

The following Motions and Documents were considered by the Board of Governors during the Open Session of its Friday, March 18, 2016 meeting:

Agenda Title: **Board Audit Committee Terms of Reference**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Audit Committee, approve the proposed changes to the Committee's Terms of Reference, as set forth in Attachment 1.

Final Item: 4ci.

Agenda Title: **Board Finance and Property Committee Terms of Reference**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the proposed changes to the Committee's Terms of Reference, as set forth in Attachment 1.

Final Item: 4di.

Agenda Title: **University of Alberta's Comprehensive Institutional Plan (CIP) (2016)**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the General Faculties Council Academic Planning Committee, the Board Finance and Property Committee, and the Board Learning and Discovery Committee, approve the 2016 *University of Alberta Comprehensive Institutional Plan (CIP)*, as set forth in Attachment 1, and empower administration to make any editorial changes to the CIP, as needed, as long as the changes do not have the force of policy.

Final Item: 5a.

Agenda Title: **Proposed New Mandatory Student Instructional Support Fees and Proposed Deletion of Mandatory Student Instructional Support Fee.**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the proposed new Mandatory Student Instructional Support Fees (set forth in Attachment 1); and the proposed Deletion of Mandatory Student Instructional Support Fee (set forth in Attachment 2); as submitted on behalf of the relevant Faculties/Departments by the Registrar's Advisory Committee on Fees (RACF), to take effect as noted in each respective attachment.

Final Item: 6a.

Agenda Title: Proposed Rescission of four current Mandatory Non-Instructional Fees (CoSSS, Registration & Transcript fee, University Student Services Fee, University Health Services Fee) and Establishment of two Restructured Mandatory Non-Instructional Fees (Student Health & Wellness Fee, Student Academic Support Fee)

APPROVED MOTION I: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, rescind the Common Student Space, Sustainability & Services Fee (CoSSS), the Registration & Transcript Fee, the University Student Services Fee, and the University Health Services Fee, as set forth in Attachment 2, to take effect upon the establishment of the restructured mandatory non-instructional fee schedule.

APPROVED MOTION II: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the establishment of the following two restructured mandatory non-instructional fees: Student Health & Wellness Fee, and Student Academic Support Fee, as set forth in Attachment 2, to take effect upon approval.

APPROVED MOTION III: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, rescind the following Board-approved motion of February 10, 2012:

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the annual adjustment of all Mandatory Non-Instructional Fees (MNIF), as determined by Administration, up to and including the Annual Alberta Consumer Price Index and that the MNIF be reported for information to the GFC Academic Planning Committee, the Board Finance and Property Committee, and the Board of Governors on an annual basis.

APPROVED MOTION IV: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the annual adjustment of all Mandatory Non-Instructional Fees (MNIF), as determined by the weighted annual inflationary increase formula set forth in Appendix 3 of Attachment 3 (the Joint Student/University Oversight Committee on Mandatory Non-Instructional Fees), commencing in the 2017-18 academic year, and that the MNIF be reported for information to the GFC Academic Planning Committee, the Board Finance and Property Committee, and the Board of Governors on an annual basis.

Final Item: 6b.

OUTLINE OF ISSUE

Agenda Title: **Board Audit Committee Terms of Reference**

Motion: THAT the Board of Governors, on the recommendation of the Board Audit Committee, approve the proposed changes to the Committee's Terms of Reference, as set forth in Attachment 1.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Michael Ross, Chair, Board Audit Committee
Presenter	Michael Ross, Chair, Board Audit Committee
Subject	Review of Committee Terms of Reference

Details

Responsibility	University Governance
The Purpose of the Proposal is	To review the Committee Terms of Reference
The Impact of the Proposal is	
Replaces/Revises	Current Terms of Reference
Timeline/Implementation Date	Upon Board of Governors approval
Estimated Cost	n/a
Sources of Funding	n/a
Notes	<p>At the September 2015 Board Audit Committee meeting, the Committee considered revisions to the Terms of Reference including: expansion of external committee membership, clarification regarding the role and membership of non-voting officials, changes to expectations for financial literacy, clarification of the Committee's overarching responsibility and scope related to the University's risk Management process, and more detail on the Committee's role regarding legal claims.</p> <p>At that meeting, members expressed concern on a variety of the proposed changes, including: whether or not the proposed risk management changes were too broad without sufficient focus on financial risk; whether or not it was appropriate for the President to be a voting member of the Committee; why it was necessary to increase the number of external members on the Committee; and the appropriateness of decreasing expectations for members' financial literacy.</p> <p>Following discussion, members decided to pursue further changes and delayed consideration of the revised Terms of Reference and 2015-16 Committee Workplan until the next meeting.</p> <p>At the November 2015 meeting, Committee Chair Michael Ross informed members that he had struck a working group to prepare a new draft based on feedback from the September Committee meeting, and that the revised draft should be ready for the February Committee meeting.</p>

Alignment/Compliance

Alignment with Guiding Docs	
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal	1. Post Secondary Learning Act (PSLA), Section 60 (1)(b): "The Board of a public post-secondary institution shall develop, manage and operate, alone or in cooperation with any person or organization,

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<p>(please <u>quote</u> legislation and include identifying section numbers)</p>	<p>programs, services and facilities for the educational or cultural advancement of the people of Alberta.”</p> <p>2. Board of Governors General Terms of Reference, Section b: “The Board has delegated to each Committee responsibility and authority to make decisions on behalf of the Board in the Committee's defined area of responsibility except to the extent that such authority has been specifically limited by the Board in the Terms of Reference for the Committee.”</p> <p>...</p> <p>“...issues which remain with the Board or which would be referred by a Committee to the Board would generally be in the nature of...any matter involving an alteration in the mandate, terms of reference, membership, or structure of a Committee;...”</p> <p>3. Board Audit Committee Terms of Reference Section 3(w) (Mandate):</p> <p>d. (w) the Committee shall annually review the terms of reference of the Committee and recommend to the Board any required changes.</p>
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Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <ul style="list-style-type: none"> • Those who have been informed • Those who have been consulted • Those who are actively participating 	<ul style="list-style-type: none"> • Michael Ross, Board Audit Committee Chair • Dick Wilson, Board Audit Committee Vice-Chair; Acting Board Chair • Brad Hamdon, General Counsel • Philip Stack, Associate Vice-President (Risk Management Services) • Board Audit Committee Working Group (Michael Ross; Phyllis Clark, Vice-President (Finance and Administration); Stuart Lee, Board Audit Committee member; Marion Haggarty-France, University Secretary; Juli Zinken, Board Secretary)
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Board Audit Committee – February 29, 2016 (for recommendation) Board of Governors – March 18, 2016 (for approval)</p>
<p>Final Approver</p>	<p>Board of Governors</p>

Attachments

1. Board Audit Committee Terms of Reference – showing edits (7 pages)
2. Board Audit Committee Terms of Reference – without edits (6 pages)

Prepared by: Juli Zinken, Board Secretary and Manager of Board Services



BOARD AUDIT COMMITTEE Terms of Reference

1. AUTHORITY

- (a) The Board Audit Committee (the "Committee") is created by and responsible to the Board of Governors (the "Board") of the University of Alberta (the "University").
- (b) The Vice-President (Finance and Administration) shall provide management support to the Committee.
- (c) University Governance shall provide administrative support to the Committee.
- (d) The Committee shall function in accordance with the Board's General Committee Terms of Reference.

2. COMPOSITION OF COMMITTEE

- (a) Voting Members appointed by the Board (Ordinarily a maximum of ~~11~~12)
 - (1) At least 2 Board members from the membership categories identified by the Alberta *Post-Secondary Learning Act* (the Act) as general public, alumni and senate ; and
 - (2) At least 2, but no more than ~~6~~8, external members of the general public
 - (3) The Board Chair, by virtue of office
 - ~~(4) — The President and Vice-Chancellor, by virtue of office~~
 - ~~(5)~~ The Chancellor, by virtue of office
- (b) Non-Voting Officials
 - ~~(1)~~ External Auditor (Auditor General of Alberta)
 - ~~(2)~~ The President and Vice-Chancellor, by virtue of office
- (c) Non-Voting Officials appointed by the President
 - (1) Provost and Vice-President (Academic)
 - (2) Vice-President (Finance and Administration)
 - ~~(3)~~ University Auditor (Associate Vice-President (Audit & Analysis) and University Auditor)
 - ~~(3)~~~~(4)~~ General Counsel
 - ~~(4)~~~~(5)~~ University Secretary
 - ~~(5)~~~~(6)~~ Committee Secretary
 - ~~(6)~~~~(7)~~ Other officers, as determined by the President
- (d) No member of the staff (academic or non-academic) nor any student of the University shall sit as a member of the Committee.
- (e) One member of the Committee shall also serve on the Board Finance and Property Committee.
- (f) The Board of Governors shall appoint the Committee Chair from the Committee membership category 2(a)(1), upon the recommendation of the Board Chair

- (g) The Committee appoints the Committee Vice-Chair from the Committee membership category Section 2a(1) of these Terms of Reference, upon the recommendation of the Board Chair and the Committee Chair. The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.
- (h) A quorum of the Committee shall be 50% of the members listed in 2(a)(i) and (ii) of the Terms of Reference, one of whom must be a Board Member.
- (i) ~~All~~ The majority of members of the audit committee should be financially literate and at least ~~one~~ three members should have accounting or related financial expertise. Financial literacy requirements that may be considered include:
 - i. The ability to read, comprehend and analyze the financial statements and the notes to the financial statements.
 - ii. The ability to understand accounting policies, estimates and judgments when these are explained by management and the external auditor.
 - iii. An understanding of the business of the University and any unique features that may impact the accounting policies.
 - iv. Knowledge and understanding of the strategies that the University has adopted, especially the risks inherent with new strategies.
 - v. An ability to understand the University's risk environment.

3. MANDATE OF THE COMMITTEE

Except as provided in Section 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall monitor, evaluate and make decisions on behalf of the Board with respect to all auditing, financial reporting and internal control functions relating to the University.

Without limiting the generality of the foregoing the Committee shall:

Communication and Independence

- (a) provide an open avenue of communication between the University Auditor, external auditor, ~~(the Auditor General)~~ and the Board;
- (b) review and approve the appointment, replacement, reassignment, or removal of the University Auditor;
- (c) confirm and assure the independence of the University Auditor and the external auditor (including its agent);

Risk Management: Enterprise-wide risk

- (d) have overarching responsibility for oversight of the University's enterprise-wide risk management process and for providing institutional risk information to the university's Board of Governors, in consultation with the other Board of Governors' standing committees as directed by their individual mandates.
- (e) inquire of the senior administrative officers (Administration) of the University (including the University Auditor) and the external auditor about

significant risks or exposures and assess the steps Administration has taken to minimize such risk to the University and more specifically;

- i. considering whether the University has adequate processes and controls to prevent and detect fraud;
- ii. considering whether the University has adequate disaster recovery and business continuity plans and processes in place;
- iii. considering whether the University has adequate governance policies and procedures in place regarding information technology

Risk Management: Financial risk

- (f) Given that it is the responsibility of the Board, in consultation with management, to identify the principal risks facing the University, determine the University's tolerance for risk and approve risk management policies, the Committee shall focus on financial risk and gain reasonable assurance that financial risk is being effectively managed or controlled by:
 - i. reviewing with Administration the University's tolerance for financial risks;
 - ii. reviewing with Administration its assessment of the significant financial risks facing the University;
 - iii. reviewing with Administration the University's policies and any proposed changes thereto for managing those significant financial risks;
 - iv. reviewing with Administration its plans, processes and programs to manage and control such risks;
- (g) Ascertain that policies and procedures are in place to minimize risks to asset value and mitigate damage to or deterioration of asset value and review such policies and procedures periodically;
- (h) Review the adequacy of insurance coverages maintained by the University;
- (i) Review foreign currency, interest rate and commodity price risk mitigation strategies, if any, including the use of derivative financial instruments, beyond those subject to the oversight by the University Board's Investment Committee;

Risk Management: Financial reporting

- (j) discuss with Administration their qualitative judgments about the appropriateness of accounting principles and financial disclosure practices used or proposed to be adopted by the University and, particularly, the degree of aggressiveness or conservatism of its accounting principles and underlying estimates;
 - i. inquire as to the external auditor's views about whether the choices of Administration concerning accounting principles are conservative, moderate, or aggressive from the perspective of income, asset and liability recognition and whether those principles are common practices or are minority practices;

Risk Management: Other compliance and legal oversight

- (k) Review policies and compliance therewith that require significant actual or potential liabilities, contingent or otherwise, to be reported to the Board in a timely fashion;
- (l) Review regularly with the University's General Counsel any legal or privacy claims or issues that could have a material effect upon the reputation or operations of the University and review regularly with the General Counsel, Administration, and the external auditors—~~and the University's legal counsel~~, any legal claim or other contingency that could have a material effect upon the financial position or operating results of the University and the manner in which these matters have been disclosed in the financial statements;
- ~~(m)(a) approve, in consultation with the external auditor and the University Auditor their audit scope and plans;~~
- ~~(n)(a) review with the external auditor and the University Auditor the coordination of audit effort to assure completeness of coverage, reduction of redundant efforts and the effective use of audit resources;~~

Risk Management: Internal controls (including fraud)

- ~~(m)~~(m) consider and review with the external auditor and the University Auditor:
 - i. the adequacy of the University's controls including computerized information system controls and security;
 - ii. any related significant findings and recommendations of the external auditor and the University Auditor together with responses of Administration thereto;

Audit Oversight

- ~~(n)~~ approve, in consultation with the external auditor and the University Auditor their audit scope and plans;
- ~~(o)~~ review with the external auditor and the University Auditor the coordination of audit effort to assure completeness of coverage, reduction of redundant efforts and the effective use of audit resources;

External Audit Oversight

- (p) review with Administration and the external auditor at the completion of the annual examination:
 - i. the University's annual financial statements ~~and related footnotes~~;
 - ii. the external auditor's audit findings report and his draft opinion on the financial statements;
 - iii. any significant changes required in the external auditor's audit plan;
 - iv. any serious difficulties or disputes with Administration encountered during the course of the audit; and
 - v. other matters related to the conduct of the audit which are to be communicated to the Committee under generally accepted auditing standards;

University Auditor and Internal Audit Oversight

- (q) consider and review with Administration and the University Auditor:
- i. significant findings during the year and the responses of Administration thereto;
 - ii. any difficulties encountered in the course of their audits, including any restrictions on the scope of their work or access to required information;
 - iii. any changes required in the planned scope of their audit plan;
 - iv. the internal audit department's budget, staffing plan and work schedule;
 - v. the internal audit department's charter; and
 - vi. the internal audit department's compliance with applicable professional standards;

(r) Safe disclosure: the Committee shall maintain procedures for:

- i) the receipt, retention, and treatment of complaints received by the University regarding accounting, internal accounting controls, or auditing matters; and
- ii) the confidential, anonymous submission by employees of the University of concerns regarding questionable accounting or auditing matters.

Other Compliance and Reporting Oversight

- ~~(s)~~ review any published documents containing financial information derived from the financial statements and consider whether the information contained in these documents is consistent with the information contained in the financial statements;
- ~~(t)~~ review with Administration all interim financial reports before they are forwarded to the Board;
- ~~(u)~~ review legal and regulatory matters that may have a material impact on the financial statements, related University compliance policies and programs and reports received from regulators;
- ~~(v)~~ report Committee actions to the Board with such recommendations as the Committee may deem appropriate;

Other Responsibilities

- ~~(w)~~ the Committee shall have the power to conduct or authorize investigations into any matters within the Committee's scope of responsibilities. The Committee shall be empowered to retain independent counsel, accountants, or others to assist it in the conduct of any investigation;
- ~~(x)~~ the Committee shall meet at least four times per year or more frequently as circumstances require. The Committee may ask members of Administration or others to attend the meeting and provide pertinent information as necessary;
- ~~(y)~~ the Committee shall meet with the University Auditor, external auditor and Administration in separate executive-in camera sessions to discuss any

matters that the Committee or these groups believe should be discussed privately with the Committee;

~~(y)(z)~~ the Committee will perform such other functions as assigned by law, the *Post-Secondary Learning Act* or the Board;

~~(z)(aa)~~ the Committee shall review the performance of the University in the areas of responsibility of the Committee, against key strategic performance initiatives and performance measure reports and results in place from time to time and report thereon to the Board;

~~(aa)(bb)~~ the Committee Chair shall annually provide input, to the President, through the Chair of the Board Human Resources and Compensation Committee with respect to the responsibilities and performance of those Vice-Presidents whose responsibilities are within the mandate of the Committee; and

~~(bb)(cc)~~ the Committee shall annually review travel and hosting expenditures incurred by the Board Chair, the President, and the Vice-Presidents and review policies in that regard;

~~(ee)(dd)~~ the Committee shall annually review the terms of reference of the Committee and recommend to the Board any required changes.

~~Safe Disclosure~~

~~(e)(d) (w) The Committee shall maintain procedures for~~
~~ii) the receipt, retention, and treatment of complaints received by the University regarding accounting, internal accounting controls, or auditing matters; and~~
~~the confidential, anonymous submission by employees of the University of concerns regarding questionable accounting or auditing matters.~~

4. LIMITATIONS ON DELEGATION BY THE BOARD

The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in Section 3, the Committee shall bring to the Board for final approval or information:

- (a) the approval of the annual financial statements of the University and related auditor's reports;
- (b) the receipt for review and information of the quarterly financial statements; it being understood that the material provided to the Board shall include information and explanation of material variations in revenue, expenditures and capital budgets;
- (c) receipt of reports, information and recommendations and decisions with respect to issues that in the opinion of the Committee, may pose material risk to the University; and
- (d) the review and approval of decisions with respect to information from the Auditor General or the University Auditor on controls or related matters the Chair of the Committee or the Committee may consider prudent or necessary.

5. REPORTING TO THE BOARD

As provided in the Board's General Terms of Reference the Committee shall regularly report to the Board with respect to its activities and decisions.

Date	Decision-Maker	Decision
2011-02-28	Board Audit Committee	Approved - For Recommendation to BG
2011-03-18	Board of Governors	Approved
2011-09-19	Board Audit Committee	Approved – For Recommendation to BG
2011-10-21	Board of Governors	Approved
2012-10-01	Audit Committee Chair – editorial changes	
2013-09-30	Board Audit Committee	Approved - For Recommendation to BG
2013-10-18	Board of Governors	Approved
2014-09-22	Board Audit Committee	Approved – For Recommendation to BG
2014-10-24	Board of Governors	Approved



BOARD AUDIT COMMITTEE

Terms of Reference

1. AUTHORITY

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- (b) The Vice-President (Finance and Administration) shall provide management support to the Committee.
- (c) University Governance shall provide administrative support to the Committee.
- (d) The Committee shall function in accordance with the Board's General Committee Terms of Reference.

2. COMPOSITION OF COMMITTEE

- (a) Voting Members appointed by the Board (Ordinarily a maximum of 12)
 - (1) At least 2 Board members from the membership categories identified by the Alberta *Post-Secondary Learning Act* (the Act) as general public, alumni and senate ; and
 - (2) At least 2, but no more than 8, external members of the general public
 - (3) The Board Chair, by virtue of office
 - (4) The Chancellor, by virtue of office
- (b) Non-Voting Officials
 - (1) External Auditor (Auditor General of Alberta)
 - (2) The President and Vice-Chancellor, by virtue of office
- (c) Non-Voting Officials appointed by the President
 - (1) Provost and Vice-President (Academic)
 - (2) Vice-President (Finance and Administration)
 - (3) University Auditor (Associate Vice-President (Audit & Analysis) and University Auditor)
 - (4) General Counsel
 - (5) University Secretary
 - (6) Committee Secretary
 - (7) Other officers, as determined by the President
- (d) No member of the staff (academic or non-academic) nor any student of the University shall sit as a member of the Committee.
- (e) One member of the Committee shall also serve on the Board Finance and Property Committee.
- (f) The Board of Governors shall appoint the Committee Chair from the Committee membership category 2(a)(1), upon the recommendation of the Board Chair

- (g) The Committee appoints the Committee Vice-Chair from the Committee membership category Section 2a(1) of these Terms of Reference, upon the recommendation of the Board Chair and the Committee Chair. The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.
- (h) A quorum of the Committee shall be 50% of the members listed in 2(a)(i) and (ii) of the Terms of Reference, one of whom must be a Board Member.
- (i) The majority of members of the audit committee should be financially literate and at least three members should have accounting or related financial expertise. Financial literacy requirements that may be considered include:
 - i. The ability to read, comprehend and analyze the financial statements and the notes to the financial statements.
 - ii. The ability to understand accounting policies, estimates and judgments when these are explained by management and the external auditor.
 - iii. An understanding of the business of the University and any unique features that may impact the accounting policies.
 - iv. Knowledge and understanding of the strategies that the University has adopted, especially the risks inherent with new strategies.
 - v. An ability to understand the University's risk environment.

3. MANDATE OF THE COMMITTEE

Except as provided in Section 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall monitor, evaluate and make decisions on behalf of the Board with respect to all auditing, financial reporting and internal control functions relating to the University.

Without limiting the generality of the foregoing the Committee shall:

Communication and Independence

- (a) provide an open avenue of communication between the University Auditor, external auditor, and the Board;
- (b) review and approve the appointment, replacement, reassignment, or removal of the University Auditor;
- (c) confirm and assure the independence of the University Auditor and the external auditor (including its agent);

Risk Management: Enterprise-wide risk

- (d) have overarching responsibility for oversight of the University's enterprise-wide risk management process and for providing institutional risk information to the university's Board of Governors, in consultation with the other Board of Governors' standing committees as directed by their individual mandates.
- (e) inquire of the senior administrative officers (Administration) of the University (including the University Auditor) and the external auditor about

significant risks or exposures and assess the steps Administration has taken to minimize such risk to the University and more specifically;

- i. considering whether the University has adequate processes and controls to prevent and detect fraud;
- ii. considering whether the University has adequate disaster recovery and business continuity plans and processes in place;
- iii. considering whether the University has adequate governance policies and procedures in place regarding information technology

Risk Management: Financial risk

- (f) Given that it is the responsibility of the Board, in consultation with management, to identify the principal risks facing the University, determine the University's tolerance for risk and approve risk management policies, the Committee shall focus on financial risk and gain reasonable assurance that financial risk is being effectively managed or controlled by:
 - i. reviewing with Administration the University's tolerance for financial risks;
 - ii. reviewing with Administration its assessment of the significant financial risks facing the University;
 - iii. reviewing with Administration the University's policies and any proposed changes thereto for managing those significant financial risks;
 - iv. reviewing with Administration its plans, processes and programs to manage and control such risks;
- (g) Ascertain that policies and procedures are in place to minimize risks to asset value and mitigate damage to or deterioration of asset value and review such policies and procedures periodically;
- (h) Review the adequacy of insurance coverages maintained by the University;
- (i) Review foreign currency, interest rate and commodity price risk mitigation strategies, if any, including the use of derivative financial instruments, beyond those subject to the oversight by the University Board's Investment Committee;

Risk Management: Financial reporting

- (j) discuss with Administration their qualitative judgments about the appropriateness of accounting principles and financial disclosure practices used or proposed to be adopted by the University and, particularly, the degree of aggressiveness or conservatism of its accounting principles and underlying estimates;
 - i. inquire as to the external auditor's views about whether the choices of Administration concerning accounting principles are conservative, moderate, or aggressive from the perspective of income, asset and liability recognition and whether those principles are common practices or are minority practices;

Risk Management: Other compliance and legal oversight

- (k) Review policies and compliance therewith that require significant actual or potential liabilities, contingent or otherwise, to be reported to the Board in a timely fashion;
- (l) Review regularly with the University's General Counsel any legal or privacy claims or issues that could have a material effect upon the reputation or operations of the University and review regularly with the General Counsel, Administration, and the external auditors, any legal claim or other contingency that could have a material effect upon the financial position or operating results of the University and the manner in which these matters have been disclosed in the financial statements;

Risk Management: Internal controls (including fraud)

- (m) consider and review with the external auditor and the University Auditor:
 - i. the adequacy of the University's controls including computerized information system controls and security;
 - ii. any related significant findings and recommendations of the external auditor and the University Auditor together with responses of Administration thereto;

Audit Oversight

- (n) approve, in consultation with the external auditor and the University Auditor their audit scope and plans;
- (o) review with the external auditor and the University Auditor the coordination of audit effort to assure completeness of coverage, reduction of redundant efforts and the effective use of audit resources;

External Audit Oversight

- (p) review with Administration and the external auditor at the completion of the annual examination:
 - i. the University's annual financial statements;
 - ii. the external auditor's audit findings report and his draft opinion on the financial statements;
 - iii. any significant changes required in the external auditor's audit plan;
 - iv. any serious difficulties or disputes with Administration encountered during the course of the audit; and
 - v. other matters related to the conduct of the audit which are to be communicated to the Committee under generally accepted auditing standards;

University Auditor and Internal Audit Oversight

- (q) consider and review with Administration and the University Auditor:
 - i. significant findings during the year and the responses of Administration thereto;

- ii. any difficulties encountered in the course of their audits, including any restrictions on the scope of their work or access to required information;
 - iii. any changes required in the planned scope of their audit plan;
 - iv. the internal audit department's budget, staffing plan and work schedule;
 - v. the internal audit department's charter; and
 - vi. the internal audit department's compliance with applicable professional standards;
- (r) Safe disclosure: the Committee shall maintain procedures for:
- i. the receipt, retention, and treatment of complaints received by the University regarding accounting, internal accounting controls, or auditing matters; and
 - ii. the confidential, anonymous submission by employees of the University of concerns regarding questionable accounting or auditing matters.

Other Compliance and Reporting Oversight

- (s) review any published documents containing financial information derived from the financial statements and consider whether the information contained in these documents is consistent with the information contained in the financial statements;
- (t) review with Administration all interim financial reports before they are forwarded to the Board;
- (u) review legal and regulatory matters that may have a material impact on the financial statements, related University compliance policies and programs and reports received from regulators;
- (v) report Committee actions to the Board with such recommendations as the Committee may deem appropriate;

Other Responsibilities

- (w) the Committee shall have the power to conduct or authorize investigations into any matters within the Committee's scope of responsibilities. The Committee shall be empowered to retain independent counsel, accountants, or others to assist it in the conduct of any investigation;
- (x) the Committee shall meet at least four times per year or more frequently as circumstances require. The Committee may ask members of Administration or others to attend the meeting and provide pertinent information as necessary;
- (y) the Committee shall meet with the University Auditor, external auditor and Administration in separate *in camera* sessions to discuss any matters that the Committee or these groups believe should be discussed privately with the Committee;
- (z) the Committee will perform such other functions as assigned by law, the *Post-Secondary Learning Act* or the Board;
- (aa) the Committee shall review the performance of the University in the areas of responsibility of the Committee, against key strategic performance

- initiatives and performance measure reports and results in place from time to time and report thereon to the Board;
- (bb) the Committee Chair shall annually provide input, to the President, through the Chair of the Board Human Resources and Compensation Committee with respect to the responsibilities and performance of those Vice-Presidents whose responsibilities are within the mandate of the Committee; and
 - (cc) the Committee shall annually review travel and hosting expenditures incurred by the Board Chair, the President, and the Vice-Presidents and review policies in that regard;
 - (dd) the Committee shall annually review the terms of reference of the Committee and recommend to the Board any required changes.

4. LIMITATIONS ON DELEGATION BY THE BOARD

The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in Section 3, the Committee shall bring to the Board for final approval or information:

- (a) the approval of the annual financial statements of the University and related auditor's reports;
- (b) the receipt for review and information of the quarterly financial statements; it being understood that the material provided to the Board shall include information and explanation of material variations in revenue, expenditures and capital budgets;
- (c) receipt of reports, information and recommendations and decisions with respect to issues that in the opinion of the Committee, may pose material risk to the University; and
- (d) the review and approval of decisions with respect to information from the Auditor General or the University Auditor on controls or related matters the Chair of the Committee or the Committee may consider prudent or necessary.

5. REPORTING TO THE BOARD

As provided in the Board's General Terms of Reference the Committee shall regularly report to the Board with respect to its activities and decisions.

Date	Decision-Maker	Decision
2011-02-28	Board Audit Committee	Approved - For Recommendation to BG
2011-03-18	Board of Governors	Approved
2011-09-19	Board Audit Committee	Approved – For Recommendation to BG
2011-10-21	Board of Governors	Approved
2012-10-01	Audit Committee Chair – editorial changes	
2013-09-30	Board Audit Committee	Approved - For Recommendation to BG
2013-10-18	Board of Governors	Approved
2014-09-22	Board Audit Committee	Approved – For Recommendation to BG
2014-10-24	Board of Governors	Approved

OUTLINE OF ISSUE

 Agenda Title: **Board Finance and Property Committee Terms of Reference**

Motion: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the proposed changes to the Committee's Terms of Reference, as set forth in Attachment 1.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Dick Wilson, Chair, Board Finance and Property Committee (BFPC)
Presenter	Dick Wilson, Chair, Board Finance and Property Committee (BFPC)
Subject	Review of BFPC Terms of Reference

Details

Responsibility	University Governance
The Purpose of the Proposal is	To review BFPC Terms of Reference and approve proposed changes.
The Impact of the Proposal is	<ol style="list-style-type: none"> To de-delegate Board of Governors' authority to BFPC regarding the acquisition and disposal of real property; To add oversight for physical infrastructure and resource optimization for University information technology systems to the BFPC mandate.
Replaces/Revises (eg, policies, resolutions)	Current BFPC Terms of Reference, as approved by the Board of Governors on October 16, 2015.
Timeline/Implementation Date	Immediately following approval by the Board of Governors
Estimated Cost	n/a
Sources of Funding	n/a
Notes	<ol style="list-style-type: none"> At the December 11, 2015 Board of Governors' meeting, during discussion of the "Identification of Possible Land Titles to Transfer to UA Properties Trust Inc. (UAPTI)" item approved by BFPC with delegated authority, the Board requested more oversight over Land Trust land transfers and approved a motion to "...direct University Governance to work with Administration to review the land acquisition and disposition approval process and bring forward any recommendations to a future Board of Governors' meeting." Following consultation with Administration, the BFPC Chair and Acting Board Chair, it was decided that removing BFPC's delegation on all land acquisitions/dispositions, whether part of the Land Trust or not, would improve Board oversight for Land Trust items and also simplify the approval process without impeding current timelines (proposals currently need to wait 24 hours after a Board meeting before proceeding to government). The consent agenda can be used at the Board for any non-contentious items. Regular reporting from UAPTI to BFPC (and subsequently to the Board) has also been added. At the request of the Vice-President (Finance and Administration), oversight over Information Technology (IT) physical infrastructure and resource optimization has also been added to the BFPC mandate. Oversight over IT risk, system controls and security, and governance policies will remain within the mandate of the Board Audit Committee.

Item No. 4di

Alignment/Compliance

Alignment with Guiding Docs	
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. Post Secondary Learning Act (PSLA), Section 60 (1)(b): “The Board of a public post-secondary institution shall develop, manage and operate, alone or in cooperation with any person or organization, programs, services and facilities for the educational or cultural advancement of the people of Alberta.”</p> <p>2. Board of Governors General Terms of Reference, Section b: “The Board has delegated to each Committee responsibility and authority to make decisions on behalf of the Board in the Committee's defined area of responsibility except to the extent that such authority has been specifically limited by the Board in the Terms of Reference for the Committee.”</p> <p>...</p> <p>“...issues which remain with the Board or which would be referred by a Committee to the Board would generally be in the nature of...any matter involving an alteration in the mandate, terms of reference, membership, or structure of a Committee;...”</p> <p>3. Board Finance and Property Committee Terms of Reference:</p> <p>3. MANDATE OF THE COMMITTEE</p> <p>Except as provided in paragraph 4 and in the Board’s General Committee Terms of Reference, the Committee shall monitor, evaluate, advise and make decisions on behalf of the Board with respect to all strategic and significant financial and property matters and policies of the University. The Committee shall also consider any other matter delegated to the Committee by the Board.</p> <p>Without limiting the generality of the foregoing, the Committee shall:</p> <p>t) annually review the terms of reference for the Committee and recommend to the Board any required changes.</p>

Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)	<ul style="list-style-type: none"> • Those who have been informed • Those who have been consulted • Those who are actively participating
Approval Route (Governance) (including meeting dates)	<p>Dick Wilson, Chair, Board Finance and Property Committee</p> <p>Bob Teskey, Member, Board of Governors</p> <p>Phyllis Clark, Vice-President (Finance and Administration)</p> <p>Don Hickey, Vice-President (Facilities and Operations)</p> <p>Brad Hamdon, General Counsel</p> <p>Marion Haggarty-France, University Secretary</p> <p>Mike MacGregor, Vice-Provost & AVP (Information Services & Technology)</p> <p>Craig Moore, Director of Real Estate Services</p> <p>Juli Zinken, Board Secretary and Manager of Board Services</p> <p>Erin Plume, Assistant Board Secretary</p>
Final Approver	<p>BFPC – March 1, 2016 (for recommendation)</p> <p>Board of Governors – March 18, 2016 (for approval)</p>

Attachments:

1. Board Finance and Property Committee Terms of Reference – showing edits (4 pages)
2. Board Finance and Property Committee Terms of Reference – clean (3 pages)

Prepared by: Juli Zinken, Board Secretary and Manager of Board Services



BOARD FINANCE AND PROPERTY COMMITTEE Terms of Reference

1. AUTHORITY

- a) The Board Finance and Property Committee (the “Committee”) is created by and responsible to the Board of Governors (the “Board”) of the University of Alberta (the “University”).
- b) The Vice-President (Finance and Administration) and the Vice-President (Facilities and Operations) shall provide management support to the Committee.
- c) The Committee shall function in accordance with the Board’s General Committee Terms of Reference.

2. COMPOSITION OF THE COMMITTEE

- a) Voting Members appointed by the Board (ordinarily a maximum of 11 voting members):
 - (1) Two Board members from the membership categories identified by the *Alberta Post-Secondary Learning Act (the Act)* as *general public, alumni* and *Senate*
 - (2) A Board member from the membership category identified by the Act as *academic staff of the University*
 - (3) A Board member from the membership category identified by the Act as *non-academic staff of the University*
 - (4) Two Board members from the membership category identified by the Act as *students nominated by the council of the students association* or as *graduate student nominated by the council of the association*
 - (5) One other member of the Board of Governors
 - (6) A member of the general public with specific expertise in a field of interest to the Committee
 - (7) The Board Chair, by virtue of office
 - (8) The President and Vice-Chancellor, by virtue of office
 - (9) The Chancellor, by virtue of office
- b) Non-Voting Officials appointed by the President
 - (1) Provost and Vice-President (Academic)
 - (2) Vice-President (Facilities and Operations)
 - (3) Vice-President (Finance and Administration)
 - (4) Vice-President (University Relations)
 - (5) University Secretary
 - (6) Committee Secretary
 - (7) Other officers, as determined by the President
- c) One of the members from the Board’s constituencies of general public, or the Senate or the Alumni Association who is a member of the Committee shall also serve as a member of the Audit Committee.
- d) The Board of Governors shall appoint the Committee Chair from the Committee membership category 2(a)(1), upon the recommendation of the Board Chair.
- e) The Committee shall designate the Vice-Chair from the Committee membership upon the recommendation of the Board Chair and the Committee Chair. The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

3. MANDATE OF THE COMMITTEE

Except as provided in paragraph 4 and in the Board's General Committee Terms of Reference, the Committee shall monitor, evaluate, advise and make decisions on behalf of the Board with respect to all strategic and significant financial and property matters and policies of the University. The Committee shall also consider any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing, the Committee shall:

Financial

- a) review the quarterly financial statements with respect to operating and capital funds;
- b) review and recommend to the Board the Integrated Planning and Budgeting Policy which includes guiding principles for changes to approved budgets and for transfer or reallocation of monies included in approved budgets;
- c) review and recommend to the Board the annual and other budgets and major issues of policy related to budgets;
- d) review and recommend to the Board tuition and other like fees;
- e) approve authorized signing officers in respect of all banking and safekeeping;

Facilities and Property

- f) review, recommend to the Board or approve original Capital Expenditure Authorization Requests (CEARs) or individual Supplemental CEARs as determined by the Board-approved University of Alberta Capital Expenditure Authorization Request (CEAR) Policy;
- g) ~~review and recommend to the Board approve~~ the acquisition or disposal of real property, including lands transferred to University of Alberta Properties Trust Inc. - provided always that any such decision of the Committee shall be reported to the Board and shall only be effective or implemented a minimum of 24 hours following the conclusion of the Board meeting at which the decision of the Committee is reported, and provided the Board has not resolved otherwise;

Information Technology

- h) review reports, strategies, and plans regarding physical infrastructure and resource optimization for University information technology systems.

Policies

- i) approve policies for intellectual property and technology transfer;
- j) approve policies for construction and supply contracts, policies governing the use of space and planning reports for individual capital projects and receive an annual report on these;
- k) recommend to the Board capital expenditure policies for the committee and for the Board;
- l) approve policies for the control and regulation of pedestrian and vehicle traffic on University lands;
- m) review and approve policies on financial risk management for risks which may jeopardize the achievements of the strategic vision of the University;
- n) review and recommend to the Board policies regarding the acquisition, management, control and disposition of University buildings, land and equipment and regarding individual project proposals and the implications of these short and long-range capital plans to the strategic vision of the University;

Reports, Advice, Trends

- o) Review and provide recommendations to the Board Audit Committee on the University's enterprise-wide risks and risk measures related to the Committee mandate;
- p) monitor trends affecting the University and the implications of those trends on finances and property of the University;

- q) annually provide advice to the President, through the Chair of the Board Human Resources and Compensation Committee, with respect to the responsibilities and performance (in relation thereto) of those Vice Presidents whose responsibilities are within the mandate of the Committee;
- r) review annual and quarterly reports highlighting progress achieved in implementing the University's current budget and strategic business plan, including appropriate and relevant performance indicators;
- s) review planning reports for individual capital projects and receive a quarterly report on these;
- t) receive for review an annual report from University of Alberta Properties Trust Inc.;
- s)u) receive for review an annual report on donations and gifts and monitor performance against fundraising goals; and
- t)y) annually review the terms of reference for the Committee and recommend to the Board any required changes.

4. LIMITATIONS ON DELEGATION BY THE BOARD

The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee set out in paragraph 3, the Board shall:

- a) approve the guiding principles, budgets and changes to approved budgets and the transfer or reallocation of monies included in approved budgets;
- b) approve the annual and other budgets and major issues of policy related to budgets;
- c) approve capital expenditures as determined by the Board-approved University of Alberta Capital Expenditure Authorization Request (CEAR) Policy;
- d) approve capital expenditure policies;
- e) approve tuition and other like fees;
- f) approve policies regarding the acquisition, management, control and disposition of University buildings, land and equipment and regarding individual project proposals and the implications of these short and long-range capital plans to the strategic vision of the University; and
- g) ~~review all decisions of the Committee with respect to the~~approve the acquisition or disposal of real property including lands transferred to University of Alberta Properties Trust Inc.; after any such review the Board may resolve to overturn or vary any such decision.

5. REPORTING TO THE BOARD

As provided in the Board's General Terms of Reference the Committee shall regularly report to the Board with respect to its activities and decisions.

Decision History:

DATE	DECISION-MAKER	DECISION
2006-11-20	Board Finance and Property Committee	Recommended to Board of Governors
2006-12-8	Board of Governors	Approved
2008-06-10	Board Finance and Property Committee	Recommended to Board of Governors
2008-06-20	Board of Governors	Approved
2008-10-03		Editorial Revisions Made as a Result of CEAR Policy Approved by BFPC/Board
2009-09-16	Board Finance and Property Committee	Recommended to Board of Governors
2009-10-02	Board of Governors	Approved
2011-02-01	Board Finance and Property Committee	Recommended to Board of Governors
2011-02-11	Board of Governors	Approved
2011-09-20	Board Finance and Property Committee	Recommended to Board of Governors
2011-10-21	Board of Governors	Approved
2012-07-12		Editorial Revisions Made as a Result of Changes in Title

2013-10-01	Board Finance and Property Committee	Recommended to Board of Governors
2013-10-18	Board of Governors	Approved
2014-09-23	Board Finance and Property Committee	Recommended to the Board of Governors
2014-10-24	Board of Governors	Approved
2015-09-29	Board Finance and Property Committee	Recommended to the Board of Governors
2015-10-16	Board of Governors	Approved



BOARD FINANCE AND PROPERTY COMMITTEE Terms of Reference

1. AUTHORITY

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- b) The Vice-President (Finance and Administration) and the Vice-President (Facilities and Operations) shall provide management support to the Committee.
- c) The Committee shall function in accordance with the Board’s General Committee Terms of Reference.

2. COMPOSITION OF THE COMMITTEE

- a) Voting Members appointed by the Board (ordinarily a maximum of 11 voting members):
 - (1) Two Board members from the membership categories identified by the *Alberta Post-Secondary Learning Act (the Act)* as *general public, alumni* and *Senate*
 - (2) A Board member from the membership category identified by the Act as *academic staff of the University*
 - (3) A Board member from the membership category identified by the Act as *non-academic staff of the University*
 - (4) Two Board members from the membership category identified by the Act as *students nominated by the council of the students association* or as *graduate student nominated by the council of the association*
 - (5) One other member of the Board of Governors
 - (6) A member of the general public with specific expertise in a field of interest to the Committee
 - (7) The Board Chair, by virtue of office
 - (8) The President and Vice-Chancellor, by virtue of office
 - (9) The Chancellor, by virtue of office
- b) Non-Voting Officials appointed by the President
 - (1) Provost and Vice-President (Academic)
 - (2) Vice-President (Facilities and Operations)
 - (3) Vice-President (Finance and Administration)
 - (4) Vice-President (University Relations)
 - (5) University Secretary
 - (6) Committee Secretary
 - (7) Other officers, as determined by the President
- c) One of the members from the Board’s constituencies of general public, or the Senate or the Alumni Association who is a member of the Committee shall also serve as a member of the Audit Committee.
- d) The Board of Governors shall appoint the Committee Chair from the Committee membership category 2(a)(1), upon the recommendation of the Board Chair.
- e) The Committee shall designate the Vice-Chair from the Committee membership upon the recommendation of the Board Chair and the Committee Chair. The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

3. MANDATE OF THE COMMITTEE

Except as provided in paragraph 4 and in the Board's General Committee Terms of Reference, the Committee shall monitor, evaluate, advise and make decisions on behalf of the Board with respect to all strategic and significant financial and property matters and policies of the University. The Committee shall also consider any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing, the Committee shall:

Financial

- a) review the quarterly financial statements with respect to operating and capital funds;
- b) review and recommend to the Board the Integrated Planning and Budgeting Policy which includes guiding principles for changes to approved budgets and for transfer or reallocation of monies included in approved budgets;
- c) review and recommend to the Board the annual and other budgets and major issues of policy related to budgets;
- d) review and recommend to the Board tuition and other like fees;
- e) approve authorized signing officers in respect of all banking and safekeeping;

Facilities and Property

- f) review, recommend to the Board or approve original Capital Expenditure Authorization Requests (CEARs) or individual Supplemental CEARs as determined by the Board-approved University of Alberta Capital Expenditure Authorization Request (CEAR) Policy;
- g) review and recommend to the Board the acquisition or disposal of real property, including lands transferred to University of Alberta Properties Trust Inc.

