

The following Motions and Documents were considered by the Board of Governors during the Open Session of its Friday, May 12, 2017 meeting:

Agenda Title: **Collection of GSA Membership, GSA Health and Dental Plan, and Graduate Student Assistance Program Fees**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the collection of the following Graduate Students' Association (GSA) Fees for the 2017- 2018 academic year:

- GSA Membership Fee for full-time students (\$163.07) + GSA Dedicated Fees (\$3.00) -- \$166.07/annum
- GSA Membership Fee for part-time students (\$122.30) + GSA Dedicated Fees (\$3.00) -- \$125.30/annum
- GSA Health Plan Fee for full-time students --- \$285.61/annum
- GSA Dental Plan Fee for full-time students --- \$214.75/annum
- Graduate Student Assistance Program --- \$12.00/annum

Final Item: 4bi.

Agenda Title: **Collection of University of Alberta Students' Union 2017/2018 Operating / Referendum Fees**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the collection of the University of Alberta Students' Union Fee Schedule 1 for 2017/2018, as set forth in Attachment I of the agenda documentation, to take effect September 1, 2017.

Final Item: 4bii.

Agenda Title: **Parking and Traffic Management Policy Updates**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the proposed revisions to the Parking and Traffic Management Policy as set forth in Attachment 3, to take effect upon final approval.

Final Item: 4biii.

Agenda Title: **Natural Resources Engineering Facility (NREF) Renewal and Renovation - Capital Expenditure Authorization Request (CEAR)**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the Capital Expenditure Authorization Request (CEAR) of \$22 million in Canadian funds for the renewal and renovation of the Natural Resources Engineering Facility (NREF).

Final Item: 4biv.

Agenda Title: **Negotiated (Proposed) Changes to the Contract Academic Staff: Teaching (CAS:T) Agreement**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Human Resources and Compensation Committee, approve the proposed changes to the Contract Academic Staff: Teaching Agreement, to be known henceforth as the Academic Teaching Staff Agreement, as ratified by AASUA membership and as set forth in Attachment 2, to take effect July 1, 2017.

Final Item: 4ci.

Agenda Title: **Proposal for the Termination of the Bachelor of Science Agriculture, Range and Pasture Management Major, Faculty of Agricultural, Life and Environmental Sciences (ALES)**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee, approve the termination of the Bachelor of Science Agriculture, Range and Pasture Management Major as set forth in Attachment 1, and as proposed by the Faculty of Agricultural, Life and Environmental Sciences, to take effect upon final approval.

Final Item: 4di.

Agenda Title: **Board Committee Appointments**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Chair, Mr Michael Phair, approve Board Committee appointments, as set forth in Attachment 1 to the agenda documentation.

Final Item: 4ei.

Agenda Title: **University of Alberta Comprehensive Institutional Plan (CIP) (2017-2020)**

APPROVED MOTION:

WHEREAS the University of Alberta Comprehensive Institutional Plan (2017 – 2020) Appendices A: Financial and Budget Information and F: Capital Plan were previously approved by the Board of Governors on March 17, 2017,

THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee:

- approve the remainder of the *University of Alberta Comprehensive Institutional Plan (2017 – 2020)* (CIP) including the university's Enrolment Table, as set forth in Attachments 1 and 2 to the agenda documentation, and
- empower administration to incorporate the Enrolment Table into the CIP, as well as make any other editorial changes to the CIP, as needed, as long as the changes do not have the force of policy.

Final Item: 5a.

OUTLINE OF ISSUE
Action Item

Agenda Title: Collection of GSA Membership, GSA Health and Dental Plan, and Graduate Student Assistance Program Fees

Motion: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the collection of the following Graduate Students' Association (GSA) Fees for the 2017-2018 academic year:

- GSA Membership Fee for full-time students (\$163.07) + GSA Dedicated Fees (\$3.00) -- \$166.07/annum
- GSA Membership Fee for part-time students (\$122.30) + GSA Dedicated Fees (\$3.00) -- \$125.30/annum
- GSA Health Plan Fee for full-time students --- \$285.61/annum
- GSA Dental Plan Fee for full-time students --- \$214.75/annum
- Graduate Student Assistance Program --- \$12.00/annum

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Graduate Students' Association
Presenter	Babak Soltannia, President, Graduate Students' Association

Details

Responsibility	Graduate Students' Association
The Purpose of the Proposal is (please be specific)	To recommend approval of the collection of Graduate Students' Association Fees for the 2017-2018 academic year.
The Impact of the Proposal is	Adjusted charge per graduate student for the GSA Membership Fee and GSA Health and Dental Plan fee.
Replaces/Revises (eg, policies, resolutions)	2016-2017 Approval of Collection of Graduate Students' Association Membership, GSA Health and Dental Plan, and Graduate Student Assistance Program Fees.
Timeline/Implementation Date	September 1, 2017
Estimated Cost funding source	Fees assessed to graduate students
Next Steps	Pending final approval from the Board of Governors, fees will be assessed to graduate students beginning in September 2017.
Supplementary Notes and context	<p>The GSA Dedicated Fees include a collection from full- and part-time students of \$1/term for CJSR, and a collection from full- and part-time students of \$0.50/term for the Alberta Graduate Provincial Advocacy Council.</p> <p>The GSA Membership Fees have been increased by Alberta Consumer Price Index (CPI) (1.5%) per annum for both full-time and part-time graduate students, as set out in GSA Bylaw. The fee increase was approved by GSA Council on 27 February 2017.</p> <p>There is a 1.5% increase in the GSA Health and Dental Plan Fee. GSA Council approved the GSA Health and Dental Plan Fee for 2017-2018 at its meeting of 20 March 2017.</p> <p>There is no change in the Graduate Student Assistance Program Fee.</p>

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Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section Student Participation Protocol >	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> • Graduate students via publicly available GSA Council material
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • GSA Budget and Finance Committee • GSA Board • GSA Council
	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> • GSA Budget and Finance Committee • GSA Board • GSA Council
Approval Route (Governance) (including meeting dates)	<p>GSA Budget and Finance Committee (GSA Membership and Graduate Student Assistance Program fees, January 25, 2017) – Recommends to GSA Council</p> <p>GSA Board (GSA Membership and Graduate Student Assistance Program fees, February 8, 2017) – Recommends to GSA Council</p> <p>GSA Council (GSA Membership and Graduate Student Assistance Program fees, February 27, 2017) – Approves</p> <p>GSA Board (GSA Health and Dental Plan Fee, March 8, 2017) – Recommends to GSA Council</p> <p>GSA Council (GSA Health and Dental Plan Fee, March 20, 2017) – Approves</p> <p>Board Finance and Property Committee – April 18, 2017 (to recommend approval of collection of GSA Fees to the Board of Governors)</p> <p>Board of Governors – May 12, 2017 (for approval of collection of GSA Fees)</p>
Final Approver	Board of Governors

Alignment/Compliance

Alignment with Guiding Documents	<i>Post-Secondary Learning Act, GSA Bylaw, GSA Policy, GSA Board Strategic Work Plan 2016-2017</i>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<ol style="list-style-type: none"> 1. Post-Secondary Learning Act (PSLA) Section 95(2) “The council of a student organization may make bylaws governing <ol style="list-style-type: none"> f) in the case of a graduate students association, the maintenance of the association by the levy of membership fees on its members.” 2. PSLA Section 95(1) “The business and affairs of a student organization of a public post-secondary institution must be managed by a council [...].” 3. PSLA Section 96(1) “The graduate students association of a university has the exclusive authority, on behalf of the graduate students, to negotiate and enter into an agreement with respect to the employment of graduate students with the board of the university.”

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	<p>4. PSLA Section 62 “A board may delegate in writing to any person any power, duty or function conferred or imposed on it by this Act, except the power to make bylaws.”</p> <p>5. GSA Bylaw Section B.BYL.2.2 “Membership fees shall be indexed annually to inflation as measured by the Alberta Consumer Price Index.”</p> <p>6. Board Finance and Property Committee (BFPC) Terms of Reference Section 3.d “review and recommend to the Board tuition and other like fees.”</p> <p>7. BFPC Terms of Reference Section 4: “LIMITATIONS ON DELEGATION BY THE BOARD The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee set out in paragraph 3, the Board shall: (e) approve tuition and other like fees;”</p>
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Attachment:

1. Letter to Mr. Michael Phair from Sarah Ficko, Past President, Graduate Students' Association, dated April 3, 2017 (1 page)

Prepared by: Sarah Ficko, Past President, Graduate Students' Association, gsa.president@ualberta.ca, (780) 492-2175

Revised: 5/5/2017

Mr. Michael Phair
Chair, Board of Governors
3-04 South Academic Building
University of Alberta, Edmonton, AB, T6G 2G7

3 April 2017

Re: GSA Fees 2017-2018

Dear Mr. Phair,

This letter is to inform you of the GSA Fees for 2017-2018, as recommended by the GSA Budget and Finance Committee and the GSA Board for ultimate approval by GSA Council.

The GSA asks that the Board of Governors **approve the collection of the fees noted below**, as approved by GSA Council:

- 1) GSA Base Membership Fee for full-time students: \$163.07 + GSA Dedicated Fees* of \$3.00 = **\$166.07 (per year) or**
GSA Base Membership Fee for part-time students: \$122.30 + GSA Dedicated Fees* of \$3.00 = **\$125.30 (per year)**
[1.5% CPI increase in the GSA Base Membership Fee from 2016-2017; no change in the Dedicated Fees from 2016-2017]

*The GSA Dedicated Fees include a collection from full- and part-time students of \$1/term for CJSR, and a collection from full- and part-time students of \$0.50/term for the Alberta Graduate Provincial Advocacy Council.

GSA Membership Fees should be assessed in equal installments in the fall and winter terms.

- 2) Total GSA Health and Dental Plan Fee: **\$500.36 per annum** (1.5% increase from 2016-2017) with health and dental fees listed below.

GSA Health Plan Fee for full-time students: **\$285.61 (charged in full in the fall term and, for graduate students beginning their academic programs in the winter term, charged at a pro-rated rate in January).**

GSA Dental Plan Fee for full-time students: **\$214.75 (charged in full in the fall term and, for graduate students beginning their academic programs in the winter term, charged at a pro-rated rate in January).**

- 3) Graduate Student Assistance Program: **\$12.00 per annum (\$4.00 in the fall term, \$8.00 in the winter term).**

The Health and Dental Plan Fee is assessed in the fall and winter terms, and the Graduate Student Assistance Program Fee is assessed at \$4.00 in the fall term and \$8.00 in the winter term.

Should you have any questions or concerns about this fee structure, please feel free to contact me at gsa.president@ualberta.ca or (780) 492-2175. For reference, the GSA Council approved operating budget can be accessed online at <http://www.gsa.ualberta.ca/AboutTheGSA/~media/gsa/FinancialDocuments/Budgets/GSA2017-2018Budget.pdf>.

Sincerely,



Sarah Ficko, GSA President 2016-2017

cc: Steven Dew, Provost and Vice-President (Academic)
Tom Hidson, Assistant Registrar
Juli Zinken, Board Secretary and Manager, Board Services



OUTLINE OF ISSUE
Action Item

Agenda Title: **Collection of University of Alberta Students' Union 2017/2018 Operating / Referendum Fees**

Motion: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the collection of the University of Alberta Students' Union Fee Schedule 1 for 2017/2018, as set forth in Attachment I of the agenda documentation, to take effect September 1, 2017.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	University of Alberta Students' Union
Presenter	Marina Banister, Students' Union President

Details

Responsibility	University of Alberta Students' Union
The Purpose of the Proposal is (please be specific)	<p>To recommend an increase to all Students' Union Operating/Referendum fees by CPI (1.12%), with the exception of the Access Fund (which is indexed on an average cost for budgeted administrative costs for the following fiscal year and the average of the total monies dispersed and net transfers to the fund over the previous three (3) fiscal years, prorated on a per-student basis), the SU membership Fee and the Health and Dental Plan Fee.</p> <p>To instate a new referendum/dedicated fee on behalf of the Campus Food Bank.</p> <p>To instate two separate Residence Associations fees.</p>
The Impact of the Proposal is	<p>Increase all Students' Union Operating/Referendum fees by CPI (1.12%), with the exception of the Access Fund, which is indexed on an average cost index, and the Health and Dental Plan Fee.</p> <p>In addition to the CPI increase to the SU Membership Fee, the SU Membership Fees will increase an additional \$3.25/term (from \$42.73 to \$46.46) for all Full-time and (from \$22.37 to \$25.87) for all Part-time Students. An additional \$1.63 (from \$26.66 to \$28.59) shall apply to all Intersession Students SU Membership Fee.</p> <p>A new referendum/dedicated fee shall be collected on behalf of the Campus Food Bank. All Full, Part-time, and Off-Campus students shall be assessed \$1.00/term. The fee will not apply to Augustana students. Students will have the option to opt-out of the fee.</p> <p>The Access Fund fee will increase to \$14.56/term (from \$14.34/term) for Full and Part-time students, and increase to \$7.28 (from \$7.17/term) for Intersession students.</p> <p>The Health & Dental Plan fees will be assessed as follows: For Fall enrollment, the Health Plan will be assessed at \$136.50/annum (from \$129.80/annum) and the Dental Plan Fee at \$147.20/annum (from \$128.15/annum).</p>



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	<p>For Winter enrollment, the Health Plan will be assessed at \$91.00/annum (from \$86.53/annum) and the Dental Plan Fee at \$98.13/annum (from \$85.43/annum).</p> <p>Two separate fees for two Residence Associations shall be instated and classified as a referendum fee:</p> <p>The Newton Place Residence Association Membership Fee shall be assessed at \$40.00/year for Full-time and Part-time students living in Newton Place residences.</p> <p>The Lister Hall Residence Association Membership Fee shall be assessed at \$75.00/year for Full-time and Part-time students living in Lister Hall residences.</p>
Replaces/Revises (eg, policies, resolutions)	University of Alberta Students' Union 2016/2017 Operating/Referendum Fees
Timeline/Implementation Date	September 1, 2017
Estimated Cost and funding sources	None
Next Steps (ie.: Communications Plan, Implementation plans)	Upon approval by the Board of Governors, the Students' Union will advise the Registrar's Office of the new and updated fees.
Supplementary Notes and context	<p>Background: All fees are indexed to CPI with the exception of the Access Fund and Residence Association Fees. The Students' Union Fees are comprised of two classifications; the SU Operating Fee, and the SU Referendum Fees. Faculty and Residence Association Fees are included in the Referendum Fees on a term basis and the Health and Dental Plan Fee is included in the Referendum Fee on an annual basis.</p> <p>There are no other changes to the fee structure or the administration of Students' Union Fees.</p> <p>For reference, the Students' Union's approved operating budget can be accessed online at http://su.ualberta.ca/about/budgetsfees/.</p>

Engagement and Routing (Include meeting dates)

Participation: (parties who has seen the proposal and in what capacity)	<u>Those who have been informed:</u>
	<ul style="list-style-type: none"> Students' Council, April 11, 2017 (for approval)
	<u>Those who have been consulted:</u>
	<ul style="list-style-type: none"> Finance Committee, April 3, 2017 (for approval)
	<u>Those who are actively participating:</u>
	<ul style="list-style-type: none"> Executive Committee, March 31, 2017 (for approval)
Approval Route (Governance) (including meeting dates)	<p>Board Finance and Property Committee, April 18, 2017 (for recommendation)</p> <p>Board of Governors, May 12, 2017 (for approval)</p>
Final Approver	Board of Governors

Alignment/Compliance

Alignment with Guiding Documents	<ul style="list-style-type: none"> Students' Union Strategic Plan Students' Union Bylaw 3000, 6000, and 8200 Students' Union Budget Principles 2017/2018
Compliance with Legislation,	1. Post-Secondary Learning Act (PSLA) (Section 95(2)): "The council of a student organization may make bylaws governing



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<p>Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>(e) in the case of a students' association, the maintenance of the association by the levy membership fees on its members;"</p> <p>2. PSLA Section 60(1)(b): " The board of a public post-secondary institution shall ...</p> <p>(b) develop, manage and operate, alone or in co-operation with any person or organization, programs, services and facilities for the educational or cultural advancement of the people of Alberta,"</p> <p>3. PSLA Section 62: "Delegation of powers "A board may delegate in writing to any person any power, duty or function conferred or imposed on it by this Act, except the power to make bylaws."</p> <p>4. Board Finance and Property Committee (BFPC) Terms of Reference Section 3.d: "d) review and recommend to the Board tuition and other like fees."</p> <p>5. BFPC Terms of Reference Section 4: "LIMITATIONS ON DELEGATION BY THE BOARD 4. The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee set out in paragraph 3, the Board shall: 4. (e) approve tuition and other like fees;"</p>
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Attachments:

1. University of Alberta Students' Union Fee 2017-18 (for approval) (1 page)
2. University of Alberta Students' Union Assessment of Undergraduate Student Union Referendum/ Dedicated Fees – Allocation 2017-18 (for information) (2 pages)

Prepared by: Peter Ta <peter.ta@su.ualberta.ca>
Controller and Senior Manager of Business Performance
University of Alberta Students' Union

