provides a vision and directions to put things into action. Its critical investment in long-term systemic change assures that generations of the past, present and future will thrive at the University of Alberta, in our homes and in our communities.”

Cindy Gaudet
Assistant Professor,
Campus Saint-Jean

“ I have been profoundly impacted, both personally and professionally, through various learnings which allow me to better understand the significance and impact of Indigenous history and culture. I affirm our commitment to Indigenize the institution through such actions as adapting our recruitment practices, doing all we can to increase retention of Indigenous employees, ensuring we have policies and practices to build an anti-racism culture, and establishing safe and welcoming spaces. I endeavor to demonstrate the University of Alberta understands we have emerged into a new era that requires different standards and practices.”

Todd Gilchrist
Vice-President, University
Services and Finance:



“ *Braiding Past, Present and Future: Indigenous Strategic Plan* calls on us to weave Indigenous ways of knowing into our work with reverence. We commit to achieving this by collaborating with students, faculty, staff and community members to amplify Indigenous voices, showcase the incredible diversity of the campus community, and honor the traditional territories where the University of Alberta is situated. By communicating broadly the research of Indigenous students and faculty—and by facilitating education that furthers Truth and Reconciliation—we will continue to work towards decolonization both on campus and in the broader community.”

Elan MacDonald
Vice-President, External Relations

“ Chief Dr. Robert Joseph, *Healing a Nation Through Truth and Reconciliation*, is my inspiration and the reason I strongly believe in this Strategic Plan. Dr. Joseph tells us that “when we are reconciled we will live together peacefully and in harmony. When we are reconciled we will be gentle with each other, we will be caring and compassionate.....We will know we are reconciled when every kid knows that they are important, valued and that they are loved and have a future in our great country.”

Valerie Hunter
HR Service Partner, Human
Resource Services, Partnerships

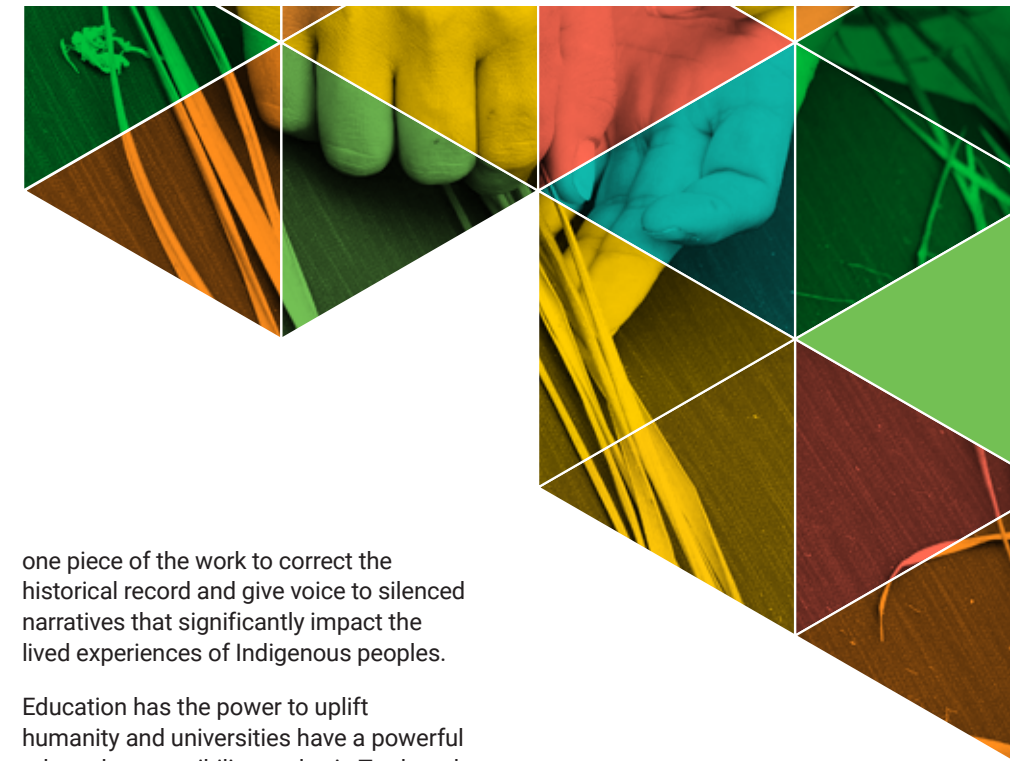
“ This Indigenous strategic plan was undertaken in the most respectful manner possible, with a wide array of constituents and partners, on and off our campuses. The plan itself is comprehensive, operationally and strategically, and offers academic leaders and indeed, all faculty, staff and students on campus, a number of different pathways for fulfilling their responsibilities to the TRC and to working with Indigenous faculty, staff, students, communities and nations in ethical ways. Dr. Glanfield and her team are to be congratulated for their humility and their labour in creating this plan. It is now up to us to carry it out with the same spirit with which it was created.”

Chris Andersen
Dean, Faculty of Native Studies



Message from the Vice-Provost, Indigenous Programming and Research

[pattern not applied throughout the document yet, still to be resolved]



The Sweetgrass teachings tell us that when we plait sweetgrass, we collect 21 strands.

The first seven are the generations that preceded us: they walked the journey to bring us to where we stand today. The second seven strands represent the seven sacred teachings. The third seven strands represent the seven generations yet to come. We, as humans of this earth, acknowledge our responsibility to those not yet born knowing that everything we do in our lifetimes carries forward to impact them. In this way, we are bound through time in honoring the legacy of our ancestors and recognizing that we are responsible for the future.

This teaching is at the heart of *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*. The plan recognizes our collective responsibility to acknowledge our history and to honor those that came before us and to follow the seven sacred teachings — love, respect, honesty, courage, wisdom, and humility; to know the first six together is to know truth. The plan also recognizes our responsibilities to the generations to come, knowing that we have the power to leave them a beautiful legacy. In essence: honouring the past, living the present and shaping the future.

I am a member of the Métis Nation of Alberta with deep ties to kin across Alberta. The Lac La Biche-Fort McMurray region was the foundation of my early life. It was from northeastern Alberta that I first came to the University of Alberta to begin my first degree in 1976. The university has played a central role in my life, providing the formal educational experiences behind my career as a teacher, researcher, professor of mathematics education and leader.

It has been humbling, joyous and a deep responsibility to lead Indigenous-focused work at the University of Alberta since August 2019. A key focus in the first years of the mandate of the Vice-Provost, Indigenous Programming and Research was the creation of an Indigenous Strategic Plan to bring about the kind of foundational change imagined by the Truth and Reconciliation Commission of Canada (TRC) and the broader expectations that have emerged across organizations and the public.

As a society, we are only just coming into a time where the histories and complex understandings of Indigenous peoples are being heard in the wider world. From the time of contact, Indigenous peoples have been standing against assimilative practices aimed at causing them to “cease to exist as distinct legal, social, cultural, religious, and racial entities in Canada.” The resurgence of Indigenous peoples has been carried by those that came before us and the individuals today working to tackle the deliberate aim of the erasure of Indigenous knowledge systems and peoples.

The confirmation that the remains of Indigenous children have been found at residential school sites across Canada has been a stark reminder of the urgency of the work that the university has committed to in response to the TRC Calls to Action. Long known in community, this is but

one piece of the work to correct the historical record and give voice to silenced narratives that significantly impact the lived experiences of Indigenous peoples.

Education has the power to uplift humanity and universities have a powerful role and responsibility to play in Truth and Reconciliation. The University of Alberta's motto, “Quaecumque Vera” invites the community to pursue “Whatever things are true.” As a university community we should be questioning “whose truth?” and we have a responsibility to teach to question the validity of concepts used to justify European sovereignty over Indigenous lands and peoples.

Undoing the legacy of colonialism and advancing conciliation—that is establishing respectful nation to nation relationships—is a difficult journey. It requires generosity, kindness and patience and above all, it takes unlearning. We, as individuals and as a collective, are only beginning to take steps to ‘unlearn colonialism’ which means in many ways we are still at the beginning of this complex, generational, and ultimately non-linear work.

This plan is another step in this work at the University of Alberta and builds on advocacy that has been taking place for 80-plus years. In the 1940s, University of Alberta professors became members of the Indian Association of Alberta (IAA) learning from several of the most distinguished political and spiritual Elders of Alberta. Known as the Friends of the Indians, the professors lobbied the provincial and federal governments, raised funds and publicized injustices. In the 1960s and 70s, First Nations and Métis Elders and leaders pushed for research and teacher education programs such

as the Morning Star program developed in collaboration with Blue Quills College; this work was the precursor to what we now know as the Aboriginal Teacher Education Program. In the 1970s, an IAA presentation to the University of Alberta Senate led to the development of the School of Native Studies, now known as the Faculty of Native Studies.

These developments are a small part of the wide-ranging efforts undertaken to build a university that ensures that all students can attain their educational and professional goals and that we all live in a more just world. It is also evidence that the concerted efforts of a few have significant, lasting impacts. The mobilization of the many can be world changing.

I am hopeful as the University of Alberta makes progress on the broad goals contained in the three “strands” of past, present and future articulated in this plan. I invite each of you to ‘find yourself’ in this plan; I invite you to join the work to play your part in conciliation. There is so much more work to be done. This plan is a starting point in a long and critical journey that will take generations to achieve.

Florence Glanfield
Vice-Provost, Indigenous Programming and Research



Message from the President and Vice-Chancellor

As the Territorial Acknowledgement reminds us, the University of Alberta is situated on territory that has been the gathering place of diverse Indigenous nations for thousands of years, a place where diverse peoples, thinkers, scientists, philosophers lived and came to share and exchange knowledge.

[Photo of Bill Flanagan]

The university is privileged to reside on lands in Treaties 6, 7, 8. In the spirit of these agreements, the university upholds its commitment to working and living in good relation with each other, respecting the Indigenous peoples and nations who, through the treaty process, generously offered to share these lands with those who came to these lands from far away.

In recent years, and especially following the work begun by the Truth and Reconciliation Commission of Canada (TRC), a shift in public awareness has illuminated the urgent need to address the structural causes of the long-standing and pronounced inequalities faced by Indigenous peoples today.

We recognize that the University of Alberta has been part of historic systems that have created barriers to Indigenous sovereignty and wellness. In addressing this history, the University of Alberta has taken steps towards a thoughtful, respectful, meaningful, and sustainable response to the Calls to Action issued by the TRC and Indigenous Initiatives more broadly. The Calls to Action are embedded in our institutional strategic plan and are a key pillar of University for Tomorrow.

The Indigenous Programming and Research Portfolio was established in the Office of the Provost & Vice-President (Academic) to facilitate Indigenous-led institutional collaboration and communication for the development and implementation of programs, services and initiatives related to Indigenous teaching, learning, research and community engagement.

I want to thank Dr. Florence Glanfield, Vice-Provost, Indigenous Programming and Research for her leadership on this plan and also the members of the Indigenous Advisory Council (IAC) and broader Indigenous community who crafted this roadmap.

The Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan will enable transformative institutional practices that tackle the full scope of these endeavours. Reconciliation is not a destination but a journey in which we all have a part to play. Every step is important in that journey. At its core, the ISP is about building better relationships with Indigenous communities—equal, respectful, mutual.

The university's core mission: in teaching, learning and research, is a commitment to all of the people of this province. It is also a commitment to build and sustain an atmosphere in which, as President Tory described it, "prejudice and hatred" cannot live—that is—a university that is committed to the core values of equity, diversity and inclusion of all the peoples and communities that make up our remarkable university and beyond.

I encourage everyone to read this plan and consider the ways in which you can meaningfully engage in reconciliation.

Bill Flanagan
President and Vice-Chancellor

Introduction

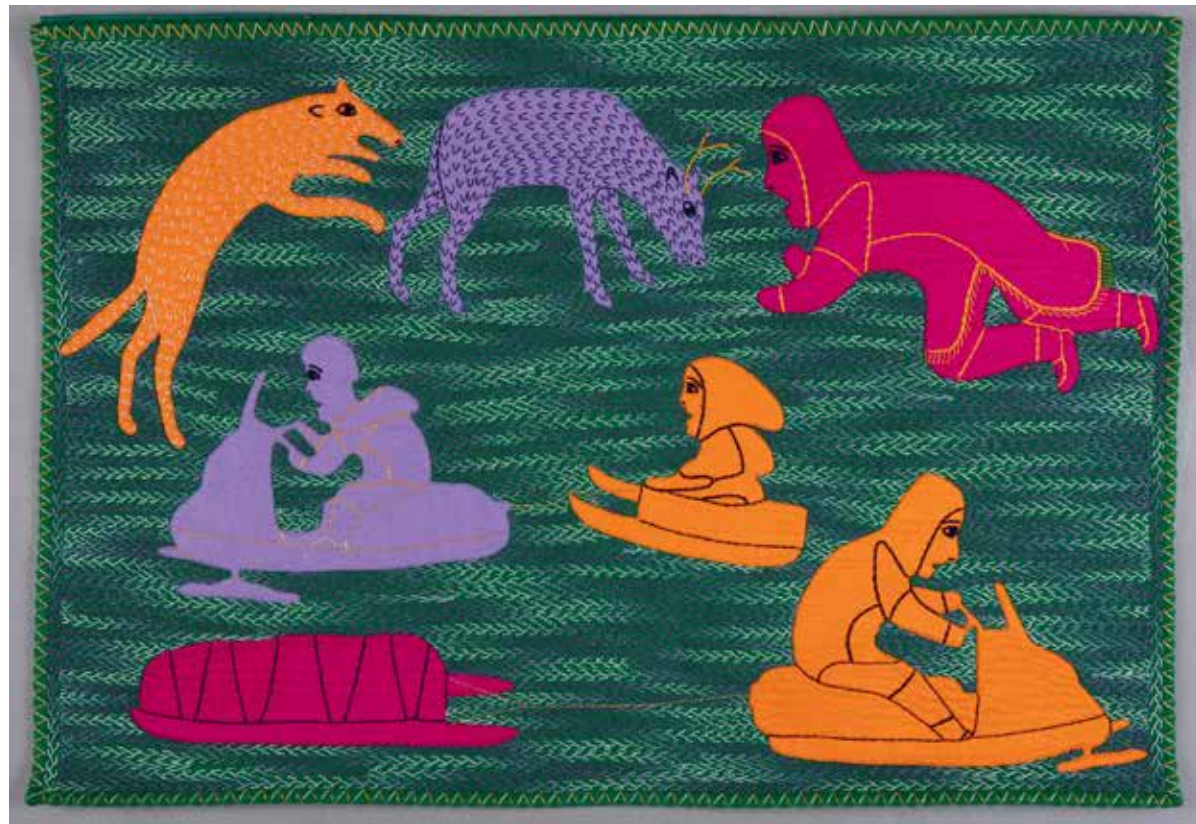
As part of the struggle to address colonialism and its subjugation, Indigenous peoples have continuously fought against the structures, laws and practices meant to disempower in order to assert Indigenous rights and seek a just relationship with the state and beyond.