Information Technology

- h) review reports, strategies, and plans regarding physical infrastructure and resource optimization for University information technology systems.

Policies

- i) approve policies for intellectual property and technology transfer;
- j) approve policies for construction and supply contracts, policies governing the use of space and planning reports for individual capital projects and receive an annual report on these;
- k) recommend to the Board capital expenditure policies for the committee and for the Board;
- l) approve policies for the control and regulation of pedestrian and vehicle traffic on University lands;
- m) review and approve policies on financial risk management for risks which may jeopardize the achievements of the strategic vision of the University;
- n) review and recommend to the Board policies regarding the acquisition, management, control and disposition of University buildings, land and equipment and regarding individual project proposals and the implications of these short and long-range capital plans to the strategic vision of the University;

Reports, Advice, Trends

- o) Review and provide recommendations to the Board Audit Committee on the University's enterprise-wide risks and risk measures related to the Committee mandate;
- p) monitor trends affecting the University and the implications of those trends on finances and property of the University;
- q) annually provide advice to the President, through the Chair of the Board Human Resources and Compensation Committee, with respect to the responsibilities and performance (in relation thereto) of those Vice Presidents whose responsibilities are within the mandate of the Committee;

- r) review annual and quarterly reports highlighting progress achieved in implementing the University's current budget and strategic business plan, including appropriate and relevant performance indicators;
- s) review planning reports for individual capital projects and receive a quarterly report on these;
- t) receive for review an annual report from University of Alberta Properties Trust Inc.;
- u) receive for review an annual report on donations and gifts and monitor performance against fundraising goals; and
- v) annually review the terms of reference for the Committee and recommend to the Board any required changes.

4. LIMITATIONS ON DELEGATION BY THE BOARD

The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee set out in paragraph 3, the Board shall:

- a) approve the guiding principles, budgets and changes to approved budgets and the transfer or reallocation of monies included in approved budgets;
- b) approve the annual and other budgets and major issues of policy related to budgets;
- c) approve capital expenditures as determined by the Board-approved University of Alberta Capital Expenditure Authorization Request (CEAR) Policy;
- d) approve capital expenditure policies;
- e) approve tuition and other like fees;
- f) approve policies regarding the acquisition, management, control and disposition of University buildings, land and equipment and regarding individual project proposals and the implications of these short and long-range capital plans to the strategic vision of the University; and
- g) approve the acquisition or disposal of real property including lands transferred to University of Alberta Properties Trust Inc.

5. REPORTING TO THE BOARD

As provided in the Board's General Terms of Reference the Committee shall regularly report to the Board with respect to its activities and decisions.

Decision History:

DATE	DECISION-MAKER	DECISION
2006-11-20	Board Finance and Property Committee	Recommended to Board of Governors
2006-12-8	Board of Governors	Approved
2008-06-10	Board Finance and Property Committee	Recommended to Board of Governors
2008-06-20	Board of Governors	Approved
2008-10-03	Editorial Revisions Made as a Result of CEAR Policy Approved by BFPC/Board	
2009-09-16	Board Finance and Property Committee	Recommended to Board of Governors
2009-10-02	Board of Governors	Approved
2011-02-01	Board Finance and Property Committee	Recommended to Board of Governors
2011-02-11	Board of Governors	Approved
2011-09-20	Board Finance and Property Committee	Recommended to Board of Governors
2011-10-21	Board of Governors	Approved
2012-07-12	Editorial Revisions Made as a Result of Changes in Title	
2013-10-01	Board Finance and Property Committee	Recommended to Board of Governors
2013-10-18	Board of Governors	Approved
2014-09-23	Board Finance and Property Committee	Recommended to the Board of Governors
2014-10-24	Board of Governors	Approved
2015-09-29	Board Finance and Property Committee	Recommended to the Board of Governors
2015-10-16	Board of Governors	Approved

Item No. 5a

OUTLINE OF ISSUE

 Agenda Title: **University of Alberta's Comprehensive Institutional Plan (CIP) (2016)**

Motion: THAT the Board of Governors, on the recommendation of the General Faculties Council Academic Planning Committee, the Board Finance and Property Committee, and the Board Learning and Discovery Committee, approve the 2016 *University of Alberta Comprehensive Institutional Plan (CIP)*, as set forth in Attachment 1, and empower administration to make any editorial changes to the CIP, as needed, as long as the changes do not have the force of policy.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	President and Vice-Chancellor, David Turpin; Provost and Vice-President (Academic) Steven Dew; Vice-President (University Relations) Debra Pozega Osburn; Vice-President (Finance and Administration) Phyllis Clark; Vice-President (Facilities and Operations) Don Hickey; Vice-President (Advancement) Heather McCaw; and Vice-President (Research) Lorne Babiuk
Presenters	President and Vice-Chancellor, David Turpin; Provost and Vice-President (Academic) Steven Dew; Vice-President (University Relations) Debra Pozega Osburn; Vice-President (Finance and Administration) Phyllis Clark; Vice-President (Facilities and Operations) Don Hickey; Vice-President (Advancement) Heather McCaw; and Vice-President (Research) Lorne Babiuk
Subject	2016 University of Alberta's Comprehensive Institutional Plan (CIP)

Details

Responsibility	President and Vice-Chancellor, Provost and Vice-President (Academic); Vice-President (University Relations); Vice-President (Research); Vice-President (Finance and Administration); and Vice-President (Facilities and Operations)
The Purpose of the Proposal is (please be specific)	<p>Under guidelines from Advanced Education, the University of Alberta has prepared the Comprehensive Institutional Plan (CIP) that incorporates the academy's goals, initiatives, outcomes and measures with appendices on: budget and financial information; enrolment plan and proposed programming changes; research, applied research and scholarly activities; community outreach and underrepresented learners; internationalization; capital plan; and information technology The CIP is for approval by the Board of Governors and is then filed with the Minister of Advanced Education.</p> <p>The CIP is written in support of the university's vision and mission, but as the university is in the process of revising its institutional strategic plan, this document reflects the transition. The CIP outlines the university's priorities, which in turn drives the university's capital and resource allocation priorities.</p>
The Impact of the Proposal is	To enable the university to move toward fulfilling its vision and mission and to authorize the administration to allocate resources as outlined in the institutional budgets.
Replaces/Revises (eg, policies, resolutions)	CIP 2015
Timeline/Implementation Date	Fiscal Year 2016-2017
Estimated Cost	See attached documentation for detail

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Sources of Funding	See attached documentation for detail
Notes	<p>The 2016/19 CIP Guidelines contain changes to CIP format and content. The main document consists of only four sections that provide a high-level overview of how the university contributes to the government goals of affordability, accessibility and quality. The appendices sections fulfill legislated requirements and provide information requested by Advanced Education. The CIP is a much shorter document than in previous years. The document will be put into its final designed format following Board approval on its content.</p> <p>This document includes all the editorial changes made through governance committee consultation. As the CIP 2016 is transitional document, some comments and suggestions were brought forward to the institutional strategic planning committee and not incorporated into this year's CIP. Some changes include (in document order):</p> <ol style="list-style-type: none"> 1. <u>Performance Measures:</u> <ul style="list-style-type: none"> • Student Experience PM 3: Proportion of Indigenous undergraduate students – data added and complete (page 19) • Teaching and Learning PM 1: Increased use of teaching supports by faculty and teaching assistants – updated information received from source (page 21) • Research Excellence PM2: Prestigious national and international awards for faculty, post-doctoral fellows, and graduate students – data from new source incorporated (page 24) 2. <u>Appendix A: Financial and Budget Information.</u> Two tables have been finalized: <ul style="list-style-type: none"> • Table 5 Statement of Operations Budget for the years ending March 31, 2016 to 2020: This table has been replaced to comply with Government of Alberta reporting changes. The GoA controller recently advised the post secondary institutions (PSI) that they would now be required to prepare the March 31, 2016 Statement of Financial Position using the net debt model presentation. Public Sector Accounting Standards does require use of the net debt presentation, however upon the conversion to PSAS at April 1, 2011, the GoA Controller had requested that the PSI's not prepare the net debt model (disclosure under Note 2 (b) in the March 31, 2015 financial statements). In addition to this, the Office of the Controller has decided that endowment contributions and capitalized investment income should not run through the statement of operations. The PSI working group is still working with the Controller on this (page 45). • Table 6 Statement of Cash Flows Budget for the years ending March 31, 2015 to 2018 has been added (page 46). 3. <u>Appendix F: Capital Plan</u> Table 8 Highest NEW Capital Priorities (listed in order of institutional priority). The Galleria project has been moved into the first priority (from second) due to new developments in changing political and financial support (page 85).

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>Current institutional planning documents</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. Post-Secondary Learning Act (PSLA) Section 26(1) states:</p> <p>“Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing has the authority to [...] (o) make recommendations to the board with respect to affiliation with other institutions, academic planning, campus planning, a building program, the budget [...] and any other matters considered by the general faculties council to be of interest to the university[.] [...]”</p> <p>2. Post-Secondary Learning Act (PSLA) Section 78 states:</p> <p>“Business plans</p> <p>78(1) Each year a board must prepare and approve a business plan that includes</p> <p>(a) the budget, and</p> <p>(b) any other information required by the Minister.</p> <p>(2) The business plan approved under subsection (1) must be submitted to the Minister on or before the date specified by the Minister.</p> <p>[...]</p> <p>Access plan</p> <p>78.1 Each year a board must prepare an access plan in accordance with the regulations and submit it to the Minister on or before the date specified by the Minister.”</p> <p>3. Post-Secondary Learning Act (PSLA) Section 80 states: “The board must submit to the Minister any reports or other information required by the Minister.”</p> <p>4. GFC Academic Planning Committee Terms of Reference/3. Mandate of the Committee: “The Academic Planning Committee (APC) is GFC’s senior committee dealing with academic, financial and planning issues. [...] APC is responsible for making recommendations to GFC and/or to the Board of Governors concerning policy matters and action matters with respect to the following:</p> <p>1. Planning and Priorities: To recommend to GFC and/or the Board of Governors on planning and priorities with respect to the University’s longer term academic, financial, and facilities</p>

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	<p>development.</p> <p>[...]</p> <p>4. Budget Matters [...]</p> <p>b. To recommend to the Board of Governors on the annual budget, excluding budgets for ancillary units.”</p> <p>5. Board Finance and Property Committee (BFPC) Terms of Reference, Section 3.c. states that the Committee shall “[...] review and recommend to the Board the annual and other budgets and major issues of policy related to budgets[.][...]”</p> <p>6. Board Learning and Discovery Committee (BLDC) Terms of Reference/Mandate of the Committee (Section 3): “Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.</p> <p>Without limiting the generality of the foregoing the Committee shall: [...]</p> <p>f. undertake studies and review academic matters that pertain to the quality of the educational experience at the University;</p> <p>g. monitor educational and research trends, community expectations and demands; [...]</p> <p>i. ensure that the academic teaching and research activities at the University are administered and undertaken in a manner consistent with the vision and mission of the University; [...]</p> <p>j. consider future educational expectations and challenges to be faced by the University [...]</p> <p>m. review recommendations of GFC Academic Planning Committee concerning the Comprehensive Institutional Plan (CIP) and/or a similar document as required, and make recommendations to the Board in respect thereof; [.][...]”</p>
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Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <ul style="list-style-type: none"> • Those who have been informed 	<p>President’s Executive Committee (review of draft), January 28, 2016; Joint BFPC/Board of Governors/GFC- APC- CIP Briefing – February 5, 2016</p>
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Item No. 5a

<ul style="list-style-type: none"> • Those who have been consulted • Those who are actively participating 	
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee (for recommendation), February 10 2016 Board Learning and Discovery Committee (for recommendation - per Committee mandate) February 29, 2016 Board Finance and Property Committee (for recommendation - per Committee mandate) March 1, 2016 Board of Governors (for final approval) – March 18, 2016
Final Approver	Board of Governors

Attachment:

1. University of Alberta Comprehensive Institutional Plan 2016 (95 pages)

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Revised: 3/10/2016

UNIVERSITY OF
ALBERTA
COMPREHENSIVE
INSTITUTIONAL
PLAN
2016

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Executive Summary

The vision of the University of Alberta 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. It is recognized as one of the top 100 publicly-funded universities in the world and as one of Canada's top five comprehensive academic and research institutions. Through research and teaching excellence, the U of A is driving Alberta's future prosperity through the education and training of the next generation of scientists, business owners, social scientists, policy-makers, musicians, artists, and volunteers who will contribute to a thriving civic culture and a vibrant socio-economic landscape.

As one of Canada's pre-eminent research-intensive institutions, the University of Alberta is leading the province in world-class research outcomes and student experiences that drive innovation and enhance scientific, social, cultural, and economic development. In addition to the centrality of the post-secondary sector to job growth and economic diversification, it is also a critical source for skills development in civic engagement and community service and outreach. Through programs like Community Service-Learning (CSL), the U of A is providing students with opportunities to work and have a direct impact on local organizations and the not-for-profit sector while simultaneously fostering partnerships between the university and its surrounding communities. Through linking academic work with community-based experience, the U of A is equipping students with the communication, critical thinking, and leadership skills they will need to be successful in their chosen fields, while increasing public awareness of social issues and enhancing university-community relationships.

Within a highly competitive global knowledge economy, the value of university excellence in education, research, and service cannot be overstated. With 200 undergraduate programs and 170 graduate programs spanning 18 faculties, as well as a variety of other programs designed to meet the needs of Alberta's adult learners, the multi-campus U of A supports learners and learning, and creativity and discovery, while facilitating access to opportunities for traditional and non-traditional students and researchers. Research-intensive institutions like the U of A are ideally placed to address societal problems from a multidisciplinary perspective.

The university remains steadfastly committed to partnering with the Government of Alberta to explore opportunities for growth, to continuing to diversify Alberta's economy, and to serving the province of Alberta by taking a leadership role.

The goals articulated in this document ubiquitously address access, affordability, and quality. The U of A is always concerned with quality. Specific attention to quality of programs is mentioned only where we feel there is work to be done to achieve our pervasive high standards. The university does not dwell on quality because it is a foundational expectation. The university is concerned with access and this is explicit in many of the goals presented. Affordability is important for all of our programs, and must be balanced with the needs to address quality and access, and also with the need to be globally competitive in addition to being the leading post-secondary institution in Alberta.

The 2016 Comprehensive Institutional Plan (CIP) document is transitional in nature as the University of Alberta is in the midst of an institutional strategic planning process. The main objective during this process is to develop a plan that all members of the U of A community create and embrace. It will reflect common values and capture a collective vision of what the

university aspires to be. Together, the university community will establish concrete, achievable, and measurable goals and strategies that will support the university's vision and provide direction that both responds to and takes advantage of changing external and internal environments. In the years ahead, the university will look to this strategic plan to guide all institutional academic and administrative priority-setting, decision-making and governance.

For the 2016 CIP, the University of Alberta is focused on six key priorities:

- Faculty renewal
- Student experience
- Teaching and learning
- Research excellence
- Community engagement
- Infrastructure

Faculty Renewal

There is an urgent need to address the low number of assistant professors. These new professors play a critical role in the academy by bringing with them vibrant perspectives and contributing to the university's teaching and innovative research capacity. This deficit has been created by reduced hiring after a series of challenges to the university's base operating budget. Creative solutions are being developed to increase the number of new assistant professors. Renewal strategies must also address diversity in the academy with particular attention to growing the number of Indigenous scholars and ensuring that Indigenous scholarship becomes more prominent, as well as ensuring a strong presence of globally relevant perspectives. Identifying, recruiting, and supporting the next generation of faculty is critical. Success will be influenced by social, intellectual, and physical supports such as social forums and gathering places, critical masses of scholars to support the development of strong ideas, and new and modernized infrastructure including spaces, labs, and classrooms.

Student Experience

To attract, retain, and support its diverse body of students—local, rural, national, international, and under-represented—the U of A must provide contemporary and innovative learning experiences, including community service learning and experiential learning. The university must foster a welcoming and supportive environment in physical and social terms. Students require facilities that allow them to feel comfortable and that promote engagement with people, ideas, and learning supports. To succeed, students must understand they are essential members of the university community and must see the university as a necessary and relevant stepping stone towards engagement with the rest of the world. As such, the university is focused on recruiting a more diverse student body and creating programs and spaces such as the Maskwa House of Learning on North Campus, as well as refreshed science labs at Augustana Campus and Campus Saint-Jean, that support and welcome Indigenous and rural students to pursue advanced degrees. Experiential learning (e.g. through summer research programs) positions students strongly for future career opportunities.

Teaching and Learning

This is the core activity of the university—supporting undergraduate and graduate students, researchers, and scholars, as well as accomplished members of professions who need to refresh their educations to advance their positions in industry or to advance industry itself. Teaching and learning practices have shifted away from traditional lecture-style presentations to a greater breadth of learner styles and more opportunities to co-create and engage with knowledge, by focusing on emerging technologies to reach beyond classrooms and to enhance

classroom activities. More hands-on experiences are also provided to bridge the theory-to-practice gap. The university endeavours to more strongly embrace these shifts and to better support professors who want to change the way they teach—to purchase, update and even create better physical and technological systems and places to permit innovative teaching, learning, and assessment. The university also strives to attend to its greater mission to transform society and culture by ensuring all content respects Indigeneity, equity, and diversity.

Research Excellence

Research drives innovative developments leading to economic growth and prosperity in our society. As the leading research-intensive institution in Alberta, and one of the top five in Canada, the U of A has a particular responsibility to ensure that its people and the materials and resources they need—such as labs, IT infrastructure and supports, libraries, and access to communities—are of the highest quality possible. The research world has indisputably shifted to team-based explorations and approaches to discovery that are more multidisciplinary in nature and globally relevant. The university competes nationally and internationally for the best researchers, as well as for the top funding sources to support research activities. To recruit exceptional researchers and to support them in producing the highest-calibre outcomes, ranging from fundamental knowledge creation to new applied technologies, and including the training of scholars and professionals, attention and resources must be devoted to research facilities and defining (and then pursuing) research excellence in a shifting context. This requires intellectual and physical supports including new hires, research assistants, infrastructure, and specifically targeted development and investment in partnerships with communities, industries, and other countries.

Community Engagement

The university is focused on enhancing the communities in which it operates, as well as the communities with which it engages, both near and far. The university will strive to maintain and expand connections with communities, increasing engagement and consultation. This includes direct interaction such as meetings or events with community members and stakeholder groups, as well as the development of welcoming spaces and partnerships around facilities to enhance university integration with community groups. For example, the Twin Arenas project at South Campus will expand current opportunities for groups to engage with each other and to work toward mutual goals such as supporting the development of minor sport and coaching. The Edmonton Galleria Project downtown will invigorate and increase accessibility to fine arts programs in music, and in art and design. The development of facilities, programming and, most important, relationships will be priorities in this area. Interaction with industry provides expanded experiences for our students as they prepare to enter the workforce.

Infrastructure

As Alberta's largest and oldest post-secondary institution, the U of A manages more than 1.7 million square metres of complex facility inventory, ranging in age from more than 100 years old to brand new. Existing facilities must be able to keep pace with the ongoing teaching, research, and administrative needs of a changing campus community and expanding research mandate. There is also a need to ensure that the university has the necessary infrastructure to support and foster continued enrolment growth and key faculty recruitment. Continued research growth requires increasingly complex labs and equipment, and increased participation of under-represented populations. Among the university's capital priorities are maintaining and refurbishing older facilities, such as the historic Dentistry/Pharmacy building; constructing new academic buildings such as the Translational Lab on North Campus and the new Science Lab at Augustana; creating new and contemporary residence spaces to support more students with diverse needs; creating buildings and spaces to address reconciliation responsibilities, such as

the Maskwa House of Learning; and building facilities that enhance community engagement, such as the Edmonton Galleria Project and the Twin Arenas on South Campus.

Accountability Statement

This Comprehensive Institutional Plan was prepared under the Board's direction in accordance with legislation and associated ministerial guidelines, and in consideration of all policy decisions and material, economic, or fiscal implications of which the Board is aware.

Michael Phair

Chair, University of Alberta Board of Governors

Mission Statement

The mission of the University of Alberta is to serve our community by the dissemination of knowledge through teaching and the discovery of knowledge through research. The mission will be carried out in a select number of fields and professions, to be determined within the context of a province-wide educational system and based upon the highest national and international standards.

Institutional Context

University of Alberta Mandate

As approved by the Minister of Advanced Education and Technology, July 2009

Created by the *University Act*, 1906, of the Legislative Assembly of the Province of Alberta, the University of Alberta is a board-governed, publicly-funded university that operates as a Comprehensive Academic and Research Institution under the authority of Alberta's Post-Secondary Learning Act. Its fundamental mandate is to offer a broad range of outstanding learning and research programs to prepare citizens and leaders who will make a difference. The university plays a leading role in Campus Alberta through collaboration with other Alberta institutions, responding to vital community relationships at every level, and giving a national and international voice to Alberta innovation. Its activities enhance student opportunities and build Alberta's capacity for long-term, knowledge-driven sustainable development at the global forefront.

The university provides instructional excellence through both on-campus and distance delivery in a vibrant and supportive learning and research environment. Its residential, multi-campus setting includes many research and field facilities. The university community discovers, disseminates, and applies new knowledge through interrelated core activities. In a dynamic and integrated learning and research environment, the University of Alberta offers graduate and undergraduate students the opportunity to earn internationally respected credentials, including bachelor's, master's and doctoral degrees, and university certificates and diplomas. It also offers programs in French leading to university degrees, certificates, and diplomas, as well as college certificates and diplomas. A number of its programs are unique within Alberta and western Canada. Post-doctoral fellows come to the university to refine their teaching, mentoring, and research skills.

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

The university establishes and maintains an environment of inquiry-based learning anchored in strong academic programming and an array of co-curricular student life opportunities. Academic support, social/community enrichment, health and wellness, and career and life development are cornerstones of the University of Alberta student experience. In all activities, the University is committed to high standards of health and safety while assuming appropriate levels of risk. The intellectual and creative diversity of the campus, including its international and multicultural population and exchange programs, makes for an engaging student experience. Fine arts displays, stage performances, museum collections, athletics, and recreational opportunities combine with residence life to present multi-dimensional possibilities. Experiential learning opportunities based in the community augment on-campus activities with

real-life applications.

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

The university's research and creative activities produce a dual impact through the preparation of highly qualified graduates and a continuous flow of innovation. The university attracts scholars of international reputation: undergraduate and graduate students, post-doctoral fellows, staff, and faculty. Collectively, they foster, conduct, and disseminate research and creative activity, pure and applied, within and across all the major program areas at an internationally recognized level of excellence.

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

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

Affordability, Accessibility, and Quality Goals, Priority Initiatives, and Expected Outcomes

As a large, publicly-funded, research-intensive university, the University of Alberta is like a small city, with a population larger than that of Charlottetown, PEI, or Brandon, Manitoba. The university attracts highly qualified students from Alberta, Canada and the world. In total, there are close to 50,000 people pursuing their educational credentials and careers as academic and non-academic staff at the U of A. They undertake these pursuits in more than 100 buildings across five campuses (North or Main Campus, South Campus, Campus Saint-Jean, Augustana Campus, and Enterprise Square).

Like a city, the U of A has many short- and long-term goals. Student cohorts stay with us for anywhere from two years (certificates and master's programs) through four or six years (undergraduate and PhD programs). Many students will complete up to three degree programs with us. At any one time, there is a minimum of four cohorts of undergraduate students (based on a standard four-year undergraduate degree). Graduate students' progress is celebrated by milestone achievements and exams, so reporting their 'years' of study is less meaningful, but their total time to completion is still an important metric. At the U of A, faculty must move through the stringent evaluation steps defining the period of assistant professor in a maximum of seven years. If they successfully achieve tenure and promotion, they can be with us a further 20 to 30 years.

The U of A experiences many of the social, economic, environmental, and physical challenges of small cities. The U of A needs to attract and retain top students (in cohorts), and exceptional faculty and staff (who must be willing to grow and change with the cohorts over long careers). The university is an engaging environment in that its largest segment of (students) constantly refreshes (the undergraduates always have an average age of about 20 years) and the stable component of the institution, the faculty and staff as a group, must be managed and developed to maintain a healthy demographic profile and to respond to external changing political, social, economic, and environmental conditions—all at the same time as anticipating and planning the educational path for the future cohorts who will go on to become scientific and civic leaders.

The university must persist and grow with, and in spite of, external opportunities and challenges. It must look into the future, through research and discovery, to create the next generations of citizens. As a result, the goals of the university encompass basic maintenance and repair of aging infrastructure; creating and building new infrastructure; shifting away from an "ivory tower" approach to higher education to vibrant community engagement and collaboration with scholarship and scientific discovery; continuing to pursue research excellence across all segments of the academy; translating research knowledge to community and to learners; embracing, and in fact developing, new ways of teaching and learning to provide transformative experiences for students; and renewing the professoriate that is the backbone of all these activities.

The University of Alberta has also recognized the critical importance of a sustained and powerful response to the findings of the national Truth and Reconciliation Commission (TRC) and the fundamental importance of having that response be created through community consultation. The earliest parts of that response can be found in the goals and priorities listed in the Affordability, Access, and Quality section, including immediate actions to increase the numbers and to support Indigenous learners and faculty, and the building of a shared space focused on Indigenous ways of learning and knowing, the Maskwa House of Learning, as part of a strategy to indigenize the physical and social environments at the University.

The following goals, initiatives, outcomes, and measures describe the path of the U of A over the next one to three years. The goals all reflect the constant pursuit of quality, ensure appropriate affordability, and maximize access—broadly defined. These goals will ensure the university retains and improves its position as a top 100 university in the world, and best serves its strongest ally and constituent community, the province of Alberta.

Goals – Faculty Renewal		
Type	Description	Expected Completion Date
G1 Faculty Renewal	To renew the professoriate, improving the balance of ranks and increasing diversity.	2020
Priority Initiatives – Faculty Renewal		
P1 Increase the number of assistant professors	Assistant professors represent the academic future of the university. The pool needs renewal, as it has been depleted over recent years.	2020
P2 Increase faculty identifying as Indigenous	Prioritize the hiring of scholars who are members of Indigenous groups.	2020
P3 Increase the diversity of the academy	Individuals with diverse backgrounds expand our available conceptual tools, leading to a more creative academy. Prioritize hiring women and visible minorities, institute a high-level review of current status and hiring processes, and develop strategies for increasing awareness and diversity.	Ongoing, achieved by 2025
P4 Attend to deferred maintenance required to support Faculty Renewal	Alberta's substantial investment in the infrastructure of the university requires regular maintenance. Welcoming, modernized spaces support teaching, research, and learning for faculty, staff, and students. The highest priority expansion and preservation projects required to support Faculty Renewal are noted in Appendix F (Tables 8 and 9). Critical projects in the immediate future relating to Faculty Renewal include the Maskwa House of Learning as we endeavour to recruit more Indigenous faculty and students, the Translational Lab on North Campus, the Edmonton Galleria project that will allow the departments of music and art and design to expand to meet enrolment and programming demands, and a refurbishment and modernization of the science labs at Augustana Campus and Campus Saint-Jean.	<ul style="list-style-type: none"> • Maskwa House of Learning: 2018 (Table 1 - New Capital Priorities) • Translational Lab: 2020 (Table 1 - New Capital Priorities) • Galleria Project: 2019 (Table 1 – New Capital Priorities) • Augustana Science Labs: 2020 (Table 2 - Expansion Priorities)
Expected Outcomes – Faculty Renewal		
EO1 Implement employment equity and diversity strategies	Review and strengthen existing strategies to create an equitable and respectful workplace.	2020

EO2 Expand programs to support best practices in inclusive recruitment and hiring	Provide formal training and support for committees in the recruitment and sensitive consideration of highly qualified candidates from diverse constituencies.	2020																																			
EO3 Tailor and enhance existing mentoring programs to support the cohort of new faculty	Leverage network or co-mentoring approaches connected to teaching, learning, research, engagement, and service to support diverse new faculty.	2018																																			
Performance Measures – Faculty Renewal																																					
PM 1 Proportion of assistant professors	<table border="1"> <thead> <tr> <th data-bbox="621 469 919 557"></th> <th data-bbox="928 469 1062 557">Last Actual 2015-16</th> <th data-bbox="1071 469 1192 557">Target 2016-17</th> <th data-bbox="1201 469 1339 557">Target 2017-18</th> <th data-bbox="1348 469 1465 557">Target 2025</th> </tr> </thead> <tbody> <tr> <td data-bbox="621 563 919 634">Proportion of assistant professors</td> <td data-bbox="928 563 1062 634">17%</td> <td data-bbox="1071 563 1192 634">17%</td> <td data-bbox="1201 563 1339 634">18%</td> <td data-bbox="1348 563 1465 634">21%</td> </tr> <tr> <td colspan="5" data-bbox="621 641 1465 683">Source:</td> </tr> <tr> <td colspan="5" data-bbox="621 690 1465 732">Institutional Data Warehouse, as of Jan. 7, 2015.</td> </tr> <tr> <td colspan="5" data-bbox="621 738 1465 781">Notes:</td> </tr> <tr> <td colspan="5" data-bbox="621 787 1465 829">Data are as of Oct. 1, 2015 of the reported year.</td> </tr> <tr> <td colspan="5" data-bbox="621 836 1465 878">Proportion is based on professors in teaching faculties.</td> </tr> </tbody> </table>		Last Actual 2015-16	Target 2016-17	Target 2017-18	Target 2025	Proportion of assistant professors	17%	17%	18%	21%	Source:					Institutional Data Warehouse, as of Jan. 7, 2015.					Notes:					Data are as of Oct. 1, 2015 of the reported year.					Proportion is based on professors in teaching faculties.					2025 ¹
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PM 2 Number of Indigenous faculty members	<table border="1"> <thead> <tr> <th data-bbox="621 904 1024 992"></th> <th data-bbox="1033 904 1163 992">Last Actual 2014-15</th> <th data-bbox="1171 904 1293 992">Target 2016-17</th> <th data-bbox="1302 904 1423 992">Target 2025</th> </tr> </thead> <tbody> <tr> <td data-bbox="621 998 1024 1076">Number of Indigenous faculty members</td> <td data-bbox="1033 998 1163 1076">17</td> <td data-bbox="1171 998 1293 1076">17</td> <td data-bbox="1302 998 1423 1076">26</td> </tr> <tr> <td colspan="4" data-bbox="621 1083 1423 1125">Source:</td> </tr> <tr> <td colspan="4" data-bbox="621 1131 1423 1174">Employment Equity Census Questionnaire, University of Alberta.</td> </tr> <tr> <td colspan="4" data-bbox="621 1180 1423 1222">Notes:</td> </tr> <tr> <td colspan="4" data-bbox="621 1229 1423 1271">Data are as of Dec. 31 of the reported year.</td> </tr> <tr> <td colspan="4" data-bbox="621 1278 1423 1320">Excludes contingent faculty.</td> </tr> </tbody> </table>		Last Actual 2014-15	Target 2016-17	Target 2025	Number of Indigenous faculty members	17	17	26	Source:				Employment Equity Census Questionnaire, University of Alberta.				Notes:				Data are as of Dec. 31 of the reported year.				Excludes contingent faculty.				2025							
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¹ This date is dependent on both funding and attrition due to retirements or resignations, factors which cannot be reliably predicted.

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Goals – Student Experience		
Type	Description	Expected Completion Date²
G2 Increase the breadth of locations from which U of A undergraduate students are drawn	Nearly half of the undergraduate students at the U of A currently list their hometown as Edmonton. Increase geographical reach to bring a diverse group of Albertans, Canadians, and international students to the U of A to serve provincial labour market development.	2025
G3 Increase recruitment and retention of Indigenous students	Increase the number of Indigenous students to reflect their demographic representation in the Alberta population. Improve retention of Indigenous students to match retention for other groups in the same cohort.	2025
G4 Improve access to student services, especially those that support a healthy campus	Health, particularly mental health, is not the absence of illness. Programs to ensure well-being will benefit students, staff, and faculty, will make the university a more safe, productive, and accessible learning and work environment, and will ensure students reach their potential.	2018
Priority Initiatives – Student Experience		
P1 Increase recruitment of Alberta students from outside the Greater Edmonton area	To increase reach and impact across the province.	2025
P2 Build sufficient residence capacity to house all first-year students requesting on-campus housing	Students' academic experience is enriched by linking learning with other aspects of their lives. Living in on-campus residences significantly affects and supports student success and provides opportunities and access to rural, Indigenous, under-represented, and international students. Phase 1 of the expanded housing strategy will include design and construction of 820 new bed spaces as described in Appendix F.	2018
P3 Increase recruitment of international students and seek a more even distribution of countries of origin	To increase the opportunities for local students to experience international connections, to enhance the global community, and to reduce reliance on a small number of sources for international students.	2025
P4 Increase support for Indigenous students	Early identification of needs, tailoring, and enhancing service availability upon acceptance, upon arrival on campus, and early in the program; indigenizing campuses.	2020

² These dates consider that students are arranged in four- to six-year cohorts, minimally requiring that time frame for any turnover of demographics.

P5 Complete Maskwa House of Learning	Provide a space where Indigenous and non-Indigenous people can meet on campus to learn about each other. This new space will also support ceremonies, events, and services for Indigenous peoples. Renewed programming within Education North will be offered in conjunction with initiative. Details of the project can be found in Table 8 of Appendix F. ³	2018
P6 Sustain and enhance student mental health initiatives, including increased access to mental health services	Mental health services and initiatives benefit the health of all members of the university community.	2017
P7 Commence renewal of the Office of the Dean of Students	Commence a significant restructuring of the offices that deliver front-line student services. Increased capacity and more efficient access to student services will improve the overall student experience, thereby improving student satisfaction, retention, and completion rates.	2017
P8 Implement the recommendations of the Healthy Campus Strategic Plan	Ensure the alignment and optimal deployment of campus wellness services to ensure maximum benefit for faculty, staff, and students.	2018
P9 Implement the recommendations of the Review of the University of Alberta's Response to Sexual Assault	Take action to provide a safe and secure working and learning environment, acknowledging the inherent dignity of each member of our community.	2017
P10 Implement an institutional Sustainability Plan	The Sustainability Plan supports the three pillars of sustainability: environmental, economic, and social. Plans are in place to "green" U of A activities, to reduce energy demands, and to increase quality of experience on campus for all. This will include evaluating the benefits of adding energy co-generation capacity in the university heating plant to decrease greenhouse gas emissions, as described in Appendix F.	2020
Expected Outcomes – Student Experience		
EO1 Implementation of a revised national and international recruitment strategy	Deploy recruitment resources to expand recruitment of students from across Alberta, Canada, and from a broad range of other countries.	2017

³ The Maskwa House of Learning will jointly support the goals of faculty renewal, student experience, and teaching and learning.

EO2 Increased offers of admission to selected groups	Expand offers to qualified potential students in key regions of the province and the world.	2017																					
EO3 Increased acceptance of offers of admission to selected groups	Increase uptake of offers made to potential students in key regions of the province and the world—an indicator of reputation among students who have multiple choices.	2019																					
E04 Improved student experience through expanded supports for student life	Increase efficiency of student access to on-campus student services and supports.	2017																					
Performance Measures – Student Experience																							
PM1 Proportion of students from regions of Alberta outside Edmonton (Alberta students)	<p>Maintain the current proportion of Alberta students from outside the Greater Edmonton area.</p> <table border="1" data-bbox="619 626 1425 1192"> <thead> <tr> <th data-bbox="619 626 1106 753"></th> <th data-bbox="1106 626 1276 753">Last Actual 2015-16</th> <th data-bbox="1276 626 1425 753">Target 2016-17</th> </tr> </thead> <tbody> <tr> <td data-bbox="619 753 1106 919">Proportion of Alberta undergraduate students from outside of Edmonton</td> <td data-bbox="1106 753 1276 919">32%</td> <td data-bbox="1276 753 1425 919">32%</td> </tr> <tr> <td colspan="3" data-bbox="619 919 1425 964">Source:</td> </tr> <tr> <td colspan="3" data-bbox="619 964 1425 1010">Institutional Data Warehouse as of Jan. 7, 2015.</td> </tr> <tr> <td colspan="3" data-bbox="619 1010 1425 1055">Notes:</td> </tr> <tr> <td colspan="3" data-bbox="619 1055 1425 1146">Proportion based on students registered on Dec. 1, of the reported year, with an original hometown census province of Alberta and a hometown census that is not Edmonton.</td> </tr> <tr> <td colspan="3" data-bbox="619 1146 1425 1192">Post-graduate medical education students are excluded.</td> </tr> </tbody> </table>		Last Actual 2015-16	Target 2016-17	Proportion of Alberta undergraduate students from outside of Edmonton	32%	32%	Source:			Institutional Data Warehouse as of Jan. 7, 2015.			Notes:			Proportion based on students registered on Dec. 1, of the reported year, with an original hometown census province of Alberta and a hometown census that is not Edmonton.			Post-graduate medical education students are excluded.			2018
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Post-graduate medical education students are excluded.																							

PM2 Distribution of international students

Maintain the current proportion of international students with attention to the distribution by country. Targets to be determined following the institutional strategic planning process.

2018

Source County of International Students , 2015-16		
Graduate	China	920
	Iran	414
	India	248
	USA	134
	Bangladesh	100
	Saudi Arabia	69
	Brazil	64
	Pakistan	56
	Nigeria	55
	Egypt	54
Undergraduate	China	3,120
	South Korea	123
	Nigeria	99
	India	98
	Hong Kong	65
	Japan	56
	Brazil	51
Source: Institutional Data Warehouse, as of Jan. 18, 2016.		
Notes:		
Includes countries with 50 or more students indicating this as their country of citizenship.		
Includes students with an original national status of international. Reflects students registered as of Dec. 1, 2015 of the reported year.		
Post-graduate medical education students are excluded.		

<p>PM3 Proportion of Indigenous undergraduate students</p>	<p>Define and achieve target for Indigenous students, taking into account both the composition of the university-aged population of Alberta and the percentage of high-school completers within this, and the broader, cohort.</p> <table border="1" data-bbox="619 251 1465 462"> <thead> <tr> <th>Proportion of Indigenous Undergraduate Students</th> <th>Last Actual 2015-16</th> <th>Target 2016-17</th> <th>Target 2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td>3.6%</td> <td>3.6%</td> <td>6%</td> </tr> </tbody> </table> <p>Source: Institutional Data Warehouse as of February 2, 2016.</p> <p>Notes: Includes students who have self-identified as Indigenous. Data are as of Dec. 1, of the reported year. Post-graduate medical education students are excluded.</p>	Proportion of Indigenous Undergraduate Students	Last Actual 2015-16	Target 2016-17	Target 2018-19		3.6%	3.6%	6%	<p>2025</p>																											
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<p>PM4 Use of campus wellness services</p>	<p>Visits to campus wellness services indicate that our campus population is able to access necessary services on campus.</p> <table border="1" data-bbox="619 820 1669 1128"> <thead> <tr> <th colspan="5">Uptake of Health Services</th> </tr> <tr> <th>Unit</th> <th>Measure</th> <th>2012-13</th> <th>2013-14</th> <th>2014-15</th> </tr> </thead> <tbody> <tr> <td>UHC⁴</td> <td>Total visits</td> <td>49,540</td> <td>48,953</td> <td>47,595</td> </tr> <tr> <td>CCS⁵</td> <td>Direct treatment</td> <td>10,025</td> <td>12,189</td> <td>12,474</td> </tr> <tr> <td>Pharm⁶</td> <td>Prescriptions filled</td> <td>35,456</td> <td>35,420</td> <td>34,906</td> </tr> <tr> <td>SAC⁷</td> <td>Support sessions</td> <td>206</td> <td>217</td> <td>255</td> </tr> <tr> <td>SAC</td> <td>Psychological services</td> <td>n/a</td> <td>287</td> <td>430</td> </tr> </tbody> </table> <p>Source: Dean of Students</p> <p>Notes: Based on the fiscal year, April to March.</p>	Uptake of Health Services					Unit	Measure	2012-13	2013-14	2014-15	UHC ⁴	Total visits	49,540	48,953	47,595	CCS ⁵	Direct treatment	10,025	12,189	12,474	Pharm ⁶	Prescriptions filled	35,456	35,420	34,906	SAC ⁷	Support sessions	206	217	255	SAC	Psychological services	n/a	287	430	<p>Ongoing</p>
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⁴ University Health Centre

⁵ University of Alberta Counselling and Clinical Services

⁶ University of Alberta Pharmacy

⁷ University of Alberta Sexual Assault Centre

	<p>Total visits: Counts visits, not individuals. Includes students, staff, faculty, and immediate family of students.</p> <p>Direct treatment services are only for students. Direct treatment includes individual psychology and psychiatric appointments, group therapy sessions, and initial consultations.</p> <p>Prescriptions filled is the industry standard metric for general pharmacy service level.</p> <p>Support sessions includes both drop-in and appointments, but does not include in-house psychologist (captured separately).</p> <p>Psychological services capture the number of support sessions delivered by the in-house psychologist.</p>										
PM5 Graduate satisfaction	<p>Graduate satisfaction as reported in the Alberta Graduate Outcomes Survey.</p> <table border="1"> <thead> <tr> <th>Graduate Satisfaction with their educational Experience</th> <th>Last Actual 2014</th> <th>Target 2016</th> <th>Target 2018</th> </tr> </thead> <tbody> <tr> <td>Proportion of graduates who are satisfied</td> <td>90%</td> <td>90%</td> <td>90%</td> </tr> </tbody> </table> <p>Source: Alberta Enterprise and Advanced Education: Alberta Graduate Outcomes Survey. Note: Data are the most recent available.</p>	Graduate Satisfaction with their educational Experience	Last Actual 2014	Target 2016	Target 2018	Proportion of graduates who are satisfied	90%	90%	90%		Ongoing
Graduate Satisfaction with their educational Experience	Last Actual 2014	Target 2016	Target 2018								
Proportion of graduates who are satisfied	90%	90%	90%								
Goals – Teaching and Learning											
Type	Description	Expected Completion Date									
G5 Enhance teaching and the focus on learning outcomes	Post-secondary teaching is undergoing a radical change that will benefit learners. Supports will be put in place to ensure that the U of A remains a leader in this field.	2020									
Priority Initiatives – Teaching and Learning											
P1 Support training in new teaching methods and curriculum design	Increase instructor access to training and mentorship, particularly in use of emerging technologies in teaching such as flipped classrooms, blended learning, and other digital access. ⁸	2020									
P2 Improve access for distance and non-traditional learners	Offer classes through distance learning and explore flexible and creative scheduling to accommodate diverse learners.	2020									
P3 Improve mentorship and skills development for graduate	Eighty per cent of graduate students will work outside of the academy after completing their degree and need help to transition as highly qualified	2018									

⁸ Effective deployment of new teaching methods requires ongoing investment in information technology infrastructure and in the renewal and modernization of facilities. Plans for these investments, which benefit students and faculty members across campus, can be found in appendices F and G.

students	personnel serving government, industry, and cultural sectors of society.								
P4 Indigenization of the curriculum	Increase the exposure of all faculty, staff, and students to Indigenous history and traditional ways of knowing.	2018							
Expected Outcomes – Teaching and Learning									
EO1 Increased emphasis on new teaching methods	Increase the uptake of new models for instructional design, assessment, and teaching by the professoriate.	2020							
EO2 Expanded Centre for Teaching and Learning (CTL)	Increase the resources that will allow the CTL to provide practical supports and training in new pedagogical methods.	2018							
EO3 Expanded oversight for graduate supervision and mentorship	Develop guidelines and expectations for graduate supervision.	2017							
EO4 Implementation of the University of Alberta Graduate Attributes	Graduate attributes extend the value of disciplinary expertise and prepare students to be the informed, concerned, and involved citizens of the future.	2019							
EO5 Improved tracking and management systems for student performance	Implement the Graduate Student Management System.	2018							
Performance Measures – Teaching and Learning									
PM1 Increased use of teaching supports by faculty and teaching assistants ⁹	Building instructional capacity.		2018						
		<table border="1"> <thead> <tr> <th></th> <th>Last Actual 2014</th> <th>% Increase</th> </tr> </thead> <tbody> <tr> <td>Number of Registrations in Centre for Teaching and Learning Sessions, Workshops and Programs</td> <td>1741</td> <td>4.4%</td> </tr> </tbody> </table>			Last Actual 2014	% Increase	Number of Registrations in Centre for Teaching and Learning Sessions, Workshops and Programs	1741	4.4%
		Last Actual 2014		% Increase					
Number of Registrations in Centre for Teaching and Learning Sessions, Workshops and Programs	1741	4.4%							
Source:									

⁹ Professional Practice refers to sessions that graduate students and postdoctoral fellows can take that are related to career development, soft skill development, entrepreneurship, life skills, and workplace strategies. Examples of each of these sessions would be Resume Writing, Conflict Resolution, StartUp U, Time Management, and Working in a Team. While teaching is a component of professional development, participation is tracked separately.

