The following Motions and Documents were considered by the Board Finance and Property Committee during the Open Session of its May 28, 2019 meeting:

Agenda Title: **University of Alberta Comprehensive Institutional Plan (CIP) 2019-22**

WHEREAS the University of Alberta 2019-2020 Consolidated Budget was previously approved by the Board of Governors on March 15, 2019,

APPROVED MOTION: THAT the Board Finance and Property Committee, on the recommendation of the General Faculties Council Academic Planning Committee, recommend that the Board of Governors:

- approve the 2019-22 *University of Alberta Comprehensive Institutional Plan (CIP)*, as set forth in Attachment 1 to the agenda documentation, 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 Recommended Item: 5.

Agenda Title: **2020-2021 International Tuition Model**

APPROVED MOTION: THAT the Board Finance and Property Committee, on the recommendation of the Academic Planning Committee, recommend that the Board of Governors approve a new program fee-based model for tuition for international students, to take effect for the Fall 2020 intake of new international students, as described in Attachment 1, as revised.

Final Recommended Item: 6.

Agenda Title: **Board Delegation of Authority for Approving Increases to Residence Rental Rates and Meal Plan Rates**

Whereas the Board of Governors approved the Principles for Board of Governors Delegation of Authority *on June 15, 2018, including the following statements:*
- *The Board of Governors has employed a structure that relies upon the delegation of its provincially mandated authorities to its standing committees, the President or other members of Administration and other campus bodies; and*
- *Delegation is essential to ensure timely and efficient decision-making in smaller forums with access to appropriate resource people, while allowing the Board to focus on substantive and strategic issues of broad relevance to the university community;*

APPROVED MOTION 1: THAT the Board Finance and Property Committee recommend that the Board of Governors delegate approval of increases to residence rental rates equal or less than five percent (5%) to the Board Finance and Property Committee, effective upon Board of Governors' approval.

APPROVED MOTION 2: THAT the Board Finance and Property Committee recommend that the Board of Governors delegate approval of increases to meal plan rates equal or less than the most recently reported Alberta Consumer Price Index plus one percent (1%) to the Board Finance and Property Committee, effective upon Board of Governors' approval.

Final Recommended Item: 7.

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

APPROVED MOTION: THAT the Board Finance and Property Committee recommend that the Board of Governors approve the proposed changes to the Committee's Terms of Reference, as set forth in Attachment 1, as revised, to take effect upon final approval.

Final Recommended Item: 8.

Agenda Title: **Taking Care of our Campuses: An Integrated Asset Management Strategy (2019-2035)**

APPROVED MOTION: THAT the Board Finance and Property Committee, on the recommendation of General Faculties Council, recommend that the Board of Governors approve the Integrated Asset Management Strategy, as proposed by the Office of the Vice-President (Facilities and Operations) and as set forth in Attachment 1, as the basis for future infrastructure decisions across all campuses.

Final Recommended Item: 9.

Agenda Title: **Space Management Policy**

APPROVED MOTION: THAT the Board Finance and Property Committee, on the recommendation of the General Faculties Council Academic Planning Committee, recommend that the Board of Governors approve the revisions to the Space Management Policy, as set forth in Attachment 1, to take effect upon approval by the Board of Governors.

Final Recommended Item: 10.

Item No. 5

Governance Executive Summary
Action Item

Agenda Title	**University of Alberta Comprehensive Institutional Plan (CIP) 2019-22**

WHEREAS the University of Alberta 2019-2020 Consolidated Budget was previously approved by the Board of Governors on March 15, 2019,

Motion

THAT the Board Finance and Property Committee, on the recommendation of the General Faculties Council Academic Planning Committee, recommend that the Board of Governors:

- approve the 2019-22 *University of Alberta Comprehensive Institutional Plan (CIP)*, as set forth in Attachment 1 to the agenda documentation, 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	☐ Approval ☒ Recommendation
Proposed by	Steven Dew, Provost & Vice-President (Academic)
Presenter(s)	Wendy Rodgers, Deputy Provost

Details

Responsibility	Provost & Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	The proposal is before the committee because the university is required to submit the CIP annually to government as an integrated document reflecting academic, enrolment, financial, and capital plans.
Executive Summary	The CIP is prepared according to guidelines issues by Alberta Advanced Education. It satisfies legislated accountability requirements under the *Fiscal Management Act* and *Postsecondary Learning Act*.
	Goals, initiatives, and outcomes identified in the CIP reflect the goals and objectives established in *For the Public Good*. Per government guidelines, goals are organized according to the five Adult Learning System Principles: Accessibility, Affordability, Quality, Coordination, and Accountability. The CIP is a three-year document, and goals are updated annually based on current progress, consultation with major administrative units, and information provided by faculties through internal accountability processes.
	The university's budget, as reflected in Appendix A, was approved by the Board of Governors in March 2019.
	Appendix H presents capital investment priorities, per the university's annual submission to the Government of Alberta's Building and Land Inventory Management System (BLIMS). Because of the dynamic nature of campus planning and opportunities that arise with the arrival of earmarked funding, projects may emerge between annual submissions to BLIMS and between CIP submissions. The CIP reflects current priorities at the time of submission.
	Following approval by the Board of Governors, the CIP will be submitted to the Government of Alberta by June 30, 2019.
Supplementary Notes and	The Comprehensive Institutional Plan is also recommended to the Board

context	of Governors by the Board Learning and Discovery Committee. Following consultation with Deans' Council and other groups, the following amendments will be made to the CIP prior to submission to government: • In Appendix D: Underrepresented Learners, additional discussion on support for LGBTQ and Francophone learners • In Appendix E: Community Initiatives, additional discussion on engagement with Francophone communities • Minor corrections to descriptions of FGSR and Faculty of Education programming In addition, enrolment tables will be updated prior to Board approval.

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating***: • Office of the Provost and Vice-President (Academic) • Office of the Vice-President (Facilities & Operations) • Office of the Vice-President (Research) • Disclosure, Assurance, and Institutional Research • Office of the Dean of Students • Office of the Registrar • Government and Community Relations • Financial Planning • University of Alberta International • Information Services and Technology
	*Those who have been **consulted***: • President's Executive Committee – Strategic • Deans' Council • Alberta Advanced Education
	*Those who have been **informed***: •
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee – May 8, 2019 Board Finance and Property Committee – May 28, 2019 Board Learning and Discovery Committee – May 31, 2019 Board of Governors – June 14, 2019

Strategic Alignment

Alignment with *For the Public Good*	The CIP reflects the goals and objectives established in *For the Public Good*.	
Alignment with Institutional Risk Indicator	Submission satisfies core accountability requirements for the Government of Alberta.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☒ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and	*Fiscal Management Act*	

Item No. 5

jurisdiction	*Postsecondary Learning Act*
	Board Learning and Discovery Committee Terms of Reference 3m and 4x
	Board Finance and Property Committee Terms of Reference 3c and 4b

Attachments:

1. Draft Comprehensive Institutional Plan, 2019-22 (67 pages)
2. Complete Enrolment Table (15 pages)

Prepared by: Logan Mardhani-Bayne, Strategic Development Manager, Office of the Provost & Vice-President (Academic)

UNIVERSITY OF ALBERTA

COMPREHENSIVE INSTITUTIONAL PLAN 2019-22

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EXECUTIVE SUMMARY

EXECUTIVE SUMMARY

The University of Alberta, from its inception, has had as its ethos a commitment to serve the province of Alberta. More than 100 years ago, President Henry Marshall Tory pledged to an "uplifting of the whole people." The university remains deeply committed to this role as a world-class public education institution that is transformative to the respective groups it serves: students, the community, the province, our country, and the world.

For the Public Good, the University of Alberta's strategic plan, affirms that "we are a public university acting for the public good" and articulates this continued commitment through five verbs describing our work: Build, Experience, Engage, Excel, and Sustain. Across its teaching, learning, and discovery activities, and administrative support structures, the University seeks to embody these ideas and instill them in our graduates, faculty and staff. As the province's largest and leading post-secondary institution, the University plays a foundational role in the building of a better province through the generation of new ideas, and as an engine of social, cultural, and economic prosperity (For the Public Good, page 6).

Ranked among the top universities in the world, teaching, learning, and discovery at the University of Alberta fundamentally contributes to the wellbeing of the province and its citizens from the development of artificial intelligence to the treatment of acute and chronic diseases that touch all of us. The innovative and wide-ranging discoveries taking place at the University of Alberta generate the new knowledge and processes needed to create a more diversified economy, to solve complex critical social and political issues, and to offer an enhanced quality of life for citizens in Alberta and beyond.

This service-focused ethos is captured in our mission statement: "Within a vibrant and supportive learning environment, the University of Alberta *discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships.* The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront."

In every aspect of this work, the University of Alberta partners with numerous organizations including other post-secondary institutions, community groups, industry, and all levels of government in the province's social, cultural, and economic development. Fostering provincial, national, and international collaborations leverages local excellence to support leading global enterprise, and returns enriched understandings and diversity of perspectives in addressing local issues.

The goals, priority initiatives, and expected outcomes articulated in the 2019-22 Comprehensive Institutional Plan are all designed to fully realize the key strategic objectives found in *For the Public Good* in alignment with Alberta's Adult Learning Principles and the mandate set out for the institution by the province.

New developments in the pursuit of the institution's high-level Accessibility, Affordability, Quality goals and **key institutional strategic initiatives** include:

- To date, three **Signature Areas of Research and Teaching** have been launched at the University of Alberta. First imagined as a way to strengthen broad-ranging and world-leading institutional excellence in a number of key fields, three areas distinction—Energy Systems, Precision Health, and Intersections of Gender—have been formally endorsed. Collectively, the effort to identify signature areas is meant to leverage existing areas of strength, incentivize additional collaboration with already world-class research in order to draw additional external funding and advance scholarship and discovery in these critical areas. In addition, these programs will train highly skilled individuals that will strengthen Alberta's discovery continuum. In the coming year, each of these areas will launch specific programs of activity.

- In its institutional strategic plan, the University of Alberta committed to encourage continuous improvement in administrative, governance, planning, and stewardship systems that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals. In line with this commitment, we have joined an international benchmarking initiative designed for reviewing university administrative services such as finance, purchasing, human resources, communications, and information technology. This exercise will assist the university to gain significant insights into the efficiency and effectiveness of services.
- The University of Alberta is responsible for 1.8 million square metres of infrastructure across its five campuses with buildings ranging from offices to complex research facilities and aged 110 years old to brand new. The Facilities & Operations portfolio has undertaken to draft a strategy better manage the accessibility, effectiveness, and sustainability of its current and future assets. Following wide-ranging consultations with key stakeholders, goals are being refined as part of the university's **Integrated Asset Management Strategy (IAMS)**, which will be published in June 2019. The university has a five-year projected aggregate deferred maintenance liability of $893 million, presenting significant operational risk. The IAMS will support efforts to prioritize renewal, refurbishment, and efficient use of existing infrastructure.
- Through the University of Alberta Equity, Diversity, and Inclusivity (EDI) Scoping Group, a lengthy list of university community members contributed to the new **Equity, Diversity, and Inclusivity Strategic Plan**—including faculty, staff, and students and EDI scholars and advocates. The goal was to articulate a common vision and framework to inspire, guide, and support current and future EDI efforts and initiatives across the university. The plan reflects the university's ambitions for the future while acknowledging the current reality—both the outstanding work being done now and the challenges that remain. This strategic plan aims to embed EDI into the culture of the University of Alberta community, from the grassroots to the senior-most levels. It sets out strategic directions and senior-level accountabilities that are intended to empower faculties, departments, and administrative units across the university to develop and implement their own EDI plans and initiatives.

The University of Alberta, in partnership with Alberta's post-secondary system, plays a critical role in creating greater economic diversity, supporting the growth a diverse, skilled, and agile workforce, and addressing critical social issues including quality of life and healthcare, food security, and sustainable energy production – to name only a few. Research and training at post-secondary institutions fosters innovation that supports Alberta communities and industries; fosters the talent and expertise from which entrepreneurs, companies, and governments can become globally competitive. The changing work and demographic landscape of Alberta demands new thinking about the post-secondary education sector. Alberta cannot continue to source its highly-skilled workers from other jurisdictions. We need a made in Alberta solution that meets the demand for post- secondary education in our province and keeps pace with change in technological, social, and economic demands. Capacity in the post-secondary system across the province must grow to accommodate over 90,000 spaces in the next five to ten years; a demand, which is especially acute in the comprehensive and research-intensive universities. As the largest university in the province, the University of Alberta supports the development of a plan and mechanism to ensure the province is not left behind; ensuring support for research and innovation, delivering better access to Albertans, and providing our young people with the training and education they need in today's world to build a strong, diverse, responsive Alberta economy.

MANDATE AND MISSION STATEMENT

INSTITUTIONAL MANDATE

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

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

In a dynamic and integrated learning and research environment, the University of Alberta offers graduate and undergraduate students the opportunity to earn internationally respected credentials, including bachelors, masters and doctoral degrees, and university certificates and diplomas. It also offers French-language programs leading to university degrees, certificates and diplomas as well as college certificates and diplomas. A number of its programs are unique within Alberta. Post-doctoral fellows come to the University to refine their teaching, mentoring and research skills.

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

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

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

The University of Alberta's research and creative activity produces a dual impact through the preparation of highly qualified graduates and a continuous flow of innovation. The University attracts scholars of

international reputation, undergraduate and graduate students, post-doctoral fellows, staff and faculty. Collectively, they foster, conduct and disseminate research and creative activity, both pure and applied, within and across all the major program areas at an internationally-recognized level of excellence.

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

In every aspect of its mandate, the University of Alberta is a partner in social, cultural, and economic development, fostering and establishing the provincial, national and international connections and understandings that support leading global enterprise and citizenship for Albertans. University administrators, faculty, staff and students contribute regularly to public debate and to government and corporate examination of issues. Start-up companies and new technologies licenses 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.

Approved by the Minister of Advanced Education and Technology, July 17, 2009

*The Faculty of Physical Education and Recreation has been renamed the Faculty of Kinesiology, Sport, and Recreation, as approved by the General Faculties Council.

MISSION STATEMENT

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

For the Public Good, approved June 2016.

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, Board of Governors

GOALS, PRIORITY INITIATIVES, AND EXPECTED OUTCOMES

GOALS, PRIORITY INITIATIVES, AND EXPECTED OUTCOMES

ACCESSIBILITY

The University of Alberta is the province's leading educator, the largest Comprehensive Academic and Research University in the province, and one of the leading Major Medical and Research Universities in Canada. Situated in the fifth largest major metropolitan area in Canada—with 38,000-plus students—the University of Alberta supports the needs of the City of Edmonton and the province, and its mandated reach extends to Canada and the world. The U of A is known nationally and internationally for programs in all disciplines; Albertans have a world-class university in their own backyard.

The university endeavours, through a variety of mechanisms, to ensure that all Albertans have access to the institution's high quality post-secondary offerings. These include a comprehensive range of basic programs as well as unique and specialized programs and courses not available elsewhere in Alberta, or in some cases, Canada – for example, the highly in-demand School of Engineering Safety and Risk Management (ESRM), a multi-course module within the Faculty of Engineering, is the only offering of its kind in Canada.

Our institutional strategic plan, *For the Public Good*, makes a strong commitment to attracting and supporting a diverse student population from Alberta, Canada, and the world. This past year, we received over 37,000 undergraduate applications, a record number representing a 20 per cent increase since 2015. The university remains committed to balancing the provision of access for Alberta students with out-of-province and international populations–75 per cent of our students have a home address within Alberta–while at the same time improving access for Indigenous students.

In 2018/19, we welcomed a record 1,175 Indigenous students to the U of A. We continue to prioritize recruitment, retention, and supports for Indigenous learners through sustained investments in outreach and capacity building. The successful and well-utilized Transition Year Program for First Nations, Métis, and Inuit students will continue to be offered to students who would benefit from extra support transitioning to the university environment. In support of Indigenous student success, the university has built capacity in key teaching, scholarly, and administrative positions in the Office of the Provost, the Office of the Registrar, the Office of the Dean of Students, and the Centre for Teaching and Learning, as well as at the administrative and professorial level in nine faculties across four campuses. There has been continued growth in the Faculty of Native Studies, the Indigenous Education Council in the Faculty of Education, the Aboriginal Teacher Education Program, First Peoples' House, and much more. This work is supported by training and education on historical trauma and its impact on students, which is being rolled out to units across the university going forward.

The university continues its comprehensive response to the *Truth and Reconciliation Commission of Canada*, recognizing that accessibility for Indigenous students must be supported and embraced within a broader institutional environment. Building on an extensive consultation process within and beyond our community, we are in the process of finalizing a Vice-Provost position responsible for Indigenous initiatives, and will develop a new *Indigenous Strategic Plan* in 2019/20.

Student access is supported by a comprehensive institutional focus on building an equitable, diverse, and inclusive university. In 2018/19, the university launched its *Strategic Plan for Equity, Diversity, and Inclusivity (EDI)*. The plan sets out specific goals over the next four years, with a focus in 2019/20 on improving our collection of demographic data about our faculty and staff, which will enable us to set targets and track progress over time. This is important because students need to see themselves reflected in the academic workforce–in the people who teach and advise them, administer their

programs, and lead their institutions at the highest levels. We recognize that while our EDI and Indigenous initiatives are closely linked and mutually supportive, they warrant distinct approaches and strategic frameworks.

The university is deeply committed to supporting and enhancing physical and mental health and well-being. The Healthy University Strategic Plan is a key institutional initiative and sets out actions that will encourage a university culture that supports the health and well-being of students, faculty, and staff. The many dimensions of health—physical, emotional, social, intellectual, spiritual, financial, and environmental—are enablers of the university's success, empowering people to individually and collectively realize their academic, career, and personal goals. Initiatives related to student mental health and to sexual violence prevention are described in Appendix F.

AFFORDABILITY

The University of Alberta's tuition and fees are among the lowest in the country and competitive globally, sometimes by a factor of double or triple for comparable programs. The institution's professional programs in particular, such as Law, Business, and Medicine—at both the undergraduate and graduate levels—are available at a fraction of the cost of competitor institutions across Canada. Our students are well integrated into our planning processes for tuition and mandatory non-instructional fees, and have an important voice in institutional budget decision making through their participation in university governance.

The university supports affordability through direct financial support to students. In 2017/18, we administered $87 million in supports to 17,130 undergraduate students, including almost $63 million in need-based support. Research and teaching assistantships provide additional resources to graduate students as part of the essential role they play in our research-intensive university. Graduate students are also eligible for numerous external awards from other sources. We are exploring establishing a minimum funding guarantee for all doctoral students. The U of A continues to seek out opportunities to fund students through philanthropy and, in graduate and advanced studies, through opportunities to engage in funded research with world-class professors. Affordability is also supported through flexible delivery that allows students to participate in programs while working. Examples include our Master's of Public Health (MPH), which is considering increasing specializations in distance delivery options to support northern and remote learners.

We are reviewing and implementing a variety of means of controlling inflationary pressures. Efficient use of existing infrastructure through repurposing and refurbishment aims to keep costs low. Effective use of institutional assets to benefit the community while carefully managing aging infrastructure inventories, including deferred maintenance, serves to protect public assets and affordability. Efficient administration and financial stewardship enable the institution to devote scarce resources to academic programming and to student services and supports, minimizing organizational costs that must be supported through the tuition base. Beginning in 2018/19, the U of A is participating in an international benchmarking collaboration that will help us to understand how our administrative costs and structures compare with peers across Canada, the UK, Australia, and New Zealand.

QUALITY

Ranked within the top five universities in Canada, the University of Alberta has an international reputation for excellence with both world-class teaching and research. The institution is known for its strength in the humanities, sciences, creative arts, business, engineering, and health sciences. High-quality teaching and research programs are a hallmark of the University of Alberta. This is acknowledged in multiple ranking systems–for example, in the 2019 QS subject-area rankings, the University of Alberta ranked ninth in sport related subjects, twelfth mineral and mining engineering, twenty-third in nursing, thirty-eighth archaeology, forty-seventh in education, and fiftieth in pharmacy and pharmacology. In the

Shanghai university rankings, the U of A is ranked ninth in the world for environmental sciences and engineering (ahead of MIT and Princeton), seventeenth for mining and mineral engineering, and seventeenth for business administration. The U of A's quality offerings produce excellent post-graduate outcomes for its students. University of Alberta graduates have the highest employment rate in Canada and among the best in the world, according to the 2018 QS Graduate Employability Ranking.

Quality is paramount across our teaching and learning activities. The Centre for Teaching and Learning supports instructors to develop engaging and meaningful learning for students through advising, digital supports, best practice guidance, innovation grants, and more. We are continuing to explore new approaches to the evaluation of teaching, including through a pilot project with St. Joseph's College that will inform our approach going forward.

We place major emphasis on experiential learning as critical to ensuring our students enter the workforce well-equipped to begin challenging careers in a diversity of sectors. The university offers seven broad types of experiential learning: co-op programs, internships, service learning, study abroad opportunities, mandatory professional practice, and both short- and long-term field experience. Across these categories, we offer over 580 different experiential learning activities, engaging over 9,500 students in the current year. We continue to develop new and innovative experiential opportunities, such as the Innovation, Creativity, Entrepreneurship Bootcamp, a three-credit class that helps student develop their creative and entrepreneurial skills–in interdisciplinary teams, students have three weeks to design and create a product that's ready to go to market, culminating in a Dragon's Den-style pitching competition in front of industry leaders. Organizationally, we have established a Council on Experiential Learning to share best practices across the university and have launched a website to support student awareness of the opportunities available.

University of Alberta graduate students will pursue diverse careers and become significant contributors to the economic and social prosperity of the province. In response to expressed needs of graduate students and employers, the University of Alberta is the only post-secondary institution in Canada to prioritize professional development by making it a program requirement for all graduate students. Launched in 2016, the Professional Development Requirement asks students to create a personal career plan called an Individual Development Plan (IDP) and participate in professional development activities informed by their IDP. The IDP prompts students to research potential career paths, complete a skills gap analysis, take actions to fill these gaps, and establish a plan for developing their careers. The university provides a robust set of structured professional development opportunities to support students in the development of their skills, including internships, a multi-tiered teaching program, workshops, and online resources. Regular program assessment informs programming to ensure that professional development opportunities align with student and employer needs. In 2018/19, the university launched a survey of PhD outcomes. Over 5,000 alumni responded, and we are in the process of analyzing results to establish baselines on employment outcomes and satisfaction with professional development programming.

To support graduate student professional development going forward, the university has relaunched the Graduate Teaching & Learning program, a multi-tier program designed to help graduate students excel in their roles as teaching assistants and beyond. This directly supports the quality of both our graduate and undergraduate education. We have also launched initiatives to improve the quality of graduate supervision, including our Mentorship Academy workshop series and awards for excellence in supervision.

The institution is committed to a rigorous quality assurance program that has been designed to maintain and further build upon the existing strengths of the U of A's academic programs, units, and faculties. The Campus Alberta Quality Council regularly audits the university to ensure that suitable quality assurance mechanisms are in place, which allow for meaningful self-study and which demonstrate the comparative quality of its program offerings. The 2018 CAQC audit concluded that our processes were exemplary.

Across our research enterprise, the university strives to support diverse multidisciplinary research teams that engage in critical and innovative research needed in today's society.

In 2017, the U of A established a process to identify and support Signature Areas of Research and Teaching – these are areas in which the University of Alberta is a global leader, displaying distinction and distinctiveness, and where there are opportunities for multi-disciplinary innovation in both research and teaching. In 2018/19, we launched our first three signature areas: Energy Systems, Precision Health, and Intersections of Gender. These are intended to be drivers of novel, interdisciplinary collaborations, impactful innovation, and global excellence in research that directly benefits our students.

To sustain excellence and continue with world-class teaching, learning and research, the University of Alberta remains committed to the high-quality people that educate and discover. Outstanding people are integral to exceptional quality. *For the Public Good* notes: "At the University of Alberta, we begin with people—people with ideas, talent and purpose. Then, we act." Faculty Renewal—the refreshing of the professoriate with new faculty members, preferably at the Assistant Professor rank— regularly brings in fresh ideas and perspectives and remains a key objective. The university is focused on enhancing equity, diversity, and inclusivity (EDI) in all aspects and characteristics of our people and programs, as this will strengthen our ability to prepare our graduates to thrive in an increasingly global, technology-driven, and fast-changing future. Our commitment to EDI is expressed in our newly launched EDI Strategic Plan.

COORDINATION

The University of Alberta is fundamentally a community-engaged institution. We embrace a leadership role within Campus Alberta and engagement and partnership with our local community.

It is crucial to maintain the diversity of the six-sector system to preserve a full range of choice for Alberta students to fit varying areas of interest and skill. The high-quality learning and training opportunities offered in research intensive universities advance research output to foster economic growth and diversification while creating and promoting strategic partnerships, coordination, and collaboration. The six sectors also give clear mandates to institutions and ensure that each institution provides the highest quality experience for students, and that the greatest variety of program options are provided to Albertans. As a community of over 50,000 individuals, we also promote and embrace coordination across our five campuses, 18 faculties, and multiple administrative units.

The University of Alberta works in close collaboration with post-secondary partners, playing a leadership role both within Alberta's higher education system broadly and with the other Comprehensive Academic and Research Universities. A differentiated system serves students and the province by providing advanced learning at the undergraduate and graduate level and supporting research in diverse fields with global relevance and impact. The University of Alberta works in partnership with post-secondary entities such as the Council of Post-Secondary Presidents of Alberta (COPPOA), Alberta Council of Senior Academic Officers (ACOSAO), the Senior Business Officers (SBO) Network, the Committee on Academic Medicine (CAM), and the Alberta Academic Health Network (AAHN), to name a few.

The University of Alberta collaborates nationally with advocacy groups such as Universities Canada and the U15. These efforts are meant to ensure that the institution serves the needs of students while working within the context of the larger sector. On a number of fronts, the institution works with other Campus Alberta institutions to provide expertise and to discuss system-wide changes that benefit all.

We collaborate actively to support transition programming. We also maintain program-related collaborations with partner institutions–for example, we deliver undergraduate teacher education in collaboration with Grande Prairie Regional College, Keyano College, Red Deer College, Portage College, Lakeland College, Maskwacis Cultural College, University nuhelot'įne thaiyots'į nistameyimâkanak Blue Quills, and Northern Lakes College. In student services, the University of Alberta has been a core founder of Healthy Campus Alberta (HCA), the post-secondary mental health community of practice. Activities like this are integral to bringing our student, faculty, and staff partners together from across Alberta to connect and share best practices in the area of student and campus mental health. In the area of IT, the University of Alberta was a co-founder of ShareIT, an initiative of 22 post-secondary institutions

(PSIs) and 20 K-12 institutions to share their IT experience, knowledge, and procurement practices. Cumulative savings to date are in excess of $5.3 million.

A unique feature of the CARU sector is the mandate to produce cutting-edge knowledge, technologies, and products through the research enterprise. Across a range of partnerships and initiatives, the university is a major driver of the Alberta economy. University research and innovation encourages investment into new business pathways, products, and processes that create a more balanced economy and protect human health and the environment and support cultural wellbeing. As a notable example, TEC Edmonton, rated as the third-best university-linked business accelerator in the world, created a record eleven spin-off companies with the U of A over the past year. U of A spin-offs have a year-over-year survival rate of 97 per cent, and over the past seven years, TEC Edmonton clients have generated $1.02 billion in revenue, created 2,226 FTEs, and invested $278 million in research and development.

Our commitment to coordination and collaboration with community-based partners is reflected across our full range of teaching, learning, and research activities. We engage and support our communities in multiple ways–including through community-based, mutually beneficial experiential learning (such as co-ops, internships, and community service-learning); through making U of A research and scholars accessible to the community; and through a range of research and teaching that, with community-based partners, responds to identified local or provincial needs. This work is described in detail in Appendix E.

ACCOUNTABILITY

The University of Alberta embraces its multiple accountabilities, both internally and to the community at large. Our bicameral governance system–the Board of Governors, General Faculties Council, and a robust committee structure–ensures fulsome representation from students (undergraduate and graduate), the professoriate, and external community, as well as thorough consultation and opportunities for participation across the university.

The university also ensures its accountability through various mechanisms, including program and initiative planning and reporting via the Annual Report and, internally, by measuring progress against our institutional strategic plan, *For the Public Good*.

We are in the second year of implementing other internal accountability structures and processes referenced in last year's Comprehensive Institutional Plan, such as the *Multi-Year Accountability Plan* and budget cycle, and we continue to move toward implementation of a new budget model focused on activity-based funding and supporting long-term sustainability.

The university's commitment to accountable stewardship is reflected in our approach to infrastructure planning, as described in Appendix H. As Alberta's oldest and largest post-secondary institution, the U of A has in its inventory approximately 1.8 million square metres of complex facility inventory across five distinct campuses. While there have been remarkable additions to the U of A's building inventory in the last decade, our priority for capital investment is the renewal and refurbishment of existing infrastructure.

The university continues its work to develop a new institutional marketing and communications strategy, including developing a comprehensive institutional brand platform to support our ability to communicate our value and contributions to our diverse stakeholder groups. Ongoing communication continues to our stakeholders through the university storytelling vehicles: folio.ca, QUAD, and ualberta.ca, as well as through a mini-awareness campaign ("truth matters") focused on our research and their stories. We have established baselines for all of these communication vehicles and set annual targets. The objective of this work as a whole is to demonstrate and enhance the University of Alberta's local, national, and international story, so that it is shared, understood, and valued by the full University of Alberta community and our many stakeholders.

Beginning in September 2018, the university has embarked on a year-long Community Engagement Consultation to gather input from internal and external community partners to support our ongoing

accountability to the multiple communities we serve. This process will allow us to ask questions and to gather input regarding the university's engagement with its community partners. Over the next year, this exercise will help us to better understand community expectations and needs, opportunities for additional engagement, and barriers and challenges. From there, the university will develop a community engagement plan grounded in a community conversation and work to implement the plan.

GOALS, PRIORITY INITIATIVES, AND EXPECTED OUTCOMES

Note: CIP Goals and Initiatives are aligned with goals and objectives under *For the Public Good*. This alignment is indicated in the column titled "FPG Alignment."