At the University of Alberta, the work of Indigenous advocates and allies has led to the truly impactful Indigenous programs, initiatives and course offerings—such as the Faculty of Native Studies, the Transition Year Program and the Aboriginal Teacher Education Program, to name but a few—that we know and celebrate today. This plan acknowledges the courage and strength of the individuals that “walked the path” to bring about the changes that have helped us reach the place we are at in the journey towards Indigenous sovereignty and wellness.



“For me, the ISP represents crucial and cutting-edge policy created by and for Indigenous Peoples who are part of the University of Alberta community. Though created over the past few years, the document owes its existence to the thousands of Indigenous Peoples who have walked the halls of this University over the past century, and have persevered through times not so welcoming as they are now. In creating this document we honour those who came before and seek to make the path easier for future generations. Much work remains to be done in the journey of reconciliation between the University of Alberta and Indigenous Peoples, and this document is a critical step in that journey.”

Willow White
 Assistant Professor, English &
 Indigenous Studies, Augustana Faculty



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“Let us put our minds together to see what we can build for our children.” – Chief Sitting Bull

“Education is a universal human right and more and more we are seeing an increase of Indigenous students pursuing university. This is because of those advocating for those voices who have yet to be heard (âhkamêyimok - don't give up/keep going). The Indigenous leadership within the university is choosing to stand up and no longer be silent for the future generations, for this I am thankful. (kinanâskomitin - I thank you).”

Dallas Cardinal
 Project Coordinator, Supporting Indigenous
 Languages Revitalization, Office of the Provost
 (Indigenous Programming and Research)

Truth and Reconciliation Commission of Canada

“Too many Canadians know little or nothing about the deep historical roots of these conflicts. This lack of historical knowledge has serious consequences for First Nations, Inuit and Métis peoples and for Canada as a whole. In government circles, it makes for poor public policy decisions. In the public realm, it reinforces racist attitudes and fuels civic distrust between Aboriginal peoples and other Canadians. Too many Canadians still do not know the history of Aboriginal peoples’ contributions to Canada, or understand that by virtue of the historical and modern Treaties negotiated by our government, we are All Treaty People ... History plays an important role in reconciliation; to build for the future, Canadians must look to, and learn from, the past.”

Truth and Reconciliation Commission of Canada, Honouring the Truth, Reconciling for the Future (PDF), 2015, Summary of the final report of the Truth and Reconciliation Commission of Canada, available at: https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf [accessed 29 April 2022], p.8.

The context of this journey is critical and it is only recently that a more collective understanding of the history that continues to shape the historical and lived experiences of Indigenous peoples has emerged.

The work of the Truth and Reconciliation Commission of Canada (TRC) marked a pivotal shift in public awareness about Indigenous peoples and histories. With its final report released in 2015, the TRC revealed to Canadians the complex truth about residential schools, documenting the individual and collective harms perpetrated against Indigenous peoples. The TRC focused on truth telling as a path towards healing for Indigenous peoples and between Indigenous peoples and non-Indigenous communities, churches, governments and Canadians generally.

While only a part of our history, the TRC’s difficult work amplifying the voices of residential school survivors offered an opening to a critical discussion about other aspects of the Indigenous colonial experience including legal dispossession, cultural and linguistic destruction and restrictions against the right to gather, vote, practice ceremony and attend post-secondary, among many others. Often regarded as historical in nature, it is important to recognize that the pervasive restrictions against Indigenous peoples persisted and persist and the harmful legacy of those measures are still felt to the present day as systemic racism and barriers.

The TRC issued 94 far-ranging Calls to Action (CTAs) urged governments and other entities, including post-secondary institutions, to work together to repair the harm caused by residential schools and to move forward with reconciliation more broadly. Of particular relevance to post-secondary institutions is the legacy of the

assimilative practices of the residential school system on the educational attainment of Indigenous peoples as well as the challenge to address those.

The TRC noted that universities are uniquely and powerfully positioned to enact reconciliation as the Calls to Action touch on every aspect of the university mandate with work in teaching, learning, research and community engagement. Reconciliation starts with work across these spaces, asking key questions and looking at the history, policies and practices that shape our current reality to tackle systemic racism and dismantle the structures that continue to disadvantage in order to make things right.

“Getting to the truth was hard, but getting to reconciliation will be harder. It requires that the paternalistic and racist foundations of the residential school system be rejected as the basis for an ongoing relationship. Reconciliation requires that a new vision, based on a commitment to mutual respect, be developed. It also requires an understanding that the most harmful impacts of residential schools have been the loss of pride and self-respect of Aboriginal people, and the lack of respect that non-Aboriginal people have been raised to have for their Aboriginal neighbours. Reconciliation is not an Aboriginal problem; it is a Canadian one. Virtually all aspects of Canadian society may need to be reconsidered.”

Truth and Reconciliation Commission of Canada, Honouring the Truth, Reconciling for the Future (PDF), 2015, Summary of the final report of the Truth and Reconciliation Commission of Canada, available at: https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Executive_Summary_English_Web.pdf [accessed 29 April 2022], p.vi.



United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) represents another key political milestone for Indigenous peoples worldwide.

The product of nearly 25 years of deliberation at the United Nations, the international instrument was supported by Canada in 2016, nine years after its introduction. It was passed by parliament in 2018 and by Senate in 2021). It recognizes the experiences of Indigenous peoples with colonialism across the globe, aiming to set minimum standards for the autonomy, health and well-being of Indigenous peoples. It articulates the need to repudiate doctrines, policies and practices, such as the Doctrine of Discovery and terra nullius, that advocate for the "superiority of peoples or individuals on the basis of national origin or racial, religious, ethnic or cultural differences" as "racist, scientifically false, legally invalid, morally condemnable and socially unjust."³ UNDRIP urges an address of the colonial legacy so that Indigenous peoples might reassert basic human rights. These include the inherent right to self-determination, freedom from

UNDRIP is the most comprehensive international instrument on the rights of Indigenous peoples. It establishes a universal framework of minimum standards for the survival, dignity and well-being of the indigenous peoples of the world and it elaborates on existing human rights standards and fundamental freedoms as they apply to the specific situation of Indigenous peoples.

UN General Assembly, United Nations Declaration on the Rights of Indigenous Peoples: resolution/adopted by the General Assembly, 2 October 2007, A/RES/61/295, available at: <https://www.refworld.org/docid/471355a82.html> [accessed 29 April 2022], p.??

discrimination, free, prior and informed consent, redress, linguistic, cultural, spiritual and economic rights. The TRC recommended that federal and provincial governments utilize UNDRIP as a framework for reconciliation, noting that reconciliation encompasses *all areas of Canadian life*, including education.

3. UN General Assembly, United Nations Declaration on the Rights of Indigenous Peoples: resolution/adopted by the General Assembly, 2 October 2007, A/RES/61/295, available at: <https://www.refworld.org/docid/471355a82.html> [accessed 29 April 2022], p.3.



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“The ISP will be a source of guidance and inspiration for our governing bodies at the University. GFC and the Board can play a critical role in upholding, advancing and implementing the human rights standards set out in the United Nations Declaration on the Rights of Indigenous Peoples.”

Brad Hamdon
General Counsel and
University Secretary



Groundswell

There is a significant expectation from Indigenous and non-Indigenous stakeholders alike, that the University of Alberta takes up its role in Indigenous-focused work and reconciliation. This theme emerged in the consultations that informed the university's strategic plan, *For the Public Good* in 2016, and the 2019 Community Engagement Consultations led by External Relations showed a significant desire for an institutional commitment to Indigenous Initiatives and a TRC response. The dialogues for the Indigenous Strategic Plan strongly reiterated these expectations.

The shifting requirements for Indigenous Initiatives are not only centered in community expectation, universities are increasingly tasked with addressing Indigenous initiatives through emerging requirements in Indigenous-focused research, teaching and community engagement. These have arisen from post-secondary accreditation bodies, national funding agencies, research council frameworks, professional associations, governments, new requirements for Indigenous-engaged ethical research and corporate partners requiring robust EDI frameworks.

The Supreme Court of Canada also affirmed the legal requirement of the Duty to Consult with Indigenous peoples to foster reconciliation. The Duty to Consult requires that governments, corporations and individuals know about and respect

Indigenous and treaty rights to work with Indigenous nations, governments and communities within the Canadian legal context, also setting a model for broader engagement efforts.

Around the world, and nationally, universities are being called on to ensure that graduates of their programs are aware that their studies and possible professions are situated on Indigenous lands and impact Indigenous peoples. In revisiting the foundational understandings that underpin the relationship between Indigenous and non-Indigenous peoples, universities are also providing a space in which to consider what it means to be a good relative in the terms intended in the treaties.

Within disciplines, those advocating for greater awareness of diverse worldviews, perspectives and silenced narratives cite the value of this work in enriching academic knowledge and rigour, but also in upending the dominant paradigm that centres eurocentric worldviews, peoples and practices to the exclusion of others. These discourses examine and question the ways that universities have contributed to the harms of colonization and how we might approach structural changes within a decolonization framework.

Critical social justice issues have also emerged as a key policy priority at post-secondary institutions. The themes of marginalisation and injustice are at the heart



of movements to strengthen the civic role of the institution, ensuring that universities are responsive and work to co-create solutions to the challenges that matter to the public. This shift has influenced how universities are examining key institutional processes including new pedagogical approaches, hiring practices, critical self-reflectivity, community engagement and alignment with government priorities on these themes.

“In supporting cross-faculty programs such as I-STEAM Pathways, which provides opportunities for Indigenous undergraduate students to participate in summer internships focused on environmental research and education, to faculty-specific initiatives, CNAS acknowledges and embraces new and inclusive ways of teaching and learning. Together, we are building community and taking action to ensure that our internships, mentorship programs and work integrated learning opportunities are open and accessible to Indigenous students within a safe and welcoming environment and with an appreciation for Indigenous ways of teaching, learning, and knowing.”

Matina Kalcounis-Rueppell
Interim Dean, College of Natural and Applied Sciences



“The IGSA sees the inherent value in envisioning a future for the University where Indigenous knowledge, lands, and people are partners in leading the UofA for tomorrow. The incorporation of so many teachings and languages in this living document sets a tone for the ongoing process of truth and reconciliation, that is respectful of, and values the diversity and beauty of our Nations, languages, people and cultures. We look forward to walking this new path together, as partners in this shared vision of success for Indigenous and settler communities alike.”

Indigenous Graduate Students Association

“My hope for this strategy is to lay the groundwork for future generations of students and staff to live and work as a connected community- Wahkohtowin. It recognizes that we have two very different cultures that want to walk together in a Good Way. The success of the Indigenous Strategy will depend on strong communication, openness and most importantly, trust. The strategy is not just for our children, but also for those not yet born, seven generations and into the future.”

Cielidh Morrisette
 Research Coordinator, Faculty of Arts,
 Humanities Administrative Services



“To have a strategic plan made by Indigenous people who have collaborated and worked tirelessly for the future generations of Indigeneity at the University of Alberta is an enormous accomplishment. Less than 50 years ago, being an Indigenous student at the U of A was a rarity and yet here we are in 2022, with students who are stronger, driven with purpose and thriving. This Indigenous Strategic Plan will be the charter for the next seven generations of students and academia alike.”

Shannon Cornelsen
 VP Consultation and Engagement,
 Indigenous Students' Union

“As the College of Health Sciences pursues our mandate of advancing the full spectrum of human health and wellness in individuals and communities, we are strongly committed to approaching this challenge through the lens of equity, diversity, and inclusion. In particular, we must continue to strengthen our commitment to Indigenous initiatives and leadership as we do our important and necessary work. Contending with the painful Canadian legacy of colonialism must inform every decision we make as we advance systems changes in our teaching, learning, and research. Indigenous leaders in the College of Health Sciences are guiding us in challenging past

academic approaches, building new ways of knowing, and underscoring the importance of health sciences as a powerful tool for change. There is much to do in our commitment to support Indigenous individuals and communities within our college and in the broader context of our reach, and much of that work will involve acknowledging the ways so many of our systems have fallen short. But, the power of this transformation is and will continue to be profound and will build the foundation for a better and stronger collective future.”