	Centre for Teaching and Learning, Annual Report 2014, page 16.													
PM2 Professional skills development in graduate students	<p>Measures of uptake of Faculty of Graduate Studies and Research (FGSR) graduate professional skills development program.</p> <table border="1" data-bbox="621 334 1617 667"> <thead> <tr> <th data-bbox="621 334 1163 428"></th> <th data-bbox="1165 334 1314 428">Last Actual 2014-15</th> <th data-bbox="1316 334 1465 428">Target 2015-16</th> <th data-bbox="1467 334 1617 428">Target 2015-16</th> </tr> </thead> <tbody> <tr> <td data-bbox="621 430 1163 540">Number of graduate students who participated in professional practice sessions</td> <td data-bbox="1165 430 1314 540">1,645</td> <td data-bbox="1316 430 1465 540">1,645</td> <td data-bbox="1467 430 1617 540">2,000</td> </tr> <tr> <td data-bbox="621 542 1163 667">Number of teaching or professional practice sessions</td> <td data-bbox="1165 542 1314 667">86</td> <td data-bbox="1316 542 1465 667">86</td> <td data-bbox="1467 542 1617 667">110</td> </tr> </tbody> </table> <p data-bbox="621 669 1617 711">Source:</p> <p data-bbox="621 712 1617 755">FGSR Statistics.</p> <p data-bbox="621 756 1617 799">Notes:</p> <p data-bbox="621 800 1617 859">Professional Practice refers to sessions that are related to career development, soft skill development, entrepreneurship, life skills, and workplace strategies.</p> <p data-bbox="621 860 1617 919">Examples of each of these would be resume writing, conflict resolution, StartUp U, time management, and working in a team.</p>		Last Actual 2014-15	Target 2015-16	Target 2015-16	Number of graduate students who participated in professional practice sessions	1,645	1,645	2,000	Number of teaching or professional practice sessions	86	86	110	2017
	Last Actual 2014-15	Target 2015-16	Target 2015-16											
Number of graduate students who participated in professional practice sessions	1,645	1,645	2,000											
Number of teaching or professional practice sessions	86	86	110											

Goals – Research Excellence		
Type	Description	Expected Completion Date
G6 Research to address global challenges	Pursue excellent, relevant, and high-impact research and encourage interdisciplinary research teams and partnerships with the intent to address complex problems at the local and global scale.	2020
G7 Enhance our research-intensive environment for all levels of study	Ensure a dynamic and strong research community in which the full complement of outstanding faculty, post-doctoral fellows, graduate, and undergraduate students required for enhanced knowledge creation and transmission fully participate in the research mission of the institution. ¹⁰	2020
Priority Initiatives – Research Excellence		
P1 Support areas of emerging and identified strength	Work with the university community and stakeholders to identify areas of collective strength and selectively support them.	2020
P2 Expand collaborative and multidisciplinary research capacity	Build capacity for meaningful research collaborations with industry, community, and post-secondary sector partners, both locally and internationally, to drive high-impact, relevant research.	2020
P3 Increase respect for the reciprocity of research contracts between U of A researchers and their partners from all sectors	U of A researchers will work with community, industry, and academic partners to ensure that the promise of research is fulfilled and conscientiously translated into solutions. In an environment of shifting funding expectations, increased attention to sharing of relevant results and outcomes with all partners, research sensitivity, and knowledge mobilization are key to continuing positive interactions with all partners.	2018
P4 Expand the complement of post-doctoral fellows by identifying avenues to fund costs of the existing and expanded cohort	This talent pool is critical to Alberta’s research capacity and impact, and essential to our role as a global partner of choice for international research consortia and training programs with top-tier collaborators. Post-doctoral fellows drive innovation and research in and out of university settings, including industrial, community, and social settings, and are an important source of future faculty members in many disciplines, as well as serving as highly qualified personnel in government, industry/business, and cultural sectors of society. They are key to shifting Alberta to a learning-	Dependent on funding

¹⁰ Modernization, renewal and repurposing of buildings will provide the infrastructure required to house and support vibrant research programs. Institutional capital priorities are described in detail in Appendix F.

	based society that welcomes intellectual and economic diversity. The funding sources for post-doctoral fellows need to be better understood before a clear target can be established.													
P5 Leverage provincial funding to attract greater external investment from the public and private sectors	Sponsored research is essential to the mission of the U of A, supporting research that addresses key social, cultural, and economic issues on a local and global scale. Provincial research dollars should be matched to other sources (federal and industrial) to maximize value for Albertans.	Ongoing												
Expected Outcomes – Research Excellence														
E01 More meaningful research partnerships between the U of A and stakeholders	Develop criteria for evaluating the effectiveness of partnerships from the perspectives of all stakeholders.	2018												
E02 An expanded and diverse community of post-doctoral fellows	Development of competitive funding packages for post-doctoral fellows. This will drive the establishment of a diverse community of post-doctoral fellows to interact and co-operate between disciplines to inspire novel solutions to complex challenges.	2020												
E03 Expanded supports for early career	Development of early-career researcher supports, including research mentorship, planning, and grant writing skills.	2019												
Performance Measures – Research Excellence														
PM1 Hiring (faculty, post-doctoral fellows, chairs) and funding in research priority areas.	Research priority will be determined as an outcome of the institutional strategic planning process.	Anticipated to begin in 2018												
PM2 Prestigious national and international awards for faculty, post-doctoral fellows, and graduate students.	<table border="1"> <thead> <tr> <th>Faculty Awards, U15 Relative Position</th> <th>Last Actual 2014</th> </tr> </thead> <tbody> <tr> <td>University of Alberta</td> <td>4</td> </tr> <tr> <td colspan="2">Source:</td> </tr> <tr> <td colspan="2">Award data from individual funding organizations.</td> </tr> <tr> <td colspan="2">Notes:</td> </tr> <tr> <td colspan="2">Includes 3M Teaching Fellows, Fulbright Scholars, Killam Research Fellow and Prizes, Royal Society of Canada Fellows and College of</td> </tr> </tbody> </table>	Faculty Awards, U15 Relative Position	Last Actual 2014	University of Alberta	4	Source:		Award data from individual funding organizations.		Notes:		Includes 3M Teaching Fellows, Fulbright Scholars, Killam Research Fellow and Prizes, Royal Society of Canada Fellows and College of		Ongoing
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New Scholars, National Academies of Engineering and Sciences, Sloan Research Fellowship, Trudeau Fellows, Canadian Academy of Health Sciences Fellow, Falling Walls Young Innovator of the Year. SSHRC Impact Awards and NSERC Prizes awarded during the five-year period, 2010 to 2014.

In the case of institutions sharing awards, each was given credit for having received the award.

Number of Tri-Council Scholarship Awards, U15 Relative Position	Last Actual, 2014	Target, 2017
Social Sciences and Humanities Research Council (SSHRC)	8	8
Canadian Institutes of Health Research (CIHR)	7	7
Natural Sciences and Engineering Research Council (NSERC)	5	5
Source:		
U15 Data Exchange, summarized tri-council data		
Notes:		
Report is by competition year		
Includes scholarship awards for masters and doctoral students		

Number of Banting Postdoctoral Fellowships, U15 Relative Position	Last Actual, 2011-2014	Target, 2011-2015
Social Sciences and Humanities Research Council (SSHRC)	6	6
Canadian Institutes of Health Research (CIHR)	6	6
Natural Sciences and Engineering Research Council (NSERC)	7	7
Source:		
U15 Data Exchange, summarized tri-council data for SSHRC and NSERC as of Feb 2, 2016.		

	<p>CIHR Funding Decisions Database for CIHR data, as of Feb 24, 2016.</p> <p>Notes:</p> <p>Report is by competition year</p>																								
<p>PM3 Research consortia and partnerships formed with top-tier international partners.</p>	<p>See Appendix C for selective descriptions of active research consortia and partnerships.</p>		<p>Ongoing</p>																						
<p>PM4 Usage of the Grant Assist Program</p>	<p>This program improves the quality and competitiveness of applications via enhanced application preparation and support including concept discussion, internal review, feedback, workshops, and writing and editing.</p> <table border="1" data-bbox="558 570 1339 1341"> <thead> <tr> <th data-bbox="558 570 1041 646">Grant Assist Program, Number of Reviews</th> <th data-bbox="1045 570 1339 646">Last Actual</th> </tr> </thead> <tbody> <tr> <td data-bbox="558 647 1041 724">Health Sciences</td> <td data-bbox="1045 647 1339 724">1,658</td> </tr> <tr> <td data-bbox="558 725 1041 802">Natural Sciences and Engineering</td> <td data-bbox="1045 725 1339 802">214</td> </tr> <tr> <td data-bbox="558 803 1041 880">Social Sciences and Humanities</td> <td data-bbox="1045 803 1339 880">226</td> </tr> <tr> <td colspan="2" data-bbox="558 881 1339 958">Source:</td> </tr> <tr> <td colspan="2" data-bbox="558 959 1339 1036">Grant Assist Program updates.</td> </tr> <tr> <td colspan="2" data-bbox="558 1037 1339 1081">Notes:</td> </tr> <tr> <td colspan="2" data-bbox="558 1083 1339 1127">Data are cumulative since inception.</td> </tr> <tr> <td colspan="2" data-bbox="558 1128 1339 1205">Natural Sciences and Engineering inception, July 2013, includes mentorship to applicants and internal peer reviews as of Jan. 2016.</td> </tr> <tr> <td colspan="2" data-bbox="558 1206 1339 1282">Health Sciences inception June 2010, includes peer reviews as of Jan. 2016.</td> </tr> <tr> <td colspan="2" data-bbox="558 1284 1339 1341">Social Sciences and Humanities inception Mar 2013, includes peer reviews, as of Jan. 2016.</td> </tr> </tbody> </table>	Grant Assist Program, Number of Reviews	Last Actual	Health Sciences	1,658	Natural Sciences and Engineering	214	Social Sciences and Humanities	226	Source:		Grant Assist Program updates.		Notes:		Data are cumulative since inception.		Natural Sciences and Engineering inception, July 2013, includes mentorship to applicants and internal peer reviews as of Jan. 2016.		Health Sciences inception June 2010, includes peer reviews as of Jan. 2016.		Social Sciences and Humanities inception Mar 2013, includes peer reviews, as of Jan. 2016.		<p>2019</p>	
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PM5 Maintain or improve our relative position in the U15 group of universities for total sponsored research funding.	Maintain or improve our relative position in the U15 group of universities for total sponsored research funding.			Ongoing	
		Last Actual 2013-14	Target 2014-15		Target 2015-16
	Sponsored research funding, U15 relative position	5	5		5
	Source: Canadian Association of University Business Officers (CAUBO): Financial Information of Universities and Colleges, Report 3.1. Data are the most recent available.				

Goals – Community Engagement

Type	Description	Expected Completion Date
G8 Expand community engagement and consultation	Increase community interactions to build two-way relationships with stakeholders on and off campus including urban, rural, Indigenous, and minority communities and their leaders.	2020

Priority Initiatives – Community Engagement

P1 Shared community infrastructure projects	<p>Post-secondary institutions foster the health, talent, skills, and creativity of Edmonton’s people. Shared infrastructure provides essential spaces to support these outcomes, benefiting both the university and its community partners.</p> <p>The Galleria project (Table 8, Appendix F) will expand art, design, and music education, scholarship, performance, and research in the downtown core of Edmonton.</p> <p>The Twin Arenas (Table 8, Appendix F) project will provide needed space for academic, varsity, community and recreational sport activities.</p> <p>The Translational Lab—The proposed Diagnostic Centre—will co-house provincial, private, and university labs, supporting translation of medical</p>	<p>Galleria: 2019 (Table 8, Appendix F)</p> <p>Twin Arenas: 2018 (Table 8, Appendix F)</p> <p>Translational Lab: 2019 (Table 8, Appendix F)</p>
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	research. Details on these community partnership projects are listed in Appendix F.	
P2 Increase engagement with communities and stakeholders on and off campus	To be relevant, the university must understand stakeholder needs and challenges. Forums that facilitate two-way exchanges of information and understandings need to be developed along with regularly planned opportunities for exchanges.	2020
P3 Create partnerships and programs and presentations that include face-to-face interactions	Increase and promote partnerships for community service-learning, co-op, practica, internships and other placements of students in off-campus settings. Develop workshops and presentation formats that include real-time interactions with community members, using Enterprise Square, Campus Saint-Jean, North and South Campus, and Augustana Campus as meeting places.	2020
P4 Work consultatively with communities, broadly defined, to identify gaps as well as future needs, and build the human capacity to meet them	Develop partnerships that result in community-level capacity building, needs-driven professional programs, and reduced talent drain from communities.	2020
Expected Outcomes – Community Engagement		
EO1 Galleria project	Develop plans for completion of the project.	Dependent on government funding
E02 Twin Arenas project	Develop plans and partnering relationships for completion of the project.	Dependent on government funding
EO3 Two-way engagement with communities	Develop and regularly schedule community-relevant events.	2018
EO4 Partnerships	Increase partnerships for community service-learning and other experiential learning opportunities.	2019

Performance Measures – Community Engagement

PM1 Public interaction	<p>Community Engagement</p> <table border="1"> <thead> <tr> <th colspan="2" data-bbox="569 220 1451 261">Community Engagement</th> </tr> <tr> <th data-bbox="569 261 1253 302"></th> <th data-bbox="1253 261 1451 302">Last Actual</th> </tr> </thead> <tbody> <tr> <td data-bbox="569 302 1253 342">Co-op participation</td> <td data-bbox="1253 302 1451 342">5,011</td> </tr> <tr> <td data-bbox="569 342 1253 383">Community Service Learning Course Placements</td> <td data-bbox="1253 342 1451 383">1,506</td> </tr> <tr> <td data-bbox="569 383 1253 423">Alumni Connections</td> <td data-bbox="1253 383 1451 423">46,420</td> </tr> <tr> <td colspan="2" data-bbox="569 423 1451 464">Sources:</td> </tr> <tr> <td colspan="2" data-bbox="569 464 1451 505">Institutional Data Warehouse.</td> </tr> <tr> <td colspan="2" data-bbox="569 505 1451 545">Community Service Learning.</td> </tr> <tr> <td colspan="2" data-bbox="569 545 1451 586">Office of Alumni Relations.</td> </tr> <tr> <td colspan="2" data-bbox="569 586 1451 626">Notes:</td> </tr> <tr> <td colspan="2" data-bbox="569 626 1451 667">Co-op participation is number of students participating over the most recent five academic years</td> </tr> <tr> <td colspan="2" data-bbox="569 667 1451 708">CSL course placements are for the 2014-15 academic year.</td> </tr> <tr> <td colspan="2" data-bbox="569 708 1451 774">Alumni connections include connections with alumni, students, and their guests in the 2014-15 fiscal year.</td> </tr> </tbody> </table>	Community Engagement			Last Actual	Co-op participation	5,011	Community Service Learning Course Placements	1,506	Alumni Connections	46,420	Sources:		Institutional Data Warehouse.		Community Service Learning.		Office of Alumni Relations.		Notes:		Co-op participation is number of students participating over the most recent five academic years		CSL course placements are for the 2014-15 academic year.		Alumni connections include connections with alumni, students, and their guests in the 2014-15 fiscal year.		2020
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Office of Alumni Relations.																												
Notes:																												
Co-op participation is number of students participating over the most recent five academic years																												
CSL course placements are for the 2014-15 academic year.																												
Alumni connections include connections with alumni, students, and their guests in the 2014-15 fiscal year.																												

Goals – Infrastructure¹¹		
Type	Description	Expected Completion Date
G9 Functional renewal and reduction in deferred maintenance	Preserve existing physical assets by addressing deferred maintenance and functional renewal to acknowledge the changes in research and teaching requirements. Reduce the significant risk posed by the current institutional deferred maintenance liability. Details provided in Focus 1 of Appendix F.	Ongoing
G10 Envelope funding for pre-design services.	Pre-design services are critical to prepare for opportunities to implement capital projects more quickly than what has been traditional. Having “shovel ready” projects allows for quick response to funding availability on short notice and creates higher certainty in scope and budget profiles. Details provided in Focus 2 in Appendix F.	Ongoing
G11 Student housing	Accommodation of 18 per cent of full-time students in purpose-built housing featuring supportive programs. (<i>A Strategy for Student Housing, 2015–2040</i> , Phase 1). Details provided in Focus 3 in Appendix F.	2018
G12 New program space	A number of new spaces are required to support faculty renewal initiatives and to enhance the student experience. Details provided in Focus 4 in Appendix F.	Ongoing
G13 Sustainable development program	Undertake programs and projects that reduce energy consumption, thereby reducing our carbon footprint as well as providing operating efficiencies.	Ongoing
Priority Initiatives – Infrastructure		
P1 Enhancing basic service provision	These projects include the expansion and renewal of basic infrastructure services at all U of A campuses including planning, benchmarking, service reliability, heating and electrical plant expansions, and improvements to deep sewer, water supply, and road lighting. Details provided in Highlights 2014–2015 section of Appendix F.	Ongoing
P2 Pre-design services	Pre-design services will be completed for several buildings including the Medical Sciences, Clinical Sciences, Augustana Science, South Academic, and Mechanical Engineering buildings.	2018

¹¹ Many of the university’s infrastructure priorities are intrinsic to goals listed in other subsections of this plan. Some capital priorities are so fundamental to the effective operation of the institution as to supersede any one priority area and have been listed here.

P3 Expanding residences	Implement the North Campus portion of Phase 1 of <i>The Strategy for Student Housing, 2015–2040</i> , including 300 new bed spaces for upper-year undergraduates in East Campus Village and 520 new bed spaces for first-year students in a tower on the Lister Hall site.	2018
P4 New buildings	Programming and planning activities will be undertaken for new capital projects including a science facility at Augustana to accommodate more students, a new facility for the Alberta School of Business to accommodate faculty growth, new music and art and design facilities (Galleria), and completion of the Engineering backfill designs.	2017
P5 Research lab ventilation	Optimization of air flows for research labs to reduce exhaust and supply air deliveries (Phase 1 Li Ka Shing, Katz, CCIS and NREF).	2016
P6 People counters (classrooms)	Installation of electronic devices in classrooms that measure occupancy and utilization.	2016
P7 Co-generation	Installation of a gas turbine generator (TG3) with a heat recovery steam generator (HRSG). The intent is to install a natural gas turbine that generates 25 MW of power and simultaneously generates about 70,000 kg/hr of high-pressure steam.	2020
Expected Outcomes – Infrastructure		
EO1 Basic infrastructure added	Basic infrastructure is available in advance of new construction on North and South campuses.	2018
EO2 Continued facility renewal	The Medical Sciences, Clinical Sciences, Augustana Science, and South Academic buildings will be “shovel-ready.”	Ongoing
EO3 Increased residence capacity	Open 300 new student residence bed spaces for upper-year undergraduate students in East Campus Village. Open 520 new bed spaces for first-year students in a fifth tower to be added to the Lister Hall site.	2018
EO4 Space utilization	High-quality programs and planning will ensure efficient and effective use of new space in support of the faculties’ requirements.	2017
EO5 Address climate change objectives	Reductions in electrical use will result in corresponding reductions in greenhouse gas emissions.	2016

EO6 Optimize space utilization	<p>People counter data will be used to provide feedback for ventilation control to supply only the quantity of air equal to the occupant load for energy savings.</p> <p>Another benefit is gathering data for utilization of classroom spaces. A full data set, once compiled, will allow for a determination on shutting down of spaces for summer months, reprogramming of spaces, or targeted renewals to allow for increased utilization.</p>	Ongoing
EO7 Additional co-generation capacity	The expected outcomes are increased reliability, reduction of greenhouse gas emissions, energy cost reduction, and increased efficiency of the district energy system that serves the U of A and its campus partners. Planning and environmental applications must be completed in advance of final design and construction.	2020
Performance Measures – Infrastructure		
PM1	New infrastructure and expansion of existing infrastructure to support the development of the northeast sector of South Campus and the North Campus is installed. (Details provided in Appendix F, tables 8, 9, 10).	2018
PM2	Pre-design documentation to schematic design phase for the Medical Sciences, Clinical Sciences, Augustana Science, South Academic, Business, and Mechanical Engineering buildings will be completed.	2018
PM3	820 new, high-quality student bed spaces are constructed on North Campus, on time and on budget.	2018
PM4	Functional and general space programming documents are in place for new buildings.	2015–2016
PM5	Direct reduction in electrical utility for the noted buildings and a reduction of greenhouse gas emissions of 10,000 tonnes of CO ₂ on an annual basis.	Ongoing
PM6	Energy savings and reduced operating costs.	Ongoing
PM7	Power generated through the new unit will reduce greenhouse gas emissions by 40 per cent compared with conventional power production.	2020

Appendix A: Financial and Budget Information

2016–2017 Consolidated Budget

Prepared under the Public Sector Accounting Standards (PSAS), the University of Alberta's 2016–2017 consolidated budget (see Table 1) reflects the entire enterprise, including unrestricted and restricted funds. Funding for general operations is fully unrestricted within the consolidated budget; funding for ancillary operations remains within those entities and the majority of research revenues, philanthropic sources of revenue, and capital project funding are fully restricted.

For 2015–2016, the university is estimating a consolidated excess of revenue over expense of \$18.3 million—slightly below the budgeted excess of \$23.1 million. Consolidated revenues were \$10 million higher than budgeted, and consolidated expense was \$15 million higher than budgeted.

For 2016–2017, the consolidated budget reflects an excess of revenue over expense of \$38 million on budgeted revenue of \$1,877 million and budgeted expense of \$1,839 million. The \$38-million excess of revenue over expense is equal to two per cent of the university's budgeted consolidated revenue and is driven almost exclusively by excess of revenue within restricted funds.

The Statement of Operations (Budget by Function) under the PSAS and the Statement of Cash Flows Budget are presented in tables 5 and 6.

Consolidated Revenue

Budgeted revenue for 2016–2017 is \$1,877 million. As illustrated in Figure 1, as a publicly-funded institution, 52 per cent or \$970 million comes from the Government of Alberta, mostly through the Campus Alberta Grant, sponsored research funding, and capital funding. Of the \$970 million, \$621 million represents the Campus Alberta Grant, the primary source of unrestricted funding for the university's day-to-day operating activity. The 2016–2017 budget has been prepared based on a two per cent increase to the Campus Alberta Grant.

Federal and other government revenue of \$184 million largely reflects the funding received by the university in support of its research mandate. This revenue is budgeted to be slightly higher than the 2015–2016 preliminary actuals but lower than the 2015–2016 budgeted revenues. Any change in this revenue source is driven by the federal government's level of investment in Tri-Council funding and the university's national competitiveness in these and other funding competitions.

Tuition and related fees are budgeted at \$334 million and, at 18 per cent, represent the second-largest source of consolidated revenue and are unchanged as a percentage of revenue from 2015–2016. Tuition and related fees include all instructional fees, market modifiers, and non-instructional fees. The fee revenue is largely unrestricted, resides in the operating fund, and is used for the day-to-day general operations of the university. With the passing of Bill 3, all tuition fees falling within the Tuition Fee Regulation and Mandatory Non-Instructional Fees (MNIF) were held at 2014–2015 levels. In December 2015, the Board of Governors approved a 1.6 per cent increase to international student tuition fees for 2016–2017. In future years, the university has forecast all tuition fees under the tuition

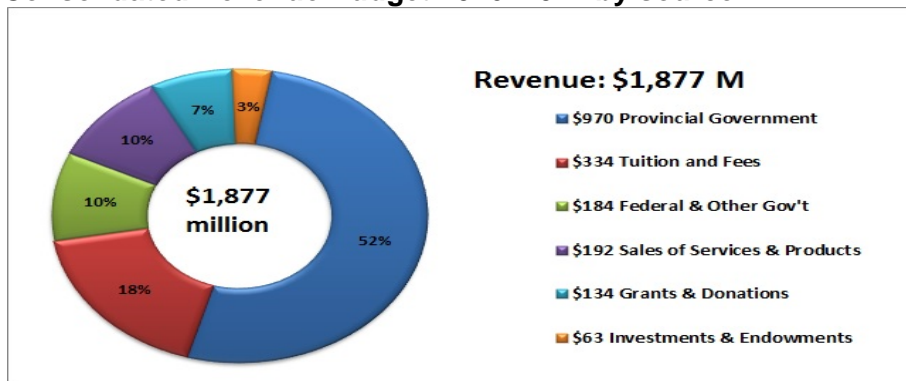
regulation and MNIF to increase by Alberta CPI.

Although international student fees are also forecast to increase at a minimum of Alberta CPI, the university continues to closely monitor overall program costs, market demand, and tuition levels for international students at competing institutions to determine whether additional adjustments in international tuition should be made.

The third-largest sources of revenue include federal and other grant funding as well as sales of services and products. These revenue sources generate \$184 million and \$192 million respectively, and each represent 10 per cent of consolidated revenue. The majority of the federal funding is generated through federal research grants; the majority of sales of services and products are generated through the university's ancillary operations. Increased revenue through ancillary operations is driven by continuing growth in the university's residence capacity as well as the December 2015 board-approved 1.7 per cent base rent increases and differentiated increases to select properties. Parking rates for permits was increased by 1.4 per cent.

The other sources of consolidated revenue for 2016–2017 include grants and donations of \$134 million and investment income of \$63 million.

FIGURE 1
Consolidated Revenue Budget 2016–2017 by source



Consolidated Expense

For 2016–2017, consolidated expense is budgeted at \$1,839 million. For the first time in several years, the budget does not include any across-the-board cuts; however, as of July 1, 2015, all faculties and units assumed responsibility for the funding of across-the-board salary increases and merit.

As Figure 2 illustrates, investments in salaries and benefits to maintain teaching, research, and other critical activities account for over \$1.1 billion or 61 per cent of total expense.

At the time of preparing the budget, the university was still in negotiations with both staff associations. Therefore, the salary and benefit expenditures are based on a forecast adjustment to salaries and benefits. Any final salary and benefit agreement that differs from the forecast will result in a variance to the recommended budget.

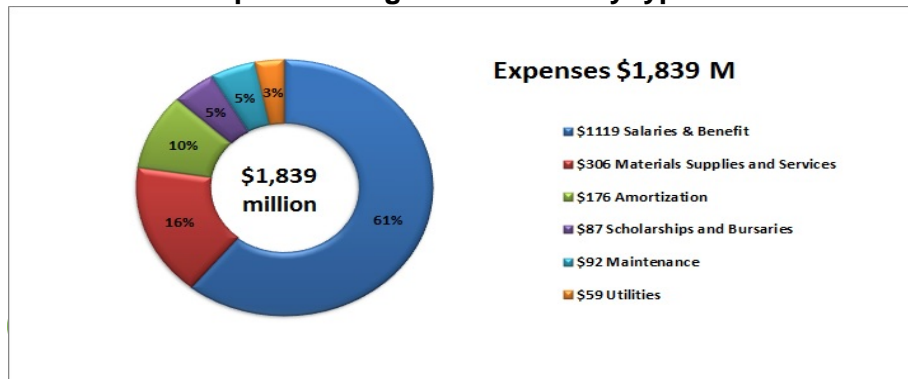
In addition to the negotiated changes to salaries and benefits, the university must also budget for inflationary increases to non-statutory benefits such as supplementary health plans, any statutory benefit increases, and adjustments to pension plan contributions in response to unfunded pension plan liabilities.

The university's next largest expense is materials, supplies, and services. Budgeted at \$306 million, these expenses provide essential support across the campuses, including information systems and technology, research expenditures, library resources, and day-to-day operations such as insurance premiums, communications, and classroom support. This expense line also includes the costs of goods sold and recovered. In budgeting for these expense items, the university continues to face the challenge whereby inflation within higher education significantly exceeds general inflationary pressures. Examples of this include library collections, which are affected not only by general inflationary increases, but also by the value of the Canadian dollar. For 2016–2017, the library collections budget will be increased by 11 per cent or \$2.5 million in response to publisher increases and currency adjustments, with \$1.6 million attributed to the impact of the falling Canadian dollar. Information technology anticipates inflation increases of 6.2 per cent on contracts, plus an additional 2.5 per cent on exchange rates. Facilities and Operations anticipates average inflation increases of 2.9 per cent plus an additional 2.5 per cent due to minimum wage impact and across-the-board merit rollover. These inflationary increases are occurring at a time when the university's grant has increased by two per cent and the majority of tuition revenue has been held at 2014–2015 levels.

A further significant expense in the consolidated budget is \$176 million for the amortization of capital assets. Under the PSAS, amortization is an annual expense that is calculated based on the estimated useful life of the asset. These assets include such things as buildings, scientific and computing equipment, software, and learning resources.

For 2016–2017, scholarship and bursary expenses are budgeted at \$87 million. The decline in scholarship and bursary expense from 2015–2016 is within the restricted special purpose funding, while the scholarship and bursary expense in the operating fund has been increased.

FIGURE 2
Consolidated Expense Budget 2016–2017 by type



Consistent with the university's commitment to transparent budget information, in addition to the fully consolidated budget table the university also presents the budget by fund including the university's operating fund (see Table 2).

As noted, the operating fund is unrestricted and is used to support the primary teaching and learning activities of the university. To ensure alignment of the operating fund with the consolidated budget, this fund is presented using PSAS and therefore includes the amortization of capital assets.

For 2016–2017 the university has budgeted total operating fund revenues of \$1,096 million and total operating fund expense of \$1,094 million for an operating fund excess of revenue over expense of \$2 million. The operating fund has been prepared based on the core assumption of a two per cent increase to the Campus Alberta Grant and the freeze in tuition fees and MNIF in 2016–2017 pursuant to Bill 3.

The two primary sources of revenue within the operating fund are the Campus Alberta Grant, and tuition and related fees totalling \$981 million or 89 per cent of the operating fund revenue. The remaining 11 per cent of revenue is derived from federal and other government funding, donations and investment income, and sales of services and products.

Within the operating fund, 75 per cent or \$817 million of expense is associated with salaries and benefits. Ten per cent of expenses are associated with the materials, supplies, and services that support teaching and learning, with the remaining 15 per cent of expense associated with utilities, maintenance, amortization expense, and scholarships and bursaries.

With the provincial government's commitment to reinvesting in higher education, the university received a two per cent grant increase in 2015–2016 and the university has budgeted a further two per cent grant increase in 2016–2017. These actual and budgeted funding increases provided the university a unique opportunity to invest in the academy and position the university for the implementation of its new strategic plan.

As the 2015–2016 grant increase was confirmed later in the fiscal year, the university decided to use that funding on a one-time basis in 2015–2016 and combine it with the 2016–2017 budgeted grant increase of two per cent. This provided the university with over \$25 million in base funding to invest strategically and position the university for the implementation of its new strategic plan in 2016. In 2015–2016 one-time funding of \$10.4 million or 95 per cent of the grant increase was invested in teaching and research priorities, with the goal of further leveraging the \$25 million in base funding in 2016–2017.

In preparing the 2016–2017 budget and in alignment with the university's goals of faculty renewal, student experience, teaching and learning, research excellence, and community engagement, the university developed a four-point budget strategy:

1. Invest the 2015–2016 two per cent grant increase on a one-time basis in 2015–2016 to position the university for its 2016–2017 investments. For 2016–2017, combine the two per cent base fund increases in 2015–2016 and 2016–2017, allowing the university to maximize strategic investment in the academy. Combined, this will allow for a total base investment in the academy of more than \$25 million in 2016–2017.
2. Focus investments on priorities that will have the highest impact on students and members of the university community, such as new academic positions, student funding support, and research.
3. Meet compliance requirements.
4. Maintain institutional supports.

In implementing this four-point strategy the university has made the following base funding investments in the 2016–2017 operating fund budget:

- In support of faculty renewal, the university will invest \$6 million in base funding to renew the professoriate. This will include increasing the number of assistant professors, hiring Indigenous faculty, and increasing diversity within the academy.
- In support of the student experience, the university will invest \$2 million in undergraduate student scholarships and \$0.5 million in programs—all of which will assist in recruiting a more diverse student body and ensuring the well-being of our students.
- In support of teaching and learning, a total of \$1.2 million will be invested in student IT systems to streamline university processes and improve the functionality of the student systems.
- In support of research excellence, the university will invest \$2.54 million in library collections

in an effort to prevent erosion of the collection due to the negative impact of current exchange rates and inflationary pressures. A total of \$0.4 million will be invested in research supports and compliance including the hiring of a dedicated veterinarian.

- In support of community engagement, the university will invest \$2.2 million to increase community interactions, build two-way relationships with stakeholders, and develop partnerships that result in community-level capacity building.

The university continues to be affected by external factors regarding compliance requirements and regulatory issues, as well as the fundamental need to maintain institutional supports such as the basic requirement of the university's heating, cooling, and lighting costs. Consequently, just over \$10 million will be allocated to institutional supports, the largest portion of this being the increasing costs of utilities and the requirement for increasing pension plan contributions. The increase in utility costs in 2016–2017 is the result of the end of a rebate program administered by the utilities ancillary and available to North Campus customers in 2014–2015 and 2015–2016. These rebates were made available through the drawdown of the utilities reserve that had been built up over previous years. Although energy prices have softened, with the conclusion of this rebate program, the university's utility costs are higher in 2016–2017. The balance of the increase in utility costs is due to the timing of gas purchases and the market conditions at the time. Finally, of the \$10 million, \$0.85 million will be invested in Finance and Administration and Facilities and Operations budget pressures.

These strategic investments are being made now to position the university to act quickly on its new strategic plan and further enhance its position as one of Canada's, and the world's, leading comprehensive research-intensive universities.

Operating Fund Budget Assumptions and Sensitivities

The university prepares its fiscal estimates and final budgets using a comprehensive integrated planning and budget process, involving key stakeholders from across the institution. Key budget assumptions and sensitivities are cornerstones of the university's multi-year budgeting process. The goal is to achieve improved accuracy in forecasting elements of the budget and provide common assumptions for budget planners across the university.

2016–2017 BUDGET ASSUMPTIONS

Key highlights of the university's revenue assumptions include:

- a two per cent increase to the Campus Alberta Grant
- maintaining general tuition increases and MNIF at 2014–2015 levels while increasing international student tuition fees by 1.6 per cent for 2016–2017
- a modest increase in international student enrolment with stable enrolment in domestic students
- a modest recovery in short- and long-term interest rates and investment income following the significant decline in 2015–2016 investment income

Key highlights of the university's expenditure assumptions include:

- salary and benefit adjustments subject to ongoing negotiations
- overall benefit cost increases averaging five per cent

- faculties and administrative units continuing to assume responsibility for the funding of negotiated salary across-the-board and merit
- discontinuation of the utility rebate program at the end of 2015–2016
- a modest increase in scholarship expenditures
- potential Alberta climate change impact

2015–2016 BUDGET SENSITIVITIES

Revenue Approximate Value

- one per cent on Campus Alberta Grant: \$6.1 million
- one per cent change on credit tuition: \$3.5 million
- 0.25 per cent on short-term interest rate: \$1.3 million

Expense Approximate Value

- one per cent change in salary settlements (AASUA and NASA): \$6.1 million
- one per cent increase in benefits: approximately \$1.4 million
- \$1/gigajoule increase in natural gas: \$2.7 million (ancillary budget)
- one per cent operating budget reduction: \$7 million

FORECAST BUDGET ASSUMPTIONS

The university has used the following forecast budget assumptions.

Revenue assumptions:

- The grant will increase at one per cent per year for each of 2017–2018 to 2019–2020.
- Regulated tuition will increase annually by Alberta CPI (approximately 1.6 per cent per year) as confirmed by the ministry.
- All mandatory non-instructional fees will increase by a minimum of Alberta CPI.
- Interest income will remain at historically low levels with some modest recovery.

Expenditure assumptions:

- Changes to ATB salary adjustments, merit, and benefit costs will be subject to collective agreement negotiations for 2016–2017 and beyond.
- Faculties and administrative units will continue to have responsibility for the funding of salary across-the-board and merit.
- All other expenditures are forecast to increase in the range of two to 10 per cent.

**TABLE 1
2016–2017 Consolidated Budget (\$,000)**

	2015-16		Budget	Projections		
	Approved Budget	Prelim. Actuals	2016-17	2017-18	2018-19	2019-20
Revenue:						
Provincial Government	940,491	969,197	969,586	967,311	978,792	994,435
Federal and Other Government	188,997	174,813	183,647	187,516	196,631	209,543
Tuition and Related Fees	333,053	330,391	334,378	343,153	351,434	357,556
Sales of Services and Products	179,292	189,771	192,433	198,249	207,841	213,553
Grants and Donations	107,278	120,579	133,816	128,269	128,219	131,988
Investment income	73,879	48,332	62,743	66,811	72,563	77,986
Total revenue	1,822,990	1,833,083	1,876,603	1,891,309	1,935,480	1,985,061
Expense:						
Salaries	915,941	904,339	930,206	953,463	982,391	1,008,634
Employee Benefits	183,524	186,944	188,462	198,085	209,641	220,763
Materials, Supplies and Services	292,320	293,336	306,371	310,600	320,841	331,717
Utilities	53,808	51,507	58,645	57,403	59,673	61,130
Maintenance	81,663	109,134	91,960	77,515	74,811	75,903
Scholarships and Bursaries	92,719	89,663	87,105	89,932	92,980	96,082
Amortization of Capital Assets	179,841	179,827	176,233	180,015	185,382	191,852
Total Expense	1,799,816	1,814,750	1,838,982	1,867,013	1,925,719	1,986,081
Excess of Revenue Over Expense	23,174	18,333	37,621	24,296	9,761	(1,020)
Investment In Capital Assets	(9,781)	(45,315)	(47,860)	(23,044)	(11,698)	(27,445)
Increase(decrease) for the Year	13,393	(26,982)	(10,239)	1,252	(1,937)	(28,465)
Unrestricted Net Assets, Beginning of Year	(58,349)	(32,234)	(59,216)	(69,455)	(68,203)	(70,140)
Unrestricted Net Assets, End of Year	(44,956)	(59,216)	(69,455)	(68,203)	(70,140)	(98,605)

**TABLE 2
2016–2017 Consolidated Budget By Fund (\$,000)**

	Operating	Ancillary Operations	Research	Capital	Special Purpose	TOTAL
Revenue:						
Provincial Government	648,722	-	130,235	118,921	71,708	969,586
Federal and Other Government	8,161	-	166,637	8,849	-	183,647
Tuition and Related Fees	332,440	1,938	-	-	-	334,378
Sales of Services and Products	80,300	96,344	3,249	12,390	150	192,433
Grants and Donations	12,957	-	108,769	6,504	5,586	133,816
Investment income	13,975	2	29,320	-	19,446	62,743
Total Revenue	1,096,555	98,284	438,210	146,664	96,890	1,876,603
Expense:						
Salaries	669,122	23,969	193,115	-	44,000	930,206
Employee Benefits	148,155	5,150	25,057	-	10,100	188,462
Materials, Supplies and Services	110,838	24,887	140,556	-	30,090	306,371
Utilities	51,690	6,944	11	-	-	58,645
Maintenance	31,406	24,182	2,854	33,488	30	91,960
Scholarships and Bursaries	35,466	-	42,469	-	9,170	87,105
Amortization of Capital Assets	47,556	10,684	-	117,993	-	176,233
Total Expense	1,094,233	95,816	404,062	151,481	93,390	1,838,982
Excess of Revenue Over Expense	2,322	2,468	34,148	(4,817)	3,500	37,621
Investment in Capital Assets	(28,354)	(5,057)	(1,390)	(13,059)	-	(47,860)
Net Transfers Credit (Debit)	21,297	479	(23,093)	4,817	(3,500)	-
Increase (Decrease) for the Year	(4,735)	(2,110)	9,665	(13,059)	-	(10,329)
Unrestricted Net Assets (Deficiency), Beginning of Year	(174,880)	38,571	63,418	13,675	-	(59,216)
Unrestricted Net Assets (Deficiency), End of Year	(179,615)	36,461	73,083	616	-	(69,455)

Institutional Budget Risks

As a result of current market conditions, the price of oil, government funding levels, and uncertainty regarding key government policy decisions, the budget risks to the university are substantial.