Accessibility				
Goals	Priority Initiatives	Expected Outcomes	Performance Measures	FPG Alignment
2017-G1. Prioritize and sustain student, faculty and staff health, wellness and safety by delivering proactive, relevant, responsive and accessible services and initiatives. (ongoing)	2017-P1. Operationalize our integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health, mental health and wellness resources, programs and services and promotes resilience and work-life balance. (ongoing) 2017-P2. Continue the implementation of top recommendations of the 2016 *Review of the University of Alberta's Response to Sexual Assault.* (ongoing)	2017-EO1. Infuse health into everyday operations, business practices and academic mandates through the launch of an integrated health and wellness strategy to support the health, well-being and safety of the university community. (2019) **EO completed; implementation ongoing through regular business activities** 2019-EO1. Full implementation of the Healthy University Strategic Plan, with particular focus on sexual violence prevention, suicide prevention, integrated mental health awareness, and campus-wide collaborations. *2019 update: Healthy University Strategic Plan in place; implementation responsibility assigned jointly to Dean of Students, Human Resource Services, Faculty of Kinesiology, Sport and Recreation. Revised intake and assessment model for student counselling and clinical services.* 2018-EO2. Enhanced institutional understanding of the new sexual violence policy through educational opportunities for students and staff, communications and committee oversight. (ongoing) *2019 update: Sexual Violence Policy approved; implementation ongoing with emphasis on awareness, education, and training*		Sustain, Objective 19
2017-G2. Develop, in consultation and collaboration with internal and external	2017-P4. Responding to record Indigenous student enrolment, continue to advocate to develop the Maskwa House of Learning as a place of understanding, welcome and	2017-EO3. An increased understanding and inclusion of First Nations, Métis and Inuit perspectives in university activities, supported by increased		Build, Objective 14

community stakeholders, a thoughtful, respectful, meaningful and sustainable response to the report of the Truth and Reconciliation Commission of Canada. (ongoing)	cultural connection for all, and where Indigenous students can access the social, cultural and spiritual supports that enable their academic success. Improve cultural supports for Indigenous colleagues so they feel an essential part of the fabric of the university and for non-Indigenous colleagues so they can be more inclusive and welcoming and supportive. (2019) ==2019 update: Maskwa House remains an institutional priority, though the U of A recognizes that it does not align with current government capital funding priorities. A feasibility study has been completed, indicating potential donor support of $10 million for programming if capital funding is secured.== 2017-P5. Foster learning opportunities across our campuses that enable student, staff and faculty participation in reconciliation. (2020)	visibility and celebration of Indigenous culture, researchers and learners. (2020) ==2019 update: Development of Vice-Provost position on Indigenous initiatives underway== 2017-EO7. Incremental increase in the proportion of Indigenous students to more closely reflect their demographic representation in Alberta's population. Improved retention of Indigenous students to match retention for other groups in the same cohorts. (2025) ==2019 update: Indigenous student recruitment plan; new position to support students from First Nations Colleges. Indigenous undergraduate enrolment increased by 8.7% in 2018, to a total of 1,175 students.==		
2017-G3. Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada and the world. (2025)	2017-P3. Increase the opportunities for all undergraduate and graduate students to experience the benefits of living on campus, including guaranteeing the offer of a place in residence to every first-year undergraduate student ==who needs or requests it==. (2018) ==Completed== 2017-P7. Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance and enhance services and programs to ensure their academic success and integration into the activities of the university. (2020) 2017-P9. Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive, research-intensive, multi-campus university offering francophone and rural liberal arts programming. (2025) 2017-P10. Develop and implement an undergraduate	==2018-EO1. Moved to Affordability.== 2017-EO2. An enriched student academic experience that links learning with other aspects of their lives such as a residential experience through the completion of 760 bed spaces on the Lister Hall site and in East Campus Village. Housing in on-campus residences supports student success and enhances access for rural, Indigenous, under-represented and international students. (2018) ==Completed== ==2019 update: Two new student residences opened in the past year; student satisfaction has increased year-over-year.== 2017-EO6. Enhanced diversity of the student body to more closely reflect the demographic diversity of Alberta and Canada while continuing to attract top students and serve the needs of Alberta learners. (2025)	2017-PM1. Composition of the student body: proportion of Alberta students from outside Edmonton (==2018/19: 31.1% undergraduate; 35.7% graduate==); proportion of students from out-of-province (==2018/19: 26.9% undergraduate; 60.5% graduate==); and percentage of Indigenous students (target: Indigenous student population is proportionate to the Indigenous population in Alberta; ==2018/19: 4.4%==). 2017-PM3. Percentage of full-time students living in purpose-built student housing where there is intentional programming Target: 25% by 2040 (==2018/19: 13.1%==)	Build, Objective 1

Goals	Priority Initiatives	Expected Outcomes	Performance Measures	
	and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada. (2025) 2017-P11. Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the French/English linguistic duality of Canada as well as the world-wide multi-ethnic Francophonie, by positioning the university locally, nationally and internationally as a destination of choice for francophone and bilingual students; and by progressively improving Campus Saint-Jean students' and applicants' access to French-language services. (2025)	*2019 update: National Recruitment Strategy Year 3 complete and KPIs for Years 2 and 3 complete.*		
2017-G4. Support the recruitment and retention of a diverse and inclusive faculty and non-academic staff to ensure that students have access to a university community reflective of Alberta's diversity. (2025)	2017-P6. Review, improve and implement equity processes and procedures for recruiting and supporting faculty and staff in all categories to ensure a balanced academy and workforce that is representative of women, visible minorities, sexual and gender minorities, Indigenous peoples and peoples with disabilities. (2020)	2017-EO4. Enhanced support for equity, diversity and inclusion promotes university values, ensures that the professoriate and university workforce more closely reflect the community at large and enhances the intellectual diversity of the academy. (ongoing, complete by 2025) *2019 update: Strategic Plan for Equity, Diversity, and Inclusivity launched; review of recruitment policies and processes underway.* 2017-EO5. Renewal of the professoriate to increase diversity. More applications from individuals with diverse backgrounds expand our available conceptual tools, leading to a more creative academy. (2025) *2019 update: enhanced demographic data collection underway to support benchmarking.*	2017-PM2. Composition of faculty and staff: gender (target: 43% female professoriate by 2025; 2018/19: 38%), Indigenous (target: 26 faculty members by 2025), visible minority (target: 25% of faculty members by 2025), disability status. Note: Data are only available for continuing, operating-funded positions; broader data collection and target setting are under development. Data are self-reported.	Build, Objective 2, 3

Affordability

Goals	Priority Initiatives	Expected Outcomes	Performance Measures	
2017-G6 updated to: 2019-G6. Ensure robust student financial support in the context of financial stewardship to sustain, enhance,	2017-P1. Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support (2025)	2019-EO1. Enhanced tracking and reporting on student merit-based and needs-based awards. (2018) **Completed** *2019 update: Provided almost $63 million in needs-*	2019-PM1. Student Financial Aid Report 2017-PM2 updated to: 2019-PM1. Financial sustainability. The university reports on financial sustainability through numerous	Sustain, Objective 22

Goals	Priority Initiatives	Expected Outcomes	Performance Measures	
promote and facilitate the university's core mission and strategic goals. (2020)	2017-P2. Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information and access to shared, reliable institutional data. (2018) **Completed**	based student aid in 2017/18. Continued enhancements to Annual Student Financial Supports Report; implementing mechanisms for enhanced cost transparency for international students. 2017-EO3. Continued optimization of the university's financial resources, including the management of endowments, to support long-term student affordability and institutional sustainability. (2020) 2019 update: Joint tuition and budget consultation mechanism with students in place; new budget model, budgeting system, and multi-year planning framework in development and implementation.	established mechanisms, notably the Audited Financial Statements.	
2017-G7. Continue to build and support an integrated approach to social, economic and environmental sustainability that incorporates teaching and learning, research, outreach, capacity building and the operations that support them. (2020) **Completed**	2017-P3. Integrate sustainability into teaching, learning, research and outreach in ways that foster critical, interdisciplinary, long-term and systems thinking on sustainability. **Completed**	2017-EO2. Continued advancement of the three pillars of sustainability: environmental, economic and social, through action to "green" U of A activities, reduce energy demands and promote sustainability across all university activities. (2020) **Completed** 2019 update: Fully integrated physical sustainability functions into operational units; broad range of sustainability-related research and teaching in place, supported through the Sustainability Council.	2017-PM1. STARS Rating The Sustainability Tracking, Assessment and Rating System (STARS) is an integrated assessment of institutional sustainability. The university targets a Gold rating (2017: Gold rating achieved).	Sustain, Objective 20
2017-G5. Removed – capital and information technology priorities are addressed in relevant appendices.				

Quality

Goals	Priority Initiatives	Expected Outcomes	Performance Measures	
2017-G8. Build a portfolio of *Signature Areas of Research and Teaching Excellence* where the University of Alberta is, or will be recognized, as a global leader. (2017-20)	2017-P1. Develop a process to identify and support established and emerging Signature Areas of Research and Teaching Excellence. (2018) **Completed** 2018-P1. Identify governance and oversight mechanisms for	2017-EO1. Defined process identifying "signature", as well as emerging, areas of teaching and research excellence to be nurtured and strengthened for the future. (2017) 2019 update: university endorses three Signature Areas of Research and Teaching: Precision Health,		Excel, Objective 12

	Signature Areas of Research and Teaching Excellence including review cycles and processes. (2020)	*Energy Systems, and Intersections of Gender.*		
2017-G9. Enable University of Alberta researchers to succeed and excel. (2020)	2017-P8. Secure and sustain funding for the continuous evolution and operation of research facilities and resources to meet the changing needs of our broad-based research community. (ongoing)	2017-EO2. Through partnerships with the federal and provincial governments, undertaking laboratory renewal projects that will modernize facilities to support research and learning environments on the Augustana Campus and at Campus Saint-Jean (supported by the Post-Secondary Institutions Strategic Investment Fund (SIF). (2027) **Completed** 2017-EO6. A strong, dynamic research community pursuing excellent, relevant, interdisciplinary, high impact research to address complex problems at the local and global scales. (2020) *2019 update: Research impact evaluation underway; three Signature Areas of Research and Teaching endorsed; International Strategic Plan being finalized.*	2017-PM3. Sponsored research funding: total and U15 rank (all sources and Tri-Council) (target: top 5; 2016/17: ranked 5). 2017-PM4. Citation impact. Targets not established. 2017-PM7. Research and teaching awards (Canada Research Chairs – CRCs – and 3M Teaching Awards) (Targets not established; Jan 2019, ranked fifth in CRCs)	Excel, Objective 13
2017-G10. Facilitate, build and support interdisciplinary, cross-faculty and cross-unit engagement and collaboration. (2020)	2017-P4. Identify and remove systemic barriers to interdisciplinary collaboration and where necessary, expand or create policies, resources, infrastructure and strategies to encourage and reward academic and administrative partnerships and collaborations. (2017-20)	2017-EO7. Development of an action plan for supporting and expanding interdisciplinary activities, beginning with an inventory of successes and challenges, an environmental scan and a review of best practices. (2017-20) *2019 update: Vice-President (Research) exploring ways to incent interdisciplinary research and programs; establishment of internal seed grants.*		Engage, Objective 17
2017-G11. Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified and	2017-P7. Attract and retain a diverse complement of faculty and postdoctoral fellows from around the world, with initial attention on increasing the proportion of assistant professors. (ongoing)	See Accessibility, 2017-EO4, 2017-EO5.	2017-PM6. Incremental increase in proportion of professoriate at rank of Assistant Professors (target: 21% of faculty members at the rank of Assistant Professor by 2021; 2017/18: 19%).	Build, Objective2

diverse academy. (2025)				
2017-G12. Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience. (2020)	2018-P2. Develop global competency in our graduates through more access to short and long-term outbound international experiences. (ongoing) 2017-P2. Increase students' experiential learning through mutually beneficial engagement with community, industry, professional and government organizations locally, nationally and internationally. (2019) 2017-P3. Expand professional development opportunities for graduate students and post-doctoral fellows. (2019)	2017-EO3. Implementation of a Good Supervision awareness campaign and Graduate Student Management System, encouraging collegial models of supervision and mentorship. (2017-18) *2019 update: Launched Mentorship Academy workshop series and "Great Supervisor" awards for graduate student supervisors.* 2017-EO4. Increased access to, and use of, professional development (PD) opportunities for graduate students and post-doctoral fellows to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market. (2018) *2019 update: Graduate Teaching & Learning Program re-launched; resource seconded to focus on post-doctoral fellow PD.* 2017-EO5. Enhanced and strengthened experiential learning opportunities for students achieved through the development of an institutional needs assessment, inventory and informational resource for students. (2017-19) *2019 update: Inventory of experiential learning opportunities complete; 16% of undergraduates participated in education abroad experience in 2017-18.*	2017-PM2. Student-reported participation in High-Impact Practices *(National Survey of Student Engagement- NSSE)*. Note: NSSE is currently administered in three-year intervals; latest administration was in 2017 (2017: 83.9%). 2019-PM1. Student-reported citizenship development (NSSE) (2017: 84.9%) 2017-PM5. Employment outcomes two years after graduation: employment rate and mean income by degree level (Alberta Graduate Outcomes Survey-GOS) (2016: 94%).	Experience, Objective 7
2017-G13. Inspire, model and support excellence in teaching and learning. (ongoing)	2017-P5. Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels. (2020) 2017-P6. Provide robust supports, tools and training to develop and assess teaching quality, using qualitative and quantitative criteria that are fair, equitable and meaningful across disciplines. (2017-20)	2017-EO8. Increased instructor access to training and mentorship and uptake of new models for instructional design, assessment and teaching by the professoriate. (2017-20) *2019 update: Expansion in Centre for Teaching and Learning to build capacity.*	2017-PM1. Student-reported experience with faculty *(National Survey of Student Engagement- NSSE)* and graduate student satisfaction *(Canadian Graduate and Professional Student Survey-CGPSS).*	Excel, Objective 14

Coordination

Goals	Priority Initiatives	Expected Outcomes	Performance Measures	
2017-G14. Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations. (2017-20)	2017-P1. Provide leadership in Alberta's post-secondary sector and support integration, collaboration and partnership across the province's six-sector model through collaborations including but not limited to: project management support for Norquest college capital expansion; hosting of Olds College PeopleSoft financial system; coordinated commercialization activities between TEC Edmonton and NAIT. (ongoing) 2017-P2. Maintain and pursue partnerships across the global academy to expand research and/or funding opportunities for our researchers and thus increase their capacity for success. (ongoing) 2017-P3. Work closely with key provincial partners and government agencies, including members of Campus Alberta, Alberta Health Services, Alberta Innovates, The Alberta Library, NEOS, etc., to undertake mutually beneficial research and where possible, coordinate, streamline and deliver shared systems, services and processes to the benefit of all Albertans. (ongoing)	2017-EO1. Identification of specific opportunities for new and/or enhanced shared administrative services through discussions with the Government of Alberta and Campus Alberta institutions. (ongoing) *2019 update: Co-chair of the Post-Secondary Occupational Health and Safety Team to share experiences and resources across Campus Alberta related to the Occupational Health and Safety Act.* 2017-EO2. Enhancement of research partnerships supporting resource management, environmental stewardship, and healthy communities (see Appendix C). (2020) *2019 update: Examples include Future Energy Systems, a ten-year, $75 million collaboration; Precision Health; GreenSTEM; Alberta Cannabis Research & Innovation Network; Rupertsland Centre for Metis Research.*		Engage, Objective 14
2017-G15. Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole. (2017-20)	2017-P5. Welcome increased community access, participation, and engagement at all University of Alberta sites, such as our downtown campus at Enterprise Square and our sports facilities at South Campus. (2017-20) 2017-P6. Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university. (2017-20)	2017-EO4 updated to: 2019-EO1. Enhancement of inter-campus connections and community access to University of Alberta campuses (2020) *2019 update: Consultation on inter-campus relationships undertaken.*	2017-PM2. Development of action plan for leveraging multi-campus environment	Engage, Objective 9

Goals	Priority Initiatives	Expected Outcomes	Performance Measures	
2017-G16. Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections. (2021 and ongoing)	2017-P4. Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges, building on the success of collaborative projects like the Future Energy Systems). (2020)	2017-EO3 updated to: 2019-EO2. Development of a Community Engagement Consultation to inform development of an institutional community engagement plan. *2019 update: Community Engagement Consultation launched.*	2017-PM1. Moved to Quality.	Engage, Objective 16
2017-G17. Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals. (ongoing)	2017-P7. Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems; reduce duplication and complexity; and encourage cross-institutional administrative and operational collaboration. (ongoing)	See Accountability, 2019-EO1)		Sustain, Objective 21

Accountability

Goals	Priority Initiatives	Expected Outcomes	Performance Measures	
2017-G18. Build and support an integrated, cross-institutional strategy to demonstrate and enhance the University of Alberta's local, national and international story, so that it is shared, understood and valued by the full University of Alberta community and its many	2017-P1. Develop a set of equitable, meaningful and relevant measures to monitor our progress towards strategic goals and develop the tools required to report on them. (2018) **Completed, as reflected in CIP Performance Measures and in annual reports to the Board of Governors** 2017-P2. Communicate, using both quantitative and qualitative evidence, how the University of Alberta serves as a cornerstone of the community bringing widespread economic and	2017-EO1. Enable the university to satisfy accountability requirements and expectations for key stakeholder communities. (ongoing) *2019 update: Ongoing work to deliver clear, evidence-based communications.* 2017-EO3. Increased community awareness of the university and its social, economic and historical contributions to the province, the country and the world. (2019) *2019 update: Evaluation exercise underway.*	2017-PM1. Media impact: mentions. Media impact measures assist in evaluating the university's performance in communicating its value and contributions to the community at large.	Build, Objective 6

stakeholders. (2019)	societal benefits to all Albertans, as well as to national and international partners and stakeholders. (2019)	2017-EO4. Ongoing advocacy and increased pride in the institution among key stakeholders and the community at large, achieved through engagement with and exposure to U of A scholars and the work of the university. (2021) <mark>2019 update: Broad portfolio of community and alumni engagement activities in place.</mark>		
2017-G19. Ensure responsible and accountable stewardship of the university's resources and demonstrate to government, donors, alumni and community members the efficient and careful use of public and donor funds. (2020)	2017-P3. Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research and community engagement. (2019)	2017-EO2. Demonstration of strong financial stewardship through the implementation of a revised budget model to demonstrate the alignment of financial resources with university objectives. (2019) <mark>2019 update: Adopted more transparent presentation of institutional budget; new budget model, budgeting system, and multi-year planning framework in development and implementation.</mark>	2017-PM2. Financial stewardship. The university's Audited Financial Statements and accompanying analysis are the foundational reporting and accountability mechanisms for goals and initiatives related to financial stewardship. Operational efficiency is reported under Affordability (PM2).	Sustain, Objective 21, 22

APPENDIX A: FINANCIAL AND BUDGET INFORMATION

APPENDIX A: FINANCIAL AND BUDGET INFORMATION

OVERVIEW

The 2019-20 budget was approved by the Board of Governors on March 15, 2019.

At the time of budget preparation, there was the potential for a change in government with the upcoming election, and therefore uncertainty surrounding funding and when a provincial budget would be tabled and approved. Given that, the university has developed the budget with the assumptions of no increase in the Campus Alberta grant, and no tuition backfill beyond what was provided by the province for 2018/19. Additionally, the assumption was made that the Infrastructure Maintenance Program funding would remain at the same level as 2018/19 (at $34.9 million) and that all prior capital funding announcements made by government would proceed as approved in the Government of Alberta Capital Plan.

The Statement of Operations by both Function and Object is presented in Table 2 and 3, and the Statement of Cash Flows is presented in Table 4. All statements have been prepared under Public Sector Accounting Standards.

CONSOLIDATED REVENUE

Figure 1. Consolidated revenue

2019-20 Revenue: $1,977 million

- Government of Alberta grants — 50%
- Student tuition and fees — 18%
- Sales of services and products — 11%
- Federal and other government grants — 10%
- Donations and other grants — 7%
- Investment income — 4%
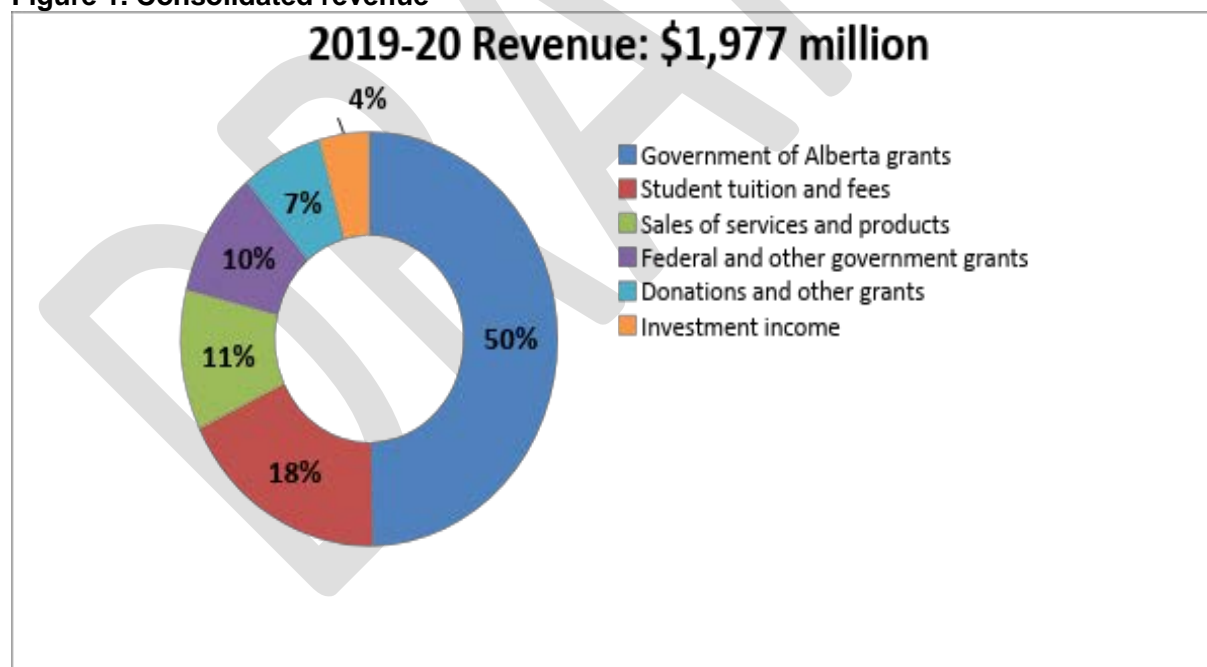
Government of Alberta grants
Government of Alberta grants are the largest source of funding for the university's activities. These grants are budgeted to be $983.1 million or 50 per cent of consolidated revenues in 2019/20.

The Campus Alberta grant is the largest of these grants, and represents the greatest share of the university's operating fund revenues. The Campus Alberta grant (base grant) is budgeted to be $671.3 million in 2019/20 which is unchanged from the 2018/19 fiscal year.

Beyond the Campus Alberta Grant, this category also includes all research, capital, and special purpose funding from the Government of Alberta. The majority of these revenues are expected to remain relatively stable in the upcoming years.

Federal and other government grants

Federal and other government grants are budgeted to be $196.3 million or 10 per cent of consolidated revenues in 2019/20. Federal and other government grants include all revenues from the Canadian federal government, provincial governments and institutions outside Alberta, municipal governments, and foreign governments. This revenue largely reflects restricted funding received by the university in support of its research mandate.

Student tuition and fees

Student tuition and related fees are budgeted to be $359.1 million or 18 per cent of consolidated revenues in 2019/20. Tuition and related fees include all instructional fees, international differential fees, mandatory non-instructional fees, and non-credit fees.

Tuition rates for 2019/20 are based on regulation from the Ministry of Advanced Education, meaning there is no increase in tuition for domestic students or mandatory non-instructional fees. International tuition was increased by 2.77 per cent, equal to the university's expected cost increase.

For the following two years domestic student tuition was assumed to increase by CPI and international student tuition was assumed to increase at the same rate as 2019/20.

Table 1 below provides typical tuition rates for both domestic and international students enrolled in undergraduate and graduate programs. It is also worth noting that university tuition can vary significantly from course to course and program to program.

TABLE 1 Budgeted Tuition Rates

	2017-18 Actual	2018-19 Actual	2019-20 Budget	2020-21 Projection	2021-22 Projection
Canadian Citizens and Permanent Residents					
UNDERGRADUATE:					
3-credit course weight (fi = 6)	532.08	532.08	532.08	542.72	553.58
6-credit course weight (fi = 12)	1,064.16	1,064.16	1,064.16	1,085.44	1,107.15
GRADUATE:					
Thesis, full-time	3,662.40	3,662.40	3,662.40	3,735.65	3,810.36
International Students					
UNDERGRADUATE:					
3-credit course weight (fi = 6)	2,100.96	2,166.84	2,226.72	2,288.40	2,351.79
6-credit course weight (fi = 12)	4,201.92	4,333.68	4,453.44	4,576.80	4,703.58
GRADUATE:					
Thesis, full-time	7,279.32	7,279.32	7,480.68	7,687.89	7,900.85

The risk associated with tuition revenues is deemed high due to a number of factors. Tuition revenues are a product of factors including student volumes, faculty and program mix, and tuition rates. The university requires the ability to adjust these factors to respond to student demand, cost increases, and academic priorities.

Beginning with the 2020/21 academic year, Bill 19 and its supporting regulations will govern domestic tuition rates (capping increases at CPI), and introduce a new framework for international tuition which guarantees rates for the duration of an academic program.

Sales of services and products
Sales of services and products are budgeted to be $215.9 million or 11 per cent of consolidated revenues in 2019/20. A large portion of sales of services and products are generated through the university's ancillary operations, which include parking services and residence services. In addition, sales of services and products include other faculty-generated revenues.

Donations and other grants
Donations and other grants are budgeted to be $138.1 million or 7 per cent of consolidated revenues in 2019/20. These are contributions made to the university, primarily the faculties, by various associations, foundations, businesses, and individuals.

Investment income
Investment income is budgeted to be $84.7 million or 4 per cent of consolidated revenues in 2019/20. Investment income includes interest income, dividends, realized gain/loss on equities and bonds, and foreign exchange gain/loss.

Revenue decline mitigation strategies
The vast majority of the university's operating revenues are controlled by government. To the extent that legislation and government authority permits the university to increase tuition, these levers may be applied.

The risk associated with alternative revenue sources remains high. The university must increase its capacity to generate alternative sources of revenue to offset constraints to grant funding and tuition revenue limitations. However, the government has delayed the ability of the university to operationalize its land trust and has delayed approvals of academic initiatives that could generate new sources of revenue.

EXPENSE

Figure 2. Consolidated expense

2019-20 Expense: $1,939 million

- Salaries & employee benefits — 61%
- Materials, supplies and services — 15%
- Amortization of tangible capital assets — 9%
- Scholarships and bursaries — 7%
- Maintenance and repairs — 6%
- Utilities — 3%
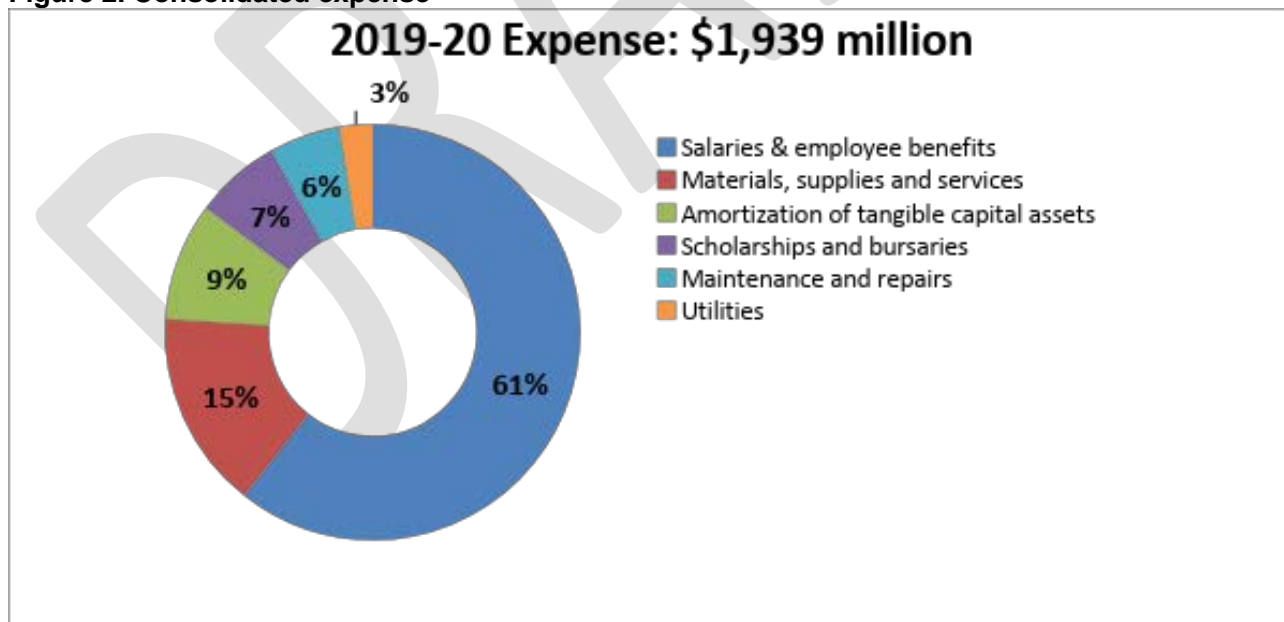
Salaries and benefits
Salaries are budgeted to be $976.4 million or 51 per cent of consolidated expenses in 2019/20. And benefits are budgeted to be $199.1 million or 10 per cent of consolidated expenses in 2019/20.

The risk associated with salary is deemed high as it represents the university's single largest expenditure and is subject to a negotiated process. At the time of budget development, the Association of Academic Staff University of Alberta (AASUA) was in negotiations with the university to achieve a new collective bargaining agreement for July 1, 2018 through June 30, 2020. Negotiations with the Non-Academic Staff Association (NASA) will commence in the spring of 2019 as the current agreement expires on March 31, 2019.

The risk associated with benefit and pension plans is also considered high. Benefit and pension plan costs are increasing at rates well above the university's capacity to increase revenue. Without changes to the benefit and pension plan structures, annual increases will continue to put pressure on the university's budgeted expenditures.

Materials, supplies, and services
Materials, supplies and services are budgeted to be $298.6 million or 15 per cent of consolidated expenses in 2019/20. These expenses are represented by categories such as lab supplies and services, travel expenses, professional services, custodial services, and other fees.

Scholarships and bursaries
Scholarships are budgeted to be $130.1 million or 7 per cent of consolidated expenses in 2019/20. A majority of these expenses are funded from the spending allocations of specified endowments, to be awarded as scholarships, bursaries and prizes.

Maintenance and repairs
Maintenance and repairs are budgeted to be $107.1 million or 5 per cent of consolidated expenses in 2019/20.

The assumption has been made that the Infrastructure Maintenance Program (IMP) funding remains at the same level as 2018/19 (at $34.9 million).

The university's deferred maintenance liability related to buildings and infrastructure continues to increase and the related risk is deemed as high. The increase in IMP funding in 2018/19 has allowed for remediation of additional priority deferred maintenance items. For 2019/20, stable IMP funding will be of assistance although is not sufficient to keep pace with the growth in deferred maintenance.

Utilities
Utilities are budgeted to be $50.2 million or 3 per cent of consolidated expenses in 2019/20.

Natural gas and electricity rates were developed based on current forward pricing strategies. Additionally, the Carbon Competitiveness Incentive Regulation (introduced in Alberta as of January 1, 2018) was fully implemented to incorporate the carbon cost associated with the university heating plant and power generation activities, assuming a $30 per ton carbon levy.

Amortization of tangible capital assets
Amortization is budgeted to be $178.0 million or 9 per cent of consolidated expenses in 2019/20.

Under Public Sector Accounting Standards, amortization is an annual expense that is calculated based on the estimated useful life of the capital asset. These assets include buildings, equipment, furnishings and systems, and learning resources.

Expenditure increase mitigation strategies
With limited ability to control or increase university revenues, our main mitigation strategies must necessarily focus on expense reduction.

As such, the university exercises caution in adding permanent staff positions. Any compensation changes must be negotiated with bargaining agents. The vast majority of the university's employees are

unionized. To manage benefits costs, the university looks to achieve efficiencies with its benefit carriers, and work with the university-union benefit committees to review plan design.

In the area of deferred maintenance, the goal is to augment IMP funding with operating dollars to increase the total spend on deferred maintenance. Over the long term the university is looking at opportunities to increase space utilization, and retire buildings where it no longer makes sense to upgrade them.

Overall the university is examining administrative processes seeking cost and quality improvements, recognizing that the priority is to support the academic and research mission of the university.

BUDGETED FINANCIAL STATEMENTS

TABLE 2 Budgeted Consolidated Statement of Operations by Function
For the Years Ending March 31
(thousands of dollars)

	2017-18	2018-19		2019-20	2020-21	2021-22
	Actual	Budget	Forecast	Budget	Projection	Projection
Revenue						
Government of Alberta grants	$ 955,344	$ 1,021,681	$ 1,000,999	$ 983,086	$ 971,503	$ 973,463
Federal and other government grants	196,782	190,510	204,393	196,265	203,299	211,404
Student tuition and fees	336,129	341,218	353,970	359,053	365,156	363,478
Sales of services and products	215,471	218,863	211,148	215,928	220,090	226,442
Donations and other grants	153,900	115,244	143,641	138,061	142,494	148,286
Investment income	72,098	70,984	83,327	84,682	84,788	84,493
Total revenue	**1,929,724**	**1,958,500**	**1,997,478**	**1,977,075**	**1,987,330**	**2,007,566**
Expense						
Learning	1,150,308	1,193,670	1,169,072	1,185,044	1,180,979	1,193,125
Research	463,422	509,567	489,597	506,125	524,693	544,244
Facility operations and maintenance	175,062	136,471	171,347	157,783	147,365	148,536
Ancillary services	88,132	104,436	91,843	90,374	91,583	92,547
Total expense	**1,876,924**	**1,944,144**	**1,921,859**	**1,939,326**	**1,944,620**	**1,978,452**
Annual operating surplus	**$ 52,800**	**$ 14,356**	**$ 75,619**	**$ 37,749**	**$ 42,710**	**$ 29,114**

TABLE 3 Budgeted Consolidated Statement of Operations by Object
For the Years Ending March 31
(thousands of dollars)

	2017-18 Actual	2018-19 Budget	2018-19 Forecast	2019-20 Budget	2020-21 Projection	2021-22 Projection
Revenue						
Government of Alberta grants	$ 955,344	$1,021,681	$1,000,999	$ 983,086	$ 971,503	$ 973,463
Federal and other government grants	196,782	190,510	204,393	196,265	203,299	211,404
Student tuition and fees	336,129	341,218	353,970	359,053	365,156	363,478
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Donations and other grants	153,900	115,244	143,641	138,061	142,494	148,286
Investment income	72,098	70,984	83,327	84,682	84,788	84,493
Total revenue	**1,929,724**	**1,958,500**	**1,997,478**	**1,977,075**	**1,987,330**	**2,007,566**
Expense						
Salaries	944,064	992,918	969,378	976,351	976,987	981,247
Employee benefits	192,156	193,909	190,510	199,075	201,832	211,710
Materials, supplies and services	270,994	310,552	285,291	298,588	302,473	308,913
Maintenance and repairs	125,318	92,566	121,972	107,061	99,219	102,985
Scholarships and bursaries	120,039	116,417	125,623	130,124	135,244	140,544
Utilities	52,214	55,904	49,503	50,174	49,264	48,459
Amortization of tangible capital assets	172,139	181,878	179,582	177,953	179,601	184,594
Total expense	**1,876,924**	**1,944,144**	**1,921,859**	**1,939,326**	**1,944,620**	**1,978,452**
Annual operating surplus	**$ 52,800**	**$ 14,356**	**$ 75,619**	**$ 37,749**	**$ 42,710**	**$ 29,114**

TABLE 4 Budgeted Consolidated Statement of Cash Flows
For the Years Ending March 31
(thousands of dollars)

	2017-18	2018-19		2019-20
	Actual	Budget	Forecast	Budget
Operating transactions				
Annual surplus	$ 105,980	$ 33,443	$ 75,619	$ 37,749
Add (deduct) non-cash items:				
Amortization of tangible capital assets	172,139	181,878	179,582	177,953
Expended capital recognized as revenue	(111,753)	(116,691)	(116,691)	(116,411)
Gain on sale of portfolio investments	(57,515)	(15,000)	(34,027)	(57,788)
Loss on disposal of tangible capital assets	4,443	-	-	-
Decrease in employee future benefit liabilities	(13,286)	(15,903)	(24,682)	(26,233)
Change in non-cash items	(5,972)	34,285	4,182	(22,479)
Increase in accounts receivable	(9,961)	(3,975)	(2,604)	(3,271)
(Increase) decrease in inventories held for sale	302	(73)	(40)	(50)
Increase in accounts payable and accrued liabilities	349	4,972	3,051	3,834
Increase (decrease) in deferred revenue	(12,404)	20,226	(4,349)	21,570
(Increase) decrease in prepaid expenses	(782)	(200)	(136)	(170)
Cash provided by (applied to) operating transactions	**77,512**	**88,677**	**75,723**	**37,183**
Capital transactions				
Acquisition of tangible capital assets	(194,994)	(216,930)	(150,825)	(188,945)
Cash applied to capital transactions	**(194,994)**	**(216,930)**	**(150,825)**	**(188,945)**
Investing Transactions				
(Purchases) of portfolio investments, net of sales	(14,493)	11,428	(33,581)	84,288
Cash provided by (applied to) investing transactions	**(14,493)**	**11,428**	**(33,581)**	**84,288**
Financing Transactions				
Debt - new financing, net of (debt repayment)	99,744	164	(15,772)	(14,703)
Increase in spent deferred capital contributions	87,541	122,277	68,100	75,360
Cash provided by financing transactions	**187,285**	**122,441**	**52,328**	**60,657**
Increase (decrease) in cash and cash equivalents	**55,310**	**5,616**	**(56,355)**	**(6,817)**
Cash and cash equivalents, beginning of year	18,768	12,035	74,078	17,723
Cash and cash equivalents, end of year	**$ 74,078**	**$ 17,651**	**$ 17,723**	**$ 10,906**

APPENDIX B: ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

APPENDIX B: ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

The strength of the University of Alberta is 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 and contributes to Canada's and Alberta's cultural diversity and is an inclusive community that values the perspectives of all genders, Indigenous peoples, under-represented groups, and people from rural and northern communities. Along with an exceptional professoriate and highly-skilled technical and professional staff, these individuals create an integrated environment of teaching, learning, research, and creative activities. 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 the availability of resources. The University of Alberta values its relationships with other Campus Alberta institutions and continues to engage in productive inter-institutional collaborations supporting transfer and learner mobility.

