

The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, May 09, 2018 meeting:

Agenda Title: **Proposal for a Dual Master's Degree Graduate Program, University of Alberta (Faculty of Graduate Studies and Research and Faculty of Engineering) and the University of Lorraine, Nancy, France**

CARRIED MOTION:

THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposal for Dual Master's Graduate Program between the Faculty of Graduate Studies and Research and the Faculty of Engineering, University of Alberta, and University of Lorraine, Nancy, France as set forth in Attachment 1, to take effect upon final approval

Final Item: 4

Agenda Title: **Proposal for a Joint Doctoral Degree Graduate Program, University of Alberta (Faculty of Graduate Studies and Research and Faculty of Agricultural, Life and Environmental Sciences (ALES)) and the Graduate School of Chinese Academy of Agricultural Sciences (GSCAAS))**

CARRIED MOTION:

THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposal for Joint Doctoral Graduate Program between the Faculty of Graduate Studies and Research and the Faculty of Agricultural, Life and Environmental Sciences, University of Alberta, and the Graduate School of Chinese Academy of Agricultural Sciences as set forth in Attachment 1, to take effect upon final approval, for Fall 2019 admissions

Item: 5

Agenda Title: **Proposed Changes to the Bachelor of Arts in Criminology, Faculty of Arts**

CARRIED MOTION:

THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, substantive changes to the BA in Criminology, as proposed by the Faculty of Arts, and set forth in Attachments 1-5, to take effect fall 2019

Item: 6

Agenda Title: **University of Alberta Comprehensive Institutional Plan (CIP) (2018-2021)**

CARRIED MOTION:

WHEREAS the University of Alberta 2018-2019 Consolidated Budget and the 2018-2019 Capital Plan were previously recommended for approval by the GFC Academic Planning Committee and subsequently approved by the Board of Governors on March 16, 2018,

THAT the Academic Planning Committee, with delegated authority from General Faculties Council, recommend that the Board of Governors:

- approve the document entitled *University of Alberta Comprehensive Institutional Plan (2018 – 2021) (CIP)*, and
- authorize administration to make any other editorial changes to the CIP, as needed, as long as the changes do not have the force of policy.

Item: 7

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal for a Dual Master's Degree Graduate Program, University of Alberta (Faculty of Graduate Studies and Research and Faculty of Engineering) and the University of Lorraine, Nancy, France.**

Motion: THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposal for Dual Master's Graduate Program between the Faculty of Graduate Studies and Research and the Faculty of Engineering, University of Alberta, and University of Lorraine, Nancy, France as set forth in Attachment 1, to take effect upon final approval.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Heather Zwicker, Dean FGSR Fraser Forbes, Dean of Engineering
Presenter	Vinay Prasad, Associate Chair, Graduate Studies, Department of Chemical and Materials Engineering Brian Hogeveen, Associate Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	For the University of Alberta's Faculty of Engineering to offer a Dual Master's Programs through an agreement with University of Lorraine.
The Impact of the Proposal is	To contribute to the internationalization of graduate degree programs in Engineering through collaboration with the University of Lorraine and to recruit strong graduate students.
Replaces/Revises (eg, policies, resolutions)	
Timeline/Implementation Date	Upon final approval. For Fall 2019 admissions
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	<i><Please provide details about the next steps for the proposal></i>
Supplementary Notes and context	UAlberta students may obtain an MSc offered by UAlberta in a programme of study in one of the departments in the Faculty of Engineering and a Master's or a Dipl. of Ing. (Diploma d'ingenieur) Degree from Université de Lorraine in a programme offered by the Graduate Engineering Schools of the Collegium Lorraine-INP Mines Nancy or ENSIC (École nationale supérieure des industries chimiques). To be admitted to ULorraine for the joint doctoral program they have to prove French language proficiency. Each student must meet the program requirements of each institution. At Mines Nancy or ENSIC they would complete either years 1 and 2 of a Master's program or years 2 and 3 of a Dipl. of Ing. program. Only graduate-level courses from Mines

	Nancy or ENSIC will count toward the UAlberta MSc. The minimum period of residence at UAlberta is two four-month terms of full-time attendance. The minimum period of residence at Mines Nancy or ENSIC is eighteen (18) months. Formal recognition of the program will be provided as a notation on the UAlberta transcript (but not the parchment).
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Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u><i>Those who have been informed:</i></u></p>
	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Faculty of Engineering: Dr. Jason Carey, Associate Dean (Programs and Planning); Dr. Ying Tsui, Associate Dean (Research and Internationalization) • FGSR: Janice Hurlburt, Governance and Policy Coordinator and Dr. Debby Burshtyn, Vice-Dean: Involved throughout process at various points • UAlberta International: Involved throughout the process • Office of the Provost and Vice-President (Academic): Dr. Nat Kav, then-Vice-Provost (Programs) and Kate Peters, Portfolio Initiatives Manager: Jun 2016 • Office of the Provost and Vice-President (Academic): Dr. Tammy Hopper, Vice-Provost (Programs) and Andrea Patrick, ActiPortfolio Initiatives Manager 2018 • Office of General Council: Darin McKinley: April 2016 • Information and Privacy Office (IPO): No particular issues needed to be raised with them • Risk Management Services (RMS): No particular issues needed to be raised with them
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Hani Henein, Professor, Faculty of Engineering - Chemical and Materials Engineering Dept •
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> • Faculty of Engineering Graduate Program Committee (GPC): Oct 13 2017 • Faculty of Engineering Academic Planning Committee (APC): Oct 24 2017 • Faculty of Engineering Executive Coordinating Council (ECC): Nov 21 2017; late Feb/early Mar 2018 Approved • FGSR Council: Apr 11, 2018 Approved • GFC Academic Planning Committee: May 9
<p>Final Approver</p>	<p>GFC Academic Planning Committee</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>Institutional Strategic Plan – <i>For the Public Good</i> Engage</p>
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	<p>GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p> <p>OBJECTIVE 18: 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.</p> <p>Strategy 3: Encourage municipal, provincial, national, and international collaborations, partnerships, and MOUs at institutional, faculty, department, unit, and individual levels.</p> <p>Build</p> <p>GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.</p> <p>Strategy 3: 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.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). 2. PSLA: GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC). 3. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)). 4. PSLA: The PSLA gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)). 5. <u>UAPPOL Shared Credentials Policy</u> 6. <u>UAPPOL Overlapping Programs Proposal Procedure</u> 7. GFC Academic Planning Committee Terms of Reference “13. Existing Undergraduate and Graduate Programs: - Extension and/or Substantive Revision of Existing Programs - Revisions to or Extension of Existing Degree Designations <p>All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic).</p>

	<p>[...] The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC.”</p>
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Attachments (each to be numbered 1 - <>)

1. Proposal for Dual Master’s Graduate Program between the Faculty of Graduate Studies and Research and the Faculty of Engineering, University of Alberta, and University of Lorraine, Nancy, France (page(s) 1 - 8)

Prepared by: Janice Hurlburt, Graduate Policy and Governance Coordinator, jhurlbur@ualberta.ca

AGREEMENT FOR A DUAL DEGREE MASTER'S PROGRAMME

BETWEEN The University of Lorraine, a professional, cultural and scientific public institution, founded as a large scale institution, with its official address at 34 Cours Léopold – CS 25233 – 54052 Nancy Cedex France, SIRET N° 130 015 506 00012, represented by its officiating President, Prof. Pierre Mutzenhardt,
and in particular its subsidiary units: Mines Nancy, represented by its Director, Prof. François Rousseau, and ENSIC, represented by its Director, Prof. Bernard Vitoux, members of the Collegium Lorraine-INP, directed by Prof. Pascal TRIBOULOT

AND THE GOVERNORS OF THE UNIVERSITY OF ALBERTA
As represented by the Faculty of Engineering
Located in Edmonton, Alberta, Canada
("UAlberta")

Collectively referred to as the "Parties"

WHEREAS the Institut National Polytechnique de Lorraine (INPL) and UAlberta entered into a memorandum of understanding ("MoU") on December 6, 2011, that contemplates various forms of academic cooperation;

WHEREAS INPL, now named "Collegium Lorraine-INP", became part of Université de Lorraine in January 2012;

WHEREAS Mines Nancy and ENSIC are part of Collegium Lorraine-INP in January 2012;

WHEREAS the Parties entered into an *Agreement Pursuant to the Memorandum of Understanding for a Dual Degree Programme* on December 6, 2011 whereby students from Mines Nancy or ENSIC may earn an MSc in engineering from UAlberta in addition to earning a Diplôme d'ingénieur (Dipl. of Ing.) Degree from Graduate Engineering Schools of Mines Nancy or ENSIC;

AND WHEREAS, in order to complement to the 2011 *Agreement*, the Parties wish to formalize the terms for an Agreement under which students from UAlberta may obtain an MSc from UAlberta and a Master's or a Dipl. of Ing. Degree from Graduate Engineering Schools of Mines Nancy or ENSIC.

NOW THEREFORE in consideration of the above and other good and valuable consideration, the Parties agree as follows:

1. DEFINITIONS

1.1. In the Agreement:

- a. "Dual Degree Programme" means a programme of study under which UAlberta students may obtain an MSc offered by UAlberta in a programme of study in one of the departments in the Faculty of Engineering and a Master's or a Dipl. of Ing. Degree from Université de Lorraine in a programme offered by the Graduate Engineering Schools of the Collegium Lorraine-INP Mines Nancy or ENSIC;
- b. "Dual Degree Students" means UAlberta students who have been accepted into the Dual Degree Programme as defined above in this Agreement.

2. LIAISON OFFICERS

2.1. Each party shall designate a liaison officer ("Liaison Officer") who will be responsible for coordinating the specific aspects of the Dual Degree Programme as well as advising and assisting students.

2.2. The designated Liaison Officers for the Agreement are:

For Mines Nancy or ENSIC

Pr. Silvère BARRAT
Head of International Office

École des Mines de Nancy
Campus Artem
54042 NANCY CEDEX
France

Telephone : +33 3 72 74 48 62

Fax: -

E-mail : mines-nancy-dai@univ-lorraine.fr

For UAlberta

Dr. Hani HENEIN
Professor, Chemical and Materials
Engineering
12th Floor Donadeo Innovation Center for
Engineering
9211 – 116 Street
University of Alberta
Edmonton, Alberta T6G 1H9
Canada

Telephone: +1-780-492-7304

Fax: +1-780-492-2881

E-mail: hani.henein@ualberta.ca

2.3. All notices sent pursuant to this Agreement must be sent to the above-mentioned Liaison Officers.

- a. Any notice to be given by either party hereto to the other pursuant to this Agreement shall be in writing and may be delivered by commercial courier, registered mail (unless a postal strike or other disruption is currently in place), facsimile machine, or e-mail to the relevant Liaison Officer using the contact information set out above (or such other contact information as notified by a party by written notice given in accordance with this clause).
- b. If a party receives a message that a notice sent to an e-mail address is undeliverable or that the Liaison Officer is out of the office, or if the party has any other reason to believe that the delivery of a notice was ineffective, then the party will send the notice using a different method.

3. APPLICATION, SELECTION, AND ADMISSION OF DUAL DEGREE PROGRAMME STUDENTS

3.1.A UAlberta student wishing to enter into the Dual Degree Programme must first formally apply for entrance into an applicable graduate engineering programme, indicating that he/she wants to be considered for the Dual Degree Programme. UAlberta will determine whether to admit an applicant into the graduate degree programme in its sole discretion.

3.2. After being admitted to a graduate engineering programme as a prospective Dual Degree Student, the prospective Dual Degree Student shall apply to Mines Nancy or ENSIC through UAlberta and satisfy the normal admission requirements for Mines Nancy's or ENSIC's programme leading to an applicable graduate engineering programme. In their application materials, UAlberta students must identify programme of studies of interest and identify a supervisor at Mines Nancy or ENSIC. Mines Nancy or ENSIC will determine whether to admit an applicant into the Dual Degree Programme in its sole discretion.

3.3. To be eligible for admission to Mines Nancy's or ENSIC's programme leading to a master's in engineering or a Dipl. of Ing. Degree, UAlberta students must:

- a) have completed a BSc in Engineering;
- b) be in good academic standing; (cumulative undergraduate GPA of 3.0 out of 4.0 or greater); and
- c) prove a French language proficiency of a B2. Students who do not meet the French language proficiency requirement may be able to pursue additional French as a Foreign Language courses at UL – French learning centre – DEFLE prior to the beginning of the academic year. (Students will be responsible for any costs associated with these courses.)

3.4. The eligibility criteria in section 3.3 above are subject to change.

- 3.5. UAlberta will submit to Mines Nancy or ENSIC liaison officer a preliminary list of Dual Degree Students from UAlberta who have been screened and proposed for admission to the Liaison Officer by March 20 each year of this Agreement.
- 3.6. The deadline for the receipt of master's or Dipl. of Ing. degree nomination documents by Mines Nancy or ENSIC is April 20 each academic year. Should Mines Nancy or ENSIC wish to amend the application deadline, the Liaison Officer of Mines Nancy or ENSIC shall advise Liaison Officer of UAlberta in writing of the new deadline and shall provide at least three (3) months' notice of such change.
- 3.7. Both Mines Nancy or ENSIC and UAlberta will admit up to a maximum of ten (10) Dual Degree Students each year for the Dual Degree Programme. This maximum number of students and the fields of study may be changed by mutual agreement of Mines Nancy or ENSIC and UAlberta and shall be expressed in writing.

4. DUAL DEGREE PROGRAMME REQUIREMENTS AND ADMINISTRATION

- 4.1. Mines Nancy or ENSIC will provide an adequate orientation as well as ongoing advice and support to Dual Degree Students.
- 4.2. Each Dual Degree Student must meet the programme requirements of each institution. Only graduate-level courses from Mines Nancy or ENSIC will count toward the UAlberta MSc.
- 4.3. Dual Degree Students at UAlberta must formally request that the Registrar's Office forward copies of their transcript to Mines Nancy or ENSIC; transcripts will not be sent without the consent of the Dual Degree Student. A Dual Degree Student will request that Mines Nancy or ENSIC send their transcript to UAlberta at the end of their studies at Mines Nancy or ENSIC.
- 4.4. Dual Degree Students would complete either years 1 and 2 of a Master's program or years 2 and 3 of a Dipl. of Ing. program at Mines Nancy or ENSIC. After the UAlberta student has completed their studies at Mines Nancy or ENSIC, the student's UAlberta supervisor and Associate Chair (Graduate Program) shall outline to the UAlberta student and Mines Nancy or ENSIC what requirements remain for the UAlberta student to complete the UAlberta MSc.
- 4.5. The minimum period of residence at UAlberta is two four-month terms of full-time attendance.
- 4.6. The minimum period of residence at Mines Nancy or ENSIC is eighteen (18) months for a Dipl. of Ing. Degree and eighteen (18) months for a master's.
- 4.7. Dual Degree Programme Students must have one joint dissertation committee that includes advisors/supervisors from both Mines Nancy or ENSIC and UAlberta and other committee members as required by each institution.
- 4.8. Each Dual Degree Programme Student's thesis shall be written in English.
- 4.9. Either Party may, at its sole discretion, require a Dual Degree Programme Student to withdraw from the Dual Degree Programme. If required to withdraw from the Dual Degree Programme, the student will return to his/her studies at UAlberta and will receive appropriate credit for graduate-level work done at Mines Nancy or ENSIC while in the Dual Degree Programme.
- 4.10. The Dual Degree Student may withdraw, at any time, from the Dual Degree Programme, and return to his/her studies at UAlberta. The student will receive appropriate credit for graduate-level work done at Mines Nancy or ENSIC.
- 4.11. Upon successful completion of all requirements for the Dual Degree Programme:
 - a. Université de Lorraine shall confer on the UAlberta Dual Degree Student a Master's or a Dipl. of Ing. from Mines Nancy or ENSIC and shall inform UAlberta of this award; and

- b. UAlberta shall confer on the UAlberta Dual Degree Student an MSc from UAlberta and shall inform Mines Nancy or ENSIC of this award.

5. FEES AND FINANCIAL MATTERS

- 5.1. Dual Degree Students shall have sufficient personal funds to cover any and all expenses not covered by UAlberta or Mines Nancy or ENSIC as detailed in this Agreement. Expenses which the Dual Degree Student must cover include, but are not limited to:
 - a. Cost of living (including rent, food housing and civil liability insurances, health care costs);
 - b. Recreation;
 - c. Travel and transportation, including travel insurance;
 - d. Text books and school supplies;
 - e. All necessary visas; and
 - f. Any other expenses not specifically noted.
- 5.2. Dual Degree Students shall pay regular tuition and fees at the institution where they are resident, according to that institution's fee payment schedule.
- 5.3. Dual Degree Students must maintain minimal registration at UAlberta while studying at Mines Nancy or ENSIC and pay required tuition and fees for that registration. As of the 2017/18 academic year, this would involve registering in the course AGRMT 909 (Agreement) which does not assess tuition but requires payment of mandatory off-campus non-instructional fees.
- 5.4. Dual Degree Students must maintain minimal registration at Mines Nancy or ENSIC until they meet UAlberta's requirements to be awarded the Master's degree and pay required tuition and fees for that registration. Fees for minimal registration, admission requirements, and other details will be exchanged by the Liaison Officers annually by a date mutually agreed upon in advance.

6. HOUSING

- 6.1. Mines Nancy or ENSIC shall endeavour to provide information to Dual Degree Students regarding housing options, the cost of which shall be paid by the Dual Degree Student.
- 6.2. Mines Nancy or ENSIC will help Dual Degree Students to find accommodation at the CROUS hall of Residence. Dual Degree Students will have to apply before April 30 of the academic year. More information can be found on the Crous website: www.crous-nancy-metz.fr/crous/sites/crous/accueil/international/accommodation

7. REGULATIONS GOVERNING STUDENTS

- 7.1. Dual Degree Students will, at all times, be bound by the rules, regulations, and codes of conduct of the institution or institutions at which they are registered, including those on intellectual property.
- 7.2. Dual Degree Students shall be bound by the laws of the host country in which they are resident.
- 7.3. If a UAlberta Dual Degree Student's participation in a Master's or a Dipl. of Ing. Degree programme of study at Mines Nancy or ENSIC is terminated, Mines Nancy or ENSIC will work with the UAlberta Student to transition back into UAlberta's regular degree programme.

8. ACCESS TO INFORMATION AND PRIVACY LEGISLATION

- 8.1. The Parties acknowledge that UAlberta is a public body subject to the *Freedom of Information and Protection of Privacy Act* (Alberta) ("FOIP"), as amended. For further information about FOIP see www.ipu.ualberta.ca.
- 8.2. The Parties acknowledge that Mines Nancy or ENSIC is a public body subject to the "Commission Nationale Informatique et Liberté" (CNIL), as amended. For further information about CNIL see <http://www.cnil.fr/>.

9. CONFIDENTIALITY

Each Party who receives any information from the other marked "Confidential" ("Confidential Information"), will take reasonable steps to protect its confidentiality, will not disclose to any third party such Confidential Information without the prior written consent of the other party, and will only use such Confidential Information for the purposes contemplated in this Agreement. For the purposes of this Agreement, Confidential Information shall not include information that is or becomes part of the public domain through no act of the receiving party, that was in the receiving party's possession before receipt from the disclosing party, that was rightfully received by the receiving party from a third party without a duty of confidentiality, or information that is required to be disclosed under any applicable law or by order of a court.

10. GOVERNING LAW

The Parties shall attempt to resolve any dispute arising under this Agreement amicably. If the Parties are unable to do so:

- The Parties submit to the exclusive jurisdiction of the courts of the Province of Alberta for the resolution of any and all disputes, controversies or claims arising out of, in connection with, or relating to this Agreement, which are brought against the University of Alberta as the defendant.
- The Parties submit to the exclusive jurisdiction to the competent courts in Nancy, France for the resolution of any and all disputes, controversies or claims arising out of, in connection with, or relating to this Agreement, which are brought against the Mines Nancy or ENSIC as the defendant.

11. LIABILITY AND INDEMNIFICATION

Each party ("Indemnifying Party") shall:

- be liable to the other party ("Indemnified Party") for; and
- indemnify and hold harmless the Indemnified Party from and against;

any and all liabilities, damages, costs, claims, suits or actions (whether in relation to third parties or direct liabilities, damages or costs, including reasonable and proper legal costs) resulting from any injury to persons, damage to property, occasioned by or as a result of the negligent acts, willful misconduct or breach of obligations assumed under this Agreement by the Indemnifying Party or their employees, officers, agents, and contractors.

12. SURVIVAL

All provisions relating to the nature of the relationship, indemnity, insurance, payment, confidentiality, and other obligations and provisions, the performance of which by their nature extends beyond the termination of this Agreement, shall continue in full force and effect following the effective date of such termination.

13. COUNTERPARTS

This Agreement may be executed in any number of counterparts or duplicates, each of which shall be an original, and such counterparts or duplicates shall together constitute one and the same agreement.

14. COMING INTO FORCE, TERMINATION, AND AMENDMENTS

14.1. This Agreement shall come into force and effect from the date on which the document has been endorsed by both Universities, or from the date on which the last University endorses the Agreement, and shall continue in effect for five (5) years, or until terminated by mutual agreement or in accordance with the terms of the Agreement.

14.2. Either Party may terminate the Agreement on twelve (12) months written notice to the other party. Upon receipt of such notice, no additional Dual Degree Students will be admitted to the Dual Degree Programme. Dual Degree Students already in the Dual Degree Programme will be given reasonable time to complete their studies.

14.3. The Agreement may be amended by the mutual written consent of the Parties.

IN WITNESS WHEREOF the Parties have executed and delivered this Agreement on the dates indicated below.

Signed for and on behalf of

Signed for and on behalf of

**Prof. Pierre MUTZENHARDT,
President of the University of Lorraine
For the President, by delegation, Prof.
Pascal Triboulot, Director of the Collegium
Lorraine-INP**

**Dr. Steven DEW,
Provost and Vice-President (Academic)
The Governors of the University of Alberta**

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Date:

**François ROUSSEAU,
Director of Mines Nancy**

Date:

**Dr. Fraser FORBES,
Dean of Engineering**

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Date:

**Prof. Bernard VITOUX,
Director of ENSIC**

Date:

**Dr. Heather ZWICKER,
Dean, Faculty of Graduate Studies and Research**

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Date:

Date:

APPENDIX A

Syllabus of Mines Nancy's graduate courses

Courses must be chosen between one of the 6 departments and students will be helped by the international office and the dean of Graduate Studies:

French version:

<http://www.mines-nancy.univ-lorraine.fr/content/syllabus-icm>

English version

<http://www.mines-nancy.univ-lorraine.fr/content/syllabus-20152016-0>

Appendix B

Syllabus of ENSIC's graduate courses

[http://ensic.univ-lorraine.fr/sites/ensic.univ-lorraine.fr/files/pictures/syllabus_ensic -
_version_anglaise.pdf](http://ensic.univ-lorraine.fr/sites/ensic.univ-lorraine.fr/files/pictures/syllabus_ensic_-_version_anglaise.pdf)

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal for a Joint Doctoral Degree Graduate Program, University of Alberta (Faculty of Graduate Studies and Research and Faculty of Agricultural, Life and Environmental Sciences (ALES)) and the Graduate School of Chinese Academy of Agricultural Sciences (GSCAAS))**

Motion: THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the proposal for Joint Doctoral Graduate Program between the Faculty of Graduate Studies and Research and the Faculty of Agricultural, Life and Environmental Sciences, University of Alberta, and the Graduate School of Chinese Academy of Agricultural Sciences as set forth in Attachment 1, to take effect upon final approval, for Fall 2019 admissions

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Heather Zwicker, Dean, Faculty of Graduate Studies and Research Stanford Blade, Dean, Faculty of Agricultural, Life and Environmental Sciences
Presenter	Vic Adamowicz, Vice Dean, Faculty of Agricultural, Life and Environmental Sciences Bryan Hogeveen, Associate Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	For the University of Alberta's Faculty of Faculty of Agricultural, Life and Environmental Sciences to offer a Joint Doctoral Program through an agreement with the Graduate School of Chinese Academy of Agricultural Sciences, Beijing, People's Republic of China
The Impact of the Proposal is	To contribute to the internationalization of graduate degree programs in Agricultural, Life and Environmental Sciences through collaboration with the Graduate School of Chinese Academy of Agricultural Sciences and to recruit strong graduate students.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Upon final approval. For Fall 2019 admissions.
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	<ul style="list-style-type: none"> - Communication of the program to GS CAAS faculty and students (including incoming PhD students) - Construction of a joint UA ALES – GS CAAS committee for selection of students and co-supervisors. - Selection of student for Fall 2019.
Supplementary Notes and context	UAlberta doctoral students may pursue a Joint PhD Program, to establish a collaborative arrangement for the purposes of providing high quality research training and joint supervision to qualified students from China with the aim of further developing research collaborations between GSCAAS and UAlberta.

	<p>The degree will be granted by UAlberta and UAlberta will provide formal recognition of the completion of the Joint PhD Program through a notation on the transcript.</p> <p>UAlberta and GSCAAS will establish a committee that will identify projects and develop a process to align prospective students with projects. Students will follow a program of study and research which will satisfy the requirements of both Parties.</p> <p>Program Students will pay student tuition and fees to UAlberta for the entire Joint PhD Program. Students will spend at least twelve (12) months at UAlberta and will spend approximately 3 years at a CAAS research institute affiliated with GSCAAS doing research related to their doctoral program, which will be counted toward the UAlberta residency requirements.</p>
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Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> •
	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • FGSR: Janice Hurlburt, Graduate Governance and Policy Coordinator, and Dr. Debby Burshtyn, Vice-Dean: Involved throughout process at various points • UAlberta International: Involved throughout the process • Office of the Provost and Vice-President (Academic): Dr. Tammy Hopper, Vice-Provost (Programs) and Andrea Patrick, covering for Kate Peters, Portfolio Initiatives Manager: Mar 2018 • Office of General Counsel (OGC): Darin McKinley on IP matters. • Information and Privacy Office (IPO): No particular issues needed to be raised with them • Risk Management Services (RMS): No particular issues needed to be raised with them
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Vic Adamowicz, Vice Dean, Faculty of Agricultural, Life and Environmental Sciences (ALES)
<p>Approval Route (Governance) (including meeting dates)</p>	<p>ALES Faculty Council—January 4, 2018 approved FGSR Council—April 11, 2018 approved GFC Academic Planning Committee—May 9, 2018</p>
<p>Final Approver</p>	<p>GFC Academic Planning Committee</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>Institutional Strategic Plan – <i>For the Public Good</i></p> <p>Engage</p> <p>GOAL: Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p> <p>OBJECTIVE 18: Seek, build, strengthen and sustain partnerships with local, national or</p>
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	<p>international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations.</p> <p>Strategy 3: Encourage municipal, provincial, national, and international collaborations, partnerships, and MOUs at institutional, faculty, department, unit, and individual levels.</p> <p>Build</p> <p>GOAL: Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.</p> <p>Strategy 3: 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.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). 2. PSLA: GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC). 3. PSLA: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)). 4. PSLA: The PSLA gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)). 5. <u>UAPPOL Shared Credentials Policy</u> 6. <u>UAPPOL Overlapping Programs Proposal Procedure</u> 7. GFC Academic Planning Committee Terms of Reference <p>“13. “Existing Undergraduate and Graduate Programs: - Extension and/or Substantive Revision of Existing Programs - Revisions to or Extension of Existing Degree Designations</p> <p>All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic).</p> <p>[...]</p> <p>The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from</p>

	APC.”
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Attachments (each to be numbered 1 - 1)

1. Proposal for Joint Doctoral Graduate Program between the FGSR and ALES, University of Alberta, and the Graduate School of Chinese Academy of Agricultural Sciences (GSCAAS) (page(s) 1 - 10)

Prepared by: Janice Hurlburt, Graduate Governance and Policy Coordinator, FGSR, jhurlbur@ualberta.ca

AGREEMENT FOR A JOINT PhD PROGRAM

BETWEEN **THE GRADUATE SCHOOL OF CHINESE ACADEMY OF AGRICULTURAL SCIENCES**
Located in Beijing, People’s Republic of China
(“GSCAAS”)

AND **THE GOVERNORS OF THE UNIVERSITY OF ALBERTA**
As represented by the Faculty of Agricultural, Life and Environmental Sciences
Located in Edmonton, Alberta, Canada
(“UAlberta”)

Collectively referred to as the “Parties”

WHEREAS:

- A. The Parties to this Agreement have entered into a memorandum of understanding (“MoU”) that contemplates various forms of academic cooperation; and
- B. The Parties, wishing to formalize the terms for an Agreement under which UAlberta doctoral students may pursue a Joint PhD Program, hereby agree to establish a collaborative arrangement for the purposes of providing high quality research training and joint supervision to qualified students from China with the aim of further developing research collaborations between GSCAAS and UAlberta.

NOW THEREFORE in consideration of the above and other good and valuable consideration, the Parties agree as follows:

1. DEFINITIONS

1.1. In this Agreement:

- a) “Joint PhD Program” means a program of study under which students may be awarded a doctoral degree from UAlberta through a doctoral program offered by the Faculty of Agricultural, Life and Environmental Sciences (ALES) in cooperation with GSCAAS. The degree will be granted by UAlberta and UAlberta will provide formal recognition of the completion of the Joint PhD Program through a notation on the transcript. There will be no statement on the UAlberta parchment.
- b) “Program Students” mean those students who are participating in the Joint PhD Program.

2. LIAISON OFFICERS

- 2.1. Each Party shall designate a liaison officer (“Liaison Officer”) who will be responsible for coordinating the specific aspects of the Joint PhD Program as well as advising and assisting students taking part in the Joint PhD Program.

2.2. The designated Liaison Officers for the Agreement are:

for GSCAAS

Mr. Zhang Mingjun
Deputy Director
International Education Office
Graduate School of Chinese Academy
of Agricultural Sciences
12, Zhongguancun South Street
Beijing, 100081
People's Republic of China
Telephone: +86-10-82108848
E-mail : zhangmingjun@caas.cn

for UAlberta

Dr. Vic Adamowicz
Vice-Dean
Faculty of Agricultural, Life and Environmental
Sciences
University of Alberta
2-06 Agriculture/Forestry Centre
Edmonton, Alberta T6G 2P5
Canada
Telephone:+1-780-248-5662
E-mail: vic.adamowicz@ualberta.ca

2.3 All notices sent pursuant to this Agreement must be sent to the above-mentioned Liaison Officers. The Parties agree that either Party may change its designated Liaison Officer by notifying the other Party in writing of such change.

- a) Any notice to be given by either Party pursuant to this Agreement shall be in writing and may be delivered by commercial courier, registered mail (unless a postal strike or other disruption is currently in place), facsimile machine, or e-mail to the relevant Liaison Officer using the contact information set out above (or such other contact information as notified by a Party by written notice given in accordance with this clause).
- b) If a Party receives a message that a notice sent to an e-mail address is undeliverable, or that the Liaison Officer is out of the office, or if the Party has any other reason to believe that the delivery of a notice was ineffective, then the Party will send the notice using a different method.

3. APPLICATION, SELECTION AND ADMISSION OF STUDENTS FOR THE JOINT PHD PROGRAM

- 3.1. The selection and admission of candidates for the Joint PhD Program is the joint responsibility of UAlberta and GSCAAS. Every Program Student must meet the normal admission requirements of both Parties for the relevant degree program.
- 3.2. UAlberta and GSCAAS will establish a committee that will identify projects and develop a process to align prospective students with projects.
- 3.3. Once aligned with a project, the prospective Program Student must then be admitted into a doctoral degree program at UAlberta through the regular online application process. The application form can be found here:
<https://applygrad.ualberta.ca/Funds/Search.aspx>.
- 3.4. Once admitted to UAlberta, the student must fill out the Shared Credential Initial Approval form (see www.ualberta.ca/graduate-studies/prospective-students/apply-for-admission/shared-credential-applications) and present it to UAlberta. If UAlberta agrees to recommend the student, the form will be forwarded to GSCAAS. The

application form must be submitted to GSCAAS by the deadline mutually agreed upon in writing by the Liaison Officers.

- 3.5. GSCAAS will then determine whether to admit the student into the Joint PhD Program and will inform UAlberta of its decision.
- 3.6. Once the Parties have given their approval to admit the student into the Joint PhD Program, Program Students must complete the Shared Credential Participation Form and provide it to UAlberta.
- 3.7. A maximum of 20 Program Students will be admitted each academic year for the Joint PhD Program. The maximum number of students may be changed by mutual agreement of the Parties and must be expressed in writing.

4. JOINT PHD PROGRAM REQUIREMENTS AND ADMINISTRATION

- 4.1. Program Students will follow a program of study and research which will satisfy the requirements of both Parties, including any requirements for the Joint PhD Program outlined in Section 2 of Appendix A.
- 4.2. The Parties shall provide an adequate orientation as well as ongoing advice and support to the Program Students. At UAlberta, the Faculty of Agricultural, Life and Environmental Sciences will take the lead on assisting Program Students. While at CAAS, GSCAAS and the hosting CAAS institute will be responsible for the daily supervision for the Joint Program Students.
- 4.3. Either Party may, in accordance with the laws and rules of its respective country and the regulations of its university/school, at its sole discretion, require a Program Student to withdraw from the Joint PhD Program. If required to withdraw from the Joint PhD Program, the student may be able to return to his/her studies at UAlberta or GSCAAS in the same or a different graduate program (subject to program requirements and with the written consent of the program in which student would continue their studies) and receive appropriate credit for work completed at either institution while in the Joint PhD Program.
- 4.4. A student may withdraw, at any time, from the Joint PhD Program, and, return to his/her studies at UAlberta or GSCAAS in the same or a different graduate program (subject to program requirements and with the written consent of the program in which the student would continue their studies). The student will receive appropriate credit for work completed at either institution while in the Joint PhD Program.
- 4.5. Upon successful completion of UAlberta's doctoral degree requirements and any additional requirements for the Joint PhD Program, UAlberta will confer on the Program Student the UAlberta doctoral degree for which the Joint PhD Program Student qualifies and shall inform GSCAAS of this award. The designations on the Joint PhD Program Student's academic record will include the following:
 - a) The UAlberta transcript notation will read: "Participating in a shared credential program offered jointly by this university and the Graduate School of Chinese Academy of Agricultural Sciences."
 - b) There will be no statement on the UAlberta parchment.

5. FEES AND FINANCIAL MATTERS

5.1. Program Students must pay student tuition and fees to GSCAAS and UAlberta for the entire Joint PhD Program. The tuition and fees at UAlberta are normally expected to be covered by the UAlberta supervisor (refer to 5.3a).

- a. At UAlberta, students who are neither Canadian citizens nor Permanent Residents of Canada are required to pay at the rates for international students. Fees are subject to change without notice.
- b. While Program Students are resident at GSCAAS, the students must maintain registration at UAlberta using AGRMT 909.

5.2. Program Students will be registered at GSCAAS as participants in the Joint PhD Program for the duration of their Program in accordance with the Chinese Ministry of Education.

5.3. Funding for Program Students will be as follows:

- a. UAlberta supervisors are normally expected to cover the student's expenses related to UAlberta instructional fees through a partial Graduate Student Assistantship.
- b. GSCAAS shall:
 - (i) provide a basic monthly allowance for the Program Student for the entire Joint PhD Program. Cost of living estimates for Edmonton, Alberta can be found at: www.ualberta.ca/graduate-studies/prospective-students/tuition-and-cost-of-living-estimate; and
 - (iii) pay for two (2) round-trip flights (one for study/research purposes; the other for thesis defence purposes).
- c. If more time is required, and good progress is being made by the student, supervisors will determine if the student should continue and if so will try to find support for tuition and stipend.
- d. If a student withdraws from the Joint PhD Program for any reason, they will no longer be funded as per the terms of this Agreement.

5.4. Program Students must have sufficient personal funds to cover any and all expenses not covered by either institution as detailed in this Agreement. Such expenses include, but are not limited to:

- a. Instructional fees not otherwise covered by UAlberta and GSCAAS;
- b. Non-instructional fees not otherwise covered by UAlberta and GSCAAS;
- c. Cost of living (including accommodations, food, and health care costs);
- d. Recreation;
- e. Travel and transportation, including travel insurance;
- f. Text books and school supplies;
- g. Costs of any necessary immigration documents; and
- h. Any other expenses not specifically noted.

6. HOUSING

Each Party shall endeavour to provide general information to students regarding housing options, the cost of which must be paid by the student.

7. REGULATIONS GOVERNING STUDENTS

- 7.1. Program Students shall be bound by the rules, regulations, and codes of conduct of the university or universities at which they are registered.
- 7.2. Program Students shall be bound by the laws of the country in which they are resident.
- 7.3. Notwithstanding section 7.1, both institutions will work collaboratively to resolve conflicts that may arise between the Program Student and their supervisors.

8. INTELLECTUAL PROPERTY AND AUTHORSHIP

- 8.1. At the outset of the Joint PhD Program, the Parties will work together to establish, in writing, all necessary arrangements regarding the ownership and protection of any intellectual property generated as a result of any research conducted by the Program Student during their program. In addressing any such intellectual property arrangements, the Parties shall have regard for any policies and procedures in place at each institution.
- 8.2. Notwithstanding anything else in this Agreement, the Parties acknowledge that a Program Student shall own the copyright in his/her thesis.

9. ACCESS TO INFORMATION AND PRIVACY LEGISLATION

- 9.1. The Parties acknowledge that both GSCASS and UAlberta are public bodies respectively subject to their national/domestic laws and regulations, e.g. for UAlberta, the *Freedom of Information and Protection of Privacy Act* (Alberta) (“FOIP”), as amended. For further information about FOIP see www.ipa.ualberta.ca.
- 9.2. The Parties agree to only use any personal information exchanged for the purposes of this Agreement for the purposes of administering this Joint PhD Program.
- 9.3. No personal information related to any Program Student will be released between UAlberta and GSCAAS without the student’s prior written consent, except as permitted by law. Such consent will be obtained as part of the Shared Credential Initial Approval application form (see www.ualberta.ca/graduate-studies/prospective-students/apply-for-admission/shared-credential-applications) or in such other form as UAlberta may provide from time to time.

10. CONFIDENTIALITY

- 10.1. Each Party who receives any information from the other marked “Confidential” (“Confidential Information”), will take reasonable steps to protect its confidentiality, will not disclose to any third party such Confidential Information without the prior written consent of the other Party, and will only use such Confidential Information for the purposes contemplated in this Agreement.

10.2. For the purposes of this Agreement, Confidential Information does not include information (a) that is or becomes part of the public domain through no act of the receiving party, (b) that was in the receiving party's possession before receipt from the disclosing party, (c) that was rightfully received by the receiving party from a third party without a duty of confidentiality, or (d) that is required to be disclosed under any applicable law or by order of a court.

11. DISPUTE RESOLUTION

11.1. Any dispute arising from this Agreement shall be resolved amicably through discussion between the Parties' Liaison Officers. In the event the Liaison Officers are unable to resolve the matter within 60 days of referral, or such additional time as mutually agreed to by the Parties, the dispute shall be referred to the President of GSCAAS and the Provost of UAlberta.

11.2. In the event the Parties are still unable to resolve the matter,

- a) the Parties hereby attorn to the exclusive jurisdiction of the courts of the Province of Alberta for the resolution of any and all disputes, controversies or claims arising out of, in connection with, or relating to this Agreement, which are brought against UAlberta as the defendant.
- b) the Parties hereby attorn to the exclusive jurisdiction of the courts of the Beijing No.1 Intermediate People's Court for the resolution of any and all disputes, controversies or claims arising out of, in connection with, or relating to this Agreement, which are brought against GSCASS as the defendant.

12. LIABILITY AND INDEMNIFICATION

Each Party ("Indemnifying Party") shall:

- a. be liable to the other party ("Indemnified Party") for; and
- b. indemnify and hold harmless the Indemnified Party from and against:

Any and all liabilities, damages, costs, claims, suits or actions, loss, injury, death, or damage to any third party (including students) occasioned by or as a result of the negligent acts, willful misconduct or breach of obligations assumed under this Agreement by the Indemnifying Party or their employees, officers, agents, and contractors.

Notwithstanding the above, in no event will either Party be liable for any indirect, consequential, or incidental claims incurred by any Indemnified Party in respect of this Agreement.

13. SURVIVAL

Terms of this Agreement which, by their nature, require the Parties' continued performance after this Agreement's termination, will continue in effect following any such termination.

