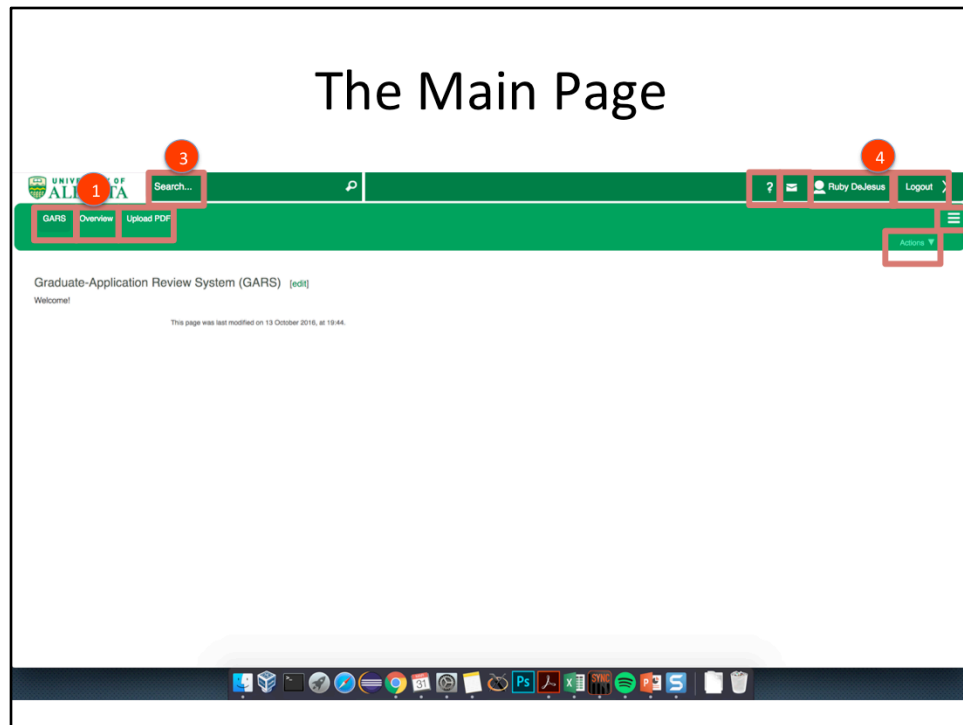


OT Faculty members and staff can login with their CCIDs.



(1)

The **GARS** Menu corresponds to the system's Main Page, shown here. The **Overview** menu leads to the overview table, containing summary information about all the applicants.

The **Upload PDF** menu leads to the page where a staff member can upload the complete PDF from GSMS, so that it can be linked to the applicant's file and also processed to extract reference data from it.

(2)

Ignore the **Actions** menu

The **three-horizontal-lines** menu opens to reveal the three options of #1

(3)

In this textbox you can search for any applicant, by their name (any substring of first or last name)

(4)

The ? leads to the Help page, which contains this document.

## **FACULTY FUNCTIONS**

# Applicants Overview Table

User	PDF	GPA (60 credits)	GPA / credits	F	W	Anatomy	Stats	Degree/Institution	Nationality Notes	Notes	Reviewed By	Comments	Decision
Abunada, Susan 2017-02-17 14:25:48		0	2/24 3/12	2	2	Yes	In-Progress	n (n) test (test)	Indigenous, Canadian, International	Hello	Ruby DeJesus (Admit)	relevant personal experience	
Adesunbo, Olanlele 2017-01-05 10:07:40		4	4/4	0		Yes	Yes	Chem (U of A)		saskatchewanaboriginal	Eleri Stroula (Admit)		
Aloisio, Bob 2017-01-05 10:07:40		0						Chem (U of A)				irrelevant information	Waitlist
Arturs, William 2017-01-05 10:07:40													
Awada, Letia 2017-01-05 10:07:40													
Awata, Ahtam 2017-01-05 10:07:40													
Badger, Melissa 2017-01-05 10:07:40													

The **Applicants-Overview Table** reports basic information about each applicant in the system:

**User:** The applicant's name (Last, First) and the time when they produced their statement of purpose through GARS

**PDF:** If a PDF file has been uploaded from the GSMS system, a PDF icon will show up here. It is clickable so that you can view their PDF file

**GPA (60 credits):** The student's GPA based on their last 60 credits

**GPA/credits:** The student's best GPA based on their best full year. Shown as GPA/ number of credits taken that year. If there are two years that may be used as a comparison, it will be shown on two different lines.