Programs listed in the table below are drawn from the Provider and Program Registry System (PaPRS). It is important to note that there is not perfect alignment between the programs listed in PaPRS and those listed in the university calendar. There are a number of historical and systems-related reasons for this incongruity, but university staff and staff from Advanced Education are collaborating to create better alignment. Please also note that since the submission of the 2018 CIP, thesis-based graduate FLEs were restated by Advanced Education based on a revised load value of 30 credits.

While the table below provides enrolment figures and projections for all programs, as per the government's CIP guidelines, enrolment targets are provided at a faculty level. In most cases, the university does not manage enrolment to a specific target or quota by program. Rather, enrolment is managed to an overall faculty-level target. This allows individual programs to respond dynamically to changes in demand, supporting the growth and sustainability of emerging areas of study. This approach also allows students greater flexibility to change programs within the same faculty as they refine their interests and educational goals. It also allows faculties to manage the evolution of their programs, starting new ones and phasing out old ones without affecting overall enrolment numbers at the faculty level. Over the 2019-2022 period, the university does not expect significant shifts in our enrolment mix.

The University of Alberta has continued to experience significant increases in application pressure over the past four years, seeing a 20 per cent increase in the number of undergraduate applicants since 2015. During this period, our program capacity has remained constant. To avoid over-enrolment, only the most qualified students are offered admission. Effective enrolment management has held our institutional enrolment close to CIP targets, despite this ongoing increase in application pressure. Several faculties have the capacity to enroll beyond current targets, if funded.

While enrolment trends can be difficult to predict, early indicators and demographic trends suggest that this past year's unprecedented demand for seats at the University of Alberta will likely continue for the next several years. Our own projections for enrolment are flat (i.e., not increasing) because at the time of writing there is no plan or mechanism in place to meet the anticipated need to accommodate 90,000 new spots across the provincial system, based on current demographic trends in Alberta. Whereas Alberta boasts one of the youngest populations in Canada, it unfortunately does not have sufficient room in the post-secondary system to support their educational needs. As the largest university in the province, and with the heightened demand for university seats in particular, the U of A's likely share of that enrolment pressure is about 30,000 seats. The U of A hopes to participate in the planning of the mechanism to meet

this educational demand before the province loses these students to other jurisdictions in Ontario and British Columbia.

International enrolment, reported here as per the CIP guidelines, varies widely across programs, especially between undergraduate and graduate programs. This year, there was once again significant growth in international demand and we have now reached our institutional goal of 15 per cent for international undergraduate enrolment. The university remains committed to balancing the provision of access for Alberta students with out-of-province and international populations, while at the same time, improving access for Indigenous students.

International enrolment within individual programs is driven by a variety of factors, including, in many cases, specific arrangements with governments in foreign countries. Graduate programs tend to have a higher proportion of international enrolment than undergraduate programs. This is consistent with other major research universities and reflects the university's contribution to attracting outstanding future researchers, innovators, and professionals to Alberta. Graduate students pursue advanced degrees based on where they can work with key scholars, or in internationally known programs. A large majority of international students will remain in Alberta post-graduation. According to the *2018 Graduate Outcomes Survey* of students who graduated in 2016, 61 per cent of Alberta students who lived outside Canada at the time they applied to school remained in Alberta after graduation. At the U of A in particular, more than 70 per cent of international PhD students who entered the U of A between 2004 and 2006 had become Permanent Residents or citizens of Canada by the time they graduated.

The university's initiatives to support the recruitment and retention of under-represented communities, including Indigenous students, are described in Appendix D. In 2018/19, the proportion of Indigenous enrolment in our overall undergraduate population hit a record high of 3.7 per cent. The number of self-identified Indigenous students increased 8.7 per, to a total of 1,175 students. Much of the growth can be attributed to the 21.3 per cent increase in Indigenous applicants in the latest enrolment cycle, which was followed by an 11.4 per cent increase in new Indigenous admissions.

The university anticipates submitting the following new program proposals for approval in the coming years:

- Executive Master of Engineering in Electrical Energy Systems
- Course-based Master of Computing Science
- Course-Based MSc in Data Science
- Master of Jurisprudence in Engineering Law
- Master of Environmental Management and Conservation
- Graduate Certificate in Accounting
- Graduate Certificate in School Leadership
- Graduate Certificate in School Leadership and Administration (in French)
- Graduate Certificate in Communications and Technology
- Graduate Certificate in MR in Radiation Therapy
- Health Care Aide Diploma

The university anticipates submitting requests for the termination of:
- Bachelor of Science in Mathematical Sciences
- Bachelor of Kinesiology in Cultural and Managerial Study of Sport and Leisure
- Bachelor of Kinesiology in Activity and Nutrition
- Bachelor of Education in Adult Education
- Bachelor of Education in Adult Vocational Education
- Bachelor of Education in High School Vocational Education

The university anticipates submitting a request for a name change to the Bachelor of Management in Business Economics.

APPENDIX C: RESEARCH, APPLIED RESEARCH, AND SCHOLARLY ACTIVITIES

APPENDIX C: RESEARCH, APPLIED RESEARCH, AND SCHOLARLY ACTIVITIES

As one of Canada's top 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 learning and inquiry positions the U of A's academy and its graduates to make the comprehensive contributions toward scientific, social, and cultural innovations needed to support Alberta's post-secondary system principles and the province's identified goals: effective resource and environmental management, a broadened economic base, and resilient and healthy individuals and communities.

The University of Alberta's ground-breaking research focuses on redefining the social, cultural, environmental, and technological contexts that will be needed in today's society and in the future. Teacher education, for example, must evolve to address new demands in schools where increased population diversity, as well as shifts in employment and industry, are influencing 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 shaping how people access, consume, and critically examine information—all skills that university graduates need. Our expertise and strength attract over $500 million annually from various research funders and partners including federal and provincial government, industry, foundations, and other organizations.

At the forefront of training future researchers and innovators, the University of Alberta produces the highest-quality graduates, researchers, educators, highly-trained professionals, and skilled personnel for potential employers, ranging from social agencies, to schools, to other research-intensive universities, to industries and to public and private corporations. Research must also be recognised as an important career path in itself that supports the aspirations of individual Albertans and the province as a whole.

Over 200 graduate programs, attended by more than 7,000 graduate students and nearly 600 post-doctoral fellows, are intricately entwined with the U of A's learning, teaching, and discovery mandate. Individuals educated to the PhD level enable large-scale, visionary, and ambitious research agendas that have the potential for big-impact results. They drive innovation and research within and beyond the university, including in 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 more 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. in the public service or non-profit sector).

Our outstanding advanced research infrastructure supports and enables our faculty, students, and research trainees. We are home to Canada's second-largest research library, with over 4.7 million titles, 8.7 million volumes, and access to over 1.3 million e-books, over 1,700 databases, and over 40,000 items. NanoFAB is a micro/nano fabrication and characterization facility supporting academic and industry R&D; it is the largest such academic based nanotech centre by active user base and available tools in Canada. The U of A also boasts Alberta Cell Therapy Manufacturing, a multi-use GMP cell therapy manufacturing and training facility, the only such facility in Western Canada and only one of five in Canada.

The University of Alberta is committed to promoting equity, diversity, and inclusivity (EDI) throughout the research enterprise. Our new Strategic Plan for EDI commits to developing guidelines and resources to support EDI considerations in research, including in managing research teams, and the university is developing guidelines on respectful research engagement with Indigenous communities. A new demographic survey of faculty and staff, to be launched in 2019/20, will aid in establishing benchmarks for improved diversity across the academy.

STRATEGIC RESEARCH PRIORITIES

Future Energy Systems
Future Energy Systems (FES) is a seven-year, $75 million research program, currently with nearly 100 projects, more than 125 researchers, and more than 440 graduate students, post-doctoral fellows, and other highly-qualified personnel involved. Future Energy Systems is focused on all aspects of humanity's energy transition, including improvement of hydrocarbon energy technologies, reduction of their environmental impacts, development of renewable energy and storage technologies, and broad analyses of social, environmental, and economic impacts of changing energy systems. Future Energy Systems is funded through the Federal Government's Canada First Research Excellence Fund, which was established to help Canadian postsecondary institutions excel globally in research areas that create long-term economic advantages for Canada. FES represents a major research commitment that will support economic diversification, environmental stewardship, and effective resource management.

Artificial Intelligence
A $125 million program is cementing Canada's position as a world leader in AI by investing in attracting and retaining top academic talent, increasing the number of AI-skilled researchers and skilled graduates, establishing and building interconnection among Canada's three major hubs of AI expertise (Toronto, Montreal and Edmonton), supporting a national AI research community, and developing global thought leadership on the economic ethical, policy, and legal implications of AI. The $125 million award is being administered by the Canadian Institutes for Advanced Research (CIFAR). Our AI research and expertise involves both creation and its application, and through initiatives like the newly-funded AI Hub, we will support western Canadian businesses to leverage the university's strengths to deliver economic impacts. With one of Canada's first computing science programs, over the past 20 years the U of A has consistently ranked in the top three Canadian universities in AI. Our machine learning research is driving new health technology such as smart artificial limbs and easy, portable, and low-cost diagnostics for cancer, malaria, and tuberculosis. And in the case of water, we are working with Drayton Valley's water treatment facility to optimize water filtration while minimizing energy use, without sacrificing water quality.

Signature Areas of Research and Teaching
Beginning in 2017, the university launched an internal process to define its signature areas of research and teaching–these are areas in which the University of Alberta is a global leader, displaying distinction and distinctiveness; and where there are opportunities for multi-disciplinary innovation in both research and teaching. The intent of designating signature areas to recognize areas of strength, incent and encourage new forms of multidisciplinary collaboration, attract major external funding, and develop novel courses and programs to the benefit of current and future students. The university announced its first three signature areas in September 2018, and the next year will see these each of these launch specific programs of activity.

Signature Area: Energy Systems
With over 500 researchers across 18 faculties, including 21 Natural Sciences and Engineering Research Council of Canada (NSERC) Industrial Research Chairs, two Canada Excellence Research Chair (CERC) Laureates, and 22 Canada Research Chairs (CRCs), Energy Systems (ES) builds on the U of A's strength as a national leader in energy-related research and teaching. Energy Systems focuses on responsible, full-cycle energy systems development, management, and adaptation to sustain society and the environment.

Specific areas of focus include:

- **Energy:** Intergenerational energy transitions and enabling technologies and knowledge; and responsible resource development and energy systems integration
- **Environment:** Comprehensive, integrative environmental stewardship; and integration of responsible environmental care at every life-cycle stage
- **Society:** Cultural and societal relationships to energy and the environment; engagement with stakeholders and communities; resource policy, ethics, governance; and innovative, cross-disciplinary educational and outreach programs

Signature Area: Intersections of Gender

Boasting some of the university's most distinguished researchers, including eight members of the Royal Society of Canada, two Killam laureates, two Trudeau Fellows, five Canada Research Chairs, one University Cup holder, three Tory Chairs, two Distinguished University Professors, two Killam Annual Professorships, five Kaplan/Piper Research Excellence Awards, 11 Faculty of Arts Research Excellence Awards, numerous Killam doctoral Fellowships, and a Canada 150 Chair, the U of A is undeniably a Canadian leader in the field of intersectional gender research.

Intersections of Gender builds upon existing research excellence across faculties and disciplines. Its goal is to make the University of Alberta a globally-recognized leader in intersectional gender-themed research that advances innovation and collaboration across disciplines and helps to respond to local, national, and global challenges–examples include examining the ways popular representations of science and scientists discourage women from pursuing careers in STEM fields, researching the employment barriers newcomers to Canada face in the professions, and analyzing accelerating incarceration rates among Indigenous women. Initial focus areas include growing mentorship and teaching across women, visible minorities, Indigenous persons, and persons with disabilities, and engaging communities across all sectors (non-profit, government, corporate).

Signature Area: Precision Health

Precision Health (PH) is an emerging health care delivery model focused on using data to inform improvements in health promotion, earlier detection of disease, and more precise disease and disability management. Recognition of individual variability in genes, environment and lifestyle has led to the ability to refine (personalize) diagnosis and treatment. The PH model is driven in part by new technologies—including those in omics (genomic, transcriptomic, glycomic, metabolomic), biological and data sciences—that have led to revolutionary discoveries that are changing the way diseases and disabilities are understood, diagnosed, categorized, and treated. PH also includes Precision Public Health, which is the study of population data to deliver approaches to disease prevention, health promotion, rehabilitation, and reduction of health disparities in populations.

The university's PH initiatives span the key components of the precision health ecosystem:
- Research and discovery
- Development and validation
- Evidence development and commercialization
- Integration, knowledge transfer, and practice

INTERNATIONAL RESEARCH COLLABORATION

International research improving Alberta's economy, education, technology, health, and society. The extensive connections that U of A researchers have developed with leading universities create access for our students to learn in state-of-the-art facilities around the world, positioning students to be leaders in academic, government and industry, as well as entrepreneurs. U of A's research collaborations offer Alberta's next generation of leaders the opportunity to excel through international experiences that are otherwise unavailable.

Global engagement is vital to high-quality research efforts.. The development of multi-national research networks expands institutional capacity to address global issues in robust and efficient ways. 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 university carefully assesses and implements robust risk management strategies in association with each of its international partnerships, collaborations, and other programs, attending to an array of nation-specific and general international risks. By identifying and establishing key collaborations, the University of Alberta's global research projects include big data, heritage, low carbon energy, and ecosystem and resource informatics:

- The Canada Learning Initiative in China offers hands-on experimentation in the world-class facilities of Shanghai Jiao Tong University for the U of A's undergraduate students, providing experiences that directly shape students' future academic paths in unexpected, innovative ways.
- The university's Alberta Technical University of Munich International Graduate School for Hybrid Functional Materials (ATUMS, 2015-21), funded through the NSERC CREATE program, is developing a cohort of Canadian researchers with an international view of research and world-class research context training whilst training Canada's next generation of leaders in hybrid functional materials. Currently, 43 Canadian students and 19 ATUM students are enrolled.
- The Tsinghua University-University of Alberta Joint Research Centre for Future Energy and Environment, launched in spring 2017, brings together Tsinghua's Low Carbon Energy Laboratory and Future Energy Systems. It is the first China-based institute with any Canadian university. The Centre focuses on developing low-carbon, sustainable energy solutions while tackling global environmental challenges in Canada and China. Highlights include 40 research collaborations, 30 U of A grad students at Tsinghua, and 100-plus joint project reports and publications.
- The Helmholtz-Alberta Initiative (HAI) is an independent international research partnership that effectively amalgamates the scientific and technical expertise of the Helmholtz Association of German Research Centres and the University of Alberta to jointly develop solutions to key challenges in fields such as energy and the environment, ecosystem and resource informatics and health. In 2018, the Alberta Diabetes Institute at the University of Alberta and the Helmholtz Diabetes Centre at Helmholtz Zentrum München located in Munich, Germany, joined forces to establish the International Helmholtz Research School for Diabetes to provide an interdisciplinary and internationally cutting-edge scientific and training environment for future world leaders in diabetes research.
- The Worldwide Universities Network (WUN) is a leading global higher education and research network made up of 23 universities across 13 countries. In 2019, the University of Alberta will host a cohort of undergraduate students from the WUN partners for the WUN Summer School on Energy Transitions.
- The Worldwide Energy Universities Network (WEUN) is a global alliance of 22 research-intensive universities from 13 countries brought together by a shared strategic interest in energy. The network was initiated in September 2018 and will create a global platform for communication and collaboration in energy related research, innovation and education.

APPENDIX D: UNDERREPRESENTED LEARNERS

APPENDIX D: UNDERREPRESENTED LEARNERS

Under *For the Public Good*, our institutional strategic plan, the University of Alberta is committed to fostering a diverse and inclusive community of undergraduate and graduate students. Our commitment to supporting access for underrepresented learners is reflected across our portfolio of recruitment activities, student services, and financial supports. In 2019, the university formally adopted a four-year *Strategic Plan for Equity, Diversity, and Inclusivity (EDI)*. Developed through extensive engagement with our community, and with active participation from undergraduate and graduate students, the EDI strategic plan includes specific initiatives to identify any gaps in EDI-related student services and to review accommodation policies and processes. The plan also includes a range of data collection initiatives to enhance our understanding of barriers to student inclusion and to identify additional opportunities to enhance student supports. The institutional EDI plan complements and builds on a number of faculty-level plans and programs, including faculties' gender equity plans for Canada Research Chairs. Several faculties, including Engineering and Science, have implemented senior leadership positions focused on gender equity and other aspects of EDI. The university will report on progress against its EDI objectives on an annual basis.

The university continues to support access for low-income learners through the provision of robust financial supports. In 2017-18, $87 million in financial support was provided to 17,130 undergraduate students, of which almost $63 million was need-based. The University of Alberta's tuition and fees are among the lowest in the country and competitive globally.

The university actively recruits rural students. This year, we introduced Green and Gold Getaway, a new initiative to provide prospective learners from across the province to visit campus for a weekend to experience the University of Alberta. The university's investment in expanding student residence capacity directly supports access for Albertan students from outside Edmonton, and particularly rural students, and we provide a range of supports for students living in residence.

The University of Alberta provides a range of resources to support students with disabilities and students with other diverse needs. Where warranted, and without compromising its academic standards, the university will modify program course load, examination procedures, and other academic requirements to permit students with disabilities to complete their programs. Accommodations are provided through student support services, and include modifications for courses and examination. In addition, the Centre for Teaching and Learning provides support for instructors, including guidance on inclusive language and inclusive interactions and on principles of universal design in education. The university incorporates accessibility considerations into new capital construction projects, including significant renovations of existing facilities.

The university continues to welcome more applications and enrolments from Indigenous learners. The university has developed and prioritized a comprehensive institutional approach to Indigenous initiatives and support for reconciliation with Indigenous communities. In the current year, this has resulted in record Indigenous undergraduate enrolment of 1,175 students.

Indigenous students are supported through numerous mechanisms. First Peoples' House serves as a hub for Indigenous students to access support services, advisory supports, and an environment of inclusion and empowerment. The university has established an Assistant Dean, First Nations, Métis and Inuit Students to coordinate centralized services for Indigenous students. Current initiatives include the Transition Year Program (TYP) for Indigenous students who may not be prepared to enter a faculty through the regular admissions route. TYP is not an upgrading program–it is a full-time, on-campus program that sets our students up to enter a degree program in their second year. The program has both academic and cultural components and provides students with a strong network of support by getting to know other students in a small, intimate learning environment. Other initiatives include establishing a new

position to support transfer pathways with and students coming from First Nations universities and colleges to improve student mobility from these institutions, and developing Historical Trauma Informed Training for units serving students across the university. Numerous faculties have adopted Indigenous initiatives and supports (examples include specialized Indigenous student advising in the Faculty of Arts). Future institutional priorities include hiring a Vice-Provost to lead Indigenous initiatives and to lead the development of an Indigenous Strategic Plan. We recognize that while our EDI and Indigenous initiatives are closely linked and mutually supportive, they warrant distinct approaches and strategic frameworks.

Indigenous learner access is also supported by the university's outstanding academic programming. One of the newest programs at the U of A is the Ph.D. in Indigenous Studies within the Faculty of Native Studies. This condensed, three-year program is the first of its kind in North America. The university's foundational approach to supporting Indigenous learners and Indigenous scholarship is by hiring and then robustly supporting Indigenous scholars. Under-represented groups need to see themselves in institutions to aspire to new educational and career paths. Placing Indigenous scholars in the university provides this role-modeling, which is equally important to non-Indigenous learners as we strive to change stereotypical perceptions of Indigenous issues and peoples. Furthermore, the scholars also advance research and understanding in Indigenous studies, enriching the knowledge base available in the academy.

The Faculty of Native Studies is developing more land-based learning opportunities for students to engage with traditional knowledge and communities. The long established Canadian Indigenous Languages and Literacy Development Institute (CILLDI), which is joint between the faculties of Education, Arts and Native Studies, offers summer camp programs for people to learn Indigenous languages in an immersion environment. This is open to U of A students and non-U of A students, increasing outreach and capacity building.

APPENDIX E: COMMUNITY INITIATIVES AND REGIONAL STEWARDSHIP

APPENDIX E: COMMUNITY INITIATIVES AND REGIONAL STEWARDSHIP

The University of Alberta embraces community-university engagement as foundational to achieving our mandate in teaching, learning, and research and ensuring this mandate remains relevant and responsive to the communities we serve. "Engage" is one of the five fundamental goals of the university's institutional strategic plan, *For the Public Good*.

We engage and support our communities in multiple ways, including: through community-based, mutually beneficial experiential learning that enhances course and program outcomes and supports learners' transition to employment contexts; through making U of A research and scholars accessible to the community; and through a range of research and teaching that, with community-based partners, responds to identified local or provincial needs. We also work with partners across the adult learning system to provide multiple points of access for learners and to support credentialed and non-credentialed lifelong learning.

Enhancing learner outcomes through community engagement

The university continues to strengthen its educational offerings by providing academic coursework and structured community-based experiences that improve learner outcomes. This emphasis builds student skills while serving community needs. Across the full portfolio of our experiential learning offerings, we engaged over 9,500 students in the current year.

Community-based experiential learning, in conjunction with hundreds of community partners, is integral to programs across the university. We supplement and enrich the classroom experience through offerings like internships, residencies, co-ops, service-learning, practicums, and job shadowing. These offerings support academic objectives as well as positioning our graduates for successful transition to the workforce. Through community-service learning (CSL), for example, we provide quality-assured, course-based learning to approximately 1,780 students across 78 courses and sections, taught by 51 faculty instructors, within 173 community-based organizations (2018 figures). CSL partners vary, from not-for-profit entities to schools, multicultural centres, seniors' groups, industrial partners, arts and cultural centres, health-related facilities, and more. This diversity means that students experience learning directly in their eventual career field while gaining valuable access to a network of employers. CSL is currently working with the Centre for Teaching and Learning to incorporate learning outcomes into its academic courses. CSL certificate holders will be able to articulate to graduate supervisors and employers what they know, what they can do, and what they valued from their CSL learning experience. CSL also continues to gather input for further curriculum development from community partners, ensuring the timely and accurate identification of learner and system needs.

The School of Dentistry's community clinic and other programs are also positive examples of community-engaged, mutually beneficial learning. The clinic is operated and staffed by students. Oral health care is provided at a reduced fee. In 2018, 40,000 patients were seen by dental hygiene, dentistry, and graduate students. The clinic provides care to high-needs schools in lower socio-economic areas via the annual School Visit Program and provides access to dental care to low-income children. Other programs meet identified community needs and learning experiences in rural settings.

Community-based experiential learning is also a key component to our graduate student professional development activities. The Faculty of Graduate Students and Research (FGSR) Community Volunteer (CV) program connects graduate students, academics, postdoctoral fellows, and alumni from all disciplines to students in primary and secondary schools and the greater community to share their research knowledge and experiences. Students gain valuable competencies and experiences that

expand their employability and the public is served through knowledge delivery. The Graduate Student Internship Program provides opportunities for graduate students to gain work experience through paid internships in the private, public and not-for-profit sectors, to the benefit of both students and employers.

Community engagement and partnerships supporting pathways to access

The university works with multiple partners, within and beyond the adult learning system, to support access for learners. We support student transfers across institutions, including by working directly with First Nations universities and colleges to support incoming learners, and we work with partner organizations in the public and private sectors to deliver professional education to meet employer-identified needs. Through units like the Alberta School of Business and the Faculty of Extension, we provide an extraordinary range of continuing education for learners from a range of community contexts. Appendix D contains additional discussion of our efforts to support access for under-represented learners.

Other outreach and engagement activities support innovative pathways to expand access, offering learners that might not otherwise consider post-secondary the opportunity to experience its programming. Humanities 101 is one such program. It offers free, non-credit, university-level courses to individuals who want to learn, but who may have faced economic, institutional, or social barriers to accessing formal education. HUM 101 empowers critical thinking along with a passion for lifelong learning. HUM 101 is connecting with women from correctional institutions by providing on-campus academic (non-credit) courses for them and in 2019, CSL is supporting the Faculty of Native Studies in the design of new, socially responsive courses to provide co-learning opportunities for women from local correctional centres and University of Alberta students.

At the other end of the learner spectrum, the U of A invites youth to attend USchool, a program that provides students in grades four through nine from socially vulnerable communities the opportunity to spend a week at the university. The program reinforces school curricula, and by helping youth to interact with university professors, students, volunteers, and facilities, is intended to inspire them to pursue a post-secondary education. USchool is increasing participants by up to 10 per cent in 2019/20. Indigenous schools are well represented in USchool programming, and long-term relationships are being built with these communities through additional in-school visits.

Making U of A scholars and research accessible to the community

University of Alberta scholars actively communicate their research to the public and contribute to public education and debate. We are proud of the public intellectuals, policy advisers, and thought leaders among our scholars and researchers. The University of Alberta Speakers' Bureau strives to connect these academic resources with community audiences. The Speakers' Bureau provides communities with access to U of A experts on topical subjects to facilitate conversation and provide one avenue on the road to lifelong learning.

Locally, public libraries, schools, seniors' centers, and rotary clubs seek out university scholars who can present on discoveries and subjects that may be controversial or newsworthy. Lectures, workshops, panel discussions and other formats are implemented at the request of the community. The university works with external partners to translate scholarship into public relevance through these offerings. One example is the partnership between the Edmonton Public Library and the Faculty of Graduate Studies and Research, through which we present a monthly series titled "*On the Edge,*" featuring young scholars.

The 2018 Research in a Suitcase pilot with Calgary Public Library featured 13 graduate students presenting research to 700-plus learners in one afternoon. The program was introduced to rural communities during the Advancing Alberta advocacy campaign and the community requested the program for rural locations to spark post-secondary interest in young learners. Research in a Suitcase will go on the road in spring 2019. Other examples of community identified engagement are the TELUS World of Science's monthly adult-education Dark Matters events, a Science Communications Fellowship course, and the annual UAlberta Grad Student Showcase. As another example, the Faculty of Science is

launching an online Scientific Literacy course in 2019 to increase public understanding of the scientific process, improve scientific literacy, and promote critical thinking related to science in the media.

In 2018, the Canadian Federation of Library Associations (CFLA) asked for assistance responding to the National Commission for Truth and Reconciliation. Via the Indigenous Canada: Looking Forward, Looking Back MOOC agreement, the U of A provided access to the MOOC, online teaching support and promotional materials to library systems across Canada. The MOOC was ranked number one in Canada in 2018 and boasts 30,000-plus registrants. At the CFLA's request, the delivery agreement was renewed for another year.

Addressing identified community needs through teaching and research

The university offers a range of courses, events, and other educational activities that are designed to meet the needs of local communities, partner organizations, and the province as a whole.

For example, Augustana Campus improves educational access for students and the community alike through innovative programming for Camrose and surrounding communities. The Augustana Extended Education (AEE) program created a new six-course Rural Municipal Leadership Certificate that brought in 40 elected officials and municipal administrators. AEE also offered grant writing, program evaluation, sustainability, and courses on preparing rural communities for cannabis in response to identified needs. AEE will continue to expand course content, off-campus offerings, and new partnerships in 2019.

Targeted engagement connects the university with rural municipalities and surrounding counties or more annually, allowing the U of A to hear about challenges and opportunities faced that the university can play a role in solving at the local community level. Discussions have started between faculties and the communities to explore community-led research projects in the areas of health, agri-business, and rural development.

The Faculty of Native Studies actively seeks to share knowledge with community, and as part of the Indigenous Partnership Development Program. The Forum on Understanding Aboriginal Governance was created in partnership with the Ministry of Education, offering Indigenous governance training sessions with primers on Indigenous peoples in Alberta, the numbered treaties and their social, political, and economic implications. This effort informed front line public servants and will be repeated in 2019. Other work includes a project to address resilience in the Indigenous context with a specific focus on Missing and Murdered Indigenous Women and Girls. A goal is to provide resources to other communities upon project completion.

Inter-faculty collaborations are instrumental in answering programming needs from the community. For example, the Faculties of Law and Native Studies have jointly launched the Wahkohtowin Law and Governance Lodge. Through a focus on community-led collaborative research and engagement, it aims to respond the Truth and Reconciliation Commission of Canada's Call to Action to establish equity within the legal system for Indigenous peoples. The Faculty of Extension also offers an Indigenous Community Engagement citation and Indigenous Community-Industry Relations certificate. The two programs are designed as catalysts for community engagement between Indigenous peoples, industry, and government on issues of social and economic development as well as the environment. Both programs continue to attract learners and grow.

Community engagement is also fundamental to our research enterprise, and there are numerous examples of U of A research oriented toward solving community needs through community-based partnerships. One such example is the Community-University Partnership (CUP), which includes a Partnership Studies/Engagement program focused on urban participation, citizenship building, and city building. The program continues to thrive in 2019 as more important relationships between communities and the university evolve to meet challenges and opportunities.

Other local research initiatives include the Food Systems and Security project that looks at scaling local food procurement and localized food systems (the entire food chain) to understand how society gets and

accesses food. The Community United project in the T5Y area of Edmonton examines issues that span education, housing, food insecurities, health, and other factors occurring in vulnerable communities. The faculty provides robust data gathering and analysis, frameworks, evaluations and other research methodologies. Projects such as these provide evidence, inclusive of community inputs enabling community and policy-makers to make informed decisions on policies and programs that address social disruptions and challenges. These initiatives will continue into the 2019-20.

Appendix C contains additional discussion about the university's research activities and partnerships.

Community Engagement Consultation

Beginning in September 2018, the university has embarked on a consultation process to gather input from internal and external community partners. Over the next year, this exercise will help us to better understand community expectations and needs, opportunities for additional engagement, and barriers and challenges. From there, the university will develop a community engagement plan grounded in a community conversation and work to implement the plan.

APPENDIX F: CURRENT MINISTRY INITIATIVES

APPENDIX F: CURRENT MINISTRY INITIATIVES

The university's Board of Governors and senior administration identify both student mental health and addressing sexual violence as strategic institutional priorities. The institutional strategic plan, *For the Public Good*, acknowledges that supporting the health and wellness of the university community is integral to achieving our overall strategic vision. In 2017, the university adopted its *Healthy University Strategic Plan* (HUSP), which was developed through a collaborative, consultative process involving faculty, staff, and students. Under the HUSP, the university committed to developing a comprehensive mental health strategy that addresses awareness, prevention, and treatment in alignment with provincial and national mental health strategies. More specific priorities under the HUSP include coordination of services, proactive strategies to create a supportive environment, and supporting awareness of services und understanding of health and wellness across the university community. The university's Board of Governors provides oversight of student health and wellness initiatives and strategies through the Board Safety, Health, and Environment Committee. Additional information on the university's priorities is provided below.

STUDENT MENTAL HEALTH

The university is deeply committed to supporting and enhancing student mental health. Following the framework issued by the Canadian Association of College and University Student Services (CACUSS) and the Canadian Mental Health Association (CMHA), the University of Alberta's approach reflects awareness of the systemic factors that impact student and campus mental health.

Student engagement is integral to all the university's mental health initiatives. Project teams such as the Suicide Prevention Framework Steering Committee, Sexual Violence Steering Committee, Campus Cannabis Working Group, and Days of Action Committees incorporate broad representation from student government, inter-sectional populations, and the general undergraduate and graduate student communities. These student partnerships and contributions have been instrumental in developing campus mental health programming and services that address the needs of our diverse campus community.

Current areas of focus:

Improving student access to services:
In 2018/19, the university made changes to its intake and assessment processes to enable all students seeking an appointment with Clinical Counselling Services (CCS) to receive one within 72 hours. In addition, the university supports student access by providing satellite psychologist services in multiple locations across our campuses, providing embedded mental health support to students and mental health coaching to faculty and staff. During the 2016/17 academic year, the satellite psychologist positions provided a total of 2,440 counselling hours to students and 380 hours of outreach support to faculty and staff. This is supplemented by the ACCESS Outreach team, established in fall 2018, an initiative through which community social workers and student affairs generalists rotate through designated locations to meet students where they are most likely to reach out for help. A reduction in the Post-Secondary Student Mental Health grant will reduce the availability of psychologist hours going forward, but the university continues to maintain services.

In conjunction with the provision of the Post-Secondary Student Mental Health grant, government has directed that PSIs enhance existing relationships and build new partnerships with community mental health partners to transition clinical mental health care to the community and focus campus mental health programming on non-clinical services. In support of transitioning clinical services to the greater community, the university is actively building partnerships with organizations such as the Bent Arrow Traditional Healing Society, ACCESS Open Minds, Alberta Health Services, Addiction Services Edmonton, the U of A Hospital's Psychiatry program, and Momentum Counselling. These partnerships

have led to the implementation of enhanced referral forms and processes that are streamlining the hand-off of clinical cases and reducing some wait times for greater community mental health support.

In addition to these community clinical services, the university continues to provide clinical mental health services via its CCS Psychiatry Team and University Health Centre (UHC) Family Physicians. This past year, the CCS psychiatrists provided 2500 psychiatric consults to students, and UHC family physicians provided an additional 2000 mental health consults to members of the university community. Mental health requires a multimodal approach to clinical care, as students prefer to access services through diverse entry points that meet their preferences and unique contexts.

Community mental health literacy and capacity building:
The university's approach to student mental health also includes a Community Social Work Team (CSWT), which provides suicide gatekeeper training, resilience and development workshops, and personal coping skill programming. In partnership with AHS, the CSWT offers about 35 workshops per year to over 1800 students, faculty, and staff. From this year forward, the CSWT is providing enhanced skill training for those in supporter roles.