Specific factors affecting the university's budget risks include the following:

- **Campus Alberta Grant.** High Risk.
The grant continues to be the university's primary source of unrestricted revenue. With continuing downward pressure on oil and gas prices and low oil and gas price forecasts in the mid-term, provincial government revenues will be constrained, affecting the ability of the government to provide increased funding to the university.
- **Interest Rates.** High Risk.
With the decline in oil revenue and the sluggish Canadian economy, the Bank of Canada rate remains at unprecedented low levels. The university has forecast a modest recovery in the 2016–2017 rates. If interest rates do not see some recovery, university revenue will be negatively affected.
- **Exchange Rates.** High Risk.
The Canadian dollar continues to decline against the U.S. dollar with falling oil prices and historically low bank rates. Although a lower Canadian dollar benefits the provincial government in terms of oil and gas revenue and reduces some international students' cost of tuition, a declining Canadian dollar also increases the university's costs for goods and services purchased in U.S. dollars.
- **Compensation.** High Risk.
The single largest expenditure for the university is employee compensation. Total compensation negotiations with the associations are critical in terms of their impact on the university's budget and forecasts. Through negotiations, the university must achieve alignment between its primary revenue and cost drivers. With faculties and units responsible for the funding of across-the-board and merit, if this balance is not achieved it will trigger further layoffs and deterioration in quality and service levels.
- **Pension Plan Contribution Rates.** High Risk.
The continuing increase in pension plan contributions represents a significant risk to the university. Without structural reforms to the pension plans, the level of pension plan contributions as a percentage of total benefit costs will become unsustainable.
- **Long-Term Sustainability of Operating Fund.** High Risk.
The operating fund forecasts a small deficiency in 2017–2018, but the deficiency increases dramatically in 2018–2019 and 2019–2020. This is a result of revenues increasing only marginally with constraints on both grant increases and tuition, while expenses, particularly salary and benefits, are forecast to increase at a much faster rate and compounding each year.
- **Tuition Revenue.** Medium Risk.
The university requires the ability to adjust tuition levels in response to market demand and conditions. This is particularly true regarding graduate and international student tuition fee

levels. If there are constraints on the Campus Alberta Grant, the university must have the flexibility to generate alternative sources of funding to fulfil its academic mission and sustain the quality of the learning experience. With ongoing constraints in government funding, the university must develop a resource management model that will incent the generation of new sources of revenue while more effectively managing its cost drivers and existing resource allocations.

- **Student Enrolment Mix.** Medium Risk.
Total tuition revenue is driven by tuition levels and a complex mix of student type and degree program. Any variation in student mix between undergraduate and graduate, domestic and international, and level of enrolment in various degree programs can have a negative impact on total tuition revenue.
- **Alternative Revenue.** Medium Risk.
The university must increase its capacity to generate alternative sources of revenue to offset changes to grant funding, tuition revenue limitations, and low investment income returns. The university requires government support to enable it to generate these new revenue streams. However, these strategies will take several years to be fully implemented and may be subject to significant fluctuations. Donations are also an important source of alternative revenue. Current economic conditions will put pressure on the Office of Advancement and its ability to increase donations.
- **Land Trust.** Medium Risk.
The University of Alberta Properties Trust Inc. – this wholly-owned subsidiary of the University of Alberta acts as trustee to manage and develop university-owned lands and to raise dedicated, permanent funding to support the core mission of the university. The Board of Directors is comprised of professionals with expertise in the fields of real estate, land appraisal and development, finance communications and municipal affairs who will act in the best interest of the institution through its developments and to build relationships with neighbouring communities and the City of Edmonton.
- **Equity Issues.** Medium Risk.
The university has started to undertake a review of data to assess whether equity issues are present within the academic workforce. Although additional analysis is required if equity issues are identified, they will need to be addressed by the university.
- **Minimum Wage Increase.** Medium Risk. The university is facing large increases in contractual obligations from suppliers, driven by increases in minimum wage.

Capital and Ancillary Budgets

CAPITAL

The university can only achieve its vision as a leading public institution for higher education serving the public good if it has access to well-supported, well-planned strategic construction of new facilities and repurposing and renewal of its existing facilities. As the university changes, space must transform to meet new needs and requirements. The university's ability to meet its own objectives and those of the province depends on continued investment for new facilities and for renewal and functional

renewal of older facilities.

Table 3 lists the capital projects for 2016–2017. New and continuing capital construction is budgeted at \$117 million of the \$143 million in capital projects which are mainly debt financed. The capital budget also includes just over \$26 million in capital program spending under the infrastructure maintenance and energy management programs. Detailed information on the university's capital plan can be found in Appendix F.

TABLE 3
2016 - 2017 Capital Budget (\$,000)

CAPITAL BUDGET FOR 2016-17 (\$000's)							
	Actuals to Date (prelim)	+	2016-17 Recommended Budget	+	Forecast to Complete	=	Total Estimated Project Budget
Capital Projects							
Agricultural Research Infrastructure - St Albert / Kinsella / Matheis	12,327		120		-		12,447
CME Renewal - Levels 2, 3 7	19,962		4,038		-		24,000
Devonian Botanic Garden - Infrastructure Upgrades	150		2,500		10,350		13,000
Devonian Botanic Garden - Islamic Garden	-		5,000		8,000		13,000
East Campus Village - Phase 3	2,500		20,000		17,500		40,000
East Campus Village - Pinecrest & Tamarack	24,161		-		-		24,161
East Campus - Infill	6,850		100		-		6,950
Edmonton Clinic Health Academy	377,740		4,287		-		382,027
HRIF Project (Li Ka Shing / Katz Group) Fit Outs	107,056		8,924		5,444		121,424
HRIF Project (CTRIC cGMP Fit Out - Li Ka Shing Level 7)	15,777		20		-		15,797
Ice Cores - South Academic Building	500		3,900		-		4,400
Donadeo Innovation Centre for Engineering (ICE)	134,400		-		-		134,400
Lister Tower # 5	1,800		17,000		15,900		34,700
Peter Lougheed Hall (formerly Leadership College)	20,032		22,223		1,710		43,965
Pharmacy Fit Up	44,797		203		-		45,000
Physical Activity & Wellness Centre (PAWC)	56,274		100		-		56,374
Research & Collections Resource Facility (formerly BARD II)	1,219		19,281		9,500		30,000
South Campus - Intersection 63 Ave / 122 Street	4,488		374		-		4,862
Other Capital Projects	31,993		9,212		574		41,779
Total - Projects Underway / Proceeding	862,026		117,282		68,978		1,048,286
Annual Capital Programs:							
Infrastructure Maintenance Program Grant			17,040				
Energy Management			9,000				
Total Annual Capital Programs			26,040				
TOTAL	862,026	+	143,322	+	68,978	=	1,048,286
Future Capital Projects							
	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020		
Augustana Science Labs & Classroom Building	500	7,500	22,000	28,000	32,000		
Campus Saint-Jean Science Labs	-	2,000	20,000	18,000	-		
Clinical Sciences Building - Phase 1 Renewal	-	-	2,000	8,000	1,800		
Dentistry Pharmacy Functional Renewal Phase 1	-	1,000	20,000	20,000	9,000		
Devonian Botanic Garden - Ecological Learning Centre	50	100	10,000	9,850	-		
Engineering Backfill Projects	-	8,000	14,000	14,000	-		
Heating Plant - Boiler Replacement & Co-gen Turbine	-	4,000	15,000	25,000	33,000		
Maskwa House of Learning	2,000	15,000	13,000	-	-		
Mechanical Engineering Renewal / Replacement	-	-	5,000	30,000	25,000		
Medical Sciences Building - Phase 1 Renewal	-	-	5,000	18,000	7,000		
School of Business	-	-	-	2,000	40,000		
Science Backfill Projects	-	10,000	9,000	2,000	-		
South Campus Basic Infrastructure	-	3,000	7,000	5,600	-		
Twin Arenas	-	2,000	30,000	28,000	-		
Universiade Pavilion - Building Envelop Replacement	-	-	5,000	10,000	1,000		
Total Future Capital Projects	2,550	52,600	177,000	218,450	148,800		
The recommended Capital Budget forecast was developed on October 28, 2015 and contains values which may not align with or may not include projects identified in the Comprehensive Institutional Plan.							

The university runs several large ancillary operations: Ancillary Services (Residence Services, Hospitality Services, Parking, Real Estate and Commercial Property Management Services,

ONEcard), the University of Alberta Bookstore, Enterprise Square, the University Health Centre, and Utilities.

All of the university's ancillaries must generate the required revenues to support both their operating and ongoing capital requirements, and therefore maintain both operating and capital reserves.

With the exception of the Bookstore, the university's ancillary operations continue to be in strong operating positions while maintaining both operational and capital reserves. The Bookstore continues to undergo significant restructuring in response to fundamental changes in the retail book sector. See Table 4.

**TABLE 4
2016–2017 Ancillaries Budget (\$,000)**

	2015-16		Budget	Projections		
	Budget	Forecast	2016-17	2017-18	2018-19	2019-20
Ancillary Services						
Revenues	75,575	73,956	77,257	80,210	87,843	91,407
Expenses (Net Amort, Capital Acqn., Debt Rpymt.)	73,167	73,176	79,033	79,386	81,385	101,097
Net Operations	2,408	780	(1,776)	824	6,458	(9,690)
Reserve Balances, Closing						
Operating	1,437	1,265	3,104	4,346	6,016	6,705
Capital	24,205	24,277	20,662	20,244	25,032	14,653
Total Reserve Balance	25,642	25,542	23,766	24,590	31,048	21,358
Augustana: Residence, Conferencing, and Food						
Revenues	3,494	3,424	3,615	3,687	3,761	3,837
Expenses (Net Amort, Capital Acqn., Debt Rpymt.)	3,580	3,709	4,042	3,408	3,464	3,528
Net Operations	(86)	(285)	(427)	279	297	309
Reserve Balances, Closing						
Operating	1,000	432	940	1,151	1,377	1,612
Capital	3,223	4,572	3,637	3,705	3,776	3,850
Total Reserve Balance	4,223	5,004	4,577	4,856	5,153	5,462
Bookstore						
Revenues	14,282	14,326	14,304	14,304	14,304	14,304
Expenses (Net Amort, Capital Acqn., Debt Rpymt.)	14,952	15,200	14,314	14,279	14,325	14,372
Net Operations	(670)	(873)	(10)	24	(22)	(68)
Reserve Balances, Closing						
Operating	(1,134)	(1,193)	(1,203)	(1,179)	(1,201)	(1,269)
Capital	-	-	-	-	-	-
Total Reserve Balance	(1,134)	(1,193)	(1,203)	(1,179)	(1,201)	(1,269)
University Health Services						
Revenues	6,320	6,313	6,600	6,649	6,688	6,732
Expenses (Net Amort, Capital Acqn., Debt Rpymt.)	6,289	6,776	6,497	6,579	6,718	6,799
Net Operations	30	(463)	103	70	(30)	(67)
Reserve Balances, Closing						
Operating	294	263	366	436	405	339
Capital	200	100	100	100	100	100
Total Reserve Balance	494	363	466	536	505	439
Utilities*						
Revenues	95,481	95,126	103,826	103,670	105,088	107,525
Expenses (Net Amort, Capital Acqn., Debt Rpymt.)	102,181	101,826	103,826	103,670	105,088	107,525
Net Operations	(6,700)	(6,700)	-	-	-	-
Reserve Balances, Closing						
Operating	332	4,742	4,742	4,742	4,742	4,742
Capital	10,117	4,114	4,114	4,114	4,114	4,114
Total Reserve Balance	10,449	8,856	8,856	8,856	8,856	8,856
TOTAL						
Revenue	195,152	193,145	205,602	208,520	217,683	223,805
Expenses	200,169	200,686	207,712	207,323	210,980	233,321
Net Operations	(5,018)	(7,542)	(2,110)	1,197	6,703	(9,516)
Reserve Balances, Closing						
Operating	1,929	5,508	7,948	9,495	11,340	12,129
Capital	37,745	33,063	28,513	28,163	33,022	22,717
Total Reserve Balance	39,675	38,571	36,461	37,658	44,362	34,846

Conclusion

The university's 2016–2017 budget has been developed around the primary focus of investing in new academic positions and the student experience, while positioning the university for the release of its new strategic plan. Based on current budget assumptions, significant new dollars can be allocated to the hiring of new professors and to key areas that will enhance the student experience. However, the 2016–2017 budget is not without substantial risks.

With the profound drop in the price of oil and a slowing Chinese economy, the global economy is going through a period of dramatic realignment. Some economists argue that this is a structural realignment and not a cyclical one. Consequently, as the impact of a weaker Alberta economy takes hold, all aspects of the Alberta government's revenues are under significant downward pressure including personal income tax, corporate taxes, and royalty revenues. These economic and financial trends create significant budget risks for all of the university's major revenue sources including the Campus Alberta Grant, tuition revenue, interest income, donations, research grant funding, and capital funding.

Within this context and looking forward, in order for the university to be positioned to fully leverage its new strategic plan it must have:

- the flexibility to grow its revenue from non-traditional sources including initiatives such as the Land Trust
- the flexibility to respond to changing market demand for its educational programs and services
- access to resources that will enable it to participate in national and international research collaborations and provide the required infrastructure
- the ability to maximize the use of its existing resources and reallocate them toward emerging priorities

Statement of Operations Budget by Function and Statement of Cash Flows Budget

TABLE 5
Statement of Operations Budget for the Years Ending March 31, 2016 to 2020 (\$,000)

	Estimated Actual 2016	Budget March 31, 2017	Forecast March 31, 2018	Forecast March 31, 2019	Forecast March 31, 2020
REVENUE					
Government of Alberta grants	\$ 970,388	\$ 969,586	\$ 967,311	\$ 978,792	\$ 994,435
Federal and other government grants	\$ 174,712	\$ 183,647	\$ 187,516	\$ 196,631	\$ 209,543
Student tuition and fees	\$ 323,460	\$ 334,378	\$ 343,153	\$ 351,434	\$ 357,556
Sales of services and products	\$ 189,297	\$ 192,433	\$ 198,249	\$ 207,841	\$ 213,553
Donations and other grants	\$ 121,203	\$ 133,817	\$ 128,269	\$ 128,220	\$ 131,988
Investment income	\$ 55,060	\$ 62,743	\$ 66,811	\$ 72,563	\$ 77,986
	\$ 1,834,119	\$ 1,876,603	\$ 1,891,309	\$ 1,935,480	\$ 1,985,061
EXPENSE					
Learning	\$ 1,102,852	\$ 1,131,998	\$ 1,157,389	\$ 1,196,690	\$ 1,232,048
Research	\$ 470,242	\$ 476,452	\$ 491,459	\$ 508,759	\$ 525,959
Facility operations and maintenance	\$ 139,847	\$ 134,716	\$ 120,090	\$ 119,507	\$ 122,061
Ancillary services	\$ 102,721	\$ 95,816	\$ 98,075	\$ 100,763	\$ 106,013
	\$ 1,815,662	\$ 1,838,982	\$ 1,867,013	\$ 1,925,719	\$ 1,986,081
Annual operating surplus	\$ 18,457	\$ 37,621	\$ 24,296	\$ 9,761	\$ (1,020)
Endowment contributions and capitalized investment income	\$ 23,963	\$ 15,450	\$ 19,514	\$ 16,391	\$ 17,047
Annual surplus	\$ 42,420	\$ 53,071	\$ 43,810	\$ 26,152	\$ 16,027
Accumulated surplus, beginning of year	\$ 1,489,184	\$ 1,531,604	\$ 1,584,675	\$ 1,628,485	\$ 1,654,637
Accumulated surplus, end of year	\$ 1,531,604	\$ 1,584,675	\$ 1,628,485	\$ 1,654,637	\$ 1,670,664

TABLE 6

Statement of Cash Flows Budget for the Years Ending March 31, 2015 to 2018 (\$,000)

STATEMENT OF CASH FLOWS BUDGET FOR THE YEARS ENDED MARCH 31 <i>(in thousands of dollars)</i>				
	Actual 2015	Estimated Actual 2016	Budget 2017	Forecast 2018
OPERATING TRANSACTIONS				
Annual surplus	\$ 181,920	\$ 42,420	\$ 53,071	\$ 43,810
Add (deduct) non-cash items:				
Amortization of tangible capital assets	\$ 169,186	\$ 179,757	\$ 176,233	\$ 180,015
Expended capital recognized as revenue	\$ (113,379)	\$ (121,220)	\$ (117,993)	\$ (120,223)
Losses on disposal of tangible capital assets	\$ 986	\$ -	\$ -	\$ -
Increase in employee future benefits	\$ 3,086	\$ 5,251	\$ 2,317	\$ 66
Increase (decrease) in accounts receivable	\$ (32,038)	\$ (2,137)	\$ (2,170)	\$ 12,798
Increase (decrease) in inventories for sale	\$ 436	\$ (10)	\$ (10)	\$ (10)
(Decrease) increase in accounts payable and accrued li	\$ (28,403)	\$ 3,341	\$ 3,391	\$ 3,442
Decrease in deferred revenue	\$ (46,352)	\$ (53,959)	\$ (42,375)	\$ (29,337)
Increase (decrease) in prepaid expenses	\$ 1,896	\$ (27)	\$ (27)	\$ (27)
Increase in spent deferred capital contributions	\$ 83,958	\$ 82,224	\$ 61,761	\$ 59,215
Cash provided by operating transactions	\$ 221,296	\$ 135,640	\$ 134,198	\$ 149,749
CAPITAL TRANSACTIONS				
Acquisition of tangible capital assets, net of proceeds or	\$ (181,614)	\$ (178,478)	\$ (217,078)	\$ (163,873)
Cash applied to capital transactions	\$ (181,614)	\$ (178,478)	\$ (217,078)	\$ (163,873)
INVESTING TRANSACTIONS				
(Purchases) of portfolio investments, net of sales	\$ (29,268)	\$ 30,762	\$ (15,905)	\$ (20,303)
Cash (applied to) provided by investing transa	\$ (29,268)	\$ 30,762	\$ (15,905)	\$ (20,303)
FINANCING TRANSACTIONS				
Debt - new financing, net of repayments	\$ 22,361	\$ 21,687	\$ 49,216	\$ 21,822
Cash provided by financing transactions	\$ 22,361	\$ 21,687	\$ 49,216	\$ 21,822
Increase (decrease) in cash and cash equivalen	\$ 32,775	\$ 9,611	\$ (49,569)	\$ (12,605)
Cash and cash equivalents, beginning of year	\$ 25,188	\$ 57,963	\$ 67,574	\$ 18,005
Cash and cash equivalents, end of year	\$ 57,963	\$ 67,574	\$ 18,005	\$ 5,400

Appendix B: Enrolment Plan and Proposed Programming Changes

The strength of the University of Alberta is founded on the quality and diversity of its people, programming, research, and resources. The U of A remains committed to attracting outstanding undergraduate and graduate students, post-doctoral fellows, and professors from Alberta, across Canada, and abroad. Our academy represents Canada's and Alberta's cultural diversity and is an inclusive community that values its founding Indigenous people, minorities, and rural and northern communities. Along with an exceptional and highly skilled technical and professional staff, these individuals create an integrated environment of teaching, learning, research, and creative activities. They enable the breadth and quality that characterizes the university's public and private partnerships in Alberta, its participation in national consortia and initiatives, and its collaborations with top-tier international institutions and agencies.

The U of A aims to provide enriched and transformative student experiences, resulting in graduates who are engaged, global citizens prepared to contribute to the social and economic well-being of the province, the nation, and the world.

Access to programs at the U of A evolves in response to student demand, workforce needs, and new fiscal resources or constraints.

TABLE 7

University of Alberta: Enrolment Targets Measured in FLEs (Does not include PGME/DE)

2014-15								
	Target				Actuals			
	Undergrad	Graduate Masters	Graduate Doctoral	Total	Undergrad	Graduate Masters	Graduate Doctoral	Total
ALES	1,227	225	215	1,667	1,257	382	297	1,935
Arts	4,871	393	449	5,713	4,893	429	520	5,842
Augustana	899	-	-	899	945	-	-	945
Business	1,786	234	60	2,080	1,791	433	54	2,278
Education	2,551	450	308	3,309	2,468	446	349	3,263
Engineering*	4,020	708	612	5,340	4,166	731	822	5,720
Extension		30	-	30	-	30	-	30
Law	525	4	8	537	525	5	8	538
Medicine & Dentistry**	1,050	259	279	1,588	1,053	345	385	1,784
Native Studies	130	8	-	138	121	10	-	131
Nursing**	1,401	84	84	1,569	1,604	63	74	1,742
Pharmacy	467	15	31	513	474	22	32	528
Physical Education & Recreation	800	55	56	911	854	80	59	993
Rehabilitation Medicine*		835	32	867	2	804	47	853
Saint-Jean	514	28	-	542	528	16	-	544
School of Public Health		147	30	177	-	211	51	262
Science	5,488	517	563	6,568	5,619	651	698	6,969
Open Studies	543		-	543	522	9	-	531
				-				-
Total FLEs	26,272	3,992	2,727	32,991	26,821	4,667	3,398	34,886
* The targets for Engineering UG and Rehabilitation Medicine were changed effective 2014-15 to include newly funded enhanced enrolment FLEs								
** Medicine and Nursing UG targets include FLEs funded by one-time Health Funding that will expire in 2015-16, therefore their targets decrease in 2016-17								
Note: The International enrolment numbers provided here are also included in the overall enrolment numbers provided above.								
	UG	Grad	Total	UG	Grad	Total		
International Enrolment	3,941	2,016	5,957	3,493	3,147	6,640		
	15%	30%	18%	13.02%	39.02%	19.03%		

TABLE 7 CONTINUED

University of Alberta: Enrolment Targets Measured in FLEs (Does not include PGME/DE)

2015-16								
	Target				Estimated Actuals			
	Undergrad	Graduate Masters	Graduate Doctoral	Total	Undergrad	Graduate Masters	Graduate Doctoral	Total
ALES	1,227	225	215	1,667	1,240	361	283	1,884
Arts	4,871	393	449	5,713	4,837	376	480	5,693
Augustana	899	-	-	899	908	-	-	908
Business	1,786	234	60	2,080	1,791	431	50	2,272
Education	2,551	409	349	3,309	2,554	467	297	3,318
Engineering*	4,180	708	612	5,500	4,140	659	813	5,612
Extension	-	30	-	30	-	32	-	32
Law	525	4	8	537	550	6	8	564
Medicine & Dentistry**	1,045	259	279	1,583	1,075	332	395	1,802
Native Studies	130	8	-	138	114	15	-	129
Nursing**	1,384	84	84	1,552	1,471	56	72	1,599
Pharmacy	467	15	31	513	481	25	35	541
Physical Education & Recreation	800	55	56	911	823	77	59	959
Rehabilitation Medicine*	-	835	32	867	3	882	50	935
Saint-Jean	514	28	-	542	519	17	-	536
School of Public Health	-	147	30	177	-	176	55	231
Science	5,488	517	563	6,568	5,357	630	628	6,615
Open Studies	543	-	-	543	583	10	-	593
				-				-
Total FLEs	26,410	3,951	2,768	33,129	26,446	4,552	3,225	34,223
* The targets for Engineering UG and Rehabilitation Medicine were changed effective 2014-15 to include newly funded enhanced enrolment FLEs								
** Medicine and Nursing UG targets include FLEs funded by one-time Health Funding that will expire in 2015-16, therefore their targets decrease in 2016-17								
Note: The International enrolment numbers provided here are also included in the overall enrolment numbers provided above.								
	UG	Grad	Total	UG	Grad	Total		
International Enrolment	3,941	2,016	5,957	3,493	3,147	6,640		
	15%	30%	18%	13.02%	39.02%	19.03%		

TABLE 7 CONTINUED

University of Alberta: Enrolment Targets Measured in FLEs (Does not include PGME/DE)

	2016-17 Target				2017-18 Target			
	Target				Actuals			
	Undergrad	Graduate Masters	Graduate Doctoral	Total	Undergrad	Graduate Masters	Graduate Doctoral	Total
ALES	1,227	225	215	1,667	1,227	225	215	1,667
Arts	4,871	393	449	5,713	4,871	393	449	5,713
Augustana	899	-	-	899	899	-	-	899
Business	1,786	234	60	2,080	1,786	234	60	2,080
Education	2,551	409	349	3,309	2,551	409	349	3,309
Engineering*	4,340	708	612	5,660	4,500	708	612	5,820
Extension		30	-	30		30	-	30
Law	525	4	8	537	525	4	8	537
Medicine & Dentistry**	1,040	259	279	1,578	1,040	259	279	1,578
Native Studies	130	8	-	138	130	8	-	138
Nursing**	1,354	84	84	1,522	1,354	84	84	1,522
Pharmacy	467	15	31	513	467	15	31	513
Physical Education & Recreation	800	55	56	911	800	55	56	911
Rehabilitation Medicine*		835	32	867		835	32	867
Saint-Jean	514	28	-	542	514	28	-	542
School of Public Health		147	30	177		147	30	177
Science	5,488	517	563	6,568	5,488	517	563	6,568
Open Studies	543		-	543	543		-	543
				-				-
Total FLEs	26,535	3,951	2,768	33,254	26,695	3,951	2,768	33,414
* The targets for Engineering UG and Rehabilitation Medicine were changed effective 2014-15 to include newly funded enhanced enrolment FLEs								
** Medicine and Nursing UG targets include FLEs funded by one-time Health Funding that will expire in 2015-16, therefore their targets decrease in 2016-17								
Note: The International enrolment numbers provided here are also included in the overall enrolment numbers provided above.								
	UG	Grad	Total	UG	Grad	Total		
International Enrolment	3,980	2,016	5,996	4,004	2,016	6,020		
	15%	30%	18%	15%	30%	18%		

TABLE 7 CONTINUED

University of Alberta: Enrolment Targets Measured in FLEs (Does not include PGME/DE)

	2018-19 Target			
	Actuals			
	Undergrad	Graduate Masters	Graduate Doctoral	Total
ALES	1,227	225	215	1,667
Arts	4,871	393	449	5,713
Augustana	899	-	-	899
Business	1,786	234	60	2,080
Education	2,551	409	349	3,309
Engineering*	4,500	708	612	5,820
Extension		30	-	30
Law	525	4	8	537
Medicine & Dentistry**	1,040	259	279	1,578
Native Studies	130	8	-	138
Nursing**	1,354	84	84	1,522
Pharmacy	467	15	31	513
Physical Education & Recreation	800	55	56	911
Rehabilitation Medicine*		835	32	867
Saint-Jean	514	28	-	542
School of Public Health		147	30	177
Science	5,488	517	563	6,568
Open Studies	543		-	543
				-
Total FLEs	26,695	3,951	2,768	33,414
	UG	Grad		Total
<i>International Enrolment</i>	4,004	2,016		6,020
	15%	30%		18%

ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

Student Retention and Completion

Students arrive on our campuses differently prepared to face the challenges and to make full use of the opportunities of post-secondary education. We must provide relevant services and supports for building strong campus communities that aid our students' transition to university learning so they flourish as thinkers and problem-solvers. These include:

- bridging or transition year programs for Indigenous and international populations that respect different demographic characteristics and ways of knowing and, for example, address preparation gaps in writing
- transition supports for first-generation (or "first in family") university students, such as study skills and other supports for academic success
- support for social connections on campus, such as strong student groups, social and cultural opportunities, and extracurricular programming
- expanding rural access and supports to ensure success, such as distance access to North Campus tutors and library materials
- distance opportunities to engage with North Campus classes, effectively increasing course availability for general-population courses as well as very specialized courses to students on other U of A campuses, distance learners, and students at other post-secondaries to enhance program depth and flexibility.

Student Experience

Investing in wellness and mental health services and supports allows a preventive approach to increasingly common difficulties experienced by students. Creating an inclusive and welcoming campus environment that supports student mental health and wellness requires an institution-wide, community-based approach and a strong central network of supports and services that has multiple points of entry for students, including:

- counselling and clinical services designed to be as accessible to all students, staff, and faculty
- the Community Social Work Team, the first of its kind in North America, which provides a variety of programming and tools designed to reduce loneliness and isolation to students of all ages, groups, backgrounds, and income levels
- enhancing mental health literacy, including expanding online access to information and resources for underserved student populations
- implementing a Campus Wellness Initiative that goes beyond the absence of illness and negativity and facilitates flourishing in the U of A context
- upgrading the physical plant for an accessible and welcoming campus for students with physical disabilities
- well-designed and vibrant student residences to raise student retention and completion rates, provide a more pronounced sense of belonging to their social environments, and encourage greater participation in other extracurricular campus activities that further enhance the student experience
- purpose-built student residences for early-year students
- institution-wide attention to safe campuses as free as possible from harassment and other negative social encounters, along with a strong focus on prevention and brisk response to violations of safety and dignity of all members of the university community
- overall attention to the strength and positivity of the campus community including diverse and inclusive student groups, activities, study spaces, and early provision of preventative measures to assure student confidence and success before severe problems are encountered

Increasing National Recruitment of Undergraduates

Between 2006–2007 and 2015–2016, total undergraduate student enrolment at the U of A decreased marginally (by 0.6 per cent) compared with graduate enrolment, which has increased significantly over the same period. A national recruitment strategy for the U of A has the potential to diversify our undergraduate student body, broadening perspectives on national and global issues, increasing cross-national understanding, and improving communication skills. The majority of our undergraduates (e.g., 73 per cent in Fall 2015) come from Alberta, leaving room to recruit students from across Canada and around the world.

Quality Degree Programs

The U of A offers foundational and relevant programs with the goal to educate every student as an engaged and informed citizen and lifelong learner, whether as a highly skilled professional, a scholar, an artist, or a scientist. We provide a sophisticated layering of credentials through programming designed to meet the needs of all learners seeking baccalaureate credentials and higher, through to the highest professional and scientific designations. Employers consistently report that the knowledge and skills gained through high-quality liberal arts education, though not directed to any particular profession, most effectively prepare students to tackle complex challenges with critical thinking skills, creativity, and cultural sensitivity.

Alongside traditional degree programs there is growing interest in, and need for, joint degrees, interdisciplinary programs, and cross-disciplinary embedded certificates. New programs and content captures and models diversity not only in content, but also in approach to studying problems and implementing solutions. New approaches to higher education include regular evaluation of programs, allowing for refreshing and phasing out of programs not sufficiently responsive to current educational, economic, and scientific needs alongside the development of new ones.

Opportunities for enhanced learning and skill development, including experiential and co-operative learning, community service-learning, internships, and our suite of international opportunities, such as the School in Cortona and the e3 program in Berlin, Brazil, and Washington, fuse academic pursuit with real-life experience and help students to expand and enhance cross-cultural communication and competency as they prepare to work in an increasingly diverse and international workplace.

- The U of A endeavours to increase the proportion of students involved in experiential learning through the development of alternative course delivery formats, as well as increasing partnerships with diverse communities.
- In 2013–2014, approximately three per cent of all U of A students participated in experiences abroad, marginally above the average for Canadian universities (2.6 per cent). Though increasing, this rate remains well below that of other OECD countries. The U of A endeavours to increase the proportion of students enriched by international experiences by expanding study abroad and foreign exchange programs, allowing for appreciation of what it's like to experience internationality and diversity at home and abroad, through sharing and discovery.
- The U of A has specified learner outcomes related to leadership, citizenship, and general workforce preparedness, including ethical responsibility, creativity, and confidence planned to be achieved through traditional scholarship as well as engagement with communities, industries, not-for-profits, and other organizations; international experiences; and more basic things such as communication skills, presentation skills, critical thinking and problem-solving skills, and social skills. Faculties are supporting the breadth of such outcomes by focusing on their own strengths.

Continuing Education/Professional Education

Learning and professional development is now a lifelong expectation. Highly skilled professionals return to the university to explore newly created knowledge and cutting-edge practice, and to increase technical knowledge. Increasing numbers of people seek flexible, accessible opportunities throughout their careers to attend courses and programs of interest, extend professional credentials, increase technical knowledge and expertise, and prepare for career transitions.

Advanced professional degrees are increasingly in demand to fill important knowledge gaps created by the combination of shifts in industry practices, shifts in professional education, and shifts in expectations regarding credentials and social and environmental responsibility. What was previously achieved with an undergraduate degree and 20 years of experience is now achieved with a graduate designation (typically master's level), whether or not it is taken immediately following completion of the undergraduate credential. Furthermore, there is both economic impact and industry capital in having high-quality advanced professional degrees delivered at a price consistent with market value.

Underpricing professional credentials creates reputational risk regarding the quality of the programming. In this domain, the price tag signals the peers (that is, the competitive frame). Elite programming such as the MBA, MEng, Law (JD), PT, OT, MPH, and MD fill critical roles in the health, social, and economic fabric of the province and the country. Such designations compete on a global stage with the best in the world including Stanford, Oxford, National University of Singapore, University of Melbourne, Osaka University, University of Sheffield, and the University of Illinois and University of California groups, as well as our Canadian peers, the universities of Toronto and British Columbia, where the quality of the program is frequently judged by its price tag. The U of A has several such programs and is actively developing such programs and competing for students and reputational advantage. North American students now shop for such programs on the global market. In the fast-changing knowledge economy, there is a growing marketplace for top professional post-graduate opportunities.

- Highly skilled professionals return to the university to increase technical knowledge (e.g., master's degrees in public health, community management, recreation, and community development).
- The Faculty of Graduate Studies and Research professional development program advances research and develops professional skills and qualities sought by employers, making the U of A's graduate students competitive in the global market for traditional educational positions (e.g., professors), industry positions (e.g., industrial research and development) and within communities (e.g., government officials).

Accessible, Flexible, Focused Education Delivered in Diverse and Novel Ways

The U of A strives to support diverse learning pathways to ensure that a broad range of students' objectives and contributions to the knowledge and general economy are provided. Reaching these goals requires updates to key IT infrastructure and the expansion of the Centre for Teaching and Learning to support the professoriate in the use of e-learning delivery. Creative scheduling that provides more accessibility to a diverse student population and makes better overall use of facilities year-round will also be explored.

Appendix C: Research, Applied Research, and Scholarly Activities

As a comprehensive research-intensive university, the University of Alberta holds a primary responsibility for research and innovation in programming, and in training future researchers and innovators across disciplines and all levels of study. Ground breaking research focuses on redefining the social, cultural, environmental, and technological contexts that we will need in the future. For example, teacher education must evolve to address new demands in schools where increased population diversity, as well as shifts in employment and industry, are influencing both what and how we teach our children. Similar demographic changes are influencing the delivery of health care and health information. Increased use and fast-paced changes in communications technology are influencing how people access, consume, and critically examine information—all skills that university graduates need.

The U of A continues to build and support collaborative research capacity to produce leading-edge research on critical issues that confront humanity. Bringing together areas of identified research strength that contribute to interdisciplinary, multidisciplinary, and cross-disciplinary projects and approaches, collaborative research tackles the many urgent social, technological, and economic problems we face now and in future. For example, fast changes in the energy sector including global competition, changes in fossil fuel extraction and expectations about environmental stewardship, increased expectations for alternative sources of energy, and increased demands for technically prepared workers and greater diversity in the workforce at all layers of the industry must be taken up in research, discovery, and evaluation.

Research Quality and Impact: Awards, Recognition, Measures

Over the last decade, U of A researchers have attracted total sponsored research funding in excess of \$4.6 billion, putting the U of A fourth among Canada's research-intensive universities. On an annual basis, sponsored research funding has averaged more than \$400 million per year, with a peak value of \$536 million in 2010–2011. In both 2009–2010 and 2012–2013 (the most recent years in which complete data are available), the U of A ranked third in the U15 for sponsored research income per full-time teaching faculty. U of A research also ranked third among U15 peers in numbers of publications and fifth in number of citations from 2010–2014.

Past provincial investment has ensured that the University of Alberta has been able to build prominent international collaborations, make significant contributions to areas of fundamental importance to Albertans (including energy and the environment, health, and economic diversification), and to recruit and train the innovative leaders of tomorrow. Additional support would enable the U of A to better leverage provincial funding to attract greater external investment from the public and private sector, including participation in prominent federal funding programs such as the Canada First Research Excellence Fund (CFREF), and foster long-term cycles of significant re-investment in Alberta.

Aside from the critical role that a robust research-intensive institution plays in the social, economic and cultural well-being of Alberta, the importance of sponsored research to the institution is that it effectively enhances the overall operating budget of the university. It provides support for research projects that otherwise would not be possible, including providing training and financial support for graduate students, as well as jobs for research coordinators, technicians, and other services.

However, a strong research enterprise also places a burden on the university, because research funding covers only a portion of the costs. Without indirect costs of research being paid adequately, the research enterprise suffers and this affects all activities.

Research Resources

Core facilities are a natural requirement of the university's diverse research and training programs. Excellent core facilities contribute to determining the quality and the functionality of Alberta's overall research and innovation capacity. Core facilities support discovery, and the translational and pre-commercialization research activities that are vital to our institutional strength, and also support the translation of research discoveries to end-user groups and communities. The U of A's research partners include the Helmholtz Association of German Research Centres, Tsinghua University, the World Universities Network (WUN), the Canadian Glycomics Network, and many others.

Global Engagement

Global engagement is vital to high-quality research efforts. The development of multinational or global research networks expands institutional capacity to address complex global issues in a more robust and efficient way. Creative solutions to complex problems can be readily shared across communities and nations through collaborations with other academic organizations, businesses and industry, non-profits, and government agencies. The U of A seeks an investment to sustain and advance strategic international partnerships of direct benefit to Alberta that will:

- foster the global exchange of talent and expertise
- increase exposure to a diversity of thinking on global issues
- enhance access to a wider variety of research infrastructure, knowledge, resources, state-of-the-art equipment, and advanced techniques

The Office of the Vice-president of Research advocates for and supports the U of A's global research endeavours. Significant international research collaborations also emerge and are sustained at the unit, program, and faculty level. The following is a selection of international research activities overseen by the Office of the VPR.

Specifics

- Germany: \$3 million per year for five years to continue collaboration with the Helmholtz Association and the numerous partnerships this collaboration fosters.
- China: \$3 million per year for five years to foster linkages with Tsinghua University, one of the world's leading universities with particular expertise in the areas of energy and environment.
- France: \$1 million per year for five years to foster the France-Alberta Science and Technology Initiative (FAST).

Activities Related to the University's Priority Countries

China

- Tsinghua University - SCENEREI (Sino-Canada Energy and Environment Research and Education Initiative): Funding was secured from the provincial government and leveraged through the faculties of engineering, science, and business. With these funds, 24 joint research projects with collaborators in China are currently funded until January 31, 2017.
- MOST (Ministry of Science and Technology): A proposal to Alberta Innovation and Advanced Education for an additional \$500,000 grant to pursue activities with China under the Joint Research Labs program was approved, and the U of A was awarded the funding in March 2015. Some joint China-U of A projects have been identified and formal proposals for funding are pending.

Germany

- Helmholtz-Alberta Initiative (HAI): A five-year extension of the memorandum of understanding in HAI between the Helmholtz Association and the U of A was signed in September 2014. Areas of research focus in HAI include:
 - Energy and Environment (HAI-E&E)
 - Infectious Disease (HAI-IDR)
 - Neurodegenerative Disease (HAI-NDR)
 - Diabetes
- Fraunhofer: A Memorandum of Agreement (MOA) was established between the Fraunhofer Institute for Process Engineering and Packaging (IVV) and the Fraunhofer Institute for Environmental, Safety, and Energy Technology (UMSICHT) together with the U of A,
 - A Fraunhofer-Alberta Collaborative Workshop on the Fraunhofer-Alberta biobattery project was held with representatives from organizations such as the Government of Alberta (Ministry for Economic Development and Trade), the three Alberta Innovates corporations (AI-EES, AI-Bio and AI-TF), the City of Edmonton, Alberta Municipalities, and industry.
- Leibniz: Initiatives between the Leibniz Association and the U of A in the areas of digital humanities (e.g., Science 2.0 and Citizen Sciences) and digital education are under development.
- DAAD (German Academic Exchange Service) and a delegation of presidents of German universities and DAAD North America visited the U of A on May 3–4, 2015, with the aim of boosting further development of Canadian-German science relations.

Activities Related to Other Countries

France

- FAST! (France-Alberta Science and Technology Initiative): The Office of the VPR, through the HAI team, worked closely with University of Alberta International and the French Embassy to facilitate a panel discussion on campus Oct. 29, 2015, with a focus on climate change and energy transition. The event was part of a series of French Ameri-Can Climate Talks (FACTS) across Canada and the United States in preparation for the UN-led COP21 climate conference that took place in Paris in December 2015.
- INRA (French National Institute for Agriculture Research): A workshop on France/U of A Food and Agriculture Research and Innovation was held in Edmonton Nov. 4–5, 2015. The event included more than 30 participants from Alberta Innovates - Bio Solutions; the Faculty of ALES; Alberta Agriculture and Forestry; Alberta Economic Development and Trade; the Consulate General of France Office in Vancouver; MITACS; and INRA. This introductory gathering led to discussions about student exchanges and possible joint application to NSERC/ANR (French National Research Agency) on meat quality and safety.

Mexico

- SENER (Mexican Ministry of Energy): Provost and Vice-president (Academic) Steven Dew signed a letter of intent Dec. 4, 2015, with SENER. The Agreement focuses on facilitating work on hydrocarbons, and it is anticipated that this new collaboration will stimulate the exchange of graduate students and professors working on topics of mutual interest, and possibly lead to joint certificate or master's programs.

India

- IC-IMPACTS (India-Canada Centre for Innovative Multidisciplinary Partnerships to Accelerate Community Transformation and Sustainability): Now in its third year of operation, IC-IMPACTS continues to focus on change for local communities in both India and Canada. It currently has 158 researchers involved, is training 327 highly qualified personnel (HQP), and has funded 29 research projects. The IC-IMPACTS innovative Summer Institute is an annual program that equips Canadian and Indian graduate students with skills in research, innovation, commercialization, and leadership. The 2016 Summer Institute will be held in Edmonton from May 29 to June 3, 2016, and will focus on nanotechnology in the areas of infrastructure, water, and health.

Other

- Worldwide Universities Network (WUN): The U of A joined this network of 18 research-intensive institutions across Europe, North America, Africa, Asia, and Oceania in 2008. WUN creates opportunities for international collaboration and gives the U of A an international voice in terms of its research strengths and contributions.

Research Excellence

As one of Canada's excelling research-intensive institutions, the U of A leads the province in world-class research outcomes and student experiences that drive innovation and enhance social, cultural, and economic development. The university offers research and doctoral programs across seven thematic areas: humanities and fine arts, social structure and systems, science and technology, energy, environment, food and bio-resources, and health and wellness. This full spectrum of inquiry positions the U of A's academy and its graduates to make the comprehensive contributions towards scientific, social, and cultural innovations needed to support the goals Alberta has set for itself: effective resource and environmental management, a broadened economic base, and resilient and healthy individuals and communities. Research must be recognized as an important career path in itself that supports these provincial aspirations.