**F:** Number of Fails

**W:** Number of Withdrawals

**Anatomy:** If the student has completed Anatomy, this will show 'Yes'

**Stats:** If the student has completed Statistics, this will show 'Yes'

**Degree/Institution:** Lists various degrees of the student and the institution.

**Nationality Notes:** A note if they are Indigenous, Canadian, International or from Saskatchewan

**Notes:** Any notes that are made by staff members

**Reviewed By:** If anyone has reviewed this student, their name and suggestion for admittance will be shown here

# Filtering and Sorting Applicants

The screenshot shows the 'GARS Overview' page for 'Applicant Review'. A red box highlights the 'Show Filter Options' button. Below it, another red box highlights the filter widgets, which include:

- GPA: ( ) to ( )
- Degree Program: ( )
- Institution: ( )
- Anatomy: ( )
- Stats: ( )
- Nationality: (Select Nationality)
- Admit: ( )
- Final Decision: ( )
- Filter by Tags: (Select Tags)

Below the filters is a table of applicants. The table has columns for User, GPA (80 credits), GPA / credits, F, W, Anatomy, Stats, Degree/Institution, Nationality Notes, Notes, Reviewed By, Comments, and Decision.

User	GPA (80 credits)	GPA / credits	F	W	Anatomy	Stats	Degree/Institution	Nationality Notes	Notes	Reviewed By	Comments	Decision
Abunada, Susan 2017-03-17 14:25:48	0	3/12	2	2	Yes	In-Progress	n (n) test (test)	Indigenous, Canadian, International	Hello	Ruby DeJesus (Admit)	relevant personal experience	
Adebanjo, Olanrele 2017-01-05 10:07:40	4	4/4	0		Yes	Yes	Chem (U of A)		saskatchewan.aboriginal	Eleri Stroula (Admit)		
Alaisio, Bob 2017-01-05 10:07:40	0						Chem (U of A)				irrelevant information	
Arthurs, William 2017-01-05 10:07:40												
Awada, Lella												

Clicking on the **Show Filter Options** reveals a set of widgets that enable an advanced search method.

The user can apply a set of filters to the set of applicants:

- 1) The GPA range of the student
- 2) Degree program of the student
- 3) The institution that the student may have attended
- 4) If the student has completed Anatomy
- 5) If the student has completed Stats
- 6) Nationality Notes
- 7) admission recommendation (admit, reject, undecided)
- 8) Final admission (admit, reject, waitlist)
- 9) A (subset of) tag(s) on the faculty reviewer comments.

On this page, the applicants-overview table is filtered to contain the subset that matches **all the filters**.

# Reviewing An Applicant -1

The screenshot displays the University of Alberta GARS (Graduate Academic Review System) interface. The top navigation bar is green with the University of Alberta logo, a search bar, and links for Admin and Logout. Below this, a secondary green bar contains the 'GARS' menu, the 'Overview' tab (highlighted with a red box), and an 'Upload PDF' button. The main content area shows the 'Applicant Review' page for 'Arthurs, William'. It features a table with academic and personal information, followed by an accordion menu with four sections: 'From FGSR', 'Statement of Purpose', 'Review', and 'Committee Comments'. The 'Review' section is currently selected.

GPA (60 Credits)	GPA / credits (Best)	GPA2 / credits (Best)	Falls	Withdrawals	Anatomy	Statistics	Degree / Institution	Nationality Notes	Notes
3.4	3.4/24	2.2/30	2	1	Yes	Yes	Chem (U of A) Bio (UBC)	Canadian,	

» From FGSR

» Statement of Purpose

» Review

» Committee Comments

Once an applicant has been selected from the the applicants-overview table, the user (the faculty member reviewing the applicant) moves to the Individual-Applicant page, where the reviewer can

- 1) See the student's academic information that was displayed on the overview table,
- 2) see the reference information extracted from the GSMS PDF, assuming it has been uploaded to GARS; and
- 3) review and comment on the applicant's Statement of Purpose.
- 4) See committee comments made about the student

Through the second last accordion menu heading, the faculty member can enter his/her review on the applicant and see the reviews of other faculty members on the same applicant.