Partnership and collaboration across Campus Alberta:
The University of Alberta has been a core founder of Healthy Campus Alberta (HCA), the post-secondary mental health community of practice. In November 2018, the U of A partnered with HCA to successfully offer the first HCA Fall Connections Summit. Activities like this are integral to bringing our student, faculty and staff partners together from across Alberta to connect and share best practices in the area of student and campus mental health. In addition, the U of A continues to contribute to and benefit from its membership in the Edmonton Regional Post-Secondary Mental Health Committee.

SEXUAL VIOLENCE PREVENTION

In 2017, the university formalized a Sexual Violence Policy, which defined processes, responsibilities, and accountabilities for handling complaints and disclosures. The policy was more than a year in the making and included input from 27 student groups, university offices and external partners. Developing a standalone sexual violence policy was one of 46 recommendations of the _Review of the University of Alberta's Response to Sexual Assault_, released in early 2016.

The accompanying sexual violence procedure offers guidance to students, faculty, and staff on how to respond if someone discloses that they were a target of sexual violence. A person making a disclosure can ask the university to provide support and resources or modifications to class schedules, workplaces, or the residential environment. The procedure also specifies education as a major component in the university's goal of reducing sexual violence and improving disclosure processes.

Since the adoption of the Sexual Violence Policy, the university has established implementation committees to coordinate a range of sexual violence response and prevention activities. The current focus is on education and awareness activities, including ensuring that staff, departments, and faculties are aware of their responsibilities and of relevant services and processes.

Education activities centre on the activities of the Sexual Assault Centre, which provides training to student groups, in classrooms, and the general university community. Training includes responding to a disclosure, bystander awareness training, and general education on the cultural contexts of sexual violence. Other education activities include participation in campus community events, tabling at orientation and other appropriate spaces, and supporting various guest speakers and performances.

APPENDIX G: INTERNATIONALIZATION

APPENDIX G: INTERNATIONALIZATION

As a comprehensive research-intensive university, the University of Alberta is committed to internationalization. The institution is an essential resource for preparing Albertans for a global economy and connecting Alberta to the world. Indeed, this global mandate is reflected in *For the Public Good* as a central goal to "Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world." The University of Alberta's international collaborations ensure the university and the province continue to be globally relevant and competitive, and allow the institution to leverage the capacity and resources of its established research enterprise.

The economic strength of the province depends not only on diversity in industry, but also in educational and research environments. The U of A's international focus creates exceptional learning, discovery, citizenship and innovation opportunities by attracting highly-skilled faculty individuals to the province. This year, the U of A placed 40th in Times Higher Education's World's Most International Universities ranking, ahead of the University of Toronto (50th), Harvard (51st), Princeton (57th), and Stanford (59th).

In conjunction with the implementation of *For the Public Good*, the U of A is in the final stages of developing an International Strategic Plan to guide us as we look to the future, and build upon our strengths in internationalization. An implementation plan with appropriate metrics is being developed as a companion document to allow measurement of progress toward our objectives over the next five years.

International engagement is integral to the educational experience at the University of Alberta. The University of Alberta was pleased to welcome 1,400+ new international undergraduate students to its campuses this year, representing 76 countries, along with 746 new international graduate students from 72 countries. We continue to prioritize diversifying countries of origin for international students. Outbound education enriches student learning for domestic students as well. In 2017/18, 1303 students participated in outbound international experience (1004 undergraduates, 299 graduates), and 16 per cent of undergraduate students participated in an education abroad experience. The U of A created and manages the Canada Learning in China Initiative (CLIC), a program that has sent 674 Canadian students to China since its inception in 2016. In 2018/19, 70 U of A students participated. In 2018/19, 89 students completed the University of Alberta Certificate in International Learning, in which students are required to complete a significant intercultural experience, course work, and a capstone project to demonstrate their understanding of intercultural competencies.

For additional discussion of international enrolment, see Appendix B. For discussion on international research collaborations, see Appendix C.

FUTURE STRATEGIC PRIORITIES:

The International Strategic Plan will be aligned with, and organized along, the five strategic goals in the University of Alberta Institutional Strategic Plan, *For the Public Good*: Build, Experience, Excel, Engage, and Sustain. The priorities in the plan include the following:

Build
- Focus international student recruitment efforts on enhancing diversity and ensuring consistently high academic quality in the international student population.
- Build and support an integrated, cross-institutional strategy to enhance the University of Alberta's local, national, and international stories, so that these stories are shared, understood and valued by the full University of Alberta community and our many community partners.

Experience

- Ensure integration of international students into the campus community; support them in their pursuit of their academic, personal, and professional goals; facilitate lasting relationships for international students with their Canadian peers, the university, the City of Edmonton, the Province of Alberta, and Canada.
- Introduce international dimensions in the learning experiences of *all* students to enrich their academic achievements, broaden their understanding of the world, educate them as global citizens, and facilitate their career success in a globalized economy.

Excel
- Strengthen, expand, and effectively support the international dimension of research and innovation.
- Establish, grow, and consolidate priority partnerships with a select number of universities in countries of particular relevance to our university.

Engage
- Strengthen active participation in international networks, membership associations, and consortia to learn from partners abroad and to profile our university as an institution that is focused on collaboration.
- Encourage the University of Alberta's involvement with initiatives to benefit communities around the world that strive to better the lives of their citizens, to build peace, and to secure a sustainable future.

Sustain
- Ensure clarity of roles and responsibilities for all stakeholders in designing and implementing the University of Alberta's international agenda and facilitate institutional collaboration and alignment.

APPENDIX H: CAPITAL PLAN

APPENDIX H: CAPITAL PLAN

The University of Alberta maintains a vibrant and supportive physical environment to support its teaching, learning, research, and other objectives. As Alberta's oldest and largest post-secondary institution, the U of A has in its inventory approximately 1.8 million square metres of complex facility inventory across five distinct campuses.

While there have been remarkable additions to our building inventory in the last decade (for example, the Centennial Centre for Interdisciplinary Science, Edmonton Clinic Health Academy, National Institute for Nanotechnology, Nîpisîy House, Thelma Chalifoux Hall, and the Jeanne and Peter Lougheed Performing Arts Centre in Camrose), our priority across all campuses is the renewal and refurbishment of existing buildings, with very limited consideration for facility expansion or new construction.

The university's building inventory features several buildings that predate the Second World War, and more than half of our buildings were built in the post-war (1951-75) or modern (1976-90) periods. These buildings were constructed with a projected life-span of 50 to 60 years, and many critical systems (mechanical, electrical, and building envelope) are at or near their end of life. As of December 31, 2018, the university's deferred maintenance liability stood at $309 million, with a five-year projected aggregate liability of $893 million. This presents significant operational risk.

The University of Alberta is not unique in that the cost of maintaining a large inventory of infrastructure exceeds available resources. This is exacerbated by ongoing and changing space needs, changing expectations of users, and increased innovation in building design and delivery. What will be unique is how the University is strategic in its use of analytics, the disciplined choices it will make to meet the growing needs, and its decisions in managing these costs. The on-going choices will include identifying assets for renewal, repurposing, closure, disposal, and even demolition. The choices will be driven by evidence of today with projections of tomorrow. They will also look at partnership and collaborative opportunities with infrastructure design, operations, maintenance and funding.

Deferred Maintenance

In order to achieve desired infrastructure outcomes, it is critical to invest the optimal amount into maintenance activities. In post-secondary institutions, this is typically one per cent of a building's current replacement value for buildings of simple construction and systems, through to four per cent for specialized buildings with sophisticated building systems. These targets suggest a minimum of $72.5 million (one per cent of the $7.25 billion of the current replacement value of supported and unsupported infrastructure), as opposed to the current $34.9 million provided by the Government of Alberta.

The following table illustrates forecasts of six scenarios based on varying levels of investment in maintenance activities combined with strategic removal of infrastructure assets that have exceeded their life expectancy. These are only examples, but illustrate how the decisions of today so significantly impact our future.

Figure 3. Deferred maintenance liability scenarios for supported and mixed buildings
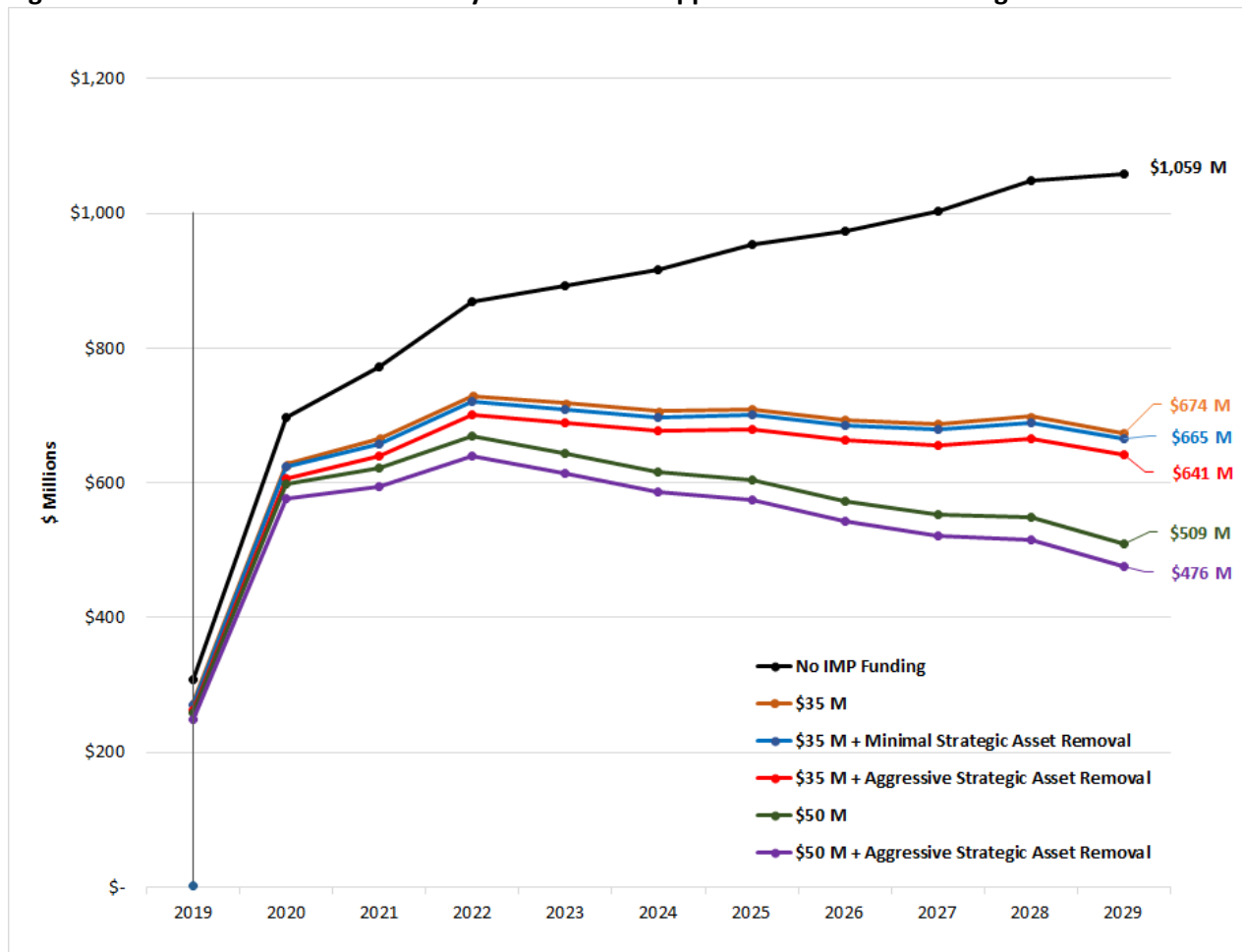
Capital Plan

Decision making concerning University of Alberta capital priorities adheres to government-mandated long-range development plans, sector plans, and urban planning principles, as well as government-guided parameters. Decisions are evidence-based and supported by openly available data related to building occupancy, functionality, performance, environmental considerations, and deferred maintenance risks.

Capital projects exist in two broad forms. Firstly, those that are (planned to be) underway and for which funding is in place and the work has been scheduled. The second are projects where the institutional priority has been established, but without the requisite total funding (institutional, government, and/or philanthropic), they remain aspirational.

In all cases, the university captures its capital projects in its annual submission to the Government of Alberta's Building and Land Inventory Management System (BLIMS). Because of the dynamic nature of campus planning and opportunities that arise with the arrival of earmarked funding, projects may emerge between BLIMS submissions. The tables below reflect the University of Alberta's most recent BLIMS submission, with the items marked with (*) having emerged since our last BLIMS submission.

Top Three
The three highest priority projects identified in the 2019 Capital Plan are aspirational in that, until the requisite funding is secured, they remain at the planning stage.

Projects and Funding Sources

Type	Description	Cost	Funding Sources	Government Approval Received?
Expansion	**Faculty of Arts** - As an alternative to a new downtown campus development, a multi-year phased renewal and expansion program will address program pressures in several buildings including Fine Arts, Industrial Design, HUB, Tory and the School of Business. Strategic renewal and expansion of existing facilities will ensure undergraduate programming and functional needs are achieved.	$178.6 million	100% GoA	No
Preservation	**Cameron Library** - Renewal of the Cameron Library building envelope is required due to failed panel support systems resulting in panels falling from the walls. Additionally, precast panels are dislodging from the exterior walls, requiring installation of security fencing to protect pedestrians. Finally, thermal scans have revealed an overall failure of the building envelope.	$24.8 million	100% GoA	No
Preservation	**Chemistry East (Teaching Research Lab Modernization and Renewal)** - These labs are original to the 1973 building and in very poor condition; to the degree that usability is in jeopardy. Continued use of these labs presents risks to the institution (quality of instruction and reputation) and the environment. Renewal and modernization of 14 teaching labs will support teaching and research while also reducing energy consumption, improving environmental sustainability, and addressing lab safety with upgraded fume hoods.	$14.2 million	$8.2 million GoA $6.0 million U of A	No

Recognizing the uniqueness of operating multiple distinct and unique campuses, in addition to the top three identified above, numerous other projects have been identified as priorities. For ease of presentation, these, which only highlights projects exceeding $10 million, have been grouped by campus and, as with the top three above, each is ready to proceed pending the emergence of the requisite funding.

Augustana Campus				
Type	Description	Cost	Funding Sources	Government Approval Received?
Expansion	Science (phase 1 and 2 renewal)	$14.7 million	100% GoA	No

Campus Saint-Jean				
Type	Description	Cost	Funding Sources	Government Approval Received?
Expansion	Science (expansion and classroom upgrades)	$11.2 million	100% GoA	No

North Campus				
Type	Description	Cost	Funding Sources	Government Approval Received?
New	Maskwa House of Learning	$28 million	100% GoA	
New	Alberta School of Business	$185 million	$165 million GoA $20 million philanthropy	No
Expansion	Mechanical Engineering Building	$90 million	100% GoA	No
Renewal	Convocation Hall	$9.9 million	100% GoA	No
Expansion	Earth Sciences Building	$19 million	G00% GoA	No
Preservation	Universiade Pavilion (Building Envelope)	$17 million	100% GoA	No
Preservation	Medical Sciences (Phase 1)	$26 million	100% GoA	No
Preservation	Biological Sciences (Phase 1)	$59.6 million	100% GoA	No
Preservation	Biological Sciences (Aquatics)	$24.4 million	100% GoA	No
Preservation	Clinical Sciences (Building Envelope)	$18 million	$15 million GoA	No

			$3 million ?	
Preservation	Chemistry West (Phase 3)	$13 million	100% GoA	No
Preservation	Cameron Library (Phase 3)	$10.9 million	100% GoA	No

South Campus				
Type	**Description**	**Cost**	**Funding Sources**	**Government Approval Received?**
New	High Performance Training and Research Facility and Community Arenas	$65 million	$22 million philanthropy $20 million City of Edmonton $23 million TBD	No
New	Basic Infrastructure	$15.6 million	100% GoA	No
New	Utilities / District Energy Plant	$132.2 million	100% GoA	No

Other				
Type	**Description**	**Cost**	**Funding Sources**	**Government Approval Received?**
Preservation	Ellerslie Site Remediation	$16.6 million	100% GoA	No
New	Heating Plant – Turbine Generator #3	$89.2 million	$47.5 GoA 41.7 DES	

The following table represents projects that are underway or have a confirmed start date within the 2019/20 fiscal year. As above, projects identified with (*) have emerged since our most recent BLIMS submission.

Project Timelines and Status			
Description	**Estimated Timelines**	**Expected Start**	**Expected Completion**
Dentistry-Pharmacy Building Renewal	August 2018 – July 2023	August 2018	July 2023
Campus Electrical Building – Electrical (CUBE)	April 2018 – March 2020	April 2018	March 2020
Morrison Structures Engineering Lab	July 2019 – December 2020	July 2019	December 2020
Integrated Asset Management Strategy (Space Utilization)	April 2019 – April 2024	April 2019	April 2024
Lister (Classic) Tower Renewal	February 2019 – August 2022	February 2019	August 2022
Garneau Switchgear Upgrade and North Campus Electrical Feed Expansion	January 2019 – December 2022	January 2019	December 2022
Electrical Vault (Chemistry)	April 2018 – March 2020	April 2018	March 2020
Electrical Vault (Van Vliet)	April 2018 – March 2020	April 20185	March 2020
R.E. Phillips (functional renewal)	April 2018 – March 2020	April 2018	March 2020
Central Academic (lower level functional renewal)	April 2018 – March 2019	April 2018	August 2019
Van Vliet Centre (functional renewal [change rooms])	April 2018 – March 2020	April 2018	March 2020
University of Alberta Botanic Garden Entry Pavilion	April 2019 – May 2020	April 2019	May 2020

APPENDIX I: INFORMATION TECHNOLOGY

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The University of Alberta recognizes that the availability of quality IT services is a critical enabler of the University of Alberta's core mandate and the community-identified goals and activities in *For the Public Good.* Increasingly, digital information and technology are the backbone of education and communication, and an important capital resource for post-secondary institutions. Sophisticated technological solutions to managing human resources, student recruitment, application, and enrolment are key service provisions that support university goals. In addition, teaching supports are technology-based and our ability to engage with rural and remote learners, as well as to connect with communities, is significantly dependent on information technology.

The University of Alberta is a leader in Canada in IT security. With a well-prepared and resourced IT security team, we exceed both normative practices of peer institutions as well as industry standards on almost all aspects of IT security. Effective and appropriate information and cyber security requires comprehensive planning, operations, detection, response, analysis, monitoring, and continuous improvement.

The university's information security policy and framework are monitored and assessed on at least a bi-annual basis to ensure they are appropriate, adequate, and effective in safeguarding the university's information and IT resources. This work ensures university policies and frameworks keep pace with environmental changes such as, but not limited to, the movement to cloud service providers, bring-your-own-device (BYOD), big/open data, legislative changes (such as GDPR and copyright), and mobile computing advances. The ongoing monitoring and assessment is conducted by the Chief Information Security Officer, Internal Audit Services (IAS), Information Services and Technology, the university's Enterprise Risk Management Committee, and others, such as the Alberta Office of the Auditor General (OAG) and other external auditors. The university collaborates in several shared cyber security initiatives led by the Canadian University Council of Chief Information Officers (CUCCIO), including the creation of common Cyber Security Incident Response guidance and standards.

The university consistently invests in the maintenance and upgrading of key IT systems. Key examples of ongoing investments and improvements, funded through the university operating budget, include the following. Cost ranges are noted for projects in excess of $500,000.

- Undergraduate admissions: the university is in the process of implementing a specialized admissions cloud solution to meet application processing demands and achieve processing efficiencies. This will enable the university to offer an exceptional student admissions experience, while processing an increasing number of complex applications. Cost > $1 million. To be completed in 2019/20.
- Graduate student awards system: the university continues to implement an upgraded system for graduate awards, including for departmental processing and student access. Cost > $500,000. To be completed in 2019/20.
- Enterprise Resource Planning (Oracle/PeopleSoft) system upgrades: the university has completed an assessment in preparation for a major upgrade which will provide access to new features and improve self-service for students and services received by both faculty and students. The university is also developing upgrades to systems for processing over 30,000 research expense approvals to improve efficiency for researchers and approvers. Oracle/PeopleSoft application upgrade cost > $1 million, timeline to be determined based on scope definition. The university will also undertake procurement to renew infrastructure management and application management services for Oracle/PeopleSoft, with anticipated costs > $ 1million.
- Electronic records management: a joint collaboration between IST and faculties to digitize, store, and manage faculty-specific student records. The initiative aims to address inefficiencies and

risks associated with current processes and practices, which involve a high degree of manual file access and physical storage.

The University of Alberta collaborates actively with other institutions in Campus Alberta and across Canada to share expertise and resources:

- ShareIT: Initiated as a pilot led by the University of Alberta, ShareIT is an initiative of 22 post-secondary institutions (PSIs) and 20 K-12 institutions to share their IT experience, knowledge, and procurement practices. The savings over this period, calculated as the difference between ShareIT cost and educational discount, have been in excess of $5.3 million. In addition, ShareIT has developed and completed two RFPs for cybersecurity services and cloud computing services, producing efficiency across all participating institutions.
- Learning Management Consortium (LMC): The University of Alberta, NAIT and NorQuest participate in the Learning Management Consortium, which leverages a shared infrastructure with institution-specific instances of the Moodle application as their Learning Management System. The University of Alberta provisions and maintains the shared environment for all three LMC members.
- CanSSOC: The Canadian Shared Security Operations Centre (CanSSOC) is a collaboration of six universities across Canada that is intended to provide participating institutions with a higher degree of threat detection, threat analysis and forensics than the current institutional capability. The initiative is in the proof-of-concept phase.
- The university is participating in the Association of Registrars of the Universities and Colleges of Canada (ARUCC) Groningen student data exchange project. The objective is to enable students to access and exchange their student record and transcript information much more easily than at present, while addressing security and the potential for fraud.
- University of Alberta Research Computing has collaborated with other institutions, regional organizations, and national organizations for decades on providing advanced research computing resources for researchers at the University of Alberta and other Canadian research universities.

COMPLETE ENROLMENT TABLES

FLE ENROLMENT, CREDENTIAL, PROGRAM, AND SPECIALIZATION

The following table aligns with the enrolment reporting requirements as outlined in Advanced Education's Comprehensive Institutional Plan (CIP) Guidelines.

Notes: Medical/dental residents are included in the U of A's FLE values, however, they do not contribute to the U of A's enrolment targets. The Master of Science-SLP/Doctor of Philosophy program in Campus Solutions is reported under the GOA Program of Master of Science in Speech Pathology with a Career Level Group of PhD.

See attachment; complete enrolment table to be incorporated into final document.

FLE INTERNATIONAL ENROLMENT

The following table has been constructed to meet the requirements articulated in the CIP Guidelines. Given that the U of A does not have targets for international program enrolment, future year projections reflect a steady state based on current actuals.

International Student Enrolment

Data as of January 31, 2019

Government of Alberta Information		International Student Enrolment Full-Load Equivalent (FLE)					Share of International Students (% of all students) Full-Load Equivalent (FLE)			
GOA Credential	GOA Program	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 Target	2020-21 Target	2021-22 Target	2018-19 Preliminary FLE	2019-20 Target	2020-21 Target	2021-22 Target
Degree	Bachelor of Arts	1,093.800	1,103	1,103	1,103	1,103	23%	23%	23%	23%
Degree	Bachelor of Arts in Environmental Studies	19.300	22	22	22	22	41%	41%	41%	41%
Degree	Bachelor of Commerce	388.600	441	441	441	441	25%	25%	25%	25%
Degree	Bachelor of Management in Business Economics (Augustana Faculty)	38.333	53	53	53	53	46%	46%	46%	46%
Degree	Bachelor of Science	1,056.352	1,183	1,183	1,183	1,183	21%	21%	21%	21%
Degree	Bachelor of Science in Agricultural/Food Business Management	29.200	31	31	31	31	73%	73%	73%	73%
Degree	Bachelor of Science in Agriculture	38.013	32	32	32	32	21%	21%	21%	21%
Degree	Bachelor of Science in Chemical Engineering	58.179	41	41	41	41	28%	28%	28%	28%
Degree	Bachelor of Science in Chemical Engineering - Process Control	13.255	7	7	7	7	23%	23%	23%	23%
Degree	Bachelor of Science in Civil Engineering	54.943	40	40	40	40	22%	22%	22%	22%
Degree	Bachelor of Science in Civil Engineering - Environmental Engineering	7.362	11	11	11	11	20%	20%	20%	20%
Degree	Bachelor of Science in Computer Engineering	20.940	26	26	26	26	40%	40%	40%	40%
Degree	Bachelor of Science in Electrical Engineering	80.830	84	84	84	84	32%	32%	32%	32%
Degree	Bachelor of Science in Electrical Engineering - Co-op	16.952	31	31	31	31	16%	16%	16%	16%
Degree	Bachelor of Science in Engineering	295.935	366	366	366	366	32%	32%	32%	32%
Degree	Bachelor of Science in Forest Business Management	1.506	1	1	1	1	25%	25%	25%	25%
Degree	Bachelor of Science in Materials Engineering	6.138	7	7	7	7	17%	17%	17%	17%
Degree	Bachelor of Science in Mechanical Engineering	80.492	74	74	74	74	23%	23%	23%	23%
Degree	Bachelor of Science in Mining Engineering	4.098	6	6	6	6	31%	31%	31%	31%
Degree	Bachelor of Science in Nutrition and Food Sciences	108.597	124	124	124	124	32%	32%	32%	32%
Degree	Bachelor of Science in Occupational Therapy	0.792	0	-	-	-	56%	56%	56%	56%
Degree	Bachelor of Science in Petroleum Engineering	50.666	36	36	36	36	50%	50%	50%	50%
Degree	Bachelor of Science in Petroleum Engineering Co-op	7.024	8	8	8	8	20%	20%	20%	20%
Degree	Combined Master of Business Administration/Master of Engineering		1	1	1	1	16%	16%	16%	16%
Degree	Doctor of Music	5.367	5	5	5	5	39%	39%	39%	39%
Degree	Doctor of Philosophy	1,339.797	1,370	1,370	1,370	1,370	53%	53%	53%	53%
Degree	Master of Accounting	3.333	7	7	7	7	18%	18%	18%	18%
Degree	Master of Agriculture	1.573	6	6	6	6	78%	78%	78%	78%

Government of Alberta Information		International Student Enrolment Full-Load Equivalent (FLE)					Share of International Students (% of all students) Full-Load Equivalent (FLE)			
GOA Credential	GOA Program	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 Target	2020-21 Target	2021-22 Target	2018-19 Preliminary FLE	2019-20 Target	2020-21 Target	2021-22 Target
Degree	Master of Arts	93.420	114	114	114	114	30%	30%	30%	30%
Degree	Master of Arts in Humanities Computing	9.200	2	2	2	2	40%	40%	40%	40%
Degree	Master of Business Administration	55.478	85	85	85	85	32%	32%	32%	32%
Degree	Master of Design	7.300	10	10	10	10	75%	75%	75%	75%
Degree	Master of Engineering	98.939	175	175	175	175	72%	72%	72%	72%
Degree	Master of Financial Management (offered in China)	145.840	216	216	216	216	100%	100%	100%	100%
Degree	Master of Fine Arts	4.900	5	5	5	5	21%	21%	21%	21%
Degree	Master of Forestry	7.955	4	4	4	4	31%	31%	31%	31%
Degree	Master of Laws	0.200	2	2	2	2	33%	33%	33%	33%
Degree	Master of Music	1.650	3	3	3	3	16%	16%	16%	16%
Degree	Master of Nursing	6.168	11	11	11	11	19%	19%	19%	19%
Degree	Master of Science	936.337	999	999	999	999	45%	45%	45%	45%
Diploma	Techniques d'administration des affaires (TAA)	10.100	13	13	13	13	48%	48%	48%	48%
Certificate	Health Care Aide - Préposé aux soins de santé		1	1	1	1	19%	19%	19%	19%
Non-Credential	Open Studies	126.700	133	133	133	133	19%	19%	19%	19%

Faculty	Career Level Group	GoA Credential	GoA Program	GoA Specialization	2017-18 Actual FLE	2018-19 Preliminary FLE	2019-20 Target	2020-21 Target	2021-22 Target
Agric, Life & Environ Sciences									
	Undergraduate				**1,293.881**	**1,277.397**	**1,237**	**1,237**	**not available**
		Degree							
			Bachelor of Arts in Environmental Studies						
				Environmental Studies	28.900	38.900			
			Bachelor of Science in Agricultural/Food Business Management						
				Agricultural Business Management	22.700	27.600			
				Agricultural/Food Business Management	5.100	4.063			
				Food Business Management	12.400	10.900			
			Bachelor of Science in Agriculture						
				Agriculture	23.461	15.492			
				Agriculture and Resource Economics	18.700	12.619			
				Animal Science	69.771	67.497			
				Crop Science	34.394	44.658			
				Sustainable Agricultural Systems	23.550	14.225			
			Bachelor of Science in Animal Health						
				Companion Animal Health	149.600	145.200			
				Food Animal Health	20.100	22.100			
				Food Safety and Quality	1.700				
			Bachelor of Science in Environmental and Conservation Sciences						
				Conservation Biology	143.792	142.034			
				Environmental and Conservation Sciences	2.645	5.071			
				Environmental Economics and Policy	31.045	25.470			
				Human Dimensions of Environmental Management	23.420	19.025			
				Land Reclamation	79.281	65.633			
				Northern Systems	14.700	19.700			
				Wildlife and Rangeland Conservation	9.481	13.807			
			Bachelor of Science in Fashion Business Management						
				Fashion Business Management		3.900			
			Bachelor of Science in Forest Business Management						
				Forest Business Management	6.765	3.606			
			Bachelor of Science in Forestry						
				Forestry	59.190	56.403			
			Bachelor of Science in Human Ecology						
				Clothing, Textiles and Material Culture	46.414	40.489			
				Family Science	100.228	82.401			
				Human Ecology	1.000	1.563			
			Bachelor of Science in Nutrition and Food Sciences						
				Dietetics	61.513	95.177			
				Food Science and Technology	30.800	27.300			
				Nutrition	31.613	1.950			
				Nutrition and Food	32.003	9.900			
				Nutrition and Food Science	203.296	252.776			
			Combined BSc in Environmental and Conservation Sciences/Bachelor of Arts in Native Studies						
				Human Dimensions in Environmental Management	6.319	7.938			
	Masters and Other GS				**384.794**	**373.101**	**225**	**225**	**not available**
		Degree							
			Master of Agriculture						
				Agricultural, Food, and Nutritional Science		0.571			
				Renewable Resources	0.715	6.144			
				Rural Economy	1.573	0.810			
			Master of Arts						
				Human Ecology	12.887	11.727			

Master of Forestry				
Renewable Resources	17.096	11.958		
Master of Science				
Agricultural, Food, and Nutritional Science	200.115	194.061		
Human Ecology	20.891	26.113		
Renewable Resources	97.617	86.317		
Rural Economy	33.900	35.400		
PhD	**220.308**	**214.314**	**215**	**215** not available
Degree				
Doctor of Philosophy				
Agricultural, Food, and Nutritional Science	131.382	127.588		
Human Ecology	11.665	11.899		
Renewable Resources	67.761	65.827		
Rural Economy	9.500	9.000		

Arts

Undergraduate	**4,801.886**	**5,184.653**	**4,871**	**4,871** not available
Degree				
Bachelor of Arts				
Ancient and Medieval History	5.700	11.200		
Anthropology	118.133	125.900		
Art and Design	124.667	164.000		
Art History	21.400	26.200		
Arts General	835.883	835.182		
Chinese Language and Literature	1.800	0.400		
Classics	21.833	29.600		
Classics/Greek/Latin Combination	1.500	1.300		
Combined Chinese/Japanese	0.300			
Combined French/Spanish	5.400	5.100		
Comparative Literature	12.100	11.700		
Drama	77.100	72.852		
East Asian Languages and Literature	3.700	0.100		
East Asian Studies	66.500	58.900		
Economics	709.100	763.837		
English	219.800	237.166		
Film and Media Studies	29.900	41.900		
French Language and Literature	19.400	24.000		
German Language and Literature	22.233	12.100		
History	150.800	166.600		
Human Geography	68.200	53.400		
Latin American Studies	5.200	5.700		
Linguistics	100.350	111.867		
Mathematics (Arts)	68.700	87.800		
Music	19.200	25.050		
Philosophy	63.200	57.350		
Planning	43.600	48.700		
Political Science	402.533	449.900		
Psychology (Arts)	769.717	930.733		
Religious Studies	9.900	10.500		
Romance Languages	1.000	1.800		
Scandinavian Language and Literature	1.100	1.100		
Sociology	276.900	279.733		
Spanish Language and Literature	15.000	11.300		
Women's and Gender Studies	33.800	32.000		
Bachelor of Arts in Criminology				
Criminology	41.000	46.200		

Bachelor of Arts in Drama/Bachelor of Education Secondary				
Drama	45.600	48.300		
Bachelor of Arts in Environmental Studies				
Environmental Studies	14.700	13.700		
Bachelor of Design				
Business/Marketing Route	33.800	22.505		
Computing Science Route	1.956	5.520		
Design Engineering Route	19.850	21.770		
Design General Route	65.471	67.768		
Printmaking Route	2.464	4.328		
Social Sciences Route	9.320	8.247		
Bachelor of Fine Arts in Art and Design				
Art and Design	78.200	83.500		
Bachelor of Fine Arts in Drama				
Acting	32.519	33.150		
Technical Theatre	28.545	26.695		
Theatre Design	11.156	10.846		
Bachelor of Music				
Composition and Theory	2.637	3.090		
General Route	48.139	50.828		
Performance	20.052	19.189		
Combined Bachelor of Music/Bachelor of Education				
Music	20.828	24.047		
Masters and Other GS	**361.209**	**367.999**	**393**	**393 not available**
Degree				
Combined Master of Arts/Master of Library Information Studies				
Digital Humanities	11.400	14.400		
Master of Arts				
Anthropology	24.700	24.900		
Digital Humanities		36.160		
Drama	5.504	6.832		
East Asian Studies	13.800	15.300		
Economics	26.011	24.845		
English and Film Studies	27.834	25.836		
Gender and Social Justice Studies	11.834	19.332		
History and Classics	37.164	28.278		
History of Art, Design and Visual Culture	5.400	3.500		
Linguistics	1.000	1.500		
Modern Languages and Cultural Studies	19.325	17.163		
Music	9.664	6.832		
Philosophy	12.200	8.333		
Political Science	25.165	24.162		
Psychology	2.400	0.700		
Religious Studies Program	2.700	2.000		
Sociology	24.327	24.327		
Master of Arts in Humanities Computing				
Anthropolgy	1.000	0.200		
History and Classics	0.600	0.200		
Humanities Computing	1.300			
Interdisciplinary Studies	17.800	4.400		
Library and Information Studies	2.600	0.400		
Modern Languages and Cultural Studies	1.200	0.400		
Philosophy	0.700	0.200		
Religious Studies Program	0.500			
Sociology	1.000	0.200		