Greta Cummings
 Interim Dean,
 College of Health Sciences

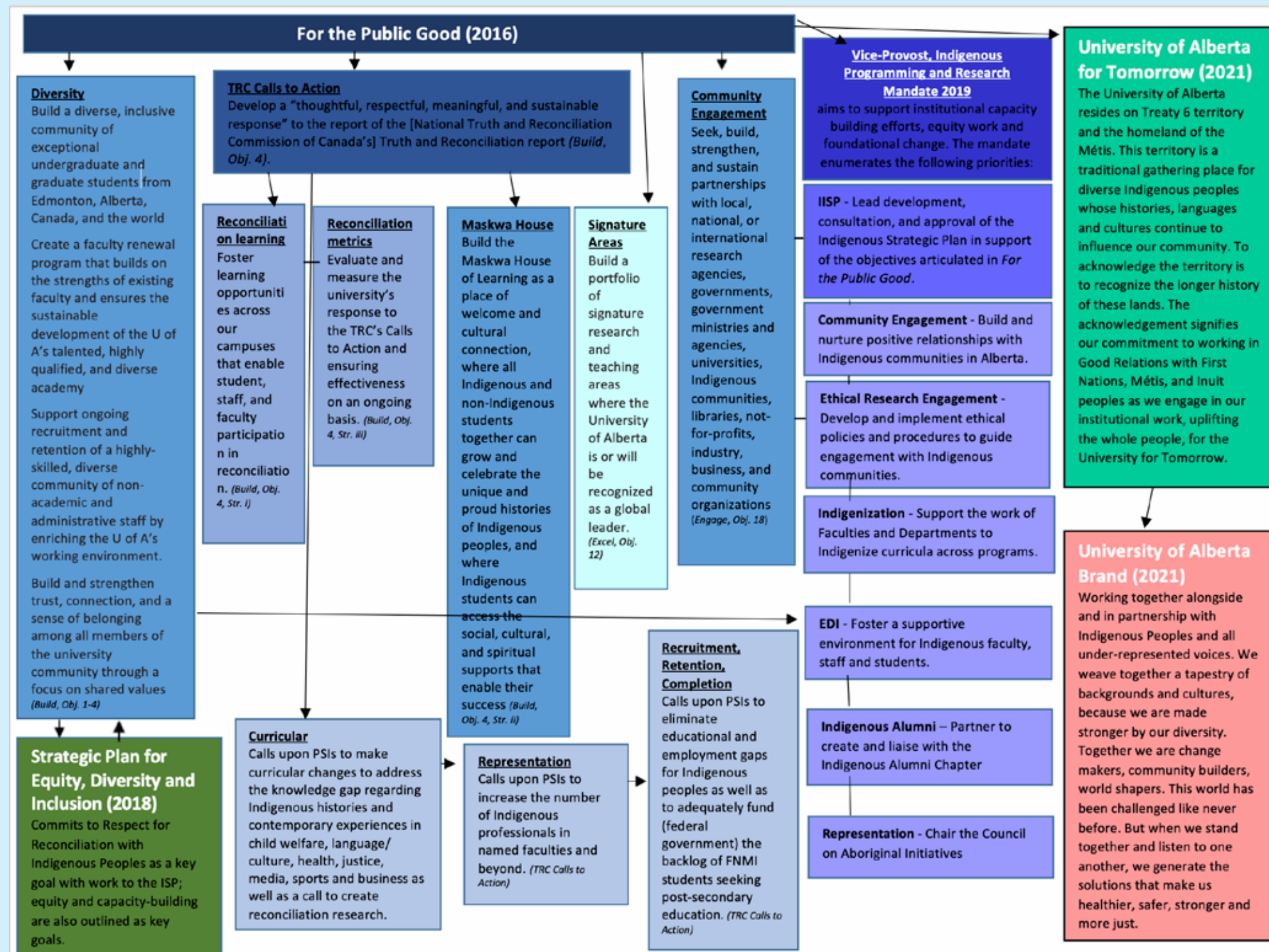
University of Alberta Response

Since UNDRIP was passed and the TRC Calls to Action were issued, the University of Alberta has responded by engaging in wide-ranging consultations via its strategic plan, For the Public Good (FPG), the Strategic plan for Equity, Diversity and Inclusivity, University for Tomorrow and its institutional brand. Through these consultations, the university has committed to work on respectful responses to the Calls to Action and reconciliation. These commitments are starting to find their ways into the academic and administrative practices of the university, with the end goal that they will eventually be fully embedded across university strategic and unit plans and accountabilities.

Office of the Vice-Provost, Indigenous Programming and Research

To strengthen work in Indigenous Initiatives, the University of Alberta sought to create the structures that can carry this work forward. In 2019, the inaugural Vice-Provost, Indigenous Programming and Research role was established in the Office of the Provost & Vice-President (Academic).

The work of the Vice-Provost, Indigenous Programming and Research Office builds upon the extensive work undertaken across the institution at the University of Alberta to assure Indigenous student success, improve the recruitment and retention of Indigenous faculty and staff and to advance key initiatives in alignment with Indigenous community interests. It also aims to centrally connect Indigenous-related teaching, learning, research and supports to share resources, better coordinate, find efficiencies and build capacity.



Dialogues

To begin work on the creation of an Indigenous Strategic Plan, the Office of the Vice-Provost, Indigenous Programming and Research engaged in wide-ranging dialogues, gathering information and listening to community so as to envision the goals, themes, and strategies of the plan.

Broad dialogues with University of Alberta leaders, academic, administrative and governance structures took place over the course of two years and input was solicited from faculties, departments, units and individuals. These structures included students, faculty, and staff. Data sources such as the Workforce Diversity Census and the 2021 Indigenous Student Success Survey were used to frame the dialogues and inform the development of the goals. We are grateful for the diverse contributions to this plan and the work to outline accountabilities and partners for this work in alignment with the feedback from these dialogues.

Indigenous Advisory Council

To ensure an Indigenous-led process to create the Indigenous Strategic Plan (ISP), an Indigenous Advisory Council (IAC) was struck from January 2020 to May 2022. The IAC had 22 First Nations, Métis, and Inuit representatives from across employment categories. The council's mandate was to frame conversations around the ISP's development; what the Indigenization of curriculum and programs might mean; respectful and ethical research with Indigenous peoples and communities; building supportive and healthy workplace environments for Indigenous faculty, students and staff; and fostering respectful relationships with Indigenous community partners. In gratitude, membership of the Indigenous Advisory Council is listed on p. 4 of this document.

As part of the work to develop the Indigenous Strategic Plan, the Office of the Vice-Provost, Indigenous Programming

and Research actively sought direction from the broader internal Indigenous community on the ways in which the university might respectfully and effectively take up the work of Indigenous Initiatives. The draft and revised Indigenous Strategic Plan was distributed to Indigenous faculty and staff known to the Office of the Vice-Provost Indigenous Programming and Research for their input and review and feedback incorporated.

Indigenous Nations and Organizations

The Office of the Vice-Provost, Indigenous Programming and Research also met with First Nations, Métis and Inuit nations and organizations across treaty areas, listening to the experiences of community members, leaders and elders with the University of Alberta. We learned how they would like to see connections between their community or organization and the University of Alberta grow. The office detailed alignment with these community interests in the strategic plan, imagining pathways for stronger partnerships with community in support of the key objectives they shared. This dialogue, held over a year, was meant to guide the start of the University of Alberta's work as a "Good Relation" across a number of priorities and particularly via the Indigenous Strategic Plan.

Indigenous Research Strategies Task Force

The Indigenous Research Strategies Task Force (IRST) was created in December 2020. The goal of the task force is to bring

together diverse employees to examine the collective work at the University of Alberta in relation to research ethics, research services, field research and data management can be supportive of Indigenous communities, researchers engaged with Indigenous research, data sovereignty, treaty rights, and respectful community engagement. The IRST was a part of the dialogue process for the Indigenous Strategic Plan and particularly with those elements aligning specifically with its mandate.

Membership includes:

- Susan Babcock, Director, Research Ethics Office, Vice-President (Research & Innovation) Integrity Support
- Rhonda Bell, Professor, Faculty of Agriculture, Life and Environmental Science
- David Bressler, Professor and Associate Dean Research, Faculty of Agriculture, Life and Environmental Science; Executive Director, Biomass Energy Network
- James Doiron, Research Data Management Strategies Director, University of Alberta Library; Academic Director, University of Alberta Research Data Centre
- Nadir Erbilgin, Professor and Chair, Faculty of Agriculture, Life and Environmental Science
- Florence Glanfield, Vice-Provost (Indigenous Programming & Research)
- Geoff Harder, Associate University Librarian, Library and Museums
- Tracey Hillier, Associate Professor, Faculty of Medicine and Dentistry;



- Co-Director, Situated Knowledges: Indigenous Peoples and Place (SKIPP) Signature Area
- Charmaine Kabatoff, REB Consultant, Research Ethics Office, Vice-President (Research & Innovation) Integrity Support
- Heidi Robinson, Legal Counsel, Vice-President (Research & Innovation) Research Services Office
- Nella Sajlovic, Indigenous Strategies Manager, Office of the Provost & Vice-President (Academic)
- Jessica Vandenberghe, Assistant Dean, Engineering Community and Culture, Faculty of Engineering

Members of the IRST who served prior to their resignations from the Indigenous Research Strategies Task Force:

- Alex Clark, Professor and Associate Vice-President (Research), Faculty of Nursing

“One of my strongest commitments as College Dean is to promote a college community that enables an equitable and inclusive society. One that acknowledges history and where equity and diversity are essential to excellence on campus. In consultation with our Indigenous community, we are dedicated to transforming our college by not only encouraging Indigenous perspectives and initiatives into our processes and strategies at every level, but also planning immediate tangible tactics such as curriculum changes, safe spaces for the Indigenous community and the goal of removing barriers to

success through collaboration. We're proud of our start. From creating dedicated Indigenous office space for students to gather in Arts, to implementing an Introduction to Indigenous Business course in the Alberta School of Business, and the commitment to hiring Indigenous professors in all our faculties. But this is only the beginning of what I envision to be a complete transformation of how our college and university operates. We strive to do better and we must do better.”

Joseph Doucet
Interim Dean, College of Social Sciences & Humanities

Nisitohtamowin (Understanding)

The Indigenous Advisory Council sought an appropriate cultural ethos to communicate to readers of this plan the thinking and values that underpin Indigenous-focused work at the University of Alberta.

The council selected the Sweetgrass Teachings as this plan's foundation, noting the personal and professional commitments of the Indigenous people who have shouldered this work in honour of ancestors, loved ones and community. Elder Fernie Marty (Papaschase First Nation) was offered protocol for his guidance and knowledge of the Sweetgrass Teachings for the creation of the Indigenous Strategic Plan.

The shared understandings that the council had of this teaching, of balance, of collective strength, of responsibility to All Our Relations are at the heart of this cultural ethos. It also signifies the hopes that the council has for the work of the Indigenous Strategic Plan with a centering of collective responsibility in the pursuit of what is called the Good Life or *miyo pimatisiwin* in Cree.

Miyo pimatisiwin describes being in harmony—mind, body and soul— with a fulsome wellness and health based on a relationship with cultural identity, others, all things living and the land. The concepts of reciprocity, responsibility, love and care to humans, lands and winged, scaled and the four-legged inform this plan.

The Sweetgrass Teachings

as shared by Elder Fernie Marty

“I see the ISP as a difficult but necessary roadmap on the journey to true Reconciliation.”

Gil Anderson
Academic Services Coordinator,
Alberta School of Business, MBA Office



“I am so proud of the amazing ideas that went into the ISP. The ISP is so important for the U of A community, as a shining example of how Indigenous presence is integral to the betterment of our success and growth across campuses.”

Michelle Durocher
Executive Assistant,
Major Gifts & Planned Giving

“Sweetgrass is one of our sacred medicines; it is the hair of Mother Earth. When we gather the sweetgrass we walk gently on Mother Earth, giving thanks for the gifts that she gives— gifts that we need to live a good life.

The three strands of the sweetgrass braid have many different meanings for the people but for the teachings I received, they represent the mind, body and spirit. The three need to be in balance for us to have health and there is a significance with the four (the three strands and the four as it comes together to make the whole).

The four means that we are connected to each other, to the land and to all things living—All our Relations. We are only one small part of this, us humans, but we are sacred peoples and we are meant to be gentle with each other and all of our relations.

The sweetgrass helps to remind us of this—of our sacred nature and our connection to the land. It also reminds us that we must pray for guidance from the Creator. When we smudge with sweetgrass, we humbly ask the Creator to bring good energy to us, to purify us, to move the negative energies away from us to protect our minds, our bodies, our spirits and where we live.

We ask that the Creator bring us clean thoughts, a clean body and a clean spirit. We ask that we remain humble and open to being guided to the lessons that are all around us if our hearts are open. This is important because we can be pulled

away from what is good to bad things like anger and hate. There is so much pain in the world. The pain causes the anger and hate. The sweetgrass reminds us to be in tune with goodness so that we can live a good life.

When we do this it also allows others to see who we are as people and our goodness is an example of what is the right way to live. We are a gentle people. There is medicine in remembering that we are gentle. There is medicine in laughter. Our people like to laugh. Laughter brings healing. Laughter helps to remind us that no one is perfect; we are all just learning.

When we braid our hair, we pray. We think of the ones that came before us and of the Creator, asking them to shield us from bad things. We know that our ancestors see us and watch over us even though they are not with us in the here and now.

When we braid, we honor the ones that came before us and we take time to ask the Creator and them for help to live a good life. In this way, our braids are a way to care for the loved ones in front of us and to honor the ones who came before us. It [braiding] helps us to think on the things that make a good life. We do this in prayer. We say thanks for the gifts of the earth and we remember to care for each other and those gifts.”



“ I found the section on the Sweetgrass Teachings particularly moving. It literally brought a tear to my eye, as I considered how this work is built upon the shoulders of past generations of Indigenous scholars at the university, and how the work we are doing today, will build a brighter and more equitable future for future generations. Thank you for doing this work.”

Keith King
VP Internal/External, IGSA



“ The Indigenous Strategic Plan (ISP) does more than generate policy towards decolonial indigenization. It is a centre point and meeting place for our Indigenous faculty and staff at the University of Alberta. Colonialism has done much to diminish and get in the way of our relations; with each other and with the Land. The ISP is another way we resist this dispossession, helping us come together and reminding the university institution that we are on Indigenous, relational territory.”

Paul Gareau
Assistant Professor, Faculty of Native Studies

“ The University of Alberta’s vision is to illuminate our world-leading Indigenous-led and Indigenous- engaged research and practices, providing leadership in Indigenous scholarship, research, and community engagement.”

Aminah Robinson Fayek
Vice-President (Research and Innovation)



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

The plan is grouped into three categories or “strands”—symbolizing the responsibilities of the Sweetgrass Teachings: looking to the past, in-powering the present and imagining the future. These three groupings represent a sweetgrass braid and the accompanying prairie and parkland-based Indigenous understandings (where the University of Alberta is primarily, though importantly, not only, based). In many Indigenous cultures, the braid also represents mind, body and spirit and the balance between the three for good health and harmony in individuals and communities.

It also represents understandings about the relationality of all peoples and to all things living. The braid was selected as it is also a reminder of the beauty, pride and resilience of Indigenous peoples. The loss of braided hair is also linked in communal memory to the trauma of colonialism and its assimilative practices. As the resurgence of Indigenous peoples continues, the braid has become a symbol of defiance and identity assertion and also representing that the past, present and future are intertwined. This symbolism is also meant to indicate that this strategic plan is a living document that will evolve as this work progresses. Within the context of the work of this plan, the braiding of past, present and future is a commitment to restoring balance and wellness.