Undergraduate students are assessed fees from both Schedule 1, 2, 3 and 4:									
Schedule 1:						Schedule 2:			
Students' Union Undergraduate Fees - TERM						Students' Union Undergraduate Fees - ANNUAL/TERM			
Effective: September 1, 2017						Effective: September 1, 2017			
Undergraduate Student Fee Types									
	1. Basic Fee	2. Engineering	3. Augustana	4. Business	5. Science	6. Nursing	7. Law		
Fall or Winter Term Full Time Fees:									
Students' Union Fee	\$46.46	\$46.46	\$46.46	\$46.46	\$46.46	\$46.46	\$46.46	\$46.46	
Referendum Fees	\$45.53	\$52.53	\$0.05	\$55.53	\$50.53	\$58.03	\$95.53		
Total Fall or Winter Term Full Time Fees	\$91.99	\$98.99	\$126.51	\$101.99	\$96.99	\$104.49	\$141.99		
Fall or Winter Term Part Time Fees:									
Students' Union Fee	\$25.87	\$25.87	\$25.87	\$25.87	\$25.87	\$46.46	\$46.46		
Referendum Fees	\$42.36	\$49.36	\$80.05	\$52.36	\$47.36	\$45.53	\$45.53		
Total Fall or Winter Term Part Time Fees	\$68.23	\$75.23	\$105.92	\$78.23	\$73.23	\$91.99	\$91.99		
Fall or Winter Term Off Campus Student Fees:									
Students' Union Fee	\$25.87	\$25.87		\$25.87	\$25.87	\$25.87	\$25.87		
Referendum Fees	\$42.36	\$42.36		\$42.36	\$42.36	\$50.86	\$42.36		
Total Fall or Winter Term Off Campus Fees	\$68.23	\$68.23		\$68.23	\$68.23	\$76.73	\$68.23		
Spring or Summer Term Fees:									
Students' Union Fee	\$28.59	\$28.59		\$28.59	\$28.59	\$25.87	\$25.87		
Referendum Fees	\$16.57	\$16.57		\$16.57	\$16.57	\$42.36	\$42.36		
Total Spring or Summer Term Fees	\$45.16	\$45.16		\$45.16	\$45.16	\$68.23	\$68.23		
Spring or Summer Term Off Campus Fees:									
Students' Union Fee	\$28.59	\$28.59		\$28.59	\$28.59	\$25.87	\$25.87		
Referendum Fees	\$16.57	\$16.57		\$16.57	\$16.57	\$42.36	\$42.36		
Total Spring or Summer Term Off Campus Fees	\$45.16	\$45.16		\$45.16	\$45.16	\$68.23	\$68.23		
Schedule 3:						Spring or Summer Term Fees:			
See Note #8 below for explanation						Students' Union Fee	\$28.59	\$28.59	
Students' Union Undergraduate Fees - ANNUAL						Referendum Fees	\$16.57	\$16.57	
Effective: September 1, 2017						Total Spring or Summer Term Fees	\$45.16	\$45.16	
Health and Dental Plan		Health and Dental Plan		Winter Enrollment		Spring or Summer Term Off Campus Fees:			
Referendum Fee	Fall Enrollment		Referendum Fee	Dental Plan Fee		Students' Union Fee	\$28.59	\$28.59	
	Health Plan Fee	Dental Plan Fee		Health Plan Fee	Dental Plan Fee	Referendum Fees	\$16.57	\$16.57	
Full Time Fees:	\$ 136.50	\$ 147.20	Full Time Fees:	\$ 91.00	\$ 98.13	Total Spring or Summer Term Off Campus	\$45.16	\$45.16	
Part Time Fees:	\$ 136.50	\$ 147.20	Part Time Fees:	\$ 91.00	\$ 98.13				
Off-Campus Fees:	\$ 136.50	\$ 147.20	Off-Campus Fees:	\$ 91.00	\$ 98.13				
Schedule 4:									
See Note #9 below for explanation									
Students' Union Undergraduate Fees (Full & Part Time)									
Effective: September 1, 2017									
Full & Part Time Students (Per Term)			Full & Part Time Students (Per Year)						
HUB Community	\$	22.50	Newton Place	\$	40.00				
International House	\$	25.00	Lister Hall	\$	75.00				
L'Association de la Residence de la Faculte Saint-Jean	\$	33.50							
East Campus Student Association	\$	18.00							
<p>1 The Basic Fee (Column 1) applies to all students except those in the Faculty of Engineering, Augustana, Faculty of Business, Faculty of Nursing - Note: Other than the Faculty of Nursing & Health Fee, all fees are per Term.</p> <p>2 Engineering students are assessed the Basic Fee for all terms (which is included in Column 2) , plus a \$7.00/term Faculty Association Membership Fee (FAMF) which is included in the Referendum portion of the fee in Column 2. This FAMF is only being assessed in the Fall and Winter Full Time and Part Time terms, not Intersession or Off-Campus.</p> <p>3 Augustana students are assessed the amount in Column 3 for Fall/Winter Terms. Council has decided not to assess Augustana Off-Campus or Intersession students at this time. The Referendum portion of the Augustana Fee in Column 3 includes a \$65.00/term Faculty Association Membership Fee.</p> <p>4 Business students are assessed the Basic Fee for all terms (which is included in Column 4) , plus a \$10.00/term Faculty Association Membership Fee (FAMF) which is included in the Referendum portion of the fee in Column 4. This FAMF is only being assessed in the Fall and Winter Full Time and Part Time terms, not Intersession or Off-Campus.</p> <p>5 Science students are assessed the Basic Fee for all terms (which is included in Column 5) , plus a \$5.00/term Faculty Association Membership Fee (called SCI-5) which is included in the Referendum portion of the fee in Column 5. Association Fee is only being assessed in the Fall and Winter Full Time and Part Time terms, but not including Intersession or Off-Campus Students.</p> <p>6 Nursing students are assessed the Basic Fee for all terms (which is included in Column 6) , plus a \$12.50 Faculty Association Membership Fee (FAMF) for Full Time Fall Term Students, and a \$8.50 FAMF for Part Time Fall Term Students, which is included in the Referendum portion of the fee in Column 6. This FAMF is only being assessed in the Fall Term, and does not include Intersession or Off-Campus students.</p> <p>7 Law students are assessed the Basic Fee for all terms (which is included in Column 7) , plus a \$50.00 Faculty Association Membership Fee (FAMF) for Full Time Fall Term Students, which is included in the Referendum portion of the fee in Column 7. This FAMF is only being assessed in the Fall Term, and does not include Intersession or Off-Campus students.</p> <p>8 Health and Dental Plan Fee: This fee is assessed to all full and part time undergraduate students on an annual basis effective September 1, 2009. The fee is assessed IN ADDITION to the term fees outlined in Schedule 1 above. Undergraduate students enrolled in the Fall Term, and taking 3 or more credit, shall be assessed the full amount. The plan will typically provide coverage from September to August year-long. Undergraduate students enrolled in the Winter Term, taking 3 or more credit, & have not previously been assessed in the prior Fall Term, shall be assessed a pro-rated amount. The plan will typically provide coverage from January to August.</p> <p>9 Residence Association Membership Fee: These fees are assessed to all full-time and part-time residents of the Residence Associations named as the Fund . Fees shall be assessed once per term, or once per year, upon proof that the student is a resident of the residence at the time of fee assessment. These fees assessed are IN ADDITION to the term fees outlined in Schedule 1 & 2 above.</p>									
All Students' Union fees (including Referendum fees) are subject to the Alberta CPI (1.12%) except for the Access Fund fee which is calculated on an Average Cost Index, nor Faculty Association & Residence Fees (which have no increase). All applicable increases are already built into the above figures.									

UNIVERSITY OF ALBERTA STUDENTS' UNION ASSESSMENT OF UNDERGRADUATE STUDENT UNION REFERENDUM/DEDICATED FEES - ALLOCATION				FT / PT	Fee Inc Amt	Fee Inc Amt
				\$ / \$	\$	\$
2017-18					3.00	3.25
					1.50	1.63
					1.74%	1.12%
					0.85%	1.70%
					2016/17	2017/18
					FEE	FEE
NAME OF DEDICATED FUND	YEAR IMPLEMENTED	PER TERM	PER TERM	PER TERM	PER TERM	PER TERM
WUSK(WORLD REFUGEE STUDENTS)	1988					
Full-time assessment		0.45	0.46	0.47	0.48	0.49
Part-time assessment		0.45	0.46	0.47	0.48	0.49
EUGENE BRODY BOARD	1990					
Full-time assessment						
Part-time assessment						
STUDENTS INVOLVEMENT ENDOWMENT	1990					
Full-time assessment		0.00	0.00	0.00	0.00	0.00
Part-time assessment		0.00	0.00	0.00	0.00	0.00
CJSR	1989					
Full-time assessment		2.04	2.07	2.12	2.16	2.18
Part-time assessment		0.73	0.74	0.76	0.77	0.78
STUDENT FINANCIAL AID AND INFO. CENTER	1991					
Full-time assessment						
Part-time assessment						
Intercession assessment						
GOLDEN BEAR AND PANDA LEGACY FUND	1991					
Full-time assessment		4.08	4.14	4.25	4.32	4.37
Part-time assessment		4.08	4.14	4.25	4.32	4.37
CAPITAL FUND						
Full-time assessment						
CAMPUS RECREATION	1994					
Full-time assessment		3.82	3.88	3.98	4.05	4.10
Part-time assessment		3.82	3.88	3.98	4.05	4.10
Intercession assessment		3.82	3.88	3.98	4.05	4.10
ACCESS FUND	1995					
Full-time assessment		14.08	14.08	14.08	14.34	14.56
Part-time assessment		14.08	14.08	14.08	14.34	14.56
Intercession assessment		6.19	6.20	6.20	7.17	7.28
STUDENT LEGAL SERVICES	1998					
Full-time assessment		0.70	0.71	0.73	0.74	0.75
Part-time assessment		0.70	0.71	0.73	0.74	0.75
APIRG	2001					
Full-time assessment		3.30	3.35	3.44	3.50	3.54
Part-time assessment		1.65	1.68	1.72	1.75	1.77
GATEWAY FUND						
Full-time assessment		3.26	3.31	3.39	3.45	3.49
Part-time assessment		3.26	3.31	3.39	3.45	3.49
Intercession assessment		0.41	0.42	0.43	0.44	0.44
SUB RENOVATION FUND	2014					
Full-time assessment			9.00	9.23	9.39	9.50
Part-time assessment			9.00	9.23	9.39	9.50
Intercession assessment			4.50	4.62	4.70	4.75
THE LANDING FUND	2016					
Full-time assessment				1.50	1.53	1.55
Part-time assessment				1.50	1.53	1.55
Intercession assessment				0.00	0.00	0.00
CAMPUS FOOD BANK FUND	2018					
Full-time assessment						1.00
Part-time assessment						1.00
Intercession assessment						0.00
Total Fees Allocated to Referendum/(Dedicated Fee)- Full Time Term		31.73	41.00	43.19	43.96	45.53
Total Fees Allocated to Students' Union Services/Operations - Full Time Term		37.50	38.08	39.05	42.73	46.46
Total Fall or Winter Term Full Time Fees		69.23	79.08	82.24	86.69	91.99
Total Fees Allocated to Referendum/(Dedicated Fee)- Part Time Term		28.77	38.00	40.11	40.82	42.36
Total Fees Allocated to Students' Union Services/Operations - Part Time Term		18.28	18.56	19.04	22.37	25.87
Total Fall or Winter Term Part Time Fees		47.05	56.56	59.15	63.19	68.23
Total Fees Allocated to Referendum/(Dedicated Fee)- Intercession		10.42	15.00	15.23	16.36	16.57
Total Fees Allocated to Students' Union Services/Operations - Intercession		23.74	24.11	24.73	26.66	28.59
Total Spring or Summer Term Fees		34.16	39.11	39.96	43.02	45.16
Faculty of Engineering Students	2004					
FACULTY ASSOCIATION MEMBERSHIP FEE	\$4.00					Fee Suspended
Total Fees Allocated to Referendum/(Dedicated Fee)- Full Time Term		35.73	41.00	43.19		
Total Fees Allocated to Students' Union Services/Operations - Full Time Term		37.50	38.08	39.05		
Total Fall or Winter Term Full Time Fees		73.23	79.08	82.24		
Total Fees Allocated to Referendum/(Dedicated Fee)- Part Time Term		32.77	38.00	40.11		
Total Fees Allocated to Students' Union Services/Operations - Part Time Term		18.28	18.56	19.04		
Total Fall or Winter Term Part Time Fees		51.05	56.56	59.15		
Total Fees Allocated to Referendum/(Dedicated Fee)- Intercession		10.42	15.00	15.23		
Total Fees Allocated to Students' Union Services/Operations - Intercession		23.74	24.11	24.73		
Total Spring or Summer Term Fees		34.16	39.11	39.96		
Faculty of Engineering Students	2017					
FACULTY ASSOCIATION MEMBERSHIP FEE	\$7.00					
Total Fees Allocated to Referendum/(Dedicated Fee)- Full Time Term					50.96	52.53
Total Fees Allocated to Students' Union Services/Operations - Full Time Term					42.73	46.46
Total Fall or Winter Term Full Time Fees					93.69	98.99
Total Fees Allocated to Referendum/(Dedicated Fee)- Part Time Term					47.82	49.36
Total Fees Allocated to Students' Union Services/Operations - Part Time Term					22.37	25.87
Total Fall or Winter Term Part Time Fees					70.19	75.23
Total Fees Allocated to Referendum/(Dedicated Fee)- Intercession					16.36	16.57
Total Fees Allocated to Students' Union Services/Operations - Intercession					26.66	28.59
Total Spring or Summer Term Fees					43.02	45.16
Augustana Students	2007					
FACULTY ASSOCIATION FEE	\$65.00					
Assessment for Dedicated fees of ELB, Access, Wusc and Faculty Fee of \$65.00/term**		79.53	79.54	79.55	79.82	80.05
Total Fees Allocated to Students' Union Services/Operations - Part Time Equivalent*		37.50	38.08	39.05	42.73	46.46
Total Fees Allocated to Students' Union Services/Operations - Full Time Term		117.03	117.62	118.60	122.55	126.51

*change to ft equivalent in 2009/10

**Change Faculty Fee to \$65.00/term from \$62.50/term effective Sept 1, 2009

	CPI	1.11%	1.55%	2.56%	1.74%	1.12%
	Tuition	1.45%	1.00%	0.85%	1.70%	1.70%
		2013/14	2014/15	2015/16	2016/17	2017/18
NAME OF DEDICATED FUND	YEAR IMPLEMENTED	FEE PER TERM	FEE PER TERM	FEE PER TERM	FEE PER TERM	FEE PER TERM
Faculty of Business Students						
FACULTY ASSOCIATION MEMBERSHIP FEE	2008					
Total Fees Allocated to Referendum/(Dedicated Fee)- Full Time Term	\$7.50	39.23	48.50	50.69		
Total Fees Allocated to Students' Union Services/Operations - Full Time Term		37.50	38.08	39.05		
Total Fall or Winter Term Full Time Fees		76.73	86.58	89.74		
Total Fees Allocated to Referendum/(Dedicated Fee)- Part Time Term		36.27	45.50	47.61		
Total Fees Allocated to Students' Union Services/Operations - Part Time Term		18.28	18.56	19.04		
Total Fall or Winter Term Part Time Fees		54.55	64.06	66.65		
Total Fees Allocated to Referendum/(Dedicated Fee)- Intersession		10.42	15.00	15.23		
Total Fees Allocated to Students' Union Services/Operations - Intersession		23.74	24.11	24.73		
Total Spring or Summer Term Fees		34.16	39.11	39.96		
2017						
FACULTY ASSOCIATION MEMBERSHIP FEE	\$10.00					
Total Fees Allocated to Referendum/(Dedicated Fee)- Full Time Term					53.96	55.53
Total Fees Allocated to Students' Union Services/Operations - Full Time Term					42.73	46.46
Total Fall or Winter Term Full Time Fees					96.69	101.99
Total Fees Allocated to Referendum/(Dedicated Fee)- Part Time Term					50.82	52.36
Total Fees Allocated to Students' Union Services/Operations - Part Time Term					22.37	25.87
Total Fall or Winter Term Part Time Fees					73.19	78.23
Total Fees Allocated to Referendum/(Dedicated Fee)- Intersession					16.36	16.57
Total Fees Allocated to Students' Union Services/Operations - Intersession					26.66	28.59
Total Spring or Summer Term Fees					43.02	45.16
Faculty of Science Students						
FACULTY ASSOCIATION MEMBERSHIP FEE	2013					
Total Fees Allocated to Referendum/(Dedicated Fee)- Full Time Term	\$5.00	36.73	46.00	48.19	48.96	50.53
Total Fees Allocated to Students' Union Services/Operations - Full Time Term		37.50	38.08	39.05	42.73	46.46
Total Fall or Winter Term Full Time Fees		74.23	84.08	87.24	91.69	96.99
Total Fees Allocated to Referendum/(Dedicated Fee)- Part Time Term		33.77	43.00	45.11	45.82	47.36
Total Fees Allocated to Students' Union Services/Operations - Part Time Term		18.28	18.56	19.04	22.37	25.87
Total Fall or Winter Term Part Time Fees		52.05	61.56	64.15	68.19	73.23
Total Fees Allocated to Referendum/(Dedicated Fee)- Intersession		10.42	15.00	15.23	16.36	16.57
Total Fees Allocated to Students' Union Services/Operations - Intersession		23.74	24.11	24.73	26.66	28.59
Total Spring or Summer Term Fees		34.16	39.11	39.96	43.02	45.16
Faculty of Law Students						
(FULL-TIME-FALL ONLY) FACULTY ASSOCIATION FEE	2014					
Total Fees Allocated to Referendum/(Dedicated Fee)- Full Time FALL Term	\$50.00		91.00	93.19	93.96	95.53
Total Fees Allocated to Students' Union Services/Operations - Full Time Term			38.08	39.05	42.73	46.46
Total Fall or Winter Term Full Time Fees			129.08	132.24	136.69	141.99
Total Fees Allocated to Referendum/(Dedicated Fee)- Full Time WINTER Term			41.00	43.19	43.96	45.53
Total Fees Allocated to Students' Union Services/Operations - Full Time Term			38.08	39.05	42.73	46.46
Total Fall or Winter Term Full Time Fees			79.08	82.24	86.69	91.99
Total Fees Allocated to Referendum/(Dedicated Fee)- Part Time FALL Term			38.00	40.11	40.82	42.36
Total Fees Allocated to Students' Union Services/Operations - Part Time Term			18.56	19.04	22.37	25.87
Total Fall or Winter Term Part Time Fees			56.56	59.15	63.19	68.23
Total Fees Allocated to Referendum/(Dedicated Fee)- Part Time WINTER Term			38.00	40.11	40.82	42.36
Total Fees Allocated to Students' Union Services/Operations - Part Time Term			18.56	19.04	22.37	25.87
Total Fall or Winter Term Part Time Fees			56.56	59.15	63.19	68.23
Total Fees Allocated to Referendum/(Dedicated Fee)- Intersession			15.00	15.23	16.36	16.57
Total Fees Allocated to Students' Union Services/Operations - Intersession			24.11	24.73	26.66	28.59
Total Spring or Summer Term Fees			39.11	39.96	43.02	45.16
Faculty of Nursing Students						
(FULL-TIME-FALL ONLY) FACULTY ASSOCIATION FEE	2009					
(PART-TIME-FALL ONLY) FACULTY ASSOCIATION FEE	\$12.50					
Total Fees Allocated to Referendum/(Dedicated Fee)- Full Time Term	\$8.50					
Total Fees Allocated to Students' Union Services/Operations - Full Time Term	*changed*					
Total Fall or Winter Term Full Time Fees						
Total Fees Allocated to Referendum/(Dedicated Fee)- Full Time FALL Term	2013	44.23	53.50	55.69	56.46	58.03
Total Fees Allocated to Students' Union Services/Operations - Full Time Term		37.50	38.08	39.05	42.73	46.46
Total Fall or Winter Term Full Time Fees		81.73	91.58	94.74	99.19	104.49
Total Fees Allocated to Referendum/(Dedicated Fee)- Full Time WINTER Term	2013	31.73	41.00	43.19	43.96	45.53
Total Fees Allocated to Students' Union Services/Operations - Full Time Term		37.50	38.08	39.05	42.73	46.46
Total Fall or Winter Term Full Time Fees		69.23	79.08	82.24	86.69	91.99
Total Fees Allocated to Referendum/(Dedicated Fee)- Part Time Term	*changed*					
Total Fees Allocated to Students' Union Services/Operations - Part Time Term						
Total Fall or Winter Term Part Time Fees						
Total Fees Allocated to Referendum/(Dedicated Fee)- FALL Part Time Term	2013	37.27	46.50	48.61	49.32	50.86
Total Fees Allocated to Students' Union Services/Operations - Part Time Term		18.28	18.56	19.04	22.37	25.87
Total Fall or Winter Term Part Time Fees		55.55	65.06	67.65	71.69	76.73
Total Fees Allocated to Referendum/(Dedicated Fee)- WINTER Part Time Term	2013	28.77	38.00	40.11	40.82	42.36
Total Fees Allocated to Students' Union Services/Operations - Part Time Term		18.28	18.56	19.04	22.37	25.87
Total Fall or Winter Term Part Time Fees		47.05	56.56	59.15	63.19	68.23
Total Fees Allocated to Referendum/(Dedicated Fee)- Intersession		10.42	15.00	15.23	16.36	16.57
Total Fees Allocated to Students' Union Services/Operations - Intersession		23.74	24.11	24.73	26.66	28.59
Total Spring or Summer Term Fees		34.16	39.11	39.96	43.02	45.16
HEALTH AND DENTAL PLAN						
Full and Part Time Annual Fee - Health (Enrollment Starting in Fall Term)	2009	110.27	118.00	118.00	129.00	136.50
Full and Part Time Annual Fee - Dental (Enrollment Starting in Fall Term)		111.69	116.50	116.50	128.15	147.20
Full and Part Time Annual Fee - Health (Enrollment Starting in Winter Term)	2015			78.67	86.53	91.00
Full and Part Time Annual Fee - Dental (Enrollment Starting in Winter Term)				77.67	85.43	98.13
RESIDENCE ASSOCIATION MEMBERSHIP FEES						
HUB Community (Per Term)	2017				22.50	22.50
International House (Per Term)	2017				25.00	25.00
L'Association de la Residence de la Faculte Saint-Jean (Per Term)	2017				33.50	33.50
East Campus Student Association (Per Term)	2017				18.00	18.00
Newton Place (Per Year)	2018					40.00
Lister Hall (Per Year)	2018					75.00

OUTLINE OF ISSUE
Action Item

Agenda Title: **Parking and Traffic Management Policy Updates**

Motion: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the proposed revisions to the Parking and Traffic Management Policy as set forth in Attachment 3, to take effect upon final approval.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Vice-President (Facilities and Operations)
Presenter	Vice-President (Facilities and Operations)

Details

Responsibility	Vice-President (Facilities and Operations)
The Purpose of the Proposal is (please be specific)	To update the Parking and Traffic Management Policy which will serve as the Board of Governor's Parking Bylaws as permitted by the Government of Alberta's <i>Post-secondary Learning Act</i> Sec 18. The policy will have clear and appropriate delegation to the Vice-President (Facilities and Operations) to operationalize and enforce these bylaws on all University of Alberta campuses.
The Impact of the Proposal is	Ensure delegation to the Vice-President (Facilities and Operations) to operationalize parking related matters. Ensure that all fees and penalties, including fines, and changes to such are approved by the Board of Governors.
Replaces/Revises	UAPPOL Parking and Traffic Management Policy (2004)
Timeline/Implementation Date	May 2017
Estimated Cost/ funding source	N/A
Next Steps	Parking and Traffic Management Policy (2017) to be uploaded to the UAPPOL website.
Supplementary Notes and context	Please see attached Briefing Note (Attachment 1). Currently, the Board has delegated the approval of policies for the control and regulation of pedestrian and vehicle traffic on University lands to BFPC. However, in consultation with General Counsel and to align with the Post-Secondary Learning Act, Section 62 (see <i>Compliance with Legislation...</i> section below), we are asking the Board to approve this policy. The BFPC Terms of Reference will be updated to limit this delegation in the fall as part of the annual review of committee terms of reference.