Master of Design							
	Art and Design		13.000	13.900			
Master of Fine Arts							
	Art and Design		12.200	12.733			
	Drama		10.100	10.900			
Master of Music							
	Music		13.284	17.601			
Master of Science							
	Linguistics		10.162	8.498			
	Psychology		15.335	13.967			
PhD			**363.314**	**355.415**	**449**	**449**	**not available**
	Degree						
Doctor of Music							
	Music		14.667	13.600			
Doctor of Philosophy							
	Anthropology		24.500	24.900			
	Art and Design (Dept)		4.400	5.900			
	Comparative Literature Program		6.400	4.000			
	Drama		6.900	8.700			
	Economics		15.000	20.000			
	English and Film Studies		70.900	63.133			
	History and Classics		34.565	34.231			
	Linguistics		19.800	20.400			
	Modern Languages and Cultural Studies		29.900	30.300			
	Music		16.200	13.300			
	Philosophy		16.100	15.500			
	Political Science		28.000	27.500			
	Psychology		32.267	34.700			
	Religious Studies		9.600	7.733			
	Sociology		34.115	31.518			
Augustana Faculty							
Undergraduate			**931.292**	**920.339**	**909**	**909**	**not available**
	Degree						
Bachelor of Arts (Augustana Faculty)							
	Art		29.347	26.564			
	Arts General		42.850	37.749			
	Biology		6.566	3.600			
	Chemistry		2.400	1.200			
	Drama		10.016	10.383			
	Economics		20.899	21.933			
	English		24.699	24.148			
	Environmental Studies		14.832	15.633			
	History		19.515	20.132			
	Mathematics and Physics		1.500				
	Modern Languages		6.166	6.032			
	Music		6.703	4.817			
	Philosophy and Religion		4.900	6.533			
	Physical Education		71.877	61.659			
	Political Studies		14.766	13.833			
	Psychology		86.899	79.597			
	Sociology		18.798	14.866			
Bachelor of Management in Business Economics (Augustana Faculty)							
	Bachelor of Management in Business Economics		99.148	115.065			
Bachelor of Music (Augustana Faculty)							
	Comprehensive		6.849	7.327			

		Piano	1.890	1.750			
		Voice	8.676	7.343			
		Bachelor of Science (Augustana Faculty)					
		Biology	122.110	117.845			
		Chemistry	36.766	41.215			
		Computing Science	42.497	56.032			
		Environmental Science	40.566	42.600			
		Mathematics and Physics	24.466	28.581			
		Physical Education	100.725	90.486			
		Psychology	27.599	29.650			
		Science General	37.267	33.766			
Business							
Undergraduate			**1,725.466**	**1,798.000**	**1,786**	**1,786**	**not available**
	Degree						
		Bachelor of Commerce					
		Accounting	551.150	552.100			
		Business	79.200	58.100			
		Business Economics and Law	132.150	148.000			
		Business Studies	21.100	14.100			
		East Asian Business Studies	3.400	2.300			
		Entrepreneurship and Innovation		8.300			
		European Business Studies	0.600				
		Finance	488.083	553.200			
		Human Resource Management	82.300	70.400			
		International Business	23.000	26.600			
		Management Information Systems	74.183	74.800			
		Marketing	156.100	156.300			
		Operations Management	60.650	67.500			
		Retailing and Service	0.900	1.500			
		Strategic Management and Organization	52.650	64.800			
Masters and Other GS			**534.249**	**637.581**	**234**	**234**	**not available**
	Degree						
		Combined Master of Business Administration/Juris Doctor					
		Business-MBA	8.514	7.316			
		Combined Master of Business Administration/Master of Agriculture					
		Business-MBA	0.602	0.802			
		Combined Master of Business Administration/Master of Engineering					
		Business-MBA	3.659	6.524			
		Doctor of Philosophy					
		Business PhD	0.700	0.200			
		Executive Master of Business Administration					
		Business-MBA	75.441	98.466			
		Master of Accounting					
		Accounting	20.500	37.000			
		Master of Business Administration					
		Business-MBA	234.801	243.765			
		FastTrack MBA	40.692	25.760			
		Master of Financial Management					
		Financial Management	145.840	215.748			
	Certificate						
		Post Master's Certificate					
		Innovation and Entrepreneurship	3.500	2.000			
PhD			**48.600**	**50.200**	**60**	**60**	**not available**
	Degree						
		Doctor of Philosophy					

	Business PhD	48.600	50.200		

Education

Undergraduate		**2,626.485**	**2,709.450**	**2,561**	**2,561**	**not available**
Degree						
Bachelor of Arts in Drama/Bachelor of Education Secondary						
	Drama	11.100	9.000			
	Drama Education		4.500			
Bachelor of Education Elementary						
	Elementary Education	1,237.066	1,347.700			
Bachelor of Education Secondary						
	Art	51.600	54.600			
	Biological Sciences Education	151.533	132.600			
	Chemistry Education	47.100	55.800			
	CTS: Business, Administration and Finance	3.400	3.300			
	CTS: Computer Science	47.000	47.800			
	CTS: Human Sciences	57.400	46.600			
	CTS: Natural Resources		1.300			
	CTS: Recreation		0.100			
	Drama Education	28.400	26.300			
	English Language Arts	205.087	207.350			
	General Science	69.200	58.400			
	Mathematics Education	131.300	153.750			
	Music Education	25.000	27.700			
	Physical Education	58.800	53.300			
	Physical Sciences Education	17.600	18.100			
	Physics Education	41.600	28.200			
	Second Language - Cree		0.600			
	Second Language - French	34.500	35.300			
	Second Language - German	5.733	3.400			
	Second Language - Italian	1.800	0.300			
	Second Language - Japanese	12.100	10.800			
	Second Language - Spanish	25.400	21.800			
	Second Languages - Other	1.500	0.600			
	Social Studies	249.150	251.400			
Combined Bachelor of Education (Elementary)/Bachelor of Arts in Native Studies						
	Elementary Education	1.100	1.000			
	Native Studies	1.000	0.400			
	Native Studies and Elementary Education	1.300	3.800			
Combined Bachelor of Education (Secondary)/Bachelor of Arts in Native Studies						
	Art	0.900	0.200			
	Physical Education	0.800	1.400			
	Second Language - Cree	1.100	2.400			
	Social Studies	1.700	2.600			
Combined Bachelor of Education Elementary/Bachelor of Kinesiology						
	Generalist	3.500	7.100			
	Physical Educ and Elementary Educ	2.900	3.100			
Combined Bachelor of Education Secondary/Bachelor of Kinesiology						
	Physical Education and Health	32.000	28.400			
	Physical Education and Secondary Education		9.300			
Combined Bachelor of Education/Bachelor of Music						
	Music	8.500	5.300			
	Music and Secondary Education		4.800			
	Music Education	2.366				
Combined Bachelor of Education/Bachelor of Science						
	Biological Sciences Education	7.650	9.650			

				Col1	Col2	Col3	Col4	Col5
			Chemistry Education		0.700			
			Mathematical Sciences Education	1.000	2.000			
			Mathematics Education	1.300	1.300			
			Physical Sciences Education	4.200	4.500			
			Science & Education - Secondary Rt	7.800	2.400			
		Combined Bachelor of Education/Bachelor of Science in Human Ecology						
			Career and Technology Studies: Human Ecology	2.800				
			Human Ecology and Education	0.800				
			Human Ecology Concentration	3.600	2.000			
	Diploma							
		Diploma in Education						
			Educational Psychology	3.400	2.400			
			Elementary Education	1.200	4.100			
			Secondary Education	11.200	2.600			
	Certificate							
		Early Childhood Education						
			Early Childhood Education	11.000	7.400			
Masters and Other GS				**413.845**	**434.295**	**409**	**409**	**not available**
	Degree							
		Master of Education						
			Educational Policy Studies	54.483	56.912			
			Educational Psychology	94.648	96.221			
			Educational Studies	47.476	60.489			
			Elementary Education	46.914	52.903			
			Health Sciences Education	12.852	14.710			
			Secondary Education	25.740	28.740			
		Master of Library & Information Studies (Crse)						
			Library and Information Studies	131.732	124.320			
PhD				**224.040**	**228.570**	**349**	**349**	**not available**
	Degree							
		Doctor of Education						
			Educational Policy Studies	2.900	3.600			
			Elementary Education	1.000	1.000			
			Secondary Education	5.800	3.400			
		Doctor of Philosophy						
			Educational Policy Studies	47.100	44.400			
			Educational Psychology	87.440	94.970			
			Elementary Education	24.500	23.800			
			Secondary Education	55.300	57.400			
Engineering								
	Undergraduate			**4,267.204**	**4,328.728**	**4,400**	**4,400**	**not available**
	Degree							
		Bachelor of Science in Chemical Engineering						
			Chemical Engineering	173.630	145.458			
		Bachelor of Science in Chemical Engineering - Process Control						
			Chemical Engineering - Process Control	30.183	30.396			
		Bachelor of Science in Chemical Engineering Co-op						
			Chemical Engineering Co-op	253.235	224.103			
		Bachelor of Science in Chemical Engineering-Process Control Co-op						
			Chemical Engineering - Process Control Co-op	28.702	28.995			
		Bachelor of Science in Civil Engineering						
			Civil Engineering	191.460	187.334			
		Bachelor of Science in Civil Engineering - Co-op						
			Civil Engineering Co-op	346.029	332.137			
		Bachelor of Science in Civil Engineering - Environmental Engineering						

		Environmental Engineering	54.022	53.956		
	Bachelor of Science in Civil Engineering - Environmental Engineering Co-op					
		Environmental Engineering Co-op	64.100	81.494		
	Bachelor of Science in Computer Engineering					
		Computer Engineering	70.955	64.909		
	Bachelor of Science in Computer Engineering - Software Engineering					
		Computer Engineering - Software Engineering	2.349	0.351		
	Bachelor of Science in Computer Engineering Co-op					
		Computer Engineering Co-op	73.131	87.872		
	Bachelor of Science in Computer Engineering-Software Co-op					
		Computer Engineering - Software Engineering Co-op	101.370	125.458		
	Bachelor of Science in Electrical Engineering					
		Electrical Engineering	269.763	259.445		
	Bachelor of Science in Electrical Engineering - Co-op					
		Electrical Engineering Co-op	166.298	196.432		
	Bachelor of Science in Engineering					
		Engineering General	1,048.080	1,150.457		
	Bachelor of Science in Engineering Physics					
		Engineering Physics	71.712	95.318		
	Bachelor of Science in Materials Engineering					
		Materials Engineering	42.017	41.538		
	Bachelor of Science in Materials Engineering Co-op					
		Materials Engineering Co-op	56.122	59.169		
	Bachelor of Science in Mechanical Engineering					
		Mechanical Engineering	334.864	325.867		
	Bachelor of Science in Mechanical Engineering Co-op					
		Mechanical Engineering Co-op	636.567	624.871		
	Bachelor of Science in Mining Engineering					
		Mining Engineering	11.850	20.576		
	Bachelor of Science in Mining Engineering Co-op					
		Mining Engineering Co-op	93.047	84.268		
	Bachelor of Science in Petroleum Engineering					
		Petroleum Engineering	91.865	71.108		
	Bachelor of Science in Petroleum Engineering Co-op					
		Petroleum Engineering Co-op	55.853	37.216		
Masters and Other GS			**729.216**	**801.780**	**708**	**708 not available**
	Degree					
	Master of Engineering					
		Chemical and Materials Engineering	26.219	36.219		
		Civil and Environmental Engineering	95.415	103.456		
		Electrical and Computer Engineering	46.987	75.668		
		Mechanical Engineering	21.435	27.318		
	Master of Science					
		Chemical and Materials Engineering	127.069	119.746		
		Civil and Environmental Engineering	170.423	181.774		
		Electrical and Computer Engineering	89.814	96.764		
		Mechanical Engineering	151.854	160.835		
PhD			**684.960**	**716.794**	**612**	**612 not available**
	Degree					
	Doctor of Philosophy					
		Chemical and Materials Engineering	165.596	170.975		
		Civil and Environmental Engineering	209.682	228.501		
		Electrical and Computer Engineering	199.341	193.578		
		Mechanical Engineering	110.341	123.740		

Extension

Masters and Other GS				**46.620**	**51.063**	**30**	**30** not available
	Degree						
		Master of Arts					
			Communications and Technology	46.620	51.063		
Faculté Saint-Jean							
	Undergraduate			**632.633**	**703.332**	**554**	**554** not available
	Degree						
		Bacc en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sci					
			La biologie de la conservation	0.800			
		Baccalaureat bilingue en Administration des affaires/Bilingual Bachelor of Commerce					
			Accounting	3.500	1.700		
			Business Bilingual	1.500	1.273		
			Business Economics and Law	0.900			
			Finances	3.400	2.719		
			Gestion des ressources humaines	0.400			
			International Business		1.800		
			Marketing	1.000			
		Baccalaureat en Education Elementaire					
			Generaliste	168.500	216.000		
		Baccalaureat en Education Secondaire					
			Enseignement de Musique	9.100	7.200		
			Enseignement des Mathematiques	26.700	25.400		
			Etudes sociales	51.400	45.600		
			Langue seconde-Francais	29.400	39.000		
			Sciences generales	11.700	18.600		
		Baccalaureat es arts					
			Arts generales	21.000	20.600		
			Economie	15.000	15.100		
			Etudes canadiennes	0.500	0.800		
			Etudes interdisciplinaires	0.800	1.700		
			Francais-langue	11.100	9.100		
			Francais-litterature	1.800	1.500		
			Psychologie (Arts)	31.600	35.500		
			Science politique	14.400	14.400		
			Sociologie	10.600	11.600		
		Baccalaureat es sciences					
			Biologie	1.400	0.400		
			Chimie	22.550	26.650		
			Mathematiques	7.000	6.300		
			Physique	6.400	3.700		
			Psychologie	10.700	15.850		
			Sciences biologiques	102.833	102.600		
			Sciences mathematiques	5.300	4.500		
			Sciences physiques	6.750	9.100		
		Combined Baccalaureat en Education Secondaire/Bachelor of Science					
			Sciences biologiques	16.900	17.100		
			Sciences mathematiques	5.900	5.100		
			Sciences physiques	5.300	8.200		
	Diploma						
		Gestion touristique					
			Gestion touristique	5.800	3.600		
		Techniques d'administration des affaires (TAA)					
			TAA Comtabilite	0.300	0.700		
			TAA Finance	0.400	6.300		
			TAA General	19.000	19.200		

			TAA Management	1.000	0.400		
		Certificate					
			Health Care Aide - Préposé aux soins de santé				
			Health Care Aide - Préposé aux soins de santé		4.040		
	Masters and Other GS			**21.879**	**20.291**	**28**	**28** not available
		Degree					
			Maitrise en arts (Faculte Saint-Jean)				
			Etudes canadiennes		10.996		
			Master of Education				
			Sciences de l education	21.879	9.295		
Faculty of Native Studies							
	Undergraduate			**148.862**	**161.156**	**130**	**130** not available
		Degree					
			Bachelor of Arts in Native Studies				
			Native Studies	103.000	96.600		
			Combined Bachelor of Arts in Native Studies/Bachelor of Education (Elementary)				
			Native Studies	0.800	0.700		
			Native Studies and Elementary Education	16.200	25.100		
			Combined Bachelor of Arts in Native Studies/Bachelor of Education (Secondary)				
			Native Studies	1.100	1.300		
			Native Studies and Secondary Education	16.300	22.400		
			Second Language-Cree	5.000	4.600		
			Combined Bachelor of Arts in Native Studies/BSc in Environmental and Conservation Sciences				
			Human Dimensions in Environmental Management	6.162	9.856		
		Certificate					
			Aboriginal Governance and Partnership				
			Aboriginal Governance and Partnership	0.300	0.600		
	Masters and Other GS			**13.900**	**11.600**	**8**	**8** not available
		Degree					
			Master of Arts in Native Studies				
			Native Studies	13.900	11.600		
	PhD			**3.100**	**10.500**	**0**	**0** not available
		Degree					
			Doctor of Philosophy				
			Indigenous Studies	3.100	10.500		
Graduate Studies and Research							
	Masters and Other GS				**0.528**	**0**	**0** not available
		Degree					
			Master of Science				
			Graduate Studies and Research General		0.528		
	PhD				**2.801**	**0**	**0** not available
		Degree					
			Doctor of Philosophy				
			Agricultural, Food, and Nutritional Science		2.801		
Kinesiology, Sport, & Rec							
	Undergraduate			**868.152**	**908.433**	**830**	**830** not available
		Degree					
			Bachelor of Arts in Recreation, Sport and Tourism				
			Recreation, Sport and Tourism	129.133	138.600		
			Bachelor of Kinesiology				
			Adapted Physical Activity	81.500	106.300		
			Individualized Concentration	8.200	3.500		
			Physical Activity and Health	135.400	162.300		
			Physical Education and Health	0.800	0.700		
			Physical Education and Recreation General	17.700	10.700		

			Sport Coaching	11.600	7.700		
			Sport Performance	155.400	148.433		
		Bachelor of Science in Kinesiology					
			Kinesiology	245.900	245.500		
		Combined Bachelor of Kinesiology/Bachelor of Education Elementary					
			Generalist	22.933	22.600		
		Combined Bachelor of Kinesiology/Bachelor of Education Secondary					
			Physical Education and Secondary Education	59.586	62.100		
	Masters and Other GS			**78.759**	**80.118**	**55**	**55 not available**
		Degree					
		Master of Arts					
			Kinesiology, Sport and Recreation	38.599	40.323		
		Master of Coaching					
			Kinesiology, Sport and Recreation	14.200	14.200		
		Master of Science					
			Kinesiology, Sport and Recreation	19.300	20.100		
		Certificate					
		Post-Baccalaureate Certificate					
			Indigenous Sport and Recreation	6.660	5.495		
	PhD			**52.500**	**47.433**	**56**	**56 not available**
		Degree					
		Doctor of Philosophy					
			Kinesiology, Sport and Recreation	52.500	47.433		
Law							
	Undergraduate			**559.616**	**574.956**	**525**	**525 not available**
		Degree					
		Combined Juris Doctor/ Master of Business Administration					
			Law	0.800	1.800		
		Juris Doctor					
			Juris Doctor	558.816	573.156		
	Masters and Other GS			**3.100**	**4.800**	**4**	**4 not available**
		Degree					
		Master of Laws					
			Law	3.100	4.800		
	PhD			**5.900**	**3.900**	**8**	**8 not available**
		Degree					
		Doctor of Philosophy					
			Law	5.900	3.900		
Medicine and Dentistry							
	Undergraduate			**2,111.567**	**2,101.583**	**1,040**	**1,040 not available**
		Degree					
		Bachelor of Science in Dental Hygiene					
			Dental Hygiene	76.623	106.700		
		Bachelor of Science in Medical Laboratory Science					
			Medical Laboratory Science	78.834	78.700		
		Bachelor of Science in Radiation Therapy					
			Radiation Therapy	34.814	29.800		
		Combined Doctor of Medicine/Doctor of Philosophy					
			Medicine	2.945	7.039		
		Doctor of Dental Surgery					
			Dental Surgery	162.869	169.374		
		Doctor of Medicine					
			Medicine	691.427	700.970		
		Diploma					
		Diploma in Dental Hygiene					

			Dental Hygiene	40.055				
	Certificate							
		Certificate in Dentistry						
			Dentistry Specialty	6.000	6.000			
		Certificate in Medicine						
			Medicine Speciality	1,018.000	1,003.000			
Masters and Other GS				**358.071**	**376.804**	**259**	**259**	**not available**
	Degree							
		Master of Science						
			Biochemistry	22.606	21.740			
			Biomedical Engineering	14.000	14.966			
			Cell Biology	4.900	4.567			
			Medical Microbiology and Immunology	13.500	12.600			
			Medical Sciences	150.620	171.504			
			Medicine	43.533	43.167			
			Neuroscience	23.200	22.800			
			Oncology	23.999	24.233			
			Pharmacology	14.100	14.300			
			Physiology	13.900	13.600			
			Psychiatry	8.000	8.900			
			Surgery	25.713	24.427			
PhD				**308.215**	**287.652**	**279**	**279**	**not available**
	Degree							
		Combined Doctor of Philosophy/Doctor of Medicine						
			Biochemistry	1.000	0.200			
			Medical Microbiology and Immunology	1.000	1.000			
			Medical Sciences		0.666			
			Neuroscience	0.600	1.600			
			Oncology	1.000	1.000			
			Pharmacology	1.000	1.000			
			Surgery		1.000			
		Doctor of Philosophy						
			Agricultural, Food, and Nutritional Science	38.000	37.400			
			Biochemistry	33.200	32.802			
			Biomedical Engineering	9.400	11.000			
			Cell Biology	15.100	11.900			
			Medical Microbiology and Immunology	26.800	24.350			
			Medical Sciences	70.367	59.468			
			Neuroscience	21.400	22.700			
			Oncology	27.767	23.600			
			Pharmacology	12.900	10.500			
			Physiology	20.100	19.900			
			Psychiatry	8.600	7.900			
			Surgery	19.981	19.666			
Nursing								
	Undergraduate			**1,264.595**	**1,275.669**	**1,354**	**1,354**	**not available**
	Degree							
		Bachelor of Science in Nursing						
			Nursing	940.532	894.653			
			Nursing - After Degree	263.042	306.158			
		Bachelor of Science in Nursing (Bilingual)/Baccalaureat es sciences infirmieres (bilingue)						
			Nursing	61.021	74.858			
	Masters and Other GS			**44.681**	**59.844**	**84**	**84**	**not available**
	Degree							
		Master of Nursing						

			Nursing	44.681	59.844			
	PhD			**61.627**	**62.100**	**84**	**84**	**not available**
		Degree						
			Doctor of Philosophy					
			Nursing	61.627	62.100			
Open Studies								
	Undergraduate			**635.632**	**690.767**	**533**	**533**	**not available**
		Non-Credential						
			Open Studies					
			Fresh Start	161.500	174.700			
			Open Studies	404.432	441.167			
			Transition Year Program	41.500	46.000			
			Visiting Student Certificate Program	28.200	28.900			
Pharmacy & Pharmaceutical Sci								
	Undergraduate			**532.261**	**561.690**	**467**	**467**	**not available**
		Degree						
			Bachelor of Science in Pharmacy					
			Pharmacy	422.673	300.094			
			Doctor of Pharmacy (PharmD)					
			Bridging Program for BSc in Pharamacy Students	76.545	99.229			
			Doctor of Pharmacy (PharmD)		123.795			
			Doctor of Pharmacy for Practicing Pharmacists	33.043	38.572			
	Masters and Other GS			**22.242**	**20.803**	**15**	**15**	**not available**
		Degree						
			Master of Science					
			Pharmacy and Pharmaceutical Sciences	22.242	20.803			
	PhD			**23.369**	**23.918**	**31**	**31**	**not available**
		Degree						
			Doctor of Philosophy					
			Pharmacy and Pharmaceutical Sciences	23.369	23.918			
Public Health								
	Masters and Other GS			**144.442**	**166.038**	**147**	**147**	**not available**
		Degree						
			Master of Public Health					
			Public Health Sciences	83.709	101.708			
			Master of Science					
			Health Promotion	0.600	0.800			
			Public Health Sciences	60.133	63.530			
	PhD			**50.466**	**47.135**	**30**	**30**	**not available**
		Degree						
			Doctor of Philosophy					
			Public Health Sciences	50.466	47.135			
Rehabilitation Medicine								
	Undergraduate			**1.314**	**0.704**	**0**	**0**	**not available**
		Degree						
			Bachelor of Science in Occupational Therapy					
			Occupational Therapy	0.792	0.528			
			Rehabilitation Medicine	0.522	0.176			
	Masters and Other GS			**887.348**	**855.795**	**835**	**835**	**not available**
		Degree						
			Master of Science					
			Rehabilitation Medicine	37.866	30.767			
			Speech Pathology and Audiology	18.601	14.117			
			Master of Science in Occupational Therapy					
			Occupational Therapy	326.230	293.477			

		Master of Science in Physical Therapy					
		Physical Therapy	326.824	336.469			
		Master of Science in Speech Language Pathology					
		Speech Pathology and Audiology	140.984	142.568			
	Certificate						
		Post-Baccalaureate Certificate					
		Bridging to Canadian Physical Therapy Practice	6.116	6.390			
		Pain Management	12.191	13.303			
		Sexual Health	13.860	13.527			
		Stroke Rehabilitation	2.672	4.175			
		Post-Master's Certificate					
		Francophone Practice for Speech Language Pathologists (SLP)	2.004	1.002			
PhD			**44.600**	**49.818**	**32**	**32**	not available
	Degree						
		Doctor of Philosophy					
		Rehabilitation Medicine	38.700	40.167			
		Master of Science in Physical Therapy					
		Physical Therapy		2.067			
		Master of Science in Speech Language Pathology					
		Speech Pathology and Audiology	5.900	7.584			
Science							
Undergraduate			**5,603.263**	**5,649.545**	**5,528**	**5,528**	not available
	Degree						
		Bachelor of Science					
		Animal Biology	50.500	33.100			
		Applied Mathematics	22.300	43.206			
		Atmospheric Sciences	8.100	9.100			
		Biochemistry	155.500	162.100			
		Biological Sciences	1,501.615	1,348.182			
		Cell Biology	37.000	47.100			
		Chemistry	349.337	347.183			
		Computing Science	876.758	1,032.318			
		Earth Sciences	125.800	95.999			
		Ecology, Evolution and Environmental Biology	29.600	35.400			
		Evolutionary Biology	10.600	7.650			
		Geology	59.200	42.300			
		Geophysics	25.333	12.900			
		Immunology	182.800	198.350			
		Integrative Physiology		36.200			
		Mathematical Physics	12.800	18.350			
		Mathematical Sciences	1.600				
		Mathematics	250.266	225.133			
		Mathematics and Finance	47.900	47.500			
		Mathematics/Economics	48.100	39.900			
		Molecular, Cellular and Developmental Biology		34.500			
		Neuroscience	151.100	171.800			
		Pharmacology	151.000	160.233			
		Physical Sciences	32.500	22.400			
		Physics	172.600	155.400			
		Physiology	115.200	163.104			
		Planning	12.600	9.600			
		Psychology	522.054	548.371			
		Science General	555.200	485.466			
		Statistics	76.300	91.400			
		Combined Bachelor of Science/Bachelor of Education (Secondary)					

	Biological Sciences	17.100	19.600		
	Physical Sciences	2.500	5.700		
Masters and Other GS		**695.678**	**782.110**	**517**	**517 not available**
Degree					
	Master of Arts				
	Earth and Atmospheric Sciences	7.300	9.400		
	Master of Science				
	Biological Sciences	117.197	125.831		
	Chemistry	46.530	55.917		
	Computing Science	221.784	273.266		
	Earth and Atmospheric Sciences	129.639	151.439		
	Integrated Petroleum Geosciences	24.625	14.875		
	Internetworking	30.669	31.005		
	Mathematical and Statistical Sciences	55.134	54.377		
	Physics	62.800	66.000		
PhD		**547.374**	**543.785**	**563**	**563 not available**
Degree					
	Combined Doctor of Philosophy/Doctor of Medicine				
	Biological Sciences	1.000	0.200		
	Doctor of Philosophy				
	Biological Sciences	91.000	89.099		
	Chemistry	152.776	150.323		
	Computing Science	74.700	83.200		
	Earth and Atmospheric Sciences	73.900	66.000		
	Mathematical and Statistical Sciences	67.198	70.763		
	Physics	86.800	84.200		

Item No. 6

Governance Executive Summary
Action Item

Agenda Title	REVISED 2020-2021 International Tuition Model

Motion

THAT the Board Finance and Property Committee, on the recommendation of the Academic Planning Committee, recommend that the Board of Governors approve a new program fee-based model for tuition for international students, to take effect for the Fall 2020 intake of new international students, as described in ~~the attached briefing note~~ Attachment 1, as revised.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
Presenter(s)	Steven Dew, Provost and Vice-President (Academic) and Gitta Kulczycki, Vice-President (Finance and Administration)

Details

Responsibility	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
The Purpose of the Proposal is (*please be specific*)	To propose a new program-based tuition model to affect new international students, starting with the Fall 2020 intake.
Executive Summary	The University of Alberta has been considering the impacts of changes to the *Post-Secondary Learning Act* brought about by Bill 19 on our tuition models.

Bill 19 requires Universities to provide all incoming international students starting in Fall 2020 with a maximum total tuition guarantee, along with annual maximum tuition amounts for the standard length of the program of study to which the student has been admitted. This guarantee must be provided in the offer of admission. This requirement is challenging under our current course-based model because, when we factor in all of the possible course arrangements that a student could take, the resulting "maximum possible tuition" far exceeds the student's likely actual tuition, and no longer serves the purposes of predictability or transparency.

Under the proposed program-based model, students would be provided with a guaranteed total program cost associated with that program of study. For undergraduate students and those enrolled in course based Masters programs, we would provide a guaranteed total cost for the number of credits associated with their program. Tuition would be assessed in equal installment amounts spread over the standard number of years of their programs. Students would have that standard length of the program, plus one year, to complete the required number of credits for the program under the guaranteed rate. The total of all years will equal the guaranteed program tuition fee amount. The annual installment amount will be charged regardless of the number of credits a student registers in during a given academic year. |

Students entering graduate programs that are thesis based, at both the Masters and PhD level, will also be provided with an annual maximum tuition rate guarantee and total maximum program rate that is the annual rate multiplied by the program duration (up to four years for Masters, five years for PhD). Students will pay the annual rate in every year of study during the guarantee period. If they complete their program before the end of the guarantee they will cease to be assessed any tuition fees. If they extend beyond the nominal program length, students will then be assessed at the annual rate current for the new entry cohort at that time.

Note that this new model will only apply to incoming international students, starting in Fall 2020. Domestic students will continue under the current model (for which Bill 19 regulated an annual increase no greater than CPI). Current international students will also continue to be assessed tuition based on their registration, and will be subjected to annual increases equivalent to increases in our costs.

In February 2019, we undertook market research to determine undergraduate students purchase intents given various tuition costs and rate guarantee scenarios. The scenario proposed in our new model was by far the preferred option for prospective students and in addition allowed for an increase in tuition corresponding with the multi-year guarantee the university is providing.

The comparator institutions used in the study were UBC, SFU, UCalgary, UToronto, McMaster, Waterloo and McGill. These are the most frequent reported institutions to which UAlberta applicants indicate they have also applied.

Student consultation: The University's official mechanism for consulting with students on tuition is the Tuition Budget Advisory Committee, which includes representatives of the Students' Union and the Graduate Students' Association. Specific meeting dates are listed below.

Students have been generally very supportive of this model, and have noted the benefit of a relatively simple and clear model for the purposes of providing predictability and clarity to students. The students have raised the importance of clear communication, especially to alleviate confusion caused by the different models for current and incoming students. They have asked questions about the following:

- The impact of the model on current students who transition to new programs;
- The impact of the model on students who exceed the standard program length;
- How the model will treat approved leaves;
- How the model will treat co-op programs;
- How the model will treat students who fail or withdraw from a course;

	• How the model will be communicated to graduate supervisors to support discussions between supervisors and students on funding packages. While many of these details have been worked out through the model, we continue to refine details of the model for students in specific unique circumstances. Note that the specific rates under this proposed model will be brought forward through a separate approval process. A briefing note (Attachment 2) has been included to provide a sense of what the proposed rates will be.
Supplementary Notes and context	The motion is pending recommendation from the General Faculties Council Academic Planning Committee. Any discussion at that meeting will be summarized in the presentation of this item, unless it is substantial, in which case revised documents will be posted following that meeting. Summary of Discussion from May 22, 2019 GFC Academic Planning Committee: • Provost and Vice-President Steven Dew explained that the model had been revised to account for the average PhD completion rate of six years (from the original five years). Attachment 1 has been revised to reflect these changes (on pages 10 and 11, highlighted in green). • Graduate and undergraduate student representatives expressed support of tuition predictability for international students and noted the incorporation of feedback from student consultation and the grand-parenting of current students. • Members discussed annual maximum tuition rates, how credit loads were determined, implications to students who finish more quickly or more slowly than the average, the differences between undergraduate and graduate calculations, the differences between course based and thesis based graduate programs, time limits for joint or dual degrees, applicability to cost recovery programs, how tuition would be paid in installments, and implications for students who transfer into a different program.