This five-year plan is the University of Alberta’s first formally approved Indigenous Strategic Plan and responds to the themes that emerged in dialogue, articulating specific goals, strategies and timelines. The content laid out here is a prioritization of the broad work of

Indigenous Initiatives. Acknowledging that the breadth of the themes and strategies detailed in this plan require extensive institutional collaboration, this document aims to imagine the ways in which Indigenous-focused work might be built into institutional accountabilities, embedding it into diverse structures, processes and roles to realize the goals outlined. The named accountabilities identify specific contributors and partnerships, creating institution-wide responsibility to deliver on the strategies to achieve the outlined goals. .

Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan reflects an important step in our institution’s commitment to reconciliation in post-secondary education, research and addressing the historical legacy of the residential school system and Canada’s colonial history in a meaningful and lasting way.

Where We Are At In the Journey

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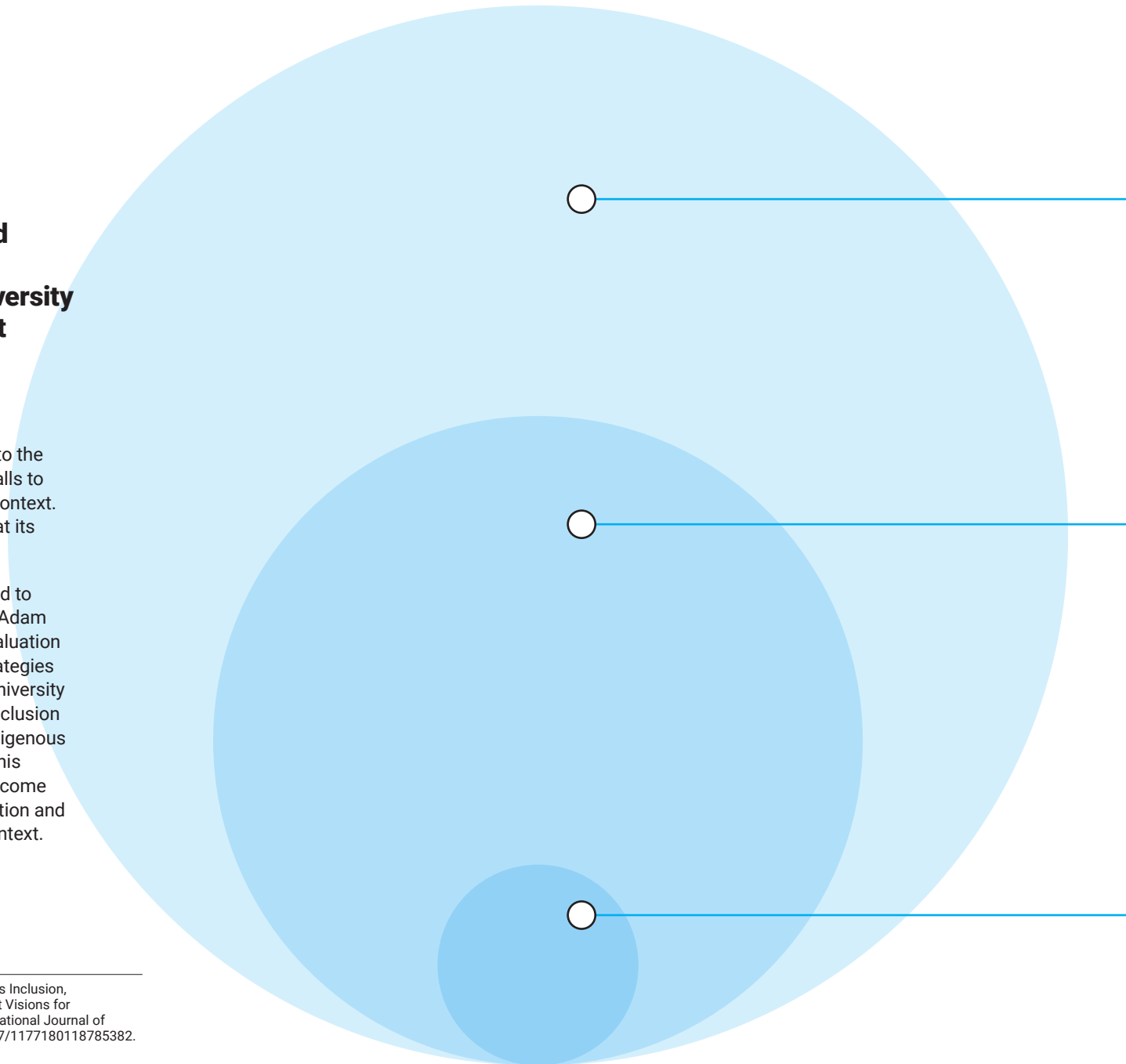
It has been seven years since the final report of the Truth and Reconciliation Commission of Canada was released. The University of Alberta acknowledges that it is only at the beginning of this complex, generational work.

Universities across Canada have responded to the Truth and Reconciliation Commission's 94 Calls to Action in ways relevant to their institutional context. Throughout Canada, this work is still largely at its inception.

In examining how universities have responded to reconciliation, University of Alberta scholars Adam Gaudry and Danielle Lorenz developed an evaluation framework to characterize this work. The strategies included in this document aim to move the university along the continuum they described⁸: from Inclusion Indigenization to a fulsome integration of Indigenous understandings: Decolonial Indigenization. This framework offers a lens to consider and overcome the differences between Inclusion Indigenization and Decolonial Indigenization in the university context.

They define these three concepts as follows:

8. Gaudry, Adam, and Danielle Lorenz. 2018. "Indigenization as Inclusion, Reconciliation, and Decolonization: Navigating the Different Visions for Indigenizing the Canadian Academy." *AlterNative: An International Journal of Indigenous Peoples* 14 (3): 218–27. <https://doi.org/10.1177/1177180118785382>.



Decolonial Indigenization

Envisions the wholesale overhaul of the academy to fundamentally reorient knowledge production based on balancing power relations between Indigenous peoples and Canadians, transforming the academy into something dynamic and new.

Reconciliation Indigenization

A vision that locates indigenization on common ground between Indigenous and Canadian ideals, creating a new, broader consensus on debates such as what counts as knowledge, how should Indigenous knowledges and European-derived knowledges be reconciled, and what types of relationships academic institutions should have with Indigenous communities.

Indigenous Inclusion

A policy that aims to increase the number of Indigenous students, faculty, and staff in the Canadian academy. Consequently, it does so largely by supporting the adaption of Indigenous people to the current (often alienating) culture of the Canadian academy.

Goals and Strategies

The plan is grouped into three categories or “strands” that capture the responsibilities of the Sweetgrass Teachings: Looking to the Past, In-Powering the Present and Imagining the Future within the scope of this plan.

Themes

The lorem ipsum copy still to come for this section.

Goals

The goals articulate the specific WORK

Accountabilities

The named accountabilities listed for each of the strategies are not exhaustive and instead denote those most responsible for beginning the work. Other leaders or units may have work to contribute to the named strategies. The following is a full listing of the acronyms used in the following charts:

- College Deans - NAME colleges?
- Deans - NAME?
- Department Chairs
- Vice-Presidential portfolios?
- VPA - Vice-President (Academic)
- VP&DOS - Vice-Provost and Dean of Students
- VPER - Vice-President (External Relations)
- VPF&SR - Vice-Provost and Dean (Faculty of Graduate Studies and Research)
- VPF&O - Vice-President (Facilities and Operations)
- VPIPR - Vice-Provost (Indigenous Programming and Research)
- VPP - Vice-Provost (Programs)
- VPLI - Vice-Provost (Learning Initiatives)
- VPL&M - Vice-Provost, Library and Museums
- VP® - Vice-Provost and Registrar
- VPRI - Vice-President (Research and Innovation)
- VP&AVPUAI - Vice-Provost and Associate Vice-President (International)
- VPUS&F - Vice-President, University Services and Finance

Strategies

The lorem ipsum copy still to come for this section.

Timeline

The five-year timeline noted in this document communicates when work will begin on the associated strategies, noting that much of this work requires time and completion is complex. The years noted are aligned to the academic calendar year.

Looking to the Past

1. Indigenous Leadership and Coordination
2. Accountability and Reporting
3. Indigenous Ways of Knowing: Academics
4. Relationship with Indigenous lands and nations
5. Indigenous-centred policy, protocol and praxis
6. Reconciliation research and scholarship
7. University of Alberta community participation in reconciliation



Imagining the Future

1. Ethical research with Indigenous nations, peoples and lands
2. Indigenous-led research capacity development
3. Establish Indigenous Community engagement: Nations, Organizations and Peoples
4. Indigenous Community-engaged research
5. Indigenous Community Engagement: Senate
6. Indigenous Community Engagement: Alumni
7. Innovative Funding

In-Powering the Present

1. Indigenous student: recruitment, retention and completion
2. Indigenous student attainment: tackling barriers
3. Indigenous faculty and staff: recruitment and retention
4. Safe and welcoming spaces

[photo will be added here]



Looking to the Past

The first grouping of themes, goals and strategies focuses on the “remedial” actions mandated by the Calls to Action issued by the National Truth and Reconciliation (TRC) report and broader Indigenization efforts. This grouping aims to remediate the erasure and exclusion of Indigenous peoples, knowledges, histories and knowledge systems. The work recognizes the gaps in traditional Western higher education and also the harm that those gaps have had on the lived experiences of Indigenous Peoples. Implicit in this work is the acknowledgement that the university participated, and participates, in aspects of colonialism that were, and are, deeply harmful to Indigenous Peoples and that there is a wrong to right. The same power that was employed to disenfranchise Indigenous Peoples can now be brought to bear on the education of the students we serve and those beyond the institution.

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Indigenous Leadership and co-ordination							
Centrally connect Indigenous-related teaching, learning, research and supports to ensure adequate resourcing, better coordinate, ensure Indigenous initiatives are Indigenous-led and that there is broad institutional accountability for this work	Hire an additional person in the Provost’s Office to support the implementation of the Indigenous Strategic Plan	VPA	●				
	Establish the Indigenous Advisory Council (IAC) as a space that can offer wisdom and guidance on actions taken by colleges, faculties and units in relation to goals in the ISP and Indigenous engagement	VPIPR		●			
	Create an Indigenous Wisdom Council of external Indigenous Knowledge Holders to assist with high-level, Indigenous-focused advice and decision-making	President, VPIPR		●			
	Map joint areas of responsibility across the University of Alberta to guide collaboration and share accountability for Indigenous Initiatives, including supporting the project or committee-based delegation of Indigenous staff to Indigenous-focused institutional work	All, VPIPR		●			
	Create structures within colleges, faculties and units, led or co-led by an Indigenous person, to develop college, faculty and unit actions to achieve the goals outlined in the Indigenous Strategic Plan	College Deans, Deans, VPA, VPER, VPF&O, VPRI, VPUS&F			●		

Looking to the Past (continued)

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Accountability and reporting							
Include Indigenous knowledge systems, experiences and perspectives into all undergraduate, graduate and continuing professional education programs via new course and new program approval and quality assurance processes	Publish a TRC Report to Community every two years to evaluate, report and act on institutional, faculty and unit responses to the TRC Calls to Action	College Deans, Deans, VPER, VPF&O, VPIPR, VPRI, VPUS&F		●		●	
	Include goals in alignment with the Indigenous Strategic Plan in unit-level strategic plans	College Deans, Deans, Department Chairs, VPER, VPF&O, VPRI, VPUS&F	●				
	Ensure that all leadership category reviews include reporting on activities related to the Indigenous Strategic Plan	President, VPA, VPER, VPF&O, VPRI, VPUS&F		●			
	Gather and co-ordinate data to track progress on achieving goals in the Indigenous Strategic Plan for internal and external reporting	All, VPIPR		●			
	Utilize the college structures of Associate Dean (Education), Associate Dean (Research), and the Strategic Initiatives office to collaborate and implement strategies to support the goals outlined in the Indigenous Strategic Plan	College Deans			●		
Establish an Indigenous Strategic Plan implementation team, chaired by the VPIPR	President, VPA, VPER, VPF&O, VPRI, VPUS&F	●					
Indigenous Ways of Knowing: Programs							
Weave Indigenous world views, histories and perspectives into all undergraduate, graduate and continuing professional education programs, recognizing the validity of Indigenous knowledge systems, remediating the knowledge gap on Indigenous historical and lived experiences, and strengthening academic rigour across disciplines	Include Indigenous knowledge systems, experiences and perspectives into all undergraduate, graduate and continuing professional education programs via new course and new program approval and quality assurance processes	College Deans, Deans, VPIPR, VPLI, VPP		●			
	Develop financial, administrative, leadership and mentorship processes to achieve the goal	College Deans, Deans, VPA, VPUS&F		●			
	Create resources and workshops for faculty to illuminate the institutional spaces in which the Indigenous curricular gap/Indigenous Ways of Knowing might be integrated into course materials; promote existing field-specific literature to support this work	VPLI, VPIPR			●		
	Establish institutional relationships and partnerships with Indigenous organizations in support of Indigenous language revitalization, acknowledging the sovereignty of nations in language	College Deans, Deans, VPIPR	●				
	Develop relevant Indigenous-focused programming for international students	VPIPR, VPLI, VP&AVPUAI			●		

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Relationship with Indigenous lands and nations							
Utilize university infrastructure (physical, web and communications) to acknowledge the foundational nature of Canada's relationships with diverse Indigenous nations, the first peoples of the places that the University of Alberta currently manages, and to create safe and welcoming spaces for all	Incorporate the visibility of Indigenous territory, including Indigenous Peoples in consultation for: land use, space design and considering what it would mean to regard land as a relation. This is meant to acknowledge the long history of our campuses as sites of Indigenous habitation, gathering and sacred significance, not as terra nullius.	VPER, VPF&O, VPIPR		●			
	Develop the necessary policies to support the use of university infrastructure for internal and external Indigenous community-building and gathering purposes and ceremony	VPF&O, VPIPR	●				
	Increase the digital and communications-based visibility of Indigenous presence at the university	VPER	●				
	Incorporate Territorial Acknowledgements on the U of A main page and in all public addresses and written statements	VPER	●				
Indigenous-centred policy, protocol and praxis							
Examine and revise university policy and protocol to support respectful Indigenous inclusion	Revise and create new university policies to support and celebrate Indigenous inclusion, respectfully facilitate connections between the university and Indigenous communities, and bridge university/legal practices with Indigenous-centred protocols and Indigenous identity	VPER, VPF&O, VPIPR, VPRI, VPUS&F			●		
	Document and share appropriate cultural protocols for connecting with elders, knowledge keepers and other Indigenous community members	VPIPR		●			
	Identify and remediate challenges with appropriate remuneration (honoraria) and culturally appropriate gifts within the university context	VPIPR, VPRI, VPUS&F	●				
	Align Indigenous-focused policy work with revisions of the Equity, Diversity and Inclusivity (EDI) plan and implementation	VPIPR		●			
Reconciliation research and scholarship							
Work with relevant partners to advance, fund and showcase reconciliation, indigenization and decolonization research and scholarship	Work with government entities to create a national research program with multi-year funding to advance an understanding of reconciliation	VPER, VPRI		●			
	Showcase the scholarship of U of A faculty engaged in examining reconciliation or advancing aspects that increase historical and contemporary understandings of Indigenous Peoples, nations, communities and lands	VPER, VPRI			●		
	Pursue funding mechanisms to fund reconciliation research	VPER, VPRI		●			
	Create a TRC-focused endowed chair	VPER, VPRI					●

Looking to the Past (continued)

“The Indigenous Strategic Plan outlines critical opportunities for reconciliation throughout our institution and requires action from the full University of Alberta community. We need to prioritize and increase our capacity for Indigenous-focused initiatives, such as curricular changes, so that we continue to work towards teaching, learning, researching, and working together in good relations at the U of A. I’m committed to supporting Indigenous leadership on campus, and I am proud to play a role in bringing the plan to life.”