14. GENERAL

- 14.1. This Agreement constitutes the entire agreement and understanding between the Parties with respect to the Joint PhD Program and replaces all earlier agreements and discussions between the Parties.
- 14.2. The invalidity of any particular provision of this Agreement does not affect any other provision of it, but the Agreement is to be construed as if the invalid provision had been omitted.
- 14.3. Nothing in this Agreement shall make the relationship between the Parties one of partnership, joint venture or employment. Nothing in this Agreement constitutes authority for one Party to make commitments which bind the other Party or to otherwise act on behalf of such other Party.
- 14.4. No part of this Agreement may be assigned by either Party without the consent of the other Party.
- 14.5. Neither Party will use, nor shall it permit any person employed by it to use, identifying marks of the other Party, other than with the written consent of such other Party, which may be arbitrarily withheld.

15. COMING INTO FORCE, TERMINATION, AND AMENDMENTS

- 15.1. This Agreement is made in the languages of both English and Chinese, in duplicate, each party holds two copies; both copies have the same legal effect.
- 15.2. This Agreement comes into effect on the date on which it has been signed by both Parties and will continue in effect for a period of six (6) years, or until terminated in accordance with section 15.2.
- 15.3. The Parties may mutually terminate this Agreement by written agreement. Alternatively, either Party may terminate this Agreement by giving three (3) months' written notice of termination to the other Party. Upon receipt of such notice, no additional Students will be admitted to the Joint PhD Program. Students already in the Joint PhD Program will be given reasonable time to complete their studies.
- 15.4. The Parties may amend or extend this Agreement by written agreement.

The Parties have signed this Agreement
in both English and Chinese with two copies of each language
on the dates and places indicated below.

Signed for and on behalf of
**THE CHINESE ACADEMY OF
AGRICULTURAL SCIENCES**

the _____ day of _____ 2018.

at _____

Dr. Luo Changfu
Vice President

Signed for and on behalf of
**THE GOVERNORS OF THE
UNIVERSITY OF ALBERTA**

the _____ day of _____ 2018.

at _____

Dr. Steven Dew
Provost and Vice-President (Academic)

the _____ day of _____ 2018.

at _____

Dr. Stanford F. Blade
Dean, Faculty of Agricultural, Life and
Environmental Sciences

the _____ day of _____ 2018.

at _____

Dr. Heather Zwicker
Dean, Faculty of Graduate Studies
and Research

APPENDIX A

1. Application, Selection, and Admission of Students:

1.1. Every Program Student must meet the normal admission requirements of both Parties for the relevant degree programs.

2. Joint PhD Program Requirements and Administration:

2.1. Physical Residency Requirements:

- a. Program Students will take courses at GSCAAS and UAlberta.
- b. Program Students will take their candidacy exam at UAlberta.
- c. Program Students will spend at least twelve (12) months at UAlberta.
- d. Program Students will spend approximately 3 years at a CAAS research institute affiliated with GSCAAS doing research related to their doctoral program, which will be counted toward the UAlberta residency requirements.
- e. Program Students will defend their thesis at UAlberta.

2.2. Academic Program Requirements: Program Students will follow a program of study and research which will satisfy the degree requirements of both Parties.

2.3. Ethics Requirements: In accordance with UAlberta policy, every Program Student must meet UAlberta's ethics and academic integrity training requirements set by the UAlberta Faculty of Graduate Studies and Research. Further information regarding those requirements can be found here: <https://uofa.ualberta.ca/graduate-studies/current-students/academic-requirements/ethics>. Additionally, Program Students must follow all UAlberta policies and procedures relating to research involving either human participants or animals.

2.4. Professional Development Requirement: In accordance with UAlberta policy, every Program Student must meet UAlberta's professional development requirements set by the UAlberta Faculty of Graduate Studies and Research. Further information regarding those requirements can be found here: <https://www.ualberta.ca/graduate-studies/professional-development/professional-development-requirement>.

2.5. Supervision: In accordance with UAlberta policy, every Program Student in a thesis-based program must have a supervisor at each institution while in the Joint PhD Program. The UAlberta supervisor will be the lead supervisor.

2.6. Doctoral Supervisory Committee: Every Program Student must have a supervisory committee comprised of at least three (3) members, including the supervisors at both Parties.

The supervisory committee must hold supervisory committee meetings at least once per year in accordance with FGSR policy.

2.7. Required Examinations:

- a. Doctoral Program Students must pass a doctoral candidacy examination before they can proceed to final thesis defense. The structure of the candidacy examination will be in accordance with UAlberta policies.
- b. Every Program Student must successfully prepare and defend a thesis at UAlberta before an examining committee that is set up in accordance with the relevant policies of UAlberta, unless otherwise stated in this Agreement.

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposed Changes to the Bachelor of Arts in Criminology, Faculty of Arts**

Motion: THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, substantive changes to the BA in Criminology, as proposed by the Faculty of Arts, and set forth in Attachments 1-5, to take effect fall 2019

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion
Proposed by	Lesley Cormack, Dean, Faculty of Arts
Presenter	Sara Dorow, Chair, Department of Sociology

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	<p>The BA (Criminology) program (Criminology program) is a unique Arts degree program that provides students opportunities for experiential learning through two field placements during the course of their degree.</p> <p>We propose increasing student capacity from the current maximum of 45 students to 200 students over the course of four years, based on available teaching and course capacity. Our goal is to retain the quality of the program, specifically its combination of high academic standards with exposure to valuable experiential learning in the form of field placements.</p>
The Impact of the Proposal is	<ul style="list-style-type: none"> • We propose increasing student capacity from the current maximum of 45 students to 200 students over the course of four years, based on available teaching and course capacity. • We propose opening admission to the program to high school graduates. • We propose changes to the structure of the field placement component in order to accommodate the increased student capacity of the program.
Replaces/Revises (eg, policies, resolutions)	Relevant university calendar sections (Admission requirements, Admission timeline, BA Criminology Program description).
Timeline/Implementation Date	Fall of 2019
Estimated Cost and funding source	<p>The program revision will not require any additional teaching budget. The department has two new faculty members in the area, and will adjust overall teaching plan in the department to ensure requirements and options are covered.</p> <p>Some minor adjustments will be made to existing use of staff time in the department to ensure advising needs are met; no new staff are needed. The department is building in an additional one-time (\$8500) course release for the director and a small budget line for additional communication and recruitment needs (\$3500).</p>
Next Steps (ie.: Communications Plan, Implementation plans)	<p>Implementation: New program implemented and enrollment targets met over 4 to 5 years. Complete replacement of previous program will take about 4 years.</p> <p>Information material production and recruitment efforts will commence</p>

	upon final approval.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • Department of Sociology Council (Approved) • Academic Affairs Committee, Faculty of Arts (Approved) • Arts Executive Committee (Approved) • Arts Faculty Council (Approved)
	<p><u><i>Those who have been consulted:</i></u> <u><i>A brief survey exploring interest in the proposed program was conducted. Participants were</i></u></p> <ul style="list-style-type: none"> • Undergraduate students from SOC 100 • Current criminology program undergraduate students <p><u><i>Criminal justice practitioners were consulted seeking their input and views on the proposed program.</i></u></p> <ul style="list-style-type: none"> • Justice and Solicitor General Alberta (management) • Edmonton Police Service • John Howard Society of Alberta • Youth Restorative Active Project • REACH Edmonton
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Committee is comprised of the Program Director (Jana Grekul), Program Advisor (Greg Eklics), a Criminology Faculty member (Sandra Bucerius), two graduate students (Kelsi Barkway and Kassandra Landry, both Criminology program graduates), and the (former) Undergraduate Advisor (Pam Minty)(ex officio capacity) • Department Chair is actively involved in advising.
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Arts Academic Affairs Committee: March 29, 2017 Arts Executive Committee: May 8, 2017 Arts Faculty Council: May 25, 2017 ASC Subcommittee on Standards (for discussion): March 1, 2018 GFC Academic Standards Committee (admission/transfer and academic standing): April 19, 2018 GFC Academic Planning Committee: May 9, 2018</p>
<p>Final Approver</p>	<p>GFC Academic Planning Committee</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>In the University of Alberta's institutional strategic plan, For the Public Good, the University establishes the objective to "Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally" (Objective 7, Strategy i).</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section)</p>	<p>1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)).</p> <p>2. PSLA: The PSLA gives Faculty Councils power to "provide for the</p>

numbers)	<p>admission of students to the faculty” (29(1)(c)) , subject to any conditions or restrictions that are imposed by general faculties council..</p> <p>3. PSLA: The PSLA gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)), subject to any conditions or restrictions that are imposed by general faculties council.</p> <p>4. GFC Academic Standards Committee The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC’s terms of reference provide that “the term ‘substantial’ refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept”</p> <p>5. UAPPOL Admissions Policy</p> <p>6. UAPPOL Academic Standing Policy</p> <p>7. GFC Academic Planning Committee (APC): “13. Existing Undergraduate and Graduate Academic Programs: - Extension and/or Substantive Revision to Existing Programs [...] All proposals for major changes to existing undergraduate and graduate programs ... shall be submitted to the Provost and Vice-President (Academic). [...] The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisers will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. The Provost and Vice-President (Academic) may seek the advice of FDC on space-related matters inherent to the proposal prior to its consideration by APC.”</p>
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Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 27) Criminology Program: Plan for Re-visioning
2. Attachment 2 (page(s) 1 - 6) Criminology Calendar Language – Program
3. Attachment 3 (page(s) 1 - 2) Criminology Calendar Language – Admissions
4. Attachment 4 (page(s) 1 - 2) Criminology Calendar Language – Deadlines
5. Attachment 5 (page(s) 1 - 2) Criminology - Library Impact Statement

Prepared by: Kelly Gray, Governance Coordinator, kagray@ualberta.ca

Criminology Program (Sociology, Arts): Plan for Re-visioning
January 2017; Revised April 2017, August 2017, September 2017

General Introduction and Background

As it currently stands, the BA (Criminology) program (Criminology program) is a quota program with a capacity of 45 students. It is a unique Arts degree program, established in 1981, that provides students opportunities for experiential learning through two field placements during the course of their degree. Students complete a ‘second subject mix’ of courses rather than a ‘minor’ as required with other Arts degrees. The Criminology program is housed within the Department of Sociology, where students take a number of courses in common with Sociology students; Criminology faculty are part of the Department of Sociology.

Currently, in order to gain admission to the program students must have completed *30 (transferable) course weights* at a post-secondary institution, must have a *minimum grade point average of 2.7*, illustrate some *experience* (work or volunteer) with criminal justice system or related organizations, provide *two letters of reference*, and complete an *interview* with the Program Advisor.

In Spring 2016 the Faculty of Arts (Dean’s Office) began consultation with the Department of Sociology with the goal of expanding the Criminology program, given evidence of strong student interest in the program. As part of these efforts, the Faculty allocated funding for two Criminology tenure-track positions; two assistant professors were hired and began on July 1, 2017. In conjunction with the hiring process in fall 2016, the Department Chair, in consultation with the Criminology Program Director, struck a “Re-visioning Committee” tasked with creating a proposal for an expanded program. The Committee was comprised of the Program Director (Jana Grekul), Program Advisor (Greg Eklics), a Criminology Faculty member (Sandra Bucerius), two graduate students (Kelsi Barkway and Kassandra Landry, both Criminology program graduates), and the (then) Undergraduate Advisor (Pam Minty)(ex officio capacity).

The following proposal for revisions to the Criminology program is the outcome of the committee’s work as well as consultation with the Department, the Faculty, students, and employers. Proposed changes to the Criminology program aim to enable its expansion while 1) retaining the quality of the student experience, specifically the combination of high academic standards with exposure to valuable experiential learning in the form of field placements, 2) examining and ensuring the appropriate resources needed, and 3) minimizing net new enrollments.

The report outlines the proposed changes, provides evidence for program demand, considers anticipated challenges with implementation, reviews competitiveness with other similar programs, and provides a list of long-term possibilities for program development.

Program Capacity

The revised program increases student capacity from the current maximum of 45 students to *up to* 200 students, based on available teaching and other resource capacity. Currently, at any one time, there are up to 45 students in the program spread over three years (admission is usually in the second or third year). The proposed changes will mean that, by the time the gradual expansion is complete, there could be up to 200 students enrolled in the program at any one time, spread over four years. Out of this total of students in the BA Criminology program, up to fifty will be in the Field Placement stream. Program capacity will be increased incrementally over the course of five years to allow the Department and the Faculty to gauge and respond to impacts on resources and student experience.

Appendix VII illustrates our seven-year plan, starting in Fall 2019, with estimated projections for numbers of students admitted and continuing in the program. The table includes estimates of the numbers of students entering the program directly from high school (a new option in the program), through internal transfer from another program at the University of Alberta, and through external transfer to the program from other post-secondary university/college programs.

In any given year, the number of new students coming into the revised program is estimated to be 40-70 by 2020-21; with zero net new enrollments. The increase in program enrollment will be included in the Faculty of Arts enrollment allotment. Since the current program admits about 20 students each year, the annual increase in the program is not large. We have found that existing and new resources can accommodate these increases, as well as the overall capacity for 200 students. The hiring of two new faculty members allows for up to eight additional courses per year in the department teaching plan, which should be sufficient to cover new courses and sections (see Appendix II). The Faculty of Arts has committed some additional funding for part-time support to assist with the increased student enrolment and field placements. Current staff in Sociology, with this additional assistance, can accommodate the transition from advising 45 students doing two field placements each (field placement management and support being labour intensive) to advising up to 200 students, including the 50 students doing two field placements. In addition to the part-time support provided by the Faculty of Arts, the Department will institute some cross-training between the sociology and criminology undergraduate advisors, to allow for more flexible advising capacity. These changes will maximize Department capacity, so that any additional innovations (such as extending more experiential learning to students outside of the field placement stream) will require revised use of resources.

Who Can Apply?

The revised program will open admission to high school graduates. This involves changing the requirement that students have 30 course weights of post-secondary education before applying to the program. We propose that, as is the case with the current program GPA requirements, post-secondary transfer students have a minimum 2.7 grade point average (in the last completed term)

to gain admission and can apply in their first, second, or third year. High school applicants will follow the regular direct entry process in the Faculty of Arts.¹

Program application deadline: March 1 annually, adhering to the Faculty of Arts deadlines. Early conditional admissions from high school would apply to this program. Initially students will be admitted for the Fall term only, but this will be reviewed after the third year of implementation to ascertain whether Winter term admissions might also be feasible.

Field Placement

Field Placement Stream. The committee strongly advocated retaining the field placements to remain at the forefront of student training and to align with experiential learning as a key part of the university's institutional strategic plan. Student, community, and employer feedback confirms that placements are a value-added feature in post-secondary learning. Most criminology programs do not offer such experiential learning options, making the University of Alberta BA (Criminology) Program especially attractive to partners and employers.

The new program offers a Field Placement Stream: *two* field placement each, for to *up to 50* students in the program (50 out of 200 students in the program at any one time). The process of applying for the Field Placement Stream will be competitive. Students will apply to the Program Advisor's office and will be required to have at least a 3.0 grade point average (on the most recent 15 course weights). This is higher than the 2.7 grade point average that students currently need to apply to the program. Our justification for this is that we would like to initially limit the placement opportunity to the top students in the program. Currently, we are known to send excellent students to work in the field placements. It is imperative, therefore, that we ensure the students representing the Criminology program in the community are of a high calibre (we want to maintain positive relationships with our community partners and maintain our reputation in the community). Requiring a higher grade point average in order to be selected for the field placement will help ensure we maintain high standards around who is selected for the placement option. We will review this requirement after three years and modify it if necessary. Currently, students must complete 30 course weights before applying to the program/field placement; we propose changing this requirement to the most recent 15 course weights so that first year students who have an exceptional semester will be eligible to apply for the field placement. Students must also include a letter/statement of intent (explaining why they want to do the placement, how it aligns with their career objectives, and why they are an excellent candidate for the placement) and will undergo an interview with the Program Advisor. Both of these are current requirements for program applicants. As with the current program where students can continue to apply for admission until their third year of study, students may apply multiple times to the Field Placement Stream.

¹ Currently, the BA (Criminology) Program requires a 2.7 GPA of applicants and continuing students. We would like to maintain this requirement in the proposed program for post-secondary applicants and continuing students. However, we will monitor this average and adjust it as required to ensure adequate number of high school applicants.

The Criminology program is committed to experiential and active learning for all criminology students regardless of whether they are part of the field placement option. The goal of the Department of Sociology is to work toward the integration of these types of learning opportunities into a variety of criminology courses. Possibilities include incorporating Community Service-Learning into more criminology courses, developing a capstone course that includes community based research, integration of project based learning, and providing our students opportunities for hands-on opportunities that integrate research and community involvement (for example, an annual conference). It is important to note that a number of students in the Criminology program have worked or are working in the field of criminology and criminal justice, and thus bring experiences into the classroom.

Field Placement Stream application deadline (internal to the department): October 30, annually.

Recognition of Field Placement Stream

Beyond students' transcript showing the completion of the field placement courses, we would like to recognize students who complete the Field Placement Stream in two distinct ways. First, the Department of Sociology will provide these students a letter signed by the Program Director or Chair upon graduation detailing their achievements related to the field placements. Second, we are working with the Office of the Registrar to find a way to include recognition on their parchment.

Course-related Proposed Changes

Please see Appendix I for a full comparison of current and proposed course requirements.

Course Load Equivalence

Students in the Field Placement stream will be required to complete both Sociology 399 (first placement) and Sociology 499 (second placement) (*6 each for *12 of placement). This matches the robustness of the current program.

To ensure credit load equivalency between the "Field Placement Stream" and "Regular Stream" (i.e., all students in the BA Criminology program need to have the same number of required total credits):

- 1) Students who do not participate in the Field Placement stream will be required to take two additional criminology courses (3 course weights each for a total of *6). This requirement also ensures that the BA (Criminology) Program is further distinguished from a BA major in Sociology.
- 2) Field Placement stream students will take *6 credits less than regular BA (Criminology) Program students in the "second subject mix" of courses (*15 instead of *21). This approach was taken because a) reducing criminology coursework at the 300- or 400-level for placement stream students would weaken their content knowledge; b) the second subject mix and the field placement have in common the opportunity for students to design their program according to

interests and career plans, and to gain exposure and explore areas beyond the criminology classroom.

Second subject area mix courses.

Currently, students complete a minimum of 24 course weights up to a maximum 39 course weights in a “second subject mix”. No more than 18 course weights from any second subject department is permitted. We propose changing this to a requirement of a minimum of 21 course weights (minimum of 15 course weights for Field Placement Stream students) up to a maximum of 36 course weights, with no more than 15 course weights coming from any one second subject mix department. This, we believe, will build more flexibility into the second subject mix for our students.

We have surveyed courses from other departments that would be beneficial to our students as requirements/options in our second subject area. Please see Appendix III for a list of these courses and the rationale for including them either as required courses or second subject mix optional courses.

Sociology courses

We propose to include several Sociology courses that could fill requirements for our students.

200-level changes

We propose to add *Inequality and Stratification* (SOC 260) as a limited-option requirement at the 200 level, to complement the current requirements of *Deviance and Conformity* (SOC 224) or *Social Studies of Surveillance* (SOC 226).

300-level courses

Currently, there are few course offerings at the 300-level that are criminology-related (*Youth, Crime and Society* (SOC 321) and *Criminal Justice Administration in Canada* (SOC 327)). We propose including *Racism and Decolonization* (SOC 370) and *Sociology of Youth* (SOC 377) to the list of courses students can take as part of their required courses. (Note: SOC 370 is currently named “Racism in the Western World”; the name change is going through governance concurrently.)

400-level courses

We propose to add *Qualitative Methods in Social Research* (SOC 418) and *Data Analysis and Research* (SOC 456) to the available criminology options at the 400-level.

Need for new criminology courses

Our survey of criminology programs across Canada has revealed a need to increase the diversity and breadth of courses we offer in order to remain competitive (please see Appendix V). Examples of areas in which we should consider new courses offerings include Criminological Theory, Gender and Crime, Victimology, Environmental Crime, White Collar Crime, Organized

Crime, Policing, Penology, and Gangs. With the two new faculty hires, the Department will begin formally offering some of these in the next few years; one new course on gangs is already being offered in 2017-18, and a course on policing will most likely be offered in the next two years.

Additional Program Changes

We propose to set the program residency at 30 credits, down from the current 42 credits. The 42-credit program residency is in place to allow incoming students to complete the Faculty of Arts program residency requirement in the program (one academic year of 30 credits) with the addition of two field placements (12 credits). The proposed changes to the program no longer necessitate that all students complete 12 credits of field placement. Therefore, we propose to bring the program residency requirement in line with the current Faculty of Arts requirement.

In addition, we propose to eliminate the full course load requirement. This requirement no longer appears to serve our students well and we do not believe it promotes academic excellence. As more students are enrolled in the program with different needs (financial or other obligations), maintaining a full course load (and performing well academically in all of their courses) will become a recurring issue. In the Faculty of Arts, students are expected to complete 30 credits in one academic year, however it is not a requirement they do so. Adopting the same rule will enhance our ability to support our students and offer a flexible degree.

Responding to the Truth and Reconciliation Commission (TRC) Report

From initial discussions in the Fall 2016 with Drs. Chris Andersen (then Interim Dean) and Nathalie Kermoal from the Faculty of Native Studies, two main possibilities emerged for collaborative efforts. The first of these is a required Native Studies course; the second, described below under “additional possibilities”, would involve the development of embedded certificates.

The revised program requires 3 units of course weight in Native Studies: one of NS 110, NS111, or NS 201. NS 110 (*Historical Perspective in Native Studies*) and NS 111 (*Contemporary Perspectives in Native Studies*) are currently in our *second subject mix. Indigenous Canada* NS 201 – MOOC is an online course that heavily relies on material currently taught in NS 110 and 111.

Making NS 110, or NS 111, or NS 201 a mandatory requirement for criminology students **will** increase awareness among our students of indigenous issues and their relationships to the study of criminology, and would be a foundation for any further study in the Faculty of Native Studies or in other indigenous studies offerings.

Consultation and Evidence of Demand for Increased Program Capacity

Student Demand: Student consultation took the form of a short online survey administered to 215 Introduction to Sociology (SOC 100) students and all 45 of our current BA (Criminology) Program students. Students were provided a summary of the proposed changes to the program and were asked if they would be interested in applying to the program and if they thought other

students would be interested in applying to the program. They were also invited to offer open-ended comments on their reasons for providing their answers. It should be noted that students provided feedback on an earlier iteration of the proposed program which reduced the field placements to one optional, competitive placement for up to 50 students. The response rate was 11 percent (n=29). Students generally indicated interest in applying (12/29 would apply; 17/28 thought other students would be interested in applying). Ten students indicated “maybe” for both questions.

The open-ended responses provide insight into students’ thoughts on the proposed program. Support is mixed for high school admission, competitive field placements, and increasing program capacity. However, it is clear from the responses that current BA (Criminology) Program students express most of the resistance and prospective students indicate comparatively more support for these proposed changes. Interestingly, there is some support among prospective students for making the placement optional. Several indicated an interest in being in the program without having an interest in completing placements, and therefore appreciate the element of choice when it comes to field placements. Generally, there is support for the mandatory Native Studies course and the increased diversity in second subject mix course offerings.

To assess student demand for the program we also examined our records on student applications and admissions from 2011 to 2017 (please see Appendix IV). Student demand for the BA (Criminology) Program has generally been increasing over time. During that period, roughly 50-60 applicants (all internal or external transfer applicants, since there has been no high school admission) have been eligible for admission each year. Appendix IV provides detailed information on the number of “internal” transfer applicants (from the University of Alberta), “external” transfer applicants (transfers from other post-secondary institutions), and further shows the number of applicants in each of these categories that were “eligible” (fit the admission criteria) and were “admitted” during the 2011 to 2017 time frame. It additionally provides detailed information on which programs internal applicants were in at the time they applied to our program.

If we look at 2017, for example, we see that there was a total of 125 applicants; 50 were internal and 75 external. External applicants came from a range of other post-secondary institutions from both within and outside of Alberta. Applications from within Alberta came from: MacEwan University (20), Red Deer College (10), Grande Prairie Regional College (4), Northern Alberta Institute of Technology (NAIT) (3), Concordia University College (2), King’s University (2), Lethbridge College (1), University of Calgary (1), Athabasca University (1), University of Lethbridge (1), Medicine Hat College (1), Mount Royal University (1), and Southern Alberta Institute of Technology (SAIT) (1).

In 2017 there were fifty internal applicants (coming from other faculties, departments/programs at the University of Alberta). The vast majority (37) came from the Bachelor of Arts degree program in the Faculty of Arts. Three were from the Bachelor of Science degree program; one came from each of Open Studies, Open Studies Fresh Start, Bachelor of Education (Secondary), Bachelor of Arts (Augustana), and one from a Bachelor of Science/Bachelor of Education combined program.

There is, therefore, demand for the program among students and it has been fairly consistent over the past seven years, although it has been gradually increasing over time (total number of applicants in 2017 was 125 compared to 76 in 2011).

The pool of eligible applicants, internal and external, is smaller compared to the total number of applicants. The larger difference appears when we examine the pool of applicants who are admitted to the program. The vast majority (close to 90% in most years) of those admitted are internal applicants, reinforcing the point made elsewhere in this proposal that the impact of program changes should be minimal for other post-secondary institutions. In fact, in 2017 only three external applicants were admitted (2 from MacEwan University and 1 from Red Deer College). Considering our projected enrolment goals (200 students over four to five years), this implies that a good portion of the program capacity will be taken up by high school – not external post-secondary – applicants who would in any case be applying to University of Alberta. It is difficult to predict at this point what the high school student demand might be relative to other degree choices at the University. High school recruitment efforts will be an important part of the expansion of the program.

Employer Consultation: Key community partners were asked to respond to questions about the proposed changes to the program. We received responses from several of our provincial government partner divisions. These included: Department of Justice and Solicitor General - Correctional Services Division and Public Security Division, Crown Prosecutor Service, and Community Corrections. We also received a response from the Executive Director of REACH Edmonton, a backbone community organization that coordinates organizations and community groups to work toward crime prevention and community safety. Representatives from the Edmonton Police Service met with us to discuss their reactions to the proposed changes as well.

Community partners are unanimous in their support of several of the proposed changes including the mandatory Native Studies course, the increase in range and diversity of second subject mix courses, and the value of the field placements. Support is mixed when it comes to the proposed expansion, with respondents expressing some concern over the market's ability to absorb the increased number of Criminology graduates, especially in an era of "cutbacks and forced attrition." One respondent suggested that "a new course should be introduced covering government and policy from a justice system perspective." This respondent suggested that students without field placement experience might be looking at jobs related to research/policy development; therefore such a course would be beneficial. The Department of Sociology already offers a course in Crime and Public Policy (SOC 423). In addition, the Department is in the process of creating a Certificate in Applied and Social Science Research that provides students the opportunity to develop relevant skills. Criminology students will be encouraged, through the Program Advisor's office, to consider completing this certificate as a way of increasing their marketability post-graduation. Finally, the Department will look at further ways to help BA Criminology students "translate" their skills and knowledge into a variety of employment opportunities.

Support is also mixed for opening the program up for entry from high school. Some think it is a great idea. As one partner put it, "If a student knows they want to study Crim, why not start right away?" Others argue that "the current application and enrollment procedure allows for students to explore the field through volunteer work, gain maturity, demonstrate academic excellence,

etc.” and that “it has always been a strength of the Criminology program that it weighs [these] numerous factors into its admission decisions.”

An earlier iteration of this proposal presented a program that would see the current two mandatory field placements reduced to one optional, competitive field placement for up to 50 students. There was strong resistance to this among community partners. Taking this feedback into account, and after consultation with the Faculty of Arts, the proposal retains the *two* field placements for up to 50 students. As described in more detail above, admission to the Field Placement Stream will be a competitive process that retains the strengths noted by community partners and employers.

Other Consultations: Our consultation with other faculties and departments has been very positive (please see Appendix VIII). The Faculty of Native Studies expressed great interest in working toward the certificates described elsewhere in this report. Our consultation with other departments on campus with regard to adding courses they offer to our second subject mix was also positive, even in instances where they felt they could not accommodate our request due to resource restrictions.

Challenges to Implementation

We anticipate some challenges to implementation, but have identified ways to respond to those challenges. First, we face the challenge of providing enough upper-level course offerings to meet the needs of our students. The two new faculty members will help alleviate this issue, in that we now have the capacity to teach four more 300- and 400-level courses each year. The issue is exacerbated by the fact that at present (and for several years to come) several faculty members who teach criminology courses regularly receive teaching releases because of administrative and/or research commitments. The department will manage its teaching plan so as to ensure enough 300- and 400-level courses are offered. In addition, the department will support graduate teaching of upper level seminars, such as through the special topics course discussed below.

Another way to help rectify this issue is to restrict enrolment in certain criminology courses to Criminology students, or at least implement a cap for non-criminology students. This has the potential to place pressure on enrolments in other upper level sociology courses. (Please see Appendix II.)

Another challenge to implementation concerns the requirement that Criminology program students take *Introduction to Social Statistics* (SOC 210) and *Introduction to Social Methodology* (SOC 315). Expanding our enrolment will have implications for capacity in these courses. We propose adding another section of each course. Currently, the department has the capacity to do so, with one recurrent challenge being the dearth of graduate contract instructors who can also teach these courses. The department is working on building these capacities, including through a teaching mentoring program, the development of a certificate in social science research methods, and a new faculty hire with expertise in quantitative methods. In addition, the department will consider the option of giving credit to students who have taken other introductory statistics courses (SCI 151/STAT 151) as a way of alleviating some of the pressure on our statistics course capacity.

While we regularly receive up to 100 applications to our program in its current form, it is difficult to predict exactly what the early years of implementation will mean for the program and its capacity. Recruitment in high schools will be necessary in order to attract strong students into the expanded program. Critical to recruitment and student advising will be communicating with (potential) students about the Field Placement Stream, and explaining the career advantages of the program as a whole. Student advising will emphasize additional opportunities for experiential learning such as community-service learning (CSL), Arts Work Experience (AWE), the Undergraduate Research Initiative (URI), the Roger Smith award, and project-based learning courses.

It should be noted that Sociology (of which the Criminology program is a part) is a large service teaching department, with more than 7,000 enrollments annually in our courses. This not only exposes a large number of students to sociology and criminology, but also means we have some flexibility in our teaching plan to accommodate higher numbers of students in one of our two degree programs (Sociology major and BA (Criminology)).

Implications for Competitiveness

There are potential drawbacks to program expansion, most notably the possible negative effects on the “degree experience” our students receive. In this proposal, we try to mitigate these effects in two ways. First, we maintain a competitive edge over other criminology programs by continuing to offer a respected and valuable academic program that challenges students to be critical thinkers and practitioners. The proposed program changes and expansion should not negatively impact our competitiveness in significant ways, compared to other criminology programs across the country. Offering a Field Placement Stream with two field placements retains our standing as one of a minority of programs that offers students this opportunity. Furthermore, our range of course offerings is quite competitive. In addition, we will maintain a required minimum GPA of 2.7 on courses completed in Fall/Winter terms in order for students to continue in the program, to ensure the academic quality of the program is upheld. While other programs in the country may accommodate larger numbers of students, we aim to remain competitive in terms of the academic standards required of our students (See Appendix VI). The location of our program in a strong Department of Sociology also helps to ensure exposure to a broad academic training.

Second, the size of the program prompts challenges in program administration that we have anticipated and sought to address; we will continue to monitor and communicate any challenges with the Faculty of Arts as the program grows. A commitment for increased resources from the Faculty of Arts (in the form of a part-time position) to support expanded program advising alongside the strong field placement component will be most helpful in this process. Despite these prospective challenges, our approach was to find ways to maintain and build opportunities to engage our students. The program changes offer exciting ways to continue to create research opportunities, further experiential learning options, and enhanced partnerships with government, non-profit and the private sectors. Some of these opportunities are listed below.

Additional Possibilities for Growth

The Re-visioning Committee also discussed additional opportunities for growth in the future (i.e. not part of the current proposed expansion but something to implement medium and long term). These possibilities include:

- A formal linkage to the department's proposed Certificate in Social Science and Applied Research to increase experiential exposure to social research methods for criminology students.
- The creation of a new 300-level criminology special topics course taught by PhD students on a rotating basis (offered every other year, perhaps, and taught by a different PhD student each time) and restricted to criminology students. The course would not only add to the breadth and diversity of third year course offerings but would also provide teaching opportunities for our graduate students in their areas of expertise.
- An embedded Criminology certificate for Native Studies students who would be able to take *12 - *30 units of course weight (primarily at the 300 and 400 level) to receive this credential. There appears to be interest among a small number of students (10-20) from the Faculty of Native Studies to take more substantial criminology training and this route appears to be favourable.
- An embedded Native Studies certificate for criminology students who would be able to take *12 - *30 units of course weight (primarily at the 300 and 400 level) to receive this credential. There would likely be a small number of students (<20) who would be interested in taking the required courses in Native Studies for the certificate, although this demand may rise once the certificate is established.
- Creating an After Degree option would make this degree available for professionals who work in the field of criminology or criminal justice and who would like to enhance their academic knowledge with an appropriate degree. Not only would this benefit the criminal justice sector by further enhancing the knowledge and skills of professionals, but also would invite valuable work experience in the classroom, which could potentially enrich the learning experience of students and instructors.
- CampCrim, a summer camp for high school students (recruitment, revenue generation).
- A regular conference that brings together undergraduate and graduate students, community professionals, and faculty.
- A Summer Institute/Professional Development course offered to interested criminal justice system professionals (revenue generation).

APPENDIX I: COMPARISON OF CURRENT AND NEW PROGRAMS

	Current Program	New Program		Comment
		<i>Regular (Course) Stream</i>	<i>Placement Stream</i>	
100 Level	*3 SOC 100	*3 SOC 100	*3 SOC 100	SOC 100 is currently required under BA breadth/diversity
200 Level	*3 SOC 210 *3 SOC 225 *3 (SOC 224 or 226)	*3 SOC 210 *3 SOC 225 *3 (SOC 224, 226, or 260)	*3 SOC 210 *3 SOC 225 *3 (SOC 224, 226, or 260)	Addition of SOC 260 allows more choices and diffuses the impact on sociology courses
300 level	*3 SOC 315 *3 SOC 327 * 6 SOC 399	*3 SOC 315 *3 SOC 327 *9 (SOC 321, 370, 377, 3xx, 3xx)	*3 SOC 315 *3 SOC 327 *6 SOC 399 *3 (SOC 321, 370, 377, 3xx, 3xx)	We anticipate developing at least two new 300-level courses.
400 level	*6 (SOC 402, 420, 421, 423, 427) * 6 SOC 499	*6 (SOC 402, 418, 420, 421, 423, 427, 4xx, 456)	*6 (SOC 402, 418, 420, 421, 423, 427, 4xx, 456) *6 SOC 499	We are developing at least two new 400-level courses.
Second Subject Mix	*24 required *6 (PSYCO 104 and PSYCO 105) *3 (PSYCO 223, 233, 282, 325, 327, 335,339) *12 (ANTHR 207, 401; B LAW 301; BUS 435; CSL 100, 300; ECON 350, 378, 379; EDPY 442; HIST 364, 368, 369; INT D 393, 394; HECOL 100, 210, 301, 313, 315, 412; NS 110, 111, 200, 240, 320, 340, 442, 485; PHIL 250, 350 368, 382; POL S 327, 328, 390; SMO 200; WGS 102, 360, 420, 431; WRS 302)	*21 required (Normal Stream) *6 (PSYCO 104 and PSYCO 105) *3 (NS 110, 111, or 201) *12 (ANTHR 207, 401; B LAW 301; BUS 435; CSL 100, 300; ECON 350; EDPY 442; HECOL 100, 210, 301, 313, 315, 412; HIST 362, 368, 369; INT D 394, NS 200, 240, 320, 340, 442, 485; PHIL 250, 350 368; POL S 327, 328, 390; PSYCO 223, 239, 282, 333, 325, 327, 335; SMO 200; WGS 102, 360, 420, 431; WRS 302)	*15 Required (Field Placement stream) *6 (PSYCO 104 and PSYCO 105); *3 (NS 110, 111, or 201); *6 (ANTHR 207, 401; B LAW 301; BUS 435; CSL 100, 300; ECON 350; EDPY 442; HECOL 100, 210, 301, 313, 315, 412; HIST 362, 368, 369; INT D 394, NS 200, 240, 320, 340, 442, 485; PHIL 250, 350 368; POL S 327, 328, 390; PSYCO 223, 239, 282, 333, 325, 327, 335; SMO 200; WGS 102, 360, 420, 431; WRS 302)	

APPENDIX II: SOCIOLOGY COURSE CAPACITY IN THE NEW CRIMINOLOGY PROGRAM

Current SOC courses (2016/2017)	Current Program			*NEW* Program			Impact of new program on courses
	Req'd Credits	Seat Capacity		Req'd Credits	Seat Capacity		
		Program demand	Annual (Soc. Dept Total)		Program demand (Crim)	Annual (Soc. Dept Total)	
100 Level SOC 100 ²	*3	N/A	2110	*3	40-60	2110	
200 Level SOC 210, SOC 225 ² , SOC 224 ² OR SOC 226 ²	*3 *3 *3	45 45 45	240 (SOC 210) 990 (SOC 225) 811 (SOC 224) 200 (SOC 226)	*3 *3 *3	40-60 40-60 40-60	240 (SOC 210) 990 (SOC 225) 811 (SOC 224) 200 (SOC 226) 90 (SOC 260)	SOC 210 might need an additional section.
300 Level SOC 315, 327, SOC 321 ² OR SOC 3xx ³ OR SOC 370 OR SOC 377 SOC 399	*3 *3 *3 *6	20-25 20-25 20-25 10-25	150 (SOC 315) 210 (SOC 327) 215 (SOC 321 only) <25 (SOC 399)	All students *3 40-60 150 (SOC 315) *3 40-60 210 (SOC 327) Placement Stream *3 35 80 (SOC 321) 80 (SOC 370) 80 (SOC 377) 80 (SOC 3xx) *6 35 50 (SOC 399) Course stream *9 40-60 80 (SOC 321) 80 (SOC 370) 80 (SOC 377) 80 (SOC 3xx)			SOC 315 might need an additional section. Two additional 3xx courses in criminology are needed.
400 Level SOC 402 ₁ 402 ₂ , 402 ₃ 420, 421, 423, 427	*6 *6	90 10-25	25 (SOC 402 ₁) 25 (SOC 402 ₂) 25 (SOC 402 ₃) 25 (SOC 420) 25 (SOC 421) 25 (SOC 423) <25 (SOC 499)	All students *6 100< 402 ₂ ,402 ₃ 418 420 421 423 427 (was 402 ₁) 4xx 456 Field Placement stream *6 50< 499			Need to offer at least 2 additional sections of 400- level criminology courses in an academic year to accommodate both soc and crim students.

² Large Service Course; most students enrolled are not criminology students. Department will monitor demand and offer additional sections if needed.

³ Newly developed course; the only classroom demand increase.

Sociology Courses	
SOC 100	Introductory Sociology
SOC 210	Introduction to Social Statistics
SOC 224	Deviance and Conformity
SOC 225	Criminology
SOC 226	Social Studies of Surveillance
SOC 260	Inequality and Social Stratification
SOC 315	Introduction to Social Methodology
SOC 321	Youth, Crime and Society
SOC 327	Criminal Justice Administration in Canada
SOC 370	Racism and Decolonization
SOC 377	Sociology of Youth
SOC 3xx	<i>TBD Criminology Topics Course</i>
SOC 399	<i>Criminology Field Placement (*6)</i>
SOC 402 ₁	Selected Topics in Sociology – Ethnicity, Immigration and Crime (also as SOC 427)
SOC 402 ₂	Selected Topics in Sociology – Sociology of Terrorism
SOC 402 ₃	Selected Topics in Sociology – Criminal Accusation
SOC 418	Qualitative Methods in Social Science
SOC 420 ₁	Selected Topics in Criminal Justice – Sociology of Killing
SOC 420 ₂	Selected Topics in Criminal Justice – Gangs, Ghettos, and Violence
SOC 421	Sociology of Punishment
SOC 423	Crime and Public Policy
SOC 427	Ethnicity, Immigration and Crime
SOC 430	Women and Crime
SOC 456	Data Analysis and Research
SOC 499	<i>Criminology Field Placement (*6)</i>

Comments on the table

The table contains a comparison between program demands of the current and new programs.

At the 100 level, the only required course is SOC 100. As the current program required 30 university credits prior to admission, this requirement is normally fulfilled before students are admitted. The new program, now admitting students from high school, will bring a demand of 50-60 additional students per year. Likely, this number will not be this high as we expect significant transfer admissions, where SOC 100 will likely have been completed prior to admission. The current capacity of 2110 will likely be able to absorb any increase in demand.