Ensuring Future Faculty Excellence

The U of A is home to 2,071 full-time faculty members (358 assistant, 745 associate, 968 full) and 926 contract academic staff. Over the history of the university, their distinctions have been many, including 41 3M National Teaching fellows, 60 members of the Order of Canada, 138 fellows of the Royal Society of Canada (including three members of the newly formed RSC College of New Scholars, Artists, and Scientists), 20 members of the Alberta Order of Excellence, and 11 winners of the Queen Elizabeth II Diamond Jubilee Medal.

These successes demonstrate that U of A faculty excel in their work, yet there are demographic challenges on the horizon. Since the end of mandatory retirement in 2007, followed more recently by a series of base budget cuts, the average age of a professor at the U of A has risen from, 47.6 to 49.9 years (currently 48.9 for women and 50.4 for men). The number of assistant professors has dropped nearly 40 per cent since 2009–2010, largely due to budget cuts impairing hiring; conversely, the number of full and associate professors has steadily increased, reflecting the natural career progression of successful scholars and scientists in the university environment. Since 2006–2007, the number of contract academic staff has also been growing proportionately with the overall number of faculty members, reflecting the need to continue to offer classes beyond the capacity of the professoriate.

Renewing Our Faculty

The lack of new assistant professors puts research capacity and the quality of student educational experiences at risk. Without renewal, the U of A will have a reduced capacity to develop early-career

leaders who will explore emerging fields, embrace new pedagogical methods, and sustain our overall research productivity. Renewing the professoriate is now urgent. The U of A has a strategy for achieving 40 new assistant professors over the next 18 to 24 months, pending expected budget stability. An optimal ratio is about 60 per cent assistant and associate professors, and about 40 per cent full professors. This is due to the desirable reality that professors will fulfil their careers at the university. Professors are with us for 20 to 30 years after promotion. Assistant professors must achieve promotion in no more than seven years, and most associate professors achieve promotion in about five years. Thus, less time is spent in the first two ranks (about 10–12 years), with the large majority of time in the senior rank (about 20 to 30 years in a substantial career).

The U of A must also bridge a critical gender gap in the professoriate, particularly in the most senior ranks. Despite long-term efforts to achieve gender balance in the academy, male faculty members currently outnumber female faculty nearly two to one.

Finally, the U of A must strive to increase the representation of Indigenous scholars in the professoriate. Presently, they comprise only one per cent of the professoriate, whereas the population level of Indigenous people is about seven per cent. It must be acknowledged that Indigenous people achieve higher education at the rate of about 12 per cent, only about half the rate among the general population (about 23 per cent). The U of A, in partnership with other post-secondaries, must simultaneously address this education gap and the professoriate gap, in full recognition that success in the latter will have profound effects on the former. The U of A must partner with other Western Canadian institutions to increase the number of PhD-level Indigenous scholars to even create enough trained scholars to take up positions in universities.

Balance of Professors, Post-doctoral Fellows, Graduate Students and Undergraduate Students

In 2015–2016, the U of A was home to 36,817 students (29,625 undergraduate and 7,204 graduate). We are home to 2,071 full-time faculty members, approximately 600 post-doctoral fellows, and 926 contract academic staff. Maintaining the right balance among professors, post-doctoral fellows, graduate, and undergraduate students is critical to the university's ability to offer access to a world-class education and an environment that nurtures and supports the full educational and career life cycle of all U of A members.

Graduate Education and Post-doctoral Fellows

Over 200 graduate programs, attended by 7,204 graduate students and nearly 600 post-doctoral trainees, are all intricately entwined with the U of A's learning, teaching, and discovery mandate. Individuals educated to the PhD level enable large-scale, visionary, and sometimes risky research agendas. They drive innovation and research in and out of university settings, including industrial, community, and social settings. They are key to shifting Alberta to a learning-based society that welcomes intellectual and economic diversity.

The Faculty of Graduate Studies and Research Professional Development program advances research and develops professional skills and qualities sought by employers, making the U of A's graduate students competitive in the global market for traditional educational positions (e.g., professors), industry positions (e.g., industrial research and development) and within communities (e.g., government officials).

The post-doctoral complement is critical to Alberta's research capacity and impact, yet receives no provincial support. Post-doctoral fellows are essential to our role as a global partner of choice for international research consortia and training programs with top-tier collaborators. An expanded and diverse community of post-doctoral fellows will contribute to U of A capacity to discover novel solutions to complex social, cultural, and economic challenges. The cost of a post-doctoral fellow stipend is

approximately \$50,000 per annum. Cohort targets will be determined in response to the U of A strategic plan. This does not include the training component (i.e., the same level of expenditure as graduate students who are funded on a per capita basis).

Appendix D: Community Outreach and Under-represented Learners

In 2014–2015, half of all undergraduates at the University of Alberta came from outside Edmonton. In the Fall of 2015, 73 per cent of all undergraduates at the U of A came from schools within Alberta, mostly from the cities of Edmonton, Calgary, and Red Deer. By increasing enrolment of under-represented students from Indigenous, rural, Francophone, and northern communities, the U of A can help to build creative, innovative, flexible, and sustainable communities across the entire province, as communities' capacity to tackle complex social, economic, and technological challenges is enhanced by educational attainments. Partnerships are needed that increase the probability that graduates will return to or newly join communities outside the major centres. Programs in the Faculty of Medicine and Dentistry have successfully placed medical professionals in such communities using practicum placement opportunities to introduce non-rural students to these communities. Such community capacity building will encourage more highly trained people to choose to join those communities.

Indigenous Learners

Indigenous students continue to be substantially under-represented in any student population. Self-identified Indigenous enrolment at the U of A is 3.6 per cent in 2015–2016. Augustana Campus boasts seven per cent Indigenous enrolment, highlighting the importance of diverse learning opportunities within the U of A context. Augustana offers a smaller, rural-based context that can be more comfortable for Indigenous learners from small communities themselves. The university houses the only Faculty of Native Studies in Canada, established in 2006. Student-focused and research-intensive, the faculty is ideally positioned to offer Indigenous students more tailored versions of the services, academic support, social and recreational opportunities, and community life that the university offers more generally.

Indigenous students continue to be under-represented in Alberta's higher education institutions, with only 48.4 per cent of Indigenous Albertans who live off-reserve obtaining post-secondary qualifications, compared with 62.8 per cent of non-Indigenous Albertans. The university is committed to closing this education gap in pursuit of a more prosperous, socially inclusive, and equitable society. The post-secondary sector is vital to providing future generations of Albertans with the knowledge and tools to be actors of positive change in their communities.

Indigenous Initiatives in a Time of Reconciliation

As Alberta's largest post-secondary institution, the U of A has both the capacity and capability to influence the knowledge base of the next generation of Albertans, and consequently, has an important role to play in the reconciliation process. With the only stand-alone Faculty of Native Studies in Canada, the university is well positioned to become an exemplar in the following areas:

- Indigenize university curricula (research-based curricula that increase student exposure to the histories, cultures, beliefs, and present realities of the Indigenous peoples of Canada, and that recognize Indigenous ways of knowing and validity as acceptable methodologies).
- Indigenize campuses—with a focus on acceptance, inclusion, and respect.
- Enhance Indigenous education leadership through targets for faculty hiring and undergraduate and graduate enrolment.

- Create and foster spaces for intercultural exchange, enhancing supports to Indigenous students to ensure their success:
 - Maskwa House of Learning
 - Facilitating drawing on the expertise of Elders and Knowledge Holders
 - Increase the numbers of Indigenous people in the professoriate
 - Expand existing First Nations language programs such as CILLDI in the Faculty of Arts
- Create and support transition support programs:
 - Reconcile differences in secondary education on reserves versus off reserves.
 - Support non-traditional learners in achieving secondary leaving certificates as well as creating post-secondary learning opportunities.
 - Create programming that embraces non-traditional learners who are perhaps coming to post-secondary education later in life, who are dealing with challenging family circumstances, or who are themselves bridges to education in their communities—taking back their experiences and supporting other learners to participate.

French-Language Learners

The U of A also boasts the only Francophone faculty in Western Canada: Campus Saint-Jean (CSJ). With increased diversity of the student population, CSJ is poised to support francophone students, professoriate level scholarship, and language diversity, particularly as an emphasis on international recruitment increases. The Francophone community in Alberta is very strong, and there is a need to serve unilingual members of that community as well as to support a national commitment to language diversity.

Community Engagement

The U of A has a particular responsibility and strong commitment to engaging with and supporting communities, both near and far, across the province and around the world. Aside from the deep and ongoing interactions with communities that take place as part of the institution's far-reaching academic and research endeavours, the University of Alberta has specific plans to develop programs (such as post-graduate professional certifications and distance certificates) and spaces (such as the Galleria and the Twin Arenas) to further engage with communities from a capacity-building standpoint (enhanced professional credentials), as well as from an enrichment and engagement standpoint (music, art and design, and sports).

Developing engaging and inviting programs, general and targeted toward specific groups and audiences, as well as developing buildings and spaces that are welcoming to the broader community, will facilitate the fostering of stronger community-university relationships. The university currently has a wide variety of programming, awards and initiatives that actively engage the public to serve specific needs and to shape the institution's outreach. The focus on community engagement has only strengthened over recent years with the institution expressly articulating goals and plans meant to guide and further this effort.

Some examples of ongoing community engagement include the following:

- The Community Connections Awards (Community Scholar Award, Community Leader Award, UAlberta Advocate Award) recognize individuals or teams of community members, faculty, staff, students, or post-doctoral fellows who embody the spirit of the U of A's promise, "Uplifting the Whole People." The awards honour the positive impact of nominees on communities near and far, as well as their impact on the university. Award winners may be distinguished through such community service activities as public speaking, volunteer work, school visits, or other

substantial community service work. These awards are presented and celebrated annually by University Relations. Award recipients have included:

- Community Scholar Award - Candace Nykiforuk: Candace Nykiforuk is committed to community-engaged scholarship in public health and builds and nurtures strong collaborations with local, provincial, and national partners, making key contributions to the health of our communities. Her “Community Health and the Built Environment” suite of projects explores how changing the built environment influences healthy decisions. From walking paths with benches for seniors to rest on in Bonnyville, to no-fee summer programming for children in St. Paul, Candace’s work shows how small changes can have a tremendous impact on our health. Candace is a co-founder and current co-lead for the Alberta Policy Coalition for Chronic Disease Prevention, a group of 17 organizations that work together to advocate for healthy policy changes in Alberta.
 - UAlberta Advocate Award - Ms. Renée Vaugeois is a University of Alberta political science graduate and serves as executive director of the John Humphrey Centre for Peace and Human Rights. She has helped launch a number of human rights initiatives at the community level, including the U of A’s Peace and Post Conflict Studies Certificate program. As well, through her work with the United Nations, Development Program, Edmonton was the first community in North America whose citizens pledged to promote Edmonton as a human rights city. Vaugeois has spearheaded projects such as the Ainembabazi Children’s Project, the Ignite Change Now! Global Youth Assembly, and “Get Out and Stay Out” a two-day event held in conjunction with the Kule Institute for Advanced Study, connecting the U of A and its students with the global community.
- To advance rural community engagement, in 2013 the U of A began the Advancing Alberta Initiative, an outreach campaign targeted towards rural Alberta and intended to demonstrate the relevance, value and impact of post-secondary education and the university on the quality of life and economic well-being of rural communities while soliciting direct feedback from the community. To date, the tours have seen senior administration meet with members of the public, elected and unelected officials and community and business leaders representing a variety of stakeholder groups in their own communities. The tours have offered a means by which these areas can communicate their key priorities to the university in order to seek practical, local solutions to local challenges.
 - In 2015, the University of Alberta created the Speakers’ Bureau, a web portal which aims to connect the wider public with some of the many public intellectuals, policy advisers and thought leaders among the U of A’s scholars and researchers. The Speakers’ Bureau strives to connect these academic resources with community audiences with a desire to learn about research and initiatives, and their impact and relevance to everyday life. Communities have direct access to U of A experts on a wide variety of topical subjects.
 - The university engages community leaders in events for the campus community and the public on a regular and ongoing basis. Recent examples include:
 - the 10th Annual Hurtig Lecture on Cities and the Future of Canada, held Oct. 21, 2015. Mayors Don Iveson and Naheed Nenshi spoke on the future of Canadian cities.
 - the 2nd Annual Olivieri Lectureship on Medical Ethics, held Jan. 8, 2015. Professor Timothy Caulfield of the Faculty of Law and School of Public Health presented: “When Celebrity Culture and Science Clash: The Distortion of Independent Research.” The lectureship is sponsored by the Harry Crowe Foundation with the support of AASUA and the U of A.

- the J. G. O'Donoghue Memorial Lecture. Jason Clay, senior vice-president of the World Wildlife Fund, delivered a lecture entitled, "Saving Biodiversity by Promoting More Sustainable Food Production" for the ALES Centennial Lecture Series.
- the Fifth Annual Student Sustainability Summit, hosted from Jan. 24–26, 2015, at the U of A. This conference strives to provide students with the tools and resources needed to accomplish sustainable change by providing opportunities to develop relevant leadership and employability skills.
- University researchers and administrators serve the community by working closely with government and stakeholder groups to contribute to societal issues and policy outcomes:
 - Joseph Doucet, Jeffrey Bisanz, and Louis Francescutti have all served on various committees including the task force for EndPoverty Edmonton, a strategy launched in September 2015 to end poverty in Edmonton in a generation.
 - Education Minister David Eggen has announced new guidelines for educators to support and protect LGBTQ students. Kris Wells of the U of A's Institute for Sexual Minority Studies and Services helped develop the guidelines.
 - Tracy Bear has been involved with Status of Women ministry consultations, as well as the Walking With Our Sisters project.
 - Native studies/arts professor Tanya Harnett is working on a project with the Royal Alberta Museum involving Indigenous exhibit design.
 - Frank Tough of the Faculty of Native Studies has presented to bodies such as the Senate Committee on Aboriginal Peoples on the question of the legal and political recognition of Métis identity.
 - Karen Pheasant, a PhD candidate in the Faculty of Education, works with Edmonton Public School Board "West 6" schools as a cultural consultant. These are schools with a high Indigenous population.
 - Premier Rachel Notley named Joseph Doucet, dean of the U of A's Alberta School of Business, as chair of the Premier's Advisory Committee on the Economy. Premier Rachel Notley named energy economist Andrew Leach chair of the Alberta Climate Change Advisory Panel to lead a comprehensive, consultative review of the provincial climate change policy.

Another important part of community engagement includes the internal function of all aspects of good governance so as to ensure transparency, formalized decision-making, appropriate control and most importantly, accountability to the people the institution serves. The University of Alberta remains deeply committed to good governance practices and this is a central consideration of the institutional strategic planning process currently underway.

Alumni Events and Volunteerism

To build connections with students and engage 267,000 living U of A graduates (75 per cent of which live in Alberta and 50 per cent in Edmonton), the Office of Alumni Relations orchestrates student outreach, alumni special events, educational programs featuring U of A research, and volunteer opportunities. In 2014–2015:

- Alumni engagement programs connected with 46,420 participants (17,278 students and 29,142 alumni and friends).
- Regional alumni chapter programs engaged 3,896 participants in Alberta communities and in key regional markets such as Toronto, Vancouver, Victoria, Hong Kong, and the Bay Area in California.
- More than 1,000 alumni volunteers were involved in supporting community and university-based projects.

- In the last five years, outreach has increased by 125 per cent through events and programs.

Co-op Education

In the last five academic years, over five thousand undergraduate students at the U of A have participated in for-credit co-operative education and internship programs. Students from the Faculties of Agriculture, Life and Environmental Sciences, Arts, Business, Engineering and Science have spent time working in industries, NGOs, and governmental organizations related to their fields of study. In the faculties of Business and Engineering, 20 per cent and 38 per cent of students (respectively) participated in co-operative education.

Appendix E: Internationalization

The University of Alberta's international collaborations create exceptional learning, discovery, citizenship, and innovation opportunities to advance the institutional vision of being one of the world's top publicly funded institutions for the benefit of our students and the province.

Global Engagement

U of A programs enhance perspectives on challenging global issues and promote cross-cultural understanding and communication skills. These experiences equip students with the necessary knowledge and skills to be successful in an increasingly global environment. Some of our student-centred initiatives, which promote global engagement, include:

- increased experiential, internship, and co-op experiences in international settings. Examples include the e3 program in Berlin, Brazil, and Washington, as well as other educational and research abroad programs in more than 60 countries.
- increased opportunities for U of A students to participate in shorter-duration international experiences, either as an integral component of academic courses or independently. Examples include the Alternative Reading Week program in the Faculty of ALES.

Research

The U of Alberta is a research-intensive institution with research output that is recognized globally in diverse disciplines. Through active, collaborative research with teams from all over the world, professors advance knowledge, education, and pedagogy in their respective disciplines. Global research engagement has many benefits to the U of A and the province, including leveraging funding resources from other parts of the globe to address challenges that affect everyone, including Albertans. It also allows for the exchange of researchers at various stages in their career (e.g., professors, post-doctoral fellows, graduate students, and undergraduate students) to spend time at the U of A and allows our own researchers to travel to collaborating institutions. The U of A will continue to engage in high-quality, multidisciplinary, multinational research projects in many parts of the globe, including:

- continuing efforts to establish new partnerships in strategic areas
- strengthening existing strategic international partnerships with India, China, Germany, the United States, and Brazil
- fostering new, multi-disciplinary, multi-national research projects in diverse disciplines with partner institutions from other countries
- Leveraging international funding agencies (e.g., the Gates Foundation) to secure resources to tackle emerging problems in regions of interest. The U of A has the critical mass of excellent researchers in many disciplines to achieve this objective.

Investment in post-secondary to pursue international research partnerships is a cost-effective pathway to attracting external revenue streams.

Diversity

The presence of international students and foreign-trained experts broadens the perspective, impact, and relevance of the U of A's teaching, research, creative activities, and community service work. International students who are educated at the U of A and remain in Alberta provide the province with additional highly skilled, innovative, and entrepreneurial professionals. They also bring cultural diversity together with global connections, insights, and alternative perspectives on issues and challenges that better position the university, businesses, and the province. Their contributions to the province advance the profile of Alberta, its expertise, and its opportunities on the global scale. The

recruitment of exceptional undergraduate and graduate students from targeted highly ranked foreign institutions advances the university's academic enterprise and objectives. In 2014–2015, approximately 14 per cent of our undergraduate population and 35 per cent of our graduate population were international students. However, the U of A is currently reliant on a relatively small number of sources for international students. To continue to increase diversity, the university will:

- diversify the international student body by establishing partnerships with highly reputed institutions in target countries
- explore opportunities for creating joint degree programs at the undergraduate and graduate levels, where possible, with highly ranked institutions outside of Canada
- provide incentives to attract excellent students from targeted institutions

Appendix F: Capital Plan

Post-secondary education in the 21st century is highly competitive. The vitality, vibrancy, and sustainability of the University of Alberta's multi-campus educational and research ecosystem can only be maintained through well-supported, well-planned strategic repurposing and renewal of its existing facilities and the construction of new ones. As the university changes, space must transform to meet new needs and requirements.

Underpinning all University of Alberta strategic capital and planning priorities is a commitment to overarching principles and values:

Accessibility

- The U of A's Capital Plan is developed to support the aforementioned aspirations through thoughtful, culturally sensitive public spaces as well as supportive student communities that afford a transformative student experience. The U of A is committed to developing and delivering programs that are accessible for all learners, be they from Alberta, elsewhere in Canada, or abroad.

Affordability

- By coupling renewal and backfill projects, the U of A provides a best-value model for creating projects that look forward to our future operational and academic needs at a reduced capital cost. However, strategic investment in infrastructure and buildings remains vital in maintaining the delivery of superior academic programs.

Quality

- High-quality academic programs require well-maintained and thoughtfully repurposed spaces that facilitate program delivery. The university has the opportunity to sustainably maintain and, where appropriate, repurpose aging assets and infrastructure as new funding is made available.

Partnering

- Pursue partnering opportunities with third parties to leverage funding and ensure optimum utilization.

Long Range Planning, Key Focus Areas, and Capital Planning Considerations

Long Range Planning

BACKGROUND

As in previous years, the following Capital Plan endeavours to take a balanced approach in identifying the University of Alberta's planning, engineering, and construction needs. As we look forward, long-term (25-year outlook) strategic planning will guide five-year capital plans and will be based on key requirements of a research-intensive university with five separate and distinct campuses while considering the age of infrastructure, asset inventory, and the provincial economy.

KEY ISSUES

- The U of A is required to maintain some of the oldest publicly funded infrastructure in the province.
- The U of A is a research-intensive institution and requires facilities that support current and future research activities.
- Without long range planning, publicly funded post-secondary institutions will continue to struggle as the governments that fund them find their budgets stretched.

MONITORING AND LONG-TERM PLANNING ACTIVITIES

- Identify risks over time to prime infrastructure required to support research, teaching, learning, and evolving student requirements, including the requirements of historically under-represented groups.
- Identify opportunities for the development of supportive student housing that offers programs aligned with key university priorities.
- Assemble required resources including government funding, monetization of assets, partnerships, leverage, P3s, borrowing, etc., to achieve high-priority goals.
- Communicate to all stakeholders the physical infrastructure requirements of a top-tier university.

INITIATIVES

- Update Long Range Development Plans as required.
- Develop business cases that, among other things, articulate strategic alignment of capital projects.
- Ensure planning for utility capacity is updated and current for all campuses.
- Produce and routinely update 10-year preservation and deferred maintenance strategic plans.
- Develop implementation strategies for the first five-year plan (2015–2020) arising from *A Strategy for Student Housing: 2015–2040*.

INSTITUTIONAL GOALS

The university's highest project priorities have been identified as requiring additional funding support from the Alberta government (see tables 7, 8, 9, and 10). These projects support and are strategically linked to Comprehensive Institutional Plan goals and their associated initiatives:

- Faculty Renewal
- Student Experience
- Teaching and Learning
- Research Excellence
- Community Engagement

CAPITAL NEED PRIORITIES SUPPORTING INSTITUTIONAL GOALS

Critical projects, as identified to the Government of Alberta in the *Capital Needs Briefing (August 4, 2015)*, are further refined to the following groups:

- New (or replacement) projects (See table 7)
- Expansion projects (see table 8)
- Preservation projects (> \$5 million) (See tables 9 and 10)
- Minor preservation projects (< \$5 million) (See tables 9 and 10)
- IT deferred maintenance
- Health and Safety
- Building system renewals

OUR FOUR AREAS OF FOCUS:

- 1. Functional renewal and reduction in deferred maintenance liability:** Preserve existing physical assets by addressing deferred maintenance and functional renewal that acknowledges the changes in research and teaching requirements. This will be done in a manner that increases energy efficiency and, where possible, adds assets to the institutional renewable energy inventory. This program will play a critical role in meeting space utilization requirements, attracting staff and students, supporting the pedagogical needs of tomorrow's learners, and reducing the energy footprint of the university.
- 2. Envelope funding for pre-design services:** Target planning dollars for priority projects, thereby ensuring well-defined project scope and budget accuracy.
- 3. Student housing:** Provide purpose-built, supportive student housing for up to 25 per cent of full-time enrolment to keep pace with U15 peers, enhance completion rates, and ensure accessibility for rural and under-represented Albertan students as well as international students.
- 4. New space:** Strategically plan and construct critical new facilities, respecting the varied needs of the university's five distinct campuses as they each serve unique and separate constituencies.

Due to continuous review of budgets and scopes, project cost estimates are updated regularly. Estimates have been adjusted to align with current market conditions and take into account the university's and government's experience of the current construction costs and projected market escalation.

FOCUS AREA 1: FUNCTIONAL RENEWAL AND REDUCTION IN DEFERRED MAINTENANCE LIABILITY

BACKGROUND AND CURRENT STATUS

Recent investment in new facilities has created an opportunity to creatively address physical and functional renewal of our buildings. Many older facilities were not designed to accommodate the functional and operational requirements of current and future faculty and students (Faculty Renewal and Student Experience). Combining functional and physical renewal projects through backfill projects

provides a best-value model for capital projects, minimizing the need for new buildings while facilitating the needs of tomorrow's learners and researchers, all at a significantly reduced capital cost.

To capitalize on these opportunities, adequate Infrastructure Maintenance Program (IMP) funding is critical. Where possible, this funding continues to be leveraged in partnership with other internal and external funders. The university's deferred maintenance liability cannot be significantly reduced unless an increase in annual grant funding or one-time funding is received.

Institutional deferred maintenance liability identifies condition-related deficiencies recommended for remediation within five years under a series of events that are established by the provincial government. The estimated total (as of March 31, 2015) recognized deferred maintenance on supported and unsupported university facilities is \$749.2 million for supported facilities and \$116.1 million for unsupported (ancillary) facilities. In supported facilities, 88.5 per cent of the deferred maintenance occurs in facilities over 40 years of age. Similarly, in unsupported facilities, 89 per cent of the deferred maintenance liability occurs in facilities more than 40 years old. Historically, government has acknowledged a one-year deferred maintenance value. The university supports moving to a longer term view (five and ten years) providing a more strategic overview of the liability and facilitating alignment with investments in research and teaching technologies.

Of the \$749.2 million in recognized deferred maintenance for supported facilities, 53 per cent is associated with science lab facilities and 32 per cent with office and classroom facilities. These facilities are critical to program delivery and research for the U of A.

There are more deferred maintenance costs than reported, because many costly building upgrades dealing with changes in code, hazardous material removal, functional renewal, barrier-free access, indoor air quality, and various energy and operational efficiencies are not currently recognized by government in the deferred maintenance tracking tool.

The university manages a portfolio of facilities totalling 1.8 million gross square metres over more than 500 buildings, of which 50 per cent are more than 40 years old and 80 per cent are more than 20 years old. As part of reporting to government, we also report on our buildings' Facility Condition Index (FCI). Approximately 17 of our buildings have an FCI over 30, with Dentistry/Pharmacy being the highest at 66, with a higher score indicating worse condition.

With aging facilities, major system failures or life safety items arise on an emergency basis and must be addressed. Due to a number of major failures over the past three to four years, the university has advised government that adjustments may be required to the three-year rolling IMP plan. A recent example is the 2015 notification of serious concerns of failure with an electrical vault serving Chemistry West. Failure of this vault will result in the loss of the facility for teaching and research. The university continues to proactively monitor and coordinate with government on growing pressures in order to maintain access and minimize the risk of being required to shut down teaching, learning, and research space.

Without supplementary, one-time grants for large, high-priority projects, renewals such as Cameron Library and Butterdome exterior skin replacements or the renewal of the Medical Sciences and Clinical Sciences buildings will have to be deferred to future years. Fifty-four per cent of deferred maintenance occurs in facilities that are mission-critical to program delivery and research for the U of A. This is a significant number that will at some point have an impact on program delivery. Focus on reduction of deferred maintenance for science lab and classroom facilities needs to be a priority to support program delivery and faculty renewal.

Tables 9 and 10 itemize the U of A's highest priorities for "Preservation" and "Renewal".

OBJECTIVES

- Maximize opportunities to identify and proactively address deferred maintenance and functional renewal through joint renewal and repurposing projects for existing building inventory that would also look at energy reductions and the move to renewable energy on an opportunity basis.
- Ensure stable, long-term funding for deferred maintenance, and work with government to develop funding strategies that could support increased funding on the order of \$25 million to \$35 million annually.
- Support the academic and research goals of the institution and maximize use and life of existing infrastructure, by ensuring that space is functional for current and future learning and research.
- Continue to maintain the condition and functionality of the university's physical assets, which plays a critical role in our ability to attract, support, and retain the best students, faculty, and staff.
- Reduce the risk of building system failures that could affect life safety or result in building closures.
- Maintain the reliability of the university's utility plant through focused investment in the functional renewal that deals with both deferred maintenance and increased efficiency with new technology.

INITIATIVES FOR RENEWAL AND MAINTENANCE

- Three-year Infrastructure Maintenance Program expenditure plans: This initiative was adopted by the university in 2004 and was formalized with a request by government for an initial submission in 2008. The rolling three-year plan has been part of the university's annual reporting to government and is carried as a financial update in our quarterly reports to provide timely progress reports on the use of grants.
- Benchmarking With other Canadian universities: This initiative began in 2005 and was updated in 2010–2011 and again in 2014–2015. For the next update, the university will be working through Sightlines on a benchmarking initiative for deferred maintenance to North American peer research institutions.
- Heating plant expansion and renewal/electrical utility system expansion: The university will seek government funding to ensure the continued supply of reliable services to our campus and surrounding government buildings served by our central plant. The possibility of leveraging this investment with additional institutional borrowing to install a new co-generation unit that could produce both steam and power simultaneously will also be examined. This project would reduce the campus's overall carbon footprint, reduce our demand on the Alberta grid system, and increase our capacity to produce reliable power. In addition to this, the North Campus electrical utility system requires an expansion to incorporate the addition of future large buildings (i.e., Translational Lab, Walter C. Mackenzie hospital expansion, Cross Cancer Institute expansion).
- South Campus infrastructure: New infrastructure to support the development of the northeast sector of South Campus include deep sewer, water supply, road lighting, and specific improvements to support the siting of community complexes on campus.

EMERGING ISSUES AND STRATEGIES

- Sustainability: Through recommissioning and sequenced renewal of targeted buildings that are functional and structurally sound, the university can reduce the carbon footprint and specific energy requirements of older assets. The potential social, environmental, and economic benefits can be dramatic.
- Optimizing use of energy and space: Operational initiatives that are under-way at the University of Alberta that are significant in terms of addressing reduction of greenhouse gas emissions, energy utilization in research facilities, and improvement of space utilization include:
 - optimization of air flows for research labs to reduce exhaust and supply air deliveries. Typically an average fume hood uses three to four times the energy of an average home. With the number of high-intensity research and teaching facilities on campus, addressing fume hood energy consumption is a significant opportunity. New technology from Aircuity is in the process of being deployed in all active teaching and research facilities that have fume hoods. The initial launch of the program is \$4 million with an anticipated payback of approximately five years through utility savings (note I can get the GHG estimated reduction if required as well).
 - an on-going program for the installation of people counters for classroom spaces. This program provides three levels of benefits. First, the people counter data are used for feedback on ventilation control to supply only the quantity of air equal to the occupant load for energy savings. The second benefit is that tracking the use data allows for maximum space utilization of our facilities and allows for re-deployment of cleaning staff to other functions. The third benefit is that a full data set for utilization of classroom spaces, once compiled, will allow for a determination on shutting down of spaces for summer months, re-programming of spaces or targeted renewals to allow for increased utilization.
- Increased liability: Current and previous IMP funding levels alone do not provide adequate funds to address current and trending levels of deferred maintenance.
- Operational continuity: An inability to maintain the operations, functionality, and utilization of capital assets places the institution at risk of negatively affecting current and future research, teaching, and learning.
- Reduce capital requirements: Renewal and repurposing of target buildings that are functional and structurally sound results in lower overall capital costs compared with the cost of a new building on a green field site.
- Space utilization: The university is reviewing space use to determine how underused space could provide cost-effective swing space during renewal or repurposing projects, and is also exploring opportunities for consolidation, repurposing, and enhancing support of teaching and research.
- Renewal and repurposing: Adequate funding for repurposing space in key older buildings is still a challenge. Deferred maintenance is an ongoing issue, but when renewal projects are coupled with modernization projects, the entire functionality of the building is upgraded to meet the needs of today's learners, teachers, and researchers.

FOCUS AREA 2: ENVELOPE FUNDING FOR PRE-DESIGN SERVICES

BACKGROUND AND CURRENT STATUS

Prior to entering design phases for a capital project, certain services, beyond the capacity of the institution's staff, must be procured to clarify needs such as general and functional space programming, outlining scope and size, identifying solution alternatives, selecting the preferred solution, and determining a relatively firm cost. When dealing with existing facilities, it is imperative to understand the facility's constraints within which the project team must work.

In addition, services of external professionals are often required to assist with significant initiatives, such as studies and master plans to clearly define objectives, future use, and adjacency issues. Past project experience has reinforced the value of preliminary engineering efforts, resulting in projects being delivered on time and on budget.

The traditional funding model sees projects initiated once full funding is secured. Projects generally take three to five years to deliver, depending on scale and complexity. Recently, the university has had significant success using partnerships to deliver its capital priorities, resulting in reduced capital requirements compared with the more traditional approach. To effectively develop and explore partnership opportunities, significant up-front work is required to properly scope, budget, and vet potential projects. The university is seeking pre-design funding to create an inventory of projects ready to move forward as new capital funding and partnership opportunities become available.

Pre-design services must provide a clear tie between campus development and the immediate and long-term strategic vision of the institution. The university understands that approval of pre-design does not constitute approval for, or promise of, future capital funding for a specific project. However, by being ready as funding becomes available, the university can potentially save millions of dollars in inflationary costs that might be incurred if construction is delayed.

There are a number of cases in which pre-design has aided the university to actively engage and leverage partnership funding opportunities. For example taking a staged approach with the Li Ka Shing Centre for Health Research Innovation and the Katz Group Centre for Pharmacy and Health Research buildings allowed for a proactive and quick response to the demands of the federal KIP program. Currently, the Devonian Education and Learning Centre (schematic design), the Maskwa House of Learning (schematic design) and Dentistry/Pharmacy building redevelopment (design development to core and shell) have all benefited from pre-design, resulting in a refined budgeting process in establishing capital requirements.

OBJECTIVES

- In the short term, seek funding for pre-design services related to strategic priorities and major opportunities, or mandate both, to provide greater scope and budget certainty and to enable responses to new funding in a timely manner. As greater levels of funding become available, seek a long-term funding envelope program that would include government contributions through capital grants as well as partnered contributions from internal sources where possible.
- Provide strong and clear campus planning documents that are rooted in leading urban design and sustainability principles. The plans will seek to provide necessary direction, ensuring academic program needs of the university are met, with careful consideration to the expressed interests of the surrounding neighbourhoods.
- Reduce the university's reliance on expensive, long-term commercial leasing with better pre-design planning that anticipates the university's quickly increasing space needs.

INITIATIVES FOR ENVELOPE FUNDING AND PRE-DESIGN

Funding for Pre-design Services: Recently, a letter was submitted to government outlining the importance of pre-design funding in the current economy. The letter outlined two potential approaches to pre-design funds. The first was a list of projects and estimated design costs per project, with funds proposed to be disbursed over three fiscal years. The second approach was to work with government to establish an annual funding allowance, which suggested an annual planning envelope in the range of \$2 million to \$3 million.

Project Readiness and Responsiveness: Within this framework, projects yet to be approved would be partially advanced prior to project approval. Taking this action provides significant benefits: better-defined project scopes and budgets provide a higher level of program and cost certainty. It also facilitates a quantitative and qualitative approach in matching the project with the most appropriate delivery model, whether a traditional design bid build or a more entrepreneurial P3 approach. Lastly, it positions the institution and government to respond quickly to the ever-changing construction marketplace and new potential funding programs.

EMERGING ISSUES

- **Backfill planning and repurposing:** With the completion of a number of new buildings, there is an opportunity to leverage renewal with redevelopment. Given the goals and aspirations outlined in the CIP and the existing deferred maintenance associated with these buildings, a number of factors require consideration in assessing the residual capacity resulting from new construction. Up-front planning will enable the university to create a renewal and repurposing plan to ensure today's assets can deliver tomorrow's programs, as identified in the respective general space programs for the various faculties and administrative units, in the most sustainable way.
- **Increased research intensity:** As a research-intensive institution, the U of A is faced with a growing need to convert administrative and undergraduate space to accommodate growth in graduate, doctoral, and post-doctoral programs. These research programs require significantly more physical space and infrastructure than the university's aging inventory can accommodate. Advance planning is essential to determine how to best renew and repurpose these areas to maximize utilization without significantly and negatively affecting undergraduate space.
- **Increasing area of aging infrastructure:** Although new construction has accommodated the planned growth of the institution, the university must continue to respond to its learning goals. There are a number of targeted buildings for which planning work must be completed:
 - the Medical Sciences Building
 - the Clinical Sciences Building
 - the Augustana Science Building
 - the South Academic Building (formerly Civil\Electrical Engineering Building)
 - the Mechanical Engineering Building
- **Advanced pre-design funding for condition concept studies and reports** would provide the opportunity to responsibly accommodate future growth, while aligning with the expectations of government.
- **Campus planning and community expectations:** The university continually engages its neighbours and stakeholders in the planning and design of its campuses as they develop. Communities increasingly demand that the university's planning documents be detailed

enough that they are fully aware of the impacts of development. Critical to meeting these expectations is our ability to continue to work alongside these communities and ensure that the consultation process is maintained through the development of sector plans, as well as project-specific siting, pre-design, and preliminary design efforts.

- The Long Range Development Plan (LRDP) needs to be updated to reflect new lands acquired, such as:
 - Enterprise Square
 - St. Albert Research Station
 - Devonian Botanic Garden
 - Augustana Land Bank
 - Kinsella Ranch
 - Mattheis Ranch

Given the recent amendments to our North and South campuses, the university will be working to repackage its LRDP document so that each of our five geographically distinct campuses will have individual plans that properly reflect the unique and varied programming and community considerations associated with these campuses.

FOCUS AREA 3: STUDENT HOUSING

BACKGROUND

The U of A continues to respond to pressures for additional student residences. Research indicates that the quality of housing facilities and academic programs correlate with academic performance and the success of students. These facilities are also a component of the university's ability to attract and retain students, faculty, and staff. The university aims to provide purpose-built housing for up to 25 per cent of full-time students, which is in line with peer institutions.

To fulfil the objectives of the university's *White Paper on Student Housing*, the Academic Plan, and the priorities of the Government of Alberta, the university plans to increase on-campus, purpose-built, supportive, and accessible housing, to answer an increasing need to integrate support programs and academic learning space into student housing. This will meet the needs of targeted groups such as graduate, rural, Indigenous, and international students. Faculty, staff, and mature students with families are also increasingly seeking housing options at the university, and must be included in current planning.

OBJECTIVES

- Use the findings and recommendations contained in the U of A's strategic planning document *A Strategy for Student Housing, 2015–2040* (June 2015), to provide the context of further discussion and planning concerning housing on campus.
- Continue working with the Ministry of Advanced Education, other ministries, and stakeholders to develop creative housing solutions that are sustainable and meet the goals of the university, students, and their families.
- Emphasize the importance of funding for residential program space that supports the academic mission and student success.

INITIATIVES FOR STUDENT HOUSING

- *A Strategy for Student Housing, 2015–2040*: This study presents a road map with respect to how residences might develop in the future, including the types of programs and activities that should occur in support of the development of the whole person. The university will be using

this document as a guide in planning and developing additional space to provide opportunities and access to rural, Indigenous, under-represented, and international students, as well as students with families.

Phase 1

- Lister Hall Tower #5: 520 bed spaces for first-year students
 - East Campus Village 9: 300 bed spaces for upper-year students
 - Augustana Campus: The university will continue to enhance student experiences at Augustana by planning new student residences and developing modernization plans for current communities.
- Condition and functionality: The university does not receive targeted deferred maintenance funding for student residences. Student residences have high infrastructure needs, compounded by the university's inability to recover the current backlog costs of maintenance or modernization via rental revenues. In 2010–2011, the university began reviewing strategies that would help build a reserve fund for maintenance and renewal of student residences (Residence Services Capital Reserve Strategy, June 2010), and our newest student housing complexes have building reserves integrated into the rental rates. Changing student demographics and requirements, as well as improved understanding of program delivery, are driving the need for modernization in several of our older student residence communities. The university will continue to work with government to identify one-time and continuing deferred maintenance funding for student housing to prevent closure of much-needed residence spaces.
 - Partners: The university will continue to meet with private-sector developers to explore viable options to achieve our residence and housing targets.
 - Property taxes: The university will continue to discuss means of eliminating municipal property tax assessments on student housing, thereby directing more funds to critical deferred maintenance.
 - Lights-on funding for academic program areas within residences: In some student housing communities, especially in first- and second-year residences, as much as 20 to 35 per cent of the gross area is being used to provide space that accommodates co-curricular programming, study halls, and other student support services. If these spaces did not exist in residences, there would be pressure to provide these spaces elsewhere on campus. The university will continue to work with government to find ways to acknowledge these aspects of student development and discuss ways to bring lights-on funding to academic program areas in residence spaces.
 - Capacity: The university is exploring strategies to add student residence capacity on its campuses, as well as to provide workforce housing options on the West 240 lands on South Campus and Michener Park.
 - Michener Park redevelopment: Available and supportive family housing is essential for recruiting and retaining graduate students and post-doctoral fellows. Ancillary Services has undertaken community and business planning with a view to advancing this important project. The first phase of this project will result in an approximate doubling of our current married-student housing units and the creation of a community that can seamlessly integrate with the surrounding communities. This project will also serve to eliminate the existing deferred maintenance liability at the Michener Park site.

FOCUS AREA 4: NEW SPACE

BACKGROUND

Between the 2011 opening of the Edmonton Clinic Health Academy and the opening of the Donadeo Innovation Centre for Engineering, the university, with the support of government, has added approximately 150,000 square metres of new and expanded space, most of which has already been accounted for in approved program expansions. As the university continues to take a measured response to growth, there is still a need for strategic construction of critical new facilities. It is also important to recognize that the needs of the U of A's five campuses vary, each serving unique and separate constituencies within Alberta.

The university has identified a number of new expansion projects critical to its mission, vision, reputation, and global competitiveness. Some of the highest-priority projects include:

- an integrated innovation centre housing provincial testing labs, private diagnostics facilities, and translational labs for the university
- Research and Collection Resource Facility (RCRF) formerly known as the Book and Records Depository (BARD)
- a new School of Music and Art & Design facility within the Faculty of Arts
- Maskwa House of Learning
- the backfill requirements for the Engineering precinct
- a new Twin Arenas with extended Faculty of Physical Education and Recreation programming functions and community use
- a metabolic unit replacement on South Campus
- a building expansion to accommodate science programs on Augustana Campus and Campus Saint-Jean
- a new Alberta School of Business building to accommodate growth within the faculty

Tables 7 and 8 itemize the University's highest priorities for "New Capital" and "Expansion".

OBJECTIVES

- Outline the capital needs of the institution in order to deliver the vision and programs included within this Comprehensive Institutional Plan. Space must not only provide simple access, but also ensure that the entire educational and life experience of students is supported.
- Confirm the state of the current inventory of academic support facilities. Identify adequacy, appropriateness, and availability of the facilities and engage government in discussions to outline the importance of these facilities and remediate identified shortfalls in these integrated program areas.