# Reviewing An Applicant -2

Search...

Admin Logout

GAHS Overview Upload PDF

Applicant Review

Arthurs, William

GPA (60 Credits)	GPA / credits (Best)	GPA2 / credits (Best)	Fails	Withdrawals	Anatomy	Statistics	Degree / Institution	Nationality Notes	Notes
3.5	3.2/26	0/0			Yes	Yes	BKin ()		

From FGSR

PDF

Referee	Position	Type	Reference Letter
Kevin Antonishen	Lab Faculty	Academic	<p>Knowledge of Applicant</p> <p>Relationship to Applicant: I was a lab instructor for two of Will's anatomy and physiology labs</p> <p>Duration Known Applicant: 2 yrs Years,</p> <p>Starting Year: 2011/12</p> <p>Ending Year: 2013/14</p> <p>Number of Students within the category dealt with in the past 5 years: 800</p> <p>Rank of the student within the Group: Upper 15%</p> <p>English Language Ability</p> <p>Will is fully competent in this regard.</p> <p>Specific Abilities</p> <p>Outstanding (top 5%), Superior (top 15%), Good (top 25%), Average (top 50%), Marginal (lower 50%)</p> <p>Academic Achievement: Superior</p> <p>Scholarship Promise: Superior</p> <p>Research Ability: N/A</p> <p>Teaching Potential/Promise: Superior</p> <p>Verbal Skills: Superior</p> <p>Writing Skills: N/A</p> <p>Industriousness: N/A</p> <p>Judgement: N/A</p> <p>Overall Rating: Superior</p> <p>General Appraisal</p> <p>In my lab, Will demonstrated above-average intellectual curiosity and aptitude, an earnest drive to understand, and excellent interpersonal interactions with peers and faculty. I have worked as a kinesiologist since 1996, often with other health care professionals (including OTs), and I sincerely believe Will would serve as a fantastic OT. I am convinced he would be an excellent student in your program.</p>

Unfolding the accordion menu with the “**From FGSR**” heading, reveals the references of the applicant (each row is a separate letter writer) and the PDF uploaded from GSMS. Clicking on the pdf icon will open a new tab with the uploaded PDF.

# Reviewing An Applicant -3

UNIVERSITY OF  
ALBERTA

Search...

?

Admin

Logout

GABE Overview Upload PDF

Applicant Review

Arthurs, William

GPA (60 Credits)	GPA / credits (Best)	GA2+ / credits (Best)	Fails	Withdrawals	Anatomy	Statistics	Degree / Institution	Nationality Notes	Notes
/		/							

From FGSR

Status Purpose

Navigation: [On] [Off] Filter by: [MyTags] [Annotation] [User]

Algorithm	US Grade	Minimum Score
Automated Readability Index	0.00	0.00
Coleman-Liau	0.00	0.00
Dale-Chall	0.00	0.00
Flesch-Kincaid	0.00	0.00
SIMDQ	0.00	0.00

Flesch Reading Ease: 0.00 %  
Dale-Chall Readability Index: 0.00 %

Sentiment Type: %  
Sentiment Score: 0 %

Emotion Type	Score
Anger	0.00
Disgust	0.00
Fear	0.00

Legend: Grammar Issue | Spelling Mistake | Styling Issue | Comment

OT

Since August of 2015 I have been working as a Kinesiotherapist, helping clients return to function and get back to work. I currently work alongside Physiotherapists and Occupational Therapists (OT's). Since working as a Kinesiotherapist I have taken courses in assessing the spine and extremities as well as completing functional capacity evaluations. In my clinic, the OT's and Kinesiotherapists regularly conduct these as a baseline and progress testing, as well as independent evaluations at times. In school I completed my Bachelor degree in Kinesiology and an extended minor in Psychology. This gave me a good understanding of two of the major issues clients of OT's work with, physical and psychological issues giving me a good grasp on what to expect in the field working as an OT. The reason I want to take this path of becoming an OT is because I have a genuine desire to help people which is why I first went into Kinesiology.