Steven Dew
Provost and Vice-President (Academic)

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
University of Alberta community participation in reconciliation							
Foster learning opportunities that enable all student, staff, faculty and alumni to participate in reconciliation	Promote the Indigenous Canada: Looking Forward, Looking Back Massive Open Online Course (MOOC/mini-MOOC), including offering faculty and staff work time to complete the course, and utilize other developed courses such as the anti-Indigenous racism module to support this work	VPER, VPUS&F	●				
	Create a primer on the Indigenous Peoples of Alberta, including the different nations, cultural and linguistic differences, governance structures, geographical territories, treaty relationships and non-treaty relationships to address the knowledge gap	VPER, VPIPR, VPRI	●				
	Create and offer free courses, workshops, events and other resources to students, staff, faculty and alumni (during work hours for employees) to tackle the knowledge gap around racism, historical and contemporary Indigenous experiences and the foundational agreements	VPER, VPIPR, VPLI, VPUS&F		●			
	Partner with external entities, such as libraries, municipalities and public schools, to build capacity for TRC teachings within a larger collaborative system so that opportunities for learning can be taken up	VPER, VPIPR		●			
	Create programs that showcase the university's Indigenous cultural, archeological and artistic objects	VPER, VPIPR, VPL&M		●			
	Showcase the scholarship of U of A faculty engaged in examining reconciliation or advancing aspects that increase historical and contemporary understandings of Indigenous Peoples, communities and knowledge systems	VPER, VPRI		●			
	Strengthen the partnership with the National Centre for Truth and Reconciliation to permanently preserve the memory of Canada's residential school system	VPA, VPIPR		●			
	Support activities and events to acknowledge and commemorate the victims and survivors of the residential school system	Chancellor, President, VPER, VPIPR	●				

[photo will be added here]



In-powering the Present



The second grouping of themes, goals and strategies focuses on actions that support the recruitment and retention of a diverse group of students, faculty and staff. This work acknowledges the urgent need to address the systemic barriers that limit full Indigenous participation in the offerings of the university—barriers that have artificially prevented Indigenous Peoples from greater individual and collective sovereignty.

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Indigenous student: recruitment, retention and completion (RRC)							
Graduation rates at the University of Alberta exceed the provincial proportion of Indigenous peoples	Support the Indigenous Recruiter Circle in developing wise undergraduate student recruitment and retention practices that make the University of Alberta a destination of choice	VP&DOS, VP®		●			
	Convene a group to review, update, track and report on Indigenous graduate student recruitment and retention practices to develop and implement a recruitment and retention strategy that makes the University of Alberta a destination of choice	VPGSR			●		
	Establish new and expand current innovative methods of relationship building and early learning engagement with Indigenous students (e.g. USchool, DiscoverE) in Grades K-9	Chancellor, VP&DOS, VP®, VPIPR			●		
	Establish innovative pathways to support the entry of Indigenous students in Grades 7-12 into programs with low rates of Indigenous participation	Chancellor, VP&DOS, VP®, VPIPR			●		
	Indigenize, and expand, undergraduate student recruitment practices to make the University of Alberta a destination of choice	VP®		●			
	Utilize data from the Indigenous Student Success Survey (ISS) to support recruitment and retention	VP&DOS, VPGSR, VPRED		●			
	Develop strategies to support students from remote Indigenous communities, acknowledging that those students may require differing types and levels of support systems to achieve success	VP&DOS, VP®		●			
	Expand the online delivery of programs and courses in order to connect with Indigenous mature and underserved learners	VPA					●

“It has been my pleasure to be an active listener in the creation of the U of A’s Indigenous Strategic Plan. This plan will serve as the foundation to strengthen the university’s focus on Indigenous communities and partners. As Vice-President, I affirm Facilities and Operations’ commitment to acknowledging Indigenous voices and culture and, wherever possible, endeavour to incorporate and acknowledge these perspectives through our physical infrastructure.”

Andrew Sharman
Vice-President, Facilities and Operations

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Indigenous student attainment: Tackling barriers							
Develop strategies to remove financial and other barriers to full Indigenous student participation in the offerings of the university	Identify and advocate for new funding opportunities for Indigenous students with government funders, corporate sponsors and individual donors, partnering with relevant university units	VPER			●		
	Promote student awareness of existing financial supports and provide assistance in the funding application process	VP&DOS, VP®, VPF&S		●			
Indigenous faculty and staff: recruitment and retention (RR)							
The University of Alberta is recognized as an Employer of Choice for Indigenous faculty and staff	Convene a working group to review and advise on relevant policies and procedures for the recruitment and retention of Indigenous faculty and staff, identifying challenges and opportunities	College Deans, Deans, VPUS&F		●			
	Identify and implement mechanisms to support equity processes and procedures for hiring and retention of Indigenous faculty and staff	College Deans, Deans, VPUS&F			●		
	Create a dedicated Indigenous advisor Human Resources position and a network of individuals to provide expertise in Indigenous hiring and retention practices	VPUS&F			●		
	Engage with AASUA and NASA to build policies that support Indigenous-focused hiring and retention equity processes	VPUS&F			●		
	Track and report on Indigenous faculty and staff hiring and retention, utilizing the institutional census as a possible tracking mechanism	VPIPR, VPUS&F				●	
	Establish an Indigenous mentorship program for Indigenous faculty and staff to increase institutional capacity in Indigenous leadership	VPIPR, VPUS&F		●			
	Ensure the availability of Indigenous counsellors via the Employee and Family Assistance Program (EFAP)	VPUS&F			●		

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Safe and welcoming spaces							
Create safe and welcoming physical and virtual spaces for First Nations, Inuit, and Métis students, faculty, staff and community members	Create and offer anti-racism and cultural sensitivity training in partnership with relevant units for all UofA faculty, staff and students	VPA		●			
	Review University of Alberta policies, practices and governance mechanisms for addressing institutional and individual racism	VPA, Vice-Presidential Portfolios, VPUS&F		●			
	Build Indigenous virtual and in-person networks as a community-building exercise and in acknowledgement of the fact that, due to colonial trauma, universities are often the first safe place some Indigenous individuals are able to explore identity and reconnect with community	VPIPR	●				
	Support the First Peoples’ House Round Dance, promoting participation by the wider community (internal and external) and coordinating the participation of multiple units in this event	VP&DOS, VPER, VPIPR			●		
	Develop an Indigenous Initiatives Communications Strategy that increases the visibility of Indigenous peoples and appropriate representations of Indigenous presence	VPER, VPIPR	●				
	Ensure Indigenous Initiatives are included as part of a faculty, staff and student orientations	VP&DOS, VP®, VPF&S, VPUS&F	●				
	Finalize and implement plans for more appropriate, dedicated and adequate space for First Peoples’ House (FPH), the Transition Year Program (TYP), and other Indigenous programmatic/student/community needs	VP&DOS, VPF&O, VPIPR	●				
	Continue to advocate for and develop strategies, using the lessons learned from dedicated space for First Peoples’ House, to support the construction of Maskwa House as a place of understanding, welcome, and cultural connection, where Indigenous and non-Indigenous students, faculty, staff and external community together celebrate the unique and proud histories of Indigenous peoples, and where Indigenous peoples can access social, cultural, and spiritual supports that enable teaching, learning and research success	VP&DOS, VPF&O, VPIPR				●	



Imagining the Future



The third grouping of themes, goals and strategies focuses on those actions that have emerged as critical in support of Indigenous-focused institutional objectives but that are largely at their inception, requiring greater work to establish processes and policy for this work.

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Ethical research engagement - Indigenous nations, peoples, lands and knowledge systems							
University of Alberta researchers ethically engage with Indigenous nations, communities, peoples, lands and knowledge systems	Create a research ethics framework based in Indigenous knowledges and worldviews, in extensive collaboration with Indigenous community to examine, in collaboration with community, ways in which work at the U of A in relation to research ethics, services and field research can be supportive of Indigenous communities and researchers engaged with Indigenous research, in alignment with emerging practices in ethical research and requirements set by national funding agencies.	VPIPR, VPRI			●		
	Ground research relationships with Indigenous communities in reciprocity and shared authority, working to create community-institution research problems, solutions and measures of success, recognizing, respecting and valuing the knowledge, perspectives and resources of Indigenous community partners in defining community-centered research interests and agenda setting.	VPIPR, VPRI			●		
	Develop an Indigenous Research Advisory Council - to examine how to involve Indigenous Communities in all aspects of research—from data collection to interpretation to research results and possible implementation.	VPIPR, VPRI		●			
	Create and staff an Indigenous Research Services Office in the Vice-President, Research and Innovation (VPRI) Office to facilitate connections between community and UofA researchers, facilitate funding opportunities, develop and advise on wise, community-specific practices and advise on cultural protocol and create student learning opportunities in the field; ensure this serves as an access point to Indigenous community members and organizations	VPIPR, VPRI			●		
	Establish Research Chairs in Indigenous Ways of Knowing/Knowledge Systems	VPIPR, VPRI				●	
	Operationalize federal research policy, supporting Indigenous data sovereignty, research priorities, leadership, self-determination and capacity in research	VPIPR, VPRI		●			

Imagining the Future (continued)

“As Alberta’s pre-eminent teaching and research institution, the University of Alberta has a responsibility to participate in reconciliation by incorporating Indigenous worldviews in its curriculum, providing opportunities for Indigenous community-engaged research, and ensuring our campus is welcoming to, and truly inclusive of, Indigenous students, faculty, staff, and communities. The Board of Governors and its Committees will therefore support and uphold the IISP to ensure adequate focus and progress.”

Kate Chisholm
Chair, Board of Governors

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Indigenous Community Engagement: Nations, organizations and peoples							
Establish an Indigenous engagement unit to strengthen engagement with, and to support research and initiatives led by, Indigenous Nations, Communities, organizations.	Develop meaningful relationships to respond to First Nations, Inuit, and Métis communities’ and organizations’ interests and needs.	VPER, VPIPR, VPRI	●				
	Create a community engagement framework that based in Indigenous knowledge and worldviews, in extensive collaboration with the Indigenous community.	VPER, VPIPR	●				
	Develop a public engagement strategy on Indigenous initiatives, building on existing partnerships with the City of Edmonton and the Province of Alberta in addressing the Calls to Action of the TRC and the United Nations Declaration on the Rights of Indigenous Peoples.	VPER, VPIPR		●			
	Map relationships with First Nations, Inuit, and Métis Nations, Communities and Organizations to establish respectful protocols for engagement and to educate those institutional partners that may engage with these entities.	VPER, VPIPR, VPRI	●				
Indigenous Community Engagement: Research and Teaching							
Develop institutional means to acknowledge, resource and reward researchers, instructors, and units that engage in Indigenous community-engaged research, Indigenous community-led research and innovation, and strategies that contribute to meeting the goals outlined in the Indigenous Strategic Plan.	Identify and implement mechanisms that acknowledge, resource and reward researchers that engage in the relationship-building that is required for reciprocal and respectful Indigenous-centred research.	Deans, Department Chairs, VPRI	●				
	Create a category in the Faculty and ATS Evaluation Committees that acknowledges and encourages work that is pursued in partnership with Indigenous communities and work that is taken to implement the goals of the Indigenous Strategic Plan.	Deans, Department Chairs		●			

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Ethical research engagement - Indigenous nations, peoples, lands and knowledge systems (continued)							
	Work with relevant university entities, including the Research Ethics Office, Research Ethics Board Oversight Committee (REBOC) and University Research Policy Committee (URPC) to improve processes and policies related to this work	VPIPR, VPRI		●			
	Promote the University of Alberta Libraries Indigenous Research guide	VPIPR, VPL&M, VPRI,	●				
	Educate on OCAP (Ownership, Control, Access and Possession of data) and CARE (Collective benefit, Authority to Control, Responsibility and Ethics) principles, to co-create research protocols with Indigenous communities	College Deans, VPIPR, VPRI					
	Develop a senior leadership role in Indigenous-engaged research and innovation	VPIPR, VPRI				●	
	Implement culturally appropriate intellectual property and copyright processes for engaging with Indigenous knowledge keepers	VPIPR, VPRI	●				
	Develop innovative programming that highlights the research practices of community-recognized Indigenous knowledge keepers	VPIPR, VPRI			●		
Indigenous-led research capacity development							
Strengthen the Situated Knowledges Indigenous Peoples and Place (SKIPP) Signature Area to maximize capacity to lead change by nurturing dynamic, innovative, creative multi- and inter-disciplinary teams that are able to take multi-faceted approaches to research and teaching related to Indigenous Peoples and Places.	Establish a sustainable financial plan for the Situated Knowledges Indigenous Peoples and Place (SKIPP) Signature Area to continue to support a strong community of Indigenous and non-Indigenous scholars, that promote Indigenous-engaged scholarship and Indigenous community-led scholarship and innovation.	VPIPR, VPRI		●			

Imagining the Future (continued)