INITIATIVES FOR NEW SPACE

- Priority setting: Continue to work with government to align priorities for new capital and partnerships.
- Strategic advance planning: Continue to work on advance planning of high-priority projects so they are in a state of readiness once new capital funding becomes available.
- Partnerships: Continue to explore partnerships through donations, and alternate financing and project delivery models, to leverage any available funding and reduce initial capital investment and increase community use

EMERGING ISSUES

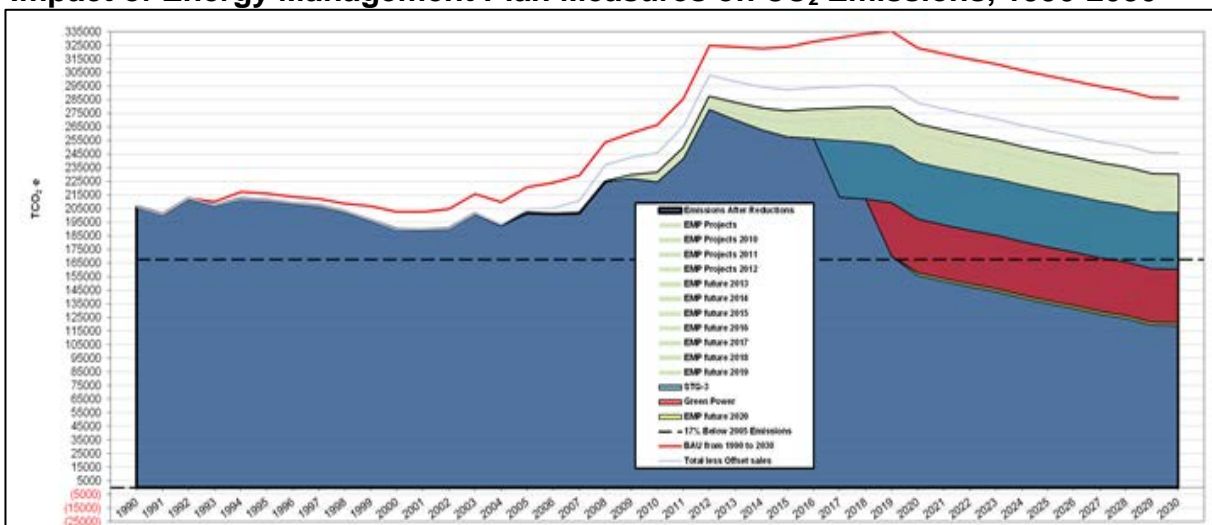
- Provincial and global economies: Currently the key issue affecting new space and corresponding capital is continued economic uncertainty and volatility. The university needs to continue to work with government to develop strategies that maximize and leverage limited government resources.
- Lack of adequate academic support space: Over the past 10 years, there has been a concentrated focus on funding projects that lead directly to much-needed increases in access. This has now put a strain on our academic support spaces, which have not grown proportionally with increases in enrolment.

Highlights of 2015–2016

INITIATIVES

- Energy Management Program: Given the success of the University of Alberta's energy management program (EMP), the university initiated a new round of energy projects for campus facilities. As in previous years, the next generation of the EMP is financed through borrowing and paid back through resulting energy savings. The accumulated impact of our ongoing and significant investment in energy initiatives has aided in reducing greenhouse gas emissions and lowering operating costs, adding renewable energy to plant capacity and has contributed significantly in a partnership approach to the reduction of deferred maintenance liability.

FIGURE 3
Impact of Energy Management Plan Measures on CO₂ Emissions, 1990-2030



- Sustainability: Under the leadership of the Office of Sustainability, the U of A's commitment to sustainability is articulated in the Sustainability Commitment and Guiding Principles (endorsed by the Board of Governors in 2008) and the institutional Sustainability Plan 2016–2020 (currently in its second draft with finalization pending in 2016). The university measures, tracks, and reports on performance using the Sustainability Tracking, Assessment & Rating System

(STARS™). The university achieved a Gold rating in 2014 (up from a Silver rating in 2012) by increasing efforts across four categories: academics, engagement, operations, and planning and administration.

- **Utilities:** The U of A's District Energy Plan has three primary focuses going forward. The first is replacing aging 50-plus-year-old electrical infrastructure in the heating plant while simultaneously providing a reliable supply of steam and power to the greater campus area. This was started in 2014 and will be a seven- to 10-year project. This project is entirely funded through utilities reserves, which reflect our market activities. The second focus is on ensuring reliability of steam supply. Fifty per cent of our steam supply capacity is more than 45 years old. In an innovative and financially viable approach, the university is proposing to produce power for more reliability and at lower prices, and steam to replace aging boiler capacity by installing a gas fired co-gen turbine (TG3). We are seeking approximately 50 per cent of the project funding (\$40 million) from government to support the university and other public sector stakeholders, with the balance funded from reserves. The final focus is the future expansion of the electrical utility system to facilitate the connection of new facilities (e.g., Translational Lab) to the U of A's District Energy System.
- **Student housing:** The university presented to the Board of Governors *A Strategy for Student Housing, 2015–2040*. Embedded in the strategy are two five-year implementation plans. The first plan is being implemented and will deliver up to 820 new bed spaces on the Edmonton campus in 2018, as well as potential residence development at Augustana.

Formation of the University of Alberta Property Trust Inc.: This wholly-owned subsidiary of the University of Alberta acts as trustee to manage and develop university-owned lands and to raise dedicated, permanent funding to support the core mission of the university. The development of designated lands can contribute to the demand for high-quality, residential, mixed-use in-fill developments, of vibrant, livable communities on the university and in the city's core.

GOVERNMENT OF ALBERTA FUNDING

Current funding levels of the Infrastructure Maintenance Program (IMP) grant, together with recent one-time project transfers, has until now allowed the university to maintain its trend in reducing its deferred maintenance liability. However, reductions to the base IMP grant have caused a setback over the longer term. Restoration of IMP funding to 2011–2012 levels is critical for preventing increases in our deferred maintenance liability and reducing the risk of catastrophic failure of some building systems. The university has a number of “shovel ready” deferred maintenance projects that could quickly be put in place with increases to base IMP funding and additional one-time grants for large renewal projects. Projects that have been identified have designs complete; will address maintenance backlog, health and safety, and optimize the use of existing infrastructure.

- **Preservation projects:** Projects funded and undertaken in recent years have resulted in reductions in the Facility Condition Index (FCI) of some facilities.
- **Renewal and backfill projects:** Prudent project management of capital projects has resulted in positive project variances. These variances have been re-directed to existing facilities to address renewal and backfill needs. A number of repurposing and renewal projects have been identified in close collaboration with government and are being completed.

ONGOING PARTNERSHIPS WITH COMMUNITIES, POST-SECONDARY INSTITUTIONS, AND PRIVATE ORGANIZATIONS

- Canada Foundation for Innovation (CFI) contributions: Over the last 10 years, the university has received approximately \$150 million from CFI for major infrastructure purchases, including equipment, renovation, and new construction. This funding has directly leveraged approximately \$225 million from other sources, including the province of Alberta, corporate partners, and other funding agencies.
- TEC Edmonton: TEC Edmonton has provided tremendous growth and program opportunities for all partners; recently rated one of the top incubators operating in North America. TEC Edmonton has indicated a desire and need to expand within Enterprise Square and is currently seeking funding for this work.
- Islamic Garden: In June 2009, His Highness the Aga Khan announced plans to create a traditional Islamic garden within the university's Devonian Botanic Garden in recognition of the growing partnership between the university and the Aga Khan University. Design is advancing to facilitate the proposed garden and building infrastructure and will be construction-ready in 2016. The Ecological Learning Centre is a critical piece of garden infrastructure that is intended to integrate this and other gardens within the Devonian Botanical Garden site, providing learning and research space, community outreach programs, and visitor and tourism support. Designs have commenced related to site infrastructure based on current Government of Alberta support.
- The Galleria project (E-DACC): This proposed project continues to progress and we look forward to government's commitment. Proposed new infrastructure for the departments of music, and art & design would satisfy their enrolment and program requirements. The Galleria is an innovative collaboration involving private philanthropy, corporate investment, and public funding involving all orders of government in a lease-to-own initiative.
- Translational labs: Alberta is reviewing its diagnostic lab strategy, including the consolidation of provincial labs for northern Alberta. There is significant value to be realized through the development of an integrated lab facility that combines diagnostic lab functions with research/translational labs to encourage lab bench research to be utilized to develop faster, more accurate, and less expensive testing procedures. The integrated facility will provide opportunities not only to advance research, but also to provide the training environment for our future lab technicians through the creation of a new centre of excellence for the city, the province and the country.
- U of A District Energy System: The university's District Energy System provides substantial savings in utility costs not only to the university, but also to other taxpayer-funded institutions in the greater campus area (GCA), such as the hospitals, the Jubilee Auditorium, Canadian Blood Services, Alberta government facilities, etc. The university's District Energy System returned a portion of its reserves back to the partners in the GCA to mitigate the effects of provincial budget cuts. This occurred over 2014–2015 and amounted to a ten per cent reduction of utility costs for system users. Over the last five years, the university's purchase prices for natural gas and power have been the lowest amongst the major post-secondary institutions in Alberta, averaging 25 per cent less for natural gas and 28 per cent less for power. The substantial savings generated from our activities in Alberta's deregulated energy markets enable all of our customers to pursue more efficiently their core missions of teaching, research, and medical services. Students in residence on North Campus also benefit from the lower utility costs.

Additional benefits for all customers are the high reliability of services obtained and lower environmental impact due to efficiencies in operating large central facilities.

- U of A utility group: The university's utility group provides expertise in utility matters to smaller institutions and partners, such as Lakeland College and the Downtown Arts District initiative.
- South Campus Arena Development: The university and the City of Edmonton have recently executed a Memorandum of Understanding to investigate and develop a new Twin Arenas facility that would meet common community and programming objectives supported by sound business case profiles and a rigorous community consultation process while addressing deferred maintenance liabilities.

MAJOR FUNDED CAPITAL PROJECTS UNDERWAY

- Student housing: Residence projects underway add a total of 962 beds to our inventory and will increase the university's ability to provide housing to 18.1 per cent of full-time students. These new residences will provide housing for faculty cohorts, and support the university's goal of providing purpose-built housing for up to 25 per cent of its full-time student population. Residences are being developed through debt financing by the institution.
 - Peter Lougheed Hall: This residence expansion project will add 142 beds to our on-campus housing inventory. The new residence will support the Peter Lougheed Leadership College, part of the larger Peter Lougheed Leadership Initiative between the U of A and The Banff Centre, focused on leadership development of undergraduate students.
 - East Campus Village 9: This facility will accommodate up to 300 upper-year undergraduate students in four and six bedroom apartments. This new community features fitness, social, study, project, and amenity spaces designed to enhance the student experience.
 - Lister Hall Tower 5: This new community will accommodate up to 520 students (based on double occupancy) in a modern, dormitory-style community designed to enhance the experience of students in their first year. This project is key to delivering on the university's new initiative regarding first-year housing guarantees for all students admitted to the university for the first time.
- Research and Collection Resource Facility (RCRF): This records repository project involves construction of a purpose-built facility of approximately 3,437 gross square metres to house 5.1 million volumes (anticipated requirement to 2035) on South Campus with easy access. The new facility will include all required environmental and retrieval systems expected in a modern records depository and will be expandable to accommodate future needs. It will provide outstanding opportunities for increased student access to archives and for expanded academic initiatives. Institution debt funding is being provided.
- Devonian Garden infrastructure: In collaboration with the proposed Islamic Garden capital program, the gardens' current aged and missing infrastructure (roads, gas, power, and sewer) will be upgraded to a standard to facilitate the planned development and increased visitorship to the garden.

ADDITIONAL CAPITAL PLANNING CONSIDERATIONS

FINANCIAL STRATEGIES TO SUPPORT CAPITAL

There is a significant need for long-term funding certainty to facilitate institutional initiatives. Though there will likely always be a need for traditional provincial investment through one-time grants, the university is committed to seeking other opportunities and avenues that minimize this dependency:

- **Borrowing:** It is critically important that the university work with government and its financial entities to develop alternative financial models that address current fiscal constraints within government. Borrowing is part of planning and building an internationally recognized research-intensive institution that will attract the best and the brightest faculty and students in the years to come.
- **Alternative financing arrangements:** Along with pursuing innovative partnerships for property development, the university also looks for alternative financing arrangements where feasible and advantageous. Increasingly, the funding of projects in this plan will reflect the partnerships noted above and will include funds from multiple sources. Donations, as well as partner contributions including lease-to-own options, will be sought and used to complete needed facilities. Leasing options will also be considered to lessen the demand for capital funding. The university will continue to seek ways to involve the private sector in the repair, development, and operation of new and existing housing inventory.
- **Partnership development:** Opportunities to develop partnerships could allow the university to leverage funding and develop its physical resources in a cost-effective manner. While partnerships present a major opportunity for the university to develop its physical resources in an innovative and cost effective manner, they also present greater challenges to the institution. First, the institution, along with government as its primary funding partner, must work within current public policy. Second, the university must carefully weigh the advantages apparent in a partnership arrangement against the potential loss of control over the future of its resources.

OTHER INFLUENCES AND CHALLENGES

Operating costs for high-intensity research facilities may still be greater than the funding provided through base operating grants. The university must carefully monitor actual costs in these facilities to determine whether a significant shortfall continues and report to government accordingly.

While the university appreciates and acknowledges the government's efforts to provide lights-on funding for new infrastructure, failure to provide funding that bridges the difference between the lower historic funding and today's funding requirements has resulted in a significant operational shortfall to the institution. This has affected overall operational service levels across our campus for existing facilities. As buildings are repurposed to accommodate additional research-intensive programming, there is also a need to review operating costs and associated funding requests for differential lights-on funding to accommodate program change within a building.

The lack of available and affordable child-care options on campus is becoming a deterrent not only to the recruitment of staff and faculty, but also to the attraction and retention of graduate students and students from historically under-represented groups, such as Indigenous people.

For new construction provided through Government of Alberta grants, there is a requirement to achieve the LEED® Silver certification level. The U of A is fully committed to sustainable construction and operations and designs to critical sustainability principles in its projects. We continue to engage government on the most economical means of validating building designs and operations in the interest of meeting sustainability goals. The university is also actively pursuing alternative, cost-effective strategies to provide equal or greater certification levels at a lower cost. Consideration for alternate certification systems allowing for more prudent application of grant funds must be considered.

The age of U of A facilities presents a challenge because required use and function may not match in the spaces that are available. Renewal of aged facilities is required to deal with functional issues and provide more appropriate space.

With the development of a land trust, the university may be able to monetize land assets to support its core academic and research needs.

TABLE 8 HIGHEST NEW CAPITAL PRIORITIES (LISTED IN ORDER OF INSTITUTIONAL PRIORITY)

PROJECT	DESCRIPTION\SCOPE	NEW SPACE & RENO. (M ²)	ESTIMATED COST	TIMELINES	STRATEGIC ALIGNMENT	FUNDING SOURCE	FUNDING SOURCE (NON-GOVERNMENTAL)
Galleria	Development of space that would house the Department of Music and the Department of Art & Design in partnership with a private sector developer. The budget represents the potential equity required within the partnership arrangement.	32,500	\$175M	2019	Community Engagement - P1, EO1, PM1 Infrastructure - P4, EO4, PM4	Philanthropy and Government Support	
Maskwa House of Learning	Centre focused on Aboriginal students, faculty and staff to serve as a community gathering place that embraces and provides an inclusive and supportive learning environment. Project will be aligned with current Education Tower location and will be aligned with the building's current infrastructure and program areas. The university has secured a donation of \$1M to initiate the project.	2,500	\$30M	2018	Faculty Renewal - P4, EO2, PM4 Student Experience - P5, EO3, PM3	Philanthropy and Government Support	\$1M
Translational Lab - The Edmonton Clinic Diagnostic Centre	Addition of one floor to the AHS proposed Diagnostic Centre to house its lab services provider.	7,990	\$60M	2020	Faculty Renewal - P4, EO2, PM1 Community Engagement - P1, EO3, PM1	Government Support	

Twin Arenas South Campus	The Twin Arenas Project is part of the long range plan of moving all varsity programs to South Campus and having these buildings serve not just the university, but the community at large. This facility will provide needed space for our hockey, wrestling and golf program and will provide needed administrative, learning, and research space associated with our varsity programs. This facilitates the replacement and relocation of our aging and antiquated metabolic facility.	14,954	\$81 M	2019	Community Engagement - P1, EO3, PM1	Partnership, Philanthropy, Borrowing and Government Support (from all three orders).	
Alberta School of Business – New Facility	Development of a building for the School of Business in a partnered opportunity with private sector. A building for the School of Business would facilitate accommodation of the backfill requirements of the social sciences and support their growth needs. The social sciences are currently experiencing significant shortfall of space.	27,900	\$185M	2020	Infrastructure - P4, EO4, PM2	Philanthropy and Government Support	
South Campus Basic Infrastructure	New infrastructure to support the development of the NE sector of South Campus – deep sewer, water supply, road lighting, and improvements specifically to support the siting of community complexes on campus.	N/A	\$15.6M	2018	Infrastructure - P1, EO1, PM1	Government Support	

<p>Development of South Campus Infrastructure - Utilities/District Energy Plant</p>	<p>Installation of a district energy system, incorporating a combined heat and power plant (CHP) to service the developments on South Campus. The new system will be modelled after the North Campus system that has proven to be successful in terms of energy efficiency, reduction in GHG emissions, and energy cost reduction. It will include a full range of utility services including power, steam, chilled water, domestic water, compressed air, and storm and sanitary services. The system will be designed to follow the growth of South Campus and to accommodate green technologies as they become economically viable.</p>	<p>N/A</p>	<p>\$132.2M</p>	<p>2021</p>	<p>Infrastructure - P1, EO1, PM1</p>	<p>Government Support and Partnership and Business Case</p>	
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TABLE 9 HIGHEST EXPANSION PRIORITIES (LISTED IN ORDER OF INSTITUTIONAL PRIORITY)

PROJECT	DESCRIPTION\SCOPE	NEW SPACE (M ²)	ESTIMATED COST	TIMELINES	STRATEGIC ALIGNMENT	FUNDING SOURCE	FUNDING SOURCE (NON-GOVERNMENTAL)
Augustana Science Labs Expansion and Renewal and Classroom Building Upgrade	Increased capacity/ accessibility and deferred maintenance - Expansion and renovation of the existing building and infrastructure to meet the needs of the student enrolment and science program requirements. This is coupled with the need to repurpose the old library space to classrooms with the completion of the Library/Forum project (phased)	6,592	\$90M Work can be Phased	\2020	Faculty Renewal - P4, EO2, PM1, Teaching and Learning - P1, EO1, PM1	Government Support	
Campus Saint-Jean Science Building	Increased capacity/ accessibility and deferred maintenance - Expansion and renovation of existing facility to meet the needs related to differential program enrolment throughout the entire campus, the creation of new programs and partnerships with other faculties, and dedicated research space, which will allow opportunities for reuse within the backfill area. The university is targeting an additional \$10M in federal support. Total project estimate is \$46.4M (phased)	5,319	\$40M (Work can be phased)	2020	Community Engagement - P3, EO3, PM1	Government Support	

NREF Backfill	Conversion of floors to wet lab, conversion of fume hoods and base building system upgrades	N/A	\$38M	2018	Infrastructure - P4, EO4, PM4	Government Support	
Science Backfill	Deferred maintenance and increased capacity/ accessibility - Various backfill renewal and repurposing of space as a result of the completion of CCIS (BioSci, Earth Sciences, Chemistry, South Academic Building)	N/A	\$21.1M	2020	Research Excellence - P2, EO2, PM3	Government Support	
ECERF Backfill	Conversion of floors for Nano Engineering, BioMed Engineering, and NanoBioengineering, and new ventilation system. Conversion of floors to accommodate dry labs for Electrical and Computer Engineering	N/A	\$25M	2018	Infrastructure - P4, EO4, PM4	Government Support	
Mechanical Engineering	Replacement and higher-density development, reduction in deferred maintenance	N/A	\$75M	2020	Infrastructure - P2, EO4, PM2	Government Support	
North Campus Electrical Utility System Expansion	The North Campus electrical utility system requires an expansion to incorporate the addition of future precinct large building additions (AHS, UA, CC)	N/A	\$20M	2020	Infrastructure - P1, EO1, PM1	Government Support	

TABLE 10 HIGHEST PRESERVATION PRIORITIES (LISTED IN ORDER OF INSTITUTIONAL PRIORITY)

PROJECT	DESCRIPTION\SCOPE	ESTIMATED COST	TIMELINES	STRATEGIC ALIGNMENT	FUNDING SOURCE	FUNDING SOURCE (NON-GOVERNMENTAL)
Chemical and Materials Engineering Building – Renewal (Phase 2) (R)	Deferred Maintenance / Increased capacity- Renewal and repurposing of the building to provide needed wet lab space for Engineering and address building envelope and operational issues. Phase 2 is the continuation of the project and would fully renew the existing building. Due to the critical need for this space, the Faculty of Engineering is providing bridge financing of \$5M toward Phase 2 of the renewal in advance of government funding.	\$22.1M	2020	Research Excellence - P2, EO2, PM3	Government of Alberta \$58.7M	
Turbine Generator 3	Reliability/Reduction of GHG emissions/Energy cost reduction - Project intent is to install a gas turbine - generator and heat recovery steam boiler that will generate 25 MW of power and 70,000 kg/hr of high-pressure steam. Power and steam will increase the reliability of the fleet and provide energy cost reduction for the U of A and campus partners including the University Hospital, Cross Cancer Institute, Canadian Blood Services, and the Jubilee Auditorium. Maximum efficiency will be achieved through the units co-generation cycle. Power generated through the new	\$89.2M TPC	2020	Infrastructure - P1, EO1, PM1	Government of Alberta \$47.5M (53.3 per cent) Utilities (Borrowed): \$41.7M (46.7 per cent)	

	unit will reduce GHG emissions by 40 per cent when compared with conventional power production.					
Dentistry/ Pharmacy	Deferred Maintenance/ Increased capacity and accessibility - Functional renewal of the building now that the Edmonton Clinic Health Academy is complete and faculties have relocated. The existing building, constructed in 1921, has a high deferred maintenance liability and must be completely retrofitted before new tenants can be moved in. This project restores and reuses historically significant building to the campus, allows for greater administrative efficiencies with the co-locating of many of our central services, reducing demand for outside leases, and most importantly builds a new front door for our campus to the community of prospective students, current students, and alumni. The university is also preparing a phasing plan that, while increasing the costs, will allow for the project to continue advancing as funding becomes available.	\$270M -- can be addressed in four to five phases of work of approximately \$50 M per phase	Pre-design and budgeting complete. Engineering for Phase 1 underway. Phase 1 - 2017 Phase 2 - 2018 Complete project 2020	Supports All Goals	Government of Alberta - \$270M - to be phased over a four to five year construction period.	
MSB	Phase 1: Deferred Maintenance/Increased capacity and accessibility -- Select building renewal and repurposing/backfill to occur once the Edmonton Clinic Health Academy is complete.	\$30M	2018	Infrastructure - P2, EO2, PM2	Government Support	

	Phase 2: Deferred Maintenance/Increased capacity and accessibility - Full facility renewal program and backfill.					
CSB	<p>Phase 1: Deferred Maintenance/Increased capacity -- Building renewal and backfill with the completion of Edmonton Clinic Health Academy is complete. Focus is for renewal and repurposing. The project would be approached in three phases of renewal of the tower. Phase 1 is for design and building prep for phased renewal.</p> <p>Phase 2: Deferred Maintenance/Increased capacity -- Building renewal and backfill with the completion of Edmonton Clinic Health Academy is complete. Focus is for renewal and repurposing. Phase 2 would accommodate 1/3 of the project and allow for decanting of remaining tower.</p>	\$11.8	2018	Infrastructure - P2, EO2, PM2	Government Support	
Universiade Pavilion	Deferred Maintenance/ Increased capacity/Addresses climate change - Renewal of building envelope to replace failing panels.	\$16M	2017 Concept design and community engagement is complete	Teaching and Learning - P1, EO2	Government Support	

TABLE 11 HIGHEST RENEWAL PRIORITIES (LISTED IN ORDER OF INSTITUTIONAL PRIORITY)

PROJECT	DESCRIPTION/SCOPE	ESTIMATED COST	TIMELINES	STRATEGIC ALIGNMENT	FUNDING SOURCE	FUNDING SOURCE (NON-GOVERNMENTAL)
Chemistry Electrical Vaults	Condition of the primary switchgear is very poor and requires replacement. Review of all electrical rooms on campus has identified that the electrical service for this facility is at capacity, is the highest priority for replacement and now presents a life safety risk for maintenance activities. Additionally there is no standby power source for the building life safety systems. The project has been elevated to a top priority with the Government of Alberta and has a high risk.	\$11.6M	Design 2016 Construction 2017	Infrastructure - P1, EO1, PM1	Government Support	
CMEB Envelope and Elevator	CMEB is a facility that has been going through a phased renewal program. This project will address renewal of elevators, window replacement and upgrade of exterior doors.	\$7M	2017	Infrastructure - P1, EO1, PM1	Government Support	
Chemistry West – Floor Renewal	Deferred Maintenance/ Increased capacity and accessibility - As the base building upgrade and renewal work is now completed, the delivery model for the remaining fit-outs can be accommodated as smaller phases of work.	\$4M	2017	Infrastructure - G9	Government Support	

Cameron Library Envelope	Marble exterior panels are falling off of the north face of Cameron Library. Replacement of the panel system to match the south face (which had a similar issue) is required.	\$3.6M	2017	Infrastructure - P1, EO1, PM1	Partner with Energy Management Program \$1M EMP \$2,6M Government of Alberta	
General Elevator Program	Renewal program for aged elevator controls, drives and cabs, and single bottom hydraulic cylinder elevators on a campus wide basis. The university has to commence a program for renewal of elevator assets as we are experiencing failures with many of the older units. There are 12 single bottom hydraulic elevators on campus requiring upgrades. Failures in facilities with single elevators may result in loss of access to facilities by mobility impaired staff. Failures will have a direct impact on ability to move people in larger multi-story facilities.	\$8.5M	2016 through 2019	Infrastructure - P1, EO1, PM1	Government Support	
Agriculture Forestry Lab	Deferred Maintenance/ Increased capacity - Upgrade base building infrastructure to allow for full functional renewal of laboratory spaces. This will permit increased program use in the facility.	\$3.4M	2016	Research Excellence - P2, EO2, PM3	Government Support	

Appendix G: Information Technology

IT Support for Research

The 2016–2018 priority for research is local data storage. This is an intermediate use-case between the active storage associated with high-performance computing facilities like WestGrid, and the long-term archival storage proposed by Research Data Canada. Many researchers require a place to store large amounts of data (tens to hundreds of terabytes) while it is still needed for ongoing research. That is the purpose of our proposed six-petabytes local data store.

The funding source is the Campus Alberta Grant, at an approximate cost of \$600,000.

IT Support for Access

Access priorities for 2016–2018 are improved processes for undergraduate admissions, and better management of graduate student scholarships and awards. Both initiatives will have IT components. These have been estimated at:

- \$3 million for undergraduate admissions, expended as \$1 million per year for three years, and
- \$1 million for graduate student scholarships and awards, expended in one year

Together, these two projects will require \$2 million in 2016–2017. Both will draw their funding from the Campus Alberta Grant.

IT Support for Teaching and Learning

IT infrastructure support is needed to achieve the teaching and learning goals of the institution. Primarily, this includes greater capacity to use digital learning technologies to enhance learning experiences on a university campus as well as from a distance. To achieve these goals, classrooms must be modified to have greater access to broadband wireless to allow for using digital and Internet resources. Current wireless capacity does not permit an entire class of students (up to several hundred) to simultaneously access digital resources (such as digital learning modules, video segments, or interactive learning objects) or Internet resources (such as websites that support statistical analysis). Additionally, live-streaming capabilities are required to enable distance learners to access classes offered on a campus. Furthermore, better integration within Campus Alberta would be permitted by facilitating students at other institutions outside Edmonton to engage with U of A classes to enrich their learning experience, to offer collaborative programming (e.g., the Aboriginal Teacher Education Program offered by the Faculty of Education), or to offer distance learning (e.g., the Canmore learning sites that engage with North Campus physical therapy courses through digital communications technology).

IT Support for Efficiency and Sustainability

IT infrastructure has evolved impressively and now allows for much more efficient methods of undertaking traditionally cumbersome processes at the university (such as annual reporting by staff and units on their productivity) and data capture; for better monitoring of student enrolment and progress, research funding, professor- and unit-level productivity; and for better information sharing regarding research findings.

Over the next three years, the U of A will be focusing on establishing greater efficiency and sustainability of processes across the institution.

OUTLINE OF ISSUE

Agenda Title: **Proposed New Mandatory Student Instructional Support Fees and Proposed Deletion of Mandatory Student Instructional Support Fee.**

Motion: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the proposed new Mandatory Student Instructional Support Fees (set forth in Attachment 1); and the proposed Deletion of Mandatory Student Instructional Support Fee (set forth in Attachment 2); as submitted on behalf of the relevant Faculties/Departments by the Registrar’s Advisory Committee on Fees (RACF), to take effect as noted in each respective attachment.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Assistant Registrar and the Faculties and Departments that have proposed the new and changed fees.
Presenter	Steven Dew, Provost and Vice-President (Academic) Phyllis Clark, Vice-President (Finance and Administration)
Subject	Mandatory Student Instructional Support Fees: proposed new fees and deletion of existing fee

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To establish new Mandatory Student Instructional Support Fees and delete existing Mandatory Student Instructional Support Fee as outlined in each proposal.
The Impact of the Proposal is	See ‘Purpose’.
Replaces/Revises (eg, policies, resolutions)	Creates new Mandatory Student Instructional Support Fees and deletes existing Mandatory Student Instructional Support Fee.
Timeline/Implementation Date	Implementation dates vary; see the attachments for detail.
Estimated Cost	n/a
Sources of Funding	n/a
Notes	

Alignment/Compliance

Alignment with Guiding Documents	<i>University of Alberta Calendar</i> ; UAPPOL (University of Alberta Policies and Procedures On Line)
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): Sections 61(1) and (2)(a) -</p> <p>“Tuition fees</p> <p>61 (1) The board of a public post-secondary institution shall set the tuition fees to be paid by students of the public post-secondary institution.</p> <p>(2) The tuition fees under subsection (1) for all public post-secondary institutions other than Banff Centre</p> <p>(a) must be set in accordance with the regulations[.]”</p> <p>2. Post-Secondary Learning Act (PSLA) Regulations – Alberta Regulation 273/2006 – Section 2:</p> <p>“Definition of tuition fees for Act purposes, etc.</p> <p>2. For the purposes of the Act and this Regulation, ‘tuition fees’ in respect of an institution means the following:</p>

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(a) fees identified in the institution's calendar or in a supplement to its calendar as tuition fees or fees for instruction for courses that are part of programs approved by the Minister under the *Programs of Study Regulation* (AR 91/2009) or for the purposes of the *Student Financial Assistance Act*, excluding the following:

- (i) courses taken as part of a distance delivery program by individuals who do not reside in Alberta;
- (ii) apprenticeship programs under the *Apprenticeship and Industry Training Act*;
- (iii) off-campus cost recovery instruction programs;
- (iv) courses provided under a third party contract;
- (v) any differential or surcharge in fees that the board of the institution may set for courses taken by individuals who are not Canadian citizens or permanent residents of Canada;

(b) mandatory fees that are payable to the institution by students for materials and services that facilitate instruction in the courses included in clause (a), excluding the following:

- (i) fees for equipment or materials that are retained or leased by students;
- (ii) fees charged in respect of work placements or practicum experience where the persons or unincorporated bodies providing the work placement or practicum experience do not receive funding from the Government in respect of it."

3. **Post-Secondary Learning Act (PSLA):** The *PSLA* gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Section 26(1)(o) provides that GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning. GFC has thus established an Academic Planning Committee (GFC APC), as set out in Section 3 of the GFC Policy Manual. GFC delegates its power to recommend to the Board on the budget to the GFC APC.

4. **Board of Governors General Terms of Reference, Section 1 (b):** "The Board has delegated to each Committee responsibility and authority to make decisions on behalf of the Board in the Committee's defined area of responsibility except to the extent that such authority has been specifically limited by the Board in the Terms of Reference for the Committee."

5. **Board Finance and Property (BFPC) Terms of Reference, Section 3(d):**

- "3. Without limiting the generality of the foregoing, the Committee shall:
[. . .]
d) review and recommend to the Board tuition and other like fees[.]"

6. **UAPPOL Student Instructional Support Fee Definition of Mandatory Instructional Support Fee:** "Mandatory fees assessed in anticipation of costs for supplies, equipment, materials, or services which are not directly related to the delivery of instruction in a course or program, but are considered required elements of a course or program. Examples include but are not limited to the costs of food, lodging, and transportation for required field trips; supply of certain specialized

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	<p>professional tools which the student will retain; and fees for arranging professional placements such as practica, internships, and work experience. All mandatory instructional support fees require the approval of the Board of Governors.”</p> <p>7. University of Alberta Calendar Section 22.2.3: “The University of Alberta complies with the Government of Alberta’s Tuition Fee Policy which states that postsecondary institutions may charge mandatory student fees for instruction to support the provision of supplies, equipment, materials and services to students.”</p> <p>8. GFC Academic Planning Committee (APC) Terms of Reference (3. Mandate) “4. Budget Matters [...] b. To recommend to the Board of Governors on the annual budget, excluding budgets for ancillary units.”</p>
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Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <ul style="list-style-type: none"> • Those who have been informed • Those who have been consulted • Those who are actively participating 	<p>Registrar’s Advisory Committee on Fees (RACF), at which each proposal was discussed with the Committee members and the representatives from the Faculties and Departments that were recommending the new fees. In addition, each proposal details the consultation completed by each proposer.</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Planning Committee – February 10, 2016 (for recommendation); Board Finance and Property Committee – March 01, 2016 (for recommendation); Board of Governors – March 18, 2016 (for final approval)</p>
<p>Final Approver</p>	<p>Board of Governors</p>

Attachments:

The overall attachment represents the proposed new Mandatory Student Instructional Support Fees and a proposal to delete a Mandatory Student Instructional Support Fee. It is subsequently broken down in the following manner:

1. Proposals for New Mandatory Student Instructional Support Fees (pages 5 – 53)
2. Proposal for Deletion of Mandatory Student Instructional Support Fee (pages 54 - 56)

Prepared by: Angelene Lavers, Office of the Registrar, Angelene.Lavers@ualberta.ca

Attachment 1

Proposals for New Mandatory Student Instructional Support Fees

Course	Implementation	Fee	Page Number
AUCSL 361	May 1, 2016	\$0 - \$1500	6
AUGER 425	May 1, 2016	\$2000 - \$4000	8
AUGER 525	May 1, 2016	\$2000 - \$4000	11
AUIDS 287/387	May 1, 2016	\$0 - \$6000	14
ANTHR 397/573	May 1, 2016	\$600 - \$3000	17
PLAN 599	September 1, 2016	\$1000 - \$3500	20
EDPY 518 (Required Course)	September 1, 2016	\$150	26
EDPY 519 (Required Course)	September 1, 2016	\$325	29
EDPY 543 (Required Course)	September 1, 2016	\$480	34
EDPY 547	September 1, 2016	\$395	37
ALES 291/391/491	May 1, 2016	\$0 - \$5000	51

Mandatory fees assessed in anticipation of costs for supplies, equipment, materials, or services which are not directly related to the delivery of instruction in a course or program, but are considered required elements of a course or program. Examples include but are not limited to the costs of food, lodging, and transportation for required field trips; supply of certain specialized professional tools which the student will retain; and fees for arranging professional placements such as practica, internships, and work experience. All mandatory instructional support fees require the approval of the Board of Governors.

Definition taken from UAPPOL Student Instructional Support Fee Definition of Mandatory Instructional Support Fee

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: November 24, 2015

Item No. <02>

Request for Approval for: AUCSL 361 Community Service-Learning Practicum

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee**
- Alternate Delivery Fee**
- Cost Recovery Fee**
- Other**

OUTLINE OF ISSUE: Request the implementation of a \$0 – 1500 MIS Fee for the new Augustana Faculty AUCSL 361 Community Service-Learning Practicum course, primarily to facilitate opportunities for Community-Service Learning experiences for students seeking Science credits towards their degree program.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Augustana Faculty, Department of Social Sciences
Dean/Chair	Dean of Augustana Faculty: Allen Berger Chair of Social Sciences Department: Jeremy Mouat
Primary Contact (Name, phone number, and e-mail)	Karsten Mündel, 780.679.1557, karsten.mundel@ualberta.ca Jeremy Mouat, 780.679.1633 jmouat@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Jonathan Hawkins 780-679-1117 jh12@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	The Community Service-Learning Practicum course gives students an opportunity to grapple with the process-related issues of CSL, which include working with community partners, working in groups and addressing their own skills and shortcomings. Many practica may be very close to campus and therefore require no collection of fee (hence a range starting at \$0), but opportunities may arise with partners located outside of Camrose. If the course happens at a distance from campus, fees collected will cover transportation, meals and accommodation and other program costs.
Proposed Amount	\$ 0 – 1500.
Previous Fee Amount (if this is a new fee, please indicate that here)	This is a new course. However, it is modelled after the current AUCSL 360 course, which has an established fee of \$0-1500. This course offers credit for a community-service learning practicum which receive Arts credits, whereas the proposed 361 would allow for a CSL practicum to receive Science credits.
Requested Implementation	Spring, 2016

Date	
The Impact of the Fee (number of students affected, etc.)	Will vary depending on particular topic and immersion experience, but typically the course will have a minimum enrolment of 12 and a maximum of 25.
Collected Centrally or by Department	Department

Course Information (if fee is attached to a course)

Course Name(s)	AUCSL 361 Community Service-Learning Practicum
Required Course(s)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
New or Existing Course(s)	New, but modelled after AUCSL 360.
New or Existing Program (include name)	This course is one of the central components to the Augustana Community Service Learning program, and also serves as credits for students seeking to acquire a Faculty of Arts Certificate in Community Engagement and Service-Learning.
Course Description(s)	AUCSL 361 Community Service-Learning Practicum *3 (fi 6) (variable, 0-3s-0). Content varies from year to year but will include a significant service component. Topics and credit value announced prior to registration period. Pre/corequisite: consent of the instructor. Note: AUCSL 361 is classified as a science course.

Details

Estimated Costs (Budget information may be included here or as an attachment)	Will vary depending on the particular practicum experience.
Explanatory Notes	In many cases, student practica will occur in Camrose/close to campus, in which case no fee will be required (an example of this could be Science students working with students in the local public school division on developing Science Fair projects). It is possible that an opportunity could arise further away, in which case the fee will cover the transportation costs to the service-learning site(s) as well as any associated food and lodging costs. This flexibility is especially important as Augustana prepares to implement a new 3-week/11-week session structure within its Fall and Winter terms beginning in September 2017, which could create opportunities for intensive 3-week CSL practica at a distance, without creating course conflicts for participating students.

Routing (For Mandatory Student Instructional Support Fees and Non-Instructional Fees)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Department of Social Sciences, Augustana Faculty. Curriculum Committee, Augustana Faculty Augustana Faculty Council (each of these bodies including voting student representatives who expressed no concerns with the proposal).
Advisory Route (RACF) Include dates	RACF – November 24, 2015
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: November 24, 2015

Item No. <03>

Request for Approval for: AUGER 425 German Language Teaching and Learning

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee**
- Alternate Delivery Fee**
- Cost Recovery Fee**
- Other**

OUTLINE OF ISSUE: Request the implementation of a \$2000 – 4000 MIS Fee for the Augustana Faculty AUGER 425 German Language Teaching and Learning course, to be offered as part of the Canadian Summer School in Germany (CSSG) program.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Augustana Faculty, Department of Fine Arts and Humanities
Dean/Chair	Dean of Augustana Faculty: Allen Berger Chair of Fine Arts and Humanities Department: Kim Misfeldt
Primary Contact (Name, phone number, and e-mail)	Kim Misfeldt 780-679-1162 kim.misfeldt@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Jonathan Hawkins 780-679-1117 jh12@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	Transportation, accommodation and meals, social/cultural activities in Germany.
Proposed Amount	\$ 2000 – 4000.
Previous Fee Amount (if this is a new fee, please indicate that here)	This is a new course. The requested fee of \$2000 – 4000 is the same fee currently attached to all the other courses associated with the CSSG program, AUGER 200, 300, 400, and 415.
Requested Implementation Date	Spring, 2016
The Impact of the Fee (number of students affected, etc.)	CSSG historically consists of approximately 60-65 students from U of A and other Canadian institutions. AUGER 425 will likely include 5-10 students.
Collected Centrally or by Department	Department

Course Information (if fee is attached to a course)

Course Name(s)	AUGER 425 German Language Teaching and Learning
Required Course(s)	<input type="checkbox"/> Yes

	<input checked="" type="checkbox"/> No
New or Existing Course(s)	New course in the CSSG program
New or Existing Program (include name)	Existing programs include BA major in Modern Languages; BA, BSc, BMgt, BMus minors in German. CSSG is organized under the auspices of the Canadian Association of University Teachers of German, and thus features students from a wide variety of other Canadian universities as well.
Course Description(s)	AUGER 425 German Language Teaching and Learning *3 (fi 6) (Spring/Summer, variable). Intensive blended course designed to improve students' understanding and application of second language acquisition theories and pedagogical content knowledge through online and classroom instruction as well as an immersion experience. This course will examine approaches such as content and language integrated learning, drama pedagogy, intercultural ethnography, and task-based language teaching in an immersion setting. Students will also enhance their own German language skills, specifically as relating to everyday interaction, classroom language, and language awareness. Further development of knowledge about German culture, society, and/or history for the purpose of instruction in Canada is also integral to this course. The course materials, instruction and assignments will be in English and German; the immersion component will be entirely in German. Prerequisite: a working knowledge of German and consent of Department. Note: Students enrolling in this course must be able to demonstrate a high level of German language proficiency. This course is intended for pre-service teachers.