OT

Through my work and practicum experience I have worked and shadowed with OT's. During my practicum I assisted with conducting job site visits and planning return to work schedules. Through my job I have worked to help get the clients to the point where they can successfully return to work and with that I meet with the OT case managing the file and help plan out an appropriate return to work date, and during the treatment if further treatment recommendations are needed such as additional kinesiology sessions, physiotherapy sessions, or if a clinical counselling screen is necessary. Through my work we conduct one hour education sessions every two weeks to help improve each of our skills. Our company also holds seminars with instructors who have been working in their position for many years and have knowledge to share. I have also attended education seminars on case management that our company has held. My experiences working with the clients one on one and as part of a team working with the OT's has helped me improve the clients physical well being. This experience along with the additional information I have gathered would contribute to make me a good OT. By being able to serve clients as an OT in turn allows me to represent and contribute to the profession.

OT

On the left side of the page, the results of the various automated analyses are reported.

- (1) The user can flip through and review yellow-highlighted comments one at a time, using the arrows.
- (2) The user can filter comments by their associated tags.
- (3) The user can filter comments by their content.
- (4) The user can filter comments by the name of the faculty reviewer who edited them.



## Reviewing An Applicant -4

**Readability Index**

The automated readability index (ARI) is a readability test for English texts, designed to gauge the understandability of a text.

It uses two ratios representing word difficulty (number of letters per word) and sentence difficulty (number of words per sentence).

Formula :  $4.71(\text{characters/words}) + 0.5(\text{words/sentences}) - 21.43$

The higher the score, the higher the grade level.

Scores higher than 12 depict 'College' level writing.

**Table of Readability Metrics:**

Algorithm	US	Minimum	Grade
Automated Readability Index	16.3	12.0	20.0
Coleman-Liau	11.14	12.0	18.0
Dale-Chall	14.74	12.0	18.0
Flesch-Kincaid	12.62	12.0	18.0
SMOG	13.89	12.0	18.0

Flesch Reading Ease: 53.85

Dale-Chall Readability Index: 9.87

Sentiment Type: positive

Sentiment Score: 0.79

**Emotion Type Score**

Emotion Type	Score
Anger	0.18
Disgust	0.14
Fear	0.40
Joy	0.53

**Personality Statistics**

Conscientiousness

Openness

Extraversion

**Questions:**

**Q1** Since August of 2015 I have been working as a Kinesiologist. I conduct these as a baseline and provide me a good understanding of the reason I want to take this path of being a Kinesiologist.

**Q2** Through my work and practicum experience, I have worked to help get the work done, and during the treatment necessary. Through my work we conduct our own education sessions every two weeks to help improve our own skills, but our company also holds seminars with instructors who have been working in their position for many years and have knowledge to share. I have also attended education seminars on case management that our company has held. My experiences working with the clients one on one and as part of a team working with the OT's has helped me improve the client's physical well-being. This experience along with the additional information I have gathered would contribute to make me a good OT. By being able to serve clients as an OT in turn allows me to represent and contribute to the profession.

**Q3** My academic experiences have helped prepare me for a MScOT program. In my final year I was able to achieve above average grades and was recognized for this commitment by being named to the Dean's List. I believe this demonstrates I possess the right focus and attitude to succeed in this program. I am able to work as an individual or with others. My time management skills are very good and I plan out months ahead in an academic setting. Furthermore my background in Kinesiology and Psychology will help me excel in the program.

**Q4** The obvious challenge facing Canada's health care system is an aging population and escalating health care costs. As people age they tend to require more access to medical professionals and

On this page, the green question marks reveal pop ups that explain the meaning of the metrics produced through automated analysis on the SoP.