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> • Vice-President (Facilities and Operations) • President's Executive Committee – Operational (PEC-O) – October 27, 2016 • Senior Leadership Team, Facilities and Operations, March 22, 2017 • President's Executive Committee – Operational (PEC-O) – May 11, 2017
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	<p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • Associate Vice-President, Ancillary Services • Director of Operations, Ancillary Services • Policy Standards Office • Governance Office • Office of General Counsel
	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Associate Director, Parking Services • Senior Administrative Officer, Office of the Vice-President (Facilities and Operations)
Approval Route (Governance)	Board Finance and Property Committee - April 18, 2017 (recommend) Board of Governors – May 12, 2017 (approve)
Final Approver	Board of Governors

Alignment/Compliance

Alignment with Guiding Documents	<p><u>Institutional Strategic Plan – For the Public Good</u> Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>21. OBJECTIVE: 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.</p> <ul style="list-style-type: none"> i. Strategy: 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. iv. Strategy: Facilitate easy access to and use of university services and systems; reduce complication and complexity; and encourage cross-institutional administrative and operational collaboration.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p><u>Post-secondary Learning Act (PSLA)</u> <u>Section 18</u></p> <ul style="list-style-type: none"> (1) A board may make any bylaws the board considers appropriate for the management, government and control of the university buildings and land. (2) A board may make the following bylaws to control vehicles and pedestrians on university land: <ul style="list-style-type: none"> (a) parking bylaws (b) traffic bylaws (c) pedestrian bylaws governing and prohibiting the crossing of and walking on roadways by pedestrians. <p><u>Section 62:</u> A board may delegate in writing to any person any power, duty or function conferred or imposed upon it by this Act, except the power to make bylaws.</p>

	<p><u>BFPC Terms of Reference</u> Section 3 (l) states: 3. MANDATE OF THE COMMITTEE l) approve policies for the control and regulation of pedestrian and vehicle traffic on University lands;</p> <p><u>UAPPOL Policy Development Framework</u> Developing new or revising existing policy will be a planned activity allowing for appropriate due diligence and consisting of: ... - obtaining approval pursuant to the powers imparted by the Post-secondary Learning Act of Alberta.</p>
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Attachments:

1. Briefing Note (1 page)
2. Parking and Traffic Management Policy – redline (2 pages)
3. Parking and Traffic Management Policy (2017) (2 pages)

Prepared by:

Randa Kachkar
Associate Director, Parking Services
Facilities and Operations
Randa.kachkar@ualberta.ca

UAPPOL Parking and Traffic Management Policy

Ancillary Services, Facilities and Operations

Background

The Post-secondary Learning Act (PSLA) gives the Board of Governors the authority to make parking bylaws to control vehicles on university lands. Historically, these bylaws have been managed and enforced by Parking Services in accordance with Section 62, which states “*A board may delegate in writing to any person any power, duty or function conferred or imposed on it by this Act, except the power to make bylaws*”.

Parking Services provides a wide array of parking and transportation-related services on all University campuses, serving faculty, staff, students, and visitors in their day-to-day parking needs. Parking Services is an entity of Ancillary Services, meaning it operates on a full cost-recovery basis with no draw on the University’s budget.

Although the Parking and Traffic Management Policy (2004) and associated procedures were approved by the Vice-President (Facilities and Operations), beginning in 2014, a protocol was introduced that all policies and procedures are reviewed no less frequently than every five years.

Issue

The most recent review of the Parking and Traffic Management Policy (2004) revealed an absence of clear delegation to the Vice-President (Facilities and Operations) and that the Board of Governors has not developed specific bylaws for parking.

In consultation with the Policy Standards Office, General Counsel, and the Governance Office, it was determined that, as part of the review, an updated policy can serve as the Board of Governor’s Parking Bylaws as permitted under Section 18 of the PSLA. Further, the policy should have a clear delegation to the Vice-President (Facilities and Operations) to operationalize and enforce these bylaws on all University of Alberta campuses.



U of A Policies and Procedures On-Line (UAPPOL)

Approval Date: June 10, 2004

Parking and Traffic Management Policy

Office of Accountability:	Vice-President (Facilities and Operations)
Office of Administrative Responsibility:	Parking Services <u>Office of the Vice-President (Facilities and Operations)</u>
Approver:	Vice-President (Facilities and Operations) <u>Board of Governors</u>
Scope:	Compliance with University policy extends to all members of the University community <u>any individual or group bringing a motor vehicle onto university lands.</u>

Overview

Legislation Governing Parking

Pursuant to provisions of the Post –Secondary Learning Act of Alberta, the Board of Governors has the authority to make parking and traffic bylaws to control vehicles on university lands. This policy will serve as the University's parking and traffic bylaws.

Purpose

To state the University of Alberta's position on parking and traffic management on its campuses and properties. This policy defines university parking and traffic bylaws to control vehicles on University lands, and provides the delegation from the Board of Governors to the Office of the Vice-President (Facilities and Operations) to operationalize and enforce those bylaws.

POLICY

~~The Post-Secondary Learning Act 2003 empowers the University to manage parking and certain traffic-related matters. While recognizing the jurisdiction of related municipal and provincial legislation (i.e. The Highway Traffic and Safety Act), the University will further restrict traffic control as it sees fit.~~

~~Under the direction of the Board of Governors, the privilege of bringing a vehicle onto campus is managed through the issuance of permits and visitor parking fees, and is subject to owners and operators of vehicles observing the University of Alberta Campus Traffic and Parking Regulations~~

The Board of Governors recognizes parking as a legitimate use of University lands and requires it be a regulated activity. The Board of Governors also recognizes that the traffic flow on campus may be disrupted for construction, special events, or other special circumstances. While recognizing the jurisdiction of related municipal and provincial legislation (i.e. The Highway Traffic and Safety Act), the University may further restrict traffic control as necessary. ~~The provision of parking services is conducted as an ancillary operation. Parking Services is mandated to contribute operational revenue to the University. Parking Services also administers the allocation of parking availability through established criteria. All changes to parking rates are made at the recommendation of the Board Finance and Property Committee to the Board of Governors and under the authority of University traffic management policies.~~

~~Citations for any violations of Campus Traffic and Parking Regulations are enforced by a system of fines involving the issuing of parking citation tickets and, when necessary, tow away actions.~~



U of A Policies and Procedures On-Line (UAPPOL)

Parking Administration and Traffic Management

The Vice-President (Facilities and Operations) is responsible for the administration and enforcement of the University's parking and traffic bylaws. The provision of parking services, which includes the ability to operationalize and enforce parking bylaws, is conducted as an **ancillary operation** through the department of Parking Services. The provision of traffic management includes the ability to direct or re-route traffic flow on campus, as outlined in *Appendix A: Parking Operations*.

Parking Fees and Penalties

The privilege of bringing a vehicle onto campus is managed through the issuance of permits and visitor parking fees, and is subject to owners and operators of vehicles observing the practices outlined in *Appendix A: Parking Operations*.

Parking on campus is enforced by a system of collecting fees for the use of parking stalls and collecting fines, by the issuance of parking citations, or other penalties, as outlined in Section 5.2 of *Appendix A: Parking Operations*. All fees and penalties, including fines, and changes to such, are approved by the Board of Governors.

The University has a process for filing appeal and arbitrating disputes, as outlined in Section 5 of *Appendix A: Parking Operations*.

DEFINITIONS

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

<u>Parking Facilities</u>	<u>An area comprised of one or more parking stalls.</u>
<u>Ancillary Operations</u>	<u>The services that support the operation of the university and its academic and research activities There is no government funding for ancillary space or activities; they are cost recovery or cost neutral, therefore the costs of doing business must be offset by the fees.</u>

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [\[▲Top\]](#)

[Parking Facilities Map \(University of Alberta\)](#)

[Parking Permit Fees \(University of Alberta\)](#)

[Parking Services \(University of Alberta\)](#)

[Appendix A: Parking Operations \(University of Alberta\)](#)

[Schedule B— Reserved Parking Permit Allocation Priorities \(University of Alberta\)](#)

[University of Alberta Campus Traffic and Parking Regulations \(University of Alberta\)](#)

PUBLISHED PROCEDURES OF THIS POLICY

[Appeal of Parking Citations Procedure](#)

[Commuting Student Parking Permit Application Procedure](#)



U of A Policies and Procedures On-Line (UAPPOL)

[Contractors and Commercial Vendors Parking Permit Application Procedure](#)

[Guest Parking Procedure](#)

[Professors Emeritus Parking Permit Application Procedure](#)

[Residence Student Parking Permit Application Procedure](#)

[Special Event Parking Procedure](#)

[Staff Parking Permit Application Procedure](#)

[Tow Away Procedure](#)



Approval Date: May 2017
 Most Recent Approval Date: TBD

Parking and Traffic Management Policy

Office of Accountability:	Vice-President (Facilities and Operations)
Office of Administrative Responsibility:	Office of the Vice President (Facilities and Operations)
Approver:	Board of Governors
Scope:	Compliance with University policy extends to any individual or group bringing a motor vehicle onto university land.

Overview

Legislation Governing Parking

Pursuant to provisions of the *Post-Secondary Learning Act* of Alberta, the Board of Governors has the authority to make parking and traffic bylaws to control vehicles on university lands. This policy will serve as the University's parking and traffic bylaws.

Purpose

This policy defines university parking and traffic bylaws to control vehicles on University lands, and provides the delegation from the Board of Governors to the Office of the Vice-President (Facilities and Operations) to operationalize and enforce those bylaws.

POLICY

The Board of Governors recognizes parking as a legitimate use of University lands and requires it be a regulated activity. The Board of Governors also recognizes that the traffic flow on campus may be disrupted for construction, special events, or other special circumstances. While recognizing the jurisdiction of related municipal and provincial legislation (i.e. The Highway Traffic and Safety Act), the University may further restrict traffic control as necessary.

Parking Administration and Traffic Management

The Vice-President (Facilities and Operations) is responsible for the administration and enforcement of the University's parking and traffic bylaws. The provision of parking services, which includes the ability to operationalize and enforce parking bylaws, is conducted as an **ancillary operation** through the department of Parking Services. The provision of traffic management includes the ability to direct or re-route traffic flow on University lands, as outlined in *Appendix A: Parking Regulations*.

Parking Fees and Penalties

The privilege of bringing a vehicle onto campus is managed through the issuance of permits and visitor parking fees, and is subject to owners and operators of vehicles observing the practices outlined in *Appendix A: Parking Operations*.

Parking on campus is enforced by a system of collecting fees for the use of parking stalls and collecting fines, by the issuance of parking citations, or other penalties, as outlined in Section 5.2 of *Appendix A: Parking Operations*. All fees and penalties, including fines, and changes to such, are approved by the Board of Governors.

The University has a process for filing appeal and arbitrating disputes, as outlined in Section 5 of *Appendix A: Parking Operations*.



U of A Policies and Procedures On-Line (UAPPOL)

DEFINITIONS

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

Ancillary operations	the services that support the operation of the university and its academic and research activities. There is no government funding for ancillary space or activities; they are cost recovery or cost neutral, therefore the costs of doing business must be offset by the fees.
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RELATED LINKS

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Appendix A: [Parking Operations](#) (University of Alberta)

[Parking Services](#) (University of Alberta)

PUBLISHED PROCEDURES OF THIS POLICY

Item No. 4biv

OUTLINE OF ISSUE
Action Item

Agenda Title: **Natural Resources Engineering Facility (NREF) Renewal and Renovation - Capital Expenditure Authorization Request (CEAR)**

Motion: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the Capital Expenditure Authorization Request (CEAR) of \$22 million in Canadian funds for the renewal and renovation of the Natural Resources Engineering Facility (NREF).

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Pat Jansen, AVP (Facilities and Operations, Planning & Project Delivery)
Presenter	Andrew Sharman, Vice-President (Facilities and Operations)

Details

Responsibility	Vice-President (Facilities and Operations)		
The Purpose of the Proposal is (please be specific)	As part of the Faculty of Engineering planned faculty consolidation process, two floors in the Natural Resources Engineering Facility (NREF) building will be re-purposed to high-use research lab space.		
The Impact of the Proposal is	<p>Renewal of the Natural Resources Engineering Facility (NREF) building will provide a platform to engage an additional 40 industry partners as well as create much-needed space for incubation of researcher-created spin-offs. By integrating a building information system, the creation of a "living laboratory" will inform best practices in building sustainability management resulting in improved outcomes for climate change goals.</p> <p>Research occurring within these spaces includes advanced building materials production and processing for sustainable construction technologies; integration of renewable and sustainable building construction; and ultra-low energy and environmentally responsible natural resource development. This research will further leading-edge efforts to address climate change.</p>		
Replaces/Revises	N/A		
Timeline/Implementation Date	Construction 2018/2019		
Estimated Cost and funding source	CEAR Funding Information		
	<u>Number</u>	<u>Funding Source</u>	<u>Amount</u>
	17-065	Faculty of Engineering	\$22,000,000.00
		TOTAL	\$22,000,000.00
Next Steps	N/A		
Supplementary Notes / context	N/A		

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> Faculty of Engineering – reviewed the proposed scope of work with the Dean of Engineering Facilities and Operations
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> Faculty of Engineering – Dean's office Facilities and Operations – (Vice President, Associate Vice President)

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Student Participation Protocol >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • Faculty of Engineering • Supply Management Services • Facilities and Operations
Approval Route (Governance) (including meeting dates)	Board Finance and Property Committee - April 18, 2017 (to recommend) Board of Governors – May 12, 2017 (for approval)
Final Approver	Board of Governors

Alignment/Compliance

Alignment with Guiding Documents	<p><u>Institutional Strategic Plan - For the Public Good</u> Sustain our people, our work, and the environment by attracting and stewarding resources we need to deliver excellence to the benefit of all.</p> <p>23. OBJECTIVE: Ensure that the University of Alberta’s campuses, facilities, utility, and information technology infrastructure can continue to meet the needs and strategic goals of the university.</p> <p>i. Strategy: Secure and sustain funding to plan, operate, expand, renew, and optimize the use of campus infrastructure to meet evolving teaching and research priorities.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p><u>Post-secondary Learning Act (PSLA)</u></p> <p><u>Section 60(1)</u> <i>The Board of a public post-secondary institution shall</i> <i>(a) Manage and operate the public post-secondary institution in accordance with its mandate.</i></p> <p><u>BFPC Terms of Reference – Section 3:</u></p> <p><u>3. MANDATE OF THE COMMITTEE</u></p> <p><i>Except as provided in paragraph 4 and the Board’s General Committee Terms of Reference, the Committee shall monitor, evaluate, advise and make decisions on behalf of the Board with respect to all strategic and significant financial and property matters and policies of the University. The Committee shall also consider any other matter delegated to the Committee by the Board.</i></p> <p><i>(f) review, recommend to the Board or approve original Capital Expenditure Authorization Requests (CEARs) or individual Supplemental CEARs as determined by the Board-approved University of Alberta Capital Expenditure Authorization Request (CEAR) Policy;</i></p> <p><u>4. LIMITATIONS ON DELEGATION BY THE BOARD</u></p> <p><i>The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee set out in paragraph 3, the Board shall:</i></p> <p><i>(c) approve capital expenditures of more than \$7 million or more or expenditures which, when combined with other expenditures for the same period, would equal more than \$7 million.</i></p> <p><u>UAPPOL Capital Expenditure Authorization Request (CEAR) Policy</u></p>

Natural Resources Engineering Facility (NREF) Renewal and Renovation: Capital Expenditure Authorization Request (CEAR)

Background

In 2017/18, the University anticipates expending approximately \$120 million in modernizing teaching, research, and administrative space across its five campuses. How each project is funded varies depending on a multitude of circumstances.

The Project

The Department of Civil and Environmental Engineering invests heavily on research activity, the majority of which is in partnership with companies working in the construction, advanced structural materials, and natural resource industries. These partnerships have led to considerable commercialization success with historically rapid implementation by our partners.

Renewal of the Natural Resources Engineering Facility (NREF) building will provide a platform to engage an additional 40 industry partners as well as create much-needed space for incubation of researcher-created spin-offs. By integrating a building information system, the creation of a "living laboratory" will inform best practices in building sustainability management resulting in improved outcomes for climate change goals.

Research occurring within these spaces includes advanced building materials production and processing for sustainable construction technologies; integration of renewable and sustainable building construction; and ultra-low energy and environmentally responsible natural resource development. This research will further leading-edge efforts to address climate change.

The project funding of \$22 million is provided by the Faculty of Engineering.

As per the matrix below, overview authorization, in the form of a Capital Expenditure Authorization Request (CEAR), must be obtained for any capital project where the estimated cost is equal to or in excess of \$100,000. A Supplemental CEAR is required when a project experiences a change in funding sources or revised cost estimates.

Approval Level	Original CEAR or individual Supplemental CEAR Approval	Aggregate Total CEAR and Supplemental CEARs Approval
	<i>Up to and including:</i>	<i>Up to and including:</i>
Facilities and Operations Directors	\$500,000	\$750,000
Facilities and Operations Associate Vice-Presidents	\$1,000,000	\$2,000,000
Vice-President (Facilities and Operations)	\$2,000,000	\$4,000,000
BFPC	\$7,000,000	\$14,000,000
BG	Over \$7,000,000	Over \$14,000,000

Recommendation

This CEAR is seeking BFPC recommendation for Board approval of an expenditure of \$22 million for the renewal and renovation of the Natural Resources Engineering Facility (NREF).

OUTLINE OF ISSUE
Action Item

Agenda Title: **Negotiated (Proposed) Changes to the Contract Academic Staff: Teaching (CAS:T) Agreement**

Motion: THAT the Board of Governors, on the recommendation of the Board Human Resources and Compensation Committee, approve the proposed changes to the Contract Academic Staff: Teaching Agreement, to be known henceforth as the Academic Teaching Staff Agreement, as ratified by AASUA membership and as set forth in Attachment 2, to take effect July 1, 2017.

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Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter	Michelle Strong, Vice-Provost & Director, Faculty & Staff Relations

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	An Agreement Review Committee comprised of members from Administration and the AASUA has been working together to review and revise the Contract Academic Staff: Teaching (CAS:T) Agreement. The changes to the Agreement are presented in the attached side-by-side document.
The Impact of the Proposal is	To aid in the recruitment and retention of Teaching Staff
Replaces/Revises (eg, policies, resolutions)	Amendments to the CAS:T Agreement and renaming to the Academic Teaching Staff Agreement
Timeline/Implementation Date	Amendments are effective July 1, 2017
Estimated Cost and funding source	Cost neutral. Any related compensation matters would be dealt with at comprehensive bargaining.
Next Steps	AASUA Town Hall Faculty and Staff Relations Information Sessions
Supplementary Notes and context	In April, 2014, the Board provided Administration with a mandate to develop an academic performance evaluation and career progression model which would demonstrate the University's commitment to a teaching-intensive career path within the CAS:T Agreement. Furthermore, in order to address a key concern of the CAS:T constituency, the mandate provided the ability to establish greater position security, by adopting a "contingent" appointment option for CAS:T Agreement staff members, and a range of appointment options more in keeping with the work done and working conditions experienced by CAS:T staff. <u>Administration ARC Members</u> Donna Herman, Faculty & Staff Relations, Chair Charles Lucy, Professor in Chemistry Lise Warick, Human Resource Services Susan Buchsdruecker, Faculty & Staff Relations The proposed amendments were ratified by AASUA membership on March 22, 2017 and recommended by General Faculties Council on April 21, 2017.