Details

Estimated Costs (Budget information may be included here or as an attachment)	General Expenses of proposed Spring 2016 AUGER 425 course	
	Expenses:	Assumes 8 students
	Accommodation and meals in Kassel	9,200.00
	Travel/accommodation on tours in Germany	8,600.00
	Social/Cultural Activities	3,000.00
	Total Expenses	20,800.00
	Total Expense per student	2,600.00
Explanatory Notes	<p>The proposed fee range is the same as the current fee attached to the other Augustana Canadian Summer School in Germany (CSSG) courses, AUGER 200, 300, 400, and 415.</p> <p>Over a period of approximately 6 1/2 weeks, CCSG students participate in a full course (based in Kassel) and in numerous additional activities: lectures at various museums, visits to theatres and operas, excursions to cities with cultural and historical significance, and a four-day trip to Berlin. The main feature of the program is the students' rapid progress in linguistic skills enhanced mainly by the fact that they are immersed in German life, culture and civilization.</p>	

Routing (For Mandatory Student Instructional Support Fees and Non-Instructional Fees)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Department of Fine Arts and Humanities, Augustana Faculty. Curriculum Committee, Augustana Faculty Augustana Faculty Council (each of these bodies including voting student representatives who expressed no concerns with the proposal).
Advisory Route (RACF) Include	RACF – November 24, 2015

dates	
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: November 24, 2015

Item No. <04>

Request for Approval for: AUGER 525 German Language Teaching and Learning

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee**
- Alternate Delivery Fee**
- Cost Recovery Fee**
- Other**

OUTLINE OF ISSUE: Request the implementation of a \$2000 – 4000 MIS Fee for the Augustana Faculty AUGER 525 German Language Teaching and Learning course, to be offered as part of the Canadian Summer School in Germany (CSSG) program.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Augustana Faculty, Department of Fine Arts and Humanities
Dean/Chair	Dean of Augustana Faculty: Allen Berger Chair of Fine Arts and Humanities Department: Kim Misfeldt
Primary Contact (Name, phone number, and e-mail)	Kim Misfeldt 780-679-1162 kim.misfeldt@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Jonathan Hawkins 780-679-1117 jh12@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	Transportation, accommodation and meals, social/cultural activities in Germany.
Proposed Amount	\$ 2000 – 4000.
Previous Fee Amount (if this is a new fee, please indicate that here)	This is a new course. The requested fee of \$2000 – 4000 is the same fee currently attached to all the other courses associated with the CSSG program, AUGER 200, 300, 400, and 415.
Requested Implementation Date	Spring, 2016
The Impact of the Fee (number of students affected, etc.)	CSSG historically consists of approximately 60-65 students from U of A and other Canadian institutions. AUGER 525 will likely include 2-4 students.
Collected Centrally or by Department	Department

Course Information (if fee is attached to a course)

Course Name(s)	AUGER 525 German Language Teaching and Learning
Required Course(s)	<input type="checkbox"/> Yes

	<input checked="" type="checkbox"/> No
New or Existing Course(s)	New course in the CSSG program
New or Existing Program (include name)	Existing programs include BA major in Modern Languages; BA, BSc, BMgt, BMus minors in German. CSSG is organized under the auspices of the Canadian Association of University Teachers of German, and thus features students from a wide variety of other Canadian universities as well.
Course Description(s)	AUGER 525 German Language Teaching and Learning *3 (fi 6) (Spring/Summer, variable). Intensive blended course designed to improve students' understanding and application of second language acquisition theories and pedagogical content knowledge through online and classroom instruction as well as an immersion experience. This course will examine approaches such as content and language integrated learning, drama pedagogy, intercultural ethnography, and task-based language teaching in an immersion setting. Students will also enhance their own German language skills, specifically as relating to everyday interaction, classroom language, and language awareness. Further development of knowledge about German culture, society, and/or history for the purpose of instruction in Canada is also integral to this course. The course materials, instruction and assignments will be in English and German; the immersion component will be entirely in German. Prerequisite: a working knowledge of German and consent of Department. Note: Students enrolling in this course must be able to demonstrate a high level of German language proficiency. This course is intended for in-service teachers.

Details

Estimated Costs (Budget information may be included here or as an attachment)	General Expenses of proposed Spring 2016 AUGER 525 course	
	Assumes 4 students	
	Expenses:	
	Accommodation and meals in Kassel	4,600.00
	Travel/accommodation on tours in Germany	4,300.00
	Social/Cultural Activities	1,500.00
	Total Expenses	10,400.00
	Total Expense per student	2,600.00
Explanatory Notes	<p>The proposed fee range is the same as the current fee attached to the other Augustana Canadian Summer School in Germany (CSSG) courses, AUGER 200, 300, 400, and 415.</p> <p>Over a period of approximately 6 1/2 weeks, CCSG students participate in a full course (based in Kassel) and in numerous additional activities: lectures at various museums, visits to theatres and operas, excursions to cities with cultural and historical significance, and a four-day trip to Berlin. The main feature of the program is the students' rapid progress in linguistic skills enhanced mainly by the fact that they are immersed in German life, culture and civilization.</p>	

Routing (For Mandatory Student Instructional Support Fees and Non-Instructional Fees)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Department of Fine Arts and Humanities, Augustana Faculty. Curriculum Committee, Augustana Faculty Augustana Faculty Council (each of these bodies including voting student representatives who expressed no concerns with the proposal).
Advisory Route (RACF) Include	RACF – November 24, 2015

dates	
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: November 24, 2015

Item No. <05>

Request for Approval for: AUIDS 287/387 Selected Topics in Place-Based Studies

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee**
- Alternate Delivery Fee**
- Cost Recovery Fee**
- Other**

OUTLINE OF ISSUE: Request the implementation of a \$0 – 6000 MIS Fee for two Augustana Faculty AUIDS Selected Topics courses, primarily to facilitate opportunities for one-time only 'place-based study' offerings for students seeking Science credits towards their degree program.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Augustana Faculty, Department of Social Sciences
Dean/Chair	Dean of Augustana Faculty: Allen Berger Chair of Social Sciences Department: Jeremy Mouat
Primary Contact (Name, phone number, and e-mail)	Karsten Mündel, 780.679.1557, karsten.mundel@ualberta.ca Jeremy Mouat, 780.679.1633 jmouat@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Jonathan Hawkins 780-679-1117 jh12@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	Topics in place-based studies is a course that leads students in an in-depth exploration of a specific place. Those places may be very close to campus and therefore require no collection of fee (hence a range starting at \$0) or may take place in international or remote places (\$6000 is the current maximum fee attached to an international study experience). If the course happens at a distance from campus, fees collected will cover transportation, meals and accommodation and other program costs.
Proposed Amount	\$ 0 – 6000.
Previous Fee Amount (if this is a new fee, please indicate that here)	These are new courses. However, they are paired with the current AUIDS 286/386 courses, which have an established fee of \$0-6000. Those courses offer credit for place-based studies which receive Arts credits, whereas the proposed 287/387 would allow for place-based studies to receive Science credits.
Requested Implementation Date	Spring, 2016
The Impact of the Fee (number	Will vary depending on particular topic and destination, but typically the

of students affected, etc.)	course will have a minimum enrolment of 15 and a maximum of 25.
Collected Centrally or by Department	Department

Course Information (if fee is attached to a course)

Course Name(s)	AUIDS 287/387 Selected Topics in Place-Based Studies
Required Course(s)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
New or Existing Course(s)	New, but modelled after AUIDS 286/386.
New or Existing Program (include name)	These courses were created as AUIDS courses with the specific intention of giving them the flexibility to be used in connection with any discipline in Augustana Faculty for one-time only place-based study opportunities. The expectation is that, should a subsequent desire arise to repeat a particular opportunity, then a specific course will be created through all the standard approval processes. As such, these may be utilized as necessary by any current program offered in Augustana Faculty. The 287/387 courses are intended primarily for Science-based disciplines.
Course Description(s)	<p>AUIDS 287 Selected Topics in Place-Based Studies *3 (fi 6) (variable, 0-3s-0). Selected topics in place-based learning in specific off-campus locations. The focus and content of each course are determined by student and faculty interests, and may vary from year to year. The course will take a specific place as the location and subject of study. The locations of study can be international or closer to home, but in all instances will encourage a significant engagement with the place. Note: AUIDS 287 is classified as a science course.</p> <p>AUIDS 387 Selected Topics in Place-Based Studies *3 (fi 6) (variable, 0-3s-0). Selected topics in place-based learning in specific off-campus locations. The focus and content of each course are determined by student and faculty interests, and may vary from year to year. The course will take a specific place as the location and subject of study. The locations of study can be international or closer to home, but in all instances will encourage a significant engagement with the place. Note: AUIDS 387 is classified as a science course.</p>

Details

Estimated Costs (Budget information may be included here or as an attachment)	<p>Will vary depending on the particular destination.</p> <p>Possible local experience: Travel: \$0 - 200</p> <p>Previous significant trip using the 286/386 course designators: Vienna, Spring 2015. Approximate individual costs were:</p> <table> <tr> <td>Airfare:</td> <td>\$1000</td> </tr> <tr> <td>Travel within Austria:</td> <td>\$ 250</td> </tr> <tr> <td>Accommodation:</td> <td>\$1000</td> </tr> <tr> <td>Meals:</td> <td>\$ 500</td> </tr> <tr> <td><u>Social/Cultural Events/Admission:</u></td> <td><u>\$ 250</u></td> </tr> <tr> <td>Total:</td> <td>\$3000 per student</td> </tr> </table>	Airfare:	\$1000	Travel within Austria:	\$ 250	Accommodation:	\$1000	Meals:	\$ 500	<u>Social/Cultural Events/Admission:</u>	<u>\$ 250</u>	Total:	\$3000 per student
Airfare:	\$1000												
Travel within Austria:	\$ 250												
Accommodation:	\$1000												
Meals:	\$ 500												
<u>Social/Cultural Events/Admission:</u>	<u>\$ 250</u>												
Total:	\$3000 per student												
Explanatory Notes	In cases where a fee is collected, it will generally reflect the standard costs of a significant field trip or extended travel course offering, namely transportation, meals and accommodation and other program costs.												

	<p>A possible example of a local experience could be Alberta Centre for Sustainable Rural Communities (ACSRC) Summer Rural Interns expanding their summer research experience into a Fall term project. ACSRC interns have worked in a wide variety of rural communities, mainly in East Central Alberta, including Camrose. In such case, the fee would likely cover occasional travel to/from the place of study (or, in the case of a Camrose-based project, no fee may be required). Another possibility could be potential new courses using the UofA-Augustana Miquelon Research Station, which would require occasional travel to the station via bus with a cost of \$50-200</p> <p>The Vienna trip for Spring 2015 serves as an example of a more significant trip using the AUIDS 286/386 courses. It originated from the Fine Arts Department at Augustana, involving a 2-week trip to Austria, and includes attendance at 6 different music performances, various museum and gallery visits, and other study opportunities. As noted above, this required a fee of approximately \$3000. A trip to a less-accessible international location, and/or of longer duration, might require a greater fee; hence the high-end range proposed of \$6000.</p> <p>Aside from the desire to have the flexibility in course development offered by introducing AUIDS 287/387 as science credits, there are very early discussions occurring for a possible collaborative offering in Kenya between Economics and Chemistry for a couple of weeks. It is in the very early planning stages, but should it come to fruition, having an opportunity for science credits to be included is very attractive to the organizers and potential students.</p>
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Routing (For Mandatory Student Instructional Support Fees and Non-Instructional Fees)

<p>Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)</p>	<p>Department of Science, Augustana Faculty. Department of Social Sciences, Augustana Faculty. Curriculum Committee, Augustana Faculty Augustana Faculty Council (each of these bodies including voting student representatives who expressed no concerns with the proposal).</p>
<p>Advisory Route (RACF) Include dates</p>	<p>RACF – November 24, 2015</p>
<p>Approval Route* (Governance) *The approval process is initiated in January for the next academic year</p>	<p>GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)</p>
<p>Final Approver</p>	<p>Board of Governors</p>

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: October 20, 2015

Item No. <05>

Request for Approval for: Anthr 397/573

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee**
- Alternate Delivery Fee**
- Cost Recovery Fee / Revenue Generation**
- Other**

OUTLINE OF ISSUE:

This is to accompany the Faculty of Arts Calendar Change Request Form (early implementation) for two new courses – ANTHR 397: Anthropological Field Training *6 (fi 12) (Spring-Summer 3-0-3), and ANTHR 573: Advanced Field Training *6 (fi 12) (Spring-Summer 3-0-3). The rationale is that the existing ANTHR 396 is listed as archaeology field school, and there is a need to allow for a field school in socio-cultural anthropology as well. ANTHR 573 will then just be the graduate course number for students wishing to take either ANTHR 396 OR 397. Such a socio-cultural field school course was taught in Spring session 2015 by Dr. Marko Zivkovic using the ANTHR 396. The plan is to make this socio-cultural field school a permanent offering in the future. There is already a MSISF approval in place for the ANTHR 396 field school with three locations, Alberta, Japan and Serbia. We propose the same MSISF for the new ANTHR 397 & 573 Anthropological/Advanced Field Training courses. These courses will contain both a classroom and practical field training components. The classroom component will include introduction to Serbian and wider Balkan society and culture. The practical field training will be designed so as not to require any knowledge of the local language (will focus on non-verbal forms of observation and participation). Training will be based in Belgrade, with one 6-day and one 4-day trip outside Belgrade and will be six weeks long. Location and details may change in the future. The course is aimed at students of social sciences and humanities who wish to learn how to enhance their understanding of foreign cultures and cross-cultural communication. All activities will be closely supervised by experts in both the native culture and ethnographic fieldwork methods.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Anthropology
Dean/Chair	Pamela Willoughby (Chair, Anthropology)
Primary Contact (Name, phone number, and e-mail)	Marko Zivkovic, 780 492-5352 zivkovic@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	N/A

Item

Purpose of Fee (what it is to be used for)	Accommodations, food, on-site transportation, venue and activities fees
Proposed Amount	\$600-\$3000 CAD
Previous Fee Amount (if this is a new fee, please indicate that here)	n/a
Requested Implementation	May 1, 2016. Note: \$500.00 deposit will be due April 1, 2016 with

Date	remaining fee to be paid by May 1, 2016.
The Impact of the Fee (number of students affected, etc.)	15
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	ANTHR 397/573: Anthropological/Advanced Field Training: Fieldschool for Ethnographic Sensibility in Belgrade, Serbia
Required Course(s)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The course/program is on or off campus	<input type="checkbox"/> On-Campus <input checked="" type="checkbox"/> Off-Campus
New or Existing Course(s)	New courses, but based on ANTHR 396 conducted in Belgrade, Serbia June 1-28, 2015. ANTHR 573 for grad students wishing to take 396/397. Special Sessions Spring-Summer Term, Department of Anthropology: <i>ANTH 397/573: Anthropological/Advanced Field Training</i>
New or Existing Program (include name)	
Course Description(s)	ANTHR 397/573 Anthropological/Advanced Field Training: Fieldschool for Ethnographic Sensibility in Belgrade, Serbia is designed to train students in a range of ethnographic fieldwork techniques that focus on non-verbal aspects of social life in an unfamiliar culture. Students will learn to attend to ways people interact with places and things through a range of special exercises that emphasize learning culture through physical participation. In the field, under staff supervision, they will carefully observe, record, describe and contextualize cultural practices. Students will keep field journals and make final presentations on their fieldwork, accompanied by a written report.

Details

Estimated Costs (Budget information may be included here or as an attachment)	Total MSISF requested for 2016: \$2400 Accommodations per student: \$1500 Food per student: \$150 On-site transportation per student: \$150 Field trips per student: \$400 Venue fees per student: \$200
Explanatory Notes	Based on the actual costs for the 4-week Belgrade 2015 course extrapolated to the 6-week version planned for 2016.

Routing (For Mandatory Student Instructional Support Fees and Non-Instructional Fees)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Tim Khaner (Assistant Chair Administration, Anthropology), Pamela Willoughby (Chair, Anthropology), Anna Vocioni (Special Sessions), Robin Cowan (Senior Officer, Student Programs & Services, Arts), Zhi Jones, Associate Director, Education Abroad, University of Alberta International
Student Group Consultative Route	University of Alberta Anthropology Undergrads (UAAU)
Advisory Route (RACF) Include dates	October 20, 2015

Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments N/A

Registrar's Advisory Committee on Fees (RACF)

For the meeting of:

Item No. < >

Request for Field School fee for PLAN 599 (Optional Course in new Masters of Urban and Regional Planning)

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee**
- Alternate Delivery Fee**
- Cost Recovery Fee / Revenue Generation**
- Other**

OUTLINE OF ISSUE: Proposal for a Field Course fee for the proposed Master of Science in Urban and Regional Planning. This course will be an optional course in the program and may operate in conjunction with the current field school - HGP 499/599.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Faculty of Science / Earth and Atmospheric Sciences
Dean/Chair	Jonathan Schaeffer / Rob Creaser
Primary Contact (Name, phone number, and e-mail)	Sandeep Agrawal, 780-492-1230, sagrawal@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Bob Summers, 780-492-0342, Robert.summers@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	The fee will be for a field school course (PLAN 599) and will be used to cover expenses of operating the course (lodging, travel, etc).
Proposed Amount	\$1000.00 to \$3500.00 (Depending on location of field school)
Previous Fee Amount (if this is a new fee, please indicate that here)	New Fee
Requested Implementation Date	September, 2016 (Proposed Start of Planning Program)
The Impact of the Fee (number of students affected, etc.)	Option available for up to 20 students per year. Expected number of students enrolling in field school is 1-5 per year.
Collected Centrally or by Department	Department

Course Information (if fee is attached to a course)

Course Name(s)	
Required Course(s)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The course/program is on or off campus	<input type="checkbox"/> On-Campus <input checked="" type="checkbox"/> Off-Campus (part of on campus program though)
New or Existing Course(s)	New (though will run concurrent with HGP 499)
New or Existing Program (include name)	Masters of Science in Urban and Regional Planning Course: PLAN 599 Advanced Practical Field Study in Planning
Course Description(s)	Intensive field or practical study in Planning, typically as part of a team working off-campus. Details and areas of study may vary from year to year; consult the department about current offerings, fees and timing. This course may require the payment of additional fees.

Details

Estimated Costs (Budget information may be included here or as an attachment)	Costs will vary each year depending on the location of the field school.
Explanatory Notes	

Routing (For Mandatory Student Instructional Support Fees and Non-Instructional Fees)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	EAS Chair, (letter attached) Dean of Science, (email note attached)
Student Group Consultative Route	
Advisory Route (RACF) Include dates	
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Routing (For Cost Recovery, Revenue Generation, and Alternate Delivery)

<p>Which Exclusion of the Tuition Fee Regulation does this meet:</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Course taken as part of a distance delivery program by individuals who do not reside in Alberta <input type="checkbox"/> Apprenticeship program under the Apprenticeship and Industry Training Act <input type="checkbox"/> Off-campus cost recovery instruction programs <input type="checkbox"/> Courses provided under third party contract <input type="checkbox"/> Any differential or surcharge in fees that the board of the institution may set for courses taken by individuals who are not Canadian citizens or permanent residents of Canada
<p>Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)</p>	
<p>Student Group Consultative Route</p>	
<p>Advisory Route (RACF) Include dates</p>	
<p>Approval Route* (Governance)</p>	
<p>Final Approver</p>	

Attachments

1. Support letter from the Chair of Earth and Atmospheric Sciences
2. Support note from the Dean of Science
3. Sample budgets



26 November 2015

Registrar's Advisory Committee on Fees (RACF)
Office of the Registrar
Administration Building
University of Alberta

To Whom It May Concern:

Re: Mandatory Student Instructional Support Fee (MSISF) - PLAN 599

As Acting Chair, Department of Earth and Atmospheric Sciences, I fully support and recommend approval and implementation of the proposed mandatory student instructional support fee for the optional field school course, PLAN 599, to be offered in the new Master of Science in Urban and Regional Planning program.

Sincerely,

Dr. Robert A. Creaser, FRSC
Professor, Canada Research Chair (Isotopic Geochemistry) and
Acting Chair, Department of Earth and Atmospheric Sciences

copy: Dr. Sandeep Agrawal, Professor & Director, Planning Program
Department of Earth and Atmospheric Sciences

From: [Jonathan Schaeffer](#)
To: [Sandeep Agrawal](#)
Cc: [Robert A Creaser](#); [Robert Summers](#)
Subject: Re: Non Instructional Course fees.
Date: November-29-15 7:06:42 PM

Thank you for doing this. I support the initiative. Is an email sufficient, or do you need something on letterhead?

--

Jonathan Schaeffer
Dean, Faculty of Science, University of Alberta
Phone: 780 492-4757
Email: dean.science@ualberta.ca
Blog: <http://www.jonathanschaeffer.blogspot.ca>
Web: <http://www.cs.ualberta.ca/~jonathan>

On Tue, Nov 24, 2015 at 5:14 PM, Sandeep Agrawal <sagrawal@ualberta.ca> wrote:

Dear Jonathan and Rob,

Attached please find the outline of issue for a request to add a mandatory instructional fee to the cost recovery course PLAN 599, which is a field school course in the new MSc in Planning.

The fee has been approved today by RACF. The committee was very supportive of the mandatory fee added to the cost recovery portion of the course. However, they need a letter of support from each of you before it moves to the next stage of approval i.e. APC. It will be great if you could do a short letter, if of course, you are supportive of such a fee.

The Registrar's office would need the letters by next week.

Thank you.

Sandeep

Sandeep Agrawal, PhD, AICP, MCIP | Professor & Inaugural Director, Planning Program, EAS | 3-107 Tory, Urban Environment Observatory, University of Alberta, Canada | Ph [780-492-1230](tel:780-492-1230)

Faculty of Science
Office of the Dean
6-189 Centennial Centre for Interdisciplinary Science (CCIS)
Edmonton, Alberta, Canada T6G 2E1

Tel: 780.492.4757
Fax: 780.492.9434
dean.science@ualberta.ca
www.science.ualberta.ca

Date: December 4, 2015

To: Registrar's Advisory Committee on Fees
Office of the Registrar

From: Jonathan Schaeffer, Dean
Faculty of Science

Cc: Sandeep Agrawal, Director, Planning Program
Department of Earth and Atmospheric Sciences

Re: **Mandatory Student Instructional Support Fee (MSISF) – PLAN 599**

I would like to lend my strongest support to the proposed mandatory student instructional support fee for the field school course, PLAN 599, being offered in the MSc in Urban and Regional Planning. The quality of this course (and, indeed, the program) critically depends on taking the students off campus into settings that provide instructional value that would not be easily recreated in the classroom. These field trips are expensive and the financial burden cannot be borne by the Department/Faculty. The alternative is to eliminate the field component, resulting in a significant degradation in the pedagogical value of the course. The MSc in Urban and Regional Planning will only succeed if it is recognized as a high-quality offering. The Faculty of Science urges RACF to support the proposed mandatory instructional fee for PLAN 599.

Sincerely,



Jonathan Schaeffer
JS/rb

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: December 22, 2015

Item No. <02>

Request for Approval for: Student Instructional Support Fees for test protocols and supplies for the psychological assessments of clients seen by students in EDPY 518: Individual Psychological Assessment: Psycho-Educational Foundations

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee**
- Alternate Delivery Fee**
- Cost Recovery Fee / Revenue Generation**
- Other**

OUTLINE OF ISSUE: EDPY 518 is a required practicum course for the students in the School and Clinical Child Psychology (SCCP) program. The course is an introduction to the theory, principles, and practices of psychological assessment. In addition to the lecture component of the course, the students in EDPY 518 work in the Faculty of Education's Clinical Services to gain clinical experience in working with clients who request or require, via referral, psychological assessment. This clinical experience is developed through the administration of a series of five psychological and assessment tests to three child and/or adolescent clients and the provision of subsequent reports for the clients. The clinical experience for the students is essential in allowing them to practice the theory and principles of psychological testing and to prepare for professional practice.

For each client, the student uses a series of psychological assessment tests, a number of protocols (forms the client is required to complete), and between 200-300 sheets of paper for the consent forms, data, and final reports. The protocols and paper for the reports are single use only while the tests can be applied to multiple clients and are only replaced when updated. The cost of the protocols and paper supplies for the students is \$150/student. This is the amount for which we are applying as the Mandatory Instructional Fees for this course.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Faculty of Education / Department of Educational Psychology
Dean/Chair	Dean: Dr. Randolph Wimmer / Chair: Dr. Jacqueline Leighton
Primary Contact (Name, phone number, and e-mail)	Liz Grieve, Assistant Chair (Administration) 2-2606 / grieve@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Dr. George Buck, Associate Chair (Graduate Studies) 2-9275 / george.buck@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	The fee is to be used to support the costs of psychological test protocols, and supplies used by the students when working with clients.
Proposed Amount	\$150
Previous Fee Amount (if this is a new fee, please indicate that here)	New Fee
Requested Implementation Date	September 1, 2016
The Impact of the Fee (number of students affected, etc.)	Maximum enrollment per section is 20 students. At present we only offer one section per year.
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	EDPY 518: Individual Psychological Assessment: Psycho-Educational Foundations
Required Course(s)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The course/program is on or off campus	<input checked="" type="checkbox"/> On-Campus <input type="checkbox"/> Off-Campus
New or Existing Course(s)	Existing course
New or Existing Program (include name)	Existing Program: School and Clinical Child Psychology
Course Description(s)	Theory, principles, and practice of psychological assessment. Students will gain clinical experience in working with individuals referred for psychological assessment.

Details

Estimated Costs (Budget information may be included here or as an attachment)	\$150 /student (3 clients @ \$50/client)
Explanatory Notes	Students will administer tests/protocols to 3 clients.

Routing (For Mandatory Student Instructional Support Fees and Non-Instructional Fees)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Dr. Jacqueline Leighton, Chair, Educational Psychology Dr. Lynn McGarvey, Vice-Dean, Education on behalf of the Dean Dr. George Buck, Associate Chair (Graduate Studies), Educational Psychology Dr. Martin Mrazik, Director of Assessment, Clinical Services, Education Faculty members of the School and Clinical Child Psychology program
Student Group Consultative Route	
Advisory Route (RACF) Include dates	RACF December 22, 2015
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)

Attachments

EDPY 518 and 519 have the same attachments and are only presented once. Look for the attachments after the proposal for EDPY 519.

1. Letter of support from the Vice-Dean on behalf of the Dean of Education
2. 2015 Student Plan of Study: Master's Program in School and Clinical Psychology

EDPY 518, EDPY 519, EDPY 543, EDPY 547 all share the following attachment, look for the attachment after the proposal for EDPY 547.

3. Supplementary Material

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: December 22, 2015

Item No. <03>

Request for Approval for: Student Instructional Support Fees for test protocols and supplies for the psychological assessments of clients seen by students in EDPY 519: Individual Psychological Assessment: School and Clinical Applications

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee**
- Alternate Delivery Fee**
- Cost Recovery Fee / Revenue Generation**
- Other**

OUTLINE OF ISSUE: EDPY 519 is a required practicum course for the students in the School and Clinical Child Psychology (SCCP) program. The course, EDPY 518, is a continuation of the instruction of the theory, principles, and practice of psychological assessment. In addition to the lecture component of the course, the students in EDPY 519 work in the Faculty of Education's Clinical Services to gain clinical experience in working with clients who request or require, via referral, psychological assessment. This clinical experience is gained through the administration of series of psychological and assessment tests to seven clients – children, adolescents, and adults – and the provision of subsequent reports for the clients. In this course, the students work with nine tests and administer them in various combinations to their clients, depending upon the client's needs. The clinical experience for the students is essential in allowing them to further practice the theory and principles of psychological testing and to prepare for professional practice.

Over the duration of the course, the student must administer the nine tests between two and seven times as per the requirements of the practicum. For each client, the student uses a battery of psychological assessment tests, a number of protocols (forms the client is required to complete), and between 200 and 300 sheets of paper for the consent forms, data, and final reports. The protocols and paper are single use only, while the tests can be applied to multiple clients and are only replaced when updated. The cost of the protocols and paper supplies the students use in the practicum component of the course is \$325/student. This is the amount for which we are applying as the Mandatory Instructional Fees for the course.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Faculty of Education / Department of Educational Psychology
Dean/Chair	Dean: Dr. Randolph Wimmer / Chair: Dr. Jacqueline Leighton

Primary Contact (Name, phone number, and e-mail)	Liz Grieve, Assistant Chair (Administration) 2-2606 / grieve@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Dr. George Buck, Associate Chair (Graduate Studies) 2-9275 / george.buck@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	The fee is to be used to support the costs of test protocols and supplies used by the students when working with clients.
Proposed Amount	\$325
Previous Fee Amount (if this is a new fee, please indicate that here)	New Fee
Requested Implementation Date	September 1, 2016
The Impact of the Fee (number of students affected, etc.)	Maximum enrollment per section is 20 students. At present we only offer one section per year.
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	EDPY 519: Individual Psychological Assessment: School and Clinical Applications
Required Course(s)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The course/program is on or off campus	<input checked="" type="checkbox"/> On-Campus <input type="checkbox"/> Off-Campus
New or Existing Course(s)	Existing course
New or Existing Program (include name)	Existing Program: School and Clinical Child Psychology
Course Description(s)	Theory, principles, and practice of psychological assessment with an emphasis on school and clinical applications. Students will gain school and clinical experience in working with individuals referred for psychological assessment.

Details

Estimated Costs (Budget information may be included here or as an attachment)	\$325/student (7 clients @ \$46.43/client)
Explanatory Notes	Students will administer tests/protocols to 6 clients

Routing (For Mandatory Student Instructional Support Fees and Non-Instructional Fees)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Dr. Jacqueline Leighton, Chair, Educational Psychology Dr. Lynn McGarvey, Vice Dean, Education on behalf of the Dean Dr. George Buck, Associate Chair (Graduate Studies), Educational Psychology Dr. Martin Mrazik, Director of Assessment, Clinical Services, Education Faculty members of the School and Clinical Child Psychology program
Student Group Consultative Route	

Advisory Route (RACF) Include dates	RACF December 22, 2015
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments

EDPY 518 and 519 have the same attachments and are only presented once. Look for the attachments after the proposal for EDPY 519.

- 1. Letter of support from the Vice-Dean on behalf of the Dean of Education
- 2. 2015 Student Plan of Study: Master’s Program in School and Clinical Psychology

EDPY 518, EDPY 519, EDPY 543, EDPY 547 all share the following attachment, look for the attachment after the proposal for EDPY 547.

- 3. Supplementary Material

845 Education South
11210 – 87 Ave
Edmonton, Alberta, Canada T6G 2G5
Tel: 780.492.3751
Fax: 780.492.0236
www.education.ualberta.ca

November 12, 2015

RE: Support for increase in Student Instructional Support Fees for test protocols for EDPY 518, 519, 543, 547

The Faculty of Education supports the increase in student instructional fees in order to recover new costs associated with testing materials and protocols in EDPY 518, 519, 543 and 547. The Department of Educational Psychology has appropriately determined the fees based on the student's actual use with clients and with the department bearing the remaining costs.

Sincerely,



Lynn McGarvey, PhD
Vice Dean

2015 STUDENT PLAN OF STUDY
Master's Program in School and Clinical Child Psychology

NAME: _____ ID#: _____

CURRENT ADDRESS: _____

POSTAL CODE: _____ TELEPHONE NO.: (h) _____ (w) _____

ADVISOR: _____ EMAIL ADDRESS _____

Students in this program must complete 36 required course credits, and complete and defend a thesis.

Note: Students are responsible for making sure they have all the necessary prerequisites for courses. EDPY 507 has a prerequisite of either EDPY 500 or equivalent (introductory statistics course). If you lack this prerequisite, you need to take EDPY 500 prior to taking EDPY 507.

Required Core Courses—Year 1 *18	Term Taken
Fall Term	
EDPY 507 (3) Measurement Theory I	
EDPY 523 (3) Practice of School & Clinical Child Psychology	
EDPY 536 (3) Ethical and Professional Issues in Psychological Practice	
Winter Term	
EDPY 501 (3) Introduction to Methods of Educational Research	
EDPY 521 (3) Foundations of Psychological Assessment	
EDPY 527 (3P) School & Clinical Based Intervention	
Required Core Courses—Year 2 *18	
Fall Term	
EDPY 505 (3) Quantitative Methods I	
EDPY 518 (3P) Individual Psychological Assessment	
EDPY 517 (3) Adolescent/Child Development Theories and Issues	
Winter Term	
EDPY 519 (3P) Individual Psychological Assessment	
EDPY 614 (3) Social & Emotional Development	
EDPY 597 (3) Foundations of Child & Adolescent Intervention	
Additional Course Credits (if applicable)	
FGSR Ethics Requirement	
Website: http://gradfile.fgsro.ualberta.ca/degreesuperv/index.htm	

Thesis**Transfer Credit (transferable courses not credited towards another degree)**

Course No.	Wt	Title	Taken at	Year
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

Date of Initial Planning _____

Approval of Advisor _____

Student Signature _____

Revisions (All revisions to original plan are to be documented on Program Revision forms.)

Added Courses _____

Deleted Courses _____

The information requested on this form is collected under the authority of Section 33(c) of the Alberta *Freedom of Information and Protection of Privacy Act* for the purpose of documenting students' progression through the Doctoral program in Psychological Studies in Education in the Department of Educational Psychology. Questions regarding the collection or use of this information should be addressed to the Associate Chair, Department of Educational Psychology, Faculty of Education, Room 6-102 Education North, University of Alberta, Edmonton, AB, T6G 2G5 Phone: (780) 492-5245 Fax: (780) 492-1318.

File ref: 380.23
April, 2015

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: December 22, 2015

Item No. <04>

Request for Approval for: Student Instructional Support Fees for mental health test applications of clients seen by students in EDPY 543: Mental Health Testing in Counselling

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee**
- Alternate Delivery Fee**
- Cost Recovery Fee / Revenue Generation**
- Other**

OUTLINE OF ISSUE: EDPY 543 is restricted to students in the Counselling Psychology program, for whom it is required, and students in the School and Clinical Child Psychology professional programs. This practicum course is an introduction to the theory, research, and practice of mental health testing of adolescent and adult clients. In addition to the lecture component of the course, the students in EDPY 543 work in the Faculty of Education's Clinical Services to gain practical and technical assessment and testing experience, across a wide range of mental health tests. This clinical experience is developed through the administration of a series of mental health tests to themselves and three clients, as well as providing the subsequent reports. The clinical experience for the students is essential in allowing them to practice the theory and principles of mental health testing and to prepare for professional practice.

For each client, the student administers a series of mental health tests based on the needs of the client. At present, the test administration is either online or hard copy, and the clinic is charged per usage. The cost of the test usage for the students to gain practical experience is \$480/student. This is the amount for which we are applying as the Mandatory Instructional Fees for this course.

A calendar change for the new course EDPY 543 is in process and should be implemented in the 2016-17 academic year. At present this course is being offered as an EDPY 597 Special Seminar.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Faculty of Education / Department of educational Psychology
Dean/Chair	Dean: Dr. Randolph Wimmer / Chair: Dr. Jacqueline Leighton
Primary Contact (Name, phone number, and e-mail)	Liz Grieve, Assistant Chair (Administration) 2-2606 / grieve@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Dr. George Buck, Associate Chair (Graduate Studies) 2-9725 / george.buck@ualberta.ca

Item

Purpose of Fee (what it is to be used for)	The fee is to be used to support the costs of test applications used by the students when working with clients.
Proposed Amount	\$480
Previous Fee Amount (if this is a new fee, please indicate that here)	New Fee
Requested Implementation Date	September 1, 2016
The Impact of the Fee (number of students affected, etc.)	Maximum enrollment per section is 15 students. At present we only offer one section per year.
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	EDPY 543: Mental Health Testing in Counselling
Required Course(s)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The course/program is on or off campus	<input checked="" type="checkbox"/> On-Campus <input type="checkbox"/> Off-Campus
New or Existing Course(s)	New Course
New or Existing Program (include name)	Existing program: Counselling Psychology
Course Description(s)	Theory, research, and practice regarding mental health testing of adolescent and adult clients. Students will gain practical and technical assessment and testing experience, across a wide range of mental health tests, including personality, career, and general screening measures.

Details

Estimated Costs (Budget information may be included here or as an attachment)	\$480/student (3 clients plus one self-administration @ \$120/client)
Explanatory Notes	The students will administer online psychological tests to 3 clients each as well as to themselves at the cost of approximately \$120 per administration

Routing (For Mandatory Student Instructional Support Fees and Non-Instructional Fees)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Dr. Jacqueline Leighton, Chair, Educational Psychology Dr. Lynn McGarvey, Vice-Dean, Education on behalf of the Dean Dr. George Buck, Associate Chair (Graduate Studies), Educational Psychology Dr. William Whelton, Director of, Counselling, Clinical Services, Education Faculty members of the Counselling Psychology program
Student Group Consultative Route	
Advisory Route (RACF) Include dates	RACF December 22, 2015

Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachments

EDPY 543 and 547 have the same attachments and are only presented once. Look for the attachments after the proposal for EDPY 547.

1. Letter of support from the Vice-Dean on behalf of the Dean of Education
2. Student Plan of Study: Master's Program in Counselling Psychology, Thesis-Based Cohort
3. Student Plan of Study: Master's Program in Counselling Psychology, Course-Based Cohort

EDPY 518, EDPY 519, EDPY 543, EDPY 547 all share the following attachment, look for the attachment after the proposal for EDPY 547.

4. Supplementary Material

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: December 22, 2015

Item No. <05>

Request for Approval for: Student Instructional Support Fees for client test applications for the psychological testing and assessment of clients seen by students in EDPY 547: Therapeutic Assessment

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee**
- Alternate Delivery Fee**
- Cost Recovery Fee / Revenue Generation**
- Other**

OUTLINE OF ISSUE: EDPY 547 is an optional practicum course restricted to the students in the Counselling Psychology and the School and Clinical Child Psychology professional programs. The course is a continuation of EDPY 543 with instruction in the theory, research, and practice of therapeutic assessment of adolescent and adult clients. In addition to the lecture component of the course, the students in EDPY 547 work in the Faculty of Education's Clinical Services to gain practical and technical assessment, consultation, and testing experience, particularly regarding collaborative approaches that act as therapeutic interventions in and of themselves. This clinical experience is developed, in part, through the administration of a series of psychological tests to three clients, as well as through the provision of subsequent reports. The clinical experience for the students is essential in allowing them to practice the theory and principles of therapeutic assessment and to prepare for professional practice.

For each client, the student administers a series of psychological tests based on the needs of the client. At present, the test administration is either online or hardcopy, and the clinic is charged per usage. The cost of the test usage for the students to gain practical experience is \$395/student. This is the amount for which we are applying as the Mandatory Instructional Fees for this course.

A calendar change for the new course EDPY 547 is in process and should be implemented in the 2016-17 academic year. At present this course is being offered as an EDPY 597 Special Seminar.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Faculty of Education / Department of Educational Psychology
Dean/Chair	Dean: Dr. Randolph Wimmer / Chair: Dr. Jacqueline Leighton
Primary Contact (Name, phone number, and e-mail)	Liz Grieve, Assistant Chair (Administration) 2-2606 / grieve@ualberta.ca

Secondary Contact (Name, phone number, and e-mail)	Dr. George Buck, Associate Chair (Graduate Studies) 2-9275 / george.buck@ualberta.ca
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Item

Purpose of Fee (what it is to be used for)	The fee will support the costs of test applications used by the student when working with clients.
Proposed Amount	\$395
Previous Fee Amount (if this is a new fee, please indicate that here)	New Fee
Requested Implementation Date	September 1, 2016
The Impact of the Fee (number of students affected, etc.)	Maximum enrollment per section is 15 students. At present we only offer one section per year
Collected Centrally or by Department	Centrally

Course Information (if fee is attached to a course)

Course Name(s)	EDPY 547: Therapeutic Assessment
Required Course(s)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The course/program is on or off campus	<input checked="" type="checkbox"/> On-Campus <input type="checkbox"/> Off-Campus
New or Existing Course(s)	New Course
New or Existing Program (include name)	Existing Program: Counselling Psychology
Course Description(s)	Theory, research, and practice regarding therapeutic assessment. Students will gain practical and technical assessment, consultation, and testing experience with adolescent and adult clients, particularly regarding collaborative approaches that act as therapeutic interventions in and of themselves.

Details

Estimated Costs (Budget information may be included here or as an attachment)	\$395/student (3 clients @ \$131.67/client)
Explanatory Notes	Students will administer online psychological tests to 3 clients

Routing (For Mandatory Student Instructional Support Fees and Non-Instructional Fees)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	Dr. Jacqueline Leighton, Chair, Educational Psychology Dr. Lynn McGarvey, Vice-Dean Education on behalf of the Dean Dr. George Buck, Associate Chair (Graduate Studies), Educational Psychology Dr. William Whelton, Director of Counselling, Clinical Services, Education Faculty members of the Counselling Psychology program
Student Group Consultative Route	
Advisory Route (RACF) Include dates	RACF December 22, 2015

Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

EDPY 543 and 547 have the same attachments and are only presented once. Look for the attachments after the proposal for EDPY 547.

1. Letter of support from the Vice-Dean on behalf of the Dean of Education
2. Student Plan of Study: Master's Program in Counselling Psychology, Thesis-Based Cohort
3. Student Plan of Study: Master's Program in Counselling Psychology, Course-Based Cohort

EDPY 518, EDPY 519, EDPY 543, EDPY 547 all share the following attachment, look for the attachment after the proposal for EDPY 547.

4. Supplementary Material

845 Education South
11210 – 87 Ave
Edmonton, Alberta, Canada T6G 2G5
Tel: 780.492.3751
Fax: 780.492.0236
www.education.ualberta.ca

November 12, 2015

RE: Support for increase in Student Instructional Support Fees for test protocols for EDPY 518, 519, 543, 547

The Faculty of Education supports the increase in student instructional fees in order to recover new costs associated with testing materials and protocols in EDPY 518, 519, 543 and 547. The Department of Educational Psychology has appropriately determined the fees based on the student's actual use with clients and with the department bearing the remaining costs.

Sincerely,



Lynn McGarvey, PhD
Vice Dean

Student Plan of Study

Master's Program in Counselling Psychology, Thesis-Based Cohort

Name: _____ ID#: _____

Current address: _____

Postal Code: _____ Telephone: (h) _____ (w) _____

Advisor: _____ Email address: _____

FGSR Ethics Requirement Web CT EDPY 501
 Accessed at: <http://www.mdtudlcs.uaJberta.caldemlilJICfYfethicsjndc;x.l!tm>

Students in a master's program must register once each 12 months to keep their programs active.

		Credit	Taken
Year 1:			
Fall/Winter			
Required 18 credits	EDPY 501	3 er	_____
	EDPY 532	3 er	_____
	EDPY 533	3 er	_____
	EDPY 534	3 er	_____
	EDPY 536	3 er	_____
Required Research Course (e.g., EdPy 503, SOS)	_____	3 er	_____
Spring			
Required 3 credits	EDPY 521	3 er	_____
Year 2:			
Fall/Winter			
Required 15 credits	EDPY 518	3 er	_____
	EDPY 538	3 er	_____
	EDPY 543	3 cr	_____
(Thesis credits)	THES906	6 cr	_____
Recommended Optional Course 1 (e.g., EDPY 510, S42, 546)	_____	3 er	_____

Total (*minimum*) required for completion of master's degree: 36 credits

Advanced Credit (Transferrable courses which have not been credited towards another degree)

Course No.	Wt	Title	Taken at	Year
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

 Date of Initial Planning Approval of Advisor Student Signature

Revisions:
 All revisions to original plan are to be documented on Program Revision forms.
 Added Courses Deleted Courses

The personal information requested on this form is collected under the authority of Section 33(c) of the Alberta Freedom of Information and Protection of Privacy Act for the purpose of documenting students' progression through the Master's program in Counselling Psychology in the Department of Educational Psychology. Questions regarding the collection, use or disposal of this information should be addressed to the Associate Chair, Department of Educational Psychology, Faculty of Education, Room 6-163 Education North, University of Alberta, Edmonton, AB, T6G 2G5 Phone: (780) 493-3245 Fax: (780) 493-1318 August 2015

It helps maintain full-time status, which is 9 credits/term, strengthen CAP credit, and enhance training as a master-level psychologist.