## Reviewing An Applicant -5

The screenshot displays the University of Alberta's GARHS application review interface. The interface is divided into a sidebar and a main content area. The sidebar contains navigation options: 'Overview' (highlighted) and 'Upload PDF'. The main content area shows an applicant's statement of purpose (SoP) with various text fragments highlighted in red. A comment popup is visible over one of the highlighted segments, showing a list of predefined tags such as 'positive personal qualities', 'negative personal qualities', 'relevant personal experience', and 'irrelevant information'. The interface also includes a table of algorithms, a sentiment score, and a personality statistics chart.

Algorithms	UB Grade	Minimum Age
Automated Readability Index	0.00	0.00
Coleman-Liau	0.00	0.00
Dale-Chall	0.00	0.00
Flesch-Kincaid	0.00	0.00
SMS	0.00	0.00

Sentiment Score: 0.00

Emotion Type Score

Emotion	Score
Anger	0.00
Disgust	0.00
Fear	0.00
Joy	0.00

Personality Statistics

Conscientiousness

Openness

Extraversion

Agreeableness

Neuroticism

Grammar Errors: 13

Spelling Errors: 10

Style Suggestions: 24

To add a comment (which will later be shown as yellow highlighting on the applicant's statement of purpose text), the faculty reviewer selects a text fragment from the SoP, which produces a comment popup for the reviewer to add their thoughts on the fragment. At the bottom of the popup, there is a second window, where the reviewer can select from a set of 20 predefined tags of interest to the review process.

# Reviewing An Applicant -6

UNIVERSITY OF ALBERTA

Search...

Admin

Logout

GARS Overview Upload PDF

Applicant Review

Algorithm	US Grade	Minimum Grade
Automated Readability Index	0.00	0.00
Coleman-Liau	0.00	0.00
Dalechall	0.00	0.00
Flesch-Kincaid	0.00	0.00
SMOG	0.00	0.00

Flesch Reading Ease: 0.00

Dalechall Readability Index: 0.00

Sentiment Type:

Sentiment Score: 0

Emotion Type	Score
Anger	0.00
Disgust	0.00
Fear	0.00
Joy	0.00

Personality Statistics

Grammar Errors: 13  
Spelling Errors: 10  
Rule Violations: 04

**Q1**

Since August of 2015 I have been working as a Kinesiologist, helping clients return to function and get back to work. I currently work alongside Physiotherapists and Occupational Therapists (OT's). Since working as a Kinesiologist I have taken courses in assessing the spine and extremities as well as completing conduct these as a baseline and progress testing, as well as independent evaluations at times. In school I completed gave me a good understanding of two of the major issues clients of OT's work with, physical and psychological issues. reason I want to take this path of becoming an OT is because I have a genuine desire to help people which is why I like this sentence

**Q2**

Through my work and practicum experience I have worked and shadowed with OT's. During my practicum I assisted with conducting job site visits and planning return to work schedules. Through my job I have worked to help get the clients to the point where they can successfully return to work and with that I meet with the OT case managing the file and help plan out an appropriate return to work date, and during the treatment if further treatment recommendations are needed such as: additional kinesiology sessions; physiotherapy sessions; or if a clinical counselling screen is necessary. Through my work we conduct one hour education sessions every two weeks to help improve each of our skills. Our company also holds seminars with instructors who have been working in their position for many years and have knowledge to share. I have also attended education seminars on case management that our company has held. My experiences working with the clients one on one and as part of a team working with the OT's has helped me improve the clients physical well being. This experience along with the additional information I have gathered would contribute to make me a good OT. By being able to serve clients as an OT in turn allows me to represent and contribute to the profession.

**Q3**

My academic experiences have helped prepare me for a MScOT program. In my final year I was able to achieve above average grades and was recognized for this commitment by being named to the Dean's List. I believe this demonstrates I possess the right focus and attitude to succeed in this program. I am able to work as an individual or with others. My time management skills are very good and I plan out months ahead in an academic setting. Furthermore my background in Kinesiology and Psychology will help me excel in the program.