At the 200 level, the required courses are SOC 210 and SOC 225. One of SOC 224 or SOC 226 is also required. The current demand of 90 is absorbed by the capacity in these courses. The new demand will likely mean a need to add a section of SOC 210 each year. SOC 225 will likely be able to absorb the increased demand. Both SOC 224 and SOC 226 appear to have sufficient capacity to absorb the demand. Adding SOC 260 to the available options beside SOC 224 and SOC 226 would also help with capacity.

At the 300 level, the required courses are SOC 315 and SOC 327. Currently SOC 321 is a limited-option requirement. In the new program, one of SOC 321, SOC 370, SOC 377 or SOC 3xx will be required. The new program demand will significantly impact SOC 315, which currently has capacity for 150 students annually. There will be a need to add one section of SOC 315 per year. SOC 327 will likely need some increase in capacity. The addition of SOC 370, SOC 377 and two new SOC 3xx will be able to absorb demand on SOC 321 for fulfilling the additional *3 requirement.

Students in the regular BA program will be required to take 2 *3 courses from SOC 321, SOC 370, SOC 377 and SOC 3xx. This additional demand will likely not negatively impact the availability of these courses as the completion of this requirement can be done in students' third and fourth years of study.

SOC 399 is the first Field Placement course and is a *6 course with a quota of 35 students. Students will compete for admission.

At the 400 level, the additional demand is the most significant. Once the program runs at 100% enrollment, we can expect a demand of up to 150 seats in 400 level criminology courses per year. (It is possible that some students will take one of the 400 level criminology course requirements in their third year of study, but our assumption is that most students will leave these requirements to their fourth year of study.) In order to meet the projected capacity, the department needs to offer 5 or 6 sections of 400 level criminology courses (capped at 25 students) per year, requiring that we add at least two new 4xx courses in criminology. At least some of these courses would have to be restricted to criminology students only. SOC 499 is the second, Advanced Field Placement, course for students who have completed SOC 399.

APPENDIX III: PROGRAM REQUIREMENT CHANGES

Courses to be considered for the principal subject requirements:

SOC 260 – Inequality and Social Stratification

★ 3 (*fi 6*) (either term, 3-0-0) Introduction to the study of structured social inequalities and poverty; major theoretical approaches; findings from key empirical studies, with emphasis on Canada.

Prerequisite: SOC 100 or consent of instructor.

Rationale: This topic would offer a useful foundation for more in-depth engagement with both social theory and advanced criminology course material.

SOC 370 – Racism and Decolonization (formerly Racism in the Western World)

★ 3 (*fi 6*) (either term, 3-0-0) Examines decolonizing cultural politics and theory with an emphasis on racism and its connection to other forms of social inequality and oppression.

Prerequisite: SOC 100 or consent of instructor.

Rationale: This topic would offer a useful foundation for more in-depth engagement with both social theory and advanced criminology course material.

SOC 377 – Sociology of Youth

★ 3 (*fi 6*) (either term, 3-0-0) The comparative analysis of youth in various types of societies, with special emphasis on Canada including investigation of social structures and processes influencing behaviour of young people.

Rationale: This topic would complement SOC 321 and would offer a useful foundation for more in-depth engagement with advanced criminology course material.

SOC 3xx – Criminology Topics

★ 3 (*fi 6*) (either term, 3-0-0)

Rationale: Course to be developed on various criminological topics as per program need. (i.e.: Criminological theory; Gender and Crime; Policing; Restorative Justice; Victimology; White collar crime.)

SOC 418 – Qualitative Methods in Social Research

★ 3 (*fi 6*) (either term, 3-0-0) Further study of the design and evaluation of qualitative research strategies. Topics include participant observation, ethnomethodology, unobtrusive measures, and document analysis. Prerequisites: SOC 210 and 315.

Rationale: This course would complement methods training, especially applicable to criminology students if taught by criminology faculty members.

SOC 427 – Race, Ethnicity, and Crime (Permanent course number assigned. Previously offered as SOC 402).

SOC 456 – Data Analysis and Research (Permanent course number assigned. Previously offered as SOC 402).

Course to be added for the second subject requirements:

ANTHR 494 - Forensic Anthropology

★ 3 (*fi 6*) (either term, 0-3s-0) Human skeletal individualization and its application to human death investigation. Prerequisite: ANTHR 390 or 490 or consent of Department.

Rationale: Students interested in forensics could build biological/forensic anthropology into their degree.

Additional considerations:

Accept SCI 151 or STAT 151 for credit equivalent to SOC 210.

Rationale: SOC 210 is accepted where SCI 151 or STAT 151 is required. It would also reduce demand on SOC 210.

APPENDIX IV: HISTORICAL DEMAND FOR CURRENT PROGRAM

Year	Student Applications		Eligible Applicants		Admitted Students		Internal Applications Previous Program ⁴ (All internal applications)
	Internal	External (Alberta Applications only)	Internal	External	Internal	External (All admissions)	
2011	38	38 MacEwan (11) RDC, Athabasca (3) MRU, U of C, U of L (1)	28	24	17	5 MacEwan (2) RDC (1) U of T (1) U of Sask (1)	AR 510 (30) BA OS010 (1) Open Studies OS020 (2) Open Studies Fresh Start SC010 (2) BSc General
2012	43	45 MacEwan (10) RDC (3), GP Reg. C., MRU, SAIT, U of C (1)	30	32	20	3 MacEwan (2) Camosun College(1)	AR510 (31) BA SC010 (4) BSc General ED510 (1) BEd Elementary OS010 (1) Open Studies OS020(2) Open Studies Fresh Start
2013	51	59 MacEwan (14) RDC, U of C (3), MRU (2), Athabasca (1), NAIT (1)	43	42	16	4 MacEwan (2) RDC (1) MRU (1)	AR510 (39) BA SC020 (1) BSc w Specialization SC010 (3) BSc General EN010 (1) BSc in Engineering OS010 (3) Open Studies PE060 (1) BA in Rec, Sport and Tourism SA510 (1) BA General (CSJ) SC097 (1) Visiting Student AU010 (1) BSc (Augustana)
2014	42	33 MacEwan (8) RDC (3), MRU, Concordia UC, GP Reg. C., U of C, Medicine Hat C (1)	26	26	22	3 MacEwan (1) Florida SU (1) MRU (1)	AR510 (31) BA SC010 (3) BSc General
2015	34	55 MacEwan (10), Concordia UC (4), RDC (3), Athabasca, U of L (2), MRU, NAIT, U of C (1)	24	15	16	3 MacEwan (3)	AR510 (9) BA SC010 (4) BSc General NS010 (2) BA in Native Studies SA510 (1) BA General (CSJ)
2016	34	63 MacEwan (16) RDC (6), GP Reg. C. (4), Lethbr. C (2), NAIT, U of C, (3), Concordia UC, King's U, U of L, Medicine Hat C. (1)	26	27	18	3 MacEwan (1) Athabasca U (1) King's U (1)	AR510 (26) BA SC010 (1) BSc PE060 (1) BA in Rec, Sport and Tourism AU510 (1) BA (Augustana) AU010 (1) BSc (Augustana)
2017	50	75 MacEwan (20), RDC (10), GP Reg. C. (4), NAIT (3), Concordia UC, King's U (2), Lethbr. C., U of C, Athabasca, U of L, Medicine Hat C., MRU, SAIT (1)	29	28	18	3 MacEwan (2) RDC (1)	AR510 (37) BA SC010 (2) BSc OS010 (1) Open Studies OS020 (1) Open Studies Fresh Start ED520 (1) BEd Secondary SC020 (1) BSc w Specialization AU510 (1) BA (Augustana) SC070 (1) BSc/BEd

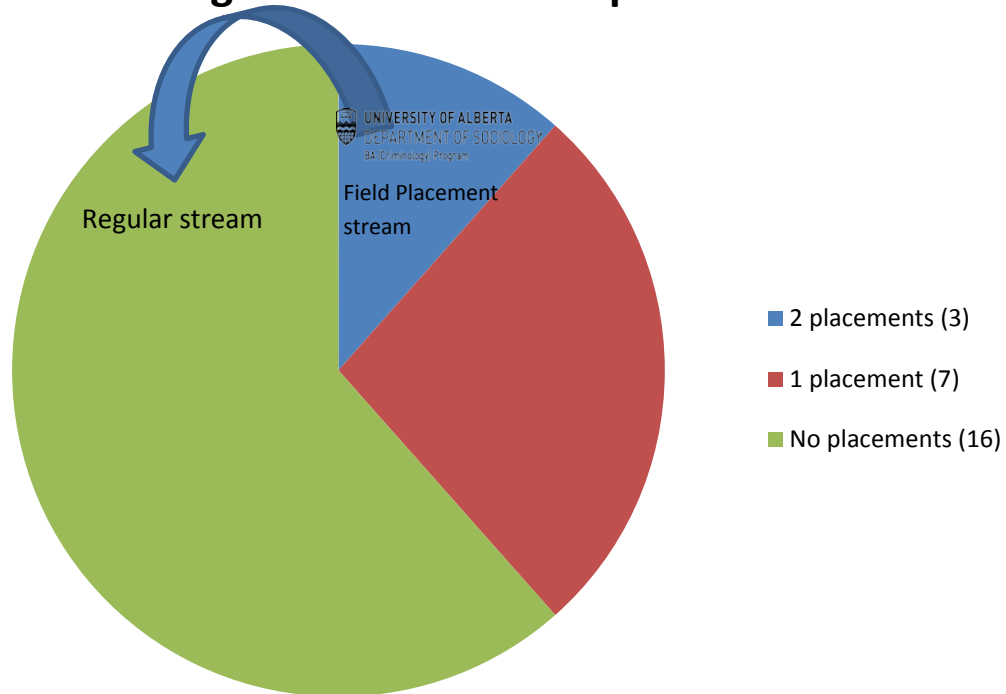
⁴ Some data missing from available reports.

APPENDIX V

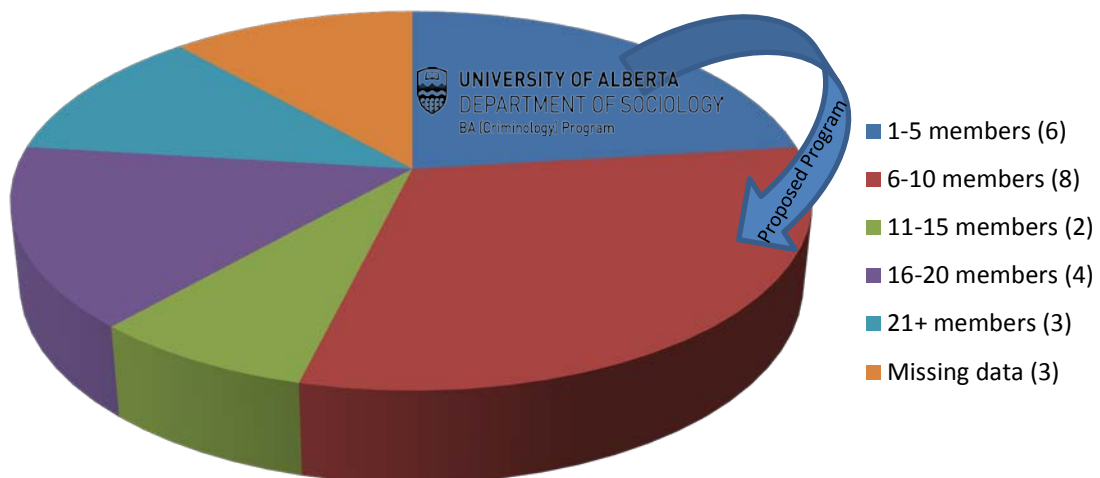
A brief look at criminology undergraduate programs in Canada, when compared to the current University of Alberta BA (Criminology) Program⁵. Arrows indicate where the revised program would fit in comparison. Numbers in parentheses indicate the number of comparator programs in that category.

Total programs surveyed: 26

Program Placement Requirements

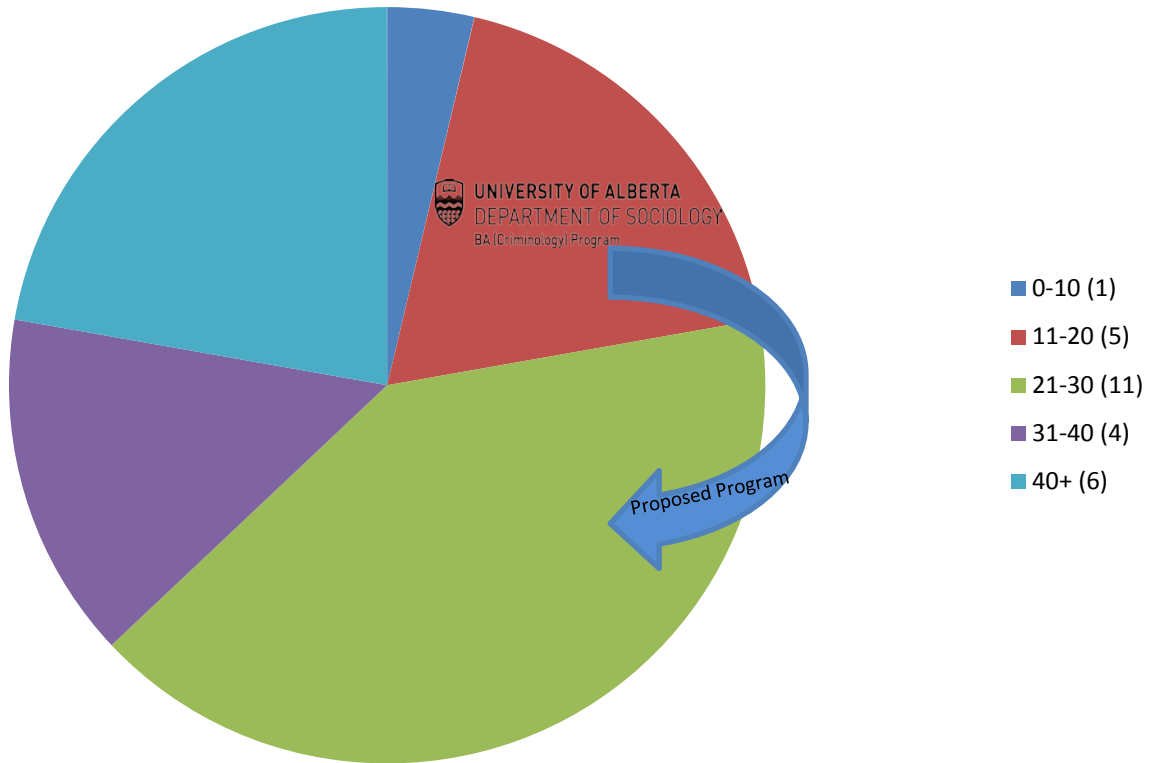


Number of faculty members



⁵ Information accuracy may be affected by outdated information that was available at the time of writing. Note: faculty capacity includes the two new faculty hires in the criminology area of the Department of Sociology, and does not include faculty in other areas of the department who teach criminology students. (Total number Sociology Faculty members = 24.)

Number of Criminology Courses on Calendar



Appendix VI: COMPARABLE PROGRAMS AT OTHER INSTITUTIONS (INTRA-PROVINCIAL IMPACT ASSESSED)

Institution/Program	Program Focus	Admission GPA (Annual or Minimum)	Promotion GPA	Graduation GPA
University of Alberta Current BA (Criminology) (Limited enrollment)	Academic study of Criminology; Experiential learning	No Admission (HS); 2.7 (PS AGPA)	2.7	2.7
University of Alberta BA (Criminology) *NEW* (Limited enrollment)	Academic study of Criminology; Experiential learning	75% (HS); 2.7 (PS AGPA)	2.7	2.7
University of Alberta BA		70% (HS); 2.0 (PS AGPA)	2.0	2.0
Athabasca University		--	--	--
MacEwan University BA Sociology Major	Academic study of Sociology with criminology focus available, Experiential learning	65% (HS); 2.0 (PS AGPA)	2.0	2.0
Mount Royal University BA Sociology Major BA Criminal Justice Major	Academic study of Sociology; Academic study of Criminology and criminal justice training	60% HS; 2.0 (PS AGPA)	1.7	2.0
University of Calgary BA Law and Society (Limited enrollment)	Academic study of law (not solely criminal law) and social issues	Unknown (HS); 2.0 (PS AGPA)	2.0	2.0
Brock University BA Sociology Major	Academic study of Sociology	70% (HS); 60% (PS AGPA)	60%	60%
Carleton University BA Sociology/Criminology major	Academic study of Sociology with Criminology focus available	70% (HS); 60% (PS AGPA)	4.0 (12.0 scale)	4.0 (12.0 scale)
Kwantlen Polytechnic University BA Sociology Major	Academic study of Sociology	C+ (HS); 2.0 (PS AGPA)	2.0	2.0
Ryerson University BA Honors Criminology	Academic study of criminology	No Admission (HS); 2.67 (PS AGPA)	1.67	1.67
Simon Fraser University BA Criminology major (Limited enrollment)	Academic study of Criminology; criminal justice applications	No admission (HS); 2.25 (PS CGPA)	2.25 CGPA	2.25 CGPA
St. Mary's University BA Criminology major	Academic study of Criminology	70% (HS); 2.0 (PS AGPA)	2.0	2.0

St. Thomas University BA Criminology major BAA Criminal Justice (limited enrollment)	Academic study of Criminology; criminal justice training	70% (HS); 2.0 (PS AGPA) No Admission (HS); 2.7 (PS AGPA)	2.0 2.7	2.0 2.7
University of British Columbia BA Sociology major	Academic study of Sociology	70% (HS); 60% (PS AGPA)	60%	60%
University of the Fraser Valley BA Criminology & Criminal Justice major	Academic study of Criminology; criminal justice applications	B Average (HS); 2.5 (PS AGPA)	2.0	2.0
University of Guelph BA Criminal Justice & Public Policy major	Academic study of Criminology; criminal justice applications	70% (HS); 70% (PS AGPA)	2.0	2.0
University of Manitoba BA Criminology major	Academic study of Criminology; Experiential learning	70% GPA + 85% GPA over specified courses(HS); 2.0 (PS AGPA)	2.0	2.0
University of Ontario Institute of Technology BA Criminal Justice major	Academic study of Criminology; criminal justice applications	70% GPA (HS); 2.0 (PS AGPA)	2.0	2.0
University of Ottawa BA Criminology major	Academic study of Criminology; Experiential learning	N/A (HS); 2.0 (PS AGPA)	4.0 (10.0 scale)	4.0 (10.0 scale)
University of Saskatchewan BA Sociology (Aboriginal Justice and Criminology)	Academic study of Sociology	70% (HS); 2.0 (PS AGPA)	60%	60%
University of Toronto BA Criminology and Socio- legal Studies major (Limited enrollment)	Academic study of Criminology	No admission (HS); 70% (PS AGPA)	2.0	2.0
University of Waterloo BA Sociology major	Academic Study of Sociology	65% (HS); 65% (PS AGPA)	60%	60%
University of Western Ontario BA Criminology major	Academic study of Criminology	Low-Mid 80% (HS); 2.0 (PS AGPA)	60%	60%

University of Windsor BA Honors Criminology major (limited enrollment)	Academic study of Criminology	70% (HS); 60% (PS AGPA)	60%	60%
University of Winnipeg BA Sociology major	Academic study of Sociology	65% (HS); Good Standing at home institution (PS)	2.0	2.0
Vancouver Island University Bachelor Criminology major (limited enrollment)	Academic Study of Criminology; Experiential learning	No admission (HS); Competitive GPA based on applicant pool	2.0	2.0
Wilfred Laurier University BA Sociology major	Academic study of Sociology	60% (HS);	4.0 (12 scale)	4.0 (12 scale)
York University BA Criminology major	Academic study of Criminology	Low 80% (HA); 60% (PS AGPA)	5.0 (9 scale)	5.0 (9 scale)

Explanation of Comparator Institutions and Impact

The Table above provides a list of Criminology and Criminal Justice programs within Alberta and across the country, providing information on each program’s Focus, Admission GPA, Promotion GPA and Graduation GPA. Our program is distinct in that we have a unique BA (Criminology) degree (different from a BA with a major in Criminology, for example).

The two main comparator programs intra-province are MacEwan University’s BA Sociology Major and the BA Law and Society program at the University of Calgary, neither of which are limited enrolment. Both of these programs admit from high school and have lower admission GPA (high school and post-secondary) compared to what we are proposing with the new program. MacEwan has an experiential learning component. Athabasca University’s BA in Sociology and Mount Royal University’s BA (Criminal Justice Major) are not included in this discussion because the former is an online degree and therefore very different from our program and the latter’s focus is more specific to criminal justice training (compared to the broader understanding of criminology and socio-legal issues that is the focus of our program).

If we look specifically at MacEwan’s program, the main difference is that they offer a *Sociology* degree with the option of a criminology focus. This is different from our Criminology degree (students at MacEwan receive a degree akin to our “BA in Sociology” whereas UAlberta Criminology students receive a “BA (Criminology) degree”; the different designation reflects the specialized nature of the Criminology degree). We are also unique in that our program is housed in a research-intensive University, Faculty, and Department (Sociology). Looking at the “impact” of our program in terms of MacEwan students who apply to our program, impact is minimal. As Appendix IV shows, from 2011 to 2017, we admitted an average of about two

MacEwan students a year. The proposed program changes should not impact MacEwan's enrolment significantly: students who are interested in attending MacEwan because of its unique appeal (smaller class size, lower admission requirements etc.) will continue to apply there. Students regularly apply to transfer from MacEwan to our program and to the University of Alberta in general; the cohort of MacEwan students interested in applying to our program likely won't change significantly either. The other major intra-provincial post-secondary program is the University of Calgary's BA in Law and Society. It, however, has a decidedly legal focus (different from our unique focus on criminology, critical criminology, and socio-legal students) and so likely attracts students with different interests. In terms of impact when it comes to transfers, we have not admitted any University of Calgary students in the 2011 – 2017 time period (please see Appendix IV).

Our second subject mix also sets us apart from other programs that require student to minor in a particular discipline/area. It is unlikely, therefore, that the proposed changes to our program will impact applications to these other comparator programs: each is "tapping into" and attracting a different pool of applicants. To summarize, the proposed changes to our program should not significantly impact applications to the two primary intra-province comparator programs: MacEwan University and University of Calgary.

APPENDIX VII: ANTICIPATED REGISTRATION NUMBERS

The expected formal program implementation is Fall 2019, with informal rollout possible starting in fall 2018. We wish to maintain our current admission process for post-secondary transfers for Fall 2018. The expected graduation of the last cohort of students following the current program requirements is Spring 2021. As a result, between 2019 and 2021, new program registrations will be adjusted according to the graduation rate and program yield.

	Continuing	New to Program			Continuing and New to Program
		HS	Transfer		
			Internal	External	
2017-2018	24 (actual)	0	18 (actual)	3 (actual)	45 (actual)
2018-2019	28 (actual)	0	14	3	45
2019-2020 (first year of new program)	33	20	31	16	100
2020-2021 (final convocation year of old program)	60	35	23	12	130
2021-2022	78	41	26	15	160
2022-2023	96	52	35	17	200
2023-2024	120	40	26	14	200

The anticipated registration numbers are estimations. These numbers likely will be adjusted each year according to application numbers and program yield. The possibility of Winter term admissions will be assessed after three years.

Email Correspondence from the Faculty of Native Studies regarding NS110, NS111 and NS 201

Chris Andersen Mon, Feb 27, 2017 at 10:28 PM To: Jana Grekul

Dear Jana, I am OK with you including "NS 110, NS111, or NS201" as a requirement for your students in their "secondary subject mix".

regards, Chris <<<<>>>><<<<>>>><<<<>>>><<<<>>>>

Dr. Chris Andersen Professor and Dean (Interim) Faculty of Native Studies 231 Pembina Hall University of Alberta Edmonton, AB, CANADA T6G 2H8 Member, Royal Society of Canada's College of New Scholars, Artists and Scientists Author of "Metis": Race, Recognition and the Struggle for Indigenous Peoplehood http://www.ubcpres.ca/search/title_book.asp?BookID=299174387 Author (with Maggie Walter) of Indigenous Statistics: A Quantitative Research Methodology <http://www.lcoastpress.com/book.php?id=439> Editor: aboriginal policy studies <http://ejournals.library.ualberta.ca/index.php/aps/index>

Email Correspondence from the Department of Anthropology

Re: Inquiry from the BA (Criminology) Program

Pamela R Willoughby <pwilloug@ualberta.ca> Mon, Feb 27, 2017 at 9:57 AM

To: Jana Grekul <jgrekul@ualberta.ca>, P Mayne Correia <pcorreia@ualberta.ca>

I talked to Pamela Mayne Correia, who teaches Anthro 494. She is fine with this request. But remember that students should have taken Anthro 390 first (Human osteology). Pam

Pamela R. Willoughby, PhD
Professor and Chair
Department of Anthropology
University of Alberta
Edmonton, Alberta, Canada, T6G 2H4

Office phone [1-780-492-0138](tel:1-780-492-0138)

FAX [1-780-492-5273](tel:1-780-492-5273)

Web site: <http://www.artsrn.ualberta.ca/pwilloug>

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On Fri, Feb 24, 2017 at 11:50 AM, Jana Grekul <jgrekul@ualberta.ca> wrote:
Dear Dr. Willoughby:

Greetings from the BA (Criminology) Program! Please find attached a letter regarding course inquiries we have that involve your Department. Thank-you very much for taking the time to consider our request. Take care,
j.

--

Jana Grekul, PhD
Associate Professor, Sociology
Director, BA Criminology Program
6-21 HM Tory Building
[780-492-0477](tel:780-492-0477) (phone)
[780-492-7196](tel:780-492-7196) (fax)

Faculty of Arts
For the 2018-2019 Calendar

Current	Proposed
<p>BA (Criminology)</p> <p>Admission Requirements: See BA (Criminology).</p> <p>Program Focus: This quota program, based in the Department of Sociology, coordinates several disciplines to provide a more thorough analysis of the causes of criminal behavior and the variety of social responses to such conduct. It is a program of ★120, with Sociology as the principal subject of concentration. The second subject of concentration is composed of a combination of approved courses from the Departments/Faculties of Anthropology; Economics; Educational Psychology; History and Classics; Interdisciplinary Studies; Human Ecology; Library and Information Studies; Marketing, Business Economics, and Law; Native Studies; Philosophy; Political Science; Psychology; Strategic Management Organization; and Women's and Gender Studies.</p> <p>The program is for students with career interests in the criminal justice system and includes two field placements for supervised work experience.</p> <p>Registration</p> <ol style="list-style-type: none"> 1. Criminology students are required to consult the Program Director to review proposed coursework before registration for each academic year and in advance of any changes to approved registration. 2. Normally, students are expected to enrol full time (★30 per year), although exceptions may be considered by the Program Director. 3. Students must obtain permission of the Director in advance if they wish to interrupt their program but retain their status in the BA (Criminology) program. 	<p>BA (Criminology)</p> <p>Admission Requirements: See BA (Criminology).</p> <p>Program Focus: This limited enrolment program, based in the Department of Sociology, coordinates several disciplines to provide a more thorough analysis of the causes of criminal behavior and the variety of social responses to such conduct. It is a program of ★120, with Sociology as the principal subject of concentration. The second subject of concentration is composed of a combination of approved courses from the Departments/Faculties of Anthropology; Economics; Educational Psychology; History and Classics; Interdisciplinary Studies; Human Ecology; Marketing, Business Economics, and Law; Native Studies; Philosophy; Political Science; Psychology; Strategic Management Organization; and Women's and Gender Studies.</p> <p>The program is for students with career interests in the criminal justice system and related fields, and includes a competitive Field Placement Stream with supervised work experience.</p> <p>Registration</p> <ol style="list-style-type: none"> 1. Criminology students are encouraged to consult the Program Director to review proposed coursework before registration for each academic year and in advance of any changes to registration. 2. Students interested in the Field Placement Stream must apply to the Program Director. Application deadline: October 30 annually. <p>Requirements for Field Placement Stream applicants:</p> <ol style="list-style-type: none"> 1. A minimum GPA of 3.0 on the most recent ★15 as of the end of the Fall term. 2. A resumé of personal data, particularly volunteer or work experience related to criminal justice. 3. A written statement of career objectives

Curriculum

Students seeking admission to Criminology should include

the following in their first year of postsecondary studies:

★6 of junior ENGL

SOC 100 – Introductory Sociology

PSYCO 104 – Basic Psychological Processes

PSYCO 105 – Individual and Social Behavior
a Language other than English

Basic Requirements:

The basic requirements for the BA Criminology program are the same as those for the BA (see Arts Chart 1):

★6 Junior English;

★6 Language Other than English;

★6 Study of Science;

★18 Breadth and Diversity including ★6 in each of Groups One, Two and Three.

Subjects of concentration:

The principal subject is Sociology in which a minimum of ★36 at the senior level is required; a maximum of ★48 at the senior level is permitted.

The following Sociology courses must be included in the program:

SOC 100 – Introductory Sociology

SOC 210 – Introduction to Social Statistics

SOC 225 – Criminology

SOC 315 – Introduction to Social Methodology

SOC 327 – Criminal Justice Administration in Canada

SOC 399 – Field Placement in Criminology

SOC 499 – Advanced Field Placement in Criminology

Any one of the following:

SOC 224 – Sociology of Deviance and Conformity

SOC 226 – Social Studies of Surveillance

Any three of the following:

SOC 321 – Youth, Crime and Society

SOC 402 – Selected Topics in Sociology (with prior department approval)

SOC 403 – Individual Study (with prior department approval)

SOC 420 – Selected Topics in Criminal Justice

SOC 421 – Sociology of Punishment

SOC 423 – Crime and Public Policy

4. An interview

Applications will be adjudicated by March 1 annually, for placements to start in the following academic year. Students may apply annually to compete for available Field Placement Stream spots.

Residence Requirement:

The BA (Criminology) degree is a program which requires a minimum of ★120 of which

1. A minimum of ★63 must be in courses offered by the Faculty of Arts;
2. A minimum of ★60 must be in courses taken at the University of Alberta;
3. A minimum of ★30 must be completed while registered in the BA (Criminology) degree program;
4. A minimum of half the required SOC courses must be completed with courses offered by the Faculty of Arts at the University of Alberta.

Course Load Requirements:

Students may complete ★30 in each Fall/Winter period and complete the program in four academic calendar years.

Curriculum

Basic Requirements:

The basic requirements for the BA Criminology program are the same as those for the BA (see Arts Chart 1):

★3 Junior English;

★6 Language Other than English*;

★6 Non Arts

* See Faculty of Arts regulations on LOE.

Subjects of concentration:

The principal subject is Sociology in which a minimum of ★30 (★36 for Field Placement Stream Students) at the senior level is required; a maximum of ★48 at the senior level is permitted.

The following Sociology courses must be included in the program:

SOC 100 – Introductory Sociology

SOC 210 – Introduction to Social Statistics

SOC 225 – Criminology

SOC 315 – Introduction to Social Methodology

SOC 327 – Criminal Justice Administration in Canada

SOC 428

The second subject is composed of a multidisciplinary combination of courses and requires a minimum of ★24 to a maximum of ★39.

No more than ★18 from any second subject department is allowed.

The following courses must be included in the program:

PSYCO 104 - Basic Psychological Processes
PSYCO 105 - Individual and Social Behavior

Any two of the following:

PSYCO 223 - Lifespan Developmental Psychology
PSYCO 233
PSYCO 281
PSYCO 325 - Applied Research in Developmental Psychology
PSYCO 327 - Adolescent Development
PSYCO 339
PSYCO 435

Any four of the following:

ANTHR 207 - Introduction to Social and Cultural Anthropology
ANTHR 401 - Ethnographic Methods
B LAW 301 - Legal Foundations of the Canadian Economy
BUS 435 - Information, Ethics and Society
CSL 100 - An Introduction to Community Engagement
CSL 300 - Theory and Practice in Community Service-Learning
ECON 350 - The Economics of Public Expenditures
EDPY 442 - Introduction to Counselling
HECOL 100 - Introduction to Principles and Practice in Human Ecology
HIST 362 - History of Alberta
HIST 368 - History of the Native Peoples of Canada to 1867
HIST 369 - History of the Native Peoples of Canada Since 1867
INT D 394 - Introduction to Criminal Law
HECOL 210 - Intimate Relationships
HECOL 315 - Interviewing and Counseling
HECOL 301 - Program Planning and Evaluation
HECOL 313 - Family Dynamics
HECOL 412 - Family Challenges
INT D 393 - Political Sociology
NS 110 - Historical Perspectives in Native Studies
NS 111 - Contemporary Perspectives in Native Studies

Any one of the following:

SOC 224 - Sociology of Deviance and Conformity
SOC 226 - Social Studies of Surveillance
SOC 260 - Inequality and Social Stratification

All three of the following (For Field Placement Stream students, any one of the following):

SOC 321 - Youth, Crime and Society
SOC 370 - Racism and Decolonization
SOC 377 - Sociology of Youth

Any two of the following:

SOC 402 - Selected Topics in Sociology (with prior department approval)
SOC 403 - Individual Study (with prior department approval)
SOC 418 - Qualitative Methods in Social Science
SOC 420 - Selected Topics in Criminal Justice
SOC 421 - Sociology of Punishment
SOC 423 - Crime and Public Policy
SOC 427 - Ethnicity, Immigration, and Crime
SOC 430 - Women and Crime
SOC 456 - Data Analysis and Research

For Field Placement Stream students:

SOC 399 - Field Placement in Criminology
SOC 499 - Advanced Field Placement in Criminology

The second subject is composed of a multidisciplinary combination of courses and requires a minimum of ★21 (minimum of ★15 for Field Placement Stream students) to a maximum of ★36.

No more than ★15 from any second subject department is allowed.

The following courses must be included in the second subject mix:

PSYCO 104 - Basic Psychological Processes
PSYCO 105 - Individual and Social Behavior

Any one of the following:

NS 110 - Historical Perspectives in Native Studies
NS 111 - Contemporary Perspectives in Native Studies
NS 201 - Indigenous Canada

Any four of the following (For Field Placement Stream students, any two of the following):

ANTHR 207 - Introduction to Social and

Studies

NS 200 - Aboriginal Canada: Looking Forward/Looking Back
NS 240 - Introduction to Aboriginal Legal Issues
NS 320 - Aboriginal Governments and Politics
NS 340 - Aboriginal Legal Issues
NS 442
PHIL 250 - Contemporary Ethical Issues
PHIL 350 - Foundations of Ethics
PHIL 368 - Topics in Social Justice
POL S 327 - Aboriginal Peoples and Politics in Canada
POL S 328 - Managing Modern Government
POL S 390 - Law and Politics
SMO 200 - Introduction to Management for Non-Business Students
WGS 102 - Gender and Social Justice
WGS 360 - Race, Class, and Gender
WGS 431 - Feminism and Sexual Assault
WRS 302 - Proposal Writing

Note:

No more than ★6 at the junior level may be taken to satisfy the second subject requirements.

It is recommended that students considering graduate studies take:

SOC 212 - Classical Social Theory

Other coursework required to reach ★120 is made up of options and non- Arts and Science options.

Field Placement

The final two years of the program must include the successful completion of SOC 399 and SOC 499. These courses are required as part of the principal subject of concentration and will involve supervised work experience. Students must obtain a minimum grade of B- in each component of SOC 399 and SOC 499 or repeat the entire course.

Additional Information

Students should be aware that under the Protection for Persons in Care Act, all new employees, volunteers and other people engaged for services by designated agencies (hospitals, nursing homes, group homes, social service agencies, etc.) must complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. In addition, certain other agencies, organizations, and educational facilities may require students to present a Police Information Check prior to entering a

Cultural Anthropology

ANTHR 401 - Ethnographic Methods
B LAW 301 - Legal Foundations of the Canadian Economy
BUS 435 - Information, Ethics and Society
CSL 100 - An Introduction to Community Engagement
CSL 300 - Theory and Practice in Community Service-Learning
ECON 350 - The Economics of Public Expenditures
EDPY 442 - Introduction to Counselling
HECOL 100 - Introduction to Principles and Practice in Human Ecology
HIST 362 - History of Alberta
HIST 368 - History of the Native Peoples of Canada to 1867
HIST 369 - History of the Native Peoples of Canada Since 1867
INT D 394 - Introduction to Criminal Law
HECOL 210 - Intimate Relationships
HECOL 315 - Interviewing and Counseling
HECOL 301 - Program Planning and Evaluation
HECOL 313 - Family Dynamics
HECOL 412 - Family Challenges
INT D 393 - Political Sociology
NS 200 - Aboriginal Canada: Looking Forward/Looking Back
NS 240 - Introduction to Aboriginal Legal Issues
NS 320 - Aboriginal Governments and Politics
NS 340 - Aboriginal Legal Issues
NS 442 - Colonialism and the Criminal Justice System
NS 485 - Urban Aboriginal Issues and Identities
PHIL 250 - Contemporary Ethical Issues
PHIL 350 - Foundations of Ethics
PHIL 368 - Topics in Social Justice
POL S 327 - Aboriginal Peoples and Politics in Canada
POL S 328 - Managing Modern Government
POL S 390 - Law and Politics
PSYCO 223 - Lifespan Developmental Psychology
PSYCO 239 - Abnormal Psychology
PSYCO 282 - Behaviour Modification
PSYCO 333 - Personality Theory
PSYCO 325 - Applied Research in Developmental Psychology
PSYCO 327 - Adolescent Development
PSYCO 335 - Introduction to Clinical Psychology
SMO 200 - Introduction to Management for Non-Business Students

practicum, work placement term, internship, or field experience placement.

Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Associate Dean, Student Programs. Students will be informed of the need for a Police Information Check prior to specific internship/practicum/work experience placement. See Requirement for Police Information Checks for more information on the general requirements concerning Police Information Checks and the fees associated with them.

Promotion

To be promoted in each academic year, students must have

1. maintained a full-course load of ★30 unless advance permission was granted for a reduced course load;
2. attained a minimum grade point average of 2.7;
3. attained a minimum grade of B- in SOC 399 and SOC 499 as required during the final two years of the program; and
4. been recommended by the Department of Sociology.

No further changes

WGS 102 – Gender and Social Justice
WGS 360 - Race, Class, and Gender
WGS 420 – Law and Feminism in Canada
WGS 431 – Feminism and Sexual Assault
WRS 302 – Proposal Writing

Note:

For up-to-date course information, please consult the criminology program website.

No more than ★6 at the junior level may be taken to satisfy the second subject requirements (excluding PSYCO courses). It is recommended that students considering graduate studies take:

SOC 212 – Classical Social Theory and SOC 335 – Themes in Contemporary Social Theory

Other coursework required to reach ★120 is made up of options and non- Arts and Science options.

Additional Information

The BA (Criminology) Program is not available as an after degree.

Students should be aware that under the Protection for Persons in Care Act, all new employees, volunteers and other people engaged for services by designated agencies (hospitals, nursing homes, group homes, social service agencies, etc.) must complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. In addition, certain other agencies, organizations, and educational facilities may require students to present a Police Information Check prior to entering a practicum, work placement term, internship, or field experience placement.

Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Associate Dean, Student Programs. Students will be informed of the need for a Police Information Check prior to specific internship/practicum/work experience placement. See Requirement for Police Information Checks for more information on the general requirements concerning Police Information Checks and the fees associated with them.