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	*Those who are actively **participating**:* • Office of the Provost and Vice-President (Academic) • Office of the Vice-President (Finance and Administration) • Strategic Analysis and Data Warehouse • Office of the Registrar • Faculty of Graduate Studies and Research

Item No. 6

<For information on the protocol see the [Governance Resources section Student Participation Protocol](#)>	• Office of Resource Planning • University of Alberta International
	*Those who have been **consulted**:* • Tuition Budget Advisory Committee (including representatives of the Students' Union and the Graduate Students' Association) (May 21st, May 14th, April 24th, January 23rd) • Deans' Council • President's Executive Committee
	*Those who have been **informed**:* • Academic Planning Committee • Board Finance and Property Committee, Board of Governors
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee (recommendation) – May 22, 2019 Board Finance & Property Committee (recommendation) – May 28, 2019 Board of Governors (Approval) – June 14, 2019

Strategic Alignment

Alignment with *For the Public Good*	***Build*** *a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.* ***Sustain*** *our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.*
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.
	☒ Enrolment Management ☐ Faculty and Staff ☒ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	*Post-Secondary Learning Act of Alberta* APC Terms of Reference BFPC Terms of Reference Sections 3d and 4e

Attachments:

1. REVISED Proposed Tuition Model 2020/21 (11 pages) (FOR RECOMMENDATION)
2. Briefing Note: Incoming International Student Proposed Tuition Rates beginning in 2020/21 Academic Year(FOR INFORMATION)

Prepared by: Kathleen Brough, Senior Administrative Officer, Office of the Provost & VP(Academic)

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Proposed Tuition Model 2020/21

Stemming from the passage of Bill 19, an *Act to Improve the Affordability and Accessibility of Post-Secondary Education*, approved by the Legislative Assembly of Alberta in November, 2018, the University is proposing the following tuition models for discussion. These models are designed to comply with legislative requirements and those requirements prescribed in the associated *Tuition Framework* and *Guidelines*. These models would be implemented for the start of the 2020/21 Academic year.

A set of principles have also been developed in consultation with the Tuition Budget Advisory Committee (TBAC) to guide the development of these tuition models where choices for the institution exist. These principles are:

- Promote good academic choices for students
- In cases of ambiguity, the student will be favoured
- Provide administrative efficiency
- Clarity in communication
- Support for high quality student experiences
- Support for a stable and predictable funding model
- Leverage current consultation bodies
- Ensure our programs remain competitive in the marketplace

Relevant Acronyms within document:
PAPRS: Provider and Program Registry System - Government of Alberta database that stores all information on degree programs, including standard length and credit loads per year
CPI: Consumer Price Index of Alberta as calculated by the Government of Alberta
MNIF: Mandatory Non-Instructional Fees
MSISF: Mandatory Student Instructional Support Fees
BoG: Board of Governors (University of Alberta)
SU: Students' Union
GSA: Graduate Students' Association

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Tuition Models

Note: The following information relates only to tuition and does not include any fees assessed to students on top of tuition (i.e. Mandatory Student Instructional Support Fees (MSISF), Mandatory Non-Instructional Fees (MNIF), Students' Union (SU)/Graduate Student Association (GSA) fees). The tuition values presented in this document are for illustration purposes only, the final tuition rate is still to be determined and approved.

Domestic Undergraduate and Graduate Students (includes Masters- thesis/course and PhD)

Regulatory Requirements	Institutional Approach
● Subject to the Alberta Tuition Framework ● Requirements include that annual increases to tuition are limited to the Consumer Price Index (CPI) as defined by the Government of Alberta	● Students will continue to have course based tuition ● Annual tuition proposals for domestic student tuition will be brought forward for approval by the Board of Governors

International Students enrolled in programs prior to 2020/21 Academic Year (and continuing in same program) Undergraduate and Graduate Students (includes Masters- thesis/course and PhD)

Regulatory Requirements	Proposed Institutional Approach	Examples
● Not subject to the Alberta Tuition Framework ● No tuition guarantee required, however,	● Students will continue to have course based tuition. University would like to support predictability for current international students by providing a tuition guarantee for this group.	● **UGrad:** A Bachelor of Arts student currently in year three of their program will be provided with a four year tuition guarantee.

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providing predictability is encouraged	• The guarantee would be for the standard length of their program as defined in Provider and Program Registry System (PAPRS) regardless of remaining time left to completion. • The tuition will increase annually by the rate of increase for the University's cost drivers. This approach is consistent with the tuition increases current international students have been experiencing. • If current international students change their program of study they will follow the tuition guarantee applied to incoming students. • Annual tuition proposals for student who were currently enrolled as of 2020/21 will be brought forward to the Board of Governors (BoG) at the rate specified in the guarantee until all guarantees have elapsed.	• **GRAD:** A Master of Arts student currently enrolled in year one of a two year program will receive a two year guarantee.

==**Incoming International Students: students beginning new program of study as of 2020/21 Academic Year -**==
A) Model for Undergraduate and course based Graduate programs
The model proposed for incoming students is designed with the principles put forth in the Alberta Tuition Framework regarding

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International Student Tuition, including that institutions take an "approach to international student tuition ... that reflects the market and the cost of delivery" (*Alberta Tuition Framework* (2019), pg 11)

Regulatory Requirements	Proposed Institutional Approach	Examples
- Not subject to the Alberta Tuition Framework - All incoming international students as of 2020 are required to have their tuition guaranteed for the standard length of their program as defined in PAPRS. - This guarantee must reflect an annual guaranteed amount as well as a total guaranteed amount for the cost of the program.	- The university is proposing the adoption of a program based tuition fee structure for incoming international students beginning in 2020/21. - Students would be provided with a guaranteed total program cost for the number of credits associated with that program of study. - Student would have the standard length of the program (as defined in PAPRS) plus one year to complete the required number of credits for the program under the guaranteed rate.	**UGrad:** A Bachelor of Arts student would be provided with a guaranteed total cost for *120 credits as per the program credit requirement in the University Calendar. This guarantee is valid for the standard length of the program as defined in PAPRS plus one year, meaning the sample student would have five years in this case (standard length of 4 years plus 1) to complete *120. **GRAD:** A Master of Science (Chemistry)-course based- student would be provided with a guaranteed total cost for *24 credits as per the program credit requirement in the University Calendar. This guarantee is valid for the standard length of the program as defined in PAPRS plus one year, meaning the sample student would

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● This guarantee must appear in the offer of admission.		have three years in this case (standard length of 2 years plus 1) to complete *24.
	● Students would also be provided with an annual fixed tuition cost that must be paid in each year for the standard program length. The total of all years will equal the guaranteed program tuition fee cost outlined above. ● The annual amount specified will be charged regardless of the number of credits a student registers in.	● **UGrad:** A Bachelor of Arts students receives a program tuition fee guarantee of $108,000 for *120 credits, these credits can be taken over five years. At the same time they also receive an annual tuition cost guarantee of $27,000/yr that is paid in each year of the standard program length, in this case four years for Arts. The annual tuition amount is charged irrespective of student registration.

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		● **GRAD:**There are particular complexities and variation in graduate programs these examples help to provide some information and reflect that variability.
		
		    ○ ***Master of Arts (Philosophy)- course based-*** student receives a program tuition fee guarantee of $14,000 for *24 credits, these credits can be taken over three years. At the same time they also receive an annual tuition cost guarantee of $7000/yr that is paid in each year of the standard program length, in this case two years for the MA- course based. The annual tuition amount is charged irrespective of student registration.
		
		    ○ ***Master of Education*** student receives a program tuition fee guarantee of $20,000 for *33 credits, these credits can be taken over three years. At the

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		same time they also receive an annual tuition cost guarantee of $10,000/yr that is paid in each year of the standard program length The annual tuition amount is charged irrespective of student registration. ○ ***Master Business Administration (MBA)*** student receives a program tuition fee guarantee of $65,500 for *60 credits, these credits can be taken over three years. At the same time they also receive an annual tuition cost guarantee of $32,500/yr that is paid in each year of the standard program length The annual tuition amount is charged irrespective of student registration.
	● In cases where a student changes their program of study they would receive a new guarantee for the year they begin the new program.	● **UGrad:** A Bachelor of Arts student admitted in 2020 transfers to a Bachelor of Science for Fall 2022 they would receive a new program

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		tuition guarantee at the rate for incoming students in Fall 2022. The guarantee would again be for the standard length of the program plus one year. ● **GRAD:** A Master of Arts (Philosophy)- course based- student admitted in 2020 transfers to an MBA for Fall 2022 they would receive a new program tuition guarantee at the rate for incoming students in Fall 2022. The guarantee would again be for the standard length of the program plus one year.
	● Tuition proposals for each incoming cohort of international students will be brought forward to the BoG for approval annually.	

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B) Model for Thesis based Graduate Programs (Masters/PhD)

The model proposed for incoming students is designed with the principles put forth in the Alberta Tuition Framework regarding International Student Tuition, including that institutions take an "approach to international student tuition ... that reflects the market and the cost of delivery" (*Alberta Tuition Framework* (2019), pg 11)

Regulatory Requirements	Proposed Institutional Approach	Examples
- Not subject to the Alberta Tuition Framework - All incoming international students as of 2020 are required to have their tuition guaranteed for the standard length of their program as defined in PAPRS. - This guarantee must reflect an annual guaranteed amount as well as a total guaranteed amount for the cost of the	- The university is proposing the adoption of a program based tuition fee structure for incoming international students beginning in 2020/21. - Students would be provided with a guaranteed annual program cost - Students would also be provided with a total cost for the program which would equal the annual amount multiplied by the program duration. Program duration will meet or exceed the standard program length as found in PAPRS. - A 4 year guarantee for thesis based Masters Programs and a 6 year guarantee for PhD.	**A PhD(Chemistry)**-thesis- student would be provided with a guaranteed annual rate of $8000/yr. This rate would be fixed for a duration of 6 years for a total maximum program cost of $48,000. Years beyond year five will be set at the annual rate of tuition for incoming students.
		PhD (Philosophy)-student receives a program tuition fee guarantee of $8000/year for 6

program. ● This guarantee must appear in the offer of admission.	● The annual amount specified will be charged regardless of the number of credits/courses a student chooses to enrol in. ● The annual rate must be paid in each year that a student holds registration and will cover enrolment for the period of September to August.	years, total tuition not to exceed $48,000. The student may enrol in courses in any semester or just be enrolled as a thesis student. The rate will be the same.
	● In cases where a student changes their program of study they would receive a new guarantee for the year they begin the new program. ● In cases where a student fails to complete their program within the 6 years they will receive a new annual program rate guarantee each additional year at the current rate.	● **A Masters (Philosophy)- thesis-** student admitted in 2020 withdraws from their program and applies/is accepted to a PhD (Philosophy) for Fall 2022 they would receive a new annual program tuition guarantee for five years at the rate for incoming students in Fall 2022. ● **A PhD(Chemistry)-** student admitted in 2020 moves into the PhD(Chemistry) does not complete their program by August 2025 and needs a sixth year of registration they would then receive a new annual program tuition rate for September 2025. The rate would change each additional year of registration until the program was completed.

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	● Tuition proposals for each incoming cohort of international students will be brought forward to the BoG for approval annually.	

Incoming International Student Proposed Tuition Rates beginning in 2020/21 Academic Year

Overview

Stemming from the passage of Bill 19, an *Act to Improve the Affordability and Accessibility of Post-Secondary Education*, approved by the Legislative Assembly of Alberta in November, 2018, the University is proposing the following tuition rates for incoming undergraduate and graduate international students for discussion. These rates would be applicable for those admitted to begin programs in the 2020/21 academic year and will be applied within the framework of the proposed program based tuition model.

In this document you will find a number of sections including:
1) Total per FLE (Full Load Equivalent) cost to educate students (grant plus tuition)
2) Proposed tuition rates for undergraduate and graduate students for 2020/21 admission
3) New rates compared to regularized increases
4) International undergraduate tuition comparators (Fall 2018 to Fall 2019)
5) Increase in international student support allocation based on tuition rate changes

Principles

A set of principles have also been developed in consultation with the Tuition Budget Advisory Committee to guide the development of these tuition models where choices for the institution exist. These principles are:

● Promote good academic choices for students
● In cases of ambiguity, the student will be favoured
● Provide administrative efficiency
● Clarity in communication
● Support for high quality student experiences
● Support for a stable and predictable funding model
● Leverage current consultation bodies
● Ensure our programs remain competitive in the marketplace

Constraints

Institutions are expected to charge at least cost-recovery rates to ensure government funding supports access for domestic students, as per the Guidelines for the Alberta Tuition Framework.

1. Total Per FLE (Full Load Equivalent) Cost to Educate Students (grant plus tuition)

We are required to set international tuition at levels that at least cover the cost to deliver the programs to international students. While this information is difficult to determine at the program level, the following calculation of average cost for domestic students in a BA program sets an appropriate level of expectation.

> 2018-19 U of A (grant per domestic student + domestic tuition) = $29,226

Description	Cost	Notes
2018-2019 Campus Alberta Grant	671,281,614	Total Operating Grant
Adjusted for Academic Health Center	(11,283,278)	Removed as does not apply to student education
Total	659,998,336	A
2017-2018 FLE (Full Load Equivalent)	27,609	B, total undergrad and grad (note: 2018-19 FLE not available yet)
Grant per student	$23,905	A/B = C
Full Year 2018-19 tuition for domestic Arts student	$5,321	D, assuming 10 courses per year
Total Tuition and grant per Arts domestic student	**$29,226**	C+D = E

2. Proposed Rates

The following fixed rate international tuition levels for students admitted for the 2020-21 academic year are proposed based on the requirements to cover the costs of delivering programs, the need to anticipate cost increases over the entire duration of the program, the need to ensure appropriate levels of financial support for international students, and the need to be competitive in an international marketplace. An effort has also been made to standardize program costs into a small number of categories to simplify communication and assessment.

Undergraduate Incoming International Students Beginning in 2020*

Faculties	International Undergraduate Tuition Annual Installments (2020 Fall Intake)	Total Program Cost- guaranteed for 5 years, paid over 4 (Business paid over 3 years guaranteed for 4)
A. Engineering	$39,500	$158,000
B. Business	$35,000	$105,000
C. Arts, Science, KSR, ALES	$29,500	$118,000
D. CSJ, Augustana, Education, Nursing, Native Studies	$27,000	$108,000

- The annual guaranteed tuition installment rate will be assessed regardless of how many courses a student is registered in. The charge will be assessed for the first 4 years, with no tuition charge in the fifth year if the degree hasn't been completed. Annual assessments will typically be split evenly into Fall and Winter installments.
- The total guaranteed program cost pays for the number of credit attempts up to the approved program credit requirements (typically 120 credits). It does not account for courses taken above the requirements of a program or courses that need to be repeated for any reason.
- This guaranteed rate only applies to tuition costs and does not account for other fees such as Mandatory Non-Instructional Fees, etc.
- Formal Co-Op programs will result in a longer guarantee length (ie. time to pay) with a pro-rated amount re-calculated based on the time to completion.

Graduate Course Based Programs

Program based tuition rates for course based programs will be determined using similar principles to those applied to undergraduate programs. We anticipate that tuition rate bands will be organized at the level of specialization and based on program credit structure in order to reflect better the realities of graduate programs. In addition, professional programs such as MBA and Masters of Public Health may have unique rates.

Graduate Thesis Based Programs

Program	International Graduate Tuition Annual Installments (2020 Fall Intake)	Total Maximum Tuition rate communicated for Masters- 4 year guarantee PhD- 6 year guarantee
Masters	$8,700	$34,800
PhD	$8,700	$52,200

- The annual guaranteed tuition installment rate will be assessed each year that registration is held
- The Total Maximum Tuition actually paid will depend on the number of years spent in the program. Those that complete in fewer years than the guaranteed duration will not need to continue to pay installments. Those who exceed the expected duration will pay further installments at the rate applicable at the time.

● This guaranteed rate only applies to tuition costs and does not account for other fees such as Mandatory Non-Instructional Fees, etc.

3. New Rates Compared to Regularized Increases

Rates By Faculty	Current Rate 19/20	Approximate Cost by Year				Total Program Cost (A)	Annual Rate (A)	% Difference
		20/21	21/22	22/23	23/24			
Group C Program Tuition								
Proposed Rate [1]	24,725	29,500	29,500	29,500	29,500	**118,000**	**29,500**	8.9%
4-year Int'l Increase Rate [2]	24,725	26,043	26,728	27,431	28,152	**108,353**	**27,088**	
Group D Program Tuition								
Proposed Rate [1]	22,267	27,000	27,000	27,000	27,000	**108,000**	**27,000**	10.7%
4-year Int'l Increase Rate [2]	22,267	23,454	24,071	24,704	25,353	**97,582**	**24,395**	
Business Program Tuition [4]								
Proposed Rate [1]	30,640	35,000	35,000	35,000	n/a	**105,000**	**35,000**	5.6%
3-year Int'l Increase Rate [2]	30,640	32,273	33,122	33,993	n/a	**99,387**	**33,129**	
Engineering Program Tuition								
Proposed Rate [1]	33,401	39,500	39,500	39,500	39,500	**158,000**	**39,500**	7.9%
4-year Int'l Increase Rate [2]	33,401	35,181	36,106	37,056	38,030	**146,374**	**36,593**	

1. These are the rates proposed by Administration
2. Average annual international increase for 16/17 through 19/20 was 2.63%
3. Year 1 includes a 2.7% increase related to student support funds, as they are calculated based on the full tuition, vs only on the International Differential Fee (IDF) portion as per past practice.

4. International Undergraduate Tuition Comparators (Fall 2018 to Fall 2019)

The following graphs benchmark the proposed Fall 2020 tuition levels against known Fall 2019 rates at peer institutions.

International Undergraduate Tuition - 2018 to 2019
Arts & Humanities

Tuition Increase in 2019/20
2018/19 Tuition (ex-fees)

University	Total	2018/19 Tuition
McMaster	30215	27977
McGill	17287	16816
SFU	28248	24250
UBC	38052	36588
UCalgary		18338
UToronto	54282	49800
Waterloo	33615	29230
UofA	22253	21668

29500

International Undergraduate Tuition - 2018 to 2019
Engineering

Tuition Increase in 2019/20
2018/19 Tuition (ex-fees)

University	Total	2018/19 Tuition
McMaster	43209	40008
McGill	40463	39361
SFU	30154	25995
UBC	50204	48273
UCalgary		18392
UToronto	59227	54840
Waterloo	55160	47970
UofA	26704	26002

39500

International Undergraduate Tuition - 2018 to 2019 Science

Legend:
- Tuition increase in 2019/20
- 2018/19 Tuition (ex-fees)

Institution	2018/19 Tuition (ex-fees)	Total
McMaster	28505	29788
McGill	39361	40463
SFU	24250	28248
UBC	37689	39197
UCalgary	18338	
UToronto	49800	54282
Waterloo	32370	37226
UofA	21668	22253

Dotted line: **29500**

Notes:

i) Competitor institutions chosen based on University of Alberta 2017 applicant responses to the AFA survey question "Where else did you apply"?

ii) Fall 2018 tuition figures are actual. SOURCE: 2019 increases are actual for UBC, SFU, and Waterloo based on respective website or recent press releases. Increases for the remaining institutions are projected based on their previous year's increase rate.

iii) Differences between the University of Alberta bars and the amounts noted in the previous table are attributed to:
- For the programs excluding Engineering, while both refer to 30 credits, the previous table includes students taking more expensive courses due to market modifiers (e.g. business, economics).
- For Engineering, the bars represent the cost for the first year (qualifying – 30 credits), while the previous table reflects the 36 credits they take throughout the program.

iv) Dotted line represents example of future state in Fall 2020 for comparison and to show that UofA would still be below most competitors (who would likely implement a further increase in 2020)

v) McGill Arts tuition is currently regulated. If deregulated, we can expect a major increase as McGill did with Science, Commerce and Engineering tuition levels in 2013.

vi) UCalgary - Engineering tuition based on 5 courses (15 units) per term. If 6 courses (18 units) per term then 1-year tuition is $22,006, and if 7 courses (21 units) tuition is $25,672.

vii) McMaster – Science rate based on institution cost calculator for Life Sciences, Mathematics, Chemical & Physical Sciences, Environmental & Earth Sciences 2018/19 tuition of $28,505. Computer Science tuition is $30,691. General Arts & Science tuition is $24,839. All McMaster rates include fees. McMaster cost calculator does not separate out fees from tuition.

viii) UWaterloo – Science rate based on Life Sciences and Physical Sciences tuition is $32,370 in Fall 2018. Mathematics is $32,350, Environmental Science is $32,830, and Computer Science is $54,000.

5. Increase in International Student Support Allocation based on tuition rate changes

The change to a program based tuition model with the rates proposed would lead to an increase in the resources available for international student supports. Currently, the University takes 7.55% of the international tuition differential and applies this to student supports. Under a program based tuition model this approach would continue with 7.55% of total international tuition being applied to international student support. With additional revenue the University can look to expand the scope of where these dollars are applied. Possible areas where increased funding could be used include admission bursaries, academic/advising supports, wellness supports etc.

Year	Anticipated Revenue for Student Supports	Increase in support relative to existing model/rates
2019/20 tuition rate- no program based tuition	$5.16 M	N/A
2020/21- 1 cohort of program based tuition, current students under existing registration based tuition model	$6.03M	$870,000
All years of study under program based tuition	$8.66M	$3.5M

* Figures are for illustration purposes and are based on 2019/20 rates and proposed tuition values. These figures represent an approximate increase in student support resources.

Item No. 7

Governance Executive Summary
Action Item

Agenda Title	Board Delegation of Authority for Approving Increases to Residence Rental Rates and Meal Plan Rates

Whereas the Board of Governors approved the Principles for Board of Governors Delegation of Authority *on June 15, 2018, including the following statements:*

- *The Board of Governors has employed a structure that relies upon the delegation of its provincially-mandated authorities to its standing committees, the President or other members of Administration and other campus bodies; and*

- *Delegation is essential to ensure timely and efficient decision-making in smaller forums with access to appropriate resource people, while allowing the Board to focus on substantive and strategic issues of broad relevance to the university community;*

Motion 1:

THAT the Board Finance and Property Committee recommend that the Board of Governors delegate approval of increases to residence rental rates equal or less than five percent (5%) to the Board Finance and Property Committee, effective upon Board of Governors' approval.

Motion

THAT the Board Finance and Property Committee recommend that the Board of Governors delegate approval of increases to meal plan rates equal or less than the most recently reported Alberta Consumer Price Index plus one percent (1%) to the Board Finance and Property Committee, effective upon Board of Governors' approval.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Andrew Sharman, Vice President, Facilities and Operations
Presenter	Andrew Sharman, Vice President, Facilities and Operations Katherine Huising, Associate Vice President, Ancillary Services

Details

Responsibility	Facilities and Operations
The Purpose of the Proposal is	Further to the Board of Governors' approval of delegated authority for determining increases to domestic tuition and mandatory non-instructional fees, this proposal is before the committee to continue the effort to see operational decisions occur more efficiently allowing the Board of Governors to devote its attention to strategic matters.
Executive Summary	The proposed motions would establish limits for approval by BFPC. The proposed rate caps should not be seen as setting expectations, but rather better defining when rate increases must be approved by the Board of Governors. In establishing rates each year, Ancillary Services will continue to abide by its Guiding Principles, notably Principle #6 – "Student input is highly valued". Students will continue to assist in shaping the development of plans and priorities, and thereby rates, to sustain and improve the residence and dining systems. The first priority for Ancillary Services is to provide a high quality life (residence and meals) experience. A very close second priority is to ensure this experience is provided in a way that is fiscally sustainable -

	returning to financial sustainability is key to this.
	Residence Rates
	Ancillary Services has communicated with the Residence Advisory Committee, the Residence Budget Advisory Committee, and the Board of Governors that Residence Operations has had an operating deficit for the past seven years resulting in an accumulated debt of $9,351,127. In an effort to keep residence rates as low as possible, revenue has been insufficient to fully fund the residence operations including providing adequate funding to maintenance activities. Our students have been quite clear in that, while cost is important, more important is a high-quality living experience.
	Ancillary Services has been instructed to improve the financial position of Residence Services. This includes making difficult decisions such as the 2020 closure of Michener Park. It also has resulted in a plan to retrofit the Lister Classic Towers to ensure the modernization and longevity of this highly desired first year residence.
	All budget presentations prepared for the last two years, including the proforma related to the borrowing profile for the Lister retrofit, included a rent increase of 5% for FY2020 and FY2021. This rate of increase is crucial to correct the structural deficit in Residence Services while allowing for the creation of a capital reserve. Also, long-standing concerns of students, such as WiFi and deferred maintenance can be addressed.
	Meal Plan Rates
	With the experience gained after the anytime dining having been fully implemented in both dining facilities on North Campus and the ability to limit the increase in the coming academic year to match the Consumer Price Index (CPI), delegating the authority for increases to that of CPI + 1% is a reasonable and consistent approach.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student	*Those who are actively **participating**:* • VP Facilities and Operations' Office • Ancillary Services
	*Those who have been **consulted**:* • Residence Advisory Committee (April 11, 2019 and May 2, 2019) including the GSA and Students' Union representatives. • Meeting with incoming President, Lister Hall Students' Association and the President, East Campus Students' Association (April 26, 2019)

[Participation Protocol]>	*Those who have been **informed**:* •
Approval Route (Governance) (including meeting dates)	Board Finance and Property Committee (recommendation) – May 28th, 2019 Board of Governors (Approval) – June 14, 2019

Strategic Alignment

Alignment with *For the Public Good*	***Institutional Strategic Plan – For the Public Good*** Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. 21. Objective: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enables students, faculty, staff, and the institution as a whole to achieve shared strategic goals. iv. Strategy: facilitate easy access to and use of university services, and systems; reduce complication and complexity; and encourage cross-institutional administrative and operational collaboration.		
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.		
	☒ Enrolment Management	☒ Relationship with Stakeholders	
	☐ Faculty and Staff	☒ Reputation	
	☒ Funding and Resource Management	☐ Research Enterprise	
	☐ IT Services, Software and Hardware	☐ Safety	
	☐ Leadership and Change	☒ Student Success	
	☐ Physical Infrastructure		
Legislative Compliance and jurisdiction	Principles for Board of Governors Delegation of Authority Board Finance and Property Terms of Reference 3(c & d)		

Attachments: none

Prepared by:
Katherine Huising
Associate Vice-President
Ancillary Services
Email: [huising@ualberta.ca]

Item No. 8

Governance Executive Summary
Action Item

Agenda Title	Revisions to Board Finance and Property Committee Terms of Reference

Motion

THAT the Board Finance and Property Committee recommend that the Board of Governors approve the proposed changes to the Committee's Terms of Reference, as set forth in Attachment 1, to take effect upon final approval.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Michael Phair, Chair, Board of Governors; Marion Haggarty-France, University Secretary
Presenter(s)	Marion Haggarty-France, University Secretary

Details

Responsibility	University Governance
The Purpose of the Proposal is (*please be specific*)	To review and recommend approval of the proposed Board Finance and Property Committee Terms of Reference.
Executive Summary (*outline the specific item – and remember your audience*)	Overview:
	Over the April meeting cycle, each Board committee was given the opportunity to review and provide feedback on its draft Terms of Reference. The draft Terms of Reference were also shared with General Counsel to ensure compliance with legislation, regulations, and policy.
	Following those reviews, feedback was incorporated into the drafts, and a final set of revised Terms of Reference will now proceed through the May committee cycle for Board of Governors approval on June 14, 2019.
	Changes since the April Board Finance and Property Committee (BFPC) meeting:
	Incorporated into this revised draft (highlighted in Attachment 2) are changes made after the April BFPC meeting that reflect:
	• Feedback from the Board Audit and Risk Committee that the language regarding "Enterprise-wide Risk Management" (ERM) in its Terms of Reference and the other standing committees' Terms of Reference did not accurately reflect the Board's new process for ERM oversight;
	• Feedback from General Counsel that the proposed committee-wide statement on the Board's role in approving new policy was too restrictive and would lead to the Board approving operational policies Administration currently has delegated authority over.
	• Feedback from the Vice-President (Finance and Administration) and General Counsel regarding specific items in the Terms of Reference to improve clarity.

Background:

In August 2017, the Board of Governors held a strategic retreat with objectives that included

> To solidify the Board of Governors' commitment to dimensional governance that ensures the Board and all committees are doing the right work to guide the University and to support the ambitions of For the Public Good.

The Board of Governors last reviewed its committee structure and mandates as a whole in 1999. Since that time, the *Universities Act* transitioned into the *Post-secondary Learning Act* (2004), the *Alberta Public Agencies Governance Act (APAGA)* was established, and the University of Alberta has continued to grow and transform.

Following the retreat, a Board Working Group was formed to review the Board of Governors' processes, structure and role in providing strategic oversight, insight and foresight with a goal of governance excellence in support of the university's institutional strategic plan.

On June 15, 2018, the Board of Governors approved the Report and Recommendations of the Board Working Group 2018, including the establishment of a Board Ad Hoc Group on Committee Mandates and Membership (BAGMM) to continue the implementation of committee-restructuring recommendations.

BAGMM met from June to December 2018 and made the following recommendations that were subsequently approved by the Board of Governors:
- Terms of Reference for a Board Governance Committee
- Principles on Board Standing Committee Composition
- Committee composition frameworks for each Board Standing Committee
- Revisions to the mandate statements at the beginning of each committee's Terms of Reference

BAGMM also considered revisions regarding limitations on delegation by the Board of Governors (based on Board-approved Principles to Guide Board Delegation of Authority); and, in consultation with General Counsel and senior administration, compiled a list of possible future changes. Some of these recommendations were intended to take effect upon approval of revised committee Terms of Reference, and others have already come forward for Board approval.

The last remaining component to implement the recommendations of the 2018 Board Working Group is to revise the Board standing committee Terms of Reference to ensure alignment with:
- the report's committee restructuring recommendations,
- the Board-approved committee mandate statements and principle documents, and
- the Board's direction regarding delegations of authority.

Since February 2019, University Governance has employed two post-secondary governance experts to review and propose revisions to the current committee Terms of Reference.

Item No. 8

Supplementary Notes / context	n/a

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • Marion Haggarty-France, University Secretary • Juli Zinken, Board Secretary and Manager of Board Services • Julia Eastman, former University Secretary; Adjunct Professor, Peter B. Gustavson School of Business, University of Victoria • Christine Tausig Ford, President, Higher Thinking Strategies Limited • Brad Hamdon, General Counsel
	*Those who have been **consulted**:* • Board of Governors – ongoing consultation since 2017 • Board Governance Committee – April 5, 2019; May 24, 2019 • Board Standing Committees – April 2019 meeting cycle (+ early consultation during Board Working Group and BAGMM reviews) • President's Executive Committee – April 2019 (+ early consultation during Board Working Group and BAGMM reviews)
Approval Route (Governance) (including meeting dates)	Board Standing Committees – for recommendation of individual Terms of Reference (May 2019 committee meetings) Board of Governors – for approval (June 14, 2019)

Strategic Alignment

Alignment with *For the Public Good*	*SUSTAIN: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.* *21. Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.*
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☐ Physical Infrastructure ☒ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	• The *Alberta Public Agencies Governance Act* (APAGA) • *Post-secondary Learning Act* Section 62 • Principles for Board of Governors Delegation of Authority • Principles for Board of Governors Standing Committee Composition • Board Finance and Property Committee Terms of Reference – 3y

Attachments:

1. Proposed Board Finance and Property Committee Terms of Reference (3 pages) (clean version) **– for approval**
2. Proposed Board Finance and Property Committee Terms of Reference (3 pages) (with redlined changes since April meeting)
3. Current Board Finance and Property Committee Terms of Reference (4 pages)

Prepared by: Juli Zinken, Board Secretary and Manager of Board Services, juli.zinken@ualberta.ca

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

<u>**BOARD FINANCE AND PROPERTY COMMITTEE**</u>
Terms of Reference

1. **Mandate and Role of the Committee** – The Board Finance and Property Committee assists the Board of Governors in fulfilling its governance responsibilities by providing strategic oversight, insight and foresight with respect to all significant financial and property matters of the University.

2. **Areas of Responsibility**
   Without limiting the generality of the foregoing, the Committee:

   Financial
   a) reviews and monitors quarterly financial statements with respect to operating and capital funds.
   b) reviews and approves capitalization of funds to endowments.
   c) reviews and recommends approval of the annual consolidated and capital budgets.
   d) monitors trends and key budget drivers affecting the University and identifies the strategic implications of those trends for the University's future needs.
   e) with input from the Board Reputation and Public Affairs Committee, reviews the annual report on donations and gifts, monitors fundraising performance, and considers implications, within the Board Finance and Property Committee mandate, for the mission and sustainability of the University.
   f) reviews, approves, and recommends approval of internal loans, as determined by the university's Internal Loan Policy.

   Tuition and Fees
   g) approves increases to domestic student tuition fees equal to or less than the Consumer Price Index, as defined under the Alberta *Post-Secondary Learning Act* and its associated Regulations.
   h) reviews and recommends new mandatory non-instructional fees, and approves increases to existing mandatory non-instructional fees equal to or less than the agreed-upon weighted annual inflation with both a ceiling of 5.0% and a floor of 0%.
   i) approves new mandatory student instructional support fees, and changes to or deletions of existing mandatory student instructional support fees.
   j) reviews and recommends approval of international student tuition fees.
   k) approves the collection of fees on behalf of University of Alberta Students' Union and Graduate Students' Association.
   l) reviews and recommends approval of residence, meal plan, and parking rates.

   Facilities, Property and Capital Expenditures
   m) reviews, approves, and recommends approval of capital expenditures, as determined by the University's Capital Expenditure Authorization Request (CEAR) Policy.
   n) reviews and recommends approval of the acquisition or disposition of real property, as determined by the University's Real Property Acquisiton and Disposition Procedures and as guided by the Capital Expenditure Authorization Request (CEAR) Policy approval limits.
   o) Identifies and monitors trends relating to the University's property and its deferred maintenance needs, and assesses the strategic impact of such trends and changes on the University.
   p) reviews quarterly planning reports for individual capital projects.
   q) reviews and recommends approval of lands to be transferred to the University of Alberta Properties Trust Inc.
   r) reviews and recommends approval of the appointment and renewal of terms of office of directors of the University of Alberta Properties Trust Inc.
   s) reviews and recommends the university's long-range development plan and other master plans for university lands, and monitors individual project proposals for implications to the university's long-range planning and strategic vision.
   t) approves expenditures of a non-capital nature from the real property reserve fund.

Information Technology and Intellectual Property

u) reviews reports, strategies and plans regarding physical infrastructure and resource optimization for University information technology systems.

v) reviews and recommends new University policies on intellectual property and technology transfer and approves changes to policy in consultation with the Board Learning, Research and Student Experience committee.

Policy and Other Matters

w) reviews and approves changes to existing University policies relating to the Committee's mandate, subject to the Limitations on Delegation as set out in paragraph 3.

x) reviews and recommends new University policies relating to the Committee's mandate, as set out in the University's Policy Development Framework.

y) considers risks associated with items before the Committee and makes recommendations to the Board Audit and Risk Committee and the Board.

z) considers other matters at the request of the Board.