**Q4**

The obvious challenge facing Canada's health care system is an aging population and escalating health care costs. As people age they tend to require more access to medical professionals and services which means they are drawing heavily on the resources intended for all. Mental health issues are becoming much more recognized and public demand for funding for relevant services has already begun. In my experience OT's do work quite a bit with people with mental health issues so I am aware that this will in turn put a strain on health care funding and resources. By partnering with other areas of government to advocate for citizens to follow a healthy lifestyle which includes exercise and nutrition the health care system can be proactive in reducing the future demand in the older demographic for some medical issues, including those delivered by OT's. While user fees are not popular, some form of user contribution may be necessary to ensure adequate services are available in the near future. The responsibility does not rest with the health care system by itself. A strong economy with a growing work force provides a more sustainable tax base and therefore a steadier source of health care funding revenue. Policies by government that encourage immigration for people seeking careers can support this as Canada's own population base is not growing rapidly and immigration can instantly add to a younger tax paying demographic. To my earlier point, encouraging a healthy lifestyle to this younger population will long term help to reduce the heavy demand on services by one segment of the population and make care more accessible to all at a more reasonable expense to the system.

**Q5**

On this page, hovering over a yellow-highlighted text fragment reveals the comment of this fragment.

# Reviewing An Applicant -7

UNIVERSITY OF ALBERTA

Search...

Admin

Logout

GAHS Overview Upload PDF

Applicant Review

Algorithm	US	Minimum
	Grade	Age
Automated Readability Index	0.00	0.00
Coleman-Liau	0.00	0.00
Dalechall	0.00	0.00
Flesch-Kincaid	0.00	0.00
SMOG	0.00	0.00

Flesch Reading Ease: 0.00

Dalechall Readability Index: 0.00

Sentiment Type:

Sentiment Score: 0

Emotion Type	Score
Anger	0.00
Disgust	0.00
Fear	0.00
Joy	0.00

Personality Statistics:

Grammar Errors: 13  
Spelling Errors: 10  
Style Suggestions: 24

**Q1**

Since August of 2015 I have been working as a Kinesiologist, helping clients return to function and get back to work. I currently work alongside Physiotherapists and Occupational Therapists (OT's). Since working as a Kinesiologist I have taken courses in assessing the spine and extremities as well as completing functional capacity evaluations. In my clinic, the OT's and Kinesiologists regularly conduct these as a baseline and progress testing, as well as independent evaluations at times. In school I completed my Bachelor degree in Kinesiology and an extended minor in Psychology. This gave me a good understanding of two of the major issues clients of OT's work with, physical and psychological issues giving me a good grasp on what to expect in the field working as an OT. The reason I want to take this path of becoming an OT is because I have a genuine desire to help people which is why I first went into Kinesiology.

**Q2**

Through my work and practicum experience I have worked and shadowed with OT's. During my practicum I assisted with conducting job site visits and planning return to work schedules. Through my job I have worked to help get the clients to the point where they can successfully return to work and with that I meet with the OT case managing the file and help plan out an appropriate return to work date, and during the treatment if further treatment recommendations are needed such as additional kinesiology sessions, physiotherapy sessions, or if a clinical counseling screen is necessary. Through my work we conduct one hour education sessions every two weeks to help improve each of our skills. Our company also holds seminars with instructors who have been working in their position for many years and have knowledge to share. I have also attended education seminars on case management that our company has held. My experiences working with the clients one on one and as part of a team working with the OT's has helped me improve the clients physical well being. This experience along with the additional information I have gathered would contribute to make me a good OT. By being able to serve clients as an OT in turn allows me to represent and contribute to the profession.

**Q3**

My academic experiences have helped prepare me for a MScOT program. In my final year I was able to achieve above average grades and was recognized for this commitment by being named to the Dean's List. I believe this demonstrates I possess the ability to succeed in this program. I am able to work as an individual or with others. My time management skills are very good and I plan out months ahead in an academic setting. My background in Kinesiology and Psychology will help me excel in the program.