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section Student Participation Protocol >	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> • Agreement Review Committee • General Counsel and Field LLP • Steven Dew, Provost • PEC-O (March 23, 2017)
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • Agreement Review Committee • Administrators of Faculties and Departments • General Counsel and Field LLP • Steven Dew, Provost
	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> • Agreement Review Committee
Approval Route (Governance) (including meeting dates)	PEC-O (March 23, 2017) Statutory Deans' Council (April 5, 2017) PACC (April 18, 2017) GFC Executive Committee (April 10, 2017) General Faculties Council (April 21, 2017) – for recommendation Board Human Resources and Compensation Committee (April 28, 2017) – for recommendation Board of Governors (May 12, 2017) – for approval
Final Approver	Board of Governors

Alignment/Compliance

Alignment with Guiding Documents	Institutional Strategic Plan – <i>For the Public Good:</i> <i>GOAL: Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.</i> <i>3. OBJECTIVE Support ongoing recruitment and retention of a highly skilled, diverse community of non-academic and administrative staff by enriching the University of Alberta's working environment.</i> <i>GOAL: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</i> <i>21. OBJECTIVE 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.</i>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	The <i>Post-Secondary Learning Act</i> gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over "academic affairs" (section 26(1)). The Board has authority to employ officers, employees and academic staff (sections 83 and 84 of the <i>Act</i>) 84 (3) A board shall, subject to any existing agreement, (a) determine the remuneration of academic staff members, (b) prescribe the duties of academic staff members, and

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	<p>(c) prescribe the term of employment and the terms and conditions of employment of academic staff members.</p> <p>GFC has authority to approve procedures relating to the appointment, promotion and dismissal of academic staff (section 22(2)). In addition, GFC may recommend to the Board of Governors on "procedures in respect of appointments, promotions, salaries, tenure and dismissals" of academic staff (section 26(1)(o)).</p> <p>22(2) A person shall not be appointed to, promoted to or dismissed from any position on the academic staff at a university except on the recommendation of the president made in accordance with procedures approved by the general faculties council.</p> <p>26(1) (o) make recommendations to the board with respect to affiliation with other institutions, academic planning, campus planning, a building program, the budget, the regulation of residences and dining halls, procedures in respect of appointments, promotions, salaries, tenure and dismissals, and any other matters considered by the general faculties council to be of interest to the university;</p> <p><u>BHRCC Terms of Reference state:</u></p> <p>3. MANDATE OF THE COMMITTEE <i>Except as provided in paragraph 4 and in the Board's General Committee Terms of Reference, the Committee shall monitor, evaluate, advise and make decisions on behalf of the Board with respect to, and the Board delegates to the Committee responsibility and authority for, all policies and procedures affecting staff working conditions at the University and matters for collective bargaining and related service contracts. The Committee shall also consider any other matter delegated to the Committee by the Board.</i></p> <p><i>Without limiting the generality of the foregoing the Committee shall:</i> <i>(a) consider and propose changes in collective agreements and confirm the mandate for negotiating committees with all bargaining units;</i></p> <p>4. LIMITATION ON DELEGATION BY THE BOARD <i>The general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Board shall make all decisions with respect to:</i> <i>[...]</i> <i>c) the approval of collective agreements and any substantial revisions thereof;</i></p>
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1. Issue Brief – New Academic Teaching Staff Agreement (2 pages)
2. Side-by-Side CAS:T Agreement Amended to ATS Agreement (55 pages)
3. Title Page, Table of Contents and Appendices (19 pages)

Prepared by: Donna Herman, Special Advisor, Faculty and Staff Relations, donna.herman@ualberta.ca

Academic Teaching Staff (ATS) Agreement to replace Contract Academic Staff: Teaching (CAS:T) Agreement:

An Agreement Review Committee (ARC) comprising members from Administration and the AASUA has been working together to consider revisions to the Contract Academic Staff: Teaching (CAS:T) Agreement. In April, 2014, the Board provided Administration with a mandate to:

- (1) Develop a University-wide academic performance evaluation and career progression model which would demonstrate the University’s commitment to a teaching-intensive career path within the CAS:T Agreement; and
- (2) Establish greater position security by adopting a “contingent” appointment option for CAS:T Agreement staff members.

The work of the ARC has now brought us to the completion of the new Agreement and below are highlights of the ATS Agreement (in contrast to the CAS:T Agreement that it will replace). Following Board and GFC Approval and AASUA ratification, the new Agreement will be implemented on July 1, 2017.

Several Faculties have already adopted a Teaching Intensive Model under CAS:T with multi-year fixed or rolling terms (Arts, Business, FoMD – Dentistry, Nursing, Pharmacy, Physical Ed & Rec, Rehab Medicine, and Science). These Faculties will now be able to transition to the ATS Agreements, utilizing the appointment categories outlined. There will be no ability to hire into rolling terms but that job security is maintained and enhanced through the introduction of the “contingent” appointment option.

ACADEMIC TEACHING STAFF (ATS) AGREEMENT	
Definitions/ Article/Appendix	Change
1.15 Senior Officer	- Definition of administrators who have authority under the Agreement, and when read in conjunction with 4.3 (Delegation) clarifies the delegation of responsibilities.
1.16 Staff Member	- This is a more descriptive definition of staff members who fall under the Agreement and broadens the funding sources that can be used.
6. APPOINTMENTS	<ul style="list-style-type: none"> - Each Faculty/Department will develop position profiles that describe the teaching workload and other University responsibilities. - This Agreement establishes ranks and standards (Full Lecturer, Associate Lecturer, Assistant Lecturer and Instructor) with working titles continuing to be Faculty-specific or with the option of using the ranks as the working titles. - Provides the ability to hire into a full or part-time Term or Term Recurring appointment to a maximum of 6 years in length where lay-off provision continues to apply for contracts greater than 12 months with 3 months’ notice plus 1 month severance for each year of service to a maximum of 9 months; <u>OR INTO</u> - Provides the ability to hire into a full or part-time Career Status appointment where the contract does not specify an end date but is subject to termination as a result of: (1) duties of the position profile are no longer required; or (2) the position profile has changed and the staff member no longer has the qualifications required to carry out the responsibilities; or (3) The funding for the appointment is insufficient or is no longer available. The Appointee will receive no less than 12 months’ notice of termination. - Administration has committed to developing University-wide guidelines regarding: (1) procedures outlining the conversion of a Term appointment to a Term Recurring or Career Status appointment and (2) factors which determine when funding for a Career Status appointment is no longer

	<p>available.</p> <ul style="list-style-type: none"> - Provides more clarity regarding recruitment, advertising and “first consideration” of current staff for appointments.
7. RESPONSIBILITIES TO THE UNIVERSITY	<ul style="list-style-type: none"> - Language more specifically tailored to this Agreement and encompassing teaching and teaching-related responsibilities.
8. SUPPLEMENTARY PROFESSIONAL ACTIVITY	<ul style="list-style-type: none"> - Language more specifically tailored to this Agreement. Applies to full-time staff members only with Career Status or with a Term Status appointment of 12 months or greater.
9. PROBATIONARY PERIOD	<ul style="list-style-type: none"> - Establishment of probationary periods for Career Status and Fixed Term Status appointments for a term greater than 24 months.
10. EVALUATION	<ul style="list-style-type: none"> - Establishment of ATS Evaluation Committees (ATSEC) in each Faculty with a minimum expectation that ATSEC will develop, for the approval of the Provost, evaluation policies and procedures, position profiles, position expectations, standards of performance for each rank and criteria for recommendations regarding probation and promotion. - Staff members with Career Status will be evaluated by ATSEC. - Each ATSEC will determine whether staff members with Term Status will be evaluated by the Department Chair (or Dean in non-departmentalized Faculties) or by ATSEC. - Staff members with Instructor Status will be evaluated by the Department Chair (or Dean in non-departmentalized Faculties). - Provides more clarity regarding increment eligibility and increment recommendations.
11. UNSATISFACTORY AND UNACCEPTABLE PERFORMANCE	<ul style="list-style-type: none"> - Language derived from Faculty Agreement to address performance issues.
12. NOTICE PERIOD AND LAY-OFF	<ul style="list-style-type: none"> - No change from current provisions for staff members with Term Status where lay-off provision applies for contracts greater than 12 months – 3 months’ notice plus 1 month severance for each year of service to a maximum of 9 months. - Introduction of contingent clause from Faculty Agreement for staff members with Career Status (12 months’ notice of termination).
24. COPYRIGHT APPENDIX F	<ul style="list-style-type: none"> - Inclusion of newly ratified Copyright language and Appendix.
APPENDIX A	<ul style="list-style-type: none"> - Table summarizing appointment types and characteristics of each.
APPENDIX B	<ul style="list-style-type: none"> - New Appointment Letter.
APPENDIX C	<ul style="list-style-type: none"> - Details of Library Privileges, including on-line off-campus access to licensed online library content.
APPENDIX E	<ul style="list-style-type: none"> - Salary and Benefit Schedules to remain the same (including those unique Faculty salary schedules), subject to compensation negotiations.
APPENDIX H	<ul style="list-style-type: none"> - Detailed procedures to be developed, for use University-wide, on Evaluation and Promotion, through the joint Interpretation Committee established in Appendix I.
APPENDIX I	<ul style="list-style-type: none"> - Implementation of a standing joint Interpretation Committee to deal with monitoring, reviewing and updating language for the first two years of implementation of the new Agreement.

AASUA CAS:T ARC Team

Don Perkins, English and Film Studies (Chair)
Melanie Meardi, Faculty Lecturer, Nursing
Kelly MacFarlane, Faculty Lecturer, History and Classics
Brygeda Renke, AASUA

Administration CAS:T ARC Team

Donna Herman, Faculty and Staff Relations (Chair)
Susan Buchsdruecker, Faculty and Staff Relations
Lise Warick, Human Resource Services
Charles Lucy, Professor, Chemistry

CURRENT – CAS:T	AMENDED - ATS
<p style="text-align: center;">Recitals</p> <p>WHEREAS The Governors of the University of Alberta, of the first part, exercising authority given to it pursuant to sections 87(1) and 87(3) of the <u>Post Secondary Learning Act</u>, and</p> <p>The Association of the Academic Staff of the University of Alberta, of the second part, acting on behalf of each staff member.</p> <p>HEREBY AGREE that this Agreement as hereinafter set forth constitutes the Agreement provided for in sections 87(1) and 87(3) of the <u>Post Secondary Learning Act</u> for those members of the academic staff who are designated as such by the Governors of the University of Alberta: by resolution as attached to this Agreement in Appendix A.</p> <p>NOW WITNESSETH THAT in consideration of the premises and the matters hereinafter contained, the parties hereto agree as follows:</p> <p style="text-align: center;">Article 1: Definitions and Abbreviations</p> <p>1.01 “Acting” when referring to an officer of the University (President, Vice-President, Dean, Department Chair or other officer) means a person designated to act for the officer during the officer’s absence; the person who is acting shall have the same authority and responsibility during appointment as the officer has under the terms of this Agreement.</p>	<p style="text-align: center;">Recitals</p> <p>WHEREAS The Board of Governors of the University of Alberta exercising authority given to it pursuant to sections 87(1) and 87(3) of the <i>Post-Secondary Learning Act</i> (Alberta);</p> <p>AND WHEREAS The Association of the Academic Staff of the University of Alberta, acting on behalf of each staff member pursuant to section 85 of the <i>Post-Secondary Learning Act</i> (Alberta);</p> <p>HEREBY AGREE that this Agreement constitutes the agreement provided for in sections 87(1) and 87(3) of the <i>Post-Secondary Learning Act</i> (Alberta) for those members of the academic staff who are designated as such by the Governors of the University of Alberta:</p> <p>THE PARTIES HEREBY AGREE AS FOLLOWS:</p> <p style="text-align: center;">Preamble</p> <p>This Academic Teaching Staff (ATS) Agreement includes provisions for academic performance evaluation and a career progression model that institutionalizes best practices that have been in place for many years in several Faculties for the hiring of contingent Academic Staff. This Agreement provides the tools to recognize and reward educational leadership, curriculum development and outstanding teaching.</p> <p>The creation of a teaching-intensive career path within the ATS Agreement at the University of Alberta validates our conviction that all academic work is highly regarded. The entire University community benefits when teaching-intensive colleagues are acknowledged as essential partners in the scholarly activities of the University by augmenting, strengthening and supporting the role of their Academic Staff colleagues in carrying forward the University’s mission/goals.</p> <p style="text-align: center;">Article 1: Definitions and Abbreviations</p> <p>1.1 “Acting” when referring to an officer of the University of Alberta (President, Vice-President, Dean, Department Chair or other officer) means a person designated to act for the officer during the officer’s absence; the person who is acting shall have the same authority and responsibility during appointment as the officer has under the terms of this Agreement.</p> <p>1.2 “Administration Advisor” means a University</p>

<p>1.02 “Agreement” means this Agreement.</p> <p>1.03 “Association” means the Association of the Academic Staff of the University of Alberta.</p> <p>1.04 “Board” means the Governors of the University of Alberta.</p> <p>1.05 “Day” or “Days” means Monday through Friday, but does not include a day when the University buildings are closed. Reference in this Agreement to week, month and year shall refer to the calendar period.</p> <p>1.06 “Dean” means the chief executive officer of a Faculty.</p> <p>1.07 “Department” means the academic unit of a Faculty, established as such by the Board.</p> <p>1.08 “Department Chair” means the chief executive officer of a Department. Responsibilities assigned herein to a Department Chair shall be the responsibility of the Dean in Faculties in which there are no departments.</p> <p>1.09 “Faculty” means the academic unit of the University established as such by the Board.</p> <p>1.10 “Faculty Council” means the council created by that name in accordance with section 28(2) of the <u>Post Secondary Learning Act</u>; for the purposes of this Agreement voting on decisions required by this Agreement shall be restricted to the academic staff members in the Faculty.</p> <p>1.11 “President” means the President of the University.</p> <p>1.12 “Provost” means the Provost and Vice President (Academic) of the University.</p>	<p>employee with duties associated with advising under academic agreements.</p> <p>1.3 “Agreement” means this Agreement.</p> <p>1.4 “Association” means the Association of the Academic Staff of the University of Alberta.</p> <p>1.5 “Board” means the Governors of the University of Alberta.</p> <p>1.6 “Day” or “Days” means Monday through Friday, but does not include a day when the University buildings are closed. Reference in this Agreement to week, month and year shall refer to the calendar period.</p> <p>1.7 “Dean” means a University employee who “has general supervision over and direction of the academic work and instructional staff of the Faculty and of the officers and employees employed in connection with that work, and has the other powers, duties and functions that are assigned to the dean by the president” pursuant to Section 21(2) of the <i>Post-Secondary Learning Act</i> (Alberta).</p> <p>1.8 “Delegation” means an authorization in writing to perform a task or tasks required by this Agreement.</p> <p>1.9 “Department” means the academic unit of a Faculty, established as such by the Board.</p> <p>1.10 “Department Chair” means the administrative head of a Department reporting to the Dean. Responsibilities assigned in this Agreement to a Department Chair shall be the responsibility of the Dean in Faculties in which there are no Departments.</p> <p>1.11 “Faculty” means the academic unit of the University established as such by the Board of Governors pursuant to Section 19(e) of the <i>Post-Secondary Learning Act</i> (Alberta).</p> <p>1.12 “Faculty Council” means the council created by that name pursuant to Section 28(2) of the <i>Post-Secondary Learning Act</i> (Alberta); for the purposes of this Agreement voting on decisions required by this Agreement shall be restricted to the academic staff members in the Faculty.</p> <p>1.13 “President” means the President and Vice Chancellor of the University.</p> <p>1.14 “Provost” means the Provost and Vice President (Academic) of the University. The Provost is also the Chief Operating Officer and Senior Vice</p>
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1.13 “Staff member” means a person who has been appointed to a position on the academic staff of the University for a fixed term. “Staff member” includes all the categories enumerated in clause 6.03. Consistent with the Board Resolution of Recognition Appendix A, “staff member” shall include, but is not limited to, athletic coaches, persons engaged in curriculum coordination and development, practicum supervisors, distance and web-based course design and delivery.

Appendix A: Board Resolution of Recognition

THAT, in accordance with the provisions of Section 60(2)(a) of the Post Secondary Learning Act, the Board of Governors designates the following categories of employees as academic staff:

1. Those employees who have been employed for a fixed term of not less than four months where such employment is considered by the University to be full-time during that term and where the duties in such employment are to teach or to perform managerial/professional duties similar to those carried out by APOs, Librarians or FSOs.
2. Those employees who have been employed for a fixed term where such employment is considered by the University to be part-time during that term, and where the duties in such employment are to teach or to perform managerial/ professional duties similar to those carried out by APOs, Librarians or FSOs and provided further that:
 - a) where duties consist of teaching, such teaching services shall comprise a minimum responsibility for a 3-credit course (or the equivalent thereof), and
 - b) where the employment is to perform managerial/professional duties, such services shall be for a minimum of fourteen hours per week and the employment must be for at least four months.
3. The source of funding for the employment under categories 1 and 2, above, shall be the regular University operating budget/accounts or from funds controlled/generated by the University (other than research grant/contract funds).

President.

- 1.15 “Senior Officer” means a University employee appointed under the Faculty Agreement who has also been appointed to an administrative position including Vice-Provost, Deputy Provost, Vice-Dean, Associate Dean or Department Chair.
- 1.16 “Staff member” means a person who has been appointed under this Agreement to a position with teaching and/or teaching-related responsibilities (in accordance with Article 7.3) on the academic staff of the University (where teaching shall involve University credit courses) and where the funding source permits payment of such responsibilities.

<p>1.14 The following abbreviations are used in this Agreement:</p> <ul style="list-style-type: none"> a) ARC means the Agreement Review Committee created in 5.01 and 5.03, b) GFC means the General Faculties Council of the University. <p>1.15 “University” means University of Alberta.</p>	<p>1.17 The following abbreviations are used in this Agreement:</p> <ul style="list-style-type: none"> a) ARC means the Agreement Review Committee created in Article 5; b) GFC means the General Faculties Council of the University; and c) ATS Evaluation Committee or ATSEC means the Academic Teaching Staff Evaluation Committee established in Article 10. <p>1.18 “University” means the University of Alberta.</p>
<p style="text-align: center;">Article 2: Application</p> <p>2.01 This Agreement shall remain in effect and be binding upon the Board, the Association, and each staff member in accordance with its terms, subject only to amendment as herein provided.</p> <p>2.02.1 The University of Alberta is committed to the pursuit of truth, the advancement of learning, and the dissemination of knowledge.</p> <p>2.02.2 The University expects each staff member to engage in these endeavours.</p> <p>2.02.3 The parties to this agreement subscribe to the principles of academic freedom, that is, the right to examine, to question, to teach, to learn, to investigate, to speculate, to comment, to criticize without deference to prescribed doctrine. Academic freedom does not confer legal immunity; nor does it diminish the obligation of members to meet their responsibilities to the University as set out in Article 8 (University responsibilities).</p> <p>2.02.4 Members have the right to publish the results of their research without interference or censorship by the institution or its agents.</p>	<p style="text-align: center;">Article 2: Application</p> <p>2.1 This Agreement shall remain in effect and be binding upon the Board, the Association, and each staff member in accordance with its terms, subject only to amendment as herein provided.</p> <p>2.2 The University is committed to the pursuit of truth, the advancement of learning, and the dissemination of knowledge.</p> <p>2.3 The University expects each staff member to engage in these endeavors.</p> <p>2.4 The Parties to this Agreement subscribe to the principles of academic freedom, that is, the right to examine, to question, to teach, to learn, to investigate, to speculate, to comment, to criticize without deference to prescribed doctrine. Academic freedom does not confer legal immunity; nor does it diminish the obligation of staff members to meet their responsibilities to the University as set out in Article 7 (Responsibilities to the University).</p> <p>2.5 Staff members have the right to publish the results of their research without interference or censorship by the institution or its agents.</p>
<p>Right to Access</p> <p>2.03 A staff member shall have access, with reasonable notice, to the records of all personal information pertaining to the staff member, except:</p> <ul style="list-style-type: none"> a) confidential evaluations regarding the staff member’s application for employment; b) confidential evaluations regarding career decisions about a staff member which are made in accordance with the procedures of Articles 12 and 13. 	<p>Right to Access</p> <p>2.6 A staff member shall have access, with reasonable notice, to the records of all personal information pertaining to the staff member, except:</p> <ul style="list-style-type: none"> a) confidential evaluations regarding the staff member’s application for employment; b) confidential evaluations regarding career decisions about a staff member which are made in accordance with the procedures of