Student Plan of Study

Master's Program in Counselling Psychology, Course-Based Cohort

Name: _____ ID#: _____

Current address: _____

Postal Code: _____ Telephone : (h) _____ (w) _____

Advisor: _____ Email address _____

FGSR Ethics Requirement Web CT EDPY 501 _____
 Accessed -http{www.gradstudjcs.ua!bsrta.caldcgreesupmlctbjcs/indcg. htm

Students in a master's program must register once each 12 months to keep their programs active.

	Course		Taken
Year 1:			
Fall/Winter			
Required 18 credits	EDPY 501	3 er	_____
	EDPY 532	3 er	_____
	EDPY 533	3 er	_____
	EDPY 534	3 er	_____
	EDPY 536	3 er	_____
	EDPY 542	3 er	_____

Spring			
Required 3 credits	EDPY 521	3 er	_____

Year 2: Fall/Winter			
Required 15 credits	EDPY 518	3 er	_____
	EDPY 538	3 er	_____

Required Optional Course (e.g., 510, 640) _____ 3 er _____

(Capping Project) EDPY 543 3 er _____

Recommended Optional Course 1 (e.g., EDPY 546) EDPY 903 3 er _____

Total (minimum) required for completion of master's degree: 36 credits

Advanced Credit (Courses which have not been credited towards another degree)

Course No.	Wt	Title	Taken at	Year
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

_____ Date of Initial Planning Approval of Advisor Student Signature

Revisions:
 All revisions to original plan are to be documented on Program Revision forms.

Added Courses	Deleted Courses
_____	_____
_____	_____

The personal information requested on this form is collected under the authority of Section 33(c) of the Alberta Freedom of Information and Protection of Privacy Act for the purpose of documenting students' progression through the Master's program in Counselling Psychology in the Department of Educational Psychology. Questions regarding the collection, use or disposal of this information should be addressed to the Associate Chair, Department of Educational Psychology, Faculty of Education, Room 6-163 Education North, University of Alberta, Edmonton, AB, T6G 2G3 Phone: (780) 493-3243 Fax: (780) 493-1318. August 2013

Helps maintain full-time status, which is necessary to strengthen CAP and enhance training of masters-level psychologist

SUPPLEMENTARY MATERIALS
For application for Mandatory Instructional Fees
From Educational Psychology

- A. Background
- B. Consultation with students
- C. Maximum Cost to Students in Each Program
- D. Education Clinic Fee Information 2015 - Fee Scale
- E. Education Clinic Fee Information 2015 - Fee Revenues 2015
- F. Client Fees and Student Fees

BACKGROUND

Prior to the Fall term 2015, the Educational Psychology department offered a full year course, EDPY 545 Individual Psychological Assessment to the School Psychology and Counselling Psychology students. While required for students in School Psychology, students in the Counselling Psychology program sometimes took the course as an option. Mandatory Instructional Fees of \$100/student were attached to this course for tests/protocols.

With a restructure of the School Psychology program into School and Clinical Child Psychology (SCCP) and with requirements for the Counselling Psychology program to stay current with CPA accreditation requirements, EDPY 545 was replaced with four half courses, EDPY 518 and EDPY 519 with priority given to students in the SCCP program, and EDPY 543 and EDPY 547 with priority given to students in the Counselling Psychology program. The new courses better meet the needs of the students in preparing them for their professions in their respective areas.

This program restructure also responded to the request of students in the Counselling Psychology program for a testing course that provided them with testing opportunities more closely aligned with their area of study and profession, as well as the need of their clients.

Students in the SCCP program are only required to take EDPY 518 and EDPY 519. Students in the Counselling Psychology program are only required to take EDPY 543. EDPY 547 is an option for them.

Since the application for the Mandatory Instructional Fees for EDPY 545 was approved, the course content had changed and the costs of tests/protocols has increased. The current applications for EDPY 518, 519, 543, and 547 reflects the costs of those items at present.

There is a precedent for Mandatory Instructional Fees for test/protocols for courses in the Educational Psychology professional programs. As mentioned above, EDPY 545 had fees of \$100/student attached to it for several years

EDPY 521 Foundations of Psychological Assessment, a longstanding course in the department, also has Mandatory Instructional Fees of \$100/student for tests/protocols. It is a required course for students in the SCCP program. Because the fees were approved many years ago, we did review them to see if a revised application was in order; however, the current fee amount is still appropriate for that course.

Consultation with students,
conducted by Dr. G.H. Buck

I have consulted with students from the time the new courses were first proposed, and additionally, I consulted with students and recent graduates specifically concerning the proposed increases in costs. First of all, students that I communicated with all were strongly in favour of the increased use of test materials and protocols, and the initiative of both the School and Clinical Child Psychology (SCCP) program and the Counselling Psychology program to improve the content and quality of the programs, and in the case of SCCP, to obtain accreditation. In fact, a common thread expressed by students in the SCCP program was that they wanted to delay graduation in order that they may graduate from an accredited program, rather than from a program engaged in the process of seeking accreditation. Clearly, students want and support the initiative for accreditation. Indeed, several students (some in SCCP, and others in Counselling) remarked that they chose the University of Alberta to pursue their studies because the programs were either accredited, or are soon to be accredited.

The matter of increased fees received mixed responses. Some students, and one former student, contended that since clients are charged to attend the Education Clinic, then any costs should be passed onto them, and not to students. However, when it was explained that the Clinic is intended to serve individuals who might not otherwise be able to afford Counselling services, and that the funds collected from clients are used to defray ongoing capital costs, some students withdrew their criticisms. Nevertheless, there are a few students who maintain that because they believe that tuition fees are "high enough", and should cover all expenses, save textbooks, then any supplemental fees should be eliminated. A majority of students and graduates expressed support for increased supplemental fees provided that such fees were used strictly to maintain and enhance quality of instruction for students. One student, for example, stated, "I support these changes and believe they are necessary to provide the best educational and clinical experiences for current students." Another student stated, "I would happily pay an increase in program fee in order to receive the best training and experience possible." Such sentiments were also expressed by recent graduates. For example, one graduate wrote, "if I were a student ... again, and had to choose between 1) paying the extra cost to do assessments on 'real' clients, or 2) not paying the fees and only practicing on my classmates, ... I would definitely choose to pay the extra fees." Although support for the increased fees was not unanimous, most students and graduates realize that to provide the best quality of instruction possible, such fees are necessary.

**Maximum Cost to Students in Each Program
2015-16**

<Item C>

*Parameters: Estimated 2 yr. completion
Calculations based on 2015-16 rates; no increases built in
Students can opt out of some non-instructional fees
Calculations reflect rates for Canadian students*

MEd in School and Clinical Child Psychology

Tuition	7,489.44
Max. Non-Instructional Fees	3,437.56
Instructional Fees EDPY 521	100.00
Current Program Cost	11,027.00
Proposed Instructional Fees	475.00
Projected Program Cost	11,502.00

MEd in Counselling Psychology (Thesis-based)

Tuition	7,948.92
Max. Non-Instructional Fees	3,749.60
Instructional Fees EDPY 521	100.00
Current Program Cost	11,798.52
Proposed Instructional Fees *	875.00
Projected Program Cost	12,673.52

MEd in Counselling Psychology (Course-based)

Tuition	8,113.56
Max. Non-Instructional Fees	3,437.56
Instructional Fees EDPY 521	100.00
Current Program Cost	11,651.12
Proposed Instructional Fees *	875.00
Projected Program Cost	12,526.12

** Includes Instructional fees of \$395/student
for EDPY 547, which is an optional course*

		Education Clinic Fee Information 2015		<Item D>
SERVICE FEE SCALE				
TYPE of SERVICE	*FEE	STUDENT PROGRAM NOTES		
Counseling sessions:	\$250 per year	Counseling	Average # of sessions/client = 13	
Vocational Testing	\$250 per year	Counseling & SCCP	Average of 2-3 tests & 4-6 sessions/client	
Assesement	\$500		Average 7 hours of testing & 3 hours interview/client	
*NOTE: Clients with reduced financial resources may be able to apply for a fee reduction				

Education Clinic Fee Information 2015					<Item E>
FEE REVENUES FALL 2015					
COURSE	TYPE OF CLIENT	# OF CLIENTS	FEE PAID	TOTAL	
EDPY 518	Full Fee	30	\$500	\$15,000	EDPY 518
*EDPY 543	Full Fee	25	\$250	\$6,250	
	UAlberta Students	6	\$100	\$600	
	Waived Fees	2	Total = \$500		Lost revenue
			TOTAL	\$6,850	EDPY 543
<i>* Ran as EDPY 597 special seminar while waiting for calendar change</i>					
CLIENT REVENUES WINTER 2015					
COURSE	TYPE OF CLIENT	# OF CLIENTS	FEE PAID	TOTAL	
*EDPY 545 2nd Term	Full Fee	53	\$500	\$26,500	Comparable to EDPY 519
	Reduced Fee	3	Various	\$412	
	School Assessments	21	\$250	\$3,000	
	Waived Fees	4	Total = \$2000		Lost revenue
				\$29,912	
<i>*EDPY 545 was a full term course for SCCP and Counselling students. It has been discontinued. Please see discussion on precedents for full information</i>					
**EDPY 547					
	Full Fee	37	\$250	\$9,250	
	UAlberta Students	7	\$100	\$700	
	Reduced Fee	4	various	\$375	
	Waived Fees	6	Total = \$3000		Lost revenue
				\$10,325	
<i>**Ran as EDPY 597 special seminar while waiting for calendar change</i>					

CLIENT FEES AND STUDENT FEES

COURSE	MAX # OF CLIENTS	MAX # OF STUDENTS	MAXIMUM GROSS REVENUE CLIENT FEES	MAXIMUM REVENUE STUDENT FEES	COST OF PROTOCOLS
EDPY 518	60	20	\$30,000	\$3,000	\$3,000
EDPY 519	140	20	\$70,000	\$6,500	\$6,500
EDPY 543	45	15	\$11,250	\$7,200	\$7,200
EDPY 547	45	15	\$11,250	\$5,925	\$5,925
TOTAL	290	70	\$122,500	\$22,265	\$22,265

The table above reflects a scenario where all the courses were fully enrolled and all the clients seen paid the full fee. This is rarely the case. The table also only reflects the cost of the protocols, the expense that would be covered by the student fees. It does not take into consideration other required expenses directly related to the client visits - expenses that facilitate the students' ability to study their sessions as well as the installation of proper and comfortable interview rooms for the clients.

The protocols have an originating test instrument, which must be purchased in order for the test to be administered. While protocols are consumables and ordered annually, the test instruments are replaced approximately every 5 years. The cost for the test instruments used in these four courses is \$76,065.

The clinic supplies 14 tablet computers that are installed in the client interview rooms so the students can record their sessions. Recording of sessions is a requirement. The tablets need to be replaced every 3-5 years and their cost totals approximately \$14,000.

The clinic has 3 dedicated scoring computers set up specifically to score tests and assessments they have administered to clients, and to store the results securely. Additionally, there is one dedicated printer for the scoring computers. It is required for the protection of client privacy that the aforementioned computers and printer are used only for test scoring purposes. The computers also require special software for the scoring. These computers are replaced approximately every 5 years at a total cost of approximately \$7500. The printer may have a longer life; however, the toner requires frequent toner replenishment.

For the four courses in this application, the clinic supplies 4 laptop computers to the students to use for their test administrations. This is particularly necessary for the

tests in EDPY 543 and 547, which are accessible primarily online. In a test administration, the client uses one laptop while the student practitioner uses the other. These laptops are dedicated to this purpose, again for client privacy protection. The laptops are replaced approximately every 5 years for a total cost of approximately \$8000.

The clinic supplies 150 USB memory sticks (thumb drives) for the students to borrow for storing the client sessions for their practicum supervisors to review. The USBs must be of sufficient capacity, and thus cost approximately \$30 per USB. They are replaced approximately 3-4 years for a total cost of \$4500.

The client interview rooms require special furniture – comfortable chairs, tables, lighting – to create an acceptable and comfortable ambience for the clients in session. The clinic is responsible for replacing this furniture, which due to high use, has about a 10-year life.

The client fees support all of the above items. Although it may appear in the table above that the client fees could readily cover the costs of the protocols, when the other items required for client sessions are taken into consideration, they cannot. In the past, the capital items were supported through one time only soft funds from the Faculty office. This is no longer the case, as this funding has been discontinued.

The clinic has a small base budget that primarily covers the salaries for the clinic staff as well as a very small supply budget, which are used for normal administration consumables. Because the clinic brings in revenue, the base budget has a line item for external revenue, where \$20, 688 is returned to Central.

Last year the Clinic grossed \$100,703 in external revenue with a net of \$80,015.

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: January 26, 2016

Item No. < >

Request for Approval for: ALES 291, 391, 491

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee**
- Alternate Delivery Fee**
- Cost Recovery Fee / Revenue Generation**
- Other**

OUTLINE OF ISSUE: The fee will be collected for field trips/travel related to the proposed topic for the course. The costs will vary depending on the length of time and location for the travel. The fee will only be levied at a cost recovery level.

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Agricultural, Life & Environmental Sciences (ALES)
Dean/Chair	Stan Blade
Primary Contact (Name, phone number, and e-mail)	Jim Bohun, 2-1313, jbohun@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	Francine Hodder, 2-7101

Item

Purpose of Fee (what it is to be used for)	To cover the cost of travel that may be required from time to time under ALES 291, 391, 491
Proposed Amount	\$0 to \$5000 (to only be charged for field trips or study abroad)
Previous Fee Amount (if this is a new fee, please indicate that here)	New Fee
Requested Implementation Date	Spring/Summer 2016
The Impact of the Fee (number of students affected, etc.)	There is no impact on students, beyond those that are afforded the opportunity to benefit from an optional field trip for credit (E.g. Study tour in Japan).
Collected Centrally or by Department	Collected by Department

Course Information (if fee is attached to a course)

Course Name(s)	ALES 291: Topics in Agricultural, Life and Environmental Sciences ALES 391: Topics in Agricultural, Life and Environmental Sciences ALES 491: Topics in Agricultural, Life and Environmental Sciences
Required Course(s)	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
The course/program is on or off campus	<input type="checkbox"/> On-Campus <input checked="" type="checkbox"/> Off-Campus
New or Existing Course(s)	Existing course
New or Existing Program (include name)	
Course Description(s)	<p>ALES 291: Topics in Agricultural, Life and Environmental Sciences *3-6 (variable) (variable,variable) Offered by various departments depending upon the content of the course in a given year. Sections may be offered in a Cost Recovery format at an increased rate of fee assessment; refer to the Fees Payment Guide in the University Regulations and Information for Students section of the Calendar.</p> <p>ALES 391: Topics in Agricultural, Life and Environmental Sciences *3-6 (variable) (variable,variable) Offered by various departments depending upon the content of the course in a given year.</p> <p>ALES 491: Topics in Agricultural, Life and Environmental Sciences *3-6 (variable) (variable,variable) Offered by various departments depending upon the content of the course in a given year.</p>

Details

Estimated Costs (Budget information may be included here or as an attachment)	<p>The fee will fluctuate depending on the cost of the trip being proposed. Some topics may require no additional fee, while others may involve relatively high cost due to international travel. The fee will only be levied at a cost recovery level. ALES 291 has been used in the past for an international course (travel to Japan) that received external funding from Alberta Agriculture to cover the students' costs. Now that the external funding has been discontinued, we would like to offer that specific opportunity to students using a Mandatory Student Instructional Support Fee to cover the costs of travel and related expenses (see example 1).</p> <p>Example 1: ALES 291 Field Course in Sustainable Agriculture (Alberta-Hiroshima Exchange)</p> <ul style="list-style-type: none"> - International Airfare : \$2000 - Program Fee to Hiroshima University (includes accommodation, food and domestic transportation): \$2000 - TOTAL: \$4000 per student <p>Example 2: ALES 391 Field Course on Sustainable Rural Communities</p> <ul style="list-style-type: none"> - Accommodations per student: \$1500
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	<ul style="list-style-type: none"> - Food per student: \$150 - On-site transportation per student: \$150 - Field trips per student: \$400 - Venue fees per student: \$200 - TOTAL: \$2400
Explanatory Notes	These courses are a topics course that the Faculty might on occasion use to afford students for-credit opportunities that involve travel. All offerings of ALES 291/391/491 are optional and may cover any topic pertaining to any ALES discipline.

Routing (For Mandatory Student Instructional Support Fees and Non-Instructional Fees)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	
Student Group Consultative Route	
Advisory Route (RACF) Include dates	January 26, 2016
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

Attachment 2

Proposal for Deletion of Mandatory Student Instructional Support Fee

Course	Implementation	Proposed Fee	Page Number
ENGG 404	Retroactive to September 2015	\$0	55

Registrar's Advisory Committee on Fees (RACF)

For the meeting of: January 26, 2016

Item No. <04>

Request for Approval for: ENGG 404 Engineering Safety and Loss Management

Fee Type (see end of form for definitions)*:

- Mandatory Student Instructional Support Fee**
- Alternate Delivery Fee**
- Cost Recovery Fee / Revenue Generation**
- Other**

OUTLINE OF ISSUE: Current fees in ENGG 404 are for industrial tours, with the large size classes now; the tours are not possible to organize and are being cancelled. Additional fees will therefore no longer be needed. Calendar description of course will be changed to match this change as per the following page

Put N/A in any boxes that do not apply

Proposer

Faculty/Department	Faculty of Engineering
Dean/Chair	Fraser Forbes
Primary Contact (Name, phone number, and e-mail)	Jason Carey, 492-0501, jpcarey@ualberta.ca
Secondary Contact (Name, phone number, and e-mail)	N/A

Item

Purpose of Fee (what it is to be used for)	N/A
Proposed Amount	\$0
Previous Fee Amount (if this is a new fee, please indicate that here)	\$60
Requested Implementation Date	Retroactive to September 2015. The field trip is no longer being offered and the fee was waived for Fall 2015 student registered in this course
The Impact of the Fee (number of students affected, etc.)	N/A
Collected Centrally or by Department	N/A

Course Information (if fee is attached to a course)

Course Name(s)	ENGG 404 Engineering Safety and Loss Management
Required Course(s)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
The course/program is on or off campus	<input checked="" type="checkbox"/> On-Campus <input type="checkbox"/> Off-Campus
New or Existing Course(s)	Existing course
New or Existing Program (include name)	General engineering
Course Description(s)	

Details

Estimated Costs (Budget information may be included here or as an attachment)	
Explanatory Notes	

Routing (For Mandatory Student Instructional Support Fees and Non-Instructional Fees)

Consultative Route (parties who have seen the proposal prior to Registrar's Advisory Committee on Fees and in what capacity)	
Student Group Consultative Route	
Advisory Route (RACF) Include dates	January 26, 2016
Approval Route* (Governance) *The approval process is initiated in January for the next academic year	GFC Academic Planning Committee (APC) Board Finance and Property Committee (BFPC) Board of Governors (BG)
Final Approver	Board of Governors

OUTLINE OF ISSUE

Agenda Title: **Proposed Rescission of four current Mandatory Non-Instructional Fees (CoSSS, Registration & Transcript fee, University Student Services Fee, University Health Services Fee) and Establishment of two Restructured Mandatory Non-Instructional Fees (Student Health & Wellness Fee, Student Academic Support Fee)**

MOTION I: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, rescind the Common Student Space, Sustainability & Services Fee (CoSSS), the Registration & Transcript Fee, the University Student Services Fee, and the University Health Services Fee, as set forth in Attachment 2, to take effect upon the establishment of the restructured mandatory non-instructional fee schedule.

MOTION II: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the establishment of the following two restructured mandatory non-instructional fees: Student Health & Wellness Fee, and Student Academic Support Fee, as set forth in Attachment 2, to take effect upon approval.

MOTION III: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, rescind the following Board-approved motion of February 10, 2012:

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the annual adjustment of all Mandatory Non-Instructional Fees (MNIF), as determined by Administration, up to and including the Annual Alberta Consumer Price Index and that the MNIF be reported for information to the GFC Academic Planning Committee, the Board Finance and Property Committee, and the Board of Governors on an annual basis.

MOTION IV: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the annual adjustment of all Mandatory Non-Instructional Fees (MNIF), as determined by the weighted annual inflationary increase formula set forth in Appendix 3 of Attachment 3 (the Joint Student/University Oversight Committee on Mandatory Non-Instructional Fees), commencing in the 2017-18 academic year, and that the MNIF be reported for information to the GFC Academic Planning Committee, the Board Finance and Property Committee, and the Board of Governors on an annual basis.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Provost and Vice-President (Academic) and Vice-President (Finance & Administration)
Presenter	Steven Dew, Provost and Vice-President (Academic) Phyllis Clark, Vice-President (Finance & Administration)
Subject	Rescission of four existing Mandatory Non-Instructional Fees (MNIFs) and concurrent establishment of two restructured Mandatory Non-Instructional Fees

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is	To restructure the current four MNIFs into two MNIFs
The Impact of the Proposal is	The restructured fees will better align the fees collected with the specific student services being delivered, provide greater transparency, and allow for input from students on the services provided.
Replaces/Revises (eg, policies, resolutions)	Current MNIF

Item No. 6b

Timeline/Implementation Date	Upon approval
Estimated Cost	n/a
Sources of Funding	n/a
Notes	<p>A joint Student/University Oversight Committee has been established to inform, involve and engage students in discussions around MNIF and the services they support. Support from the Students' Union and Graduate Students' Association and the Terms of Reference for the oversight committee are included as Attachment 4.</p> <p>The proposed amendments to the existing MNIF fee structure come about as an outcome of these discussions.</p> <p>The proposed amendments will have no impact on the Athletics & Recreation Fee.</p> <p>The fee restructuring will be cost neutral.</p>

Alignment/Compliance

Alignment with Guiding Documents	<i>University of Alberta Calendar</i> ; UAPPOL (University of Alberta Policies and Procedures On Line)
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): Sections 61(1) and (2)(a) -</p> <p>“Tuition fees</p> <p>61 (1) The board of a public post-secondary institution shall set the tuition fees to be paid by students of the public post-secondary institution.</p> <p>(2) The tuition fees under subsection (1) for all public post-secondary institutions other than Banff Centre</p> <p>(a) must be set in accordance with the regulations[.]”</p> <p>2. Post-Secondary Learning Act (PSLA) Regulations – Alberta Regulation 273/2006 – Section 2:</p> <p>“Definition of tuition fees for Act purposes, etc.</p> <p>2. For the purposes of the Act and this Regulation, ‘tuition fees’ in respect of an institution means the following:</p> <p>(a) fees identified in the institution’s calendar or in a supplement to its calendar as tuition fees or fees for instruction for courses that are part of programs approved by the Minister under the <i>Programs of Study Regulation</i> (AR 91/2009) or for the purposes of the <i>Student Financial Assistance Act</i>, excluding the following:</p> <p>(i) courses taken as part of a distance delivery program by individuals who do not reside in Alberta;</p> <p>(ii) apprenticeship programs under the <i>Apprenticeship and Industry Training Act</i>;</p> <p>(iii) off-campus cost recovery instruction programs;</p> <p>(iv) courses provided under a third party contract;</p> <p>(v) any differential or surcharge in fees that the board of the institution may set for courses taken by individuals who are not Canadian citizens or permanent residents of Canada;</p> <p>(b) mandatory fees that are payable to the institution by students for materials and services that facilitate instruction in the courses included in clause (a), excluding the following:</p> <p>(i) fees for equipment or materials that are retained or leased by students;</p>

Item No. 6b

(ii) fees charged in respect of work placements or practicum experience where the persons or unincorporated bodies providing the work placement or practicum experience do not receive funding from the Government in respect of it.”

3. **Post-Secondary Learning Act (PSLA):** The *PSLA* gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Section 26(1)(o) provides that GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning. GFC has thus established an Academic Planning Committee (GFC APC), as set out in Section 3 of the GFC Policy Manual. GFC delegates its power to recommend to the Board on the budget to the GFC APC.

4. **Board of Governors General Terms of Reference, Section 1 (b):** “The Board has delegated to each Committee responsibility and authority to make decisions on behalf of the Board in the Committee’s defined area of responsibility except to the extent that such authority has been specifically limited by the Board in the Terms of Reference for the Committee.”

5. **Board Finance and Property (BFPC) Terms of Reference, Section 3(d):**

“3. Without limiting the generality of the foregoing, the Committee shall:
[. . .]
d) review and recommend to the Board tuition and other like fees[.]”

6. **GFC Academic Planning Committee (APC) Terms of Reference (3. Mandate)**

“4. Budget Matters
[.] b. To recommend to the Board of Governors on the annual budget, excluding budgets for ancillary units.

7. At its meeting of February 10, 2012, the **Board of Governors** approved the following Motion:

“THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, rescind the “Church/Mingos” Board-approved Motion of May 5, 2000 regarding the Indexing of Mandatory Non-Instructional Fees; and

THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the annual adjustment of all Mandatory Non-Instructional Fees (MNIF), as determined by Administration, up to and including the Annual Alberta Consumer Price Index and that the MNIF be reported for information to the GFC Academic Planning Committee, the Board Finance and Property Committee, and the Board of Governors on an annual basis.”

Item No. 6b

Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <ul style="list-style-type: none"> • Those who have been informed • Those who have been consulted • Those who are actively participating 	<p>(see Attachment 1)</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Planning Committee – February 24, 2016 (for recommendation); Board Finance and Property Committee – March 01, 2016 (for recommendation); Board of Governors – March 18, 2016 (for final approval)</p>
<p>Final Approver</p>	<p>Board of Governors</p>

Attachments:

1. Consultative Route (1 page)
2. Current Mandatory Non-Instructional Fees to be rescinded and Proposed Restructured Mandatory Non-Instructional Fees (1 page)
3. Signed memo of February 17, 2016 and Terms of Reference of Joint Student/University Oversight Committee on Mandatory Non-Instructional Fees (9 pages)

Prepared by: University Governance

MNIF Consultation Meetings

<u>January 15, 2015</u>	<u>February 26, 2015</u>	<u>March 12, 2015</u>	<u>July 9, 2015</u>	<u>July 21, 2015</u>	<u>September 3, 2015</u>
Edith Finczak	Cory Hodgson	Cory Hodgson	SU President	GSA President	Edith Finczak
Kevin Friese	Kevin Friese	Edith Finczak	Philip Stack	Philip Stack	GSA President
GSA President	GSA Vice President	Kevin Friese			SU President
GSA Vice-President	GSA Services Director	GSA President			Lisa Collins
GSA Services Director	GSA President	GSA Vice-President			Philip Stack
Justin Williams	Ian Reade	GSA Services Director			
William Lau (SU)	Justin Williams	Ian Reade			
Robin Everall	Kemi Kufuor-Boakye	Justin Williams			
Sam Stowe	SU President	Lisa Collins			
Cory Hodgson	Medha Samarasinghe (for Mazi)	SU President			
Navneet Khinda	Robin Everall	Robin Everall			
Lisa Collins (Sam Stowe will attend for Lisa Collins)	Robyn Fenske	Medha Samarasinghe (for Mazi)			
Grachella Garcia	Ian Bernard	Cheryl Anderson			
Ian Bernard	Lisa Collins	Robyn Fenske			
Mazi Shirva	Mazi Shirvani	Ian Bernard			
Philip Stack	Philip Stack	Mazi Shirva			
		Philip Stack			

<u>October 1, 2015</u>	<u>November 2, 2015</u>	<u>January 25, 2016</u>	<u>January 26, 2016</u>	<u>February 16, 2016</u>	
Edith Finczak	Edith Finczak	GSA President	SU President	SU President	
GSA President	GSA President	Philip Stack	Philip Stack	GSA President	
SU President	SU President			Wendy Rodgers	
Lisa Collins (invited but could not attend this meeting)	Lisa Collins (invited but may have shown up late)			Philip Stack	
Philip Stack	Philip Stack				

Attachment 2

Current Mandatory Non-Instructional Fees to be rescinded and Proposed Restructured Mandatory Non-Instructional Fees

Fee Type	Current Annual Fee ¹	Proposed Annual Fee ¹	Comments
Athletics and Recreation Fee	\$164.00	\$164.00	No Changes are being proposed to the existing Athletics and Recreation Fee
CoSSS Fee	\$306.16	\$0	This fee to be eliminated
Health Services Fee	\$54.12	\$0	This fee to be eliminated
Registration and Transcript Fee	\$152.56	\$0	This fee to be eliminated
Student Services Fee	\$114.16	\$0	This fee to be eliminated
Student Health and Wellness Fee ²	\$0	\$122.64	This is the fee in support of the restructuring proposal
Student Academic Support Fee ²	\$0	\$504.36	This is the fee in support of the restructuring proposal
Total Fees Paid	\$791.00	\$791.00	As agreed with the students, the restructuring proposal is revenue neutral

Note: ¹ Annual fees based on a Full Time Equivalent (FTE) student

² See Oversight Committee TOR Appendix 1 for the list of student services to be funded

Office of the Provost and Vice-President (Academic)
2-40 South Academic Building (SAB)
Edmonton, Alberta, Canada T6G 2G7

Tel: 780.492.3443
Fax: 780.492.1438
www.provost.ualberta.ca

Date: February 17, 2016

To: Navneet Khinda, President Students' Union
Colin More, President Graduate Students' Association

From: Wendy M. Rodgers
Deputy Provost

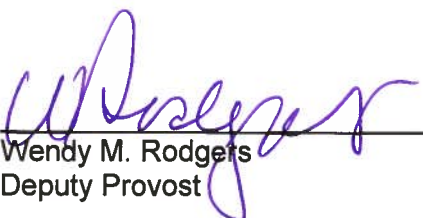
Re: Joint Student/University Oversight Committee on Mandatory Non-Instructional Fees

Based on the University's commitment to openness and transparency in the collection and expenditures associated with Mandatory Non-Instructional Fees (MNIFs), the University engaged with representatives of the Students' Union (SU) and Graduate Students' Association (GSA) to develop an enhanced committee and fee structure for MNIFs.

On February 16, 2016, all three parties agreed to the following:

1. Approval of the newly-developed Terms of Reference for a Joint Student/University Oversight Committee on Mandatory Non-Instructional Fees as attached.
2. That the new Oversight Committee would replace, effective immediately, the previous Student/University Administration – Mandatory Non-Instructional Fee Budget Advisory Committee (M-BAC).
3. That administration, with the support of the students, would bring forward through governance the necessary motions to amend the existing MNIF fee structure to the new MNIF fee structure as reflected in the Oversight Committee Terms of Reference, including a weighted annual inflation calculation for MNIFs.
4. That, pursuant to the provisions of Bill 3, whereby general tuition fee and MNIFs increases are frozen at 2014-15 levels for 2016-17, there would be no weighted annual inflation increase to MNIFs in 2016-17.
5. That administration, with the support of the students, will forward to the Ministry of Advanced Education, the new Oversight Committee Terms of Reference.

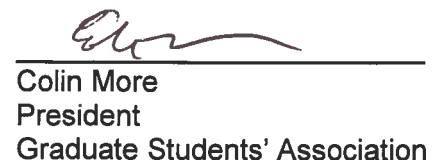
This memo dated this 17th day of February 2016,



Wendy M. Rodgers
Deputy Provost



Navneet Khinda
President, Students' Union



Colin More
President
Graduate Students' Association

**Joint Student/University Oversight Committee on
Mandatory-Non Instructional Fees**

Terms Of Reference

1. Preamble

The University of Alberta is committed to openness and transparency in the collection of Mandatory Non-Instructional Fees (MNIFs) and to student engagement as reflected in the *University of Alberta Student Participation Process Handbook*. As part of this commitment, the University of Alberta (University), the SU and the GSA have agreed to these terms of reference for the Joint Student/University Mandatory-Non Instructional Fee Oversight Committee (Oversight Committee) and acknowledge that this committee will replace the existing M-BAC committee.

2. Purpose

The Oversight Committee is the student and senior administrative committee that is designed to inform, involve and engage students in discussions around MNIFs and the services they support. The purpose of the committee is to involve student representatives to ensure that relevant concerns and aspirations are understood and considered in relation to the provision of the student services supported by MNIF revenue, to increases to existing MNIFs and to the establishment of any new MNIFs.

From time to time the university may determine that it is necessary to fund certain student services from operating funding, outside MNIF funding. Nothing in these terms of reference would prevent the university from implementing such student services or funding these student services through other sources of funding.

3. Committee Mandate

- A. These terms of reference apply to those MNIFs and the student services as outlined in Appendix I.
- B. Pursuant to the PSLA and notwithstanding the commitment to the engagement reflected in these terms of reference, administration and the students understand the role of the Board of Governors (Board) having overall authority for the services to be provided at the university and any fees to be charged to the students.
- C. The Oversight Committee will:
 - a. Receive information on the MNIF supported services and serve as a mechanism of engagement between the students and the units providing the services.
 - b. Receive for information annual reports including financial information (the format of annual reports to be determined by the committee) from those units (a unit is a major administrative unit that delivers a specific or group of student services) that provide MNIF funded services to the students.
 - c. Receive for information proposals, regarding MNIF supported services, that address the expansion or reduction of student services, including recommendations for new services and/or the elimination of services.

- d. Receive for information any annual increase to MNIFs that is implemented pursuant to the agreed formula for annual inflationary increases. (see Appendix II and Appendix III for the formula calculating the annual inflationary increase).
- e. Receive for information proposals for changes in MNIFs other than the annual inflationary increase. (see Appendix II for the process for changing MNIFs other than the annual inflationary increase).
- f. Receive for information proposals for the introduction of new MNIFs (see Appendix II for the process for introducing new MNIFs).
- g. Through the required governance process, advise the Board on:
 - i. any changes to student services as identified in point (c) above
 - ii. any inflationary increase to MNIFs as identified in point (d) above
- h. through the required governance process, the Provost and Vice President (Finance & Administration), will present to the Board with a recommendation for approval, any proposals to change MNIFs other than the inflationary increases or to introduce any new MNIFs

4. Committee Composition

The committee shall consist of the following members:

Chair

Deputy Provost

Standing Members

Vice-Provost & Dean of Students

Vice-Provost and Dean, Faculty of Graduate Studies and Research

Vice-Provost & University Registrar

Representative, Faculty of Physical Education and Recreation (as appointed by the Dean)

Representative, Vice President (Finance and Administration) (as appointed by the VP)

Director, Academic Planning and Budgets, Office of the Provost

President, Students' Union

Two additional undergraduate students appointed by the Students' Union

President, Graduate Students' Association

Two additional graduate students appointed by the Graduate Students' Association

One member of the Senate as appointed by the Chancellor

Resource Members (non-voting)

As required.

Voting

The chair and standing members are eligible to vote. The Chair will only vote in the event of a tie. Voting is based on a simple majority. Should a standing member be unable to attend a meeting, a delegate may attend on behalf of the standing member. Delegates in attendance at the meeting will have the same voting privileges as the standing member they represent. Resource members are not eligible to vote.

Quorum

Quorum will consist of one-half (1/2) of the standing members of the committee present and whereby there will be balance between the student representatives and administrative representatives present.

5. Committee Meetings

Meetings will be held four to six times per year and at the call of the Chair.

6. Secretariat

The Office of the Provost and Vice-President (Academic) will provide secretariat support to the committee.

Official records of the committee's deliberations will be held by the Office of the Provost and Vice-President (Academic). The records of the Committee will be subject to provincial FOIPP legislation and comply with the records retention schedule of the Office of the Provost and Vice-President (Academic).

7. Review of Oversight Committee

It is agreed that these terms of reference will be reviewed by the parties once every three years or sooner if requested by one of the parties. Any change in legislation/regulation that impacts MNIF will result in an automatic review of the terms of reference.

8. Appendices

Appendix I, II, and III form part of these terms of reference

Appendix I
List of MNIF Supported Services*

A. Athletics and Recreation Fee

Athletic (Varsity)

B. Student Health & Wellness Fee

Counselling and Clinical Services (CCS)
Sexual Assault Centre (SAC)
University Health Centre (UHC)
University Pharmacy
Healthy Campus Unit
Community Social Work Team
Risk Management Mental Health Program

Total

C. Student Academic Support Fee

URI
UAI Education Abroad
Green & Gold
Aboriginal Student Services Centre
Career Centre
Student Conduct and Accountability
Ombuds Service
Student Union Funding
Student Accessibility Centre
Augustana Student Services
Transition Year Program (TYP - ASSC)
Math & Science Centre (MASC)
Student Success Centre (SSC)
Student Financial Support Services
Student Fees Administrative Services
Records, Registration and Convocation Services
Student Writing Centre
Student Service Centre and Advisory Services
FGSR Professional Development & Out Reach
FGSR Program Services
IT Service and Infrastructure (IST & AIS)

*** Note: These services are as of the date the terms of reference were signed by the three parties and may be changed from time to time as envisioned by these terms of reference**

Appendix II Process for Increasing MNIFs

1. Annual increase to existing MNIFs

- Existing MNIFs will increase on an annual basis by an agreed to inflationary increase
- The annual inflationary increase will be calculated as shown in Appendix III
- The annual inflationary increase will be reported to the Oversight Committee prior to the reporting of the increase to the Board
- The annual inflationary increase formula, would be approved by the Board. Once approved, increases to the MNIFs using the inflation formula would be brought forward to the Board by the Provost and Vice President (Finance & Administration), through the required governance process (e.g. APC/BFPC) for information only, normally at the December Board meeting.

2. A Change to existing MNIFs other than the Annual Inflationary Increase

From time to time, in order to sustain existing services or to enhance services, it may be necessary to change the MNIFs from the annual inflationary calculation as identified in Point 1 above. If a unit or committee member proposes such a change the following process will be followed:

- The unit or committee member requesting a change to the MNIFs other than the annual inflationary increase will table at the Oversight Committee a report outlining the justification for the change and the requested amount of the change.
- Upon review of the report, the Oversight Committee will be asked to vote on the change.
- If the Oversight Committee votes in favour of supporting the change, the report and the Committee's recommendation will go forward to the Board, through the required governance process (e.g. APC/BFPC), with a request for approval of the change.
- The recommendation to approve the change will normally go forward to the Board at the December Board meeting.
- As part of any recommendation to the Board for a change in the fee as a result of this process, the Board will receive the report and the outcome of the vote from the Oversight Committee. The recommendation will be brought by the Provost and Vice President (Finance & Administration), to the Board through the required governance process (e.g. APC/BFPC).

3. The Introduction of a new MNIF

From time to time the university and/or the students may identify the need to establish a new MNIF in order to support the introduction of new services or to support existing services that cannot be funded from other sources. If such a new fee is proposed, the following process will be followed:

- The University, the Students' Union or the Graduate Students' Association can at any time bring forward a report, individually or collectively, recommending the introduction of a new MNIF.
- The group(s), individually or collectively, will table with the Oversight Committee a report outlining the justification for the new MNIF and the proposed fee.
- Upon review of the report, the Oversight Committee will be asked to vote on the new fee.

- If the Oversight Committee votes in favour of supporting the new fee, the proposal will go forward to the Students' Union and Graduate Students' Association to be included in a non-binding referendum during the annual elections of the SU and GSA.
- The non-binding referendum question will be a yes/no vote to approve the new fee. The referendum will follow the SU and GSA rules for referendums.
- As part of any recommendation for the establishment of a new MNIF to the Board as a result of this process, the Board will receive the report outlining the justification for the new MNIF, the proposed fee and the outcomes from the SU and GSA non-binding referendums. The recommendation will be brought to the Board by the Provost and Vice President (Finance & Administration), through the required governance process (e.g. APC/BFPC).

Appendix III MNIF Weighted Annual Inflation Calculation

The formula for the calculation of the weighted annual inflation number is as follows:

$$\frac{\text{Weighted Actual Operating Expenditures} \times \text{Projected Inflation}}{\text{Sum of the Weighted Annual Inflation}}$$

For the purposes of this calculation operating expenditures will include salary, benefits, materials and supplies, utilities, and maintenance, with an adjustment for scholarships and bursaries.

Whereby the elements of the formula are calculated as:

1. Weighted actual operating expenditures

- a. The audited operating expenditures from the previous three years are used to calculate the weighting of expense categories for salaries, benefits and non-compensation¹.

2. Projected Inflation

- a. Salaries – Average actual negotiated Across the Board (ATB) increase for NASA and AASUA plus merit increase calculation. In the absence of negotiated settlements, the university will use the Government of Canada Labour Program Wage Forecast for Collective Bargaining for Alberta. Merit is calculated using the previous year's actual operating budget merit expenditures, which adjusts for employees who have reached the ceiling of their salary grid and are no longer eligible for merit. This forecast should not be construed as an indicator or signal of the outcome of collective bargaining between the Board and associations representing academic and non-academic staff.
- b. Benefits – Weighted average of the statutory plans (EI, CPP, WCB), supplementary health plans (dental, LTD, etc.) and pension plans multiplied by the forecast percentage increase as prepared in the university's annual budget fiscal estimate process for the upcoming fiscal year.
- c. Non Salaries – Average of three chartered bank's Q3 forecast for Alberta's CPI for coming calendar year.

3. Ceiling and Floor

The weighted annual inflation number will have both a ceiling and a floor. The ceiling will be 5.0 per cent and the floor will be 0 per cent.

4. Sample Calculation

The sample calculation for the weighted annual inflation calculation is attached

¹ Non-compensation includes materials/supplies and services; utilities; and maintenance.

Sample Formula Calculation for 2016-17
Source: Audited Financial Statements

	<u>% Actual Expenditures ¹</u>		<u>Projected Inflation (%)</u>		<u>Weighted (%)</u>
Compensation					
Salary	64%	x	3.45%	=	2.22%
Benefits	14%	x	6.90%	=	0.94%
Sub-Total	<u>78%</u>				<u>3.16%</u>
Non-Compensation					
Materials Supplies	15%	x	1.70%	=	0.26%
Utilities	4%	x	1.70%	=	0.07%
Maintenance	3%	x	1.70%	=	0.05%
Sub-Total	<u>22%</u>				<u>0.38%</u>
Total	<u>100%</u>		Projected Inflation		<u>3.53%</u>
Scholarship Adjustment ²	-2.5%	x	4.05%		-0.10%
Non-Compensation Adjustment	2.5%	x	1.70%		0.04%
Net Adjustment					<u>-0.06%</u>
Weighted Annual Inflation Rate					<u>3.47%</u>

1. Based on 3 year average of Actual Operating Expenditures 2012-13 to 2014-15.
2. Total compensation % not to exceed 3 year average compensation % including scholarship expenditures.
3. Cost structure assumes normal operations.