Promotion

To be promoted in each academic year, students must have

	<ol style="list-style-type: none">1. attained a minimum grade point average of 2.7;2. attained a minimum grade of B- in SOC 399 and SOC 499, including a minimum grade of B- in each course component (Field Placement Stream students only); and3. been recommended by the Department of Sociology.
	<p><i>No further changes</i></p>

Current	Proposed
<p>BA (Criminology) A quota of 45 students exists in the program, and admission is determined on a competitive basis from among eligible applicants. To be eligible for consideration for admission, the minimum requirements are as follows:</p> <p>High School Requirements There is no admission directly from high school; however, applicants must present the high school subjects as specified in High School Requirements.</p> <p>Transfer Applicants Successful completion of ★30 of the University of Alberta BA or its equivalent at an accredited institution. Students are strongly advised to include ★6 of junior ENGL, Sociology 100 (★3), Psychology 104 (★3) and 105 (★3), and a Language other than English (★6), or their equivalents, in their first year. No more than ★78 will be granted in transfer credit toward the BA (Criminology) program. See Transfer from a Postsecondary Institutions and Transfer of Credit.</p> <p>Other Requirements A minimum GPA of 2.7 on the most recent ★30 Two relevant letters of reference attesting to ability and personal suitability for employment in the criminal justice system A resumé of personal data, particularly volunteer or work experience in the criminal justice system A written statement of career objectives An interview Refer to Application Procedures and Deadlines.</p> <p>Nonmatriculated Applicants There is no direct admission. Presentation of the admission requirements to the BA program (Nonmatriculated Applicants) and completion of the first year in the BA program are required.</p>	<p>BA (Criminology) A capacity of 200 students exists in the program, and admission is determined on a competitive basis from among eligible applicants. To be eligible for consideration for admission, the minimum requirements are as follows:</p> <p>High School Requirements Applicants must present the high school subjects as specified in High School Requirements. Admission to the BA (Criminology) Program is competitive. The number of high school and transfer admissions or readmissions to the program may be limited in any given year depending on the number of applicants and their qualifications. Presentation of the minimum requirements does not guarantee admission. Applicants will be assessed on the basis of their academic records as described below.</p> <p>I. High School Requirements High school applicants will be considered for admission based on their admission average on five subjects noted below. See High School Applicants for minimum grade and admission average requirements.</p> <p>Subject Requirements</p> <ol style="list-style-type: none"> English Language Arts 30-1 Four subjects from Group A, B and/or C. A maximum of one Group B may be presented for admission. In order to maximize their future program and course choices, all students are encouraged to present a broad range of subjects across Group A and C. Mathematics 30-2 may be used for admission. Only one of Mathematics 30-1 or 30-2 will be used for admission purposes. <p>Transfer Applicants See Transfer from a Postsecondary Institution and Transfer of Credit. Students are strongly advised to include ★3 of junior ENGL, Sociology 100 (★3), Psychology 104 (★3) and 105 (★3), and a Language other than English (★6, if applicable), or their equivalents, in their first year. Refer to Application Procedures and Deadlines.</p>

Nonmatriculated Applicants

Subject Requirements

English Language Arts 30-1 or ★3 in transferable English at the 100-level

Another 30-level subject from Group A, B, or C (or equivalent)

Presentation of Faculty minimum average on (1) and (2), and a competitive AGPA if any postsecondary-level coursework is presented.

Presentation of no more than ★21 of postsecondary-level coursework. Any applicant who has successfully completed ★24 or more at the postsecondary level will be considered a transfer applicant. (See Transfer from a Postsecondary Institutions and Postsecondary Applicants.)

Current	Proposed
<p>Faculty of Arts</p> <p>BA (Criminology) Admission Application Fall Term <u>December 15</u></p> <p>Documents <u>June 1</u></p> <p>Readmission Application <u>December 15</u></p> <p>Documents <u>June 1</u></p> <p>Other Requirements <u>References, resumé, written statement – December 15, Interview – February 1</u></p> <p>Winter Term Admission Application No admission</p> <p>Readmission Application <u>Previous students – November 15</u></p> <p>Documents Not applicable</p> <p>Other Requirements Not applicable</p> <p>Spring/Summer Admission Application No admission</p> <p>Readmission Application Previous students - March 1</p> <p>Documents Not applicable</p> <p>Other Requirements Not applicable</p>	<p>Faculty of Arts</p> <p>BA (Criminology) Admission Application Fall Term <u>March 1</u></p> <p>Documents <u>Postsecondary transfer applicant - March 15 (See Note 1)</u> <u>June 15 (See Note 2)</u> <u>High School applicant - March 15 (See Note 1)</u> <u>August 1 (See Note 2)</u></p> <p>Readmission Application <u>March 1</u></p> <p>Documents <u>March 15 (See Note 1)</u> <u>June 15 (See Note 2)</u></p> <p>Other Requirements <u>Not applicable</u></p> <p>Winter Term Admission Application No admission</p> <p>Readmission Application <u>Not applicable</u></p> <p>Documents Not applicable</p> <p>Other Requirements Not applicable</p> <p>Spring/Summer Admission Application No admission</p> <p>Readmission Application Previous students - March 1</p> <p>Documents Not applicable</p> <p>Other Requirements Not applicable</p>
<p>Notes</p> <ol style="list-style-type: none"> 1. All previously completed course work and course registration of current year. 2. Final results of current year. 	

These changes would in effect move the BA (Criminology) Admission and Readmission Deadlines in the first table under [Arts](#)



Library Impact Statement

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

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

Library Contact:

Name: Doris Wagner	Date: February 27, 2018
Library Unit: Humanities and Social Science/Law	Email: doris.wagner@ualberta.ca

Program Proposal Contact:

Name: Greg Eklics	Dept./School: Department of Sociology
Faculty: Faculty of Arts	E-mail: eklics@ualberta.ca

Proposed Program Changes:

BA Criminology (Sociology)
This is an expansion of an existing program. At present, the institution offers the BA with a focus on Criminology to 45 students. The proposal is to increase student capacity to a maximum of 200 students (over the course of 4 years). Proposal also suggests opening admissions to the program to high school graduates and changes of the field placement component to accommodate increased student capacity.

Library Service or Resource	Description of Library Impact
Instruction (e.g., classes with a librarian, tours, online resource guides, online tutorials, etc.)	<p>Instruction related to the Criminology BA in the Department of Sociology will be useful for students in the program. Information literacy instruction may include tours of the physical and virtual library, research data management, advanced information search/retrieval, and citation management.</p> <p>The Libraries offer a range of drop in research workshops throughout the academic year to assist students with their research needs. In addition, online instructional guides and tutorials are accessible via the Libraries' web site to support the research process. Course/assignment specific instruction may also be useful. Please contact the appropriate subject librarian to discuss.</p>
Reference assistance (e.g., ongoing one-on-one help)	<p>The Sociology, Psychology, and Law Librarians are available for one-on-one consultations for specialized assistance.</p> <p>General reference assistance is available at all University of Alberta Libraries service desks. Ask us services are also available via chat, email and phone.</p>

Collections – reserves, print, electronic [note any impacts on simultaneous users, licensing considerations etc.]	<p>The proposed program makes use of regularly offered courses with the addition of more sections and some additional courses particularly in the upper level. Students and faculty will continue to use library resources already provided within the collection. A wide range of resources are available to support academic and professional programs. However, should the need arise due to the increase in sections or a new course to acquire more or specific materials that can be assessed at that time.</p> <p>The Libraries' current subscriptions to print and electronic journals and books should adequately support this program. Any items that are not available and/or accessible through the Libraries can be requested through Interlibrary Loan or Recommend a Purchase.</p> <p>Journals and electronic resources with particular relevance to this program include:</p> <ul style="list-style-type: none"> • Criminal Justice Abstracts • Sociological Abstracts (1952 - current) • SocINDEX with Full Text <p>Submit course reading list and reserve requests online. The Libraries will respond within 5 business days with persistent links to online resources on your reading list. Print items will be referred to our Reserve staff and processed within 10 days.</p>
Collaboration with other UAL library units; if interdisciplinary program (consult with the other UAL units affected and include their comments with yours)	N/A
Physical facilities (e.g., sufficient room for group work; in-library work, etc.)	Physical facilities are in place to support student research needs. There are bookable group study spaces , as well as collaborative and individual study spaces in all library locations across.
Other (specify)	

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

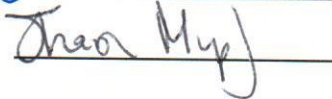
Unit Head Signature:



Date:

Feb 28/18

Associate University Librarian Signature:



Date:

March 1/18

OUTLINE OF ISSUE
Action Item

Agenda Title: **University of Alberta Comprehensive Institutional Plan (CIP) (2018-2021)**

Motion:

WHEREAS the University of Alberta 2018-2019 Consolidated Budget and the 2018-2019 Capital Plan were previously recommended for approval by the GFC Academic Planning Committee and subsequently approved by the Board of Governors on March 16, 2018,

THAT the Academic Planning Committee, with delegated authority from General Faculties Council, recommend that the Board of Governors:

- approve the document entitled *University of Alberta Comprehensive Institutional Plan (2018 – 2021) (CIP)*, and
- authorize administration to make any other editorial changes to the CIP, as needed, as long as the changes do not have the force of policy.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	President and Vice-Chancellor, David Turpin; Provost and Vice-President (Academic) Steven Dew; Vice-President (University Relations) Jacqui Tam; Vice-President (Finance and Administration) Gitta Kulczycki; Vice-President (Facilities and Operations) Andrew Sharman; Vice-President (Advancement) Heather McCaw; and Vice-President (Research) Matthias Ruth
Presenter	Steven Dew, Provost and Vice-President (Academic) Walter Dixon, Associate Vice-President (Research)

Details

Responsibility	President and Vice-Chancellor, David Turpin
The Purpose of the Proposal is (please be specific)	To seek approval of the text of the <i>University of Alberta Comprehensive Institutional Plan (2018 – 2021)</i> , understanding that the 2018-2019 Consolidated Budget and the 2018-2019 Capital Plan components, were previously approved by the Board of Governors at its March 16, 2018 meeting.
The Impact of the Proposal is	The university is required to submit the Comprehensive Institutional Plan to government in June 2018.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	2018-2021
Estimated Cost and funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	The CIP requires approval of the Board of Governors and will be submitted to the Minister of Advanced Education in June, 2018.
Supplementary Notes and context	Under guidelines from Advanced Education, the University of Alberta has prepared a Comprehensive Institutional Plan (CIP) that incorporates the university's enrolment plan, research plan, capital plan, and budgets into one comprehensive document. The format and

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	<p>contents of the CIP are specified by Advanced Education guidelines. The CIP fulfills core provincial accountability requirements. The document acknowledges the provincial budget signaled increased funding through the Campus Alberta grant and the provision of tuition backfill, while also indicating a reduction in support for the Infrastructure Maintenance Program. As noted in the text, once the full budget details for the University of Alberta are received, it is the University's normal process to consider any changes to spending plans as one-time variances with the full base budget impact considered in the next planning cycle for 2019-20.</p>
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Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Deans • General Faculties Council (Apr 30) - including GFC Exec (Apr 9), APC (Apr 18)
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • President's Executive Committee: March 29, April 12 and April 26, 2018
	<p><u>Those who are actively participating:</u></p> <p>CIP Working Group, including the following representation:</p> <ul style="list-style-type: none"> • Office of the President • Office of the Provost and Vice-President (Academic) • Office of the Vice-President (Finance and Administration) • Office of the Vice-President (Research) • Office of the Vice-President (Facilities and Operations) • Office of the Vice-President (University Relations) • Strategic Analysis and Data Warehousing • Office of Government and Stakeholder Relations
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> • GFC Academic Planning Committee (budget / capital plan) – Feb 14, 2018 • Board Finance & Property Committee (budget / capital plan) - Feb 27, 2018 • Board of Governors (budget / capital plan) – March 16, 2018 • GFC Academic Planning Committee (CIP) – May 9, 2018 • Board Finance and Property Committee (CIP, for information only) – May 29, 2018 • Board Learning and Discovery Committee (CIP) – June 1, 2018 • Board of Governors (CIP) – June 15, 2018
<p>Final Approver</p>	<p>Board of Governors (CIP) - June 15, 2018</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>The CIP is written in support of all strategic goals outlined in <i>For the Public Good: Build, Experience, Excel, Engage and Sustain</i>.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)</p>	<p>1. Post-Secondary Learning Act (PSLA)</p> <p>Section 26(1) states: "Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing has the authority to</p> <p>[...]</p> <p>(o) make recommendations to the board with respect to affiliation with</p>

	<p>other institutions, academic planning, campus planning, a building program, the budget [...] and any other matters considered by the general faculties council to be of interest to the university[.]</p> <p>[...]"</p> <p>Section 78 states:</p> <p>"Business plans</p> <p>78(1) Each year a board must prepare and approve a business plan that includes</p> <p>(a) the budget, and</p> <p>(b) any other information required by the Minister.</p> <p>(2) The business plan approved under subsection (1) must be submitted to the Minister on or before the date specified by the Minister.</p> <p>[...]</p> <p>Access plan</p> <p>78.1 Each year a board must prepare an access plan in accordance with the regulations and submit it to the Minister on or before the date specified by the Minister."</p> <p>Section 80 states:</p> <p>"The board must submit to the Minister any reports or other information required by the Minister."</p> <p>2. GFC Academic Planning Committee Terms of Reference</p> <p>Mandate of the Committee: "The Academic Planning Committee (APC) is GFC's senior committee dealing with academic, financial and planning issues. [...]</p> <p>APC is responsible for making recommendations to GFC and/or to the Board of Governors concerning policy matters and action matters with respect to the following:</p> <p>1. Planning and Priorities: To recommend to GFC and/or the Board of Governors on planning and priorities with respect to the University's longer term academic, financial, and facilities development.</p> <p>[...]</p>
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Attachment:

1. Attachment 1 (107 pages): University of Alberta Comprehensive Institutional Plan (CIP) (2018-2021)

Prepared by: Giovana Bianchi, Senior Administrative Officer, Finance and Administration,
giovana.bianchi@ualberta.ca

COVER

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EXECUTIVE SUMMARY

Overview

The University of Alberta is deeply committed to its role as a world-class public education institution that addresses grand challenges faced locally, nationally and internationally. Ranked within the top 100 universities in the world, the University of Alberta prioritizes its responsibility to students and society. The commitment to inspire the human spirit through outstanding achievements in learning, discovery and citizenship, was reaffirmed by the university's institutional strategic planning process, *For the Public Good*, which forms the basis for institutional planning and alignment.

The goals described in *For the Public Good* work in direct support of Alberta's Adult Learning System Principles and the Government of Alberta's key strategic objectives. They also position the institution to lead on the critical goals of accessibility, affordability, quality, coordination and accountability of the post-secondary and research system. The university is committed to delivering research and teaching that has global quality, relevance and impact while ensuring that the world-class programs offered by the University of Alberta are accessible to Albertans and the top students from across Canada and the world.

The University of Alberta is foundational to Alberta's economic, cultural and social well-being. The institution's commitment to excellent, accessible, affordable higher education is imbued with the understanding that educating citizens improves individual circumstance, increases social inclusion and reduces economic disadvantage and social inequity—serving to better society as a whole.

Research universities fundamentally work to solve problems and push boundaries of understanding. The innovative and wide-ranging discoveries taking place at the University of Alberta are supplying critically needed breakthroughs across a wide range of disciplines for challenges that, as the complexity of issues increases, are ever more important. The *2018-19 Comprehensive Institutional Plan* builds on this service-focused responsibility and the ideals outlined in *For the Public Good*—started in 2016—are a roadmap for the future. The institution's high-level goals continue through to 2020-21.

Key institutional strategic initiatives include building a portfolio of *Signature Areas of Research and Teaching Excellence* where the University of Alberta is, or will be recognized, as a global leader. By 2020, the institution will have clearly defined signature areas of research excellence—areas in which we make world-class contributions for the benefit of all. The university has chosen to develop and identify existing and emerging signature areas in order to more effectively address the interdisciplinary complexity of the global community's biggest questions and challenges. Doing so will maximize the institution's capacity to lead change by nurturing dynamic, innovative, creative multi- and inter-disciplinary teams that are able to take multi-faceted approaches to problems. This will also help to further attract talented undergraduate and graduate students, post-doctoral fellows, research staff and new faculty who want to be part of these areas. In turn, this will make it easier for the U of A to partner with other leading institutions and teams across Alberta, Canada and the world, while also placing the university in a stronger position to apply for and create major new funding opportunities. Diversity and breadth in teaching and research will remain an essential feature of the University of Alberta—without this, the development of signature research and teaching areas would be impossible now and into the future.

The development of the *Multi-year Accountability Plan* and Budget Cycle will strengthen the university's allocation of scarce resources, improving long-term planning, budgeting and accountability. The objective is to enhance the ability of the university, faculties and portfolios to achieve strategic goals, enable the

effective leveraging of resources, achieve long-term institutional financial sustainability and ensure accountability at the institutional, faculty and portfolio levels. This will be supported by our strategies for communicating our value and impact to Albertans, including through a new U of A-linked news site (folio.ca).

Delivering a renewed faculty that strengthens world-class teaching excellence, drives research and innovation for Alberta, ensures an academy that is more diverse and inclusive, is characterized by gender equity and has a healthier balance of junior and senior rank academics is one of the institution's key areas of focus. This balance in the academy will ensure the institution has the capacity to develop early-career leaders who will embrace emerging fields, explore new pedagogical methods, sustain the university's overall research productivity and ensure the institution is able to deliver on its mandate now and as shifting faculty demographics reshape faculty composition.

A more diverse student body that reflects our commitment to accessibility and inclusiveness, with a higher proportion of Indigenous students and a more varied international student body is an institutional priority. Two key initiatives related to this work include the new, enhanced *National Recruitment Strategy* and the *International Recruitment Strategy*. The *National Recruitment Strategy* offers a tailored and multi-faceted approach to ensure that top students studying in Canada are served by our post-secondary offerings. It also includes an Alberta-specific recruitment strategy, comprised of multiple touch-points—a critical effort expended in order to recruit and retain our best and brightest. The new *International Recruitment Strategy* enhances the use of digital technology, increasing accessibility to and for high-achieving international students in a wider range of countries. This diversity will foster a dynamic and inclusive learning environment, engaging Albertan, Canadian and international students in global perspectives and citizenship.

The university has made a strong commitment to addressing the Calls to Action by the National Truth and Reconciliation Commission, as reflected in student and faculty recruitment, campus services, program offerings and our campus environments. Over the past two years, the university has hired over 40 individuals, with 30 in the professoriate, who will advance Indigenous scholarship and serve as role models to Indigenous students and non-Indigenous students alike. At least 32 have self-identified as Indigenous. In responding to the Calls to Action, the university acknowledges the importance that having all students better integrate Indigenous knowledge into their educations will advance a more fulsome understanding of reconciliation. A number of faculty-led initiatives aim to include Indigenous ways of knowing into programming and to prepare all students to take a new perspective with them into their post-graduate pursuits and communities. The university is also committed to identifying, strengthening and operationalizing supports for Indigenous student academic success.

The university continues to increase access to and participation in a broad range of curricular experiential learning opportunities for our students and to foster deeper connections with community and post-secondary partners.

The University of Alberta's new strategic plan articulates our commitment to ensuring that everything the institution does—in teaching, research, outreach and administration—offers value to the communities we serve. Through the goals and initiatives outlined, the U of A will remain the province's foremost educator, leading generator of new ideas and a robust engine of social, cultural and economic prosperity—for the public good.

INSTITUTIONAL CONTEXT

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.

Original signed by Michael Phair
Michael Phair
Chair, Board of Governors

University of Alberta 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, multi-campus 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 the range and quality of student opportunities and build Alberta's capacity for long-term, knowledge-driven, sustainable development at the global forefront.

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

In a dynamic and integrated learning and research environment, the University of Alberta offers graduate and undergraduate students the opportunity to earn internationally respected credentials, including bachelor's, master's and doctoral degrees and university certificates and diplomas. It also offers 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 and western Canada. Post-doctoral fellows come to the university to refine their teaching, mentoring and research skills.

The University of Alberta is a balanced multi-campus academy, with strong arts and sciences programs featuring the Faculties of Agricultural, Life and Environmental Sciences, Arts, Augustana, Extension, Native Studies, Kinesiology, Sport, and Recreation, Science and Campus Saint-Jean. These faculties are foundational to and interlinked with the university's network of strong professional faculties, including Business, Education, Engineering, Graduate Studies and Research, Law, Medicine and Dentistry,

Nursing, Pharmacy and Pharmaceutical Sciences, Public Health and Rehabilitation Medicine. In addition, all of our faculties are involved in professional development and continuing education.

The university establishes and maintains an environment of inquiry-based learning anchored in strong academic programming and an array of co-curricular student life opportunities. Academic support, social and 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 multi-cultural population and exchange programs, makes for an engaging student experience. Fine Arts displays, stage performances, museum collections, athletics and recreational opportunities combine with residence life to present multi-dimensional possibilities. Experiential learning opportunities based in the community augment on-campus activities with real-life applications. Transfer and collaborative degree completion agreements with partner institutions broaden student opportunities and provide rural, northern and Indigenous communities with access to University of Alberta programs. Similar innovative arrangements centred at the university deliver information and knowledge resources to post-secondary and government communities through our Libraries and highly-trained librarians using inter-library loans and online access. The university's research and creative activities produce a dual impact through the preparation of highly-qualified graduates and a continuous flow of innovation. The university attracts scholars of international reputation: undergraduate and graduate students, post-doctoral fellows, staff and faculty. Collectively, they foster, conduct and disseminate research and creative activity, both pure and applied, within and across all the major program areas at an internationally recognized level of excellence.

University faculties, centres and institutes combine resources and talents for collaborative advantage through research partnerships with other academic institutions, business, governments and public agencies. The Centre for Entrepreneurship and Family Enterprise is dedicated to understanding family businesses—often the seeds of economic development. The university actively transfers new knowledge and creative works to Alberta, Canada and the world for community benefit, including commercial development of intellectual property when appropriate and feasible.

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

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

*Note: the Faculty of Kinesiology, Sport, and Recreation was formerly called the Faculty of Physical Education and Recreation. The name change is reflected in the language included here and was 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

CONSULTATION

The *2018-19 Comprehensive Institutional Plan* (CIP) continues to build upon and derives its goals from, the University of Alberta's Institutional Strategic Plan, *For the Public Good* (FPG), which was unanimously approved by the General Faculties Council and the Board of Governors in June 2016. *For the Public Good* was community-developed, drawing on the experiences, perspectives and leadership of our students, faculty and staff and on the many communities and institutions with which the university fosters productive relationships.

The consultation process on *For the Public Good* was extensive and included the following steps:

- The formation of an Institutional Strategic Plan Advisory Committee with broad representation from across the university.
- Pre-planning consultations with all faculty councils and with senior administration that resulted in the development of a discussion paper that supported institutional discussions about our approach to the new plan.
- The discussion paper supported the next round of consultations, including campus forums, roundtable meetings, meetings with student associations, meetings with faculty councils, consultation with university committees, the Senate, the Alumni Council and the Board of Governors and the collection of online and email submissions. Based on these consultations, a first draft was developed.
- Consultation on the draft plan included a new round of campus forums, roundtables, meetings with student associations, meetings with faculty councils and consultation with university committees, the Senate, the Alumni Council and the Board of Governors.
- Regular updates to the university community, including summaries of the consultation, were provided through the Institutional Strategic Plan website.
- In the end, more than 65 meetings with stakeholders and members of the university community were held, engaging a combined total of more than 1,800 people. More than 125 online and email responses were received.
- A separate consultation process with administrative and governance committees took place in fall 2016 on institutional indicators for measuring our progress on *For the Public Good*. These performance measures were approved in early 2017.
- The University of Alberta Comprehensive Institutional Plan is developed by a working group with representation from all administrative units across the institution and was approved through a robust governance process.

The 2018-19 CIP development process has been led by the CIP Working Group, comprised of all University of Alberta portfolios and led by the Deputy Provost.

As the university advances the implementation of the goals and objectives articulated in *For the Public Good* and reflected in the Comprehensive Institutional Plan, the university continues to consult with those stakeholders affected by specific strategies to ensure that the plan's realization is a reflection of our diverse community.

Key consultative processes have included:

1. **Signature Areas of Research and Teaching Excellence** – The process is now in its second year. It involved wide-ranging consultations with the university community via an online survey, a selective process by a cross-university panel, additional feedback from the campus community and targeted stakeholders and a final endorsement completed by Deans' Council.

2. **Multi-year Accountability Plan and Budget Cycle** – The new three-year budget and planning process for faculties and administrative units involved wide-ranging consultations with the Office of the Provost (Academic), VP (Finance and Administration), VP (Facilities and Operations) and all faculties and units.
3. **Sexual Violence Policy** – The sexual violence policy was developed by a small group of experts, including student leaders, with regular input from a large group of consultants from all areas of the university, including students, staff and faculty. It was approved by the Board of Governors on June 23, 2017.
4. **Healthy University Strategic Plan** – The development of this plan engaged Human Resource Services, the Office of the Dean of Students, the Faculty of Kinesiology, Sport, and Recreation and consultations with students, staff and faculty via online surveys and face-to-face consultations. Following these consultations, the report was reviewed by the steering committee and went through university governance processes.
5. **Response to the National Truth and Reconciliation Commission of Canada** – We have undertaken a foundational capacity-building approach to increasing the number of scholars, students, student support and Indigenous content in programming. Key initiatives have been the development of an Assistant Dean for First Nations, Métis and Inuit students in the Dean of Students portfolio and a Manager of Indigenous Recruitment in the Office of the Registrar. Additionally Indigenous scholars have been hired in eight different faculties and units. In October 2017, the university brought together Indigenous alumni for a three-day reunion on North Campus to begin the work of forming a Chapter of Indigenous Alumni. Over 100 programs and initiatives are offered across campus.
6. **Admissions and Recruitment** – The Office of the Registrar, University of Alberta International and Digital Strategy collaborated to launch a new admissions website and improve the prospective student web experience. The prospective student experience was further streamlined with a new bundled application process for admission and residence.

In addition to the consultation processes described above, the University of Alberta is in regular communication with the other Comprehensive Academic and Research Institutions (CARI) institutions and other institutions in Alberta, to share information about our approach to the CIP.

The internal approval process for the CIP that was followed before includes:

- Briefings: General Faculties Council (GFC) - January 29, 2018, Board of Governors (BOG) and Academic Planning Committee (APC) - February 9, 2018
- Budget and Capital Plan:
 - GFC APC - February 14, 2018: recommendation (approval)
 - BFPC - February 27, 2018: recommendation (approval)
 - BOG - March 16, 2018: approval
- Balance of document approved through May cycle
 - President's Executive Committee – Strategic (PEC-S) March 29, 2018
 - Academic Planning Committee (APC) – May 9, 2018
 - Board Finance and Property Committee (BFPC) – May 29, 2018
 - Board Learning and Discovery Committee – June 1, 2018
 - Board of Governors – June 15, 2018

GOALS, PRIORITY INITIATIVES AND EXPECTED OUTCOMES

Alberta's Adult Learning System Principles

Accessibility

The University of Alberta is the province's leading educator. As the largest Comprehensive Academic and Research Institution in the province, the fourth leading Major Medical and Research University in Canada and situated in the fifth largest major metropolitan area in Canada—with 37,000 plus students—the University of Alberta supports the needs of the City of Edmonton, as well as Alberta and its mandated reach extends to Canada and the world. The U of A is known nationally and internationally for programs in all disciplines and 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.

Faculties such as Engineering and Science, among others, are working on the increased recruitment and retention of young women to broaden the career horizons of those students, improve the diversity of the student body, utilize the talents of women and enrich associated industries with well-prepared graduates representing a diversity of perspectives and backgrounds. Through dedicated programs such as WISEST: Women in Scholarship, Engineering, Science and Technology, the university aims to address the gender imbalance across disciplines.

Indigenous student applications and enrolments are rising at the U of A. The university is working to reinforce existing outreach and programming and to find novel solutions that support increasing the success of this group. 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. New positions have been created in the Office of the Registrar and the Office of the Dean of Students to implement a new system of student support that links the recruitment and enrolment process to existing student supports. 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 in support of Indigenous student success. 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 and the Aboriginal Student Services Centre and much more. The University of Alberta has just begun the process of creating a Vice-Provost, Indigenous Initiatives position and is refining the *Indigenous Strategic Plan*.

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 individuals to individually and collectively realize their academic, career and personal goals. Conversely, poor health in these dimensions represents a barrier to success and well-being, ultimately affecting the university's ability to achieve its mission. *For the Public Good* recognizes that integrating health into the culture of the university is necessary for the success of the people who work, live and learn here and for the success of

the university as a whole. Following consultations, a review of research and existing data, the first draft of the *Healthy University Strategic Plan* is currently going through the governance approval process.

The university now employs new national and international recruitment plans to ensure that we remain competitive for top students without compromising access and quality for Albertans. An enhanced *National Recruitment Strategy* ensures U of A advisors can provide quick and relevant advice to potential students in all corners of the province and across the country. The new International Strategy diversifies the institution's source countries for international students and moves forward on the *For the Public Good* goal to build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world.

The University of Alberta supports the recruitment and retention of diverse and inclusive faculty and staff through a number of mechanisms including the establishment of the Equity, Diversity and Inclusion (EDI) Group. The EDI Group, which has wide institutional representation, has begun the task of creating an institutional EDI plan which will lay out priorities and initiatives to address the equity, diversity and inclusion themes of *For the Public Good*. Ensuring that the institution is diverse and has an inclusive culture improves accessibility, ensuring that all students, and in particular under-represented individuals, have role-models and a diversity of perspectives as part of their educational journey.

Good accessibility requires good information about the university's program and entry procedures. The U of A continuously updates its web presence and online student and parent supports to ensure institutional post-secondary information is up to date and easily accessed. In support of the primary goals of *For the Public Good*, the Office of the Registrar has modernized its two main student-facing websites—the Admissions website and Program Tool, for prospective students and applicants and the Office of the Registrar's website, for continuing students and staff. Both sites serve as important and trusted sources of information for students, staff and the wider campus community and it is with these stakeholders in mind that the Office of the Registrar strives to continually make University of Alberta websites and services as easy as possible to find, navigate and understand. The new admissions website was relaunched in September, 2017, while the Office of the Registrar's website saw a refresh in March 2018, followed by a thorough content overhaul by early 2019. Annual face-to-face orientation meetings for the community are another means by which the institution aims to provide specific career, faculty and institutional information to prospective students and their families.

In January 2016, the University of Alberta's Sexual Violence Review Group released its report, a *Review of the University of Alberta's Response to Sexual Assault*. First convened in November 2014, the Sexual Violence Review Group included wide representation from the university community including the University of Alberta's Office of Student Conduct and Accountability, Office of the Dean of Students, Sexual Assault Centre (SAC), Protective Services and Residence Services, in consultation with students' associations, student groups, faculty and staff. The report identified 46 recommendations in six areas: Education and Prevention, Support, Formal Complaints, Policy, Communications and Tracking and Statistical Reporting and included a recommendation to develop a stand-alone sexual violence policy. In 2016-17, working groups began to operationalize the 46 recommendations around the identified themes. The resulting work, the *Sexual Violence Policy Suite*, was approved by the University of Alberta's Board of Governors on June 23, 2017 and includes wide-ranging, cross campus measures aimed at enhancing the U of A's system of supports and services for survivors of sexual assault including training and education information, resources, options and services for survivors, a disclosure and complaints procedure and interim measure information. Initiatives such as a five-part educational video series created by the campus Sexual Assault Centre and a new how-to-help online resource created by the Office of the Dean of Students are just two of many that aim to change campus culture, improve awareness and reduce misconceptions around sexual assault, ultimately protecting the campus community and assisting victims. In relation to the policy, a number of efforts to enhance education and

awareness of the policy, which in turn could lead to better supports for survivors, a reduction in stigma and ultimately shifts in campus culture are ongoing.

These efforts include:

- A sexual violence knowledge exchange for academic and administrative leaders to discuss policy implementation (November, 2017).
- The Associate Dean, Office of the Dean of Students, as part of her faculty outreach, has been visiting departments across faculties to highlight the policy, how faculty ought to respond to a disclosure, local supports, educational and training opportunities and where to turn for help on policy questions.
- A key U of A resource is the Sexual Assault Centre, which provides crisis intervention support to people who have been impacted by sexual violence and delivers anti-sexual violence education and professional development workshops for various members of the campus community. In 2017, the SAC ran 141 standard anti-sexual violence and consent education workshops, 13 Bystander Intervention workshops and 12 Student Advisor workshops. The SAC has also begun piloting a bystander intervention workshop for staff and management at nightlife establishments in collaboration with the Sexual Assault Centre of Edmonton; to date, they have run six workshops and trained roughly 125 people (staff and management included). Other SAC events include activities during the twice-annual Sexual Assault Awareness Week (September and February each year). Sexual Assault Awareness Week intends to reduce stigma surrounding disclosures of sexual violence and increase community member’s knowledge of related resources and supports.
- Communications in the Office of the Dean of Students is running a campus communication campaign using print, digital and social media marketing to foster education, awareness and de-stigmatization in the areas of consent, survivor-centric support and cultural change
- A new committee has been struck, in January 2018, led by the Vice-Provost (Academic) and Dean of Students and the Vice-President (Human Resources) to ensure that the policy education and implementation continues and that current campus needs and gaps continue to be addressed. Also in January 2018, a new website summarizing the policy and resources was created (see: <https://www.ualberta.ca/campus-life/sexual-violence>).

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.

The university supports affordability through direct financial support to students, awarding over \$20 million in annual student bursaries and awards and \$50 million in awards and bursaries for graduate students. In the last year, the university reinstated over \$2 million in undergraduate funding that was lost to cuts in 2014. In addition to awards and bursaries, the university supported graduate students in the form of nearly \$35 million in research and teaching assistantships in 2016-17. As research and teaching assistants, graduate students enrich the academic community through their contributions to the teaching, research, scholarship and creative activities of our research-intensive university. In addition to these funds, graduate students are eligible for numerous external awards from other sources.

The U of A also 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. Financial supports to students remain key to ensuring affordability. In November of 2017, the university celebrated an additional \$1 million gift to the Métis Scholar Awards Endowment Fund, now one of the largest endowments at the University of Alberta. The institution continues to work to strengthen

scholarships and bursaries. In addition, the university has started open educational resource awards to encourage the development of resources that reduce costs for textbooks and other supports.

A variety of means of controlling inflationary pressures are being reviewed and implemented. Efficient use of existing infrastructure through repurposing and refurbishment aim to keep costs low and to effectively utilize institutional assets to benefit the community while careful management of aging infrastructure inventories, including deferred maintenance, serve 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.

Given this low tuition, enhanced digital technology and distance learning strategies are key to maintaining affordability, enabling the university to connect more Albertans in their home communities with the world-class programming available at any of the University of Alberta's five campuses. Whereas the institution strongly believes that the university experience must contain face-to-face learning—to permit idea exchange and the personal growth experience of learning with others and the exposure to a myriad of new ideas and perspectives—opportunities to deliver programming remotely limits time away from home for students. This renders the achievement of university credentials more attainable for many and at lower total cost to individuals, their families and their communities, than living away from home for four to five years.

Quality

Ranked within the top five universities in Canada and the top 100 international universities in the world, 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. This was recently acknowledged when the University of Alberta ranked in the top 100 in four areas of Times Higher Education's newly expanded World University Rankings 2018 by subject. The Faculty of Education led the way, placing 60th in the world. The U of A also placed 77th in the category of clinical, pre-clinical and health; 83rd in law; and 99th in psychology. Those results follow on the heels of the QS World University Rankings by Subject 2017, which placed the U of A in the top 100 in an unprecedented 25 subjects, including 10th in the world for sports-related subjects, 16th for nursing and 18th in mining engineering.

Aside from quality programming, the institution has world-renowned institutes and centres that serve to strengthen the educational continuum, providing quality teaching, learning and research opportunities for students and researchers alike. The National Institute for Nanotechnology, Alberta Transplant Institute, Alberta Machine Intelligence Institute (Amii) and the Alberta Diabetes Institute are only a few of these and the institution's emerging areas of excellence, such as metabolomics, glycomics, precision health and quantum nano-science are evidence of the gains the institution has made in developing talent and capacity of an international calibre. The knowledge and innovation generated in these University of Alberta entities serve to strengthen economic growth in Alberta, diversifying the province's economy and solving pressing problems, benefitting the entire Province of Alberta and beyond.

The U of A's quality offerings equal excellent post-graduate outcomes for its students. University of Alberta graduates have the highest employment rate in Canada and one of the best in the world, according to the 2018 QS Graduate Employability Ranking. The ranking, which considers five aggregate indicators—alumni outcomes, employer-student connections, employer reputation, graduate employment rate and partnerships with employers—placed the University of Alberta first in Canada and 52nd in the world. Students enter the workforce well-equipped to begin challenging careers in a diversity of sectors.

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 so they can spend a long career with the institution—remains a key objective. The university is focused on enhancing equity, diversity and inclusivity 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.

The university will continue to develop the Signature Areas of Teaching and Research Excellence. This objective is in alignment with the university’s fundamental commitment to cultivating and maintaining a broad foundation of excellence. The university has chosen to develop and identify signature areas in order to more effectively address the interdisciplinary complexity of the global community’s biggest questions and challenges, maximize our capacity to lead change by nurturing dynamic, innovative, creative multi- and inter-disciplinary teams able to take multi-faceted approaches to problems, attract talented undergraduate and graduate students, post-doctoral fellows, research staff and new faculty who want to be part of these areas, partner with other leading institutions and teams across Canada and the world and be in a stronger position to apply for and create major new funding opportunities. As described in *For the Public Good*, the university community will identify and support established and emerging areas of research and teaching distinction and distinctiveness, using the following criteria: national and international stature for excellence, relevance, impact, critical mass, interdisciplinary engagement, grassroots leadership, participation and support from within our university community, stakeholder partnerships, research partners (international, community, government, industry) and the capacity to shape and align with federal and provincial research funding priorities, student demand, physical and operational capacity and geographic or situational relevance. The institution is currently identifying governance and oversight mechanisms for this initiative’s development.

We pursue, and achieve, the highest and most influential research awards that both acknowledge research excellence and ensure its sustainability. The University of Alberta’s success in garnering sponsored research dollars is a testament to the institution’s research capacity and dedication to securing and leveraging financial supports for its ongoing work.

Curricular experiential learning is a key institutional priority. We will continue to develop novel ways to increase experiential learning which takes learning ‘beyond the classroom’ with structured opportunities that include research, community service, work and travel and strengthen post-graduate outcomes even further. The Office of the Provost and the Centre for Teaching and Learning completed a broad experiential learning survey, several interviews, a literature review and an environmental scan of the activities at other U15 universities. A Council on Experiential Learning—with representation from across the academy—is convening to support experiential learning development moving forward. Faculties, departments and units also continue to pursue and create transformative experiential learning opportunities for students. We are dedicated to the development of intellectual and social diversity in Edmonton and in Alberta, preparing graduates who will serve our communities and be leaders prepared to make a difference in the working world.

The University of Alberta recognizes that 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.

The university is committed to the efficient and creative use of technology. The university is moving toward the development or purchase and implementation of “Enterprise Systems” of technology. This will allow for achievement of economies of scale, as well as for more coherent collaborations across our campuses. We are able to support other Alberta institutions by providing financial supports to smaller institutions and, in recent discussions, to share some of our Research Ethics and Research Integrity processes with smaller and developing institutions.

The university works to inspire, model and support excellence in teaching and learning by providing robust teaching supports and tools. For example, the Centre for Teaching and Learning (CTL) is an on-campus service that provides tools and resources to help teachers innovate and excel, working with U of A instructors at all levels, in all disciplines, offering dozens of workshops on such diverse topics as blended learning, student engagement, course design and measuring learning outcomes. The CTL also focuses on incorporating digital technologies into the classroom. The CTL rewards teaching excellence, scholarship and innovation by administering awards which also contribute to a culture of excellence in teaching and learning. This work ensures that students receive flexible and engaging learning experiences that better their educational outcomes. To further develop and assess teaching quality, a review of the USRIs (Universal Student Ratings of Instruction) is currently underway.

High-quality teaching and research programs are a hallmark of the University of Alberta. 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 quality assurance suite of activities includes: undergraduate program reviews, graduate program reviews, President's Visiting Committees and ongoing monitoring of implementation of recommendations. The reviews conducted through the quality assurance program are administered according to the guidelines set by the Campus Alberta Quality Council (CAQC), the Office of the President and Vice-Chancellor and the Office of the Provost and Vice-President (Academic). Each review will be carried out according to a stable and publically available schedule, with all programs and faculties reviewed in a five- to seven-year cycle. The various stages of the quality assurance program are overseen and supported by the Office of the Provost and Vice-President (Academic) and the Office of the President and Vice-Chancellor, with added support provided by the Office of Strategic Analysis and Data Warehousing. The executive summary of each faculty review report is made available online accompanied by responses from the reviewed faculties. Reviews currently in process include the following departments: Music, Psychiatry, Biomedical Engineering, Chemistry, Drama, English & Film Studies, Physics and the Faculties of Engineering. 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.

Coordination

The University of Alberta is devoted to supporting the full spectrum of programming available across the provincial post-secondary system. 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 the greatest variety of program options are provided to Albertans. A homogenized post-secondary system would limit student opportunities as well as programmatic and institutional excellence that are a must for economic development and the prosperity of all graduates. 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 in a leadership role both within Alberta's higher education system broadly, with the other Comprehensive Academic and Research Intensive institutions. A differentiated system serves students and the province by providing advanced learning at the undergraduate and graduate level and conducting 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. With the recent expansion to degree granting status of some Alberta post-secondaries, the University of Alberta immediately reached out to Grande Prairie Regional College and has begun formal collaborations to build on existing partnerships and to explore and implement effective strategies for bringing access to degrees to the Grande Prairie region. Similar discussions were initiated with Red Deer College.