<p>c) to portions of the record that would not be released under the provisions of the Freedom of Information and Protection of Privacy Act.</p> <p>2.04 The staff member may request of the custodian of files that the staff member be permitted to examine the staff member's personal files in that office. Such examination shall be during working hours. During the examination, the staff member shall be accompanied by the custodian, or delegate. The staff member shall not remove the file from the office, and subject to 2.05, shall not change anything in the file.</p> <p>Right to Correct Information</p> <p>2.05.1 A staff member may request that information in a record pertaining to the staff member be corrected.</p> <p>2.05.2 If the information in the record is opinion, the staff member may submit an annotation which shall be linked to a record. If a request that information in a record be corrected is not accepted, the staff member may submit an annotation which shall be linked to the record.</p> <p>Article 3: Association Recognition</p> <p>3.01 In accordance with the provisions of 60(2) of the <u>Post Secondary Learning Act</u>, a staff member becomes a member of the academic staff, and a member of the Association.</p> <p>Appendix A: Board Resolution of Recognition</p> <p>4. Notwithstanding the generality of the foregoing, the following persons shall <u>not</u> be included in categories 1 and 2, above:</p> <p>a) persons who report directly to the President or to a Vice-President;</p> <p>b) persons who carry out teaching or managerial/professional responsibilities under the terms of either the NASA or GSA collective agreements;</p> <p>c) persons who carry out teaching duties in non-credit courses;</p> <p>d) part-time persons who are practising physicians, dentists or lawyers;</p> <p>e) persons who do not receive University remuneration for the services performed; and</p> <p>f) persons whose part-time responsibilities to the University are less than the minimum established under categories 1 and 2, above.</p>	<p>Articles 12 and 13.</p> <p>c) to portions of the record that would not be released under the provisions of the Freedom of Information and Protection of Privacy Act.</p> <p>2.7 The staff member may request of the custodian of files that the staff member be permitted to examine the staff member's personal files in that office. Such examination shall be during working hours. During the examination, the staff member shall be accompanied by the custodian, or delegate. The staff member shall not remove the file from the office, and subject to 2.05, shall not change anything in the file.</p> <p>Right to Correct Information</p> <p>2.8 A staff member may request that information in a record pertaining to the staff member be corrected.</p> <p>2.9 If the information in the record is opinion, the staff member may submit an annotation which shall be linked to a record. If a request that information in a record be corrected is not accepted, the staff member may submit an annotation which shall be linked to the record.</p> <p>Article 3: Association Recognition</p> <p>3.1 In accordance with the provisions of 60(2) of the <i>Post-Secondary Learning Act (Alberta)</i>, a staff member shall become a member of the academic staff, and a member of the Association, on the date of appointment.</p> <p>3.2 The Parties to this Agreement agree that the following persons shall not be included as a staff member and a member of the Association:</p> <p>a) Persons whose appointment is full-time or part-time for an appointment period of less than 4 months;</p> <p>b) Persons where duties consist of teaching less than the equivalent of a three-credit course or where duties are teaching-related for a commitment of less than 14 hours per week;</p> <p>c) Persons who carry out teaching and/or teaching-related responsibilities under the terms of either the non-academic staff or graduate student collective agreements;</p> <p>d) Persons who carry out teaching and/or</p>
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<p>3.02 Association dues shall be deducted from the staff member's salary cheque and shall be remitted to the Association.</p> <p>3.03 A staff member may, annually in writing, request the appropriate University Officer to remit amounts otherwise payable as Association dues to a program which is related to and administered by the University. The specific cause shall be selected from time to time by the executive of the Association and the Provost.</p>	<p>teaching-related responsibilities in non-credit courses;</p> <p>e) Persons who report directly to the President or a Vice-President;</p> <p>f) Persons who are part-time and who are practising physicians, dentists or lawyers; and/or</p> <p>g) Persons who do not receive University remuneration for the services performed.</p> <p>3.3 Association dues shall be deducted from the staff member's salary cheque and shall be remitted to the Association.</p> <p>3.4 A staff member may, annually in writing, request the appropriate University officer to remit amounts otherwise payable as Association dues to a program which is related to and administered by the University. The specific cause shall be selected from time to time by the executive of the Association and the Provost.</p>
<p style="text-align: center;">Article 4: Delegation</p> <p>4.01 The Board confirms delegation of its powers, duties and functions for the performance of its responsibilities contemplated by the terms of this Agreement (with the power to sub delegate as set out in this Article), including responsibilities assigned to a person or committee pursuant to:</p> <ul style="list-style-type: none"> a) Article 6 - Appointments b) Article 7 - Renewal of Appointment c) Article 12 - Evaluation d) Article 13 - Discipline e) Article 14 - Investigation of Complaints f) Article 27 - Layoff <p>4.02 The authority of any party described in Article 4 to delegate responsibilities under this Article includes the authority to revoke those delegated</p>	<p style="text-align: center;">Article 4: Delegation</p> <p>4.1 The Board confirms delegation of its powers, duties and functions for the performance of its responsibilities contemplated by the terms of this Agreement (with the power to sub-delegate as set out in this Article), including responsibilities assigned to a person or committee pursuant to:</p> <ul style="list-style-type: none"> a) Article 6 – Appointments – delegation to the Dean; b) Article 9 – Probationary Period – delegation to the Department Chair and Dean; c) Article 10 – Evaluation – delegation to the Department Chair, ATSEC and Dean; d) Article 11 – Unsatisfactory and Unacceptable Performance – delegation to the Department Chair, ATSEC, Dean and Provost e) Article 12 – Notice Period and Layoff – delegation to the Department Chair and Dean; f) Article 13 – Complaints – delegation to the Department Chair, Dean, Provost and ATS Appeals Committee. <p>4.2 The authority of any party described in this Article to delegate responsibilities under this Article includes the authority to revoke those</p>

<p>responsibilities and to exercise those responsibilities directly. The revocation of a delegated responsibility does not nullify decisions, order, directions or recommendations made at the time the delegation of responsibilities remained in effect.</p> <p>4.03.1 A senior officer of the University (including a chair, a Dean, and the Provost) may delegate to another officer of the University or to a staff member any of the responsibilities assigned in this agreement to the senior officer, subject to approval in writing by the officer to whom the senior officer reports.</p> <p>4.03.2 “Acting” when referring to an officer of the University (President, Vice-President, Dean, Department Chair or other officer) means a person designated to act for the officer during the officer’s absence; the person who is acting shall have the same authority and responsibility during appointment as the officer has under the terms of this Agreement.</p> <p>4.04 The President of the Association may delegate any responsibility to another member of the executive of the Association or the Executive Director of the Association.</p> <p>4.05 A Faculty Council may recommend, and the Provost may approve, delegation of any responsibility of a Faculty Council under this Agreement to such persons or groups designated by the Faculty Council.</p> <p>4.06 All delegations of responsibility and revocations of delegation under this article shall be in writing.</p> <p>4.07 If, in this Agreement, a decision is to be made by the Association, the decision shall be made by the President of the Association subject to such restriction as the Association, acting in accordance with its bylaws, may determine. Any policy which restricts the ability of the President of the Association to act shall be communicated in writing to the Provost.</p>	<p>delegated responsibilities and to exercise those responsibilities directly. The revocation of a delegated responsibility does not nullify decisions, orders, directions or recommendations made at the time the delegation of responsibilities remained in effect.</p> <p>4.3 Any of the responsibilities of a Senior Officer under this Agreement may be delegated to another Senior Officer subject to approval in writing by the:</p> <ul style="list-style-type: none"> a) Dean if those responsibilities are assigned to a Vice-Dean, Associate Dean, Department Chair or ATSEC; b) Provost if those responsibilities are assigned to a Dean; and c) President of the University if those responsibilities are assigned to the Provost. <p>4.4 The President of the Association may delegate any responsibility to another member of the executive of the Association or the Executive Director of the Association.</p> <p>4.5 A Faculty Council may recommend, and the Provost may approve, delegation of any responsibility of a Faculty Council under this Agreement to such persons or groups designated by the Faculty Council.</p> <p>4.6 All delegations of responsibility and revocations of delegation under this Article shall be in writing.</p> <p>4.7 If, in this Agreement, a decision is to be made by the Association, the decision shall be made by the President of the Association subject to such restriction as the Association, acting in accordance with its bylaws, may determine. Any policy which restricts the ability of the President of the Association to act shall be communicated in writing to the Provost.</p>
<p>Article 5: Agreement Review and Amending Procedures</p> <p>5.01 There shall be an ARC which shall consider amendments to the Agreement and to the Appendices thereto except for those parts of the Agreement which are amended in accordance with the provisions of Article 16.</p> <p>5.02 ARC shall also:</p>	<p>Article 5: Agreement Review and Amending Procedures</p> <p>5.1 There shall be an Agreement Review Committee (ARC) which shall consider amendments to this Agreement and to the Appendices thereto except for those parts of the Agreement which are amended in accordance with the provisions of Article 17 (Compensation Negotiations).</p> <p>5.2 ARC shall also:</p>

<p>a) consider and reach agreement on interpretations to this Agreement (Article 25);</p> <p>b) serve as a joint reference body for consideration of matters which affect the contracts of staff members.</p>	<p>a) Consider and reach agreement on interpretations to this Agreement (Article 26); and</p> <p>b) Serve as a joint reference body for consideration of matters which affect the contracts of staff members.</p>
<p>5.03 ARC shall consist of four members appointed by the Board and four members appointed by the Association. The Board and the Association may vary their members from time to time and for particular matters under consideration. Each party shall inform the other in writing of the names of its appointed members and of changes thereto.</p>	<p>5.3 ARC shall consist of 4 members appointed by the Board and 4 members appointed by the Association. The Board and the Association may vary their members from time to time and for particular matters under consideration. Each Party shall inform the other in writing of the names of its appointed members and of changes thereto.</p>
<p>5.04 The Board and the Association shall each have one vote on ARC.</p>	<p>5.4 The Board and the Association shall each have one vote on ARC.</p>
<p>5.05 Matters referred to ARC under 5.02(b) may be brought forward by the Provost or by the President of the Association.</p>	<p>5.5 Matters referred to ARC in accordance with Article 5.02(b) may be brought forward by the Provost or by the President of the Association.</p>
<p>5.06 Both the Board members and the Association members of ARC may use the services of such consultants and resource persons as they may see fit and such persons may be invited to attend meetings of ARC.</p>	<p>5.6 Both the Board members and the Association members of ARC may use the services of such consultants and resource persons as they may see fit and such persons may be invited to attend meetings of ARC.</p>
<p>5.07 ARC shall meet as frequently as necessary to consider any amendments proposed by either the Board members or the Association members or by other bodies or persons.</p>	<p>5.7 ARC shall meet as frequently as necessary to consider any amendments proposed by either the Board members or the Association members or by other bodies or persons.</p>
<p>5.08 Amendments to the Agreement (excluding Appendices) which are agreed to by ARC shall be referred to each of the Board and the Association for ratification. Upon ratification by both parties or upon a date specified in the ratification, such amendments shall amend this Agreement and such amendments shall be applicable to all staff members.</p>	<p>5.8 Amendments to this Agreement (excluding Appendices) which are agreed to by ARC shall be referred to each of the Board and the Association for ratification. Upon ratification by both Parties or upon a date specified in the ratification, such amendments shall amend this Agreement and such amendments shall be applicable to all staff members.</p>
<p>5.09 In the event that either the Board or the Association fails to ratify an amendment either party may request that ARC be reconvened to attempt to resolve the matter.</p>	<p>5.9 In the event that either the Board or the Association fails to ratify an amendment either Party may request that ARC be reconvened to attempt to resolve the matter.</p>
<p>5.10 Where ARC does not approve a proposed amendment or where no ratification of an amendment proposed by ARC occurs, the status quo shall prevail.</p>	<p>5.10 Where ARC does not approve a proposed amendment or where no ratification of an amendment proposed by ARC occurs, the status quo shall prevail.</p>
<p>5.11 ARC is authorized to approve amendments to Appendices without ratification by the Board and the Association and such amendments shall take effect on the date specified by ARC.</p>	<p>5.11 ARC is authorized to approve amendments to Appendices without ratification by the Board and the Association and such amendments shall take effect on the date specified by ARC.</p>

<p>5.12 Notwithstanding the foregoing, where pursuant to section 22(2) of the <u>Post Secondary Learning Act</u>, policies have been approved upon recommendation of GFC for various aspects of the terms and conditions of employment of staff members, any amendments affecting such policies shall also be submitted to GFC for approval.</p> <p>5.13 Decisions reached by ARC shall be binding on the Board and the Association and on individual staff members. When this Agreement so requires, or if either party so requests, decisions of ARC shall be subject to ratification by the party so requesting.</p>	<p>5.12 Notwithstanding the foregoing, where pursuant to section 22(2) the <i>Post-Secondary Learning Act</i> (Alberta), policies have been approved upon recommendation of GFC for various aspects of the terms and conditions of employment of staff members, any amendments affecting such policies shall also be submitted to GFC for approval.</p> <p>5.13 Decisions reached by ARC shall be binding on the Board and the Association and on individual staff members. When this Agreement so requires, or if either party so requests, decisions of ARC shall be subject to ratification by the Party so requesting.</p>
<p>Article 6: Appointments</p>	<p>Article 6: Appointments</p>
<p>6.01.1 The appointment of a staff member shall be made by the Dean.</p>	<p>(Refer to Appendix A which provides a Summary for ease of use of Articles 6, 8, 9 and 10)</p>
<p>6.01.2 A letter of appointment, following the example in Appendix B, duly executed by the Dean and the staff member, shall confirm the appointment of a staff member.</p>	<p>6.1 In this Article, the following definitions shall be used:</p>
<p>6.01.3 The appointment of a staff member shall commence on the date set in the duly executed letter of appointment.</p>	<p>a) A staff member shall receive an appointment through a Letter of Appointment in accordance with 6.2 and the appointment shall be specified either as full-time or as part-time (with the appropriate full-time equivalent indicated);</p>
<p>6.02 The parties to this Agreement agree that, where relevant, persons holding doctoral level qualifications or the equivalent professional qualifications shall receive preferential consideration in making appointments.</p>	<p>b) A staff member's appointment shall be to a position;</p>
<p>6.03.1 The appointment of a staff member shall be for the term stated in the letter of appointment to a position in one of the following categories:</p> <p>a) full-time instructional appointments which shall include full-time limited term appointments for 4 months or longer and shall include rolling term appointments.</p> <p>b) part-time instructional appointments which shall include appointments to teach one or more three-credit courses or equivalent, but are not full-time.</p>	<p>c) The general duties of the position shall be set out in a position profile which shall be attached to the Letter of Appointment and which:</p> <p>i. Shall be subject to change in accordance with Article 10.12;</p> <p>ii. Shall establish the necessary professional and educational qualifications required for the position;</p> <p>iii. Shall include a description of the workload with respect to course assignments; and</p>
<p>6.03.2 Each Faculty shall advise the Association and the Provost in writing as to the Faculty definition of what constitutes a full-time teaching appointment under this Agreement in each unit. The definition shall be sufficiently specific to permit the effective interpretation and application of the Agreement.</p>	<p>iv. Shall include other teaching and/or teaching-related responsibilities and duties as assigned by the Department Chair such as supervisory and administrative responsibilities; and</p> <p>v. May include responsibilities related to research and other scholarly activities and service.</p>
<p>6.03A The following articles shall not apply to staff members appointed to Special Registrations:</p>	

<ul style="list-style-type: none"> a. Articles 6.08 (Posting of Vacancies) through 6.11 (Cancellation or Reassignment of Courses) inclusive. b. Articles 17.05.1 through 17.05.03 (Increments) inclusive. c. Articles 18.05 (Vacation), 18.06 and 18.07 (Pensions) and 18.08, 18.09 and 18.10 (Benefits). d. Articles 21.01 through 21.09 (Childbirth Leave) inclusive. e. Article 7 (Renewal of Appointment). f. Article 12 (Evaluation). g. Article 27 (Layoff). 	<ul style="list-style-type: none"> d) The contract status of Career or Term or Instructor in accordance with Article 6.5 of a staff member's appointment shall be stated in the Letter of Appointment; e) The staff member shall be appointed to a rank in accordance with Article 6.7; and f) The staff member may be appointed with a probationary period in accordance with Article 9. <p>6.2 A Letter of Appointment to a full-time or part-time position, following the template outlined in Appendix B and duly executed by the Dean and the staff member, shall confirm the appointment of a staff member.</p> <p>6.3 The appointment of a staff member shall commence on the date set in the duly executed Letter of Appointment, in accordance with Article 6.2.</p> <p>6.4 A staff member who is appointed to multiple part-time positions should advise each Department Chair of their other University position(s) in order for the staff member and the Department Chairs to coordinate the workload assignment and potential Benefits (Article 19) for the staff member.</p> <p>Contract Status</p> <p>6.5 The appointment of a staff member shall be with the contract status of:</p> <ul style="list-style-type: none"> a) Career Status – where the appointment to a full-time or part-time position does not include an appointment period (or a specific end date) but is subject to termination in accordance with Article 12. b) Term Status – where the appointment to a position is for a defined appointment period (with a specific end-date) and will be categorized as one of the following: <ul style="list-style-type: none"> i. Term 12 – where the appointment is to a full-time or part-time position for an appointment period of 12 months to a maximum of 6 years; that is, the Letter of Appointment will include a defined appointment period of 12 months to a maximum of 6 years; ii. Term 8R (Recurring Term) – where the appointment is to a full-time position ONLY for an appointment period from 24 months to a maximum of 6 years,
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BUT where the staff member's full-time workload occurs in 8, 9, 10 or 11 months within each year of the appointment period and the inactive period will be the remainder of the months within each year; that is, the Letter of Appointment will include a defined appointment period from 24 months to a maximum of 6 years but will also include the start and end dates of the full-time workload and the start and end dates of the inactive period (period of leave without pay) within each year;

iii. Term 8 – where the appointment is to a full-time or part-time position for a period of 8 months to a maximum of less than 12 months; that is, the Letter of Appointment will include a defined appointment period of 8 months to a maximum of less than 12 months.

c) Instructor Status – where the appointment is to a full-time position for an appointment period of less than 8 months or to a part-time position for an appointment period of less than 12 months.

6.6 For Term Status appointments:

- a) The appointment of a staff member shall end on the date stipulated in the Letter of Appointment without the need for further notice or severance from the University;
- b) A staff member may receive subsequent appointment(s) with Term Status, each to a maximum appointment period of 6 years, or may receive a subsequent appointment with Career Status;
- c) The appointment of a staff member with Term 12 status shall include provisions for layoff in accordance with Article 12.

Ranks

6.7 In accordance with Article 10.12 (b), a staff member shall be appointed to a position at the rank of:

- a) Full Lecturer;
- b) Associate Lecturer;
- c) Assistant Lecturer; or
- d) Instructor.

<p>Special Conditions</p> <p>6.04 A Dean or the Provost may appoint a staff member with special conditions which are at variance with the terms of this Agreement provided:</p> <ul style="list-style-type: none"> a) the variations are in writing and are included in or appended to the letter of appointment; and, b) the variations have been approved in writing by the Provost after consultation with the President of the Association and prior to the offer being made. <p>6.05 The Provost may approve special conditions which are at variance with the terms of this Agreement and which are agreed to subsequent to the original appointment of a staff member provided:</p> <ul style="list-style-type: none"> a) the variations have been recommended by a Dean and are approved in writing by the staff member; and, b) the Provost has consulted with the President of the Association prior to approval. 	<p>Special Conditions</p> <p>6.8 A Dean or the Provost may appoint a staff member with special conditions which are at variance with the terms of this Agreement provided:</p> <ul style="list-style-type: none"> a) The variations are in writing and are included in or appended to the Letter of Appointment; and, b) The variations have been approved in writing by the Provost after consultation with the President of the Association and prior to the offer being made. <p>6.9 The Provost may approve special conditions which are at variance with the terms of this Agreement and which are agreed to subsequent to the original appointment of a staff member provided:</p> <ul style="list-style-type: none"> a) The variations have been recommended by a Dean and are approved in writing by the staff member; and, b) The Provost has consulted with the President of the Association prior to approval.
<p>Basic Conditions</p> <p>6.07.1 A staff member shall be provided appropriate workspace and reasonable access to support services for the discharge of responsibilities.</p> <p>6.07.2 A staff member shall be provided with the University identification card (the ONEcard).</p> <p>6.07.3 A staff member shall be provided with full University library privileges, with the termination date of such privileges to be the later of the termination date of the staff member's contract of appointment or the next following September 30.</p> <p>6.07.4 A staff member shall be provided with a computing services ID and password with the termination date of such privileges to be the later of the termination date of the staff member's contract of appointment or the next following September 30.</p> <p>6.07.5 A staff member shall be provided with access to the University Health Centre.</p> <p>6.07.6 A staff member shall be provided with access to University Recreation Services.</p>	<p>Basic Conditions</p> <p>6.10 A staff member shall be provided appropriate workspace and reasonable access to support services for the discharge of responsibilities.</p> <p>6.11 A staff member shall be provided with the University identification card (the ONEcard) and library and computing privileges in accordance with the related policies, procedures and protocols of the University, as amended from time to time. With the recognition that policies and procedures are dynamic documents that are reviewed and revised regularly based on numerous factors, the Association shall be consulted on policy and procedure related to identification cards and library and computing privileges. Appendix C sets out University Library Privileges for staff members.</p>

Posting of Vacancies and Notice of Appointment	Advertising of Positions
<p>6.08 A Department Chair shall, whenever possible, post prospective opportunities for appointments to temporary teaching positions as early as possible and not later than four weeks prior to the beginning of the teaching term.</p>	<p>6.12 Recruitment, including the advertising of positions, shall be conducted in accordance with the policies, procedures and protocols of the University, as amended from time to time.</p>
<p>6.09.1 Vacancies in tenure-track positions or vacancies for long-term temporary appointments shall, as a minimum, be posted on the departmental bulletin board or by the standard means of communication of the department, e.g., by e-mail. Staff members are encouraged to apply for appointment to a vacancy.</p>	<p>6.13 Notwithstanding Article 6.12 above, prior to advertising positions available with the status of Career, Term 12 and Term 8R, a Department Chair shall notify current staff members with the status of Career, Term 12, Term 8R and Term 8 of such positions and:</p>
<p>6.09.2 Notwithstanding the above, in the case where the appointment of a non-Canadian/permanent resident is anticipated, Department Chairs should consult with Academic Staff Administration before beginning the recruitment process.</p>	<p>a) Provide those staff members with the opportunity to indicate their interest in the positions available.</p>
<p>Article 7: Renewal of Appointment</p>	<p>b) Shall first consider and appoint current staff members to the positions available in accordance with the following factors:</p>
<p>7.01.1 Following an assessment of satisfactory performance, a staff member who has an appointment for a rolling term shall have the terms of the appointment extended by one year (in the case of persons appointed on a 12 month basis), or one complete term (in the case of persons appointed on recurring terms of less than 12 months).</p>	<p>i. Academic qualifications in accordance with the position profile;</p>
<p>7.01.2 A staff member who has an appointment for a rolling term and who receives an assessment of unsatisfactory performance shall be provided notice that the contract will terminate on the next following June 30 (or an earlier date for persons whose recurring terms end on a date prior to June 30). If the assessment is not completed by April 1, the staff member shall receive a minimum of three months' notice of termination.</p>	<p>ii. Qualifications to perform the required duties;</p>
<p>7.01.3 Notwithstanding 7.01.1, when the need ceases for the position held by a staff member on a rolling term contract, or when the funding for the appointment is no longer available or sufficient, the Dean or the Provost shall so inform the staff member, in writing. The appointment of the staff member shall terminate on the next following June 30. If the information is not provided by April 1, the staff member shall receive a minimum of three months' notice of termination. The staff member shall receive a severance allowance in accordance with 27.04.</p>	<p>iii. Quality and effectiveness of previous service as determined by annual evaluation (Article 10); and</p>
<p>7.02.1 If a department has positions for full-time or part-time temporary staff available in the next following academic year, present staff members holding such</p>	<p>iv. Length of service (which shall be the determining factor only where all the other factors are relatively equal).</p>

appointments may apply for such appointments and, if they apply, shall receive full consideration.