3. Limitation on Delegation by the Board of Governors

The Committee functions in accordance with the Principles for Board of Governors Delegation of Authority. 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 paragraph 2, the Board approves:

a) policy changes with significant institutional impact.

b) new policies relating to the Committee's mandate, as set out in the University's Policy Development Framework.

c) policies for the control and regulation of pedestrian and vehicle traffic on University lands.

d) guiding principles for changes to approved budgets and for transfer or reallocation of monies included in approved budgets

e) the annual consolidated and capital budgets.

f) international student tuition fees.

g) exceptional increases to domestic student tuition greater than the Consumer Price Index, as allowed under the Alberta *Post-Secondary Learning Act* and its associated Regulations.

h) new mandatory non-instructional fees.

i) increases to mandatory non-instructional fees greater than 5%, as allowed under the Alberta *Post-Secondary Learning Act* and its associated Regulations.

j) residence, meal plan, and parking rates.

k) capital expenditures as determined by the University's Capital Expenditure Authorization Request Policy.

l) the acquisition or disposition of real property as determined by the University's Real Property Compliance Policy.

m) lands to be transferred to the University of Alberta Properties Trust Inc.

n) the appointment and renewal of terms of office of directors of the University of Alberta Properties Trust Inc.

o) the university's long-range development plan and other master plans for university lands.

p) recommendations and considers information and reports on matters that in the opinion of the Committee may pose significant risk to the University.

BOARD FINANCE AND PROPERTY COMMITTEE
Terms of Reference

4. Composition
The Committee functions in accordance with the Principles for Board of Governors Standing Committee Composition.

Voting Members (ordinarily a maximum of 10)
Ex-officio (3)
    a) The Board Chair, by virtue of office
    b) The Chancellor, by virtue of office
    c) The President and Vice-Chancellor, by virtue of office

Appointed (7)
    d) No more than seven voting members of the Board of Governors or external members of the public, as appointed by the Board or its delegate

Non-voting Members
Non-Voting Officials appointed by the President
    e) Provost and Vice-President (Academic)
    f) Vice-President (Facilities and Operations)
    g) Vice-President (Finance and Administration)
    h) Vice-President (University Relations)
    i) University Secretary
    j) Committee Secretary
    k) Other officers, as determined by the President

Chair/Vice-Chair
    l) The Committee Chair and Vice-Chair shall be selected from Committee membership Section 4(d) of these Terms of Reference.
    m) The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

5. Committee Process and Procedures
The Committee:

a) functions in accordance with the Board's General Committee Terms of Reference.
b) develops and follows an annual work plan addressing both strategic and routine issues.
c) annually reviews the terms of reference of the Committee and recommends to the Board Governance Committee any required changes.

6. Reporting to the Board of Governors
The Committee reports regularly to the Board of Governors with respect to its activities and decisions.

Decision History:

DATE	DECISION-MAKER	DECISION

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

<u>**BOARD FINANCE AND PROPERTY COMMITTEE**</u>
Terms of Reference

1. **Mandate and Role of the Committee** – The Board Finance and Property Committee assists the Board of Governors in fulfilling its governance responsibilities by providing strategic oversight, insight and foresight with respect to all significant financial and property matters of the University.

2. **Areas of Responsibility**
   Without limiting the generality of the foregoing, the Committee:

   Financial
   a) reviews and monitors ~~the~~ quarterly financial statements with respect to operating and capital funds.
   b) reviews and approves capitalization of funds to endowments.
   c) reviews and recommends approval of the annual consolidated and capital budgets.
   d) monitors trends and key budget drivers affecting the University and identifies the strategic implications of those trends for the University's future needs.
   e) with input from the Board Reputation and Public Affairs Committee, reviews the annual report on donations and gifts, monitors fundraising performance, and considers implications, within the Board Finance and Property Committee mandate, for the mission and sustainability of the University.
   f) reviews, approves, and recommends approval of internal loans, as determined by the university's Internal Loan Policy.

   Tuition and Fees
   g) approves increases to domestic student tuition fees equal to or less than the Consumer Price Index, as defined under the Alberta *Post-Secondary Learning Act* and its associated Regulations ~~in the Tuition and Fees Regulation~~.
   h) reviews and recommends new mandatory non-instructional ~~support~~ fees, and approves increases to existing mandatory non-instructional fees equal to or less than the agreed-upon weighted annual inflation with both a ceiling of 5.0% and a floor of 0%.
   i) approves new mandatory student instructional support fees, and changes to or deletions of existing mandatory student instructional support fees.
   j) reviews and recommends approval of international student tuition fees.
   k) approves the collection of fees on behalf of University of Alberta Students' Union and Graduate Students' Association.
   l) reviews and recommends approval of residence, meal plan, and parking rates.

   Facilities, Property and Capital Expenditures
   m) reviews, approves, and recommends approval of capital expenditures, as determined by the University's Capital Expenditure Authorization Request (CEAR) Policy.
   n) reviews and recommends approval of the acquisition or disposition of real property, as determined by the University's Real Property Acquisiton and Disposition Procedures and as guided by the Capital Expenditure Authorization Request (CEAR) Policy approval limits~~Real Property Compliance Policy~~.
   o) Identifies and monitors trends relating to the University's property and its deferred maintenance needs, and assesses the strategic impact of such trends and changes on the University.
   p) reviews quarterly planning reports for individual capital projects.
   q) reviews and recommends approval of lands to be transferred to the University of Alberta Properties Trust Inc.
   r) reviews and recommends approval of the appointment and renewal of terms of office of directors of the University of Alberta Properties Trust Inc.
   s) reviews and recommends the university's long-range development plan and other master plans for university lands, and monitors individual project proposals for implications to the university's long-range planning and strategic vision.

t) approves expenditures of a non-capital nature from the real property reserve fund.

Information Technology and Intellectual Property

u) reviews reports, strategies and plans regarding physical infrastructure and resource optimization for University information technology systems.

v) ~~approves policies for intellectual property and technology transfer~~ reviews and recommends new University policies on intellectual property and technology transfer and approves changes to policy in consultation with the Board Learning, Research and Student Experience committee.

Policy and Other Matters

w) reviews and approves changes to existing University policies relating to the Committee's mandate, subject to the Limitations on Delegation as set out in paragraph 3.

x) reviews and recommends new University policies relating to the Committee's mandate, as set out in the University's Policy Development Framework.

y) ~~reviews and provides recommendations to the Board Audit and Risk Committee on the University's enterprise-wide risks and risk measures related to the Board Finance and Property Committee's mandate~~ considers risks associated with items before the Committee and makes recommendations to the Board Audit and Risk Committee and the Board.

z) considers other matters at the request of the Board.

3. Limitation on Delegation by the Board of Governors

The Committee functions in accordance with the Principles for Board of Governors Delegation of Authority. 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 paragraph 2, the Board approves:

a) policy changes with significant institutional impact.

b) new policies relating to the Committee's mandate, as set out in the University's Policy Development Framework.

c) policies for the control and regulation of pedestrian and vehicle traffic on University lands.

d) guiding principles for changes to approved budgets and for transfer or reallocation of monies included in approved budgets

e) the annual consolidated and capital budgets.

f) international student tuition fees.

g) exceptional increases to domestic student tuition greater than the Consumer Price Index, as allowed under the Alberta *Post-Secondary Learning Act* and its associated Regulations.

h) new mandatory non-instructional fees.

i) increases to mandatory non-instructional fees greater than 5%, as allowed under the Alberta *Post-Secondary Learning Act* and its associated Regulations.

j) residence, meal plan, and parking rates.

k) capital expenditures as determined by the University's Capital Expenditure Authorization Request Policy.

l) the acquisition or disposition of real property as determined by the University's Real Property Compliance Policy.

m) lands to be transferred to the University of Alberta Properties Trust Inc.

n) the appointment and renewal of terms of office of directors of the University of Alberta Properties Trust Inc.

o) the university's long-range development plan and other master plans for university lands.

p) recommendations and considers information and reports on matters that in the opinion of the Committee may pose significant risk to the University.

4. Composition

<u>BOARD FINANCE AND PROPERTY COMMITTEE</u>

Terms of Reference

The Committee functions in accordance with the Principles for Board of Governors Standing Committee Composition.

Voting Members (ordinarily a maximum of 10)
   Ex-officio (3)
   - a) The Board Chair, by virtue of office
   - b) The Chancellor, by virtue of office
   - c) The President and Vice-Chancellor, by virtue of office

   Appointed (7)
   - d) No more than seven voting members of the Board of Governors or external members of the public, as appointed by the Board or its delegate

Non-voting Members
   Non-Voting Officials appointed by the President
   - e) Provost and Vice-President (Academic)
   - f) Vice-President (Facilities and Operations)
   - g) Vice-President (Finance and Administration)
   - h) Vice-President (University Relations)
   - i) University Secretary
   - j) Committee Secretary
   - k) Other officers, as determined by the President

Chair/Vice-Chair
   - l) The Committee Chair and Vice-Chair shall be selected from Committee membership Section 4(d) of these Terms of Reference.
   - m) The Vice-Chair undertakes and discharges all duties of the Chair in the absence of the Chair.

5. Committee Process and Procedures
The Committee:

a) functions in accordance with the Board's General Committee Terms of Reference.
b) develops and follows an annual work plan addressing both strategic and routine issues.
c) annually reviews the terms of reference of the Committee and recommends to the Board Governance Committee any required changes.

6. Reporting to the Board of Governors
The Committee reports regularly to the Board of Governors with respect to its activities and decisions.

Decision History:

DATE	DECISION-MAKER	DECISION

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 the acquisition or disposition of real property as determined by the Board-approved Real Property Compliance Policy;
h)   review and recommend to the Board lands transferred to University of Alberta Properties Trust Inc.;
i)   review and recommend to the Board the appointment and renewal of terms of office of directors of the University of Alberta Properties Trust Inc.;
j)   receive for information functional namings as approved by the Vice-President (Facilities and Operations);

Information Technology

k)   review reports, strategies, and plans regarding physical infrastructure and resource optimization for University information technology systems;

Policies

l)   approve policies for intellectual property and technology transfer;
m) approve policies for construction and supply contracts, policies governing the use of space and planning reports for individual capital projects;
n)   recommend to the Board capital expenditure policies for the committee and for the Board;
o)   review and recommend to the Board policies for the control and regulation of pedestrian and vehicle traffic on University lands;
p)   review and approve policies on financial risk management for risks which may jeopardize the achievements of the strategic vision of the University;
q)   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

r)   Review and provide recommendations to the Board Audit Committee on the University's enterprise-wide risks and risk measures related to the Committee mandate;

s)   monitor trends affecting the University and the implications of those trends on finances and property of the University;

t)   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;

u)   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;

v)   review planning reports for individual capital projects and receive a quarterly report on these;

w)   receive for review an annual report from University of Alberta Properties Trust Inc.;

x)   receive for review an annual report on donations and gifts and monitor performance against fundraising goals; and

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)   approve the acquisition or disposition of real property as determined by the Board-approved Real Property Compliance Policy.

h)   approve lands transferred to University of Alberta Properties Trust Inc.;

i)   approve the appointment and renewal of terms of office of directors of the University of Alberta Properties Trust Inc.;

j)   approve policies for the control and regulation of pedestrian and vehicle traffic on University lands.

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
2016-03-01	Board Finance and Property Committee	Recommended to the Board of Governors
2016-03-18	Board of Governors	Approved
2016-09-27	Board Finance and Property Committee	Recommended to the Board of Governors
2016-10-21	Board of Governors	Approved
2017-09-26	Board Finance and Property Committee	Recommended to the Board of Governors
2017-10-20	Board of Governors	Approved

Item No. 9

Governance Executive Summary
Action Item

Agenda Title	Taking Care of our Campuses: An Integrated Asset Management Strategy (2019-2035)

Motion

THAT the Board Finance and Property Committee, on the recommendation of General Faculties Council, recommend that the Board of Governors approve the Integrated Asset Management Strategy, as proposed by the Office of the Vice-President (Facilities and Operations) and as set forth in Attachment 1, as the basis for future infrastructure decisions across all campuses.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Facilities and Operations
Presenter(s)	Andrew Sharman, Vice-President (Facilities and Operations)

Details

Responsibility	Office of the Vice-President (Facilities and Operations)
The Purpose of the Proposal is (*please be specific*)	The University's executive leadership, the General Faculties Council, and the Board of Governors have all had the opportunity to review, comment, and provide revisions to the guiding principles upon which the Integrated Asset Management Strategy was developed. The Board Finance and Property Committee and the Board of Governors are now being asked to endorse the strategy, which will steer infrastructure decisions across all campuses for the foreseeable future.
Executive Summary (*outline the specific item – and remember your audience*)	This Integrated Asset Management Strategy (IAMS) will look at better utilizing owned space, reducing reliance on leased space, appropriately renewing and disposing of buildings, and prioritizing where the university needs to invest its limited resources to address deferred maintenance liabilities, while increasing a focus on preventive maintenance. Publicly funded infrastructure will be increasingly scrutinized to ensure renewal, repurposing, and optimization occur in advance of any new construction. This continues to put pressure on all public organizations to better use and maintain their assets. The strategy is, simply put, a guide to ensure that all aspects of managing the physical assets of the university are considered. This means optimizing the inventory of facilities that are key to the institution's mandate and prioritizing that inventory based on critical, to necessary, to non-necessary. As the University of Alberta continues to change and evolve to continue meeting users' needs, its infrastructure must be positioned to support these changing needs and demands, now and into the future. The Facilities and Operations team looks forward to meeting these needs and collaborate across the University of Alberta in taking care of our campuses for the future.
Supplementary Notes and context	The motion is pending recommendation from General Faculties Council Academic Planning Committee. Any discussion at that meeting will be

	summarized in the presentation of this item, unless it is substantial, in which case revised documents will be posted following that meeting.

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* •
	The guiding principles were shepherded through numerous committees of the Board of Governors and the General Faculties Council. At each committee, input was received and incorporated resulting in the fulsome IAMS. *Those who have been **consulted**:* • President's Executive Committee – Operations: January 7, 2019 • FDC – February 14, 2019 • APC – March 13, 2019 • GFC Exec – April 15, 2019 • Board Finance and Property Committee: April 16, 2019 • GFC – April 29, 2019 • Board of Governors: May 10, 2019
	*Those who have been **informed**:* •
Approval Route (Governance) (including meeting dates)	President's Executive Committee – Strategic: May 9, 2019 GFC Exec – May 13, 2019 APC – May 22, 2019 FDC – May 23, 2019 GFC – May 27, 2019 Board Finance and Property Committee: May 28, 2019 Board of Governors: June 14, 2019

Strategic Alignment

Alignment with *For the Public Good*	**Institutional Strategic Plan – *For the Public Good*** **SUSTAIN** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. 23. Objective: Ensure that the University of Alberta's campuses, facilities, utility, and information technology infrastructure can continue to meet the needs and strategic goals of the University. i. Strategy: Secure and sustain funding to plan, operate, expand, renew, and optimize the use of campus infrastructure to meet evolving teaching and research priorities.

Item No. 9

Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management	☐ Relationship with Stakeholders
	☒ Faculty and Staff	☒ Reputation
	☒ Funding and Resource Management	☐ Research Enterprise
	☐ IT Services, Software and Hardware	☒ Safety
	☐ Leadership and Change	☒ Student Success
	☒ Physical Infrastructure	
Legislative Compliance and jurisdiction	*Post-Secondary Learning Act* (PSLA) GFC Facilities Development Committee Terms of Reference GFC Academic Planning Committee Terms of Reference GFC Executive Committee Terms of Reference Board Finance and Property Committee Terms of Reference	

Attachments:

1. Taking Care of our Campuses for the Future: An Integrated Asset Management Strategy (2019-2035) (24 pages)

Prepared by:
Gordon Weighell
Senior Administrative Officer
Office of the Vice-President (Facilities and Operations)
Email: gweighel@ualberta.ca

Taking Care of our Campuses

INTEGRATED ASSET MANAGEMENT STRATEGY

Table of Contents

The University of Alberta respectfully acknowledges that we are situated on Treaty 6 territory, traditional lands of First Nations and Métis people.

Vice-President Facilities and Operations Message

The University of Alberta's Strategic Plan (2016-26), *For the Public Good*, defines the vision, goals, and specific targets that guide the institution's focus and resources. This Strategic Plan sets the conditions to inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community. A key objective highlighted in this Strategic Plan is the importance of ensuring our campuses, facilities, and utilities meet the institution's needs and goals. Facilities and Operations leads this work and is proud of what's been accomplished to-date and of how its future planning will support decisions that align to learners' and researchers' needs.

The University of Alberta is renowned for its leadership, achievements, and public service, ranking among the top universities in Canada. The institution also ranks amongst the highest in Canada for its volume and value of infrastructure assets. This large volume of assets, while supportive of space needs for all faculty and students, requires the university to strategically look at the life cycle of all buildings and grounds. This means: planning, creating and acquiring, operating and maintaining, and renewing or disposing. This on-going life cycle review of buildings and grounds facilitates continued excellence in supporting learning and research. The ways in which spaces are designed, used, and maintained are critical factors to the accessibility, effectiveness, and sustainability of assets. Facilities and Operations will continue to proactively and cost-effectively manage its assets, strengthening the learning and research foundations for students, faculty, staff, and community.

The condition of buildings and physical support assets are assessed on a regular basis to ensure they will deliver the optimal value over every buildings' lifespan and ensure the life, health, and safety of users. While some deferred maintenance may not present an immediate challenge, as the maintenance backlog grows, the risk of building failures (mechanical, electrical, building envelope) grows exponentially with each passing year. This means the cost of maintenance continues to grow (including inflationary pressures and market escalation (material and labour costs) as the age of a facility increases and needed maintenance is not completed. With the aging facilities and the growing uncertainty of provincial operating and maintenance funding, the university's deferred maintenance liability will continue to grow until a "tipping point" is reached. This may necessitate directing available funding to emergency or break down situations, versus maintaining the facilities.

This Integrated Asset Management Strategy will look at better utilizing owned space, reducing reliance on leased space, appropriately renewing or disposing of buildings, and prioritizing where the university needs to invest its limited resources to address deferred maintenance liabilities. This all must occur while increasing a focus on preventive maintenance. Publicly funded infrastructure will be increasingly scrutinized to ensure renewal, repurposing, and optimization occurs in advance of any new construction. This continues to put pressure on all public organizations to better use and maintain their assets.

The Strategy is, simply put, a guide to ensure all aspects of managing the physical assets of the university are considered. This means optimizing the inventory of facilities that are key to the institution's mandate and prioritizing that inventory based on critical, to necessary, to non-necessary.

As the University of Alberta continues to change and evolve to continue meeting users' needs, its infrastructure must be positioned to support these changing needs and demands, now and into the future. The Facilities and Operations team looks forward to meeting these needs and collaborating across the University of Alberta and with others to take care of our campuses.

Andrew Sharman
Vice-President Facilities and Operations

Why a Strategy?

The impact of the growing operational and maintenance challenges has created a perfect storm—increased demand and expectations coupled with aging inventory, limited funding, and uncertainty of funding in the future. Facilities and Operations has therefore engaged in a review of how the university manages its inventory, what funding can reasonably be expected versus what is needed, and how best to move forward while maintaining the desire to be a leading academic institution.

This Strategy sets the direction for the University of Alberta's infrastructure assets, while defining a long-term roadmap. It describes the current state and the conditions that created some of the challenges currently being faced, while also identifying the future direction and actions to be taken. An important focus of this Strategy is that all students, staff, faculty, visitors, and members of the community are stewards of the University of Alberta's buildings and grounds and how each uses the institution today has a direct impact on its future state.

This Strategy also sets a collective mission, vision, principles, goals, and actions for future-proofing the University of Alberta's infrastructure. It will help guide decisions to support the infrastructure needs of learners, faculty, staff, and community, while balancing the risks, opportunities, and fiscal environment in which the institution operates. This Strategy is a living document that will be reviewed as part of annual planning processes.

The development of the Strategy occurred amongst Facilities and Operations staff with communication and feedback incorporated from stakeholders across the campuses. The guiding principles have been endorsed by the Board of Governors and General Faculties Council to ensure they best reflect the considerations to be understood for any changes to space and facilities.

Strategic Context

The university manages almost 1.73 million square metres in nearly 500 buildings across its five campuses. This is one of the largest volumes of buildings across the greatest land base of Canadian universities and over 60 percent of these buildings are over 40 years old. The widely recognized maintenance investment for post-secondary institutions is typically two per cent of the buildings' replacement value and, when investments fall short of that target, maintenance is deferred. Deferred maintenance is essentially the difference between the optimal investment and the actual investment in maintenance and, in its simplest definition, is the maintenance that should have been done, but wasn't.

There are a number of factors that contribute to the growth in deferred maintenance liability. One of the greatest factors was insufficient funding for preventive and deferred maintenance from government and the institution over the past many years. A second factor is the accelerated depreciation of some buildings and roadways, which is largely due to unsustainable construction practices in the 1950s that did not consider long-term maintenance needs, nor the impact of extreme changes in weather patterns. The DNA of all buildings going forward needs to be future-proofed against extreme and expensive maintenance and long-term renewal costs. Lastly, there has been an absence of data and analytics that identified current and forecasted future state of buildings to enable pro-active planning and strategic allocation of maintenance funding.

The lifespan and ongoing functionality of infrastructure is affected by how it's used, looked after, the ways in which services and repairs are carried out, the prioritization for renewal, the current and future needs and expectations of users, and available funding. Impacts from sudden weather or temperature changes also impact buildings and grounds. All of these impacts make it important to ensure evidence drives decisions of how best to support continued infrastructure renewal and plan for long-term needs. For many years necessary maintenance work has been delayed indefinitely due to insufficient funding and, if this trajectory is not altered, the institution will face an increasing magnitude of disruptions to facilities and, consequently, the ability to support the academic and research objectives.

Tackling maintenance backlogs, future-proofing infrastructure, and continuing good fiscal stewardship in times of economic constraint will require new ways of thinking and making decisions. This will mean difficult choices, optimizing existing infrastructure, improved coordination across campuses and with other partners, and better data and strategic analytics.

The collective challenge is to balance expectations with the best use of limited resources while considering growth of assets versus ongoing maintenance. While there have been remarkable additions to the University's building inventory in the last decade (e.g. Centennial Centre for Interdisciplinary Science, Edmonton Clinic Health Academy, National Institute for Nanotechnology, Nîpisîy House, Thelma Chalifoux Hall, and the Jeanne and Peter Lougheed Performing Arts Centre in Camrose), the priority across all campuses is now on the renewal and refurbishment of existing buildings with very limited consideration for facility expansion or new construction. A critical assumption is that, as facilities are considered for disposal or removed from the infrastructure inventory, the associated funding is retained and directed towards maintaining, upgrading, and operating the remaining key assets.

By prioritizing the inventory, a natural process for determining the allocation of available funding can be developed. This means that some facilities will receive more funding (to get them up to the desired standard); some may receive the same (given their condition and usage); some may receive less (due to lower priority/end of life cycle); and some may not receive funding at all. For those facilities identified as needing less or no funding, additional work is necessary to increase awareness of relevant stakeholders/users. In some instances, this leads to consideration for the disposition of those facilities and the impact on programs. Where the university's facility assets cannot meet the criteria necessary to justify retention and/or upgrading, then alternatives need to be considered.
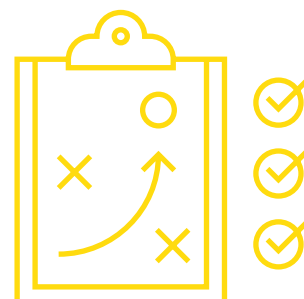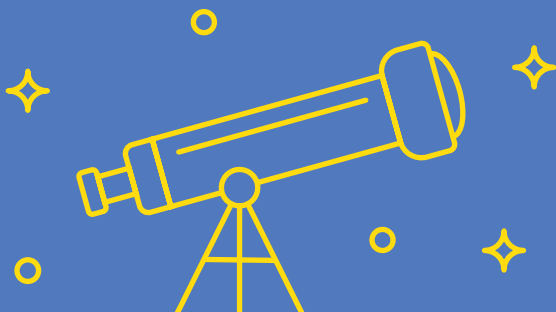
Vision

Provide the foundation that enables the university community to excel.

Mission

That the University of Alberta has superior stewardship of all its infrastructure across the five campuses, while cultivating the best possible environment for learning, teaching and research now and into the future.

Planning Cycle

The below visual (Figure 1) is a simplified representation of the numerous interdependent plans that the University of Alberta uses to achieve its vision, mission, and outcomes, while shaping and stewarding its direction. Embedded as the core, is the University of Alberta's overarching Strategic Plan, *For the Public Good*. The cascade of planning then starts with academic and research plans through to administrative business plans such as the university's Capital Plan, which is a legislated document required by the Government of Alberta and included in the annual Comprehensive Institutional Plan.

The Capital Plan is informed by other Facilities and Operations' related information, such as: consultation across campuses, long range development plans,

resource plans, space utilization data, and prioritization processes. This work aligns and works together to serve many needs, including: ensuring accessible space for learners, faculty, and staff; supporting utility needs of campuses; monitoring and maintaining assets; designing, renewing, building, and removing capital assets; ensuring ancillary supports and services are available; and maintaining legislated long-range development plans.

This strategy supports and guides the annual Capital Plan. It helps build and strengthen the right foundations to strategically respond to the academic and research missions, while considering the needs of users and the fiscal realities.

FIGURE 1

Planning landscape at the University of Alberta
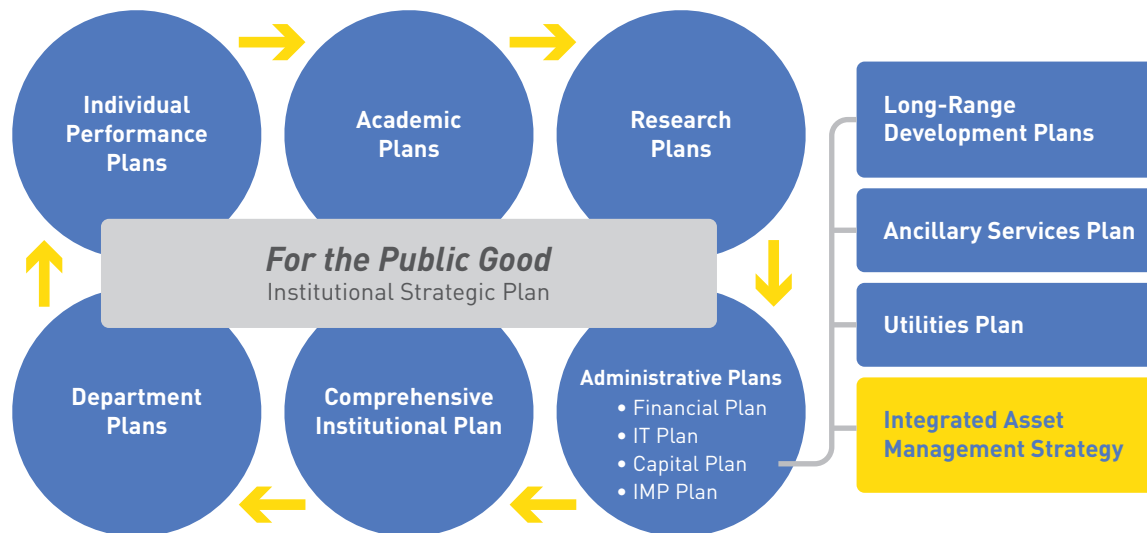
Environmental Analysis

The University of Alberta is not unique in facing a challenge of growing costs for infrastructure maintenance that exceed available resources, while balancing on-going and changing space needs, changing expectations of users, and increased innovation in building design and delivery. This is a challenge of many post-secondary institutions and public organizations world-wide. What will be unique is *how* the University is strategic in its use of analytics, the disciplined choices it will make to meet the growing needs and expectations for space, and its decisions in managing these costs. The on-going choices will include identifying assets for renewal, repurposing, closure, disposal, and even demolition. The choices will be driven by evidence of today with projections of tomorrow. They will also look at partnerships and collaborative opportunities in infrastructure design, operations, maintenance, and funding.

Maintenance is considered any activity that seeks to maintain the desired operating condition of an asset. Keeping up with maintenance ensures reliable and safe building occupancy for users. There are five types of maintenance, including: 1) emergency and reactive maintenance that is typically unplanned and urgent; 2) supportive maintenance that supports program and research equipment; 3) corrective maintenance that seeks to resolve chronic failures through performing major repairs or replacement of assets; 4) preventive and predictive maintenance that seeks to resolve maintenance issues before they arise as well as regular maintenance requirements; and 5) deferred maintenance that is required but deferred to future years. The accrual of deferred maintenance increases the risk and liability to the institution and is a large focus of this Strategy.

The current asset replacement value of the supported and unsupported buildings is nearly $7.25 billion[1]. As of 2018, the University of Alberta's deferred maintenance liability for these buildings was nearly $353 million[1], with only $34.9 million[2] currently provided as an annual Infrastructure Maintenance Program (IMP) grant for the supported buildings by the Government of Alberta. The University's buildings, roadways and grounds, whether for learning and research, student services, offices or storage, incur significant capital and recurring operating and maintenance costs and are amongst the highest of the direct operating costs of the institution. If this current rate of growth of on-going maintenance and deferred maintenance liability continues, deferred maintenance liability could reach $1 billion by 2027 (See Figure 2).

In order to effectively manage risks associated with the deferred maintenance liability, it is critical to strategically invest funding. Extensive research across North America suggests that the annual average maintenance investment in facilities should represent approximately two per cent of the replacement value. This can vary from less than two per cent to around five per cent for complex and/or sophisticated buildings (laboratories, research, and other specialized facilities). This would typically have meant a minimum of $145 million per year dedicated to maintenance to avoid an accumulation of deferred maintenance (two per cent of $7.25 billion of the current replacement value) for all buildings and roadways. The impact of not having an appropriate threshold of maintenance funding for the infrastructure under management has resulted in the current deferred maintenance liability and its rapid upward trend.

Facility maintenance is a continuum made up operational (day to day), major maintenance (building systems and components), and major upgrade/modernization. The University is funded by the Government of Alberta through a variety

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[1] Includes both supported and unsupported facilities. Supported facilities strongly align to the educational role and mandate of the institution, thereby currently receiving operating and maintenance dollars from the Government of Alberta. This includes student classrooms, research spaces, study areas, etc. Going forward, there is less certainty that the Government of Alberta will be providing operating dollars for any new supported facilities

Unsupported facilities are less aligned to the institution's role and mandate, including: food services, parking, residences, retail outlets, etc.

[2] The $34.9 million is IMP funding for supported infrastructure only, directed towards deferred maintenance.
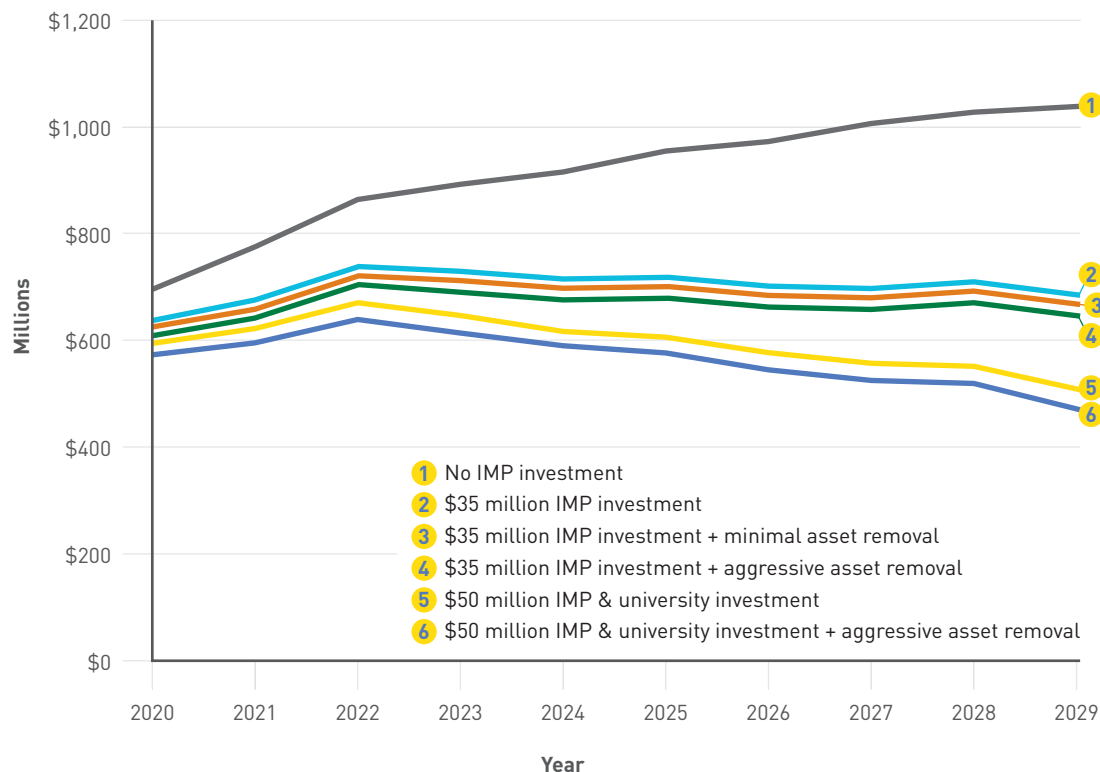
of sources: operational through lights-on funding (allocated as part of our base funding allocation), major maintenance through capital maintenance and renewal (IMP) funding, and major upgrade/ modernization funding which is provided on a project-by-project approval basis. Other sources of maintenance funding can be directed from internal sources such as partner funding from faculties or centrally by the university. The University contributed its first funding of $1 million in 2019-20 to address deferred maintenance with an aspiration for that amount to increase over time.

Difficult choices lie ahead and repurposing and/or removing any infrastructure from such a monumental institution with over a 100-year history will require debate and discussion to understand concerns and areas of potential resistance. These collaborative discussions and ultimate choices are good asset

management practices grounded in principles. The principles have been discussed in early 2019 with Board of Governors, the General Faculties Council, the university's executive and faculty leadership, and students. The principles emphasize: 1) student life experience, research and scholarship; 2) asset management; 3) campus character; and 4) decision-making.