GOALS	STRATEGIES	ACCOUNTABILITIES	2022-23	2023-24	2024-25	2025-26	2026-27
Indigenous Community Engagement: Senate							
Engage the University of Alberta Senate to increase the presence of Indigenous peoples, the visibility of Indigenous Initiatives and to engage the broader community in Indigenous Initiatives at the University of Alberta	Develop a strategy to increase the representation of Indigenous peoples and initiatives in the activities of the University of Alberta Senate	Chancellor, President		●			
	Review and revise honorary doctorate criteria and processes to encourage and ensure nominations of Indigenous peoples	Chancellor, President		●			
	Award at least one Indigenous person an honorary doctorate in each academic year	Chancellor, President		●			
Indigenous Community Engagement: Alumni							
Connect with and celebrate Indigenous graduates of the University of Alberta	Develop programming priorities for Indigenous alumni to engage with, and increase the profile, of these graduates	VPER	●				
	Review and revise alumni award nomination practices to encourage and ensure Indigenous alumni are nominated	VPER		●			
	Establish an Indigenous Alumni Council	VPER	●				
	Engage with Indigenous alumni to assist with employment transitions	VPER		●			
	Create an Indigenous alumni engagement position	VPER			●		
Innovative Funding							
Develop and imagine innovative ways to partner with diverse funders to support Indigenous students, Initiatives, research and scholarship	Identify priorities for fundraising in support of Indigenous-engaged research and scholarship activities	VPER, VPIPR, VPRI,		●			
	Pursue innovative partnerships to fund the creation of Indigenous community spaces	VPER, VPF&O			●		
	Pursue innovative partnerships to fund the reduction of barriers (e.g. tuition support such as a Youth-in-Care Bursary) and access to essentials such as internet, computers, food and housing	VP&DOS, VPER, VPF&O, VPIPR		●			
	Pursue innovative approaches for supporting the entry of under-represented Indigenous students, including innovative early and community-specific recruitment, pre-entrance supports, transitional programming and graduate student recruitment.	VP&DOS, VPER, VPF&O, VPIPR			●		

Endorsed unanimously by General Faculties Council and the Board of Governors in June 2022, the *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan* represents the institutional commitment to taking up the goals and strategies detailed in this plan across academic, administrative and community spaces.

As president and provost, we commit to supporting this work and all it entails. We invite you to read this plan and consider the ways in which you might contribute to this work.

Bill Flanagan
President and Vice-Chancellor

Steven Dew
Provost and Vice-President (Academic)

Affirmation for Action on the Indigenous Strategic Plan and Indigenous Initiatives at the University of Alberta

Following the lengthy stakeholder consultations informing For the Public Good in 2016, the Strategic Plan for Equity, Diversity and Inclusivity in 2019, University for Tomorrow in 2021 and the institutional brand in 2021, the University of Alberta made broad and powerful commitments to Indigenous post-secondary education, research and engagement, and to ensuring a response to the Calls to Action issued by the Truth and Reconciliation Commission (TRC) of Canada.

This affirmation aims to serve as the university's visible commitment to respond to the TRC's Calls to Action and broader Indigenization efforts—work which remains urgent.

The calls are the heart of the work to address the systemic barriers that limit full Indigenous participation in the offerings of the university—historic and contemporary barriers that have artificially prevented Indigenous Peoples from achieving greater individual and collective sovereignty.

In recognizing the great power of education, the TRC noted that universities have a particular responsibility, ability and opportunity to bring about the reconciliation process through enacting curricular changes that correct the historic record, incorporating reconciliation learning, increasing Indigenous representation in professions, and eliminating educational and employment gaps for Indigenous Peoples. This document also reaffirms the university's commitment to engage with Indigenous Ways of

Knowing, Being and Doing in order to acknowledge the deliberate erasure and exclusion of Indigenous knowledge systems. The same power that was employed to disenfranchise Indigenous Peoples can now be brought to bear on the education of the students we serve and those beyond the institution.

The U of A acknowledges that Indigenization is an institutional journey that will likely take generations to address. Only intentional, conscientious, systemic changes can move the institution closer to these critical goals.

In the spirit of these understandings—and with an acknowledgment that the work to Indigenize the institution touches on every academic, administrative and operational aspect of the university—we, as signatories, affirm our commitment as individuals, as educators, as researchers, as administrators and as leaders to acting on Indigenous Initiatives within our units and across the institution.

TRC Calls to Action appendix - LINK ONLY https://ehprnh2mwo3.exactdn.com/wp-content/uploads/2021/01/Calls_to_Action_English2.pdf

UNDRIP appendix - LINK ONLY

https://www.un.org/development/desa/indigenouspeoples/wp-content/uploads/sites/19/2018/11/UNDRIP_E_web.pdf

[Back cover, image to be determined]

**Governance Executive Summary
Action Item**

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

THAT the GFC Academic Planning Committee, acting with delegated authority from General Faculties Council, and on the recommendation of the GFC Programs Committee, approve the Proposed Dental Assisting Certificate, as submitted by the Faculty of Medicine and Dentistry, for implementation in Fall 2023.

Motion II

THAT the GFC Academic Planning Committee recommend that the Board of Governors approve the tuition for the Proposed Dental Assisting Certificate, as submitted by the Faculty of Medicine and Dentistry, to take effect in Fall 2023.

Item

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

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to seek approval of the Dental Assisting Certificate program and tuition in the Faculty of Medicine and Dentistry.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The School of Dentistry would like to implement a new Dental Assisting certificate. This proposal is for a model that will fulfill a clear need in the current labour market in Alberta for Dental Assistants, provide a Dental Assisting program with unique learning opportunities, and benefit the School of Dentistry current dental students and our delivery of patient care in our student clinics.</p> <p>The graduates of this certificate will have completed 5 sequential courses, over a 10-month timeframe for a total of 32 credits. The curriculum for this certificate will be delivered in a way that presents the material in a progression of sequential foundational knowledge and skills to work in a clinical environment. The curriculum will be aligned with the National Dental Assisting Examining Board as part of the initial program approval process and must be approved by the College of Dental Assistants of Alberta.</p> <p>Students who are admitted to the Dental Assisting Certificate program will be required to meet all of the program completion requirements in order to graduate including both workplace learning placements. The learning opportunities students will have access to at the School of</p>



Item No. 7

	<p>Dentistry at the University of Alberta will be unique and like no other in Alberta.</p> <p>The Dental Assisting Certificate program will be funded through student tuition with no government funding or external funding.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> ● Senior Associate Dean, Dental Affairs and Chair, Department of Dentistry, Faculty of Medicine and Dentistry ● Associate Chair (Academic), School of Dentistry, Faculty of Medicine and Dentistry
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> ● Faculty Council, Faculty of Medicine and Dentistry (March 15, 2022) Motion carried: Faculty Council supports the creation of a new Dental Assisting Certificate ● University of Alberta, Program Support Team - February 24, 2022 for discussion ● Faculty of Medicine and Dentistry, Indigenous Health Initiatives Program, February 11, 2022 ● Office of the Registrar, Indigenous Recruitment - January 31, 2022 ● School of Dentistry Department Council - January 27, 2022 ● Faculty Learning Committee - FoMD - January 25, 2022 ● Alberta Dental Association & College - August 16, 2021 ● Provost and Vice-President (Academic) ● Faculty approval of the Calendar language for program regulations and courses - April 8, 2022
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> ● Psychometric Strategies and Research, Inc. - September 13, 2021 ● Commission on Dental Accreditation of Canada - August 30, 2021 ● National Dental Assisting Examination Board - August 20, 2021 ● Ministry of Advanced Education - August 9, 2021 ● University of Saskatchewan College of Dentistry - July 12, 2021 ● College of Alberta Dental Assistants - July 12, 2021, August 19, 2021
Approval Route (Governance) (including meeting dates)	<p>The following approval route has been planned at this time:</p> <ul style="list-style-type: none"> ● GFC Programs Committee - April 14, 2022 ● Registrar’s Advisory Committee on Program Budget and Fees - April 26, 2022 ● GFC Academic Planning Committee - May 18, 2022 ● Board Finance and Property Committee - May 31, 2022 ● Board of Governors - June 17, 2022



Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.</p> <p>GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.</p> <ul style="list-style-type: none"> ● OBJECTIVE 4: Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada. <p>GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <ul style="list-style-type: none"> ● OBJECTIVE: 7 Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience. <p>GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p> <ul style="list-style-type: none"> ● OBJECTIVE 16: Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections. <p>GOAL: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</p> <ul style="list-style-type: none"> ● OBJECTIVE 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive and accessible services and initiatives. 			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			



Item No. 7

Legislative Compliance and jurisdiction	<i>Post-Secondary Learning Act</i> GFC Programs Committee Terms of Reference GFC Academic Planning Committee Terms of Reference Board Finance and Property Committee Terms of Reference Section 2h
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Separate Attachments and Appendices:

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

Prepared by: Carla Clarke, cclarke1@ualberta.ca

Ministry - Dental Assisting Program Proposal _____	2
Appendix A - Program Description - Dental Assisting _____	20
Appendix B - Practicum Support - DA Program - Dr. Depledge _____	25
Appendix C - Letter of Support - Dr. Brenda Hemmelgarn - Dean FoMD _____	26
Appendix C - Letter of Support - Dr. Blaine Aucoin - U of A _____	28
Appendix C - Letter of Support - Dr. D Lunardon - U of A _____	29
Appendix C - Letter of Support - Dental Students' Associaton _____	30
Appendix C - Letter of Support - Dr. D. Brothwell - U of S _____	32
Appendix C - Letter of Support- Dr. Croutze - ADA&C _____	33
Appendix C - Letter of Support - Dr. H. Herchan _____	35
Appendix C - Letter of Support - Dr. Terry Ortens _____	37
Appendix C - Letter of Support - Dentcorp - Nicola Deall _____	38
Appendix C - Letter of Support - Edmonton & District Dental Society _____	39
Appendix D - Dental Assistant Labour Market Analysis - Avens Evaluation ____	40
Appendix E - DA Certificate Program Budget Model _____	67
Appendix F - UAL Library Impact Statement - Dental Assisting Program _____	68

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

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

Institutions should:

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

SECTION A: PROPOSAL OVERVIEW

Basic Information *(Complete the table below)*

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

1. Type of Initiative *(Answer the following questions)*

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

New Certificate

2. Nomenclature *(Answer the following questions)*

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

- Dental Assisting

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

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

Reviewer’s comment:

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SECTION B: OVERVIEW OF PROPOSED PROGRAM OF STUDY

1. Program Description *(Answer the following questions)*

- a. Attach (as an appendix to this proposal) a concise program description document that includes:
- 3-4 sentence calendar description of the program;
 - a proposed program of study (including course names, descriptions, credits and prerequisites, by semester or year of study);
 - program location (i.e., campus locations and/or off-site locations), and delivery mode (i.e., face-to-face, online, or blended); and
 - program learning outcomes

See Appendix A

- b. Does the program align with characteristics (e.g., credits, learning outcomes, etc.) associated with this credential? (Consult with the Ministry as necessary).

Yes; No; or Not Applicable

- c. Please explain if response to (b) above is No or Not Applicable

Non Applicable

- d. Where applicable, identify any collaborations or potential collaborations with other post-secondary institutions or other organizations for this program.

The School of Dentistry has existing Memoranda of Understandings with the following organizations within the community:

- SHINE/Boyle McCauley Dental Clinic - volunteer opportunities
- University of Alberta Hospital Dental Clinic - possible rotation opportunities
- Glenrose Rehabilitation Hospital - possible rotation opportunities

The opportunities provided through these collaborations allow for students to give back to their communities as well as have authentic learning experiences.

Reviewer's comment:

2. Program Requirements *(Answer the following questions)*

a. List primary admission requirements for the proposed program.

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

Additional Requirements and Considerations:

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

Indigenous Applicants

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

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

Proof of ancestry must be provided when applying as an Aboriginal student. Accepted forms of documentation are outlined in the [Admission of Aboriginal Applicants](#) section of the University of Alberta Calendar.

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

b. List program completion requirements.

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

Reviewer's comment:

3. Work Integrated Learning Placements (If applicable, answer the following questions)

a. Identify the number of placements required in the proposed program (including type of work setting and duration/timing of activities).

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

- The Internal Practicum rotation will begin early on in the program and will continue sequentially building on foundational knowledge as students' skill set increases throughout the program. The Dental Assisting students will be integrated into assisting DDS students in the School of Dentistry Oral Health Clinic- time allocation will increase to approximately 6-9 hours per week as students progress in the program. Approx. 90 - 135 hours of Internal Clinical experience in various Undergraduate and Graduate clinics (subject to level of skill at the time)
- There will be one 2 week off-site practicum in a Private Dental Practice, or Community Practice for each student - minimum of 70 hours (7 hours a day)

b. Summarize communications with employers (append applicable letters of support, minutes of program advisory committee meetings, etc.) showing that sufficient placements will be available when needed.

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

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

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

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

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

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

See Appendices B and C - Included in Letters of Support

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

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

Reviewer’s comment:

4. Endorsement of and/or Support for Program

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

Please see the following endorsement letters provided in the Appendices:

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

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

See Appendix C

Reviewer's comment:

SECTION C: LABOUR MARKET DEMAND AND ENROLMENT PLANNING

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

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

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

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

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

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

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

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

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

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

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

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

Non Applicable

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

- | | |
|---|---|
| ✓ Student/learners | ✓ Employers and professional associations |
| ✓ Faculty | ✓ Other post-secondary institutions |
| ✓ Regulator and/or accreditation bodies | ✓ Other (please identify) New graduates, RDA's in LMA |

e. Briefly discuss the results of the identified consultations and attach supporting documentation (e.g., minutes of meetings, letters of support, etc.), when available.