- 7.02.2 In making reappointments, the University shall consider professional qualifications, qualifications to perform the required work, quality and effectiveness of work performed and length of service. Length of service shall be the determining factor only where the other factors are relatively equal. Refer also to Appendix G, clause 2, Period of Appointment.

Cancellation and Reassignment of Courses

- 6.10 In the event that a Dean cancels a course for which a staff member has been appointed, the staff member shall be paid a cancellation stipend of:
- a) \$100 if the notice of cancellation is given less than four weeks prior to the scheduled start of classes; or
 - b) \$200 if the notice of cancellation is given after the start of classes; the staff member shall also be paid salary earned from the date the appointment takes effect to the date of cancellation.
- 6.11 After an initial assignment, in the event that a course requiring new preparation is assigned, the staff member shall be paid a stipend of \$100 if the notice of reassignment is given within one week of the scheduled start of classes.

Article 8: University Responsibilities

- 8.01 The general duties of a staff member shall be specified in the letter of appointment. Specific responsibilities shall be assigned by the Department Chair.

Teaching Duties

Cancellation and Reassignment of Courses

- 6.14 In the event that a Department Chair cancels a course for which an Instructor has been appointed, the staff member shall be paid a cancellation stipend of:
- a) \$100 if the notice of cancellation is given less than four weeks prior to the scheduled start of classes; or
 - b) \$200 if the notice of cancellation is given after the start of classes; the staff member shall also be paid salary earned from the date the appointment takes effect to the date of cancellation.
- 6.15 After an initial assignment, in the event that a course requiring new preparation is assigned, an Instructor shall be paid a stipend of \$100 if the notice of reassignment is given within one week of the scheduled start of classes.
- 6.16 In the event that a course is cancelled for which a staff member with a full-time Career or full-time Term Status appointment has been assigned, the staff member shall retain the workload and salary in accordance with the Letter of Appointment and shall be assigned suitable alternative work or a special project (course revisions, manual updates, other course support) for that teaching term.

Article 7: Responsibilities to the University

- 7.1 A staff member under this Agreement shall be a scholar who has teaching and/or teaching-related responsibilities as their primary academic responsibility.
- 7.2 The general duties of a staff member shall be specified in the position profile. Specific responsibilities shall be assigned by the Department Chair.

Teaching and/or Teaching-Related Responsibilities

8.02	A staff member shall demonstrate scholarship and remain current and competent in the discipline or profession in which the staff member is appointed.	7.3	A staff member shall demonstrate scholarship and remain current and competent in the discipline or profession in which the staff member is appointed.
8.03	The Department Chair shall assign to each staff member specific responsibilities, which shall include courses to be taught and other teaching duties and may include supervisory and administrative responsibilities.	7.4	The Department Chair shall assign to each staff member specific teaching and/or teaching-related responsibilities.
			Staff member shall include, but is not limited to those:
			a) delivering distance and web-based courses;
			b) developing curriculum and designing courses;
			c) supervising honors program undergraduate students and those supervising the work of graduate students;
			d) engaged in teaching-related administrative duties (such as curriculum coordination and staff supervision);
			e) engaged in practicum supervision;
			f) coaching athletic teams; and
			g) delivering clinical instruction for the Dental Hygiene program.
8.04	A staff member may decide on specific course content and instructional methodology, recognizing the approved course description and academic policy approved by the Department, the Faculty and the University.	7.5	A staff member may decide on specific course content and instructional methodology, recognizing the approved course description and academic policy approved by the Department, the Faculty and the University.
Research		Research and Other Scholarly Activities	
8.05	In particular circumstances, the appointing officer and the staff member appointed to teaching duties may agree that the responsibilities shall include research.	7.6	In particular circumstances and in addition to teaching, research and other scholarly activities responsibilities (including a role as a Principal Investigator) may be included in the position profile of the staff member.
		7.7	If research and other scholarly activities responsibilities are not specifically included in the position profile as determined by ATSEC in accordance with Article 10.12 and, therefore, are not assigned responsibilities, the degree of voluntary participation in research and other scholarly activities may vary from staff member to staff member and from time to time.
8.06	Research activity shall be conducted in compliance with policies and procedures established by appropriate university authorities,) following	7.8	When a staff member participates in research and other scholarly activities responsibilities, such activity and research funds shall be administered in accordance with the policies and

<p>consultation with the Association. Questions arising from the administration of the regulations shall be in accordance with the provisions of this Agreement.</p> <p>Service</p> <p>8.07 The degree of participation in the governance of the University and other service responsibilities may vary from staff member to staff member and from time to time. Participation may be initiated by the staff member.</p> <p>Dispute Resolution</p> <p>8.08 If there is a dispute with respect to a teaching staff member's responsibilities, the staff member shall have recourse to the Department Chair, the Dean and the Provost, in that order. The decision of the Provost shall be final and binding.</p> <p>Article 9: Supplementary Professional Activities (SPA)</p> <p>9.01 This Article shall apply to all full-time staff members.</p> <p>Scope and Context of SPA</p> <p>9.02 A staff member who is a full-time employee has a primary obligation to fulfil University responsibilities. The staff member shall remain current with recent developments in the discipline through personal professional development.</p> <p>9.03 One means of accomplishing professional development may be through professional activity which is supplementary to the primary obligations to the University.</p> <p>9.04 Subject to the provisions of this Article, a staff member may engage in SPA. SPA shall not prevent, hinder or unduly interfere with the staff member's primary responsibilities.</p> <p>Definition of SPA</p> <p>9.05 Without restricting the generality of the term SPA, this category shall include any of the following:</p>	<p>procedures of the University following consultation with the Association.</p> <p>Service</p> <p>7.9 In particular circumstances, the position profile, in addition to teaching and/or teaching-related responsibilities, may also include service responsibilities.</p> <p>7.10 If service responsibilities are not specifically included in the position profile and, therefore, are not assigned responsibilities, the degree of participation in the governance of the University and other service responsibilities may vary from staff member to staff member and from time to time. Participation, in this case, may be initiated by the staff member.</p> <p>Dispute Resolution</p> <p>7.11 If there is a dispute with respect to a staff member's responsibilities to the University, the staff member shall have recourse to the Department Chair, the Dean and the Provost, in that order. The decision of the Provost shall be final and binding.</p> <p>Article 8: Supplementary Professional Activities (SPA)</p> <p>8.1 This Article shall apply to full-time staff members with Career Status and Term 12 Status appointments.</p> <p>Scope and Context of SPA</p> <p>8.2 A staff member who is a full-time employee has a primary obligation to fulfill University responsibilities. The staff member shall remain current with recent developments in the discipline through personal professional development.</p> <p>8.3 One means of accomplishing professional development may be through professional activity which is supplementary to the primary obligations to the University.</p> <p>8.4 Subject to the provisions of this Article, a staff member may engage in SPA. SPA shall not prevent, hinder or unduly interfere with the staff member's primary responsibilities.</p> <p>Definition of SPA</p> <p>8.5 Without restricting the generality of the term SPA, this category shall include any of the following:</p>
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<ul style="list-style-type: none"> a) employment in any capacity by another employer including the carrying out of teaching duties, e.g., summer session at another university; b) consulting; c) personal services contract; d) private practice of the staff member's profession, e.g., medicine, nursing, law, etc. 	<ul style="list-style-type: none"> a) Employment in any capacity by another employer including the carrying out of teaching duties, e.g., summer session at another university; b) Consulting; c) Personal services contract; or d) Private practice of the staff member's profession, e.g., dentistry, law, medicine, nursing, etc.
<p>Approval of SPA</p> <p>9.06 A staff member shall obtain written approval of the Department Chair prior to undertaking major SPA. Prior to approving SPA, the Department Chair shall ensure that primary University responsibilities will be performed satisfactorily.</p> <p>9.07 If there is a dispute with respect to a staff member's SPA, the staff member shall have recourse to the Dean and the Provost, in that order. The decision of the Provost shall be final and binding.</p> <p>9.08 The conditions governing SPA are set out in Appendix D.</p>	<p>Approval of SPA</p> <p>8.6 A staff member shall obtain written approval of the Department Chair prior to undertaking major SPA. Prior to approving SPA, the Department Chair shall ensure that primary University responsibilities will be performed satisfactorily.</p> <p>8.7 If there is a dispute with respect to a staff member's SPA, the staff member shall have recourse to the Dean and the Provost, in that order. The decision of the Provost shall be final and binding.</p> <p>8.8 The conditions governing SPA are set out in Appendix C.</p>
<p style="text-align: center;">Article 12: Evaluation</p> <p>12.01 The performance of a staff member shall be evaluated in accordance with this Article.</p> <p>12.02 A Faculty Council may recommend, and the Provost following consultation with the Association may approve, specific evaluation procedures for staff members in the Faculty. Such procedures may be specific to categories of staff members in the Faculty or to staff members in a specific Department. Faculty Councils which have adopted formal evaluation procedures prior to September 1, 1998 shall continue to apply those procedures until amended in accordance with this Agreement.</p> <p>12.03 In the absence of alternative procedures, the Department Chair shall be responsible for evaluation.</p>	<p style="text-align: center;">Article 9: Probationary Period</p> <p>9.1 The inclusion of a probationary period in the Letter of Appointment indicates an obligation on the part of the Department Chair to properly monitor the staff member's progress during a probationary period. In this regard, the Department Chair and the staff member shall ensure they each have a clear understanding of the position expectations and standards of performance, in accordance with Article 10 and in accordance with the general characteristics of the position as set out in the position profile, in order to conduct a written probationary assessment of the staff member's performance and the suitability of the appointment.</p> <p>9.2 A staff member who is appointed for the first time under this Agreement shall serve a probationary period of 12 months for:</p>
<p>Procedures for Review</p> <p>12.04.1 Evaluation shall be based on all assigned academic activity in the academic year.</p> <p>12.04.2 The staff member shall submit to the Department</p>	<ul style="list-style-type: none"> a) Career Status; or b) Term 12 Status with an appointment period greater than 24 months. <p>9.3 A staff member who previously did not serve a</p>

<p>Chair a report, in a format determined by the Department Chair unless Faculty Council has approved a format, summarizing academic activity during the year. The staff member may append additional information appropriate under the circumstances and may wish to provide additional evidence of scholarly proficiency.</p> <p>12.05 The Department Chair shall:</p> <ol style="list-style-type: none"> review the report and information review performance as a teacher in the multi-faceted manner mandated by GFC policy, and at the request of the staff member, meet with the staff member. <p>12.06 The Department Chair shall classify performance as:</p> <ol style="list-style-type: none"> exemplary, satisfactory, or unsatisfactory. 	<p>probationary period and who is appointed into Career or Term 12 Status under this Agreement (and where the position profiles are similar) shall have the previous appointment count towards the probationary period requirement for the new appointment Status.</p> <p>Probationary Decisions by ATSEC for Career and Term 12 Status</p> <p>9.4 Decisions regarding the probationary period of a staff member appointed with Career Status and Term 12 Status where the ATSEC is responsible for annual evaluation shall be in accordance with Evaluation Policies and Procedures under Article 10.</p>
<p>Timing</p> <p>12.07 The evaluation shall take place in June or, if a staff member has a shorter period of appointment, within 60 days of the expiry date of the appointment. The review period and timing of evaluation are subject to regulations, if any, of a Faculty Council.</p> <p>12.08.1 The Department Chair shall provide the staff member with 20 days' notice of the evaluation.</p> <p>12.08.2 The staff members shall submit the report of academic activities at least 10 days before that date, indicating whether the staff member wishes a meeting.</p> <p>12.08.3 The evaluation decision of the Chair shall be conveyed, in writing, to the staff member within 10 days of the date of evaluation.</p>	<p>Leaves</p> <p>9.5 If a staff member is on approved leave (disability leave, childbirth leave, parental leave, compassionate leave, medical leave, leave without pay) during the probationary period, the probationary period shall be extended by the duration of such leave, always subject to the length of the appointment period end date stipulated in the Letter of Appointment.</p> <p>Termination by the Department Chair During the Probationary Period for Term 12 Status</p> <p>9.6 In the case of a probationary period for a staff member with Term 12 Status where the Department Chair is responsible for annual evaluation in accordance with Article 10, the Department Chair may terminate the appointment of a staff member during the probationary period, by providing one month's written notice of such termination.</p> <p>9.7 Before making the determination under Article 9.6 to terminate the appointment of a staff member during the probationary period, the Department Chair shall consult with an Administration Advisor. The Administration Advisor shall advise the Association of the decision to terminate the appointment during the probationary appointment.</p>
<p>Application</p> <p>12.09 The evaluation and decision shall be used:</p> <ol style="list-style-type: none"> to provide a formal appraisal of services; to award increments in accordance with 17.05; to decide on the extension of rolling term appointments in accordance with 7.01; and as information in determining future appointments under this Agreement. <p>12.10 By December 15, the Dean of a Faculty shall provide a written report to the Provost with a copy to the Association summarizing the results of the evaluation within the Faculty for the previous</p>	<p>9.8 The staff member shall be provided with written notice from the Department Chair to terminate the appointment during the probationary period. The Association shall be present when the staff member receives the written notice.</p> <p>9.9 The effective date of the termination shall be one month from the date of notice (the "notice period"). During the notice period, the staff member shall perform such duties as may be</p>

academic year. The report shall list the number of staff members evaluated, the number who received exemplary, satisfactory and unsatisfactory rankings in each Department in the Faculty.

assigned or be placed on leave with full pay or be required to take any accumulated vacation, or a combination of the foregoing. After discussion with the staff member, the Department Chair shall decide which of the foregoing shall apply.

- 9.10 A staff member whose appointment is terminated during the probationary period shall have recourse to the Dean, whose decision is final and binding.

Confirmation, Extension or Termination by the Department Chair at the End of the Probationary Period for Term 12 Status

- 9.11 In the case of a probationary period for a staff member with Term 12 Status where the Department Chair is responsible for annual evaluation in accordance with Article 10, the Department Chair shall provide at least one month's written notice prior to the end of the probationary period either that:
- a) The staff member is confirmed in the appointment; or
 - b) The probationary period is extended to a maximum of an additional 6 months; or
 - c) The appointment is terminated effective at the end of the probationary period. During the notice period, the staff member shall perform such duties as may be assigned or be placed on leave with full pay or be required to take any accumulated vacation, or a combination of the foregoing. After discussion with the staff member, the Department Chair shall decide which of the foregoing shall apply.
 - d) If the Department Chair fails to provide notice prior to the end of the probationary period, the staff member shall be confirmed in the appointment.

- 9.12 Before making the recommendation in accordance with Article 9.11.c to terminate the appointment at the end of the probationary period, the Department Chair shall consult with an Administration Advisor. The Administration Advisor shall advise the Association of the decision to terminate the appointment at the end of the probationary period.

- 9.13 The staff member shall be provided with written notice from the Department Chair to terminate the appointment at the end of the probationary period. The Association shall be present when

the staff member receives the written notice.

- 9.14 A staff member whose appointment is terminated at the end of the probationary period shall have recourse to the Dean, whose decision is final and binding.

Article 10: Evaluation

- 10.1 The review of a staff member's performance shall be used to:

- a) Award increments; and
- b) Inform Department Chair's recommendations for future appointments in accordance with Article 6 of this Agreement.

Academic Teaching Staff Evaluation Committee

- 10.2 Each Faculty Council shall establish an Academic Teaching Staff Evaluation Committee (ATSEC).

- 10.3 Subject to Appendix I, wherever possible, the ATSEC for a Faculty must assure majority voting representation from the staff members of that Faculty under this Agreement. Where this is not possible, because of a small number of staff members under this Agreement, that Faculty shall seek approval of the Board and the AASUA to vary their composition.

- 10.4 The ATSEC shall develop, for the approval of the Provost, evaluation policies and procedures for all staff members under this Agreement.

Responsibility for Annual Evaluation

- 10.5 In order for the staff member's performance to be annually reviewed, the Department Chair and the staff member shall each ensure that they have a clear understanding of the position expectations and standards of performance for the position profile and are aware of any eligibility for performance increments.

- 10.6 The staff member shall submit an annual report to the Department Chair, in a format determined by ATSEC, regardless of whether the staff member is eligible for performance increments or not.

- 10.7 Staff members with Career Status shall be annually evaluated by ATSEC.