The provincial, national and global economies depend on a steady supply of well-trained people. Alberta's post-secondary institutions each play an essential role in providing a diversity of learning environments and have developed hard-earned expertise in producing graduates capable of meeting an ever-evolving labour market. Alberta requires the U of A's electrical engineers as much as it does Red Seal electricians from NAIT. It requires U of A nursing graduates as much as healthcare aides from Norquest. And it requires U of A lawyers as much as graphic designers from MacEwan University. Additionally, Alberta needs research and innovation to advance thinking in a gamut of fields that include oil sands and tailings ponds technology, responsible social relations and institutions, new transplantation techniques and new (and less expensive) pharmaceutical regimes, among many others. Building capacity in these areas will strengthen and diversify the provincial economy.

A unique feature of the CARI 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, the environment and support cultural well-being. Outcomes include 'spin-off' companies that market evidence-based products and practices to industries such as oil and gas, as well as best practices in healthcare in a variety of disciplines, including women's health, geriatric care, virology, organ transplantation and burn care.

We will continue to enthusiastically pursue all funding options to support world-class research and scholarship, including partnerships with industries, organizations and communities to facilitate knowledge translation. In particular, we will focus on enhancing equity in research and access to research opportunities for scholars. TEC Edmonton is one such mechanism. A joint venture with the Edmonton Economic Development Corporation and the university's business accelerator, TEC supports the commercialization of University of Alberta research. Now ranked third on the UBI Global List of World Top Business Accelerators linked to a university, TEC clients have generated \$915 million in revenue, raised \$444 million in financing and funding, invested \$246 million in R&D and grown both revenue and employment by 20 per cent per year and now employs over 1,900 people in the region. TEC has assisted in the creation of 27 spin-off companies from the University of Alberta in the last six years.

The university works in partnership with other sectors to produce effective learner transition pathways, as well as to share resources such as Information Technology (IT) platforms. Over the next three years the U of A is committed to working within and across sectors to improve efficiencies and to help control the costs of learning systems and supports in collaborative ways.

The University of Alberta actively seeks out partnerships that will mutually advance the objectives as stated in its strategic institutional plan as well as celebrate the relationships forged. Community relations and engagement at the U of A goes beyond the legislated consultative requirements with neighbouring communities; it also explores the ties that bring research and scholarship into, and in service, of the community. Faculties develop their community-engaged research initiatives on relationships built with communities, governments, research agencies, industry partners and not-for-profit organizations. There are hundreds of partnered experiential opportunities between U of A students and external partners, as well as the collaborative community-engaged research efforts. The trust and reputation behind each relationship provides a framework in which to identify the priorities of a community and work towards a real-time, on-the-ground level perspective for research initiatives that benefit the community. It is the shared investment in a community based initiative that builds and solidifies trust to elaborate future community engagement projects and partnership.

The Division of Community Engagement in the Faculty of Medicine and Dentistry exemplifies the institutional commitment to community engagement through scholarship, research and experiential learning. The faculty has embarked on projects in rural and regional health, global health, Indigenous health and inner city health. They have undertaken projects that consider areas of collaboration for the purpose of education and collaborative community based research. Partnerships built locally can serve to advance projects with vulnerable populations in the inner city. Such examples are work with non-profit organizations locally and projects that have also been undertaken in partnership with First Nations communities to develop an Indigenous health clinic placement opportunity in a rural community for students' learning and community service provision. Further, a partnership with the Canada International Development Agency (CIDA) resulted in advancements in the Global Health Program. This is a program that develops bi-lateral relationships between Canadian entities with organizations in middle or low income countries. Partnership projects such as these provide results such as maternal and newborn health as well as provide opportunity for the U of A's student learners to apply knowledge, gain insights to a different reality, explore through community-based research and apply their learning. Projects such as these go beyond education, they also enhance faculty development, curriculum enhancement and program development, in addition to benefitting to the community.

The university prides itself on the quality of its traditional in-class offerings. It also takes as a priority the experiential learning opportunities that enhance the student experience by providing practical, hands-on experiences that blend theory with practical application in a work setting. These efforts to bridge theory with practicum are achieved through collaborative partnership with external parties. Community organizations, research agencies, other post-secondary institutions and government are instrumental in enhancing experiential learning and partnering on community-engaged research opportunities. Examples of such mutually beneficial partnerships can be seen in the Community Service-Learning program. CSL partners with 150 plus entities including secondary schools, a local college, centres and institutes of research, school boards, libraries, non-profit groups, centres for newcomers and a number of service organizations serving Indigenous people, among others. Students are afforded the chance to work in their field of choice while also delving into community based learning and research projects with the community as a partner, not a service recipient. These partnerships are forged on the excellent reputation and the positive relationships the university has with partners as a foundation of mutual interests, values and goals to serve community scholarship needs.

Accountability

The University of Alberta is guided by a robust, bi-cameral governance system that has primary responsibility for university academic (General Faculties Council) and business (Board of Governors) affairs. The Board of Governors and General Faculties Council, at the highest level of institutional governance, rely on effective use of their committee structures and thorough consultation and communication processes to ensure the university honours its mission, mandate, values and vision while complying with legislative requirements and effectively stewarding public resources.

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*.

In the coming three years, the University of Alberta will continue to develop and implement new accountability structures and processes, such as the *Multi-year Accountability Plan* and Budget Cycle and the new budget model currently under development, to support greater efficiency of resource utilization and associated reporting. The U of A affirms our commitment to improve transparency and stewardship of resources.

For 2018-19, the institution continues to prioritize the development of a new institutional marketing and communications strategy, work that was started in the previous year. The strategy includes the building of a comprehensive, institutional brand platform. The U of A uses multiple platforms to share stories of its impacts economically, socially, locally and abroad. The goals are to raise the awareness of the university's value to Alberta and the world while highlighting its reputation as a research intensive university serving for the public good. Work to communicate the university's contributions is ongoing while the institution targets 2019-20 for completion of its marketing and communications strategy.

Goals, priority initiatives and expected outcomes

ACCESSIBILITY				
Type	Description	Expected Completion Date	2018-19 UPDATE	For the Public Good alignment
Goals				
2017-G1	Prioritize and sustain student, faculty and staff health, wellness and safety by delivering proactive, relevant, responsive and accessible services and initiatives.	2018	Ongoing.	Sustain Objective 19
2017-G2	Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful and sustainable response to the report of the Truth and Reconciliation Commission of Canada.	Ongoing	Ongoing.	Build Objective 4
2017-G3	Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada and the world.	2025	National and international recruitment strategies.	Build Objective 1
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	Ongoing faculty renewal.	Build Objective 2, 3
Priority Initiatives				
2017-P1	Develop an 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.	2017	Healthy University Strategic Plan now complete. Implementation phase.	Sustain Objective 19 Strategy i
2017-P2	Continue the implementation of top recommendations of the 2016 <i>Review of the University of Alberta's Response to Sexual Assault</i> .	2018	Sexual Violence Policy Approved.	N/A
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.	2018	760 new residence spaces opening (September 2018)	Experience Objective 8 Strategy i
2017-P4	Build the Maskwa House of Learning as a place of understanding, welcome and cultural connection, where Indigenous and non-Indigenous students together can grow and celebrate the unique and proud histories of Indigenous peoples 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	Advancement Feasibility Study is Underway.	Build Objective 4 Strategy ii
2017-P5	Foster learning opportunities across our campuses	2020	Faculties are	Build

	that enable student, staff and faculty participation in reconciliation.		engaged in work that aims to integrate reconciliation into research and teaching activities. See, for example, EFS's "Responsible Relations" series that drew 1,719 people.	Objective 4 Strategy i
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	Institutional Equity, Diversity and Inclusion Scoping Group Established	Build Objective 2 Strategy iii; Build Objective 3 Strategy ii
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	International Strategy in development	Build Objective 1 Strategy iii
2017-P8	<i>Moved to Affordability</i>			
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	National Recruitment Strategy Years 1 and 2 complete	Build Objective 1 Strategy i
2017-P10	Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada.	2025	New positions: Assistant Dean, Indigenous Students and Assistant Registrar, Indigenous Students; Indigenous Student Recruitment Plan	Build Objective 1 Strategy ii
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	Subject to funding availability – ongoing work on translation of services to CSJ students.	Experience Objective 9 Strategy ii

Expected Outcomes				
2018-EO1	Enhanced tracking and reporting on student merit-based and needs-based awards	2018	Annual Student Financial Supports Report	Build Objective 1 Strategy iv
2018-EO2	Enhanced institutional understanding of the new sexual violence policy through educational opportunities for students and staff, communications and committee oversight.		Ongoing – noted in review.	N/A
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	Revised outcome date to reflect implementation timeline.	Sustain Objective 19 Strategy i
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	Two new student residences are scheduled to open in September 2018.	Experience Objective 8
2017-EO3	An increased understanding and inclusion of First Nation, Métis and Inuit perspectives in university activities, supported by increased visibility and celebration of Indigenous culture, researchers and learners.	2020	Communications person hired to better tell the U of A Indigenous and EDI story.	Build Objective 4
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, completed by 2025	Institutional Equity, Diversity and Inclusion Scoping Group Established	Build Objective 2 Strategy ii; Build Objective 3 Strategy ii
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	There were 69 new assistant professors in 2016-17.	Build Objective 2 Strategy i, ii
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	National Recruitment Strategy Year 2	Build Objective 1
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	Indigenous enrolment increased by 7% in 2017, from 1,176 to 1,261 students.	Build Objective 1 Strategy ii

Performance Measures				
2017-PM1	Composition of the student body: percentage of the student body from Alberta (excluding Edmonton) (target undergoing validation in 2017-18); percentage of students from out-of-province; and percentage of Indigenous students (target: Indigenous student population is proportionate to the Indigenous population in Alberta).	2018-25	In 2016-17: 22.9% of students from AB outside of Edmonton and 26.7% from Canada outside of Alberta. Indigenous students comprise 3.4% of undergraduate enrolment and 2.1% of graduate student enrolment. Overall international enrolment target at 15 % (across undergraduate and graduate enrolment).	Build Objective 1
2017-PM2	Composition of faculty and staff: gender (target: 43% female professoriate by 2025), 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 pending. Data are self-reported.	2025	In 2016-17: 36.1% of students are female overall. Well over 40 Indigenous members of the professoriate. Developing measurement tools for other categories.	Build Objective 2 Build Objective 3
2017-PM3	Percentage of full-time students living in purpose-built student housing where there is intentional programming Target: 25%	2040	In 2016-17: 13% increasing to 15% in September 2018. Note: Assumes full-time enrolment to be 35,500 in 2018.	Experience Objective 8

AFFORDABILITY				
Type	Description	Expected Completion Date	2018-19 UPDATE	For the Public Good alignment
Goals				
2017-G5	Ensure that the University of Alberta’s campuses, facilities, utilities and Information Technology infrastructure can continue to meet the needs and strategic goals of the university.	2018	Several space planning exercises are underway to reduce reliance on leased space and more effectively utilize on-campus space.	Sustain Objective 23
2017-G6	Secure and steward financial resources to sustain, enhance, promote and facilitate the university’s core mission and strategic goals.	2020	Budget review ongoing and development of new budget model and accountability procedures.	Sustain Objective 22
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	Starting with academic focus on sustainability.	Sustain Objective 20
Priority Initiatives				
2018 - P1	Exploit building analytics (e.g. Enterprise Asset Management) to fully implement a data-driven approach to maintaining, renovating and repurposing existing space on campus with a view to ensuring the best balance between providing modern learning environments and the ability to sustain building infrastructure over the long-term.	2018	Ongoing.	Sustain Objective 20 Strategy ii and Strategy iii; Sustain Objective 22 Strategy iii
2017-P1	Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support.	2025	Reinstatement of \$2 million to scholarship funding	Build Objective 1 Strategy iv
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	Ongoing.	Sustain Objective 21 Strategy i
2017-P3	Integrate sustainability into teaching, learning, research and outreach in ways that foster critical, interdisciplinary, long-term and systems thinking on sustainability.	2020	Initiated move of sustainability to academic portfolio.	Sustain Objective 20 Strategy i
2017-P4	Advance the renewal of the historic Dentistry/Pharmacy Building, taking advantage of	Updated to 2022 due to	Renovation underway on	Sustain Objective 23

	excellent architecture and incorporating contemporary building operations and maintenance systems to support contemporary administrative, teaching, learning and research activities	2017 funding received.	schedule.	Strategy i
2017-P5	Revised 2017-P5 - Explore options to refurbish facilities for the Faculty of Arts, specifically Music and Arts and Design on North Campus.	2028 (multi-phased)	Exploring funding sources.	Sustain Objective 23 Strategy i
Expected Outcomes				
2017-EO1	Launch of key IT solutions and enhancements that enable the secure, efficient and reliable delivery of high-quality programs and services, including analytics, budgeting and planning, student, financial and human resource management.	2018	Launched.	Sustain Objective 23 Strategy iii
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	Fully integrated physical sustainability functions into operational units.	Sustain Objective 20 Strategy i, ii, iii
2017-EO3	Continued optimization of the university’s financial resources, including the management of endowments, to support long-term institutional sustainability.	2020	New budget model, multi-year planning framework, budgeting system.	Sustain Objective 22 Strategy ii
Performance Measures				
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	Achieved a gold rating in 2017.	Sustain Objective 20
2017-PM2	Net Operating Revenues Ratio This is a core measure of financial sustainability and provides an indication of the extent to which the university is generating positive cash flows. Target is not yet established.	2018	Ongoing work developing appropriate data and formulae.	Sustain Objective 22
QUALITY				
Type	Description	Expected Completion Date	2018-19 UPDATE	For the Public Good alignment
Goals				
2017-G8	Build a portfolio of <i>Signature Areas of Research and Teaching Excellence</i> where the University of Alberta is, or will be recognized, as a global leader.	2017-20	Ongoing – 3 Signature areas named.	Excel Objective 12
2017-G9	Enable University of Alberta researchers to succeed and excel.	2020	Ongoing – changes in VP(Research) portfolio	Excel Objective 13

2017-G10	Facilitate, build and support interdisciplinary, cross-faculty and cross-unit engagement and collaboration.	2020	Ongoing work on multi-campus collaborations	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 diverse academy.	2025	Ongoing Faculty Renewal.	Build Objective 2
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	Ongoing work within Faculties and with Centre for Teaching and Learning	Experience Objective 7
2017-G13	Inspire, model and support excellence in teaching and learning.	Ongoing	Review of all awards for teaching excellence	Excel Objective 14
Priority Initiatives				
2018- P1	Identify governance and oversight mechanisms for Signature Areas of Research and Teaching Excellence including review cycles and processes.	2020	In development	Excel Objective 12 Strategy i
2018-P2	Develop global competency in our graduates through more access to short and long-term outbound international experiences.	ongoing	New International Strategic Plan in final stages	Experience Objective 7 Strategy ii
2017- P1	Develop a process to identify and support established and emerging Signature Areas of Research and Teaching Excellence.	2018	Announce and Support Signature Areas of Research and Teaching Excellence in Energy Systems, Precision Health and Research at the Intersections of Gender.	Excel Objective 12 Strategy i
2017-P2	Increase students' experiential learning through mutually beneficial engagement with community, industry, professional and government organizations locally, nationally and internationally.	2019	Faculty survey complete. Working Group established.	Experience Objective 7 Strategy i
2017-P3	Expand professional development opportunities for graduate students and post-doctoral fellows.	2019	Review of leadership opportunities across university underway.	Experience Objective 7 Strategy iii
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	2017-20	One workshop completed, an SU led day-long event	Engage Objective 17 Strategy i

	and administrative partnerships and collaborations.		completed, discussions with Deans underway.	
2017-P5	Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels.	2020	Model programs have been identified, for example Health Sciences Council; Enhancement of CTL supports these activities.	Excel Objective 14 Strategy i
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	A review of the Universal Student Ratings of Instruction in 2nd phase. Other studies underway.	Excel Objective 14 Strategy iii
2017-P7	Attract and retain a diverse complement of faculty and post-doctoral fellows from around the world, with initial attention on increasing the proportion of assistant professors.	Ongoing	Faculty renewal continues. New labour regulations affecting post-doctoral fellows.	Build Objective 2 Strategy i
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	Capital plan is considering research infrastructure.	Excel Objective 13 Strategy iv
Expected Outcomes				
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	First phase completed.	Excel Objective 12 Strategy i
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).	2017	Complete.	Excel Objective 13 Strategy iv
2017-EO3	Implementation of a Good Supervision awareness campaign and Graduate Student Management System, encouraging collegial models of supervision and mentorship.	2017-18	FGSR completed a review and report on graduate student supervision.	Excel Objective 14 Strategy iii

2017-EO4	Increased access to, and use of, professional development 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	FGSR project on professional development in third year and final year of funding.	Experience Objective 7 Strategy iii
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	Working group established. Survey of Faculties undertaken.	Experience Objective 7 Strategy i
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	Metrics in development.	Build Objective 2; Excel Objective 13
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	Ongoing.	Engage Objective 17 Strategy I
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	Expansion in Centre for Teaching and Learning to build capacity.	Excel Objective 14 Strategy i
Performance Measures				
2017-PM1	Student-reported experience with faculty (<i>National Survey of Student Engagement- NSSE</i>) and graduate student satisfaction (<i>Canadian Graduate and Professional Student Survey-CGPSS</i>). Note: NSSE is currently administered in three-year intervals latest administration was in 2017. This administration will be used as a baseline for setting future targets.	2017	Setting baselines and targets.	Excel Objective 14
2017-PM2	High-Impact Practices (NSSE).	2017	NSSE Results.	Experience Objective 7
2017-PM3	Sponsored research funding: total and U15 rank (all sources and Tri-Council) (target: top 5)	2018	Target is Top 5 in Canada.	Excel Objective 13
2017-PM4	Citation impact. Targets not established.	2018	Target identification In progress for 2018.	Excel Objective 13
2017-PM5	Employment outcomes two years after graduation: employment rate and mean income by degree level (Alberta Graduate Outcomes Survey-GOS). Note: The GOS is administered biennially. Data from the 2016 administration is being used as a baseline for setting future targets.	2020	Targets being established.	Experience Objective 7
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).	2017-25	On track: increased from 17.8% to 19% in 2017-18.	Build Objective 2

2017-PM7	Research and teaching awards (Canada Research Chairs and 3M Teaching Awards). Targets not established.	Ongoing	Award parameters under review and targets being set.	Excel Objective 13
COORDINATION				
Type	Description	Expected Completion Date	2018-19 UPDATE	For the Public Good alignment
Goals				
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	Target partnerships established at unit levels – targets being identified	Engage Objective 18
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	Cross-campus strategy under development	Experience Objective 9
2017-G16	Enhance, increase and sustain reciprocal, mutually beneficial community partnerships 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	Developing community relations research protocols; identifying community partners	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	Under review by all VP portfolios	Sustain Objective 21
Priority Initiatives				
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	Ongoing – new work with GPRC and RDC.	Engage Objective 18 Strategy i
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	New International Strategic Plan in final stages.	Excel Objective 13 Strategy ii
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.	2017-19	Over 240 research partnerships with Alberta Innovates alone.	Engage Objective 18 Strategy v

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	Examples include waste reduction, fire safety, domestic violence and rural care.	Engage Objective 16 Strategy iii
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	Canada 150 celebration at South Campus welcomed over 1,000 visitors and 200 volunteers.	Experience Objective 9 Strategy iii; Engage Objective 16 Strategy v
2017-P6	Facilitate and deepen inter-campus connections, communication and collaborations with Augustana Campus and ensure that it is strengthened as a leading liberal arts college and as a living laboratory for teaching and learning innovation, to the benefit of the entire university.	2017-20	Implementation of the Augustana 3-10 calendar.	Experience Objective 9 Strategy i
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	Ongoing.	Sustain Objective 21 Strategy iv
Expected Outcomes				
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	Renewed discussions with the GoA	Engage Objective 18 Strategy i
2017-EO2	Enhancement of research partnerships supporting resource management, environmental stewardship and healthy communities (see Appendix C).	2020	New Academic focus of Sustainability will support plan development	Engage Objective 18; Excel Objective 13 Strategy ii
2017-EO3	Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.	2020	CSL's 2018-20 learning objectives (referenced in Appendix D).	Engage Objective 16
2017-EO4	Development of an action plan to identify and strengthen the unique opportunities presented by our multi-campus environment through connections, communication and collaborations.	2020	Multi-campus strategy under development	Experience Objective 9
Performance Measures				
2017-PM1	Student-reported citizenship development (NSSE). Note: NSSE is currently administered on three-year intervals; the next administration will take place in 2020.	2017	Baseline and targets being set.	Engage Objective 16
2017-PM2	Development of action plan for leveraging multi-campus environment	2020	Will follow setting of baseline and targets.	Experience Objective 9

ACCOUNTABILITY				
Type	Description	Expected Completion Date	2018-19 UPDATE	For the Public Good alignment
Goals				
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 stakeholders.	2019	Multi-campus strategy in development; communication plan in progress	Build Objective 6
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	Budget and expenditure review in progress; communication plan in progress.	Sustain Objective 22 Strategy iii
Priority Initiatives				
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	Metrics in development; data collection tools and plans in development.	Sustain Objective 21 Strategy v
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 societal benefits to all Albertans, as well as to national and international partners and stakeholders.	2019	Launch of Folio.ca to tell our story to a wider audience; increased sharing of data based evidence	Build Objective 6 Strategy iii
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	Budget model in development	Sustain Objective 22 Strategy ii

Expected Outcomes				
2017-EO1	Enables the university to satisfy accountability requirements and expectations for key stakeholder communities.	Ongoing	Clear, evidence based, communications	Sustain Objective 21 Strategy v
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	Multi-year planning framework in new budget model; seeking solutions for predictability for institution and for students	Sustain Objective 22 Strategy ii, iii
2017-EO3	Increased community awareness of the university and its social, economic and historical contributions to the province, the country and the world.	2019	Clear, timely, evidence-based communications	Build Objective 6
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	Institutional Marketing and Communications Strategies; stronger connections to communities	Build Objective 6
Performance Measures				
2017-PM1	Media impact: mentions and reach. These metrics will be supplemented through relevant web analytics and qualitative reporting related to stakeholder relationship impact. These metrics are newly established and baselines are being established to inform future target setting.	2019	Baselines being established, targets being set, data being collected	Build Objective 6 Strategy iii
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)	2018	Clear, timely, evidence based, communications	Sustain Objective 21

Appendix A: Financial and Budget Information

2018-19 Consolidated Budget

The University of Alberta's consolidated budget lays out a financial plan for the coming fiscal year and projects forward, for two years, the allocation of the university's resources in support of its strategic plan, *For the Public Good*. Through the implementation of its strategic plan, the university is contributing to the achievement of the ministry's priorities of accessibility, affordability, quality, coordination and accountability.

For 2018-19, the university instituted the *Multi-Year Accountability Plan and Budget Cycle*. The purpose of this process is to assist with long-term planning, budgeting and accountability. The objective is to enhance the ability of the university to achieve strategic goals, enable the effective leveraging of resources, achieve long-term institutional financial sustainability and ensure accountability at the institutional, faculty and portfolio levels.

The Board of Governors approved the budget at its meeting on March 16, 2018. On March 22, 2018, the Government of Alberta presented Budget 2018 which signalled increased funding through the Campus Alberta grant and the provision of tuition backfill, while also indicating a reduction in support for the Infrastructure Maintenance Program. The University of Alberta looks forward to receiving the full budget details in the university's budget letter for 2018-19. As is the university's normal process, any changes to spending plans, subsequent to the approval of the budget for the year, will take the form of one-time variances with the full base budget impact considered in the next planning cycle for 2019-20.

The U of A's Consolidated Budget (see Table 1) reflects the entire enterprise, including unrestricted and restricted funds. Funding for general operations is fully unrestricted within the consolidated budget. Funding for ancillary operations remains within those entities while the majority of research revenues, philanthropic sources of revenue and capital project funding are fully restricted. The 2018-19 Consolidated Budget by Fund is presented in Table 2.

Based on second quarter results for 2017-18, the university is estimating, at year-end, a consolidated excess of revenue over expense of \$14.2 million, a variance of \$2.2 million below budget. Consolidated revenue is estimated to be \$40.2 million higher than budgeted, while consolidated expense is estimated to be \$42.4 million higher than budgeted.

For 2018-19, the consolidated budget reflects an excess of revenue over expense of \$14.4 million on budgeted revenue of \$1,958.5 million and budgeted expense of \$1,944.1 million. The \$14.4 million excess of revenue over expense is equal to less than one per cent of the university's budgeted consolidated revenue and is driven by the excess of revenue within restricted special purpose funds.

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

CONSOLIDATED REVENUE

As illustrated in Figure 1, 52 per cent or \$1,021.7 million of consolidated revenue comes from the Government of Alberta, mostly through the Campus Alberta Grant, sponsored research funding and

capital funding. The Campus Alberta Grant represents \$624.1 million of Government of Alberta funding, the primary source of unrestricted funding for the university's day-to-day operating activity (see Table 2). The 2018-19 budget was prepared and approved by the Board of Governors March 16, 2018 based on an assumption of no increase to the Campus Alberta Grant. This conservative forecast was used to ensure no future inadvertent overspending, or any need to withdraw funding from faculties and units as this has injurious effects on the plans and morale of the institution.

The federal and other government revenue of \$190.5 million largely reflects the restricted funding received by the university in support of its research mandate. This is its third-largest source of revenue. This revenue is budgeted to be \$26.3 million lower than the 2017-18 budget. This level of research funding is directly linked to the university's overall success in securing Tri-Council research grants and grants from other organizations and entities.

Tuition and related fees are budgeted at \$341.2 million and, at 17 per cent, represent the second-largest source of consolidated revenue and are budgeted to be \$11.2 million higher than 2017-18 budgeted revenue. Tuition and related fees include all instructional fees, previously awarded market modifiers that are no longer distinguished in program costs, program fee differentials, international differential fees and non-instructional fees. The fee revenue is largely unrestricted, resides in the operating fund and is used to support the primary teaching and learning activities of the university. Given the tuition freeze announced in November 2017, the incremental tuition revenue is based on a board approved increase to international tuition fees of 3.14 per cent and the impact of higher international enrolment carrying over from 2017-18. The use of the provincial grant does not extend to the explicit support of international students or ancillary services (such as residences, food services, parking, bookstore, etc.).

Per the university Calendar, students who are not Canadian Citizens, Permanent Residents, Convention Refugees or Protected Persons as defined by Citizenship and Immigration Canada (i.e., international students) are assessed international tuition fees.

In its commitment to openness and transparency to students, in 2016, the university entered into a new agreement with students regarding Mandatory Non-Instructional Fees (MNIFs). As part of that agreement, an Annual Report is prepared confirming the total revenue generated through MNIFs and the expenditures incurred in the units supported by the MNIF revenue.

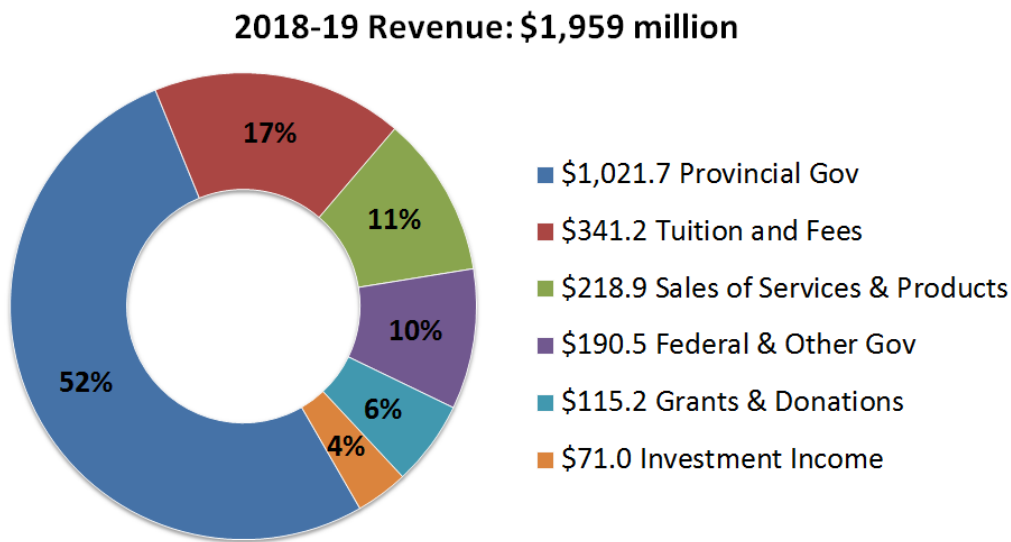
For 2016-17, \$28.4 million was collected through MNIFs that were applied to agreed upon services with total related expenditures of \$54.2 million. The difference of \$25.8 million is supported by revenue from other sources as well as allocations from the university's base operating budget. With the ongoing freeze in MNIFs and the fact that any backfill funding has never included MNIFs, the units supported by this revenue source are beginning to re-examine their services and assess what student services will need to be reduced.

The fourth-largest source of revenue is sales of services and products at \$218.9 million. A large portion of sales of services and products are generated through the university's ancillary operations such as parking and the university's housing and food service operations. Increased revenue through ancillary operations is driven by forecast growth in the university's ancillary operations such as increased residence capacity as well as board approved rate increases for residence services and parking. The ancillaries section of the budget goes into greater detail regarding the financial challenges faced by some of the university's ancillary operations. All revenues generated through residences and food services are re-invested exclusively into those cost areas and are never used to support other operating costs or ancillaries (e.g.,

parking or bookstore), although the reverse is occasionally the case.

The other sources of consolidated revenue for 2018-19 include grants and donations of \$115.2 million and investment income of \$71.0 million. Changes in grants and donations are directly tied to the university’s philanthropic activities and can be influenced significantly by large single donations and economic conditions. It is important to note that the majority of donations are restricted and can only be used for the purposes designated by the donor(s). Investment income is driven by the overall value of the university’s investments along with changes in interest rates and the performance of the university’s investment portfolios.

Figure 1: 2018-19 Consolidated Revenue by Source



CONSOLIDATED EXPENSE

For 2018-19, consolidated expense is budgeted at \$1,944.1 million.

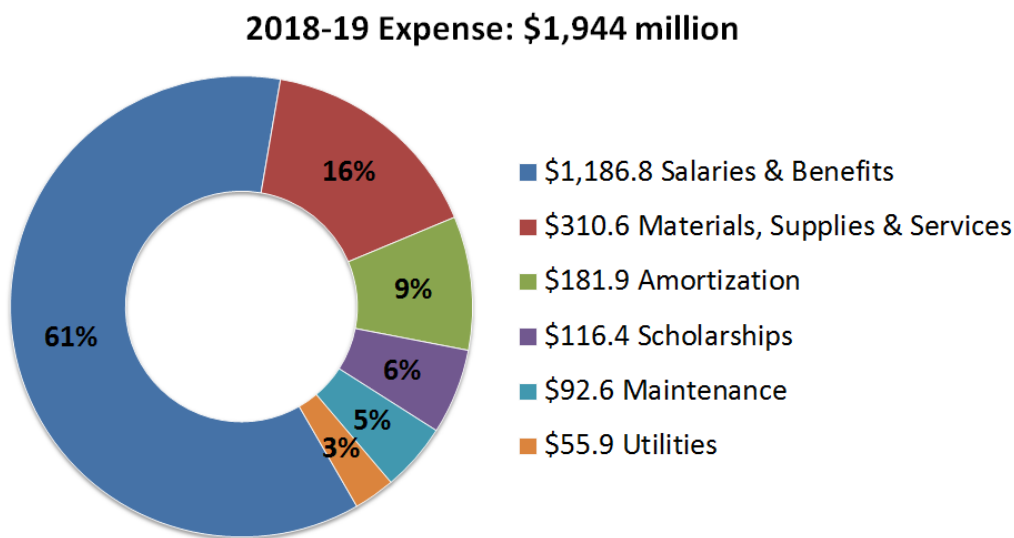
As Figure 2 illustrates, investments in salaries and benefits to maintain teaching, research and other critical activities account for over \$1,186.8 million, or 61 per cent of total expense. The university has commenced negotiations with the Association of Academic Staff University of Alberta (AASUA) and will be negotiating a wage-reopener with the Non-Academic Staff Association (NASA). Both of these negotiations are taking place within a new labor relations framework as the university must now negotiate these agreements pursuant to the *Labour Relations Code*. As the university is in negotiations with both associations, there is risk associated with the total compensation forecasts in the budget.

The university’s next largest expense is materials, supplies and services. Budgeted at \$310.6 million, these expenses provide essential support across the campuses, including information services and technology, research expenditures, library resources and day-to-day operations such as insurance premiums, communications, and classroom support. This expense line also includes the costs of goods sold and recovered.

A further significant expense in the consolidated budget is \$181.9 million for the amortization of capital assets. Under Public Sector Accounting Standards (PSAS), amortization is an annual expense that is calculated based on the estimated useful life of the asset. These assets include buildings, scientific and computing equipment, software, and learning resources.

For 2018-19, scholarships and bursaries expense is budgeted at \$116.4 million. This represents a \$27.2 million increase over the 2017-18 budget, driven primarily through research funding and demonstrates the university’s continuing commitment to supporting post-secondary affordability for students.

Figure 2: 2018-19 Consolidated Expense by Type



Operating Fund

The operating fund (see Table 2) is used to support the primary teaching and learning activities of the university. It is also within the operating fund that strategic investments are made to advance *For the Public Good* and its five strategic goals of Build, Experience, Excel, Engage and Sustain. That said, given the revenue picture, any such investments are necessarily limited in 2018-19. For 2018-19, the operating fund reflects an excess of expense over revenue of \$2.7 million on budgeted revenue of \$1,140 million and budgeted expense of \$1,142.7 million.

As noted, the 2018-19 budget was approved by the Board of Governors on March 16, 2018 based on three fundamental assumptions. One, there would be no change to the Campus Alberta Grant over the three-year period. Two, there would be no increase in regulated tuition or Mandatory Non Instructional Fees (MNIFs) over the planning period. Three, there would be no increase in the grant for tuition backfill funding.

As reported in previous budget documents, the university has faced multiple years in which the rate of increase in its operating expenditure commitments has outpaced the rate of increase in its unrestricted revenues, creating a structural deficit in the operating fund. This structural deficit is approximately \$14 million or 1.3 per cent of 2017-18 forecast operating fund expense.

At the same time, the university continues to be faced with annual cost pressures which for 2018-19 include a 3.1 per cent increase in the carbon levy, a 2.7 per cent increase in the minimum wage, benefit cost increases of 4.0 per cent, third-party software licenses and maintenance contracts of 5.8 per cent, and facilities and operations contracts of 0.8 per cent (not including minimum wage), among others.

In addition, the university has made the decision to begin reducing its reliance on investment income that has been used to fund ongoing base expenditures. The university is pursuing a two-pronged strategy: first to be more conservative with earnings projections, resulting in 2018-19 short-term investment revenue being budgeted at \$17 million. Second, the university plans to reduce its reliance, over time, on these short-term investment earnings within its operating budget.

With the assumptions used in the development of the budget that included no increase in the Campus Alberta Grant, the ongoing tuition freeze, the impact of cost pressures, the need to eliminate the structural deficit and the decision to reduce reliance on short-term investment income, budget reductions of four per cent will be implemented for 2018-19, along with projected budget reductions of 2.5 per cent in each of the following two years. It is important to note that these budget reductions are over-and-above the impact to each faculty and administrative unit in funding the cost of any negotiated Across the Board (ATB) salary increases and merit. Commencing in 2019-20, each faculty and administrative unit will also be required to fund incremental benefit cost increases.

The following cost pressures have been included in calculating the four per cent budget reduction for 2018-19. The budget projects only the most significant cost pressures have been funded.

(Millions of dollars)

Facilities and Operations and cost increases, IT, operating interest and principal payments for the new records facility and other cost fluctuations	\$6.0
Benefits	\$6.0
Utilities	\$2.0
Total Incremental Cost Pressures	\$14.0

Consolidated Budget Assumptions and Sensitivities

The university prepares its fiscal estimates and final budgets using a comprehensive integrated planning and budget process, involving key stakeholders from across the institution. Starting in 2018-19, this included the requirement for all faculties and administrative portfolios to provide detailed three-year accountability plans and budgets. Over time, this process will further enhance the university’s planning and budgeting processes and its strategic use of resources.

The 2018-19 budget was prepared using the following assumptions.

2018-19 BUDGET ASSUMPTIONS UNDERLYING THE APPROVED BUDGET

Key highlights of the university’s revenue assumptions include:

- A zero per cent change to the Campus Alberta Grant*
- Maintaining general tuition increases and MNIFs at 2014-15 levels (due to government tuition freeze)

- No tuition backfill funding*
- More modest projection of investment earnings on non-endowed funds and endowment fund long-term return rates of 7.25 per cent
- A decline in federal and other government funding from 2017-18
- Ancillary operations correcting long-term structural deficits
- Stable capital funding
- No Lights on Funding for the Research and Collections Resource Facility (records facility)

* Note: The 2018-19 Provincial Budget announcement on March 22, 2018, included a 2 per cent increase plus tuition backfill.

Key highlights of the university's expenditure assumptions include:

- Academic staff compensation and terms and conditions to be negotiated
- Support staff salary wage re-opener to be negotiated
- Benefit cost increases of four per cent
- All faculties and administrative units continue to assume responsibility for the funding of negotiated salary ATB and merit (NASA/AASUA merit average 1.1 per cent of operating)
- Third-party contractual obligations 0.8 to 5.8 per cent of operating
- Impact of carbon levy of \$1.5 million
- Impact of minimum wage increase in contractual obligations of \$0.55 million

2018-19 BUDGET SENSITIVITIES

Revenue Approximate Value

- One per cent on Campus Alberta Grant: \$6.2 million
- One per cent change on domestic tuition: \$1.9 million
- A 0.25 per cent change in short-term interest rates: \$1.0 million

Expense Approximate Value

- One per cent change in salary settlements (AASUA and NASA): \$6.3 million
- One per cent increase in benefits: approximately \$1.6 million

FORECAST BUDGET ASSUMPTIONS 2019-20 to 2021-22

The university used the following projected budget assumptions.