**Q4**

The obvious challenge facing Canada's health care system is the increasing demand for services which means they are drawing heavily on the system. Ignoring all of this and escalating health care costs. As people age they tend to require more access to medical professionals and services. Mental health issues are becoming much more recognized and public demand for funding for relevant services has already begun. In my experience OT's do work quite a bit with people with mental health issues so I am aware that this will in turn put a strain on health care funding and resources. By partnering with other areas of government to advocate for citizens to follow a healthy lifestyle which includes exercise and nutrition the health care system can be proactive in reducing the future demand in the older demographic for some medical issues, including those delivered by OT's. While user fees are not popular, some form of user contribution may be necessary to ensure adequate services are available in the near future. The responsibility does not rest with the health care system by itself. A strong economy with a growing work force provides a more sustainable tax base and therefore a steadier source of health care funding revenue. Policies by government that encourage immigration for people seeking careers can support this as Canada's own population base is not growing rapidly and immigration can instantly add to a younger tax paying demographic. To my earlier point, encouraging a healthy lifestyle to this younger population will long term help to reduce the heavy demand on services by one segment of the population and make care more accessible to all at a more reasonable expense to the system.

**Q5**

On this page, hovering over an underlined text fragment reveals the warning on this fragment (produced through an automated analysis).

# Reviewing An Applicant -8

**UNIVERSITY OF ALBERTA** Search... ? Ruby DeJesus Logout

**GARS Overview** Applicant Review

**Adebambo, Olanrele**

GPA (60 Credits)	GPA / credits (Best)	GPA2 / credits (Best)	Fails	Withdrawals	Anatomy	Statistics	Degree / Institution	Nationality Notes	Notes
4	4/4	0/0	0		Yes	Yes	Chem (U of A)		saskatchewan,aboriginal

From FGSR

Statement of Purpose

Review

DeJesus, Ruby [Show/Hide]

Stroulla, Eleni [Show/Hide]

Save

Unfolding the accordion menu with the “**Review**” heading, reveals the faculty-review forms for this applicant. Yours will show up at the top. Any reviews made by someone else will be greyed out, but will be available for you to see.

## Reviewing An Applicant -8

UNIVERSITY OF ALBERTA

Search...

Garhs Overview Upload PDF

Applicant Review

Statement of Purpose

Review

DeJesus, Ruby [Show/Hide]

Knowledge of OT (accurate; in own words):	<input type="radio"/> Yes <input type="radio"/> No
Writing skills (no grammatical errors, easy to read, logical):	<input type="radio"/> Yes <input type="radio"/> No
Develops a compelling argument for a match of their experiences/studies to OT:	<input type="radio"/> Yes <input type="radio"/> No
At least one academic reference, second one appropriate (e.g. not a neighbour, friend):	<input type="radio"/> Yes <input type="radio"/> No
References were detailed and specific:	<input type="radio"/> Yes <input type="radio"/> No
Positive statements made about critical thinking and strong communication skills:	<input type="radio"/> Yes <input type="radio"/> No
Student explained extenuating or unusual circumstances regarding academic history?:	<input type="radio"/> Yes <input type="radio"/> No

Please review entire academic record and note any inconsistencies or areas of concern:  
(currently 0 words out of a maximum of 150)

[Rich text editor toolbar]

The reviewer faculty member can click on his/her own name and fill out the review form. Once the review form has been completed and a recommendation has been made, this information will be reflected on the applicants-overview table.

## **ADMIN FUNCTIONS**

# Bulk Uploading of Many GSMS PDFs

Clicking on the **Upload PDF** menu leads to this page, which includes two selection widgets.

- (1) The first widget enables you to select one of the list of current applicants (by name). If you are uploading multiple students in bulk leave this widget blank.
- (2) The second widget enables you to select PDF files from your local filesystem. The files should be named “Lastname, Firstname” to be properly matched with the student.

Once PDF file selections have been made, clicking the **upload** button will upload the file to GARS and parse it to extract basic information about the applicant’s references.

A confirmation message will be shown listing the students that were properly uploaded into GARS.