- 10.8 Staff members with Term Status shall be annually evaluated either by ATSEC or by the

	<p>Department Chair, as determined by ATSEC.</p> <p>10.9 Staff members with Instructor Status shall be annually evaluated by the Department Chair.</p> <p>Timing of Annual Review</p> <p>10.10 The annual review period for staff members with Career Status shall normally be July 1 to June 30 with the review process conducted in the next Fall/Winter Term and any incrementation to be effective the following July 1. A staff member with Career Status whose appointment takes effect:</p> <ul style="list-style-type: none"> a) In the period July 1 to October 1, inclusive, is eligible to receive a single increment; b) In the period October 2 to June 1, inclusive, is eligible to receive a pro-rated increment, the proportion of a single increment depending on the number of months they have worked out of 12; and c) In the period June 2 to June 30, inclusive, is not eligible to receive an increment on July 1. <p>10.11 The annual review period for the purpose of determining performance increments for staff members in Instructor or Term Status appointments may be varied depending on the appointment periods that the staff member has experienced and when they may be eligible for an increment in accordance with this Article.</p> <p>Authority of ATSEC (Refer to Appendix H for detailed procedures)</p> <p>10.12 Each Faculty's ATSEC shall be authorized to prepare for the approval of Faculty Council and the Provost, the following evaluation policies and procedures:</p> <ul style="list-style-type: none"> a) Position profiles, including academic and/or professional qualifications, skills, competencies, definitions of standard teaching workloads and any research and service responsibilities; b) Position expectations and standards of performance for each rank as outlined in Article 6.7 and for all responsibilities identified within the position profiles, including for those in probationary periods; <ul style="list-style-type: none"> i. Specifically for teaching and/or teaching-related responsibilities, the position expectations and standards of
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	<p>performance shall be broadly based, including course content, course design and performance in the classroom.</p> <p>ii. Such teaching and/or teaching-related responsibilities evaluation may take into account information such as statistical summaries of responses to student questionnaires, comprehensive reviews of student commentary; reviews by peers, reviews by administrative officials and reviews of teaching dossiers and other materials provided by the staff member;</p> <p>c) The format of the annual report;</p> <p>d) Procedures governing applications for promotion to Associate Lecturer and Full Lecturer;</p> <p>e) Criteria for recommendations regarding probationary periods; and</p> <p>f) Criteria for annual increment recommendations.</p> <p>10.13 The Association shall be provided with a copy of the Faculty's evaluation policies and procedures.</p> <p>10.14 At least every 10 years from the date of each approval, and/or at the request of the Provost, the position expectations and standards of performance shall be reviewed and reconsidered by Faculty Council and submitted to the Provost for approval.</p> <p>Position Expectations, Standards of Performance and Promotion</p> <p>10.15 The review of a staff member's performance shall be based on consideration of the performance of the responsibilities of the staff member as outlined in Article 7 and in accordance with the staff member's specific position profile.</p> <p>10.16 Position expectations and standards of performance shall be prepared by ATSEC on the basis that a staff member is expected to demonstrate competence in responsibilities assigned in accordance with Article 10.15. Position expectations and standards of performance:</p> <p>a) Shall enable evaluation of academic performance across its full range;</p>
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<p>Increments</p> <p>17.05.1 A staff member shall receive an increment if re-appointed to a subsequent term appointment, provided:</p> <ul style="list-style-type: none"> a) that the evaluation of performance in the preceding year was at least satisfactory, and b) provided the staff member has received no more than seven increments in the past. <p>Additional increments may be awarded at the decision of the appointing officer.</p> <p>17.05.2 Increments shall take effect on July 1 or on the first date of reappointment after July 1 following the period of service covered by the increment.</p>	<ul style="list-style-type: none"> b) Shall be based on merit and not on length of service; and c) May vary from Faculty to Faculty. <p>10.17 Staff members shall be evaluated annually against these position expectations and standards of performance and always in accordance with the position profile:</p> <ul style="list-style-type: none"> a) Performance expectations shall increase as a staff member moves through the ranks; b) For promotion to Associate Lecturer, the staff member must demonstrate a strong record of achievement in teaching and/or teaching-related responsibilities, and must demonstrate on the basis of performance as Assistant Lecturer that they are capable of contributing effectively as a staff member in all areas of responsibility; and c) For promotion to Full Lecturer, the staff member must demonstrate excellence in teaching and/or teaching-related responsibilities and a strong record of achievement in all areas of responsibility. <p>A staff member with Instructor Status may be eligible for promotion subject to the position expectations and standards of performance established by the Faculty's ASTEC.</p> <p>10.18 Position expectations and standards of performance for promotion to Associate Faculty Lecturer shall not be changed for an individual staff member prior to the start of or during the promotion process unless the staff member agrees.</p> <p>Eligibility for an Increment for Term 8R, Term 8 and Instructor Status</p> <p>10.19 A staff member with Term 8R, Term 8 or Instructor Status shall have increment eligibility determined as follows within the position profile:</p> <ul style="list-style-type: none"> a) A staff member shall be eligible for an increment no more than once in a 12 month period. b) A staff member shall be eligible for increments available to reach the maximum step of the salary range for the position profile, regardless at which step they begin.
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- c) A staff member shall be eligible for an increment after accumulating a total of at least 8 months of service within the position profile, regardless of whether the staff member worked full or part-time; and subject to at least one evaluation of teaching and/or teaching-related responsibilities having occurred within the previous 6 month period. The increment shall always be effective at the beginning of the next teaching term or appointment contract (after the accumulation of the 8 months, or more, of service).
- d) Standard Spring Session and Summer Session appointment periods are each equivalent to 2 months of accumulated service within the position profile.
- e) If there is a break in service of 12 months (not including approved leaves), or more, the prior service shall not be considered in determining appointment salary or a future increment.
- f) Increment eligibility for a staff member who is appointed to multiple part-time positions shall be determined by each Department Chair for positions within their department.
- g) A staff member shall be eligible for an increment after providing certification that they have completed all the requirements for a PhD, or equivalent degree. The increment shall always be effective at the beginning of the next teaching term or appointment contract.

Eligibility for an Increment for Career or Term 12 Status

- 10.20 A staff member with Career or Term 12 Status shall be eligible for increments to the maximum of the salary range for the position profile.
- a) A staff member with Terms 12 Status shall be eligible for the first performance increment when they have worked for 12 months within the position profile and subsequent increments after work in each consecutive 12 month period within the position profile.
 - b) A staff member with Career Status shall be eligible for the first performance increment in accordance with Article 10.10 and subsequent increments after work in each consecutive 12 month period within the position profile.

Increment Recommendations

10.21 For a staff member who is eligible for an increment (and depending on whether the Department Chair or ATSEC is responsible for evaluation), the Department Chair shall either determine, or recommend to ATSEC, whether the staff member should receive an increment based on performance in the appropriate preceding period. The recommendation shall be one of the following:

- a) Single increment;
- b) Multiple increment which may be 1.25, 1.50, 1.75, 2.0, 2.25, 2.50, 2.75 or 3.0;
- c) Partial increment, which shall bring the salary to the maximum of the salary range and which is either:
 - i. greater than a single increment but not a multiple increment; or
 - ii. less than a single increment;
- d) An increment of .50 or .75;
- e) An increment of Zero.

10.22 If the staff member has insufficient accumulated service at the time of the annual evaluation and performance is satisfactory, an increment shall be awarded in accordance with Article 10.19 c.

Increment of Zero is Awarded

10.23 If an increment of zero is recommended or awarded, that increment of zero shall be qualified as one of the following:

- a) That maximum for rank has been reached but performance is satisfactory notwithstanding (0a);
- b) That academic performance while on authorized leave could not be properly evaluated (0c); or
- c) That academic performance is unsatisfactory (0d).

Article 11: Unsatisfactory and Unacceptable Performance

11.1 A designation of unsatisfactory performance occurs when a staff member receives an increment of Zero (0d).

Unsatisfactory Performance for Instructor or Term Status

11.2 The appointment contract of a staff member with Instructor or Term Status who has received a designation of unsatisfactory performance may be terminated.

11.3 A staff member with Instructor or Term Status with unsatisfactory performance shall have recourse as follows:

- a) Where evaluated by the Department Chair; to the Dean, whose decision shall be final and binding; or
- b) Where evaluated by ATSEC; to the Provost, whose decision shall be final and binding.

11.4 In the case of unsatisfactory performance for a staff member, where the decision is termination, the appointment contract shall terminate on the:

- a) Date stipulated in the Letter of Appointment for Instructor or Term 8 Status;
- b) Full-time workload end-date for Term 8R Status (e.g. appointment period of July 1 to June 30 and full-time workload occurs September 1 to April 30, the contract shall terminate on April 30); or
- c) Next end-date within the annual appointment period for Term 12 Status (e.g., appointment period of July 1 to June 30, the contract shall terminate on June 30).

11.5 Before making the determination under Article 11.4 to terminate the appointment of a staff member with unsatisfactory performance, the Department Chair shall consult with an Administration Advisor. The Administration Advisor shall advise the Association of the decision to terminate the appointment.

11.6 The staff member shall be provided with written notice from the Department Chair to terminate the appointment. The Association shall be present when the staff member receives the written notice.

	<p>Contested and Reconsidered Case for Career Status [please note that this section is subject to Appendices H and I]</p> <p>11.7 A contested case occurs when a Department Chair makes a recommendation of unsatisfactory performance to ATSEC and where the staff member with Career Status shall be provided with the opportunity to present their case in person to ATSEC.</p> <p>11.8 A reconsidered case occurs when ATSEC has:</p> <ul style="list-style-type: none"> a) reduced a Department Chair's increment recommendation to unsatisfactory performance, or b) has disagreed with the Department Chair's recommendation for promotion. <p>In these cases, the staff member with Career Status shall be provided with the opportunity to present their case in person to a reconvened ATSEC.</p> <p>11.9 A staff member who is provided with the opportunity to present their case in person to ATSEC shall be advised that they may consult with the Association. The staff member shall have the right to be accompanied by an advisor, but not legal counsel.</p> <p>11.10 A staff member with Career Status who receives either a decision of unsatisfactory performance or denial of promotion by ATSEC shall have recourse to the Provost, whose decision shall be final and binding.</p> <p>Unacceptable Performance for Career Status</p> <p>11.11 A designation of unacceptable performance for a staff member with Career Status occurs when they receive a second recommendation of unsatisfactory performance, having received a first decision of unsatisfactory performance in either of the two preceding years.</p> <p>11.12 The appointment contract of a staff member with Career Status with unacceptable performance may be terminated.</p> <p>11.13 When a Department Chair makes a recommendation of unacceptable performance to ATSEC, the staff member shall be provided with the opportunity to present their case in person to ATSEC as a contested case.</p> <p>11.14 When ATSEC has reduced a Department</p>
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<p style="text-align: center;">Article 27: Layoff</p> <p>27.01 This Article shall not apply to those staff members whose appointments terminate by the end of a current academic year (June 30) nor shall it apply to those staff members appointed to the Spring Session or Summer Session staff. In addition, it does not apply to appointments of staff members which are cancelled due to the cancellation of courses under 6.10.</p> <p>27.02 In the case of staff members other than those excluded under 27.01, if the appointing officer determines that the need for the appointment of a staff member no longer exists or that funding for the appointment is no longer available or is insufficient, the appointing officer shall so advise the staff member, in writing, and the appointment of the staff member shall terminate under the terms and conditions of 27.03. A copy of the notice shall</p>	<p>Chair's increment recommendation to unacceptable performance, the staff member shall be provided with the opportunity to present their case in person to ATSEC as a reconsidered case.</p> <p>11.15 The staff member who is provided with the opportunity to present their case in person to ATSEC shall be advised that they may consult with the Association. The staff member shall have the right to be accompanied by an advisor, but not legal counsel.</p> <p>11.16 Before making the determination under Article 11.12 to terminate the appointment of a staff member with unacceptable performance, the Department Chair shall consult with an Administration Advisor. The Administration Advisor shall advise the Association of the decision to terminate the appointment.</p> <p>11.17 The staff member shall be provided with written notice from ATSEC to terminate the appointment. The Association shall be present when the staff member receives the written notice.</p> <p>11.18 In the case of unacceptable performance for a staff member with Career Status, where the decision is dismissal, the Provost shall state the effective date of termination.</p> <p>11.19 The decision to terminate the appointment of a staff member with Career Status for unacceptable performance is subject to the Grievance Procedures established in Article 14.</p> <p style="text-align: center;">Article 12: Notice Period and Layoff</p> <p>12.1 For the purpose of this Article, a layoff is providing notice of the end date of a Career Status appointment or the termination of a Term 12 Status appointment prior to the end date of the appointment period and may result if:</p> <ul style="list-style-type: none"> a) The duties described in the position profile are no longer required; b) The staff member no longer has the qualifications required to carry out the responsibilities following a change in the position profile; or c) The funding for the appointment is insufficient or is no longer available. <p>12.2 The formal notice period for layoff of a staff member shall be:</p>
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<p>be sent to the Association.</p> <p>27.03 Prior to sending the notice, the appointing officer shall meet with the staff member to discuss the recommendation. The staff member shall have the right to be accompanied at such a meeting by a representative of the Association.</p> <p>27.04 If an appointment of a staff member is terminated under 27.02, the following conditions shall govern notice and severance:</p> <p>a) The notice period shall be three months;</p> <p>b) Where the staff member's service to the University up to the date of termination advice under 27.02 is less than one year, the staff member shall not be entitled to severance upon termination;</p> <p>c) Where the staff member's service to the University up to the date of termination advice under 27.02 is one year or more, the staff member shall be entitled to severance of one month's salary for each year of service, to a maximum of nine months' salary;</p> <p>d) Notwithstanding the foregoing, the appointing officer may offer the staff member whose appointment is being terminated under the Article an alternative appointment and, if so, a new contract shall be entered into between the University and the staff member and the rules under this Article shall be amended appropriately.</p>	<p>a) 12 months for Career Status appointments; or</p> <p>b) 3 months for Term 12 Status appointments.</p> <p>12.3 The Department Chair shall provide the written recommendation of a layoff to the Dean which shall include:</p> <p>a) The appropriate reason for the lay-off in accordance with Article 12.1;</p> <p>b) The effective date of the lay-off; and</p> <p>c) Details of efforts made to seek alternative appointments that would minimize negative impacts on the staff member.</p> <p>12.4 Where the recommendation of the Department Chair is layoff of the staff member, the Department Chair and/or the Dean shall first consult with an Administration Advisor. The Administration Advisor shall advise the Association of the layoff recommendation.</p> <p>12.5 The Dean and the Department Chair shall prepare a written decision of a layoff which shall be provided to the staff member at a meeting with the Department Chair, the staff member, an Administration Advisor and the Association.</p> <p>12.6 The purpose of the meeting under Article 12.5 shall be to discuss:</p> <p>a) The details of the layoff and of the efforts made to minimize negative impacts on the staff member; and</p> <p>b) During the notice period, the staff member shall perform such duties as may be assigned or be placed on leave with full pay or be required to take any accumulated vacation, or a combination of the foregoing. After discussion with the staff member, the Department Chair shall decide which of the foregoing shall apply.</p> <p>12.7 The effective date of the start of the formal notice period shall be the day after the date of the decision letter.</p> <p>12.8 Layoff under this Article shall not be considered nor presented as dismissal for cause.</p> <p>12.9 Entitlement to severance due to the layoff of a staff member with Term 12 Status is one month's salary for each full year of service, to a maximum of 9 months' salary.</p>
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	<p>12.10 Severance shall normally be paid in a lump sum.</p> <p>12.11 The decision of the Dean to terminate the Career or Term 12 appointment due to layoff is subject to the Grievance Procedures established in Article 14.</p> <p>12.12 A staff member with Term 8R Status shall not be subject to layoff. In the case of circumstances described in Article 12.1, the appointment shall end on the full-time workload end-date without the need for further notice or severance from the University.</p> <p>12.13 A staff member with Instructor or Term 8 Status shall not be subject to layoff. In the case of circumstances described in Article 12.1, the appointment shall end on the date stipulated in the Letter of Appointment without the need for further notice or severance from the University.</p> <p>12.14 Should an appointment from which a staff member has been laid off be reinstated or an appointment with substantially the same duties as that appointment be established in the same Department within 6 months of the date on which the previous incumbent was laid off, the previous incumbent shall be offered the appointment.</p>
<p style="text-align: center;">Article 13: Discipline</p> <p>Administrative Discipline</p> <p>13.01 The Association acknowledges the administrative responsibilities and functions of the Board to impose discipline, in particular, the delegation of disciplinary powers and duties to appropriate officers (Department Chairs and Deans) as provided for in Article 4 of the Agreement. Accordingly, Deans and Department Chairs may investigate the actions of staff members and take appropriate disciplinary action when such discipline is warranted.</p> <p>13.02 In the event that the officer imposes discipline, the penalties imposed shall conform with those set out in 14.07 and shall be subject to grievance under Article 24.</p>	<p style="text-align: center;">Article 13: Complaints</p> <p>Administrative Discipline</p> <p>13.1 The Association acknowledges the administrative responsibilities and functions of the Board to impose discipline and, in particular, the delegation of disciplinary powers and duties to appropriate officers (Department Chairs and Deans) in accordance with Article 4. Accordingly, Deans and Department Chairs may investigate the actions of staff members and take appropriate disciplinary action when such discipline is warranted.</p> <p>13.2 In the event that the officer imposes discipline, the penalties imposed shall conform with those set out in Article 13.12 and shall be subject to grievance under Article 14.</p>
<p style="text-align: center;">Article 14: Complaints</p> <p>Written Complaints About Staff Members</p> <p>14.01 Any person may make a written complaint to the Provost about the conduct of a staff member,</p>	<p>Written Complaints About Staff Members</p> <p>13.3 Any person may make a written complaint to the Provost about the conduct of a staff member, including in the complaint a description of the act or omission about which the complaint is being</p>

<p>including in the complaint a description of the act or omission complained about.</p> <p>Notifying the Staff Member of the Complaint</p> <p>14.02 On receipt of a written complaint, the Provost shall:</p> <ul style="list-style-type: none"> a) send a copy of it to the staff member; and, b) inform in writing the staff member of his or her right to ask for advice from the Association <p>Response to the Complaint</p> <p>14.03 The staff member may make written response to the complaint to the Provost within 10 days of the date the staff member receives it.</p> <p>Meeting to Discuss the Report and Response</p> <p>14.04 The Provost shall offer to meet with the staff member concerned.</p> <p>14.05 Both the Provost and the staff member may have an advisor at the meeting, but each party shall, not later than the day before the meeting is to be held, inform the other who the advisor will be.</p> <p>Decision of the Provost</p> <p>14.06 Whether or not there is any response or any meeting, the Provost shall,</p> <ul style="list-style-type: none"> a) dismiss the complaint; or b) penalize the staff member in accordance with 14.07, stating the effective date on which the penalty is imposed. Such decision shall be final and binding, subject to 14.13. <p>14.07 The penalty may include one or more of the following:</p> <ul style="list-style-type: none"> a) a letter of reprimand; b) a fine; c) a reduction in salary; d) suspension with or without pay; e) dismissal; or f) other appropriate penalty. <p>14.08 Provost shall advise the staff member of the decision, in writing, and shall inform the complainant and the Association of the decision.</p>	<p>made.</p> <p>Notifying the Staff Member of an Accepted Complaint</p> <p>13.7 On receipt of a written complaint, the Provost shall:</p> <ul style="list-style-type: none"> a) Send a copy of it to the staff member and b) inform the staff member, in writing, of their right to ask for advice from the Association; <p>Response to the Complaint</p> <p>13.8 The staff member may make written response to the complaint to the Provost within 10 days of the date the staff member receives it.</p> <p>Meeting to Discuss the Report and Response</p> <p>13.9 The Provost shall offer to meet with the staff member concerned.</p> <p>13.10 Both the Provost and the staff member may have an advisor at the meeting, but each party shall, not later than the day before the meeting is to be held, inform the other who the advisor will be.</p> <p>Decision of the Provost</p> <p>13.11 Whether or not there is any response or any meeting, the Provost shall either,</p> <ul style="list-style-type: none"> a) Dismiss the complaint; or b) Penalize the staff member in accordance with Article 13.12, stating the effective date on which the penalty is imposed. <p>Such decision shall be final and binding, subject to Article 13.16.</p> <p>13.12 The penalty may include one or more of the following:</p> <ul style="list-style-type: none"> a) A letter of reprimand; b) A fine; c) A reduction in salary; d) Suspension with or without pay; e) Dismissal; or f) Other appropriate penalty. <p>13.13 The Provost shall advise the staff member of the decision, in writing, and shall inform the complainant and the Association of the decision.</p>
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Staff Member's Request for Arbitration Reference	Staff Member's Request for Arbitration Reference
<p>14.09 If the decision of the Provost is to impose a penalty, the staff member may, in writing, request the Association to refer the matter to arbitration, but the request may only be made within 10 days of the date that the decision was delivered to the staff member.</p>	<p>13.14 If the decision of the Provost is to impose a penalty, the staff member may request, in writing, that the Association refer the matter to arbitration, but the request may only be made within 10 days of the date that the decision was delivered to the staff member.</p>
<p>Association's Options</p>	<p>Association's Options</p>
<p>14.10 On receipt of a request by a staff member to refer a matter to arbitration, the Association may:</p> <ul style="list-style-type: none"> a) take no action on the matter; or b) refer to arbitration the decision or the penalty, or both. 	<p>13.15 On receipt of a request by a staff member to refer a matter to arbitration, the Association may:</p> <ul style="list-style-type: none"> a) Take no action on the matter; or b) Refer to arbitration the decision or the penalty, or both.
<p>14.11 Within 20 days of receiving a request by the staff member to do so, the Association shall inform the Provost by written notice whether or not it wishes the decision, the penalty or both to be referred to arbitration.</p>	<p>13.16 Within 20 days of receiving a request by the staff member to do so, the Association shall inform the Provost by written notice whether or not it wishes the decision, the penalty or both to be referred to arbitration.</p>
<p>14.12 Article 26 applies to a matter referred to arbitration under this Article.</p>	<p>13.17 Article 27 applies to a matter referred to arbitration under this Article.</p>
<p>Effective Date of Penalty</p>	<p>Effective Date of Penalty</p>
<p>14.13 The effective date of the penalty shall be determined by the Provost in making the decision in 14.07 unless 14.14 applies.</p>	<p>13.18 The effective date of the penalty shall be determined by the Provost in making the decision in Article 13.12 unless Article 13.19 applies.</p>
<p>14.14 If the Association has decided to submit the matter to arbitration, the effective date shall be as determined by the Arbitrator unless the Provost imposes an earlier date, which the Provost is empowered to do:</p> <ul style="list-style-type: none"> a) in cases involving suspension or dismissal, where health, safety or welfare of the University campus community is involved or the actions under review involve an immediate threat to the functioning of the University; or b) in cases alleging abandonment of employment. 	<p>13.19 If the Association has decided to submit the matter to arbitration, the effective date shall be as determined by the Arbitrator unless the Provost imposes an earlier date, which the Provost is empowered to do:</p> <ul style="list-style-type: none"> a) In cases involving suspension or dismissal, where health, safety or welfare of the University campus community is involved or the actions under review involve an immediate threat to the functioning of the University; or b) In cases alleging abandonment of employment.
<p>Article 24: Grievance</p>	<p>Article 14: Grievance</p>
<p>24.01 A grievance is an allegation that there has been a violation or improper application of the terms of this Agreement.</p>	<p>14.1 A grievance is an allegation that there has been a violation or improper application of the terms of this Agreement.</p>
<p>24.02 Disputes, for which there are specific dispute</p>	<p>14.2 Disputes, for which there are specific dispute</p>