Revenue assumptions:

- A zero per cent change in the grant in each of 2019-20 and 2020-21.
- There will be a zero per cent change in each of 2019-20 and 2020-21 for domestic tuition and MNIFs.
- International student tuition will increase by the Academic Price Index projected at 2.51 per cent in each of 2019-20 and 2020-21.
- Modest growth in research funding
- Short-term interest rates will remain at historically low levels
- Projected endowment fund returns of 7.25 per cent
- Modest growth in ancillary operations
- Modest growth in capital funding

Expenditure assumptions:

- ATB salary adjustments, merit, benefit cost changes implemented based on the outcomes of upcoming negotiated collective agreements
- Benefit cost increases averaging four per cent per year. [Note: As of 2019-20, faculties and administrative units will be responsible for the annual incremental increases in benefit costs.]
- All faculties and administrative units will continue to have responsibility for the funding of salary ATB adjustments and merit
- Materials, supplies and services to increase at a minimum of one per cent annually
- Modest increases in utility costs

TABLE 1 CONSOLIDATED BUDGET (\$000's)
For the Years Ending March 31, 2018 to 2021

	2017-18		2018-19	2019-20	2020-21
	Budget	Forecast	Budget	Projection	Projection
Revenue					
Provincial government	\$ 980,958	\$ 1,010,183	\$ 1,021,681	\$ 992,360	\$ 1,005,563
Federal and other government	216,832	208,906	190,510	193,677	200,528
Tuition and related fees	329,954	334,031	341,218	346,952	348,992
Sales of services and products	206,144	208,820	218,863	226,413	229,994
Grants and donations	116,988	131,814	115,244	118,427	122,333
Investment income	68,197	65,500	70,984	73,783	73,092
Total revenue	1,919,071	1,959,255	1,958,499	1,951,612	1,980,502
Expense					
Salaries	962,801	964,887	992,918	968,023	971,001
Employee benefits	182,605	186,995	193,909	192,724	205,550
Materials, supplies and services	311,281	297,860	310,552	308,645	315,045
Utilities	54,800	53,364	55,904	57,004	57,971
Maintenance	123,490	154,247	92,566	88,730	94,873
Scholarships and bursaries	89,160	110,201	116,417	121,910	126,540
Amortization of capital assets	178,519	177,529	181,878	189,510	191,348
Total expense	1,902,655	1,945,083	1,944,144	1,926,547	1,962,327
Excess of revenue over expense	16,416	14,172	14,355	25,066	18,175
Investment in capital assets	(54,395)	(32,760)	(29,303)	3,010	6,906
Net transfers credit (debit)	-	-	-	-	-
Transfers to endowments	-	(1,660)	(1,202)	(1,214)	(1,227)
Increase (decrease) for the year	(37,978)	(20,248)	(16,150)	26,861	23,854
Unrestricted net assets (deficiency), beginning of year	(34,173)	(16,063)	(36,311)	(52,461)	(25,600)
Unrestricted net assets (deficiency), end of year	(72,151)	(36,311)	(52,461)	(25,600)	(1,745)

TABLE 2 2018-19 CONSOLIDATED BUDGET BY FUND (\$000's)
For the Year Ending March 31, 2019

	Ancillary				Special	
	Operating	Operations	Research	Capital	Purpose	Total
Revenue						
Provincial government	\$ 665,688	\$ -	\$ 148,623	\$ 100,988	\$ 106,382	\$ 1,021,681
Federal and other government	1,559	-	171,769	17,181	-	190,510
Tuition and related fees	341,218	-	-	-	-	341,218
Sales of services and products	103,207	104,606	10,850	-	200	218,863
Grants and donations	11,347	-	79,384	21,004	3,508	115,244
Investment income	17,000	-	29,730	-	24,254	70,984
Total revenue	1,140,019	104,606	440,357	139,173	134,344	1,958,499
Expense						
Salaries	711,502	25,677	197,987	-	57,752	992,918
Employee benefits	147,692	5,469	27,999	-	12,748	193,909
Materials, supplies and services	110,640	28,809	139,037	-	32,065	310,552
Utilities	48,407	7,096	401	-	-	55,904
Maintenance	32,842	26,424	2,557	30,661	83	92,566
Scholarships and bursaries	37,417	-	67,416	-	11,585	116,417
Amortization of capital assets	54,227	10,960	-	116,691	-	181,878
Total expense	1,142,727	104,436	435,397	147,352	114,232	1,944,144
Excess of revenue over expense	(2,708)	170	4,960	(8,179)	20,112	14,355
Investment in capital assets	(24,905)	(295)	(1,924)	(2,178)	-	(29,303)
Net transfers credit (debit)	13,209	(12,154)	(3,977)	23,034	(20,112)	-
Transfers to endowments	(1,202)	-	-	-	-	(1,202)
Increase (decrease) for the year	(15,606)	(12,279)	(941)	12,677	-	(16,150)
Unrestricted net assets (deficiency), beginning of year	(147,968)	38,814	60,645	12,198	-	(36,311)
Unrestricted net assets (deficiency), end of year	(163,574)	26,535	59,703	24,875	-	(52,461)

TABLE 3 STATEMENT OF OPERATIONS (\$000's)
 For the Years Ending March 31, 2018 to 2021

	2017-18	2018-19	2019-20	2020-21
	Forecast	Budget	Projection	Projection
Revenue				
Government of Alberta grants	\$ 1,010,183	\$ 1,021,681	\$ 992,360	\$ 1,005,563
Federal and other government grants	208,906	190,510	193,677	200,528
Student tuition and fees	334,031	341,218	346,952	348,992
Sales of services and products	208,820	218,863	226,413	229,994
Donations and other grants	131,814	115,244	118,427	122,333
Investment income	65,500	70,984	73,783	73,092
Total revenue	1,959,255	1,958,499	1,951,612	1,980,502
Expense				
Learning	1,153,316	1,193,670	1,158,201	1,169,154
Research	492,424	509,567	526,792	544,873
Facility operations and maintenance	199,479	136,471	132,490	138,843
Ancillary services	99,863	104,436	109,064	109,456
Total expense	1,945,083	1,944,144	1,926,547	1,962,327
Annual operating surplus (deficit)	14,172	14,355	25,066	18,175
Endowment contributions	18,532	19,088	19,852	20,845
Endowment capitalized investment income	-	-	-	-
	18,532	19,088	19,852	20,845
Annual surplus (deficit)	32,704	33,443	44,918	39,020
Accumulated surplus, beginning of year	1,623,869	1,656,573	1,690,016	1,734,934
Accumulated surplus, end of year	1,656,573	1,690,016	1,734,934	1,773,954

TABLE 4 STATEMENT OF CASH FLOWS (\$000's)
 For the Years Ending March 31, 2017 to 2020

	2016-17	2017-18	2018-19	2019-20
	Actual	Forecast	Budget	Projection
OPERATING TRANSACTIONS				
Annual surplus	\$ 83,350	\$ 32,704	\$ 33,443	\$ 44,918
Add (deduct) non-cash items:				
Amortization of tangible capital assets	173,556	177,529	181,878	189,510
Expended capital recognized as revenue	(114,315)	(114,186)	(116,691)	(120,973)
(Gain) loss on sale of portfolio investments	(49,251)	(17,700)	(15,000)	(13,000)
(Gain) loss on disposal of tangible capital assets	3,356	-	-	-
Increase (decrease) in employee future benefit liabilities	(8,040)	(10,777)	(15,903)	(16,737)
Change in non-cash items	5,306	34,866	34,284	38,800
(Increase) decrease in accounts receivable	(11,653)	(4,010)	(3,975)	(3,175)
(Increase) decrease in inventory	683	(74)	(73)	(59)
Increase (decrease) in accounts payable and accrued liabilities	4,177	5,016	4,972	3,972
Increase (decrease) in deferred revenue	50,692	(15,346)	20,226	7,897
(Increase) decrease in prepaid expenses	1,318	(202)	(200)	(160)
Cash provided by (applied to) operating transactions	133,873	52,954	88,677	92,193
CAPITAL TRANSACTIONS				
Acquisition of tangible capital assets, net of proceeds on disposals	(139,358)	(209,724)	(216,930)	(165,248)
Cash provided by (applied to) capital transactions	(139,358)	(209,724)	(216,930)	(165,248)
INVESTING TRANSACTIONS				
(Purchases) of portfolio investments, net of sales	(33,297)	34,764	11,428	(25,965)
Cash provided by (applied to) investing transactions	(33,297)	34,764	11,428	(25,965)
FINANCING TRANSACTIONS				
Debt - new financing, net of (debt repayment)	3,750	22,553	164	(10,987)
Increase (decrease) in spent deferred capital contributions, less in-kind donations	40,709	92,720	122,277	110,709
Cash provided by (applied to) financing transactions	44,459	115,273	122,441	99,722
Increase (decrease) in cash and cash equivalents	5,677	(6,733)	5,616	702
Cash and cash equivalents, beginning of year	13,091	18,768	12,035	17,651
Cash and cash equivalents, end of year	18,768	12,035	17,651	18,353

INSTITUTIONAL BUDGET RISKS

The budget risks to the university are substantial. Factors giving rise to the risk levels include: government's control of over 90 per cent of the university's operating revenue; government policy reviews; government limitations on the university's ability to grow other forms of revenue; global factors impacting markets and natural resource revenues; and the province's current fiscal situation.

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

Revenue

Campus Alberta Grant: High. The grant continues to be the university's primary source of unrestricted revenue. The provincial government's current fiscal situation, places this source of revenue at high risk.

Tuition and Fees: High. Tuition revenue is a factor of quantity, mix and price. The university requires the ability to adjust enrolment numbers and mix to align with demand as well as adjust tuition levels in response to cost increases as well as market demand and conditions. This is particularly true regarding graduate and international student tuition fee levels. As the tuition regulation is currently under review by government, this revenue source is considered at high risk.

Short-term Interest Rates: High. The Bank of Canada recently increased its rate to 1.5 per cent, citing the economy operating roughly at capacity and inflation close to target. However, they note that NAFTA negotiations continue to cloud the economic outlook. These and other factors have led the university to be more cautious in its projections of short-term investment income within the operating budget.

Alternative Revenue: High. The university must increase its capacity to generate alternative sources of revenue to offset constraints to grant funding, tuition revenue limitations and low investment income returns. 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.

Student Enrolment Mix: Low. Total tuition revenue is driven by tuition levels and a complex mix of student type and degree program. Any negative variance to budget in student mix between undergraduate and graduate, domestic and international and level of enrolment in various degree programs will reduce total tuition revenue. As the university is currently experiencing very strong enrolment demand, this risk is viewed as low.

Expenditures

Compensation: High. The single largest expenditure for the university is employee compensation. The university will enter into negotiations with the AASUA early in 2018 and will also enter into a wage and benefit re-opener with NASA. These negotiations will also take place within a new labour relations environment enabling the employer to lock-out or employees to strike. As the determination of final compensation is subject to a negotiated process, there is high risk to this expenditure line.

Benefit and Pension Plan Costs: 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 extensive pressure on the university's budgeted expenditures.

Deferred Maintenance: High. The university's deferred maintenance liability continues to increase. In recent months we have seen disruption in electrical and mechanical systems in four buildings. High levels of deferred maintenance and potential system failures result in a high level of unbudgeted maintenance expenditures and will impact teaching and research delivery capacity.

Utilities: Low. Notwithstanding the impact of the carbon levy, natural gas prices have declined resulting in relatively stable utility costs.

Exchange Rates: High. The Canadian dollar continues to float around \$0.80 to the US dollar. A lower Canadian dollar does benefit the provincial government in terms of oil and gas revenue, can reduce some international students' cost of tuition and can benefit returns for those university investments in US dollars. However, a declining Canadian dollar also increases the university's costs for many of the goods and services purchased in US dollars.

CAPITAL AND ANCILLARY BUDGETS

CAPITAL

The focus of the capital budget for 2018-19 is on the strategic repurposing and renewal of existing facilities. This is being orchestrated in a way that exploits advances in infrastructure to ensure all capital investments are evidence-based and rooted in data related to building condition, use and long-term operational impact. Table 5 outlines the recommended capital budgets for 2018-19. Total major capital projects are budgeted at \$131.8 million, Infrastructure Maintenance Program expenditures are budgeted at \$34.9 million and energy management programs are budgeted at \$9.5 million for a total capital budget of \$176.2 million. Detailed information on the university’s capital plan can be found in Appendix F.

TABLE 5 2018-19 CAPITAL BUDGET (\$000's)

	Actuals to date (preliminary)	2018-19 Recommended Budget	Forecast to complete	Total Estimated Project Budget
Capital Projects				
Chemistry Electrical Vault	100	5,700	6,000	11,800
Dentistry Pharmacy Renewal & Repurpose	2,000	50,000	197,000	249,000
East Campus Village 9 Residence - Phase 3	32,250	3,000	100	35,350
EPCOR Garneau Switchgear/North Campus Electrical Feed	-	13,600	15,900	29,500
Lister Residence 5	27,934	10,566	2,000	40,500
Natural Resources Engineering Facility (NREF) Renewal & Reno	1,876	19,550	575	22,000
Research & Collections Resource Facility (RCRF)	27,287	3,000	-	30,287
UA Botanic Garden- Infrastructure Upgrades	7,312	5,688	-	13,000
UA Botanic Garden- Islamic Garden	21,164	1,350	-	22,514
SIF Biological Sciences & Earth and Atmospheric Sciences	19,855	2,145	-	22,000
SIF Chemical Materials Engineering	20,004	1,996	-	22,000
SIF Chemistry Lab Modernization / Renewal	24,551	1,136	-	25,687
SIF Clinical Sciences Building- Mechanical System Renewal	7,011	692	-	7,703
SIF Electrical & Computer Engineering Research Facility (ECERF)	23,121	1,879	-	25,000
SIF Innovation / Incubator Space	3,475	25	-	3,500
SIF Medical Sciences Building- Infrastructure Upgrades	4,837	163	-	5,000
Other Capital Projects	68,190	11,290	3,823	83,303
Total - Projects Underway / Proceeding	290,966	131,780	225,398	648,144
Annual Capital Programs:				
Infrastructure Maintenance Program Grant		34,914		
Energy Management		9,500		
Total Annual Capital Programs		44,414		
Total	290,966	176,194	225,398	648,144

TABLE 5 Continued

Future Capital Projects	2018-19	2019-20	2020-21
Agriculture Forestry- Lab Renewals	2,500	2,000	-
Alberta School of Business	5,000	36,000	48,000
Augustana Science Building Phase 1 & 2 Renewal	10,000	10,000	-
Augustana Science Building- Lab Renewal	2,000	6,000	1,600
Cameron Library- Building Envelope	4,000	16,000	4,800
Campus St. Jean- Science Building Expansion / Classroom Upgrades	2,500	14,000	2,500
Campus Wide Cooling Coil Upgrade Program	-	1,800	2,000
Campus Wide Medium Voltage Electrical System Upgrades	2,000	2,000	3,000
Chemistry East- Teaching Research Lab Modernization & Renewal	200	5,000	4,000
Chemistry West- Floor Renewal Program	-	2,000	4,500
Convocation Hall Renewal	2,000	6,000	400
Earth Sciences- Central System Upgrades	2,000	14,000	3,000
ECO Centre- UofA Botanic Garden	-	2,000	8,000
Elevator Upgrade Program	2,500	2,000	4,000
Engineering Back Fill 1- NREF	2,000	12,000	11,000
Faculty of Arts- Renewal and Addition	6,500	33,000	31,000
High Performance Training & Research Facility & Community Arena	9,000	16,000	40,000
Maskwa House of Learning	2,000	19,000	7,000
Mechanical Engineering Building Renewal & Expansion	-	5,000	22,000
Pre-Design and Planning Services Bundle- Annual	100	100	100
South Campus Basic Infrastructure	6,000	8,000	1,600
South Precinct Infrastructure- Utilities/District Energy Plant	-	3,200	36,000
Universiade Pavilion- Building Envelope	3,000	7,000	7,000
Van Vliet Electrical Vault Upgrades	4,000	6,000	6,000
Total Future Capital Projects	67,300	228,100	247,500

ANCILLARY OPERATIONS

The university runs several large ancillary operations, providing services such as utilities, residences, meals, parking and the University Health Centre. All of the university’s ancillary operations must generate the required revenues to support their operating and ongoing capital requirements as well as maintain both operating and capital reserves. Refer to Table 6 for the 2018-19 Ancillary Budget by Operation.

Detailed information regarding Ancillary Services, Enterprise Square and Utilities can be found in Appendix F, the university’s capital plan.

TABLE 6 ANCILLARY BUDGET BY OPERATION (\$000's)
For the Years Ending March 31, 2018 to 2021

	2017-18		2018-19	2019-20	2020-21
	Budget	Forecast	Budget	Projection	Projection
Ancillary Services*					
Revenues	51,592	51,357	59,137	64,125	65,335
Expenses (Net Amort, Capital Acqn., Debt Repmt.)	50,774	51,279	56,508	61,775	62,007
Excess (Deficiency)	818	78	2,629	2,350	3,328
Amort, Capital Acqn., Debt Repmt.	(3,624)	15,009	(16,116)	1,560	(4,071)
Net Operations	(2,806)	15,087	(13,487)	3,910	(743)
Reserve Balances, Closing					
Operating	(2,658)	(2,942)	(6,537)	(13,018)	(17,795)
Capital	16,803	20,623	10,732	21,123	25,157
Total Reserve Balance	14,144	17,681	4,195	8,105	7,362
Augustana					
Revenues	3,414	3,777	3,862	3,940	4,019
Expenses (Net Amort, Capital Acqn., Debt Repmt.)	3,900	4,324	4,530	4,605	4,687
Excess (Deficiency)	(486)	(547)	(668)	(665)	(668)
Amort, Capital Acqn., Debt Repmt.	548	503	548	548	548
Net Operations	62	(44)	(120)	(117)	(120)
Reserve Balances, Closing					
Operating	948	1,613	1,493	1,376	1,244
Capital	4,558	4,558	4,558	4,558	4,570
Total Reserve Balance	5,506	6,171	6,051	5,934	5,814
Bookstore					
Revenues	12,602	10,709	10,800	10,800	10,800
Expenses (Net Amort, Capital Acqn., Debt Repmt.)	12,593	10,829	10,609	9,816	9,931
Excess (Deficiency)	9	(120)	191	984	869
Amort, Capital Acqn., Debt Repmt.	109	109	110	111	112
Net Operations	118	(11)	301	1,095	981
Reserve Balances, Closing					
Operating	(939)	(1,434)	(1,133)	(38)	943
Capital	-	-	-	-	-
Total Reserve Balance	(939)	(1,434)	(1,133)	(38)	943

Commercial Real Estate					
Revenues	1,550	1,551	1,563	1,595	1,631
Expenses (Net Amort, Capital Acqn., Debt Repmt.)	918	1,217	1,446	1,467	1,490
Excess (Deficiency)	632	334	117	128	141
Amort, Capital Acqn., Debt Repmt.	(2,631)	(1,891)	552	552	438
Net Operations	(1,999)	(1,557)	669	680	579
Reserve Balances, Closing					
Operating	1,409	1,250	1,250	1,250	1,250
Capital	1,109	1,710	2,379	3,059	3,638
Total Reserve Balance	2,518	2,960	3,629	4,309	4,888

Enterprise Square					
Revenues	1,768	1,658	1,748	1,693	1,360
Expenses (Net Amort, Capital Acqn., Debt Repmt.)	1,440	1,677	1,682	1,501	1,196
Excess (Deficiency)	328	(19)	66	192	164
Amort, Capital Acqn., Debt Repmt.	174	169	(33)	(87)	(144)
Net Operations	502	150	33	105	20
Reserve Balances, Closing					
Operating	(500)	(852)	(1,069)	(1,214)	(1,444)
Capital	1,700	1,700	1,950	2,200	2,450
Total Reserve Balance	1,200	848	881	986	1,006

University Health Services					
Revenues	4,800	4,865	4,815	4,815	4,815
Expenses (Net Amort, Capital Acqn., Debt Repmt.)	6,059	6,034	6,357	6,506	6,625
Excess (Deficiency)	(1,259)	(1,170)	(1,542)	(1,691)	(1,810)
Amort, Capital Acqn., Debt Repmt.	1,259	1,331	1,867	1,867	1,867
Net Operations	-	162	325	176	57
Reserve Balances, Closing					
Operating	200	202	527	703	760
Capital	200	200	200	200	200
Total Reserve Balance	400	402	727	903	960

Utilities					
Revenues	21,929	22,883	22,681	22,906	23,169
Expenses (Net Amort, Capital Acqn., Debt Repmt.)	22,678	24,503	23,304	23,394	23,519
Excess (Deficiency)	(749)	(1,620)	(623)	(487)	(351)
Amort, Capital Acqn., Debt Repmt.	749	749	623	487	351
Net Operations	-	(871)	-	-	-
Reserve Balances, Closing					
Operating	614	453	453	453	453
Capital	9,585	11,733	11,733	11,733	11,733
Total Reserve Balance	10,199	12,186	12,186	12,186	12,186

TOTAL					
Revenues	97,655	96,800	104,606	109,874	111,129
Expenses (Net Amort, Capital Acqn., Debt Repmt.)	98,362	99,863	104,436	109,064	109,456
Excess (Deficiency)	(707)	(3,064)	170	811	1,673
Amort, Capital Acqn., Debt Repmt.	(3,416)	15,979	(12,449)	5,038	(899)
Net Operations	(4,123)	12,915	(12,279)	5,849	774
Reserve Balances, Closing					
Operating	(927)	(1,710)	(5,017)	(10,489)	(14,590)
Capital	33,954	40,524	31,552	42,873	47,748
Total Reserve Balance	33,027	38,814	26,535	32,384	33,158

* Ancillary Services includes: Parking Services and Housing & Food Services

Conclusion

The financial challenges facing the university are significant due to ongoing cost pressures. Important steps are being taken to address these challenges and position the university on a sound financial footing. These steps include the university's new budget application, uPlan, the adoption of multi-year accountability plans and budgets, a plan to resolve the structural deficit and the development of a new budget model. These strategies and others will enable the university to maximize the use of its resources, establish a sound financial footing and invest in its strategic plan, *For the Public Good*.

Appendix B: Enrolment Plan and Proposed Programming Changes

Enrolment plan

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 people, 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.

Graduate Full Load Equivalent (FLE) numbers are artificially-inflated by the methodology for calculating FLEs prescribed by PaPRS and the Learning Enrolment Reporting System (LERS). Graduate FLEs are calculated based on a fixed per-credit allocation which may not correspond to the actual credit load of a full-time U of A graduate student. For example, PaPRS assigns thesis-based graduate students a full load of 18 credits, while a full-time U of A graduate student registered in a thesis-based program has a normal full load of 30 credits (1.7 FLE). Normal full loads for course-based programs at the U of A vary by program according to structure and requirements. At the U of A, headcount is a more accurate reflection of graduate enrolment. University of Alberta staff are engaged with Advanced Education about the challenges related to these data.

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.

Overall, program enrolment is expected to be stable over the next three years, with some small shifts between programs within faculties. Several faculties have the capacity to enrol beyond current targets if funded. It should be noted that numerous other programs experience significant application pressure. They cannot accommodate all qualified students within their current funding envelopes—these include Computer Science, Kinesiology, Augustana B.Sc. programs, the Collaborative Nursing program, the Doctor of Pharmacy, the BCom in Accounting and Finance, the MBA in Business, all Engineering programs, the collaborative Education program with Red Deer College and the Aboriginal Teacher Education Program. With additional dedicated funding, capacity in these programs could be increased to address meet unmet demand from qualified applicants

International enrolment, reported here as per the CIP guidelines, varies widely across programs, especially between undergraduate and graduate programs. Overall, the university's proportion of international students (graduate and undergraduate) is approximately 18.74 per cent, with the proportion for the undergraduate student body at 14.72 per cent. 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 *2012 Graduate Outcomes Survey*, 84 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.

Proposed programming changes

Quality Degree Programs

The U of A offers foundational and relevant programs with the goal to educate every student as an engaged and informed citizen and lifelong learner. We provide a sophisticated layering of credentials through programming designed to meet the needs of all learners seeking baccalaureate credentials and higher, through to the highest professional and scientific designations.

Alongside traditional degree programs, there is growing interest in, and need for, combined degrees, interdisciplinary programs and cross-disciplinary embedded certificates. One of the fastest-growing credential types is the course-based master's degree, reflecting the need in industries and communities for workers prepared with advanced degrees. Learning is a lifelong process and the complexity of today's economy means that learners return to the university for new credentials throughout their careers. In some areas, for example, community recreation, there is a need for bachelor's degree holders to specialize

In some areas, for example, community recreation, there is a need for bachelor's degree holders to specialize. Over and above their foundational education, individuals already working in their chosen field can gain valuable knowledge to help them better serve their communities, by taking a certificate in Indigenous Sport and Recreation or in Indigenous Business. Other working professionals, in the allied health professions (e.g., Physical Therapy) can take a certificate in Pain Management. Still others can

return to gain a full master's degree to progress in their industry of choice, for example Education or Engineering. Offering easy access to such programs, either close by or through distance or on-line learning, allows people to stay at work and with their families and communities, making such upgrades minimally disruptive to themselves and their surroundings. Such students are frequently willing to pay more for such programs because any disruption required by moving or taking extended time away from work would be far more detrimental to them, their families and their communities.

Diversity is captured in new programs and content and in approaches to studying problems and implementing solutions. New approaches to higher education include regular evaluation of programs—allowing for refreshing and phasing out of programs not sufficiently responsive to current educational, economic and scientific needs alongside the development of new ones—and the development of traditional credentials (e.g., professional programs) to meet evolving learner needs.

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

- Course-based Master of Arts in the History of Art, Design and Visual Culture (HADVC)
- Post-Baccalaureate certificate in Indigenous Business
- Course-based Master of Arts in Native Studies
- University Certificate in Teaching Complex Communication Needs Students
- Course-based Master of Science in Genetic Counselling
- Bachelor of Arts in Recreation Therapy
- Course-based Master of Arts in Digital Humanities
- Bachelor of Arts in Modern Languages and Cultural Studies
- Course-based Master of Arts in Policy Studies
- Certificate in Education à la Petite enfance (Child Development Worker)
- Diploma in Education à la Petite enfance (Child Development Supervisor)
- PhD in Oral Medicine (Medical Sciences-Oral Medicine)
- Post-Baccalaureate Certificate (PBC) in Accounting
- Diploma in Techniques en Travail social et Santé mentale (Techniques in Social Work and Mental Health)
- Post-Baccalaureate Certificate (PBC) in Health Care Leadership
- Diploma in Infirmière auxiliaire (Licensed Practical Nurse)
- Post-Baccalaureate Certificate (PBC) in Environmental Monitoring
- Bachelor of Arts in Media Studies

The university anticipates submitting requests for the termination of:

- Bachelor of Science in Actuarial Science
- Bachelor of Science in Rangeland and Pasture Management
- Bachelor of Education in Adult Education
- Bachelor of Arts and Bachelor of Arts (Honors) in Italian Studies, Russian Language and Literature, Ukrainian Folklore, Ukrainian Language and Literature, Middle Eastern and African Studies
- Bachelor of Music in Music History, School Music Route and World Music Route
- Combined Bachelor of Arts in French and Italian, German and Scandinavian, Italian and Spanish and Russian and Ukrainian.

The university anticipates submitting requests for the suspension of:

- Combined Bachelor of Science/Education in Education and Human Ecology
- Bachelor of Arts in Latin American studies, Scandinavian Language and Literature, Ancient and Medieval History, Comparative Literature and Combined French and Spanish
- Bachelor of Music in Composition and Theory
- Bachelor of Design Computing Science Route and Printmaking Route

The university anticipates submitting requests for three program name changes: Bachelor of Commerce in Entrepreneurship and Family Enterprise, Bachelor of Science in Family Ecology and Master of Arts in Digital Humanities.

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 towards 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 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.

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.

Signature Areas of Research and Teaching Excellence

Research initiatives at the U of A build on our prominent international collaborations to make significant contributions to areas of fundamental importance to Albertans (including energy and the environment, health and economic diversification) and to recruit and train the innovative leaders of tomorrow. We leverage provincial funding to attract greater external investment from the public and private sector, including success in prominent federal funding programs such as the Canada First Research Excellence Fund (CFREF) and to foster long-term cycles of significant re-investment in Alberta's research enterprises.

Diversity and breadth in research is an essential feature of the University of Alberta. In 2016, the university began to identify, develop and support established and emerging areas of global distinction and leadership by building a portfolio of Signature Areas in Research and Teaching Excellence that distinguish us from our peer institutions in Campus Alberta and beyond. Signature areas build on existing and emerging excellence in teaching and research and enlarge the university's capacity to effect change for the public good by tackling big questions and challenges.

Signature areas also attract talented students, graduate students, post-doctoral students and new hires and build dynamic, innovative, creative teams. They enable and deepen connections with external organizations through which we can extend the reach, influence and impact of our research. Three signature areas have been endorsed but not yet publicly announced include: Energy Systems, Precision Health and Research at the Intersections of Gender.

Signature Area: Energy Systems

With over 200 academics across 10 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. ES focuses on responsible, full-cycle energy systems, development, management and adaptation to sustain society and the environment.

Research expertise includes:

1. Energy: Intergenerational energy transitions and enabling technologies and Responsible resource development and energy systems integration
2. Environment: Comprehensive, integrative environmental stewardship and Integration of responsible environmental care at every life-cycle stage
3. 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: Precision Health

‘Precision Health’ (PH) is an emerging medical model focused on 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 the study of population data to deliver approaches to disease prevention, health promotion, rehabilitation and reduction of health disparities in populations.

The University of Alberta’s strengths in PH span the full continuum of discovery, applied, clinical and social science domains. Our infrastructure and assets relevant to research in PH (omics technologies, biological and computational sciences, nanotechnology, imaging, clinical trial infrastructure and more) are unmatched. By linking together our unique health innovation research groups, including the National Institute for Nanotechnology (NINT) and its successor the Nanotechnology Initiative (NI), The Metabolomic Innovation Centre (TMIC) and the Alberta Machine Intelligence Institute (AMII) and other assets, U of A’s Precision Health signature area leverages these strengths to become global leaders in PH discovery research, through to applied research and implementation sciences.

Signature Area: Research at the Intersections of Gender

Research at the Intersections of Gender (RIG) builds upon existing research excellence across faculties and disciplines at the University of Alberta. Its goal is to make the U of A a globally recognized leader in intersectional gender-themed research that advances innovation and collaboration across disciplines and helps to respond and solve global challenges. Some examples of how RIG is helping to expand our understanding of theoretical and pressing practical issues include examining the ways popular representations of science and scientists discourage women from pursuing careers in STEM fields,

understanding gendered responses to nursing care robots for the elderly, researching the employment barriers newcomers to Canada face in the professions and analysing accelerating incarceration rates among Indigenous women.

Boasting some of the most distinguished researchers in the world, including eight members of the Royal Society of Canada, two Killam laureates, one Trudeau Fellow, four Canada Research Chairs, one University Cup holder, two Tory Chairs, two Distinguished University Professors, two Killam Annual Professorships, five Kaplan/Piper Research Excellence Awards, 11 Faculty of Arts Research Excellence Awards and numerous Killam doctoral Fellowships, the U of A is undeniably a Canadian leader in the field of intersectional gender research. With approximately 120 full-time faculty members from 14 faculties, schools and campuses with disciplinary homes in 37 different departments currently conducting gender-related research at the university, RIG is a model of interdisciplinary and cross-faculty collaboration.

Strategic research priorities

Strategic research priorities include many projects that closely align with Government of Alberta priorities, such as focusing on environmental stewardship, effective resource management, supporting healthy Albertans in all of our communities and a strong economy. Examples include research into river systems and Indigenous knowledge, fundamental research in artificial intelligence (AI), AI that optimizes water treatment control systems, Indigenous science, technology and society, the environmental, social and economic impacts of energy technologies and diabetes and infectious diseases.

Future Energy Systems (FES): a seven-year, \$75-million dollar federal government program to help Canadian postsecondary institutions excel globally in research areas that create long-term economic advantages for Canada. The Canada First Research Excellence Fund will enable Future Energy Systems to develop new energy technologies and examine their integration into current infrastructure, as well as consider the resulting social, economic and environmental impacts. With over 100 researchers and 1,000 highly-qualified personnel (HQP) involved, Future Energy Systems is focused on: responsible hydrocarbon development, improved environmental performance and sustainability and system-wide enablers. Future Energy Systems is also helping develop solutions to challenges presented by current energy systems. Forty multi-disciplinary research projects were launched in the first year of the award.

Pan-Canadian AI Strategy: a \$125-million program that will cement Canada’s position as a world leader in AI, attract and retain top academic talent, increase the number of AI-skilled researchers and skilled graduates, establish and build interconnection among Canada’s three major hubs of AI expertise (Toronto, Montreal and Edmonton), support a national AI research community and develop 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).

Deep Mind Alberta: DeepMind, the world leader in artificial intelligence research, established its first international research base in Edmonton. U of A computing science professors Richard Sutton, Michael Bowling and Patrick Pilarski who is also a medical researcher, will combine their academic strength in reinforcement learning to focus on basic AI research. Reinforcement learning functions similarly to the way humans learn, trying to replicate good outcomes and avoid bad outcomes based on learned experiences.

Indigenous Science, Technology and Society (Indigenous STS): an international research and teaching hub, housed at the University of Alberta, for the burgeoning sub-field of Indigenous STS. Its mission is to build Indigenous scientific literacy by training graduate students, post-doctoral and

community fellows to grapple expertly with techno-scientific projects and topics that affect their territories, peoples, economies and institutions; and to produce research and public intellectual outputs that will inform national, global and Indigenous thought and policymaking related to science and technology. Indigenous STS is committed to building and supporting techno-scientific projects and ways of thinking that promote Indigenous self-determination.

Tracking Change: a critical research program that examines local water systems. River systems are important social, economic, cultural and ecological places that contribute to the well-being of communities in diverse ways. The waters of the Mackenzie Basin flow as far south as Alberta’s Jasper National Park. “Tracking Change,” funded by SSHRC, funds local and traditional knowledge research activities in the Mackenzie River basin and sister projects in the Lower Amazon and Lower Mekong River Basins, with the long-term goal of strengthening the voices of subsistence fishers and Indigenous communities in the governance of major fresh water ecosystems.

Alberta Diabetes Institute: a multi-disciplinary research institute involving over 60 researchers from eight faculties focused on translational research from molecular mechanisms in cells to clinical research and health outcome studies. Research partners ACHORD, Canadian Obesity Network, GlycoNet, Metabolomics Innovation Centre; Canadian National Transplant Research Program work collaboratively on prevention; the secondary diseases of diabetes; immunology and cell therapies; islet cell biology and physiology; and population health.

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 opportunities 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. By identifying and establishing key collaborations, the University of Alberta’s global research projects include big data, heritage, low carbon energy, 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 U of A’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.
- An agreement signed in December 2017 between the U of A and the East China Normal University (ECNU) on the Joint Institute of Advanced Science and Technology will facilitate development of collaborative research projects in advanced science and technology through joint

workshops, short- and long-term exchange of academic staff and graduate students, joint publication and joint creation of new technologies.

- The Tsinghua University-University of Alberta Joint Energy Systems Research Centre, 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 and came about in part through a long-standing collaboration with Tsinghua that has been developed over many years. Highlights include: 35 research collaborations, 23 U of A grad students at Tsinghua, 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. From September 26-28, 2017, a Helmholtz delegation led by President Professor Wiestler, along with 15 members from eight different Helmholtz centres visited the U of A to strengthen and continue to build on the collaborations that have been previously established under HAI in energy, environment, diabetes and infectious diseases.
- The Worldwide Universities Network (WUN) is a leading global higher education and research network made up of 22 universities, spanning 12 countries on six continents. Facilitated call for applications and internal selection for WUN Research Development Fund (RDF); supporting U of A applications to WUN RDF
- Supported a successful application for WUN Sustainability funding for OPERA (\$35k) for major grant proposal application
- The Fraunhofer Society is a German research organization with 69 institutes spread throughout the country, each focusing on different fields of applied science. It also carries out collaborations with a limited number of international institutions. U of A's areas of work through Fraunhofer include food science and bio-energy. The two institutions are developing a Technology Platform Agreement between Fraunhofer UMSICHT and the U of A. The U of A also provided support to the Government of Alberta's Economic Development and Trade ministry visit to Fraunhofer in Birmingham (UK) and Munich (Germany) in October 2017.

Accessibility and Diversity

Accessibility and diversity initiatives enable equitable access to positions of influence that shape and set research agendas and priorities and to a full range of personal growth opportunities and eventual employment paths. The U of A must bridge a critical gender gap in the professoriate, particularly in the most senior ranks and must continue to increase the representation of Indigenous scholars in the academy. The U of A must also strive to increase numbers of women and Indigenous people in STEM (Science, Technology, Engineering and Math) disciplines, where new hires are starting to address this issue. Despite long-term efforts to achieve gender balance in the academy, male faculty members continue to significantly outnumber female faculty. Indigenous people currently comprise only one per cent of the professoriate. There is a dearth of Indigenous people with PhDs in Canada and the university plays a key role in providing opportunities for Indigenous people to complete this credential. Indigenous people achieve higher education at the rate of approximately 12 per cent, only about half the rate among the general population (about 23 per cent). The U of A, in partnership with other post-secondaries, must

address this education gap at the undergraduate level by recruiting and offering appropriate supports to Indigenous students—one of the Calls to Action in the National Truth and Reconciliation Commission's report.

Balance of professors, post-doctoral fellows, graduate fellows, graduate students and undergraduate students

In 2016-17, the U of A was home to over 37,317 students (almost 30,000 undergraduates and over 7,458 graduate), over 2,076 full-time faculty, close to 600 post-doctoral fellows and over 918 contract academic staff. Maintaining the right balance among professors, post-doctoral fellows, graduate and undergraduate students is critical to the University's ability to offer access to a world-class education and an environment that nurtures and supports the full education and career life-cycle of all its members.

Graduate education and post-doctoral fellows

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). A one-year secondment has enabled the development of a professional development program focused specifically on post-doctoral fellows.

The post-doctoral component is critical to Alberta's research capacity and impact, yet receives no provincial support. Post-doctoral fellows are essential to our role as a global partner of choice for international research consortia and training programs with top-tier collaborators. As highly educated and mobile researchers, post-doctoral fellows ensure the continuing vitality of the academic community and increase the speed of sharing of knowledge and ideas. An expanded and diverse community of post-doctoral fellows will contribute to U of A's capacity to discover novel solutions to complex social, cultural and economic challenges. Cohort targets will be determined in response to the U of A strategic plan.

Appendix D: Community Outreach and Under-represented Learners

The institutional strategic plan, *For the Public Good*, lays the foundation for how the university will engage communities to create mutually beneficial experiences, outcomes and partnerships. The University of Alberta is committed to connecting with stakeholders to show research impacts to community, to enable a culture of engagement through interdisciplinary and coordinated collaborations and to build and maintain relationships and partnerships among diverse community groups. In addition to these goals, the university values its relationship with its neighbouring communities and as such adheres to legislated community consultation requirements under the *Post-Secondary Learning Act* to engage them in meaningful and timely consultations on matters pertaining to land use planning or amendments, as well as in development of physical assets.

The university provides numerous venues to enhance learner outcomes through experiential learning opportunities and community-engaged research. The value of the university to citizen investment in the institution is expressed in the publicly accessible programs with partners and research discoveries that affect society, locally and abroad. The university is very proud of its co-op, Study Abroad, Community-University Partnership and Community Service-Learning programs where students receive real-life challenges experienced in private, public, non-profit and charitable entities and work with their host organizations to seek feasible solutions for implementation. Students have the opportunity to reinforce their in-class theory and use their newly acquired knowledge to work with their hosts to address the challenges faced in providing services to their stakeholders.

Expanding upon enhancement of learning outcomes, Community Service-Learning (CSL) remains among the principal programs at the U of A to provide experiential learning to students through research and service-based projects while benefiting community organizations who address complex societal issues. Annually, 1,500 students are placed in 150 partner agencies and non-profit organizations to partner on mutually beneficial lived-experiences and exposure to critical thinking and problem solving for an improved community, locally and abroad. The outcomes are impactful and enduring for the community and the learning experiences for students and hosts instill the importance of the university-community engagement.

CSL's 2018-20 objectives include seeking collaborations with the Centre for Teaching and Learning and other U of A faculty and instructors interested in exploring new models of community service-learning. The CSL program also endeavours to facilitate a campus-wide conversation in support of mutually beneficial, experiential, interdisciplinary, community-based learning opportunities. The program also explores new ways to collaborate with Indigenous Studies scholars and Indigenous-led community organizations, deepening knowledge of the TRC Calls to Action.

Other methods to enhance learner outcomes are acquired through required curriculum placements. Faculty of Nursing placements are a good example of required experiential learning. These practicum placements span beyond the traditional settings. Nursing students are sent into hospitals; they are equally positioned at nursing associations, central health administration units such as with Alberta Health Services and community-based service organizations such as the Seniors Association of Greater Edmonton (SAGE). Student nurses receive firsthand exposure to the various organizations within the health care spectrum while providing their hosts with the practitioners needed to serve a particular

stakeholder group. This experience prepares future nurses to make a career transition into their chosen health services areas. Placements such as these have been the impetus for community and students to identify a research need or data gaps. Students equally have opportunities to develop community-engaged research projects in collaboration with the host organization. These projects use the on-the-ground know-how and experience of the community partners and employ the research expertise and skills of the university.

The U of A as a whole also forges constructive and meaningful ties with external partners to address the learning needs identified by community, for the community. The university sees the maximizing of professors and researchers' expertise to meet citizen-identified learning needs as effective and responsible stewardship of its human capital and knowledge assets. The Speakers' Bureau, managed centrally at the university, continues to provide a connection through which academic leaders can share their research and insights with the community. They interact with schools, public libraries and community-led gatherings such as Rotary Clubs to provide expertise on matters of interest. Over the next year, efforts will be focused on actively engaging business learners and other communities of interest for insights on how the university can also advance the learning needs of these cohorts. Speakers are chosen based on the topics identified by the community hosts; topics are typically linked to challenges currently faced by learning groups. The university not only welcomes community requests for scholars to address the community, it encourages that engagement and is pleased to translate research and scholarship to citizenship relevancy.

Other partnerships that respond to community identified needs can equally be seen with community-engaged research projects. These projects are true mutual collaborations between faculties and community partners. Most notably, Community Service Learning through faculties such as the Faculty of Arts, Community-University Partnership through Faculty of Extension and professional degree faculties such as Medicine and Nursing have played significant leadership, research partner and/or advocacy roles for community based research projects. Academic leaders engage with community partners to create research projects to tackle the difficult challenges faced in the local community and in delivering the services to their stakeholders. These are endeavours that are identified by communities as issues that need evidence gathered through robust research methodologies and later to apply the findings. Projects may require the university subject matter experts to guide, partner or lead the projects. It should be noted these project commitments are often longitudinal in nature, time consuming and relationship intensive. The community and university's mutual trust and commitment to the partnership is integral to the shared accountability and leadership of the project's successes.