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

Consultations with Faculty:

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

Consultation with Dental Students Association (DSA):

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

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

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

Alberta Dental Association and College (ADA&C):

- this program will increase learning opportunities and enhance patient care

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

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

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

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

Registered Dental Assistants survey results:

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

Edmonton & District Dental Society (EDDS):

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

Appendix C - Letters of Support					
<p>f. Provide evidence of student demand for the program. (e.g., survey results, waitlists, demand in similar programs at other institutions etc.).</p> <p>Based on accessible information, Dental assistant education programs in Alberta have maintained enrollment numbers above 95% prior to the COVID-19 pandemic even as existing programs expanded and new programs were approved.</p> <p>Private dental assistant education programs offered throughout Alberta are required to show both graduation and employment outcomes above 70% to remain in operation in Alberta. Private programs have increased and expanded since 2017, demonstrating they are viable in Alberta.</p> <p>Post-graduation employment data are not available for all dental assistant education programs as many are private institutions. Indicative of the employment outcomes for students, NAIT reported 100% graduate employment for its Dental Assisting Programs in 2017/18, 2018/19, and 2019/20 18.</p>					
<p>g. Comment on the overall sustainability of learner demand for this program over the longer term.</p> <p>Other Dental Assisting programs in Alberta have consistently had high numbers of applicants to their programs (a surplus each year). Given the current trends in the labour market assessment and being a highly reputable school it is predicted this program will be able to sustain itself over the long term.</p> <p>Alberta's Occupational Outlook 2019-2028 anticipated a shortage of only 64 RDAs in the province for 2022, however the research and consultations done for this proposal lead us to believe the estimated number could currently be as high as 925 full time RDAs. Given the expected employment trend for dental assistants will increasingly be less than full-time, the proposed available seats in dental assistant education will be insufficient to address the demand. The current available seats in dental assistant education will be insufficient to address the current need.</p>					
Reviewer's comment:					

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

Proposed Enrolment	1st Year of Implementation	2nd Year of Implementation	3rd Year of	4th Year of Implementation	Annual Ongoing

			Implementation		
Total Headcount	52	52	52	52	52
● 1 st Year of Study	52	52	52	52	52
● 2 nd Year of Study	NA	NA	NA	NA	NA
● 3 rd Year of Study	NA	NA	NA	NA	NA
Anticipated No. of Graduates	52	52	52	52	52
Reviewer's Comment:					

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

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

Reviewer's comment:

SECTION D: QUALITY CONSIDERATIONS

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

a. What strategies did your institution use to foster program quality for the proposed program (e.g., curriculum mapping, use of expert panels, industry panels, or advisory panels, etc.)?

- Curriculum mapping will be done through program requirements of the National Dental Assisting Examining Board (NDAEB) – required to have curriculum approved by third party Psychometric Strategies and Research (PSAR) prior to NDAEB approval
- Program Approval will be completed by Provincial Regulatory Body - College of Alberta Dental Assistants

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

-PSAR/NDAEB report will be included upon receipt

Attach once received

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

-Our response to the PSAR/NDAEB

Attach once received

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

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

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

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

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

Reviewer's comment:

SECTION E: FINANCIAL VIABILITY AND SUSTAINABILITY

1. Budget and Funding Sources *(Answer the following questions)*

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

Appendix E - Budget Model

Reviewer's Comment:

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

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

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

Tuition: \$18,250

Non-Instructional Fees: \$1,000

Equipment Rental: \$2,800

Books:\$400

<p>There currently is no other University in Alberta offering this Program or one of similarity. For comparison purposes the University of Saskatchewan offers a Dental Assisting Certificate: Tuition \$14,934 Fees \$988 Books \$1500 - \$2500 (may vary) Approx. Total \$17,422-\$18,422</p> <p>In Alberta there are schools offering Dental Assisting programs varying in tuition and total costs ranging from: \$9,000 - \$19,000.</p>
<p>a. Does the proposed program align with the Tuition and Fees Regulation? <input checked="" type="checkbox"/> Yes; or <input type="checkbox"/> No</p> <p>Yes, upon approval</p>
<p>b. Please elaborate on the above answer, if necessary.</p>
<p>Reviewer's Comment:</p>

SECTION F: INSTITUTIONAL IMPACT

<p>1. Institutional Capacity <i>(Answer the following questions)</i></p>
<p>a. Briefly describe how the proposed program aligns with the institution's mandate and government priorities.</p> <p>The University of Alberta mandate emphasizes the availability of both on-site and distance learning options; integrated learning and research environments; intellectual and creative diversity; and industry-based partnerships that foster innovation. These are all influences that are at play within the School of Dentistry and that will enhance the experiences of Dental Assisting Program students.</p> <p>The Dental Assisting Certificate will be designed in a hybrid manner that optimizes learning potential and maximizes learning flexibility through the combination of distance and on-campus programming.</p> <p>The Dental Assisting Certificate will enhance pathways into the field of oral health through the School of Dentistry's programs, opening up learning options for individuals with less background education and with less time to invest in learning. It will complement the existing School of Dentistry Programming, introducing the final clinical member of the Dental Care Team into the School's practice environment, and enhancing the potential for integrated interprofessional and team-based learning across all programs.</p>

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

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

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

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

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

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

Appendix F - Library Impact Statement

Reviewer’s Comment:

2. Internal Review and Approval

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

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

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

Reviewer's Comment:

SECTION G: SYSTEM IMPACT

1. Program Duplication *(Answer the following questions)*

a. Does the proposed program potentially duplicate existing programming in the Alberta Adult Learning System?

Yes; or No

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

Accredited Programs are:

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

Provisionally Approved programs:

- Reeves College
- Rizio institute for Digital Dental Assisting

c. If a proposed program potentially constitutes program duplication, explain why such duplication is appropriate and beneficial in this circumstance.

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

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

Reviewer's Comment:

2. Learner Pathways (*Answer the following questions*)

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

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

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

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

Reviewer's Comment:

SECTION H: OTHER CONSIDERATIONS

Other considerations

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

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

Reviewer's Comment:

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

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

Proposed Dental Assisting Program Description

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

Proposed Program of Study

Course 1: Foundations of Dental Assisting

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

Interrelated topics to be covered in this course will include:

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

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

Oral Health Sciences: Head, Neck and Oral Anatomy, Tooth morphology and Embryology

Dental Assisting Theory and Practice: Infection Prevention Control, Dental operator, Equipment and ergonomics, Dental lab

Units: 5 (6 weeks)

Prerequisite(s): program entrance requirements

Course 2: Patient Assessment I

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

Interrelated topics to be covered in this course will include:

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

Biomedical Sciences: Microbiology, Pharmacology and Dental materials

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

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

Units: 7 (9 weeks)

Prerequisite(s): Course 1

Course 3: Patient Assessment II

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

Interrelated topics to be covered in this course will include:

Behavioral Sciences: Patient interactions and communication, communication with dental team members

Biomedical Sciences: Dental Materials, Nutrition and oral health

Oral Health Sciences: Radiography, Dental Specialties, Pain Management

Dental Assisting Theory and Practice: Dental lab skills, Operative procedures, Chairside assisting skills, Preventive skills, properties and manipulation of commonly used dental materials

Units: 7 (10 weeks)

Prerequisite(s): Course 2

Course 4: Clinical Practice I

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

Interrelated topics to be covered in this course will include:

Behavioral Sciences: Communication skills, documentation, assessment skills

Biomedical Sciences: Advances in technology and procedures related to oral health

Oral Health Sciences: Radiography, Dental Specialties

Dental Assisting Theory and Practice: Skills performed on student partners, Dental records, Data gathering, Intraoral skills, Administrative Procedures

Units: 7 (10 weeks)

Prerequisite(s): Course 3

Course 5: Clinical Practice II

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

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

Units: 6 (8 weeks)

Prerequisite(s): Course 4

Dental Assisting Program Learning Outcomes

Explain the Regulations and Standards of Care for Dental Assistants

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

Demonstrate Occupational Safety skills

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

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

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

Demonstrate radiographic competencies

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

Demonstrate skills in patient data gathering and record keeping

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

Demonstrate skills in patient management and education

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

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

Demonstrate Administrative Office skills

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

Demonstrate Dental Laboratory skills

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



January 23, 2022

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

To whom it may concern:

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

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

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

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

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

Sincerely,

Suzanne Depledge

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

February 9, 2022

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

Dear Dr. Major,

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

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

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

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

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

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

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

Kind Regards,



Brenda Hemmelgarn, MD, PhD
Dean



January 17, 2022

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

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

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

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

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

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

Kind Regards,



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

School of Dentistry
College of Health Sciences
Faculty of Medicine and Dentistry
ECHA 5th Floor 11405-87 Ave. NW Edmonton, AB T6G 1C9

T 587.985.8388
baucoin@ualberta.ca



January 14, 2022

RE: Support for School of Dentistry, Dental Assisting Program

To whom it may concern,

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

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

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

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

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

Kindest regards,

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

School of Dentistry

College of Health Sciences

Faculty of Medicine & Dentistry

8B.105Y Kaye Edmonton Clinic, 11400 University Ave, Edmonton AB T6G 1Z1

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February 7, 2022

Letter of Support - Dental Assisting Program

Dear Dr. Paul Major,

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

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

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

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

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

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

Ana Khehra

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



January 18, 2022

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

Dear Dr. Major,

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

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

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

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

Dr. Doug Brothwell

Dean, College of Dentistry



January 25, 2022

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

Dear Dr. Major,

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

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

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

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

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

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

January 25, 2022

Dr. Paul Major

Page 2

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

The ADA&C is proud to support this initiative.

Sincerely,

A handwritten signature in black ink, appearing to read "R. Croutze". The signature is stylized with a large initial "R" and a cursive "Croutze".

Dr. Randall Croutze
Chief Executive Officer



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

February 2, 2022

To whom it may concern, University of Alberta:

Re: Proposed Dental Assisting School

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

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

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

February 2, 2022

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

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

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

Sincerely,



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

Terry K Orsten Professional Corp.

13510 127 St. N.W.

Edmonton, Ab T5L1B9

Paul Major DDS, Msc, FRCD(C)

Professor and Chair, School of Dentistry

Senior Associate Dean, Dental Affairs

Faculty of Medicine and Dentistry

University of Alberta

Dear Paul,

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

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

Yours truly,



Terry Orsten

Bsc DDS

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

January 25, 2022

RE: University of Alberta, Dental Assistant Program

To Dr Major and Others To Whom It May Concern,

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

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

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

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

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

Regards,

A handwritten signature in black ink, appearing to read "Nicola Deall", enclosed in a thin black rectangular border.

Nicola Deall
Chief People Officer

dentalcorp

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



April 3rd, 2022

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

To whom it may concern,

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

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


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

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

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

Sincerely,

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



Labour Market Assessment of Registered Dental Assistants in Alberta

October 29, 2021

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

In representative's absence, contact:

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



Table of Contents

EXECUTIVE SUMMARY	1
<i>Overview</i>	<i>1</i>
<i>Methods</i>	<i>1</i>
<i>Results</i>	<i>1</i>
<i>Conclusions.....</i>	<i>3</i>
OVERVIEW	4
REGISTERED DENTAL ASSISTANTS IN ALBERTA	4
METHODS	5
DOCUMENT REVIEW.....	5
INTERVIEWS & SURVEYS.....	6
<i>Dental Assistant Survey.....</i>	<i>6</i>
<i>Employer Survey.....</i>	<i>7</i>
RESULTS.....	8
REGISTERED DENTAL ASSISTANT LABOUR MARKET TRENDS IN ALBERTA	8
DENTAL ASSISTANT EDUCATION TRENDS	9
DENTAL ASSISTANT REGISTRATION TRENDS.....	9
REGISTERED DENTAL ASSISTANT EXPECTATIONS AND CAREER PLANS.....	11
EMPLOYER PERCEPTIONS OF LABOUR MARKET FOR RDAs IN ALBERTA.....	13
CONTEXT TRENDS	16
<i>Impacts of COVID-19 Pandemic on RDA Labour Market.....</i>	<i>16</i>
<i>Generational Expectations of Work and Career Trajectories.....</i>	<i>16</i>
KEY EXITS POINTS FROM REGISTERED DENTAL ASSISTANT LABOUR MARKET.....	17
KEY CONSIDERATIONS OF REGISTERED DENTAL ASSISTANT LABOUR MARKET IN ALBERTA.....	20

Executive Summary

Overview

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

Methods

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

Results

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

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

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

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

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

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

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

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

Conclusions

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

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

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

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

Overview

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

Registered Dental Assistants in Alberta

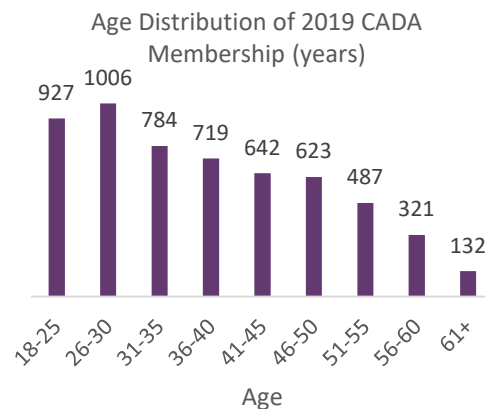
RDAs work with dental health professionals and related agencies as chair-side assistants, intra-oral assistants, administrative assistants, community dental health assistants, treatment co-ordinators, dental reception and insurance co-ordinators, sterilization assistants, or dental education and research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

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

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

Snapshot of RDAs in Alberta

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



Note:
1% of Members practice outside Alberta.

Methods

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

Document Review

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

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

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

Interviews & Surveys

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

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

Dental Assistant Survey

Purpose: To gain perspective on Dental Assistants' current and preferred work as well as their career plans.

Dissemination: Survey disseminated via dental assistant associations and social media. Data collected from September 27 – October 10, 2021

Responses: 209

Respondent Characteristics:

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

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

Employer Survey

Purpose: To understand staffing needs, challenges, and opportunities of Alberta employers of Dental Assistants.

Dissemination: Questions were drafted by Avens and provided to ADA&C for inclusion in their membership survey.

Data collected from September 22 – October 8, 2021

Responses: 166 (93% General Dentists; 7% Specialists)

Respondent Characteristics:

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

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

Results

Registered Dental Assistant Labour Market Trends in Alberta

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

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

Table 1. Alberta Occupational Outlook for Dental Assistants

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

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

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

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

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

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

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

Dental Assistant Education Trends

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

Table 2. Possible and Confirmed Enrollment in Dental Assistant Programs in Alberta 2017-2022⁷

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

¹Some schools reduced seats due to COVID-19

²One school will add 36 seats for 2022/23; and newly approved school will add 96 seats 2022

³Estimated by CADA.

Dental Assistant Registration Trends

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

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

⁷ Source: Interview with CADA representative.

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

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

Table 3. CADA – New Registrants 2017-2021¹⁰

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

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

⁹ Source: Interview with CADA representative.