Figure 2 provides examples of the types of choices that will be informed by an asset management strategy. This figure forecasts six scenarios based on varying levels of financial commitment from the Government of Alberta and the University of Alberta to mitigate the deferred maintenance liability coupled with removing building assets that have either exceeded their life expectancy, their cost to maintain is larger than the value of the buildings, and/or they no longer meet users' needs in design or operation.

Deferred maintenance liability scenarios for supported, unsupported and mixed buildings

1. No IMP investment
2. $35 million IMP investment
3. $35 million IMP investment + minimal asset removal
4. $35 million IMP investment + aggressive asset removal
5. $50 million IMP & university investment
6. $50 million IMP & university investment + aggressive asset removal

While these are only examples, they illustrate the disciplined choices necessary over the years ahead requiring deep engagement across the institution and tight alignment to the institution's academic and research needs.

The data presented in Figure 2 (page 9) are the best available at this time, but do not include the maintenance needs of the newer and more complex buildings on campus[3]. It is likely that when this information becomes available and integrated into our information systems, the forecasted liabilities will be much higher.

Greater than 50% of the University of Alberta's individual buildings were built in the post-war (1951-75) or modern (1976-90) eras which are known to have unsustainable construction processes with an original intent that lesser construction quality would be offset by sufficient maintenance funding that would mitigate any deficiencies. These buildings have a 50- 60 year life cycle, ending now (Figure 3). Many of the critical systems in these buildings are at or near the end of their life and their failures would impair the delivery of the institution's academic mission if preservation funding or increased maintenance dollars are not available.

The choices the University makes will need to bend the trend of expenditure growth in our deferred maintenance liability. While the adjacent visuals display the number and volume of buildings at different ages and areas, the impact of the more modern and complex buildings will be significant (Figure 4). This second wave of impact of maintenance needs requires the planning and financial policies to be established now in order to best mitigate the future consequences.

Building Distribution Based on Age

Number of buildings

Area (M²)

- <10 years old
- 10–19 years old
- 20–39 years old
- 30–39 years old
- 40–49 years old
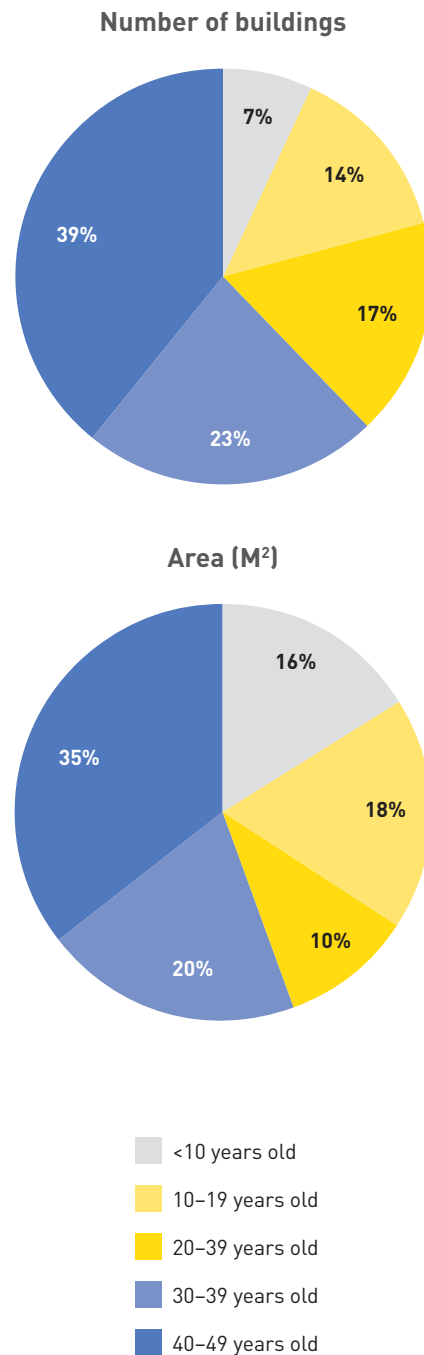
[3] Such as ECHA, CCIS and DICE.

FIGURE 4

Bow Wave of Deferred Maintenance Liability

Pre-War	Post-War	Modern	Complex
1907–1950	1951–1975	1976–90	1991–2018
10% of area	44% of area	9% of area	37% of area

Cumulative building area [M²]

Construction year
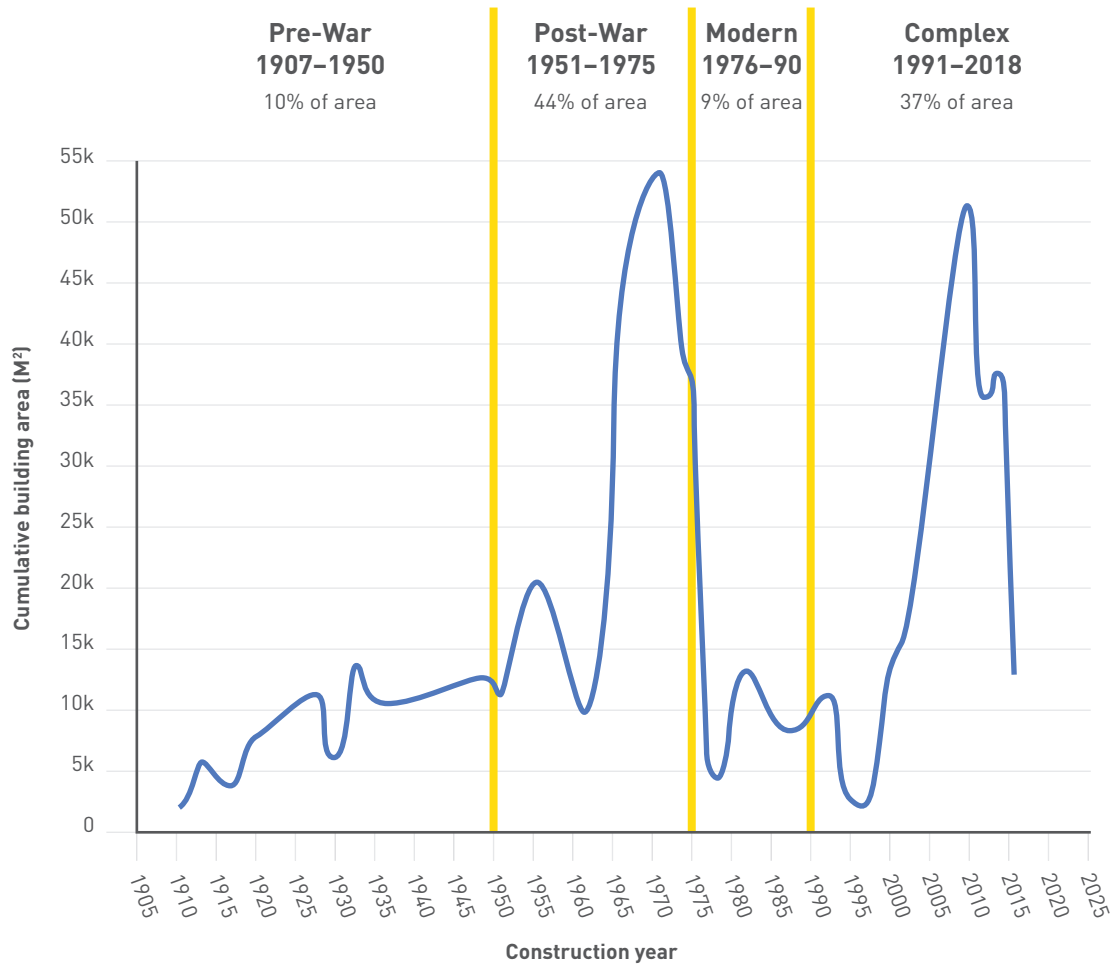
Principles

Principles set a foundation for a system of decision-making and actions. The below principles are guiding the asset management decisions that will be made in the short and long term. They have been reviewed and supported by both the General Faculties Council and Board of Governors, as well as leadership tables such as President's Executive Committee. The fourteen principles are intended to have a long term lens in their application.
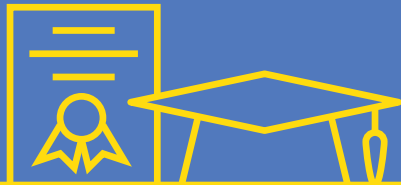
Student Success, Life Experience, Research and Scholarship

1. Campus spaces foster positive student learning and living experiences.

2. Building assets that positively contribute to teaching, research and service.

3. We endeavour to provide modern environments, including staff space, reflective of today's pedagogies.

4. Facilities are capable of supporting world-class research across multiple disciplines.

Asset Management

5. Buildings are continually evaluated to prioritize investments in capital (renewal, expansion, new construction); in maintenance (preventative, current and deferred); and obsolescence.

6. Recognizing the inherent uniqueness in an institution of higher learning, while maximizing system-wide functionality.

7. Social, economic and environmental sustainability is achieved by:

    a. Incorporating inclusive design principles into campus infrastructure (e.g. all-gender, barrier-free).

    b. Reducing our ecological footprint.

    c. Reducing operational costs.

    d. Continually advancing the three pillars of sustainability: social, economic and environmental.

Campus Character

8. Every building has a unique role and its strategic value in the institutional inventory is more than a mathematical computation.

9. Fostering the active transportation experience is seen to be a priority on all campuses.

10. Campus buildings and grounds will be aesthetically coherent and maintained in a way that considers the community in which it resides.

11. Considerations for removing building inventory will include a meaningful assessment of its historic value and placement in the university's architectural mosaic.
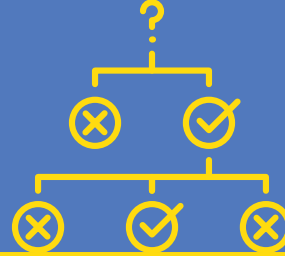
Decision-Making

12. Adhere to all government-mandated long range development plans, sector plans, urban planning principles, and building codes and regulations.

13. Spending must adhere to government guided parameters:

a. "Lights-on" (Base) funding: the portion of the Campus Alberta Grant that is used to cover building operating costs (e.g. utilities, janitorial, maintenance, insurance, etc.).

b. Infrastructure Maintenance Program (IMP): a variable annual allocation intended to address deferred maintenance on base building systems.

c. Capital grants: funds received in order to achieve a specific building project.

14. Decisions are evidence-based and supported by openly available data related to building occupancy, functionality, performance, environmental considerations, and deferred maintenance.

a. Supported by the CIP, we strive to have a *"data-driven approach to maintaining, renovating and repurposing existing spaces on campus."*

b. In order to support modern learning environments we need to have the ability to sustain building infrastructure.

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Goals and Actions

There are four stages, illustrated below, of the life cycle of assets (Figure 5). They are highly interdependent, suggesting the rigour and quality of each stage impacts the subsequent stages. These align with the aforementioned principles and each has specific goals and actions that will be monitored and reported as part of regular operations within Facilities and Operations. This regular reporting will include performance indicators, best practice targets, and on-going review and risk analyses.

Asset Management Life Cycle
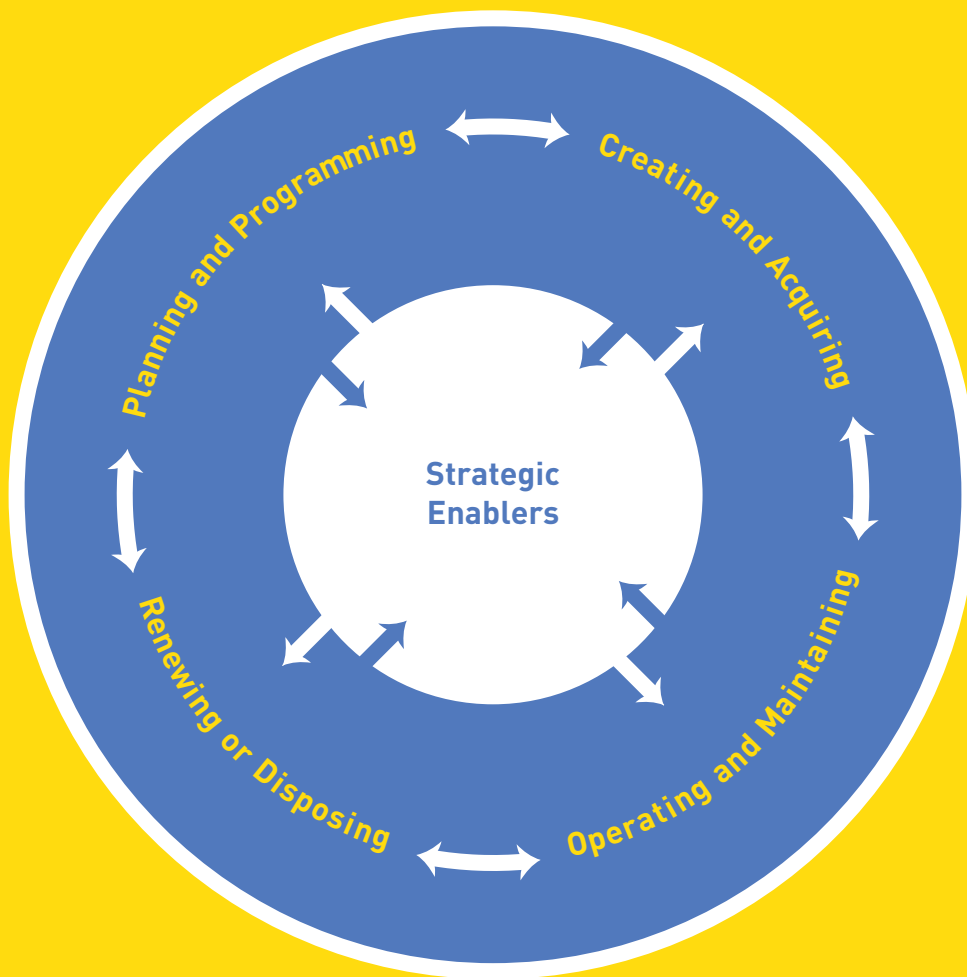
Planning and Programming

> **1. Strengthen campus planning processes and outputs to consider future events, innovation and risks.**

> **2. The University's infrastructure will meet end-users' space needs while enabling a positive experience.**

Campus long range development planning processes are the convergence of many collaborative planning events to understand, anticipate, and design the campus and identify priorities of tomorrow including alignment with the academic mission; research priorities and needs; supporting students' academic, social and wellness aspects; and considering the emergent future risks to a post-secondary institution.

   a. Maintain current **Long Range Development Plans and Sector Plans**[4] to ensure they act as frameworks to support academic visions and student experiences.

   b. Demonstrate **consistency in direction and decisions for campus planning** that exemplifies best practices in smart growth, healthy community and sustainable design.

   c. **Create more innovative approaches to the development of flexible and adaptable space** to meet changing needs of users.

Planning inputs and cycles are co- and interdependent with many functional inputs across the institution, including: academic, research, operational, risk, equipment maintenance, deferred maintenance, and capital disposal. Sound planning and implementation inspires excellence, significantly impacts educational progress, overall productivity, researcher retention, and satisfaction of end users. Aligning programming, planning, and functional design principles within an academic and research delivery framework is crucial to the success of the user experience.

It is a pathway that is deliberate and guided by many tangible and intangible factors and phases. The formalization from idea to a hard asset is founded in life cycle and deeply connected to a strong stewardship mandate. Over the course of a normal life cycle span, approximately only one tenth of an asset's cost is related to its initial capitalization phase and, as such, the relevance of life cycle assessments is fundamentally important in determining and making decisions to construct, lease, or acquire new assets.

   a. Advance a **consistent approach in optimizing space** that aligns with space standards, and provides guidance on how space connects to the overall academic mission, accessibility of key user groups, and unit cost impacts.

   b. Collaborate with faculties to ensure completion of **General Space Programming (GSP)** and **Functional Programing (FP)** to affect academic planning outcomes in priority areas.

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[4] These are mandated in the Post-Secondary Learning Act.

Creating and Acquiring

3. Stakeholders are appropriately informed and engaged when there are significant changes to assets.

4. Evaluate space aspirations to align within a framework of established criteria.

Based on the resource allocations in the planning and programming phase, ensure that stakeholder engagement, principle-based defined outcomes, and alignment to effective stewardship principles are effectively considered and executed. This will occure in a transparent and responsible manner. Excellence in planning and execution are the cornerstones to both asset management and space utilization successes.

a. **Develop a consistent approach to communications and engagement** prior to any significant change to infrastructure.

b. Throughout key design implementation phases, input is sought from stakeholders to ensure the multitude of institutional perspectives are acknowledged and **decisions are founded in a common understanding of approved requirements, limitations, and/or compromises**.

c. Ensure **compliance to institutional design and operational standards** as part of the Board of Governors space policy.

At any given time, students, faculty, and staff will express a desire for new, expanded, or repurposed space. These requests will increasingly undergo a multitude of assessments to understand need, evaluate if stated requirements fall within a framework of established criteria, and seek assurance from executive leadership of the relevance and value of desired space needs.

a. Facilities and Operations will **provide guidance and direction** to academic and business entities regarding space needs and seek endorsement of appropriate levels of leadership.

b. Formal planning and design will include an **evaluation framework; capital and operating budget analysis; operational impact assessment; and consideration of alternatives** (renewal, lease, rebuild). Space need options will be formalized and submitted to appropriate levels of leadership for input and decision.

c. Projects requiring government financial support will be **prioritized, benchmarked, and submitted for consideration within the BLIMS and/or federal government submission processes**.

Operating and Maintaining

> **5. Optimize operations to strategically re-invest funding to maintenance programs and/or capital renewal efforts to better manage the growing deferred maintenance liability.**

Operating and maintaining assets can account for up to 90 per cent of the total cost of building ownership and is comprised of the daily use: support and maintenance such as administration costs (insurance, security, etc.); routine maintenance and minor repairs; custodial services; fire protection services; pest control; snow removal; grounds care; environmental operations; and utility charges (electric, gas, water). All members of the University of Alberta community can individually and collectively help meet and potentially extend the life cycle of infrastructure through understanding and adapting behaviours in how critical assets are used and cared for.

a. **Enhance preventive and predictive maintenance programming** to support improved efficiencies.

b. **Establish campus service standards and levels** and actively manage and measure across all campuses.

c. **Develop marketing and awareness campaigns** that emphasize the role each member of the university has in stewarding and maintaining its assets.

d. **Advance sustainable operations' practices** to support sustainability and environmental targets.

Renewing or Disposing

> **6. The renewal, repurposing and end-stage of assets or their components will inform decisions as part of an integrated process.**

Facilities and Operations will lead the optimization of capital and other asset investments to improve the use of assets with centralized asset management and tracking. This integrated process reduces excess inventory with a clear understanding of actual needs; enable better decisions in renewal, repurposing, or replacement to avoid unnecessary expenditures, and facilitate the decommissioning and/or disposal of assets.

a. **Undergo a regular review of aligning all assets'** to the academic and research mission, considering prioritization criteria and guiding principles.

b. **Financial, space, and academic modeling will be implemented** as part of the analytic framework to support choices of which buildings will undergo changes.

Strategic Enablers

7. Establish a strong information and analytics platform to support evidence-based decision-making.

8. Enhanced monitoring and reporting of progress will be embedded into the Facilities and Operations portfolio processes.

Robust, consistent, and transparent decisions can be more effectively made when the information they are based on is complete, accurate, and integrated. In order to support improved management of assets, potential investment decisions, or monitoring of performance against service levels, a strong data inventory and analytics framework is needed.

a. **Strengthen front line processes and information gathering** to instill higher confidence in facilities' data.

b. **Complete technology and business needs' assessments** to identify integrated solutions that support business requirements.

c. **Build predictive modeling of key asset's** that consider multiple factors to the longevity and operational costs of assets.

This Strategy provides Facilities and Operations a framework for the effective and efficient management of the institutions' assets. This is a living document which is relevant and integral to the daily asset management activities across the campuses. To ensure the Strategy remains relevant and responsive, the following actions will be undertaken.

a. **Refresh the Strategy as part of the annual planning cycles** in place across Facilities and Operations.

b. **Implement quality assurance audits** of asset management to ensure the integrity and cost effectiveness of data collected.

c. **Develop a reporting dashboard** aligned with each phase of an asset's life cycle and report on progress and actions on a quarterly basis.

Next Steps

Taking care of our campuses today, will provide a stronger tomorrow. This requires strategic choices of how to manage and future-proof the full life-cycle of current and future infrastructure assets. This requires support from across the university faculties, schools, departments, faculty, researchers and staff, key stakeholders, as well as with different orders of government. All stakeholders are stewards of these assets and have a direct influence on the state and care of all of them.

One to Two Years

In the next year, Facilities and Operations will be more evidence-driven and seek opportunities to harness innovation in how it maintains, monitors, and operates infrastructure. This includes predicting trends that will improve capital-planning decisions based on expected performance of existing infrastructure. It will also see remote sensors reporting on performance of equipment and productivity of these assets to enhance maintenance cycles and reduce overall operating costs.

Space will be optimized in ways that will align with the academic and research mission while minimizing the quantity of leased space to reduce the overall operating and maintenance costs while allowing more focused and targeted investments. All new or enhanced capital infrastructure will be evaluated to establish the full life cycle costs. There will be renewal of targeted buildings where learners' needs, efficiency gains, and space optimization are evident, such as renovations of the Dentistry/Pharmacy building and Lister Hall.

Land and infrastructure not core to the academic and research missions or not aligned with students' needs or support may be disposed or exchanged for other assets or developed to realize revenues for the institution. And lastly, buildings that have met the end of their life cycle, do not align with the academic and research missions, do not meet student needs' or supports, or are prohibitive to operate or maintain will be decommissioned and, in select instances, demolished.

Three to Five Years

Over the next three to five years, Facilities and Operations will use predictive analytics to better understand performance, utilization, ecological impacts, and operating costs of assets including the impact of external events such as changing weather patterns and advances in innovation. As increasing amounts of building data is gathered by sensors and sources across all networks, assets that are 'over-maintained' and too cost intensive will be identified leading to a consideration of where alternatives may be more appropriate. There will also be a better understanding of space utilization and, where appropriate, changes to how space is used will need to be made. This will range from reductions to overall space, new configurations, or alternative lay-out and design.

There will also be an increased emphasis on customer service in planning and delivery of infrastructure, including opportunities for continual feedback and satisfaction evaluations from users. This feedback will support continuous improvement throughout the full life cycle.

Lastly, buildings that have reached the end of their life cycle, have increased operating and maintenance costs, and the return on investment to academia through to the financial analysis is unsustainable, will be decommissioned. And, in some instances, these buildings will be demolished if adequate and appropriate space is available elsewhere.

Five to Fifteen Years

In the next five to fifteen years, there will be changes in how students learn, how academia educates and trains, and there will likely be a substantive growth in the number of students attending post-secondary education. Innovation, technology, and environmental considerations will also increasingly influence asset needs and how infrastructure will be used. These changes over the years ahead will require adaptive and flexible space that more easily changes to the needs of users. Creativity will be needed now in order to accommodate for changes in the future.

There are numerous impacts that will influence infrastructure decisions. One impact relates to autonomous vehicles and increased public transit potentially resulting in how the institution addresses parking and road infrastructure. This may require more sensors and cameras across the institution to support vehicle and passenger safety. Similarly, advances in alternative energy systems may result in changes to the utility grid and power systems, water collection and storage, and even energy storage. This could have a direct impact to the adjacent partners that use the University of Alberta's utility systems. Student learning spaces may shift from a 'sage on the stage' to a 'guide on the side' suggesting a greater need for more collaboration and collision space for students to work together in ways that better enable collaboration and inter-disciplinary learning. Lastly, there may be mergers or acquisitions in post-secondary that expand the volume of assets that the University of Alberta is responsible for, thereby requiring even greater discipline in space optimization and efficient use and maintenance of infrastructure. These are only a handful of the impacts that changes in the environment, the fiscal context and advancements in technology could potentially influence our infrastructure. Facilities and Operations will increasingly undergo environmental scanning, strategic foresight and risk analysis, appropriate adoption of technology, and acceleration of analytics to understand the impact of potential decisions.

Summary

The current situation is not sustainable and action is needed now—this Strategy will strengthen how we care for our campuses to ensure long term resilience and sustainability.

Infrastructure is an enormous collective investment and a tremendous resource for a community, society, and the economy. All members of the University of Alberta community are stewards of its buildings and grounds. The majority of assets are increasingly vulnerable to outliving their life cycle, bringing safety, student and research programming, financial enterprise risks, and escalating overall operations and maintenance costs. The current situation is not sustainable and action is needed now, therefore this Integrated Asset Management Strategy requires extensive thought, input, and action. These challenges are not insurmountable but will require dedicated resources, behaviour change, concerted focus, and purposeful collaboration.

This Strategy and the actions within it will strengthen how the institution cares for its assets and work toward bending the trend of operations and maintenance expenditures to ensure that the institution is resilient and sustainable for the long-term. Strategic asset management will underpin all activities and investment decisions related to managing our physical infrastructure assets in order to ensure optimal outcomes that underpin the core mission.

Item No. 10

Governance Executive Summary
Action Item

Agenda Title	**Space Management Policy**

Motion

THAT the Board Finance and Property Committee, on the recommendation of the General Faculties Council Academic Planning Committee, recommend that the Board of Governors approve the revisions to the Space Management Policy, as set forth in Attachment 1, to take effect upon approval by the Board of Governors.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Office of the Provost and Vice-President (Academic)
	Office of the Vice-President (Facilities and Operations)
Presenter(s)	Wendy Rodgers, Deputy Provost

Details

Responsibility	Office of the Vice-President (Facilities and Operations)
The Purpose of the Proposal is (*please be specific*)	To recommend updates to the existing Space Management Policy to enhance consistency of language across the University's policies and procedures dealing with the use of space; the updates are consistent with current practice.
Executive Summary (*outline the specific item – and remember your audience*)	The objective of the proposed revision is to ensure that the policy clearly articulates the University's approach to balancing competing interests and responsibilities in making decisions about the use of space on all campuses. The University is responsible for taking reasonable steps to ensure the safety of all members of the University community and its visitors, ensuring the proper functioning of the University, and exercising good stewardship of public resources. The University values academic freedom and free expression. In light of these responsibilities and values, in considering requests to use space, the University reserves the right to approve or deny the use of space or to make activities within University space subject to conditions, such as regulating the time or manner of use, imposing security requirements, insurance requirements, or applying other risk mitigation strategies in collaboration with the proponent.

The Office of the Provost coordinated the process to review relevant policies and procedures, in conjunction with the Office of General Counsel and in collaboration with relevant units including the Office of the Dean of Students, University Relations, UAPS, the Office of the President, and Facilities and Operations. A consultation process engaging affected units, vice-presidential portfolios, and associations has been conducted. Feedback from the AASUA is pending and will be received prior to the Board committee cycle.

To accompany these revisions, the University is developing a decision-making support tool for units responsible for granting or regulating permissions to use University space. |
| Supplementary Notes and context | The motion is pending recommendation from General Faculties Council Academic Planning Committee. Any discussion at that meeting will be summarized in the presentation of this item, unless it is substantial, in |

	which case revised documents will be posted following that meeting.

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the [Governance Resources section Student Participation Protocol](#)>	*Those who are actively **participating**:* • Office of the Provost and Vice-President (Academic) • Office of General Counsel • Dean of Students • University Relations • University of Alberta Protective Services • Office of the President
	*Those who have been **consulted**:* • Office of the Vice-President (Facilities and Operations)
	*Those who have been **informed**:* • Statutory Deans' Council – May 1, 2019 • President's Advisory Committee - Strategic – May 9, 2019
Approval Route (Governance) (including meeting dates)	Academic Planning Committee – May 22, 2019 Facilities Development Committee – May 23, 2019 Board Finance and Property Committee – May 28, 2019 Board of Governors – June 14, 2019

Strategic Alignment

Alignment with *For the Public Good*	OBJECTIVE 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals. OBJECTIVE 23: Ensure that the University of Alberta's campuses, facilities, utility, and information technology infrastructure can continue to meet the needs and strategic goals of the university.
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.
	☐ Enrolment Management ☒ Relationship with Stakeholders ☒ Faculty and Staff ☒ Reputation ☒ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☒ Safety ☐ Leadership and Change ☐ Student Success ☒ Physical Infrastructure
Legislative Compliance and jurisdiction	*Post-Secondary Learning Act* GFC Facilities Development Committee Terms of Reference GFC Academic Planning Committee Terms of Reference Board Finance and Property Committee Terms of Reference Section 3m

Attachment:

1. Space Management Policy (4 pages)

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

Original Approval Date: March 28, 2008
Most Recent Editorial Date: June 14, 2019

Space Management Policy

Office of Accountability:	Office of the Vice-President (Facilities and Operations)
Office of Administrative Responsibility:	Office of the Vice-President (Facilities and Operations)
Approver:	Board of Governors
Scope:	Compliance with this University policy extends to all academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories); undergraduate, graduate and Faculty of Extension students; postdoctoral fellows; emeriti; members of the Board of Governors; visitors to campus, including visiting speakers and scholars; third party contractors; and volunteers.

Overview

The *Post-Secondary Learning Act* outlines the authority through which post-secondary institutions **manage** institutional **space**.

Purpose

This policy defines university space, and outlines responsibilities for space management and administration at the University of Alberta.

POLICY

University space encompasses all **real property**, **base building systems,** and **equipment** owned and/or leased by the University of Alberta.

Any activity taking place within University space must comply with applicable laws and University policies. The University is also responsible for taking reasonable steps to ensure the safety of all members of the University community and its visitors, to ensure the proper functioning of the University, for protecting and managing its property, and for exercising good stewardship of public resources. In the context of these responsibilities, the University reserves the right to deny the use of space or to make activities within University space subject to conditions such as recovery of incremental costs directly attributed to an activity. The University may exercise this right at its sole discretion.

As directed by the Board of Governors, the Vice-President (Facilities and Operations) is responsible for the administration of University space in relation to the following:

- Adhering to the University of Alberta's strategic planning documents when controlling and centrally managing space

- Defining relevant roles and responsibilities

- Ensuring collaboration, efficient and effective stewardship and accountability in all matters

- Ensuring best practices are employed with respect to the allocation, **repurposing**, and **utilization** of space

- Addressing the current and future needs of the University community

Space management is based on Facilities Development Committee (FDC) approved **General Space Programs.**

The Vice-President (Facilities and Operations) **allocates** space to **units** or to other approved occupants.

Units work in collaboration with the Vice-President (Facilities and Operations) to distribute their allocated space by **allotting** it to departments, units or centres.

Departments, units and centres also work with the Vice-President (Facilities and Operations) to **assign** space to faculty members, staff, or to other suitable individuals and groups. Previously assigned space can be re-assigned to meet changing and developing needs.

In accordance with *the Planning and Renovation of Existing Facilities Policy*, and with University of Alberta policies on leasing and sub-leasing, any department or unit requiring the repurposing of space must consult with the Vice-President (Facilities and Operations).

Space is also entrusted to the Office of the Registrar for the purpose of academic and casual scheduling of classroom space.

Total faculty space allocations, as well as administrative allocations, are reviewed on a regular basis by the Vice-President (Facilities and Operations).

The allocation of space to a unit within the University, as well as the allotment and assignment of space within units, is subject to readjustment as the needs and priorities of the campus community change.

DEFINITIONS

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

University Facilities	All lands, buildings and space owned, operated, or leased by or from the University of Alberta.
Central Management / Manage	Central space management of all University space under the administration of the Vice-President (Facilities and Operations).
Space	All real property, base building systems and equipment owned and/or leased by the University of Alberta
Real Property	Refers to land, and anything permanently placed on or under it, which may include, but is not limited to, above surface structures such as buildings and below surface items such as minerals.
Base Building Systems	Those elements of a building, including exiting systems, mechanical and electrical infrastructure, fire alarms, and public circulation required and necessary for the functioning of a building for its intended purpose.
Equipment	Affixed machines, tools and furnishings necessary to the facility for the completion of University business.
Repurposing	Redevelopment of space for another purpose and/or functional use (e.g., modernization or the addition of equipment that impacts building systems).
Utilization	Compliance with the Government of Alberta established matrices for the efficient use of space in post-secondary institutions.
General Space Programs	Describes the current state of an academic, research and/or administrative unit's activities in terms of their space needs, including student, staffing and support requirements. A space program includes a space budget that outlines how much space the unit has currently,

	how much it will require in the near future, and also predicts what amount of space may be required over a long-term planning period.
Allocation / Allocated	The distribution of space by the Space Management Office, under the authority of the Vice-President (Facilities and Operations).
Units	Administrative and/or organizational groups including faculties, departments, centres, institutes, administrative units, and non-departmental units.
Assignment / Assigned	Distribution of space by a department for the placement of individuals, purposes and functions for a period of time.
Centrally Scheduled Space	Classrooms, lecture theatres, and non-classroom space under the control of Examinations and Timetabling in the Office of the Registrar.
Facilities Development Committee (FDC)	A standing committee of General Faculties Council with delegated authority to make recommendations to General Faculties Council and the Board of Governors. The committee reviews and makes recommendations related to general space and functional programs, the design and use of facilities, and policies related to facilities and planning.

RELATED LINKS

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

Capital Plan (University of Alberta)

Emeritus Policy (UAPPOL)

Filming on Campus (University of Alberta)

GFC-Facilities Development Committee Terms of Reference (University of Alberta)

Institutional Strategic Plan, For the Public Good (University of Alberta)

Maintenance Policy (UAPPOL)

Planning and Renovation of Existing Facilities Policy (UAPPOL)

Real Property Compliance Policy (UAPPOL)

Space Management Office (University of Alberta)

University Business Plan (University of Alberta)

PUBLISHED PROCEDURES OF THIS POLICY

Classroom Scheduling for Courses Procedure

Outdoor Site Booking Procedure

Pets on Campus Procedure

[Short-Term Casual Event Booking Procedure](#)

[Space Management Procedure](#)

[Use of University Equipment by Professors Emeriti Procedure & Guideline](#)

[Vending Procedure](#)