These mutually meaningful relationships reflect the diversity and breadth of academic and research excellence that transcend geographic boundaries, industries and areas of interest or practice. The connections with community partners are the foundation of how the institution enhances the learning outcomes and experiences for its students, defines how it responds to community needs and through its successes, demonstrates the value of a world-class, research intensive university to the city, the province of Alberta and to the global community.

Solid partnerships, such as those with municipal libraries and community groups, provide ideal citizen-based platforms for the U of A to address topics that are timely, relevant and sometime controversial, using an unbiased and academic lens. Community learners trust university scholars and researchers as subject matter experts that will provide an evidence-based perspective. The learning sessions allow citizens to learn in familiar community settings such as a local library venue and to engage with subject matter experts to whom they would not otherwise have access. Topics covered are based on requests

from the community and are diverse, including gender identity and feminism, fake news, political landscapes, traumatic brain injuries, food security, teaching the new math, aging in place, the importance of women in the STEM disciplines and subjects related to the Truth and Reconciliation Commission (TRC).

Citizens have requested materials and initiatives to help them understand the Calls to Action issued by the National Truth and Reconciliation Commission of Canada. The U of A has a strong team of professors and researchers that delve into various studies in Indigeneity and provide speakers to lead lectures, facilitate discussions and screen films on Indigenous identity. The U of A, with the Faculty of Native Studies, partnered with libraries to respond to national learners' needs about the TRC. A partnership with the Canadian Federation of Library Associations, including regional libraries in Toronto, Northern Alberta, Winnipeg and Vancouver, resulted in a national agreement to offer the U of A's Indigenous Canada Massive Open Online Course (MOOC), through their local branches. The MOOC has been the base learning tool for member regional libraries to educate, inform and a start community conversations about reconciliation. Libraries continue to supplement the MOOC modules with learning circles, lectures, exhibits and initiatives suitable for their regional learning needs, leaning on U of A expertise and recommendations as needed. These have met the university's goals to maximize existing resources and materials, bring scholarship and a difficult learning concept to the community and more importantly has helped partners meet their learner-identified needs to understand Canada's history and the acts of reconciliation and resilience needed to move forward. The MOOC was highly successful with almost 18,000 active learners and steady weekly registration increases. While Edmonton Public Library featured guest speakers from the U of A to present on themes originating from the MOOC as supplementary learning opportunities, libraries across Canada equally wanted to recognize the importance of educating their learners on Canadian history from the Indigenous perspective.

In 2018-19 the Office of Alumni Relations and the University of Alberta Alumni Association, following successful advancements in outreach, communications, improved events and volunteerism opportunities, will continue to connect with alumni, enhance their emotional connection to the university and provide motivation for alumni to volunteer for, engage with and donate to their alma mater. In collaboration with the University of Alberta Career Centre and career services throughout the faculties, Alumni Relations will launch a program for new graduates as they transition to their careers. The program will include a digital engagement platform that connects new grads seeking career support to relevant advisors, engagement with specific workplace leaders in the alumni community for mentorship, job shadow and work internship programs and promotion of professional development opportunities offered by the university.

Targeting the 2018-19 launch, the Offices of Alumni Relations, Community Relations, Faculty of Extension, the Executive Education, the Friends of the University of Alberta, Edmonton Public Library, TEC Edmonton and the Downtown Business Association will partner to create a quarterly lecture series based at Enterprise Square. The lectures will be delivered with U of A professors and will target the downtown community. The intent is to position Enterprise Square as a centre for continuing education and lifelong learning in the downtown core.

The Faculty of Science actively engages the community with projects that carry over from 2017 successes. As an example, researchers continue to actively work with Epoch Energy to retrofit wells near Hinton for geothermal power, with the potential to provide megawatts of power to the local community, providing sustainable solutions and economic diversification. The U of A team made up of faculty and students from the faculties of Science and Engineering built the Ex-Alta 1 cube satellite that was

successfully launched into space in April, 2017. It currently monitors space weather, with implications on a global scale.

Programs and events are among the most pervasive ways to engage community stakeholders. In addition to ongoing programs such as the Community Connections Awards that honour those who connect the university and its communities through mutually beneficial service, the university engages community members through other diverse events rooted in the academic excellence of the university. The University of Alberta hosts conferences, educational workshops and information sessions and events of all disciplines. The annual Faculty of Science kick-off event for Science Week presents opportunities for engagement. In 2017, Commander Chris Hadfield presented to a sold out crowd at the Jubilee Auditorium; events of this caliber annually engage community learners of all ages. The ongoing success of U-School is a testament to the university's promise to uplift the whole people. Students from socially vulnerable schools experience campus firsthand through classroom and experiential learning. The faculties of Science, Arts and Kinesiology, Sport, and Recreation Summer Camps continue to bring thousands of enthusiastic children from ages six to sixteen to campus annually to discover their inner scientist, philosopher and athletes. These programs inspire young minds and instill the importance of post-secondary learning from an early age.

The Faculty of Kinesiology, Sport, and Recreation's new faculty name more accurately represents its diverse, multi-disciplinary teaching, learning and research environment, as well as the service offerings (Athletics and Campus & Community Recreation) of the faculty since the launch of the degree program in 1962. Future events and programs reflect this direction, including the hosting of events that challenge athletes and professionals to their physical limits in sport and fitness. Events such as the RBC Training Ground event challenge athletes between the ages of 14 and 25, including varsity athletes and seeks to find those undiscovered athletes with podium potential and provide them with support to fuel their Olympic dreams. The Sport and Health Assessment Centre will undertake fitness testing services for central and northern Alberta general research communities including Alberta Volleyball, Figure Skating, Swimming, Track and Field and Alpine. The Steadward Centre for Personal & Physical Achievement/Athletics will enhance their Para-Sport priorities in swimming and Track/Field. The faculty will host the Sport Conference in the early summer 2018, bringing together coaches, athletes, parents, sports administration and the general public to exchange ideas with U of A academic, coaches and graduate students in a multi-disciplinary and interactive format. For events to engage the international audience, the faculty will host Internal Summer and Winter Schools. This is a program to bring in high school and university aged kids from China to experience the faculty, the University of Alberta and introduce them to Edmonton and Alberta.

Campus Saint-Jean is the U of A's key link to the Francophone community, integral stakeholders to the university. The demographics of Edmonton and Campus Saint-Jean (CSJ) include French-speaking community members from local, national and international origins; events and initiatives are inclusive of all who celebrate "la Francophonie." CSJ continues to organize events that focus on research and partners with the Canadian Studies Institute, community associations, francophone and immersion school boards, among others to address challenges and explore approaches to French language and culture retention. Among the notable community events are the Louis Desrochers Conference series, the French Regional Forum and the Science Olympiade that engage francophones of all ages. Family oriented engagement occur with the annual Heritage Classic hockey game and Alumni Weekend that bring alumni and community members together at its campus. The annual Gala Saint-Jean celebrates recent graduates, alumni and people who make their mark in the community. Further, students at Campus Saint-Jean actively engage with the community, leading annual events such as the Winter Festival, Campus

Saint-Jean International Week, Pride Week, Francophonie Week and Sustainable Development Awareness Week.

Physical infrastructure and spaces at the university's North and South Campuses serve multiple purposes as a hub for university research, coaching programs, varsity sports and recreation, in addition to programs and community gathering spaces available to the general public. The construction of the temporary dome at Foote Field has allowed the establishment of new winter programs in the community. New beach volleyball courts developed behind Lister Centre are slated for opening in May 2018 and will provide further accessible spaces to students and community members. In September 2017, the University of Alberta and Canada celebrated the sesquicentennial with over a thousand Edmontonians. The university gifted to the community the Evergreen Pond and The Circle, located on South Campus. Surrounded by tranquil land and purpose-built berms, the pond and the Circle will serve as programming spaces for the community to enjoy nature for years to come.

Enterprise Square (ESQ) is the University of Alberta's downtown campus. It is home to Alumni Relations, Office of Advancement and University of Alberta International. The Faculties of Extension and Executive Education from the Alberta School of Business are also situated at the downtown campus. TEC Edmonton and the University of Calgary's Social Work program are also neighbours in the building. The U of A is pleased to accommodate the Edmonton Public Library at ESQ while the Stanley A. Milner Library undergoes renovations. Enterprise Square has the gallery on its main floor that currently welcomes faculty or student-led and strategic partners' short-term exhibits, lectures, displays and gatherings that engage the public. The university will continue to seek interesting, informative and engaging exhibits in 2018-19 to bring vibrancy to the building and maintains a level of community accessibility to art, while infusing academic elements to these special displays.

Augustana Campus has been part of the University of Alberta since 2004. In that time, academic programs and changes in student needs have evolved and necessitated an amendment to the original 2005 Long Range Development Plan (LRDP). The LRDP is the university's land use planning document and is aligned to meet the academic priorities referenced in *For the Public Good* and in the U of A's Sustainability plan. Numerous meetings engaged faculty, student, staff, community and Camrose city officials throughout 2017 to inform plans presented at public open houses, part of the university's legislated consultations protocols. Governance approval will be sought in 2018. Augustana Campus continues to be a learning destination for students who seek a more intimate and rural community setting for their post-secondary learning needs. The campus is a consistent location for community enjoyment with its walking trails and open spaces. Other community gems such as the Peter and Jeanne Loughheed Performance Centre provide a community gathering place in central Alberta for artistic and musical performances. The LRDP builds on all these assets and further connects the campus to the Camrose community through alignments of transportation and pedestrian corridors and shared interfaces between the university and its neighbours.

In November 2017, University Relations launched an updated version of the University of Alberta homepage to increase engagement and better reflect the vibrancy of the University of Alberta online. In addition to the design changes, the new homepage includes more interactive featured content and has added an expanded recruitment section. Incremental improvements to other sections of the website will follow and a full website evolution will need to take place to further engage with communities in the digital space.

Led by the Faculty of Science and Faculty of Kinesiology, Sport, and Recreation (formerly Physical Education and Recreation), the Mountains 101 MOOC includes contributions from Indigenous Peoples, environmental historians, glaciologists and Parks Canada scientists. Along with our other MOOCs covering topics from arctic research to software product management to paleontology, the U of A has now engaged more than 300,000 students around the globe, reaching beyond not only geographical but also sociological boundaries. It is expected that registrations and engagement with students from around the globe will continue into 2018-19. The university endeavours to continue on this trajectory and grow partnerships that showcase these experiences to local, provincial and international learners.

Under-represented learners

The university continues to welcome more applications and enrolments from Indigenous Learners. 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. It welcomed five inaugural students in Fall, 2017 and is admitting above its quota into the next academic year. 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. This role-modeling 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 CILLDI (Canadian Indigenous Languages and Literacy Development Institute that 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.

As a way to bridge cultural traditions and preserving the knowledge for future generations, the Faculty of Extension led a digital literacy camp in the fall of 2017. The camp allowed learners from the Piikani Youth Empowerment Strategies Program and the Piikani Nation Secondary School to capture and preserve learnings onto a digital platform. Further learning materials and workshops can be created using this model and technology.

Graduate students in the Masters of Arts in Communication and Technology at the Faculty of Extension will participate in experiential learning for Truth and Reconciliation. Students and faculty will work with Indigenous knowledge keepers and partners to explore reconciliation learning by co-creating digital Augmented Reality (AR) resources for the Faculty of Extension. The result will be an AR application, digital content and hard-copy curriculum/guidebook about Indigenous-settler relations associated with the Sweetgrass Bear sculpture housed in the Faculty (the former Hudson Bay site).

Through the Office of the Provost and Vice President (Academic) the university has implemented a new set of structures for addressing EDI comprehensively. An EDI Scoping group (a large, representative group) is in the process of refreshing the Institutional EDI plan, assisted by the EDI Action group (a smaller group of key decision makers charged with implementing the Institutional strategy. One project underway is the development of better tools for collecting necessary information regarding EDI to

benchmark and then assess our progress. All Faculties have now developed detailed gender equity plans for their Canada Research Chairs and research positions more generally.

The Faculty of Engineering has a range of programming and a new EDI plan to achieve better representation of women in their disciplines. This includes outreach programs to children through the DiscoverE camps, for example, where girl-only camps are led by female graduate students, staff and faculty. Several Faculties including Engineering and Science have implemented senior leadership positions in their Deans' Offices focused on Gender Equity and other aspects of EDI.

The Faculty of Extension offers English Language School programs, including the Bridging Program that respond to the priorities of our international and university partners. The program ensures that learners receive the best experience at the U of A and are not isolated during their introduction to Edmonton and the university.

Appendix E: 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 other established research

The economic strength of the province depends not only on diversity in industry, but in educational and research environments as well. The U of A’s international focus creates exceptional learning, discovery, citizenship and innovation opportunities by attracting highly skilled faculty individuals to the province. Earlier in the year, the U of A jumped 79 places in Times Higher Education’s World’s Most International Universities ranking, placing 31st as the most international university, ahead of the University of Toronto (32), Harvard (33), Stanford (36) and Princeton (37).

In conjunction with the implementation of For the Public Good, the U of A established an internal leadership structure to guide strategic engagement on international initiatives. In partnership with University of Alberta International (UAI), our administrative unit devoted to internationalization, we now have the President’s Committee on International Strategy and the Provost’s Committee on International Initiatives. These integrated committees will work with UAI to ensure that the University of Alberta has a coordinated, effective set of initiatives with measurable goals and outcomes that benefit our campuses and our local, provincial, national and international communities.

We continue to recruit and enroll outstanding students from around the world. Specific priorities for 2018-21 include exploring strategies to further diversify the university’s population of international students while maintaining the overall proportion of 15 per cent international students among the overall student body. A large majority of Alberta’s international students will remain in Alberta post-graduation (84 per cent, according to the *2012 Graduate Outcomes Survey* and international students educated at the U of A provide the province with additional highly skilled, innovative and entrepreneurial professionals. They also bring cultural diversity together with global connections, insights and perspectives on shared issues and challenges. Within the university, a strong cohort of international students ensures that programs such as economics go ahead, providing access to those programs to domestic students. There are not enough seats, globally, in the study of economics and the U of A is attempting to fill that gap.

The university’s internationalization initiatives expand beyond admitting international students and include fostering research partnerships and encouraging domestic students to study abroad.

Encouraging education abroad

The university also remains focused on delivering international education to domestic students by providing study abroad and global engagement opportunities, offering experiential, internship and co-operative education experiences in over 60 countries, as well as multiple joint and dual degree programs with partner institutions from around the world. The Alberta School of Business also offers a Master of Financial Management program in China in partnership with Xi’an Jiao Tong University (89 full-time registrants in 2015-16). A complete list of the university’s international shared credential programs is provided in the university’s 2016 Annual Report.

Enhancing research excellence

The University of Alberta pursues collaborations with partners all over the world. Global research engagement has many benefits to the institution and the province, including leveraging funding resources and expertise from other parts of the globe to address challenges that affect everyone, including Albertans. An example is the Tsinghua University-University of Alberta Joint Energy Systems Research Centre, launched in spring 2017, which brings together Tsinghua's Low Carbon Energy Laboratory and Future Energy Systems. Highlights include: 35 research collaborations, 23 U of A graduate students at Tsinghua, 100-plus joint project reports and publications. More key research partnerships are addressed in Appendix C.

Appendix F: Capital Plan

A. Capital Planning Considerations

Background

As a world-class post-secondary institution, the University of Alberta's success lies largely in its ability to attract the best and brightest students, researchers and faculty from within Alberta and beyond. We can achieve this by providing educational and research infrastructure capable of meeting 21st century expectations.

The University of Alberta's Capital Plan embodies our Institutional Strategic Plan, *For the Public Good*, which reminds us that "we are a public institution acting for the public good."

Context

As Alberta's oldest and largest post-secondary institution, the U of A manages more than 1.8 million square metres of complex facility inventory across five distinct campuses. While we have emerged from a period of significant growth in our formal learning and research spaces, we also actively manage significant quantities of aged infrastructure, some of which predates World War I. Greater than 50 percent of U of A buildings were built in the post-war (1951-75) or modern (1976-90) periods, both of which are known for lower standard construction practices. Many of the critical building systems (mechanical, electrical, envelope) are at or near their end of life.

To address the pressures of providing adequate learning environments for the students of both today and tomorrow, the U of A's emphasis is now squarely on the well-planned and strategic repurposing and renewal of its existing facilities. This is being orchestrated in a way that exploits advances in infrastructure analytics to ensure all capital investments are evidence-based and rooted in data related to building condition, use, functionality, environmental footprint and long-term operational impact.

Deferred maintenance

Deferred maintenance is also an area of particular focus as the University of Alberta's aggregate liability now exceeds \$1 billion.

We are concerned with the reduction to Capital Maintenance and Renewal Funding in Budget 2018 to \$119 million from the Budget 2017 target of \$158 million for the post-secondary sector as, only through access to sustained and predictable funding for deferred maintenance in the order of \$40 to \$50 million annually, can we reduce our liability in any meaningful way. Failure to adequately invest in maintaining existing infrastructure will only lead to a deepening deferred maintenance deficit with no conceivable means of recovery.

We are concluding a detailed evaluation of all university facilities, after which we will be well-positioned to employ robust planning with a view to ensuring the most efficient use of existing space, elimination of duplicative space and significant reductions to our ecological and carbon footprint. The results of our evaluation will inform where IMP and other capital investments will most effectively advance the U of A's objectives. This evaluation will also identify buildings where the cost of maintaining or upgrading has become prohibitive and, therefore, can be scheduled for decommissioning.

Strategic investments to date

In Budget 2016, the Government of Canada announced the Post-Secondary Institutions Strategic Investment Fund to enhance and modernize research and commercialization facilities. The U of A had 10 projects approved as follows:

SIF PROJECTS - APPROVED				
PROJECT	Government of Canada (\$)	Government of Alberta (\$)	University of Alberta (\$)	Total (\$)
Electrical & Computer Engineering Research Facility	11,000,000	7,000,000	7,000,000	25,000,000
Chemistry - Lab Modernization/Renewal	8,485,307	7,040,500	7,266,340	22,792,147
Chemical Materials Engineering Building	9,886,000	7,000,000	5,114,000	22,000,000
Biological Sciences & Earth and Atmospheric Sciences	9,023,974	5,500,000	7,476,026	22,000,000
Innovation/Incubator Space	1,500,000	0	2,000,000	3,500,000
Research Network Infrastructure Upgrade	8,405,194	0	8,848,738	17,253,932
Augustana - Science Lab Renewal	1,093,100	0	2,247,551	3,340,651
Campus Saint Jean - Science Lab Renewal	1,308,540	0	2,298,598	3,607,138
Clinical Sciences Building	3,092,310	0	4,610,690	7,703,000
Medical Sciences Building	2,458,750	0	2,541,250	5,000,000
TOTAL	56,253,175	26,540,500	49,403,193	132,196,868

All projects were completed on time and within budget. Additionally, three major capital projects are at varying stages of completion.

DENTISTRY / PHARMACY BUILDING		
	Project Cost	Completion
Renewal and repurpose of this nearly 100-year old building will provide new teaching, academic and administrative space at the heart of North Campus as well as reduce reliance on leased space. This project is also addressing major health and safety issues (asbestos, fire safety and indoor air quality), building code and physical condition issues, as well as focusing building outcomes to reduce its carbon footprint.	\$249,000,000	2022

ECV 9		
	Project Cost	Completion
The newest building in the East Campus Village precinct will become home to approximately 300 students in September 2018.	\$35,350,000	2018

LISTER 5		
	Project Cost	Completion
The newest tower in the 'Lister Complex' will become the home of approximately 460 first-year students beginning in September 2018.	\$40,500,000	2018

B. Top Capital Priorities

The University of Alberta has identified its top three capital projects, all of which focus on improved asset utilization by reducing risk, addressing deferred maintenance, reducing its environmental footprint and improving building performance.

The priorities that follow are reflective of our 2018-19 Building and Land Information System (BLIMS) submission to government.

1. FACULTY OF ARTS - EXPANSION PROGRAM			
Project Description	Project Cost	Completion	Alignment - Alberta Adult Learning System and For the Public Good
<p>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.</p> <p>The U of A's Faculty of Arts is one of the best and largest in Canada devoted to the study of both history and theory of visual arts and design. Strategic renewal and expansion of existing facilities will ensure programming and functional needs are achieved.</p>	<p>\$178,600,000</p> <p>As per BLIMS, Government of Alberta funding is being sought for this project.</p>	2022	<p>Alberta Adult Learning System</p> <ul style="list-style-type: none"> • Accessibility • Quality • Accountability <p>For the Public Good</p> <ul style="list-style-type: none"> • Engage: 16i and 16ii • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i

2. CAMERON LIBRARY - BUILDING ENVELOPE

Project Description	Project Cost	Completion	Alignment - <i>Alberta Adult Learning System and For the Public Good</i>
<p>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.</p> <p>The envelope renewal will include installation of glare-free day lighting, solar energy harvesting, natural ventilation, thermal insulation, thermal energy storage, passive solar heating and a thermal buffer zone.</p> <p>The project, which will be in full partnership with the Faculty of Engineering, is intended to be a star example of the U of A's "Campus as a Living Lab" initiative, whereby necessary infrastructure projects are intertwined with research for application and commercialization of technologies for on- and off-campus application. This project has a target of 50 percent reduction in energy consumption.</p>	<p>\$24,786,336</p> <p>As per BLIMS, Government of Alberta funding is being sought for this project.</p>	<p>2020</p>	<p>Alberta Adult Learning System</p> <ul style="list-style-type: none"> • Accessibility • Quality • Accountability <p>For the Public Good</p> <ul style="list-style-type: none"> • Engage: 18v • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i

3. CHEMISTRY EAST - TEACHING RESEARCH LAB MODERNIZATION AND RENEWAL

Project Description	Project Cost	Completion	Alignment - <i>Alberta Adult Learning System and For the Public Good</i>
<p>These labs are original to the 1973 building and in very poor condition; to the degree that present usability is in jeopardy. Continued use of these labs presents risks to the institution (quality of instruction and reputation) and the environment.</p> <p>Renewal and modernization of 14 teaching labs will support teaching and research while also reducing energy consumption, improving environmental sustainability and address lab safety with upgraded fume hoods.</p> <p>Under the Strategic Infrastructure Fund program, a standard lab design was developed and four lab renewals completed, allowing for economies of scale in project planning and design.</p>	<p>\$14,231,000</p> <p>As per BLIMS, Government of Alberta funding is being sought for this project.</p>	<p>2021</p>	<p>Alberta Adult Learning System</p> <ul style="list-style-type: none"> • Accessibility • Quality • Accountability <p>For the Public Good</p> <ul style="list-style-type: none"> • Excel: 11v • Excel: 13ii, 13iii, 13iv and 13vi • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i

C. Emerging Capital Priorities

Recognizing the uniqueness of operating five separate and distinct campuses, the remaining projects are presented in order of priority for each campus.

NORTH CAMPUS			
Project Description	Approximate Cost	Completion	Alignment - Alberta Adult Learning System and For the Public Good
Maskwa House of Learning	\$28,000,000	2021	Alberta Adult Learning System <ul style="list-style-type: none"> • Accessibility For the Public Good <ul style="list-style-type: none"> • Build: 1ii • Build: 2ii • Build: 4i and 4ii • Build: 5i, 5ii, 5iii, 5iv and 5v • Build: 6i • Experience: 8ii • Engage: 16i • Engage: 17i • Sustain: 20i and 20ii • Sustain: 23i
Universiade Pavilion - Building Envelope Upgrade	\$17,000,000	2020	Alberta Adult Learning System <ul style="list-style-type: none"> • Quality • Accountability For the Public Good <ul style="list-style-type: none"> • Build: 6i • Excel: 11i, 11ii, 11iii and 11v • Excel: 13iv • Engage: 16i, 16iii and 16iv • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i
Earth Sciences Building - Central System Upgrades	\$19,000,000	2022	Alberta Adult Learning System <ul style="list-style-type: none"> • Quality • Accountability For the Public Good <ul style="list-style-type: none"> • Build: 6i • Excel: 11i, 11ii, 11iii and 11v • Excel: 13iv • Engage: 16i, 16iii and 16iv

			<ul style="list-style-type: none"> • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i
Biological Sciences Building - Renewal Program (Phase 1)	\$59,600,000	2023	<p>Alberta Adult Learning System</p> <ul style="list-style-type: none"> • Quality • Accountability <p>For the Public Good</p> <ul style="list-style-type: none"> • Build: 6i • Excel: 11i, 11ii, 11iii and 11v • Excel: 13iv • Engage: 16i, 16iii and 16iv • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i
Engineering Backfill - Natural Resources Engineering Facility	\$25,000,000	2021	<p>Alberta Adult Learning System</p> <ul style="list-style-type: none"> • Quality <p>For the Public Good</p> <ul style="list-style-type: none"> • Excel: 11i, 11ii, 11iii and 11v • Excel: 13iv • Engage: 16i, 16iii and 16iv • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i
Van Vliet Building - Electrical Vault Upgrade	18,000,000	2020	<p>Alberta Adult Learning System</p> <ul style="list-style-type: none"> • Accountability <p>For the Public Good</p> <ul style="list-style-type: none"> • Build: 6ii • Engage: 16i, 16iii and 16v • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i and 23iv
Biological Sciences Building - Aquatics Renewal	\$24,200,000	2020	<p>Alberta Adult Learning System</p> <ul style="list-style-type: none"> • Quality • Accountability <p>For the Public Good</p> <ul style="list-style-type: none"> • Build: 6i • Excel: 11i, 11ii, 11iii and 11v • Excel: 13iv • Engage: 16i, 16iii and 16iv • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i

CAMPUS SAINT-JEAN			
Project Description	Approximate Cost	Completion	Alignment - Alberta Adult Learning System and For the Public Good
Science Building Expansion and Classroom Upgrades - (Post SIF)	\$18,000,000	2021	Alberta Adult Learning System <ul style="list-style-type: none"> • Accessibility • Quality • Accountability For the Public Good <ul style="list-style-type: none"> • Build: 5i, 5ii, 5iii, 5iv, 5v and 5vi • Build: 6i • Experience: 9ii • Excel: 11i, 11ii, 11iii and 11v • Excel: 13iv • Engage: 16i, 16iii and 16iv • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i

AUGUSTANA CAMPUS			
Project Description	Approximate Cost	Completion	Alignment - Alberta Adult Learning System and For the Public Good
Science Building Expansion and Classroom Upgrades - (Post SIF)	\$20,000,000	2020	Alberta Adult Learning System <ul style="list-style-type: none"> • Accessibility • Quality • Accountability For the Public Good <ul style="list-style-type: none"> • Build: 5i, 5ii, 5iii, 5iv, 5v and 5vi • Build: 6i • Experience: 9ii • Excel: 11i, 11ii, 11iii and 11v • Excel: 13iv • Engage: 16i, 16iii and 16iv • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i

SOUTH CAMPUS			
Project Description	Approximate Cost	Completion	Alignment - Alberta Adult Learning System and For the Public Good
<p>South Campus Community Arenas</p> <p>and</p> <p>High Performance Training and Research Facility</p>	<p>\$65,000,000</p> <p>\$42 million is in place through a partnership with the City of Edmonton and philanthropic endeavours.</p>	2021	<p>Alberta Adult Learning System</p> <ul style="list-style-type: none"> • Quality • Coordination <p>For the Public Good</p> <ul style="list-style-type: none"> • Build: 5i, 5ii, 5iii, 5iv, 5v and 5vi • Build: 6i, 6ii and 6iii • Experience: 8v • Experience: 9iii • Excel: 11i, 11ii, 11iii and 11v • Excel: 13iv • Engage: 16i, 16iii, 16iv and 16v • Engage: 18ii and 18iii • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i and 23iv
<p>South Campus Basic Infrastructure</p>	<p>\$15,600,000</p>	2021	<p>Alberta Adult Learning System</p> <ul style="list-style-type: none"> • Quality • Accountability <p>For the Public Good</p> <ul style="list-style-type: none"> • Build: 6ii • Engage 16i, 16iii and 16v • Engage 18v • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i and 23iv

The following projects are smaller in scale although still included in the university’s BLIMS submission. For ease of reference, they are presented under the BLIMS categories of new, expansion, preservation and minor preservation (IMP).

OTHER CAPITAL PROJECTS	
New	
Alberta School of Business - undergraduate facility	\$185 million
University of Alberta Botanic Garden - Eco-Centre	\$10 million
Expansion	

Mechanical Engineering Building	\$68 million
Preservation	
Convocation Hall	\$8.4 million
Augustana Science Building	\$9.6 million
Chemistry West - Phase 3 (perimeter heating upgrade)	\$18 million
Van Vliet East and West - mechanical systems	\$10.3 million
Cameron Library - student study area	\$11 million
Medical Sciences Building - Phase 2 (building upgrade)	\$90.5 million
Ellerslie site remediation	\$12.6 million (Number to be confirmed)
Clinical Sciences Building - Phase 3 (renewal)	\$67.6 million
Heating Plant - turbine generator #3	\$89.2 million
Clinical Sciences Building - Phase 1 (building envelope renewal)	\$11.3 million
Chemistry West - floor renewal program	\$6.5 million
Agriculture / Forestry Building - laboratory renewals	\$4.5 million
Elevators (campus-wide)	\$8.5 million
Medium voltage electrical system (campus-wide)	\$7.0 million
Cooling coil upgrade (campus-wide)	\$3.8 million
Motor control centre upgrade (campus-wide)	\$5.3 million
Card access system upgrade (campus-wide)	\$2.0 million
Augustana Campus Auxiliary Building - repurpose	\$2.1 million
Campus Saint-Jean - electrical upgrade	\$4.8 million
Research Transition Facility - building systems upgrade	\$2.8 million
Fire suppression upgrade (campus-wide)	\$11.2 million
Network (campus-wide)	\$3.0 million
Heritage Medical Research - ventilation	\$4.0 million
Van Vliet Building - locker rooms	\$5.0 million
Brain Aging Research Building - renewal and repurpose	\$4.0 million
Convocation Hall - refresh	\$4.0 million
Tory Business Atrium - skylight replacement	\$6.0 million

Tory Business - mechanical replacement project	\$8.0 million
Medical Sciences Building - floor replacement	\$6.8 million
Fire alarm upgrade (campus-wide)	\$8.0 million
Remote control monitoring - system replacement	\$20.3 million
Roofing program (campus-wide)	\$8.1 million

D. Ancillary Operations – Capital Priority Investments

In addition to the University of Alberta’s teaching, research and administrative functions are a number of ancillary operations designed to support the campus experience for students, faculty, staff and visitors. These operations are entirely self-funded and, in addition to covering all operational costs, must build and maintain sufficient financial reserves to cover long-term capital investments or other large and anticipated expenses such as maintenance and renewal activities.

Utilities

The U of A operates a district energy system (DES) supplying utility services, including power, to the greater campus area. The University’s DES partners are Alberta Health Services (Walter C. Mackenzie Health Sciences Centre and Cross Cancer Institute), Alberta Infrastructure (Canadian Blood Services and Northern Alberta Jubilee Auditorium) and others such as St. Joseph’s College, St. Stephen’s College and the Nanotechnology Institute.

Operating a district energy system has many benefits, not the least of which is significantly reduced emissions over conventional energy systems. The university’s DES prevents approximately 60,000 tonnes of carbon dioxide emissions from entering the atmosphere every year.

Expanding and upgrading the electrical service from EPCOR’s Garneau substation is critical in ensuring uninterrupted electrical service and we are grateful for the allocation of capital funding in Budget 2018.

DISTRICT ENERGY SYSTEM			
Project Description	Approximate Cost	Completion	Alignment - <i>Alberta Adult Learning System and For the Public Good</i>
Epcor Garneau Substation Switchgear Upgrade / North Campus electrical Feed Expansion	\$29,500,000	2022	Alberta Adult Learning System <ul style="list-style-type: none"> • Accountability For the Public Good <ul style="list-style-type: none"> • Build: 6ii • Engage: 16i, 16iii and 16v • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i and 23iv
South Campus District Energy Plant	\$132,200,000	2023	Alberta Adult Learning System <ul style="list-style-type: none"> • Accountability

			For the Public Good <ul style="list-style-type: none"> • Build: 6ii • Engage: 16i, 16iii and 16v • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i and 23iv
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Student Residences

Purpose-built student housing is a key driver leading to successful learner outcomes and strong alumni relations. The University of Alberta’s ability to meet its own and government objectives hinges on continued investment in both new facilities and a renewal of older facilities.

Most acutely, we need to conduct long overdue renovations to the “classic” towers in the Lister complex. We are assessing the affordability of this critical work while remaining mindful of the need to remain competitive in the marketplace.

STUDENT RESIDENCES			
Project Description	Approximate Cost	Completion	Alignment - <i>Alberta Adult Learning System and For the Public Good</i>
Modernization of Classic Lister Towers	\$78,000,000	2022	Alberta Adult Learning System <ul style="list-style-type: none"> • Accessibility • Affordability • Quality • Accountability For the Public Good <ul style="list-style-type: none"> • Build: 1i, 1ii and 1iii • Build: 5i and 5vi • Experience: 8i, 8iii and 8v • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i and 23iv
Implementation of Lister Community Plan	\$30,000,000	TBD	Alberta Adult Learning System <ul style="list-style-type: none"> • Accessibility • Affordability • Quality • Accountability For the Public Good <ul style="list-style-type: none"> • Build: 1i, 1ii and 1iii • Build: 5i and 5vi • Experience: 8i, 8iii and 8v • Sustain: 20ii and 20iii • Sustain: 22i and 22iii

			<ul style="list-style-type: none"> • Sustain: 23i and 23iv
Renovate and furnish all suites in HUB	\$15,000,000	2023	<p>Alberta Adult Learning System</p> <ul style="list-style-type: none"> • Accessibility • Affordability • Quality • Accountability <p>For the Public Good</p> <ul style="list-style-type: none"> • Build: 1i, 1ii and 1iii • Build: 5i and 5vi • Experience: 8i, 8iii and 8v • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i and 23iv
Augustana Campus – first year residence renovations	TBD	TBD	<p>Alberta Adult Learning System</p> <ul style="list-style-type: none"> • Accessibility • Affordability • Quality • Accountability <p>For the Public Good</p> <ul style="list-style-type: none"> • Build: 1i, 1ii and 1iii • Build: 5i and 5vi • Experience: 8i, 8iii and 8v • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i and 23iv

Dining Services

We continue to provide a range of services and products that are tasty, nutritious and convenient. In over 20 locations across North Campus and Campus Saint-Jean, Dining Services provides food services to 55,000 students, staff and guests.

The September 2018 implementation of the final phase of an all-inclusive dining program for all residents in Lister Centre and Peter Lougheed Hall will create an experience offering improved food quality, more food diversity, convenience, better value, a sense of community and health, wellness and sustainability for students.

DINING SERVICES			
Project Description	Approximate Cost	Completion	Alignment - <i>Alberta Adult Learning System and For the Public Good</i>
Reconfigure Lister Dining Hall (Anytime Dining)	\$600,000	2018	Alberta Adult Learning System <ul style="list-style-type: none"> • Accessibility • Affordability • Quality • Accountability For the Public Good <ul style="list-style-type: none"> • Build: 1i, 1ii and 1iii • Build: 5i • Experience: 8i • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i and 23iv
Lister Kitchen upgrades	\$1,000,000	2020	Alberta Adult Learning System <ul style="list-style-type: none"> • Accessibility • Affordability • Quality • Accountability For the Public Good <ul style="list-style-type: none"> • Build: 1i, 1ii and 1iii • Build: 5i • Experience: 8i • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i and 23iv
Upgrades to Central Academic Building lower level	\$3,200,000	2020	Alberta Adult Learning System <ul style="list-style-type: none"> • Accessibility • Affordability • Quality • Accountability For the Public Good <ul style="list-style-type: none"> • Build: 1i, 1ii and 1iii • Build: 5i • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i and 23iv
Renovate <i>The Marina</i> and <i>The Ship</i>	\$500,000	2021	Alberta Adult Learning System <ul style="list-style-type: none"> • Accessibility • Affordability • Quality • Accountability

			<p>For the Public Good</p> <ul style="list-style-type: none"> • Build: 1i, 1ii and 1iii • Build: 5i • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i and 23iv
Refresh food outlets (campus wide)	\$500,000	2022	<p>Alberta Adult Learning System</p> <ul style="list-style-type: none"> • Accessibility • Affordability • Quality • Accountability <p>For the Public Good</p> <ul style="list-style-type: none"> • Build: 1i, 1ii and 1iii • Build: 5i • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i and 23iv

Parking Services

The University of Alberta provides a full range of parking and transportation related services on all campuses. A portion of parking revenues are diverted to fund the institution’s sustainable transportation initiatives, such as the student U-Pass and the staff LRT program.

In planning for future parking demands, the U of A is mindful of rapid developments related to car share programs and hybrid vehicles; both of which are addressed within the institution’s parking plans. Developments such as driverless cars and expanded public transit are also key influencers in planning for parking on campus.

PARKING SERVICES			
Project Description	Approximate Cost	Completion	Alignment - <i>Alberta Adult Learning System and For the Public Good</i>
<p>Additional parking inventory to support:</p> <ol style="list-style-type: none"> Alberta Health Services central hub laboratory South Campus Community Arenas 	TBD	TBD	<p>Alberta Adult Learning System</p> <ul style="list-style-type: none"> • Accountability <p>For the Public Good</p> <ul style="list-style-type: none"> • Build: 6ii • Engage: 16i, 16iii and 16v • Sustain: 20ii and 20iii • Sustain: 22i and 22iii • Sustain: 23i and 23iv

Appendix G: Information Technology

Information Services and Technology's mission is to empower the university community through information technology excellence and stewardship. 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 the Institutional Strategic Plan (ISP).

IST provides a vital informational and technologically enabled environment that inspires innovative thinking, continuous development, advanced learning and generative research. This provision is not without challenges. Urgent foci in Information Technology include security and resource management, as, 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 almost entirely dependent on information technology.

At the same time, the university manages increasingly complicated pressures related to IT security, including thwarting hundreds of hacking attempts every week. Sophisticated virus detection software, as well as other technology-based internet security solutions are essential to ensure the university is compliant with protecting personal privacy rights as well as university data sets. Essentially, the provision of IT services requires keeping pace with new technological developments across a number of fronts. Additionally, staff training and staff vigilance are equally important. Even the smallest distraction or failure to implement a single step in security protocols can have profound effects on data confidentiality and security, as well as incur costs in the millions of dollars. The human-technology interface and the currency and sophistication of everything involved are critical to supporting our dependence on technologically integrated teaching, research and resource management.

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. High-quality security must account for the multiple layers and tiers inherent in information management and technologies. In addition, the security controls domains of People, Process and Technology must be embedded within effective security management. The university therefore strives to ensure adequate, appropriate and effective coverage of these components and domains while complying with and leveraging from best practice standards.

The university also participates in security collaborations with peer institutions at the provincial and federal levels. These collaborations allow for the sharing and receiving of cyber security alerts and warnings, information security lessons learned, common security services opportunities and more.

In terms of IT relating to advanced teaching, learning and scholarship, we are also leaders in distance education and in diversifying teaching and learning. For example, we have awarded targeted funding to the Centre for Teaching and Learning to support the implementation of blended learning (which puts much of the content online and allows the instructor to modify classroom time and make it more interactive). We have transformed 26 foundational undergraduate courses into a blended learning format.

Using blended delivery gives students greater flexibility in their scheduling and improves student engagement and satisfaction.

Information Technology activities for the next three years will continue to focus on ensuring the adequacy and sustainability of institutional systems to support the university's initiatives to drive access, quality, coordination and accountability and to implement the Institutional Strategic Plan, *For the Public Good*. There is a strong need to coordinate IT activities and acquisitions as IT infrastructure becomes fundamental to teaching, learning, research, data storage and reporting and indeed living at the university.

Institutional data and reporting

The university will pursue the continuous improvement and coordination of systems and procedures through further development of the institutional data warehouse and associated institutional reporting, in support of the university's coordination and accountability objectives. This will be supported by base budget through the Campus Alberta Grant.