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

Table 4. CADA – All Registrants 2017-2021¹¹

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

Registered Dental Assistant Expectations and Career Plans

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

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

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

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

Table 6. RDAs Reported Work Schedule vs. Preferred Schedule

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

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

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

Table 7. RDAs Reported FTE vs Preferred FTE

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

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

Table 8. Dental Assistants Career Plans

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

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

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

Employer Perceptions of Labour Market for RDAs in Alberta

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

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

To compete for the limited number of Dental Assistants, employers have had to offer incentives, which many note are not sustainable. Incentives offered include higher wages, benefits, health spending accounts, signing bonuses, paying for education, and paying annual licensing fees. Some employers have resorted to hiring unqualified Dental Assistants who cannot practice to full scope, offering to pay for Dental Assistants to move from out of province, and poaching Dental

“There are so many people who I have interviewed with experience, and they work very limited hours and cannot work any evenings and weekends. So multiple staff are required to fill even a full-time position.”

– Alberta Employer

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

– Alberta Employer

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

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

Table 9. Recruitment Expectations

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

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

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

Table 10. Employer Perception of Shortages of RDAs in Alberta

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

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

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

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

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

Context Trends

Impacts of COVID-19 Pandemic on RDA Labour Market

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

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

Generational Expectations of Work and Career Trajectories

The labour market is anticipated to shrink in many areas due to the retirement of the Baby Boomer generation, many of whom had put off retirement due to economic shifts, resulting in a larger than expected loss to the labour market.

Two other generations in particular should be considered when thinking about the labour market for RDAs in Alberta: Generation Y (Millennials) and Generation Z (Gen Z). Currently, those most likely to be entering the field of Dental Assisting would be categorized as younger Millennials and older Gen Z's. These two generations have different expectations of their work and careers than previous generations. Large-scale surveys conducted by Deloitte¹³ and PwC¹⁴ have outlined the expectations of these two generations. Of particular relevance is the rising importance in these two generations of flexibility in work, the clear presence of a career trajectory, and a shift in the balance of power between employer and employee. Those now entering the labour market are considered to be “loyalty-lite”, having the confidence to change employers when their needs are not being met, particularly around work flexibility and a pre-defined and attainable career trajectory.

Extent of Generational Shift

In 2019, Registered Dental Assistants in Alberta were:

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

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

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

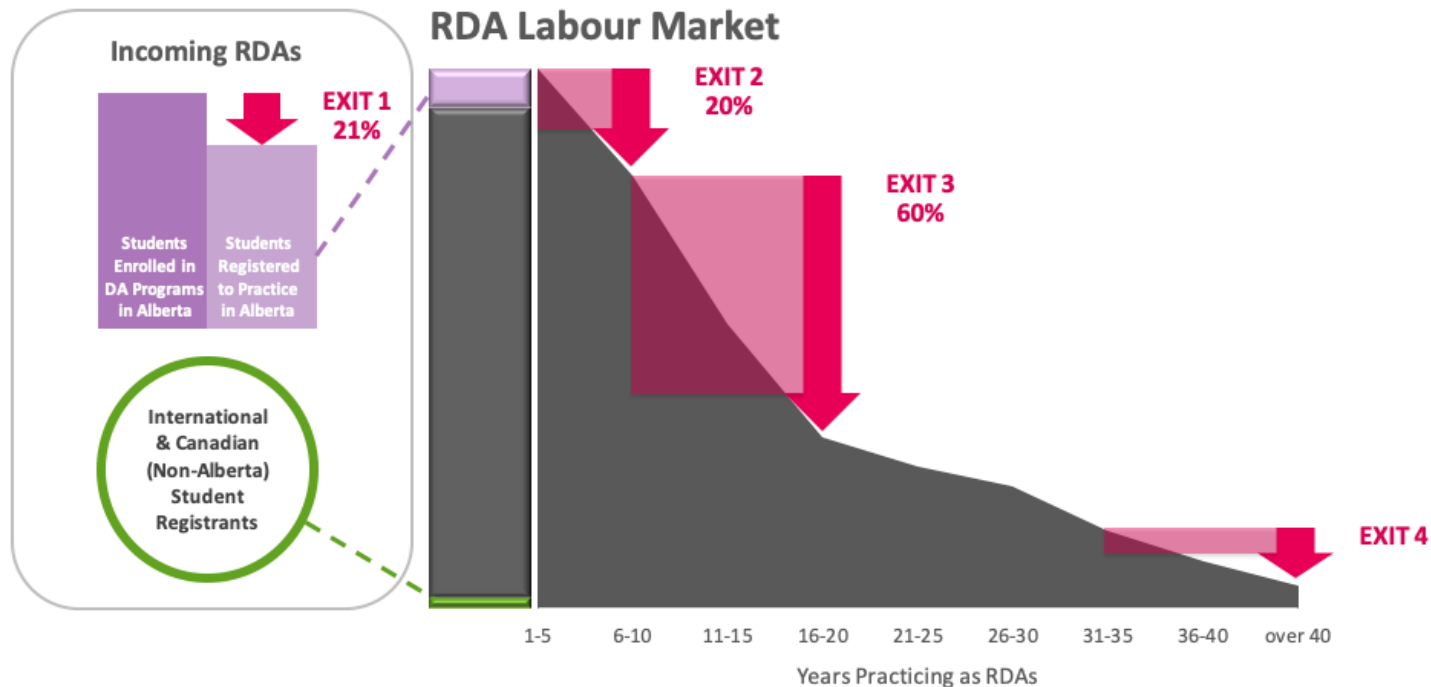
Key Exits Points from Registered Dental Assistant Labour Market

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

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

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

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



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

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

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

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

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

Exit 4 –

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

¹⁶ Assuming Leaves of Absence were 1 year in length.

Key Considerations of Registered Dental Assistant Labour Market in Alberta

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

1. Anticipated RDA Employment Outcomes

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

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

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

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

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

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

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

2. Evidence of Student Demand

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

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

3. Labour Market Demand for RDAs

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

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

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

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

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

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

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

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

Impact of COVID-19 on RDA labour market

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

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

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

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

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

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

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

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

4. Reflection on Labour Market Demand

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

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

There is currently a high demand for RDAs in Alberta

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

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

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

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

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

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

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

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

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

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

Dental Assisting Program

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

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



UNIVERSITY OF ALBERTA Library Impact Statement

As per [GFC Policy 37.3.7](#), Faculties seeking changes to existing programs must consider and seek the agreement to any impact of the proposed program changes on the library system and on course enrolments in other academic units. In addition, any new program proposal going forward for approval will require a service impact statement. Where the affected Faculties and/or Library are in agreement this statement will note that fact and details of the arrangement.

Please contact your [subject librarian](#) to solicit feedback on your program proposal and request a Library Impact Statement.

Library Contact:

Name: Lisa Tjosvold, Dagmara Chojecki Date: February 8, 2022
Library Unit: Health Sciences Email: tjosvold@ualberta.ca , chojecki@ualberta.ca

Program Proposal Contact:

Name: Carla Clarke Dept./School: School of Dentistry
Faculty: Faculty of Medicine & Dentistry E-mail: cclarke1@ualberta.ca

Proposed Program Changes:

<p>Proposed Dental Assisting Program</p> <p>The proposed Dental Assisting Program will be a full time 10-month program starting in August 2023. The program will be delivered using a hybrid model of onsite and online classes. The onsite classes will be located at the U of Alberta North Campus including the Simulation Lab in the Edmonton Clinic Health Academy, and the Oral Health Clinic (OHC) in the Kaye Edmonton Clinic. The program will consist of 5 sequential courses including: didactic (both asynchronous and synchronous delivery), simulation labs, pre-clinical labs, clinical sessions, clinical rotation in the OHC and an external practicum. Dental Assisting students will have assisting opportunities within the Undergraduate Dentistry Program, General Practice Residency program, Periodontology, Orthodontics, Oral Medicine Graduate Clinics and Implant Clinics. Clinical rotations will be planned and assigned throughout the program.</p>
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Library Service or Resource	Description of Library Impact
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<p>Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)</p>	<p>Instruction related to library orientation may be useful for students in the Proposed Dental Assisting Program.</p> <p>The Library offers a range of workshops throughout the academic year to assist students with their research needs. In addition, online instructional guides and tutorials are accessible via the Library's web site to support the research process. Course/assignment specific instruction is also available via subject librarians. Lisa Tjosvold and Dagmara Chojecki are the subject librarians for Dentistry and have the capacity to support this Program/Certificate.</p>
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University of Alberta Library Impact Statement December, 2021

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

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

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

Other (specify)

- Proposal has an impact on the Library and can be supported.
- Proposal can be supported with additional resources; see attached details.
- Proposal has no impact on the Library.

<p>Unit Head Name</p>	<p>Unit Head Signature Date</p>
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Connie Winther	 8 February 2022
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Associate University Name	Associate University Signature Date
Sharon Murphy	8 February, 2022

University of Alberta Library Impact Statement December, 2021 2

FINAL Item No. 8

Governance Executive Summary
Action Item

Agenda Title	Change of Status of Faculty of Extension
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Motion

<p>THAT the Academic Planning Committee recommend that the Board of Governors rescind the faculty status from the Faculty of Extension, effective upon final approval.</p>
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Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Dr. Steven Dew, Provost and Vice-President (Academic), Dr. Wendy Rodgers, Interim Dean, Faculty of Extension
Presenter(s)	Dr. Steven Dew, Provost and Vice-President (Academic), Dr. Wendy Rodgers, Interim Dean, Faculty of Extension

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To approve the change in status of the Faculty of Extension that will facilitate creation of the administrative structure to support growth in continuing education.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Continuing Education (ConEd) programs are important components of the University’s goals to be more inclusive and accessible to a greater diversity of learners as well as pedagogies and pedagogical modalities. Continuing Education represents increasingly relevant opportunities for learners at all stages of their careers and lives, as well as industry.</p> <p>With increased attention to expanding access points to the University by Faculties, learners, and stakeholder groups and increasing ConEd opportunities, there is a need for a coordinated, institution-spanning hub that supports the development, delivery, and engagement in ConEd.</p> <p>The hub model will restructure the current Continuing Professional Education (CPE) activities based on function in order to permit a scaling out of these activities, building on its long history at the University. The transition will involve moving the CPE activities from the current Faculty of Extension to the central hub. Therefore, the status of Faculty is no longer required.</p> <p>Some of the foundational questions that have shaped the planning process include:</p> <ul style="list-style-type: none"> • How can the University of Alberta design and offer the most relevant ConEd programs to the benefit of learners, Faculties, and where applicable, in response to needs in the labour market? • What can the University of Alberta learn from comparator institutions in regards to developing an institutional framework to effectively support and promote ConEd? • In light of broad Faculty interest in developing and offering ConEd, how can the current expertise and activities be scaled to meet those demands?

Item No. 8

	<ul style="list-style-type: none"> ● How does SET and restructuring impact the Faculty of Extension? ● How can the University of Alberta leverage the existing expertise in the Faculty of Extension towards supporting CPE across the institution? Are there ways to merge this expertise into other administrative service units, such as CTL and the Registrar's Office? <p>Through consultations, as well as a review of effective practices at peer institutions, several major themes have emerged to inform our next steps:</p> <ul style="list-style-type: none"> ● Continuing education is an important interface with our broader community and supports lifelong engagement with the University; ● A more centralized model, where a shared continuing education unit supports the priorities and needs identified by Faculties, has benefits for leveraging expertise and business practices; ● Overall, the portfolio of continuing education offerings is better supported through a more consistent institutional brand and student experience; ● Standardization of administrative processes for continuing education can enable better enrolment data and reporting, more informed decision making about investments in new courses/programs, and more efficient administration; ● There are opportunities to pool expertise and administrative resources to support continuing education alongside online education, while recognizing these are distinct fields with distinct pedagogies; and ● In the absence of academic staff, research, and centres and institutes, ongoing Faculty status is not the most effective organizational model for Extension going forward, but its work and expertise form a strong basis for transitioning to a hub model. Centralizing these resources can make them available to the whole University and facilitate scaling up our continuing education activity. <p>The most recent round of consultation with committees included helpful discussion about how the new model will support the work of the Faculties, the important intersections between support for continuing education and support for online programming, the mechanisms through which the hub will engage with Faculties, the financial model for supporting continuing education going forward.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include proposed plan)

Item No. 8

<p>Consultation and Stakeholder Participation</p>	<p>President and Vice-Chancellor Dr. Maria Mayan, former Interim Dean, Faculty of Extension Deans' Council (DC) - Subvention Discussion (January 8, 2020) [Note - Faculty members and for-credit programs were transitioned out of the Faculty of Extension to other Faculties by July 1, 2020.] Provost's Advisory Committee of Deans (PACD) (January 6, 2021, April 7, 2021, September 1, 2021, December 1, 2021, February 2, 2022) Dean's Council (January 21, 2021, February 3, 2021, May 19, 2021, September 1, 2021) Provost's Advisory Committee of Chairs (April 20, 2021) GFC APC - Changes to Faculty of Extension (April 14, 2021) GFC APC - Changes to Faculty of Extension (May 5, 2021) GFC APC – Future of CPE at the University of Alberta (September 22, 2021) GFC APC - Upcoming changes to the Faculty of Extension's Status (April 13, 2022) Vice-Provosts' Council (VPC) GFC - Future of CPE (November 29, 2021) GFC - Upcoming changes to the Faculty of Extension's status (May 2, 2022) Board Learning, Research, and Student Experience Committee (BLRSEC) Board of Governors Quad Post: June 4, 2020 - Developing a new strategy for the Faculty of Extension Quad Post: July 2, 2020 - Message from the Provost - News on Extension</p> <p><u>Faculty of Extension Town Halls 2021/2022</u> July 16, 2021 August 11, 2021 August 27, 2021 October 22, 2021 November 12, 2021 December 8, 2021 February 4, 2022 March 24, 2022</p> <p><u>Extension Steering Committee Meetings</u> April 28, 2021 May 31, 2021 June 15, 2021 June 28, 2021 July 6, 2021 July 12, 2021 July 20, 2021</p>
<p>Approval Route (Including Meeting Dates)</p>	<p>Academic Planning Committee - May 18, 2022 General Faculties Council - June 6, 2022 Board Learning, Research, and Student Experience Committee - June 3, 2022 Board of Governors - June 17, 2022</p>

Item No. 8

Strategic Alignment

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

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