# Uploading a Single GSMS PDF

The image displays two side-by-side screenshots of the University of Alberta GARS 'Upload PDF' interface. Both screenshots show a green header with the University of Alberta logo and a search bar. Below the header, there are tabs for 'GARS', 'Overview', and 'Upload PDF', with 'Upload PDF' being the active tab. The main content area is titled 'PDF Conversion' and includes a 'Member' dropdown menu. In the left screenshot, the 'Member' dropdown is open, showing a list of names, with 'Cassandra Bell' highlighted. A red circle with the number '1' is next to the dropdown. In the right screenshot, the 'Member' dropdown is closed, and the 'Pdf Upload' section shows a file selection area with a file named 'Cockerill, Tanelle.pdf' selected. A red circle with the number '2' is next to the file selection area. Both screenshots have a red box around the 'Upload' button at the bottom right.

Clicking on the **Upload PDF** menu leads to this page, which includes two selection widgets.

(1) The first widget enables you to select one of the list of current applicants (by name).

(2) The second widget enables you to select a PDF file from your local filesystem.

Once both selections have been made, clicking the **upload** button will upload the file to GARS and parse it to extract basic information about the applicant's references.

# Viewing Committee Comments

The screenshot displays the University of Alberta GARS (Graduate Admission Review System) interface. At the top, the University of Alberta logo is on the left, and a search bar, user profile (Rusty DeJesus), and logout link are on the right. Below this is a green navigation bar with tabs for 'GARS', 'Overview' (highlighted with a red box), and 'Upload PDF'. Under 'Overview', there is a sub-tab for 'Applicant Review'. Below the navigation bar, there are two accordion menus: 'Review' and 'Committee Comments' (which is expanded). The 'Committee Comments' section shows a 'Final Decision' with radio buttons for 'Admit', 'Reject', and 'Waitlist'. Below this is a 'Waitlist number' input field. The 'Comments' section features a rich text editor with a toolbar and a text area. At the bottom of the comments section, there is a 'Save' button and a 'Words: 0' indicator.

The last accordion is the committee comments. If you are a staff member, this will be editable. Otherwise this will only show the final decision and the comments from the committee.

# Editing a Student's Academic Profile -1

The screenshot displays the University of Alberta GARB (Graduate Academic Review Board) interface. At the top, there is a green header bar with the University of Alberta logo on the left, a search bar in the center, and user information on the right. The search bar contains the text 'Ad' and is highlighted with a red box. Below the header, a sidebar on the left contains navigation links: 'GARB Overview', 'Applicant Review', and 'Adebambo, Olanrele'. The 'Adebambo, Olanrele' link is highlighted with a red box. The main content area shows a table with student academic data. The table has columns for GPA (60 Credits), GPA / credits (Best), GPA2 / credits (Best), Falls, Withdrawals, Anatomy, Statistics, Degree / Institution, Nationality Notes, and Notes. The first row of data shows a GPA of 4, GPA / credits of 4/4, GPA2 / credits of 0/0, and a note 'saskatchewan\_aboriginal'. Below the table, there are four expandable sections: 'From FGSR', 'Statement of Purpose', 'Review', and 'Committee Comments'.

GPA (60 Credits)	GPA / credits (Best)	GPA2 / credits (Best)	Falls	Withdrawals	Anatomy	Statistics	Degree / Institution	Nationality Notes	Notes
4	4/4	0/0	0		Yes	Yes	Chem (U of A)		saskatchewan_aboriginal

From FGSR

Statement of Purpose

Review

Committee Comments

To edit a student's GPA or add notes, you can search them using the search bar at the top, or click their name on their review page. This will take you to their bio page.

## Editing a Student's Academic Profile -2

UNIVERSITY OF ALBERTA

Search...

Help Ruby DeJesus Logout

GAHS Overview Upload PDF Actions

**Olanrele Adebambo**  
Email: adebambo@ualberta.ca

**Most Recent Academic Degree** Additional Degrees Background

Degree (Institution):	Chem (U of A)	Notes:	saskatchewan_aboriginal
GPA (over last 60 credits):	4	Indigenous:	
GPA (over best full year)/number of credits:	4/4	Canadian:	
GPAZ (over best full year)/number of credits:	0/0	Saskatchewan:	
Number of Failures:	0	International:	
Number of Withdrawals:		Anatomy:	Yes
		Stats:	Yes

[Review](#) [Edit Bio](#)

On their bio page you can click on “Edit Bio” and edit the various different fields.