Finance and Student Systems Upgrades

The university is preparing for major upgrades of the financial and student information modules of PeopleSoft. The latter will enhance access and facilitate innovative teaching by improving flexibility in course duration and therefore in program structure. For example, the "3-11" initiative at Augustana campus (splitting the traditional term into a three-week and an 11-week segment, allowing for a three-week intensive study period followed by a more traditional multiple course load) will support strategic academic goals. Pre-upgrade assessments are required to define the scope of these projects precisely; these assessments will be supported through the Campus Alberta Grant. The ensuing projects will require larger investments (\$2 million to \$5 million each) and may require incremental funding.

IT Security

The greatest asset to the university is its people. Apart from its people, the most critical asset to the university is information. Information is absolutely crucial for the university to achieve its strategic goals of Build, Experience, Excel, Engage and Sustain. Information and cyber security therefore remains a high priority and focus point at the university.

Appendix H: Full enrolment tables

Program Enrolment Targets 2018-21
FLE International student enrolment in programs 2018-21

Appendix H: Program Enrolment Targets 2018-21

FLE Enrolment, Credential, Program and Specialization

The following table aligns with the enrolment reporting requirements as outlined in Advanced Education's 2017-2020 Comprehensive Institutional Plan (CIP) Guidelines:

Realistic, three-year Full-Load Equivalent (FLE) enrolment projections based on current and anticipated budgets and physical capacity should be outlined at the by program and program specialization within credential categories, including apprenticeship programs (where applicable). Institutions are also expected to provide, for immediate comparison purposes, actual and/or preliminary enrolment figures for the two years prior to the term covered by the CIP (that is, for 2015/2016 and 2016/2017).

In addition to the information requested by the GOA, the table includes U of As faculty and academic career. These have been included so that faculty FLE targets can be shown in the table. The targets are summarized at the end of each faculty's listing of undergraduate, masters and PhD programs. Nursing program loads reflect the load increase as submitted to Advanced Education through PAPRS on March 31, 2017. Creative Services may be able to format the final table in a way that physically shortens it.

Notes:

Medical/dental residents are included in U of As FLE values, however, they do not contribute to U of As enrolment targets.

Government of Alberta full-load values do not reflect the post-2011 graduate thesis credit loads, which results in an incorrect graduate conversion rate.

The Master of Science-SLP/Doctor of Philosophy program in Campus Solutions is reported under the GOA Program of Master of Science in Speech Language Pathology with a Career Level Group of PhD.

U of A Information		GOA Information			Projections				
Faculty	Career Level Group	GOA Credential	GoA Program	GoA Specialization	2016-17 Actual FLE	2017-18 Preliminary FLE	2018-19 Target	2019-20 Target	2020-21 Target
Agric, Life & Environ Sciences									
	Undergraduate				1,260.544	1,301.124		1,227	1,227
		Degree							
			Bachelor of Arts in Environmental Studies						
			Environmental Studies		29.800	29.100			
			Bachelor of Science in Agricultural/Food Business Management						
			Agricultural Business Management		24.581	22.700			
			Agricultural/Food Business Management		4.763	5.100			
			Food Business Management		13.400	12.400			
			Bachelor of Science in Agriculture						
			Agriculture		23.102	23.554			
			Agriculture and Resource Economics		22.988	18.638			
			Animal Science		65.965	69.829			
			Crop and Horticultural Science						
			Crop Science		30.477	34.932			
			Range and Pasture Management						
			Sustainable Agricultural Systems		17.138	23.500			
			Bachelor of Science in Animal Health						
			Companion Animal Health		128.500	150.300			
			Food Animal Health		18.800	20.200			
			Food Safety and Quality		1.300	1.800			
			Bachelor of Science in Environmental and Conservation Sciences						
			Conservation Biology		124.724	143.806			
			Environmental and Conservation Sciences		3.320	2.645			
			Environmental Economics and Policy		27.469	31.364			
			Human Dimensions of Environmental Management		16.000	23.527			
			Land Reclamation		95.481	79.350			
			Northern Systems		13.000	14.700			

		Wildlife and Rangeland Conservation	12.225	9.975			
		Bachelor of Science in Forest Business Management					
		Forest Business Management	6.284	6.765			
		Bachelor of Science in Forestry					
		Forest Management					
		Forestry	54.669	60.002			
		Bachelor of Science in Human Ecology					
		Clothing, Textiles and Material Culture	46.267	47.096			
		Family Science	94.801	100.779			
		Human Ecology	3.170	1.000			
		Bachelor of Science in Nutrition and Food Sciences					
		Dietetics	32.700	62.014			
		Food Science and Technology	27.800	31.100			
		Nutrition	74.105	31.813			
		Nutrition and Food	65.885	32.603			
		Nutrition and Food Science	174.329	204.200			
		Combined Bachelor of Science in Human Ecology/Bachelor of Education					
		Car and Tech Studies:Human Ecology	3.500				
		Combined BSc in Environmental and Conservation Sciences/Bachelor of Arts in Native Studies					
		Human Dimensions in Environmental Management	4.001	6.332			
Masters and Other GS			461.262	472.594	225	225	225
	Degree						
		Master of Agriculture					
		Agricultural, Food, and Nutritional Science	0.476				
		Renewable Resources	0.858	0.715			
		Rural Economy	1.001	1.573			
		Master of Arts					
		Human Ecology	13.722	12.887			
		Master of Engineering					
		Agricultural, Food, and Nutritional Science	0.572				
		Master of Forestry					
		Renewable Resources	10.578	17.096			
		Master of Science					
		Agricultural, Food, and Nutritional Science	186.618	200.781			
		Human Ecology	19.780	20.891			
		Renewable Resources	172.506	162.171			
		Rural Economy	55.151	56.480			
PhD			370.140	367.122	215	215	215
	Degree						
		Doctor of Philosophy					
		Agricultural, Food, and Nutritional Science	234.153	218.941			
		Human Ecology	20.910	19.437			
		Renewable Resources	95.752	112.916			
		Rural Economy	19.325	15.828			
Arts							
	Undergraduate		4,707.648	4,852.921	4,871	4,871	4,871
	Degree						
		Bachelor of Arts					
		Ancient and Medieval History	7.300	5.700			
		Anthropology	103.300	119.333			
		Art and Design	107.300	126.067			
		Art History	15.800	20.900			
		Arts General	833.720	851.183			
		Chinese Language and Literature	4.700	1.800			
		Classics	20.500	22.333			

Classics/Greek/Latin Combination	2.600	2.000
Combined Chinese/Japanese	1.700	0.300
Combined French/Spanish	4.600	5.400
Combined German/Scandinavian		
Combined Polish/Russian		
Combined Russian/Ukrainian		
Comparative Literature	9.100	12.300
Drama	81.933	78.200
East Asian Languages and Literature	7.600	3.800
East Asian Studies	65.600	67.200
Economics	731.054	719.400
English	219.800	221.500
Film and Media Studies	23.700	29.500
French Language and Literature	29.300	19.100
German Language and Literature	20.066	21.833
History	144.600	153.500
Human Geography	75.650	69.000
Japanese Language and Literature		
Latin American Studies	3.600	5.200
Linguistics	105.333	101.850
Mathematics (Arts)	66.900	69.100
Middle Eastern and African Studies		
Music	24.350	18.900
Philosophy	57.700	65.400
Planning	45.000	43.700
Political Science	372.566	404.733
Psychology (Arts)	712.650	775.317
Religious Studies	11.100	9.100
Romance Languages		1.000
Russian Language and Literature		
Scandinavian Language and Literature	3.500	1.100
Sociology	293.300	280.100
Spanish Language and Literature	17.700	15.000
Ukrainian Language and Literature		
Women's and Gender Studies	36.750	34.100
Bachelor of Arts in Criminology		
Criminology	40.900	41.400
Bachelor of Arts in Drama/Bachelor of Education Secondary		
Drama	32.100	45.700
Bachelor of Arts in Environmental Studies		
Environmental Studies	7.400	15.700
Bachelor of Design		
Business/Marketing Route	37.601	34.119
Computing Science Route	0.600	1.456
Design Engineering Route	19.955	20.306
Design General Route	62.934	65.108
Printmaking Route	0.364	2.428
Social Sciences Route	9.165	9.339
Bachelor of Fine Arts in Art and Design		
Art and Design	81.000	78.400
Bachelor of Fine Arts in Drama		
Acting	35.694	32.305
Technical Theatre	29.457	28.826
Theatre Design	13.474	10.652
Bachelor of Music		

		Composition and Theory	1.183	2.728			
		General Route	38.187	53.461			
		Music History					
		Performance	15.504	15.276			
		Combined Bachelor of Music/Bachelor of Education					
		Music	21.758	20.768			
		Music and Secondary Education					
Masters and Other GS			462.378	443.242		393	393
	Degree						
		Combined Master of Arts/Master of Library Information Studies					
		Humanities Computing	10.300	11.400			
		Master of Arts					
		Anthropology	35.489	41.157			
		Comparative Literature Program	0.666				
		Drama	7.499	5.504			
		East Asian Studies	23.328	22.994			
		Economics	52.520	26.011			
		English and Film Studies	25.496	27.834			
		Gender and Social Justice Studies	8.002	11.834			
		History and Classics	37.224	37.164			
		History of Art, Design and Visual Culture	12.996	8.996			
		Linguistics	1.500	1.000			
		Modern Languages and Cultural Studies	22.495	18.992			
		Music	5.832	9.664			
		Philosophy	22.495	20.328			
		Political Science	25.497	25.165			
		Psychology	5.498	3.998			
		Religious Studies Program	5.998	4.500			
		Sociology	24.830	24.327			
		Master of Arts in Humanities Computing					
		Anthropolgy	1.666	1.666			
		English and Film Studies					
		History and Classics		1.000			
		Humanities Computing	2.000	2.167			
		Interdisciplinary Studies	32.491	28.656			
		Library and Information Studies	3.666	4.332			
		Modern Languages and Cultural Studies		2.000			
		Philosophy		1.167			
		Religious Studies Program	1.833	0.833			
		Sociology	1.000	1.666			
		Master of Design					
		Art and Design	11.750	16.250			
		Master of Fine Arts					
		Art and Design	16.125	15.250			
		Drama	15.875	12.625			
		Master of Music					
		Music	19.813	19.052			
		Master of Science					
		Linguistics	10.332	10.162			
		Psychology	18.162	25.548			
PhD			609.445	604.335		449	449
	Degree						
		Doctor of Music					
		Music	23.825	24.437			
		Doctor of Philosophy					

		Anthropology	40.319	40.821			
		Art and Design (Dept)	6.664	7.332			
		Comparative Literature Program	15.495	10.663			
		Drama	7.998	11.497			
		Economics	29.492	24.991			
		English and Film Studies	110.633	118.129			
		History and Classics	56.596	57.594			
		Linguistics	34.491	32.989			
		Modern Languages and Cultural Studies	49.317	49.816			
		Music	25.327	26.992			
		Philosophy	26.992	26.824			
		Political Science	48.486	46.652			
		Psychology	50.648	53.760			
		Religious Studies	17.330	15.995			
		Sociology	65.832	55.843			
Augustana Faculty							
Undergraduate			910.835	935.865	899	899	899
	Degree						
		Bachelor of Arts (Augustana Faculty)					
		Art	27.466	29.447			
		Arts General	51.982	42.950			
		Biology	5.433	6.566			
		Chemistry	1.500	2.400			
		Drama	14.899	10.016			
		Economics	13.550	21.499			
		English	22.899	24.799			
		Environmental Studies	17.933	14.832			
		History	22.032	19.515			
		Mathematics and Physics	1.200	1.500			
		Modern Languages	5.934	6.166			
		Music	8.816	6.753			
		Philosophy and Religion	5.600	4.900			
		Physical Education	63.793	71.977			
		Political Studies	16.266	15.166			
		Psychology	79.348	86.999			
		Sociology	16.233	18.798			
		Bachelor of Management in Business Economics (Augustana Faculty)					
		Bachelor of Management in Business Economics	105.299	99.148			
		Bachelor of Music (Augustana Faculty)					
		Comprehensive	4.027	6.910			
		Piano	2.837	1.871			
		Voice	8.406	8.657			
		Bachelor of Science (Augustana Faculty)					
		Biology	110.693	122.410			
		Chemistry	40.048	37.166			
		Computing Science	27.431	43.397			
		Environmental Science	40.601	40.566			
		Mathematics and Physics	21.365	24.566			
		Physical Education	115.263	101.425			
		Psychology	25.665	27.999			
		Science General	34.316	37.467			
Business							
Undergraduate			1,735.166	1,737.066	1,786	1,786	1,786
	Degree						
		Bachelor of Commerce					

		Accounting	561.650	554.850			
		Business	79.300	79.400			
		Business Economics and Law	116.783	133.650			
		Business Studies	29.200	21.200			
		East Asian Business Studies	3.000	3.400			
		European Business Studies	1.200	0.600			
		Finance	478.100	491.283			
		Human Resource Management	80.500	82.800			
		International Business	33.600	23.300			
		Latin American Business Studies					
		Management Information Systems	63.100	74.783			
		Management Science	0.500				
		Marketing	166.483	157.100			
		Operations Management	63.600	60.850			
		Retailing and Service	1.400	0.900			
		Strategic Management and Organization	56.750	52.950			
Masters and Other GS			458.173	534.791	234	234	234
	Degree	Combined Master of Business Administration/Juris Doctor					
		Business-MBA	3.108	8.514			
		Combined Master of Business Administration/Master of Agriculture					
		Business-MBA		0.602			
		Combined Master of Business Administration/Master of Engineering					
		Business-MBA	0.400	3.659			
		Combined Master of Business Administration/Master of Forestry					
		Business-MBA					
		Doctor of Philosophy					
		Business PhD		1.168			
		Executive Master of Business Administration					
		Business-MBA	66.552	75.441			
		Master of Accounting					
		Accounting		20.500			
		Master of Business Administration					
		Business-MBA	246.497	233.499			
		FastTrack MBA	43.962	40.692			
		Master of Financial Management					
		Financial Management	96.654	147.216			
	Certificate	Post Master's Certificate					
		Innovation and Entrepreneurship	1.000	3.500			
PhD			72.643	80.973	60	60	60
	Degree	Doctor of Philosophy					
		Business PhD	72.643	80.973			
Education							
Undergraduate			2,572.933	2,634.440	2,551	2,551	2,551
	Degree	Bachelor of Arts in Drama/Bachelor of Education Secondary					
		Drama	9.400	11.100			
		Drama Education					
		Bachelor of Education Elementary					
		Elementary Education	1,158.883	1,242.866			
		Bachelor of Education Secondary					
		Art	58.100	52.000			
		Biological Sciences Education	180.150	152.633			

	Chemistry Education	53.700	47.400
	CTS: Business, Administration and Finance	2.700	3.400
	CTS: Computer Science	38.400	47.300
	CTS: Human Sciences	57.100	57.400
	Drama Education	31.500	28.400
	English Language Arts	224.950	206.787
	General Science	50.800	69.700
	Mathematics Education	133.600	132.800
	Music Education	26.700	25.000
	Physical Education	52.800	59.100
	Physical Sciences Education	17.200	17.600
	Physics Education	34.700	41.600
	Second Language - Cree	1.100	
	Second Language - French	33.800	34.800
	Second Language - German	4.800	5.733
	Second Language - Italian	1.400	1.800
	Second Language - Japanese	8.000	12.600
	Second Language - Spanish	26.200	25.700
	Second Language - Ukrainian		
	Second Languages - Other	2.400	1.500
	Social Studies	256.500	251.250
	Combined Bachelor of Education (Elementary)/Bachelor of Arts in Native Studies		
	Elementary Education	0.900	1.100
	Native Studies	0.900	1.000
	Native Studies and Elementary Education	1.600	1.300
	Combined Bachelor of Education (Secondary)/Bachelor of Arts in Native Studies		
	Art	0.600	0.900
	Physical Education		0.800
	Second Language - Cree		1.100
	Social Studies	2.600	1.700
	Combined Bachelor of Education Elementary/Bachelor of Kinesiology		
	Generalist	4.400	3.500
	Physical Educ and Elementary Educ		2.900
	Combined Bachelor of Education Secondary/Bachelor of Kinesiology		
	Physical Education and Health	47.621	31.955
	Combined Bachelor of Education/Bachelor of Music		
	Music	4.000	8.500
	Music and Secondary Education		
	Music Education	2.829	2.366
	Combined Bachelor of Education/Bachelor of Science		
	Biological Sciences Education	4.700	7.650
	Chemistry Education	1.000	
	Mathematical Sciences Education	1.000	1.000
	Mathematics Education		1.300
	Physical Sciences Education	2.800	4.200
	Science & Education - Secondary Rt	15.200	7.800
	Combined Bachelor of Education/Bachelor of Science in Human Ecology		
	Career and Technology Studies: Human Ecology	6.000	
	Human Ecology and Education	0.900	
	Human Ecology Concentration	1.000	
Diploma	Diploma in Education		
	Educational Psychology	1.900	3.400
	Elementary Education	3.100	1.200
	Secondary Education	5.000	11.300

	Certificate	Early Childhood Education						
Masters and Other GS		Early Childhood Education	452.484	11.000		409	409	409
	Degree	Combined Master of Arts/Master of Library Information Studies						
		Library and Information Studies		0.600				
		Master of Education						
		Educational Policy Studies	53.762	54.483				
		Educational Psychology	96.230	94.648				
		Educational Studies	63.778	47.476				
		Elementary Education	49.662	47.052				
		Health Sciences Education	15.140	12.852				
		Secondary Education	32.170	25.883				
		Master of Library & Information Studies (Crse)						
		Library and Information Studies	141.742	131.107				
	Diploma	Postgraduate Diploma						
		Educational Policy Studies						
PhD			355.521	374.008		349	349	349
	Degree	Doctor of Education						
		Educational Policy Studies	3.668	4.833				
		Elementary Education	1.333	1.666				
		Secondary Education	13.996	9.664				
		Doctor of Philosophy						
		Educational Policy Studies	74.650	78.202				
		Educational Psychology	144.079	146.685				
		Elementary Education	37.987	40.820				
		Secondary Education	79.808	92.138				
Engineering								
Undergraduate			4,092.235	4,280.682		4,500	4,500	4,500
	Degree	Bachelor of Science in Chemical Engineering						
		Chemical Engineering	211.773	173.870				
		Bachelor of Science in Chemical Engineering - Process Control						
		Chemical Engineering - Process Control	31.127	30.269				
		Bachelor of Science in Chemical Engineering Co-op						
		Chemical Engineering Co-op	291.110	250.900				
		Bachelor of Science in Chemical Engineering-Process Control Co-op						
		Chemical Engineering - Process Control Co-op	27.134	28.952				
		Bachelor of Science in Civil Engineering						
		Civil Engineering	198.442	192.851				
		Bachelor of Science in Civil Engineering - Co-op						
		Civil Engineering Co-op	342.119	347.773				
		Bachelor of Science in Civil Engineering - Environmental Engineering						
		Environmental Engineering	60.672	54.163				
		Bachelor of Science in Civil Engineering - Environmental Engineering Co-op						
		Environmental Engineering Co-op	57.091	64.100				
		Bachelor of Science in Computer Engineering						
		Computer Engineering	74.146	71.635				
		Bachelor of Science in Computer Engineering - Software Engineering						
		Computer Engineering - Software Engineering	3.092	2.349				
		Bachelor of Science in Computer Engineering Co-op						
		Computer Engineering Co-op	59.849	74.090				

		Bachelor of Science in Computer Engineering-Software Co-op							
		Computer Engineering - Software Engineering Co-op	69.479	101.871					
		Bachelor of Science in Electrical Engineering							
		Electrical Engineering	241.097	271.884					
		Bachelor of Science in Electrical Engineering - Co-op							
		Electrical Engineering Co-op	170.736	166.023					
		Bachelor of Science in Engineering							
		Engineering General	834.371	1,054.023					
		Bachelor of Science in Engineering Physics							
		Engineering Physics	61.373	71.390					
		Bachelor of Science in Materials Engineering							
		Materials Engineering	49.833	42.111					
		Bachelor of Science in Materials Engineering Co-op							
		Materials Engineering Co-op	69.672	55.892					
		Bachelor of Science in Mechanical Engineering							
		Mechanical Engineering	344.238	337.498					
		Bachelor of Science in Mechanical Engineering Co-op							
		Mechanical Engineering Co-op	560.854	636.179					
		Bachelor of Science in Mining Engineering							
		Mining Engineering	14.944	11.906					
		Bachelor of Science in Mining Engineering Co-op							
		Mining Engineering Co-op	158.050	92.642					
		Bachelor of Science in Petroleum Engineering							
		Petroleum Engineering	95.752	92.477					
		Bachelor of Science in Petroleum Engineering Co-op							
		Petroleum Engineering Co-op	65.281	55.834					
Masters and Other GS	Degree		995.420	1,089.490		708		708	708
		Master of Engineering							
		Chemical and Materials Engineering	13.762	26.219					
		Civil and Environmental Engineering	67.434	95.558					
		Electrical and Computer Engineering	20.551	47.556					
		Mechanical Engineering	8.409	21.435					
		Master of Science							
		Chemical and Materials Engineering	210.597	211.691					
		Civil and Environmental Engineering	294.991	283.925					
		Electrical and Computer Engineering	160.531	149.958					
		Mechanical Engineering	219.145	253.148					
PhD	Degree		1,076.231	1,141.653		612		612	612
		Doctor of Philosophy							
		Chemical and Materials Engineering	259.741	276.381					
		Civil and Environmental Engineering	338.005	349.336					
		Electrical and Computer Engineering	316.425	332.106					
		Mechanical Engineering	162.060	183.830					
Extension									
Masters and Other GS	Degree		45.596	47.420		30		30	30
		Master of Arts							
		Communications and Technology	45.596	47.420					
Faculté Saint-Jean									
Undergraduate	Degree		543.796	635.967		544		544	544
		Bacc en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sci							
		Environmental and Conservation Science							

	La biologie de la conservation	1.600	
	Rehab des ressources naturelles	0.600	
	Baccalaureat bilingue en Administration des affaires/Bilingual Bachelor of Commerce		
	Accounting	0.363	3.500
	Business Bilingual	0.900	1.500
	Business Economics and Law	0.900	0.900
	Etudes d'admin des affaires		
	Finances	3.200	3.400
	Gestion des ressources humaines		0.400
	International Business		
	Marketing	1.000	1.000
	Baccalaureat en Education Elementaire		
	Generaliste	117.500	169.400
	milieu francophone minoritaire	2.200	
	Baccalaureat en Education Secondaire		
	Enseignement de Musique	7.000	9.100
	Enseignement des Mathematiques	16.400	26.900
	Etudes sociales	38.200	51.800
	Langue seconde-Francais	20.600	29.500
	milieu d'immersion francaise	2.000	
	milieu francophone minoritaire	0.900	
	Sciences generales	12.800	11.700
	Baccalaureat es arts		
	Arts generales	19.183	21.100
	Economie	23.300	15.200
	Etudes canadiennes	1.500	0.600
	Etudes interdisciplinaires	1.400	0.800
	Francais-langue	7.650	11.700
	Francais-litterature	1.800	1.800
	Psychologie (Arts)	28.900	31.400
	Science politique	16.600	14.600
	Sociologie	8.000	10.600
	Baccalaureat es sciences		
	Biologie	1.900	1.400
	Chimie	19.200	23.050
	Mathematiques	3.500	7.000
	Physique	5.400	6.400
	Psychologie	13.900	11.000
	Sciences biologiques	111.200	103.067
	Sciences de la terre		
	Sciences mathematiques	4.100	5.500
	Sciences physiques	4.400	6.850
	Combined Baccalaureat en Education Secondaire/Bachelor of Science		
	Science & Education - Secondaire		
	Sciences biologiques	12.300	17.000
	Sciences mathematiques	4.700	5.900
	Sciences physiques	5.400	5.400
Diploma	Gestion touristique		
	Gestion touristique	3.500	5.800
	Techniques d'administration des affaires (TAA)		
	TAA Comtabilite	0.900	0.300
	TAA General	8.200	20.400
	TAA Management	10.100	
	TAA Marketing	0.600	

Masters and Other GS	Degree		18.447	21.879	28	28	28
		Master of Education					
		Sciences de l'education	18.447	21.879			
Faculty of Native Studies							
Undergraduate	Degree		125.565	152.650	130	130	130
		Bachelor of Arts in Native Studies					
		Native Studies	94.633	105.200			
		Combined Bachelor of Arts in Native Studies/Bachelor of Education (Elementary)					
		Native Studies	0.800	0.800			
		Native Studies and Elementary Education	7.200	16.900			
		Combined Bachelor of Arts in Native Studies/Bachelor of Education (Secondary)					
		Native Studies	0.600	1.100			
		Native Studies and Secondary Education	14.300	16.800			
		Second Language-Cree	1.800	5.200			
		Combined Bachelor of Arts in Native Studies/BSc in Environmental and Conservation Sciences					
		Human Dimensions in Environmental Management	5.532	6.350			
		Native Studies					
	Certificate	Aboriginal Governance and Partnership					
		Aboriginal Governance and Partnership	0.700	0.300			
Masters and Other GS	Degree		25.659	23.156	8	8	8
		Master of Arts in Native Studies					
		Native Studies	25.659	23.156			
PhD	Degree			5.167	0	0	0
		Doctor of Philosophy					
		Indigenous Studies		5.167			
Kinesiology, Sport, & Rec							
Undergraduate	Degree		846.992	870.797	800	800	800
		Bachelor of Arts in Recreation, Sport and Tourism					
		Recreation, Sport and Tourism	139.000	130.033			
		Bachelor of Kinesiology					
		Activity and Nutrition					
		Adapted Physical Activity	61.700	81.700			
		Cultural and Managerial Study of Sport and Leisure					
		Individualized Concentration	14.700	8.200			
		Physical Activity and Health	106.400	136.400			
		Physical Education and Health	0.700	0.800			
		Physical Education and Recreation General	39.033	17.700			
		Sport Coaching	11.700	11.600			
		Sport Performance	155.100	155.800			
		Bachelor of Science in Kinesiology					
		Kinesiology	247.000	246.300			
		Combined Bachelor of Kinesiology/Bachelor of Education Elementary					
		Generalist	17.047	22.979			
		Combined Bachelor of Kinesiology/Bachelor of Education Secondary					
		Physical Education and Health	1.000				
		Physical Education and Secondary Education	53.612	59.285			
Masters and Other GS	Degree		80.663	91.615	55	55	55
		Master of Arts					

			Physical Education and Recreation	40.821	38.599			
		Master of Coaching						
			Coaching	7.800	14.200			
		Master of Science						
			Physical Education and Recreation	32.042	32.156			
	Certificate	Post-Baccalaureate Certificate						
			Indigenous Sport and Recreation		6.660			
PhD	Degree			78.976	87.475	56	56	56
		Doctor of Philosophy						
			Physical Education and Recreation	78.976	87.475			
Law								
Undergraduate	Degree			559.490	559.616	525	525	525
		Combined Juris Doctor/ Master of Business Administration						
			Law		0.800			
		Juris Doctor						
			Juris Doctor	559.490	558.816			
Masters and Other GS	Degree			7.720	4.433	4	4	4
		Master of Laws						
			Law	7.720	4.433			
PhD	Degree			10.664	9.831	8	8	8
		Doctor of Philosophy						
			Law	10.664	9.831			
Medicine and Dentistry								
Undergraduate	Degree			2,069.263	2,067.136	1,040	1,040	1,040
		Bachelor of Science in Dental Hygiene						
			Dental Hygiene	29.677	76.623			
		Bachelor of Science in Medical Laboratory Science						
			Medical Laboratory Science	72.032	78.834			
		Bachelor of Science in Radiation Therapy						
			Radiation Therapy	27.730	34.814			
		Combined Doctor of Medicine/Doctor of Philosophy						
			Medicine	6.349	2.945			
		Doctor of Dental Surgery						
			Dental Surgery	164.579	162.869			
		Doctor of Medicine						
			Medicine	688.270	691.051			
	Diploma							
		Diploma in Dental Hygiene						
			Dental Hygiene	72.626				
	Certificate							
		Certificate in Dentistry						
			Dentistry Specialty	5.000	6.000			
		Certificate in Medicine						
			Medicine Speciality	1,003.000	1,014.000			
Masters and Other GS	Degree			431.474	466.796	259	259	259
		Master of Science						
			Biochemistry	30.220	37.657			
			Biomedical Engineering	19.108	23.325			

		Cell Biology	8.165	8.164			
		Medical Microbiology and Immunology	14.319	14.985			
		Medical Sciences	130.131	150.620			
		Medicine	73.647	72.869			
		Neuroscience	36.487	38.655			
		Oncology	50.876	39.989			
		Pharmacology	13.000	14.100			
		Physiology	20.325	23.160			
		Psychiatry	13.995	14.496			
		Surgery	21.201	28.776			
PhD			526.932	512.514	279	279	279
	Degree	Combined Doctor of Philosophy/Doctor of Medicine					
		Biochemistry	1.666	1.666			
		Medical Microbiology and Immunology	1.666	1.666			
		Neuroscience		1.000			
		Oncology	1.000	1.666			
		Pharmacology	1.000	1.666			
		Doctor of Philosophy					
		Agricultural, Food, and Nutritional Science	57.650	63.312			
		Biochemistry	65.145	55.314			
		Biomedical Engineering	17.773	14.662			
		Cell Biology	28.490	25.156			
		Medical Microbiology and Immunology	39.986	44.650			
		Medical Sciences	118.238	117.240			
		Neuroscience	41.484	35.653			
		Oncology	46.262	46.260			
		Pharmacology	19.659	21.492			
		Physiology	37.153	33.487			
		Psychiatry	16.660	14.328			
		Surgery	33.100	33.296			
Nursing							
	Undergraduate		1,299.404	1,254.743	1,354	1,354	1,354
	Degree	Bachelor of Science in Nursing					
		Nursing	957.485	930.573			
		Nursing - After Degree	278.321	263.665			
		Bachelor of Science in Nursing (Bilingual)/Baccalaureat es sciences infirmieres (bilingue)					
		Nursing	63.598	60.505			
Masters and Other GS			49.509	44.931	84	84	84
	Degree	Master of Nursing					
		Nursing	49.509	44.931			
PhD			106.524	102.664	84	84	84
	Degree	Doctor of Philosophy					
		Nursing	106.524	102.664			
Open Studies							
	Undergraduate		577.050	646.082	543	543	543
	Non-Credential	Open Studies					
		Fresh Start	144.300	164.000			
		Open Studies	356.584	410.232			
		Transition Year Program	48.266	43.650			
		Visiting Student Certificate Program	27.900	28.200			

Pharmacy & Pharmaceutical Sci										
Undergraduate				496.822	516.656		467	467	467	
	Degree	Bachelor of Science in Pharmacy								
		Pharmacy		476.556	420.687					
		Doctor of Pharmacy								
		Pharmacy		20.266						
		Doctor of Pharmacy (PharmD)								
		Bridging Program for BSc in Pharmacy Students			63.126					
		Doctor of Pharmacy for Practicing Pharmacists			32.843					
Masters and Other GS				36.446	37.069		15	15	15	
	Degree	Master of Science								
		Pharmacy and Pharmaceutical Sciences		36.446	37.069					
PhD				45.175	38.889		31	31	31	
	Degree	Doctor of Philosophy								
		Pharmacy and Pharmaceutical Sciences		45.175	38.889					
Public Health										
Masters and Other GS				194.739	184.909		147	147	147	
	Degree	Master of Public Health								
		Public Health Sciences		89.208	83.709					
		Master of Science								
		Health Promotion		4.000	1.000					
		Public Health Sciences		101.531	100.200					
PhD				75.365	84.088		30	30	30	
	Degree	Doctor of Philosophy								
		Public Health Sciences		75.365	84.088					
Rehabilitation Medicine										
Undergraduate				2.136	1.314		0	0	0	
	Degree	Bachelor of Science in Occupational Therapy								
		Occupational Therapy		0.396	0.792					
		Rehabilitation Medicine		1.740	0.522					
Masters and Other GS				915.978	925.591		835	835	835	
	Degree	Master of Science								
		Rehabilitation Medicine		58.039	63.105					
		Speech Pathology and Audiology		39.770	30.996					
		Master of Science in Occupational Therapy								
		Occupational Therapy		318.521	326.672					
		Master of Science in Physical Therapy								
		Physical Therapy		332.056	326.824					
		Master of Science in Speech Language Pathology								
		Speech Pathology and Audiology		141.875	140.984					
	Certificate	Post-Baccalaureate Certificate								
		Bridging to Canadian Physical Therapy Practice			6.116					
		Pain Management		14.863	12.191					
		Sexual Health		6.846	13.860					
		Stroke Rehabilitation		3.173	2.839					
		Post-Master's Certificate								
		Francophone Practice for Speech Language Pathologists (SLP)		0.835	2.004					

PhD	Degree		54.209	70.379	32	32	32
		Doctor of Philosophy					
		Rehabilitation Medicine	52.593	64.479			
Science	Degree	Master of Science in Speech Language Pathology					
		Speech Pathology and Audiology	1.616	5.900			
			5,404.825	5,654.463	5,488	5,488	5,488
Undergraduate	Degree						
		Bachelor of Science					
		Animal Biology	43.900	50.800			
	Applied Mathematics	17.800	22.400				
	Atmospheric Sciences	9.000	8.100				
	Biochemistry	140.350	156.700				
	Bioinformatics	0.900					
	Biological Sciences	1,468.880	1,508.215				
	Cell Biology	33.000	37.300				
	Chemistry	378.104	353.637				
	Computing Science	775.828	891.458				
	Earth Sciences	152.466	126.500				
	Ecology, Evolution and Environmental Biology	23.700	29.600				
	Evolutionary Biology	7.933	10.600				
	Geology	68.267	59.200				
	Geophysics	34.233	25.333				
	Immunology	152.433	184.900				
	Mathematical Physics	10.400	12.800				
	Mathematical Sciences	2.900	1.600				
	Mathematics	245.400	251.566				
	Mathematics and Finance	38.200	47.900				
	Mathematics/Economics	51.800	48.500				
	Neuroscience	130.150	151.900				
	Pharmacology	132.950	151.500				
	Physical Sciences	28.000	33.200				
	Physics	177.100	174.100				
	Physiology	70.100	115.600				
	Planning	13.200	12.600				
	Psychology	465.149	525.354				
	Science General	648.149	566.200				
	Statistics	67.900	77.200				
	Combined Bachelor of Science/Bachelor of Education (Secondary)						
	Biological Sciences	13.233	17.200				
	Mathematical Sciences						
	Physical Sciences	3.400	2.500				
Masters and Other GS	Degree		756.390	851.102	517	517	517
		Master of Arts					
		Earth and Atmospheric Sciences	12.329	12.163			
	Master of Science						
	Biological Sciences	170.722	195.830				
	Chemistry	73.281	76.568				
	Computing Science	160.624	221.784				
	Earth and Atmospheric Sciences	98.417	129.639				
	Integrated Petroleum Geosciences	37.000	24.625				
	Internetworking	41.344	30.669				
	Mathematical and Statistical Sciences	63.377	55.190				

PhD	Degree	Physics	99.296	104.634	563	563	563
			889.823	913.471			
		Combined Doctor of Philosophy/Doctor of Medicine					
		Biological Sciences	1.666	1.666			
		Doctor of Philosophy					
		Biological Sciences	161.055	152.109			
		Chemistry	231.930	255.704			
		Computing Science	116.960	124.957			
		Earth and Atmospheric Sciences	125.790	122.621			
		Mathematical and Statistical Sciences	110.470	111.962			
		Physics	141.952	144.452			
Grand Total			36,868.690	38,147.210			

Appendix H: FLE International student enrolment in programs 2018-21

FLE International Enrollment

The CIP guidelines require specific reporting on international students as follows:

Institutions are also required to include their three-year projections, at the program level by credential type, for international student enrolment in all programs where international student enrolment currently exceeds, or is expected to exceed, 15 per cent of the program's total enrolment. Institutions are also expected to reflect this enrolment as a percentage of total projected enrolment. The enrolment targets for international students should be clearly represented as a percentage of total projected enrolment by program. In addition, institutions need to describe how these enrolment percentages consider the institution's academic and service capacity while ensuring access for Albertan students is maintained.

The following table has been constructed to meet these requirements, however, the requirements are, admittedly, unclear.

The numbers of international students in each program are reported in the "2016-17 Actual FLE column". Given that U of A does not have targets for international program enrolment the working group recommended projecting out a steady state. Similarly, the projections of international enrolment as a percent of total enrolment is simply a reflection of 2016-17 actuals.

GOA Information		Projections (Number)					Projections (% of total)			
GOA Credential	GOA Program	2016-17 Actual FLE	2017-18 Preliminary FLE	2018-19 Target	2019-20 Target	2020-21 Target	2017-18 Preliminary FLE	2018-19 Target	2019-20 Target	2020-21 Target
Degree	Baccalaureat bilingue en Administration des affaires/Bilingual Bachelor of Commerce	0.100	2	2	2	2	18%	18%	18%	18%
Degree	Bachelor of Arts	1,084.500	1,103	1,103	1,103	1,103	25%	25%	25%	25%
Degree	Bachelor of Arts in Environmental Studies	15.500	20	20	20	20	44%	44%	44%	44%
Degree	Bachelor of Commerce	349.000	391	391	391	391	22%	22%	22%	22%
Degree	Bachelor of Management in Business Economics (Augustana Faculty)	36.901	38	38	38	38	39%	39%	39%	39%
Degree	Bachelor of Science	944.564	1,065	1,065	1,065	1,065	19%	19%	19%	19%
Degree	Bachelor of Science in Agricultural/Food Business Management	28.863	29	29	29	29	73%	73%	73%	73%
Degree	Bachelor of Science in Agriculture	38.267	38	38	38	38	22%	22%	22%	22%
Degree	Bachelor of Science in Chemical Engineering	65.558	58	58	58	58	33%	33%	33%	33%
Degree	Bachelor of Science in Chemical Engineering - Process Control	14.552	13	13	13	13	44%	44%	44%	44%
Degree	Bachelor of Science in Civil Engineering	64.130	55	55	55	55	29%	29%	29%	29%
Degree	Bachelor of Science in Computer Engineering	14.689	21	21	21	21	29%	29%	29%	29%
Degree	Bachelor of Science in Electrical Engineering	66.602	81	81	81	81	30%	30%	30%	30%
Degree	Bachelor of Science in Engineering	197.465	297	297	297	297	28%	28%	28%	28%
Degree	Bachelor of Science in Forest Business Management	1.881	2	2	2	2	22%	22%	22%	22%
Degree	Bachelor of Science in Mechanical Engineering	93.238	81	81	81	81	24%	24%	24%	24%
Degree	Bachelor of Science in Mining Engineering	3.374	4	4	4	4	35%	35%	35%	35%
Degree	Bachelor of Science in Nutrition and Food Sciences	98.048	109	109	109	109	30%	30%	30%	30%
Degree	Bachelor of Science in Occupational Therapy	0.351	1	1	1	1	60%	60%	60%	60%
Degree	Bachelor of Science in Petroleum Engineering	59.601	51	51	51	51	55%	55%	55%	55%
Degree	Combined BSc in Environmental and Conservation Sciences/Bachelor of Arts in Native Studies	0.800	2	2	2	2	24%	24%	24%	24%
Degree	Doctor of Education	4.998	3	3	3	3	18%	18%	18%	18%
Degree	Doctor of Music	4.332	9	9	9	9	37%	37%	37%	37%
Degree	Doctor of Philosophy	2,159.099	2,242	2,242	2,242	2,242	52%	52%	52%	52%
Degree	Master of Accounting		3	3	3	3	16%	16%	16%	16%
Degree	Master of Agriculture	1.144	2	2	2	2	69%	69%	69%	69%
Degree	Master of Arts	135.717	113	113	113	113	28%	28%	28%	28%
Degree	Master of Arts in Humanities Computing	14.162	15	15	15	15	35%	35%	35%	35%
Degree	Master of Business Administration	73.109	55	55	55	55	20%	20%	20%	20%
Degree	Master of Design	5.125	9	9	9	9	56%	56%	56%	56%
Degree	Master of Engineering	34.844	99	99	99	99	52%	52%	52%	52%

Degree	Master of Financial Management	94.782	147	147	147	147	100%	100%	100%	100%
Degree	Master of Fine Arts	6.125	6	6	6	6	22%	22%	22%	22%
Degree	Master of Forestry	5.576	8	8	8	8	47%	47%	47%	47%
Degree	Master of Science	1,201.268	1,278	1,278	1,278	1,278	43%	43%	43%	43%
Diploma	Techniques d'administration des affaires (TAA)	11.300	10	10	10	10	49%	49%	49%	49%
Certificate	Post Master's Certificate		2	2	2	2	57%	57%	57%	57%
Non-Credential	Open Studies	105.066	128	128	128	128	20%	20%	20%	20%