<p>resolution mechanisms provided in this Agreement (8.08, 9.07, 14.10-14.12, 16.10, 25.03, 26), shall not be resolved by the procedures under this Article.</p> <p>24.03 A grievance may be initiated by the Association a) at its own behest, b) on behalf of a staff member, or c) on behalf of a group of staff members.</p> <p>24.04 The grievance process shall be initiated by the Association within 60 days of the date on which the violation or improper application is alleged to have occurred.</p> <p>24.05 The grievance process is as follows:</p> <p>24.05.1 a) Before submitting a formal grievance, the Association shall attempt to resolve the matter by meeting with the appropriate Department Chair.</p> <p>b) The Department Chair shall consider the matter and within 15 days of any meeting under a), shall submit a written report to the Association.</p> <p>c) If the Association accepts any proposal for resolution in the report under b), the matter ends; if not, the matter shall proceed under 24.05.2.</p> <p>24.05.2 a) If the matter is not resolved under 24.05.1, the Association may, within 15 days of receipt of the report under 24.05.1(b), submit a formal grievance to the Dean.</p> <p>b) The formal grievance shall have the following components:</p> <ol style="list-style-type: none"> 1) It shall be in writing and refer to the provision in the Agreement which is alleged to have been violated or improperly applied; 2) It shall summarize the evidence generating the matter; and 3) It shall state the relief or remedy sought. <p>c) The Dean shall investigate the formal grievance and, within 15 days of receipt of the formal grievance, shall submit a written report, including a recommendation for resolution, to</p>	<p>resolution mechanisms provided in this Agreement, shall not be resolved by the procedures under this Article.</p> <p>14.3 A grievance may be initiated by the Association:</p> <ol style="list-style-type: none"> a) At its own behest; b) On behalf of a staff member; or c) On behalf of a group of staff members. <p>14.4 The grievance process shall be initiated by the Association within 60 days of the date on which the violation or improper application is alleged to have occurred, or within 60 days of the date on which the Association should reasonably have learned that the action or omission had occurred.</p> <p>14.5 The grievance process is as follows:</p> <p>a) Before submitting a formal grievance, the Association shall attempt to resolve the matter by meeting with the appropriate Department Chair.</p> <p>b) The Department Chair shall consider the matter and, within 15 days of any meeting under Article 14.5 (a), shall submit a written report to the Association.</p> <p>c) If the Association accepts any proposal for resolution in the report under Article 14.5 (b), the matter ends; if not, the matter shall proceed under Article 14.6.</p> <p>14.6 a) If the matter is not resolved under 14.5, the Association may, within 15 days of receipt of the report under Article 14.5 (b), submit a formal grievance to the Dean.</p> <p>b) The formal grievance shall have the following components:</p> <ol style="list-style-type: none"> i. It shall be in writing and refer to the provision in this Agreement which is alleged to have been violated or improperly applied; ii. It shall summarize the evidence generating the matter; and iii. It shall state the relief or remedy sought. <p>c) The Dean shall investigate the formal grievance and, within 15 days of receipt of the formal grievance, shall submit a written</p>
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<p>the Association.</p> <p>d) If the Association accepts the recommendation under (c), the matter ends; if not, the matter shall proceed under 24.05.3 or under 24.05.1.</p> <p>24.05.3 a) If the Association does not accept the recommendation of a Dean under 24.05.2(c), it may refer the matter to the Provost, provided such referral is within 15 days of receipt of the report under 24.05.2(c).</p> <p>b) The Association and the Provost shall meet within 10 days of referral under a) to attempt to resolve the matter.</p> <p>c) If no resolution is made under (b), either the Association or the Provost may, within 30 days of agreeing to disagree, refer the matter to arbitration under Article 29.</p> <p>24.06 All dates and times in this Article may be varied by the mutual consent of the parties.</p> <p>24.07 Failure of either party to act within the time periods required by this Article, or as altered by 24.06, may, within 5 days of such failure, be drawn to the attention of the party failing to act. If the Association does not respond within 10 days, the failure to act shall indicate acceptance of any proposed resolution. If an administrator does not respond, the Association may proceed to arbitration under Article 29.</p>	<p>report, including a recommendation for resolution, to the Association.</p> <p>d) If the Association accepts the recommendation under Article 14.6 (c), the matter ends; if not, the matter shall proceed under Article 14.7.</p> <p>14.7 a) If the Association does not accept the recommendation of a Dean under Article 14.6 (c), it may refer the matter to the Provost, provided such referral is within 15 days of receipt of the report under Article 14.6 (c).</p> <p>b) The Association and the Provost shall meet within 10 days of referral under Article 14.7 (a) to attempt to resolve the matter.</p> <p>d) If no resolution is made under Article 14.7 (b), either the Association or the Provost may, within 30 days of agreeing to disagree, refer the matter to arbitration under Article 27.</p> <p>14.8 All dates and times in this Article may be varied by the mutual consent of the parties.</p> <p>14.9 Failure of either party to act within the time periods required by this Article, or as altered by Article 14.8 may, within 5 days of such failure, be drawn to the attention of the party failing to act. If the Association does not respond within 10 days, the failure to act shall indicate acceptance of any proposed resolution. If an administrator does not respond, the Association may proceed to arbitration under Article 27.</p>
<p style="text-align: center;">Article 15: Termination</p> <p>15.01 The term of an appointment shall be indicated on the letter of appointment (Appendix B). There is no obligation on the University to extend the appointment beyond that term or to reappoint the staff member.</p> <p>15.02 A staff member may resign during the term of appointment. The staff member is encouraged to give one (1) month's notice, in writing, to the Dean or the Provost who made the original appointment.</p> <p>15.03 On termination, a staff member must return all University property to the appropriate departmental officer.</p>	<p style="text-align: center;">Article 15: Termination</p> <p>15.1 The term of an appointment shall be indicated on the Letter of Appointment (Appendix A). The University is under no obligation to extend the appointment beyond that term or to reappoint the staff member.</p> <p>15.2 A staff member may resign or retire during the term of their appointment contract by submitting written notice to the Department Chair. The staff member shall provide as much notice as possible before the effective date of the resignation or retirement.</p> <p>15.3 On termination, a staff member must return all University property to the appropriate departmental officer.</p>

<p>Article 23: Indebtedness to the University</p> <p>23.01 A staff member may, from time to time, be under a financial obligation to the Board. Without restricting the generality of the foregoing, examples of such obligations may include travel advances not used or returned, unauthorized personal expenditures on University credit cards, and over expenditures on university accounts for which the staff member has signing authority.</p> <p>23.02 The Board shall notify the staff member of such obligation by formal notice sent to the staff member's address of record in Human Resources.</p> <p>23.03 If the staff member does not respond within 30 days to make arrangements to discharge the obligation, the Board may deduct the amount owing from the salary due and payable to the staff member.</p>	<p>Article 16: Indebtedness to the University</p> <p>16.1 A staff member may, from time to time, be under a financial obligation to the Board. Without restricting the generality of the foregoing, examples of such obligations may include travel advances not used or returned, unauthorized personal expenditures on University credit cards, and over expenditures on university accounts for which the staff member has signing authority.</p> <p>16.2 The Board shall notify the staff member of such obligation by formal notice sent to the staff member's address of record in Human Resources.</p> <p>16.3 If the staff member does not respond within 30 days to make arrangements to discharge the obligation, the Board may deduct the amount owing from the salary due and payable to the staff member.</p>
<p>Article 16: Compensation Negotiations</p> <p>16.01 The Board and the Association shall negotiate a salary schedule and a program of benefits.</p> <p>16.02 Negotiations shall normally be for one-year agreements, but, with the consent of both parties to this Agreement, multiple year agreements may be negotiated.</p> <p>16.03 By December 15 of each academic year in which negotiations are to be undertaken, each party shall inform the other of the names of three persons who shall be the negotiating team. Each team may invite consultants and resource persons to attend negotiating sessions.</p> <p>16.04 By January 15 of each academic year in which negotiations are to be undertaken, each negotiating team shall deliver to the other a list of items upon which it wishes to negotiate, setting forth its position on each item.</p> <p>16.05 The negotiating teams shall meet as necessary to negotiate in good faith towards settlement of the items for negotiation and may amend or alter the lists of items in attempts to reach settlement.</p> <p>16.06 During the course of negotiations, the negotiating teams may ask a mediation officer to join the negotiating sessions with a view to assisting the negotiators reach a settlement. Should it prove impossible to agree to a mediator, the negotiators shall apply to the Director, Mediation Services, Department of Labour, Province of Alberta, requesting that a mediator be appointed.</p>	<p>Article 17: Compensation Negotiations</p> <p>17.1 The Board and the Association shall negotiate a salary schedule and a program of benefits.</p> <p>17.2 Negotiations shall normally be for one-year agreements, but, with the consent of both parties to this Agreement, multiple year agreements may be negotiated.</p> <p>17.3 By November 1 of each academic year in which negotiations are to be undertaken, each party shall inform the other of the names of three persons who shall be the negotiating team. Each team may invite consultants and resource persons to attend negotiating sessions.</p> <p>17.4 By November 15 of each academic year in which negotiations are to be undertaken, each negotiating team shall deliver to the other a list of items upon which it wishes to negotiate, setting forth its position on each item.</p> <p>17.5 The negotiating teams shall meet as necessary to negotiate in good faith towards settlement of the items for negotiation and may amend or alter the lists of items in attempts to reach settlement.</p> <p>17.6 During the course of negotiations, the negotiating teams may ask a mediation officer to join the negotiating sessions with a view to assisting the negotiators reach a settlement. Should it prove impossible to agree to a mediator, the negotiators shall apply to the Province of Alberta, requesting that a mediator be appointed.</p>

<p>16.07 Benefit programs listed in Article 18 and Appendix H which are not amended in negotiations shall remain in effect in the following year.</p> <p>16.08 Where a settlement has been reached, the negotiating teams shall refer it to the Board and to the Association for ratification.</p> <p>16.09 If either the Board or the Association fails to ratify the settlement, the negotiating teams shall be reconvened to attempt to reach a revised settlement; such renegotiations shall not exceed four weeks from the date on which ratification failed.</p> <p>16.10 If the negotiating teams fail to reach a settlement by April 15, or fail to reach a settlement after reconvening under 16.09, the parties shall refer outstanding issues for resolution by final offer selection in accordance with the procedures of Article 26.</p> <p>16.11 All dates and times established by this Article and in 26.10 may be varied by the mutual written consent of the negotiating teams.</p>	<p>17.7 Benefit programs listed in Article 19 and Appendix E which are not amended in negotiations shall remain in effect in the following year.</p> <p>17.8 Where a settlement has been reached, the negotiating teams shall refer it to the Board and to the Association for ratification.</p> <p>17.9 If either the Board or the Association fails to ratify the settlement, the negotiating teams shall be reconvened to attempt to reach a revised settlement; such renegotiations shall not exceed 20 days from the date on which ratification failed.</p> <p>17.10 If the negotiating teams fail to reach a settlement by March 1, or fail to reach a settlement after reconvening under Article 17.9, the parties shall refer outstanding issues for resolution by final offer selection in accordance with the procedures of Article 27.</p> <p>17.11 All dates and times established by this Article and in Article 27.10 may be varied by the mutual written consent of the negotiating teams.</p>
<p>Article 17: Salaries</p>	<p>Article 18: Salaries</p>
<p>17.01 The minimum salary for those staff members who are full-time shall be in accordance with the salary schedule in Appendix I. There are two salary levels:</p> <p>a) For those who hold the PhD or equivalent professional qualifications. A staff member who has fulfilled requirements for the PhD, is cleared for convocation, or provides proof of convocation shall be deemed to hold the degree. An adjustment in salary shall be made in the next academic year.</p> <p>b) For those who do not hold the PhD or equivalent professional qualifications.</p> <p>17.02 Subject to 17.03, the minimum salary for a one-term, 3-credit course, for those staff members who are part-time, shall be:</p> <p>a) For those who hold the PhD or equivalent professional qualification: 10% of the minimum annual salary on the salary schedule for staff members who are full-time and hold the PhD or equivalent professional qualifications. A staff member who has fulfilled requirements for the PhD, is cleared for convocation, or provides proof of</p>	<p>18.1 The salary schedule, negotiated in accordance with Article 17.1, shall be in accordance with the Salary Levels and Ranges attached in Appendix E.</p> <p>18.2 Salaries shall be paid monthly in arrears.</p>

convocation shall be deemed to hold the degree. An adjustment in salary shall be made in the next academic year.

- b) For those who do not hold the PhD or equivalent professional qualification: 10% of the minimum annual salary on the salary schedule for staff members who are full-time and do not hold the PhD or equivalent professional qualifications.
- c) For courses which are less than or more than 3-credit, the salary minima are adjusted proportionally.

Special Registrations

17.03.1 The salary for a staff member teaching a 3-credit course through Special Registrations during the Fall and Winter terms shall be the rate provided in accordance with the formula in 17.02. The salary for a staff member teaching a 3-credit course through Special Registrations in Spring and Summer terms shall be the rate provided in accordance with the formula in 17.02 in effect for the previous Fall and Winter terms. If a staff member has a regular teaching appointment in the Fall or Winter terms and has an additional appointment in Special Sessions within the same department, the per course salary rate of the staff member in Special Sessions shall be at the same salary level as the staff member's rate in the previous Winter or Fall term.

17.03.2 If a staff member's regular teaching load during the Fall and Winter terms, when combined with courses taught through Special Registrations during the Fall and Winter terms is considered to be full-time by the staff member's home department, the staff member may be eligible for benefits. It is incumbent upon the staff member to inform his/her home department, of any other courses being taught that would affect the staff member's eligibility for benefits, the cost for which would be pro-rated across departments and Special Registrations.

Minima

17.04.1 The rates in articles 17.01 to 17.02 are minima. Salary levels above the minimum shall continue to be possible.

17.04.2 Salary levels shall be determined and paid in accordance with the guidelines outlined in Appendix G.

Article 18: Benefits	Article 19: Benefits
<p>18.01 The Board and the Association have, through negotiations, provided various benefit programs for staff members. A Benefits Guide shall be published from time to time to provide detailed information about these programs. In the case of insured benefit programs, details of such are subject to the contracts between the Board and the carrier; however, the Association shall be consulted on such contracts and changes thereto and on changes of carriers. A copy of all insurance contracts and other benefit policies shall be provided to the Association.</p>	<p>19.1 Benefits programs, as negotiated from time to time in accordance with Article 17.1, shall be administered in accordance with the advice and direction of the Academic Benefits Management Committee.</p> <p>A description of all benefit programs, approved by the Academic Benefits Management Committee, will be made available to all staff members.</p> <p>19.2 A copy of all insurance contracts and other benefit policies shall be provided to the Association.</p>
<p>Statutory Benefits</p>	<p>Statutory Benefits</p>
<p>18.02 In accordance with federal and provincial statutes, the Board provides statutory benefits, including:</p> <ul style="list-style-type: none"> a) Canada Pension Plan; b) Employment Insurance; and c) Workers' Compensation. 	<p>19.3 When the Board, in accordance with federal and provincial statutes, provides statutory benefits that require contributions from staff members, these contributions shall be deducted from salary.</p>
<p>18.03 If required by law, contributions from staff members to statutory benefits shall be deducted from salary cheques.</p>	
<p>18.04 Except for 18.02 and 18.03 (Statutory Benefits), Article 18 shall not apply to staff members appointed to Special Registrations.</p>	
<p>Vacation</p>	<p>Vacation</p>
<p>18.05.1 Each staff member whose term of appointment is for twelve months or longer shall be entitled to an annual vacation of twenty-two days.</p>	<p>19.4 A staff member with Career and Term 12 Status shall be entitled to an annual vacation of 22 days, which shall be pro-rated accordingly for part-time appointments. The following conditions shall apply:</p>
<p>18.05.2 Each staff member whose appointment is for less than twelve months shall receive pay in lieu of vacation equal to 4 percent of salary payable.</p>	<p>a) The time of vacation shall be approved by the Department Chair. If there is a dispute with respect to vacation time, the staff member shall have recourse to the Dean, whose decision shall be final and binding;</p>
<p>18.05.3 The time of vacation shall be approved by the Department Chair. Disputes concerning vacation time shall be referred to the Dean; disputes not resolved by the Dean shall be referred to the Provost for resolution and the decision of the Provost shall be final and binding.</p>	<p>b) Every effort shall be made to utilize vacation earned within the year that it has been accrued and unused vacation may be carried forward from year to year only with the advance written consent of the Dean;</p>
<p>18.05.4 Salary in lieu of vacation shall not be paid to staff members except as indicated in 18.05.2 or in the</p>	<p>c) A resigning, or retiring, staff member shall receive an amount in lieu of vacation time</p>

<p>event that a staff member leaves the employ of university during a teaching term, in which case the staff member shall be paid vacation earned and not taken since the preceding July 1.</p> <p>18.05.5 Unused vacation time may not be carried forward from year to year without the advance written consent of the Dean.</p>	<p>not taken, but such amount shall not exceed one year's vacation entitlement. The amount shall be based on the salary rate as of the effective date of the resignation or retirement.</p> <p>19.5 A staff member with Term 8R, Term 8 or Instructor Status shall receive pay in lieu of vacation equal to 4 % of salary payable.</p>
<p>Pension</p> <p>18.06.1 A staff member who was appointed to the staff on or after January 1, 2001, whose appointment is for one year or longer and whose annual salary rate is at least 35% of the Yearly Maximum Pensionable Earnings (YMPE) as defined in the Canada Pension Plan, is required to participate in the Universities Academic Pension Plan (UAPP) on appointment.</p> <p>18.06.2 A staff member whose appointment term is less than one year shall participate in the UAPP when:</p> <ol style="list-style-type: none"> a) the staff member has contiguous terms of appointments (without any break between the appointments) which total at least two years at the start of any new contract period; and b) the staff member has earned in respect of the employment with the University of Alberta at least 35% of the YMPE in each of the two consecutive calendar years immediately prior to the date the employee meets the condition in a) above. <p>18.06.3 For staff members appointed prior to January 1, 2001, special arrangements are in effect for UAPP participation.</p>	<p>Universities Academic Pension Plan (UAPP)</p> <p>19.6 A staff member shall be eligible to participate in the UAPP in accordance with the UAPP Sponsorship and Trust Agreement.</p> <p>19.7 The Board and the staff member shall contribute to UAPP, the latter through deductions from salary, in accordance with the UAPP Sponsorship and Trust Agreement.</p>
<p>Benefits</p> <p>18.08 A staff member whose appointment is for 8 months or longer and who is full-time, shall participate in the benefit plans set out in Appendix H, in accordance with eligibility restrictions stated therein. These benefits are Alberta Health Care Insurance, Supplementary Health Care, Professional Expense Reimbursement, Remission of Tuition Fees, Life Insurance, Dental Care, and Long Term Disability Insurance.</p> <p>18.09.1 A staff member whose appointment is either 1) part-time or 2) full-time and less than 8 months in duration is currently not eligible for the benefit programs.</p> <p>18.09.2 Notwithstanding 18.09.1, above, if a staff</p>	<p>Benefits</p> <p>19.8 A full-time staff member with Career, Term 12, Term 8R or Term 8 Status, shall participate in the benefit plans set out in Appendix E, in accordance with eligibility restrictions stated therein.</p> <p>19.9 A part-time staff member with Career or Term Status or with full-time or part-time Instructor Status shall receive pay in lieu of benefits programs equal to 3% of salary payable.</p> <p>19.10 Notwithstanding Article 19.9, if a staff member has concurrent, multiple part-time appointments which together constitute a full-time workload for at least 8 consecutive months, the staff member may be eligible for benefits. It is incumbent upon</p>

<p>member's part-time teaching load during the Fall and Winter terms, when combined with courses taught in other departments or through Special Registrations during the Fall and Winter terms is considered to be full-time by the staff member's home department, the staff member may be eligible for benefits. It is incumbent upon the staff member to inform his/her home department of any other courses being taught that would affect the staff member's eligibility for benefits, the cost for which would be pro-rated across departments and Special Registrations, if applicable.</p>	<p>the staff member to inform their home department of any other appointments that would affect the staff member's eligibility for benefits, the cost for which would be pro-rated across departments.</p>
<p>18.10 In lieu of the benefit programs, the Board shall pay to a staff member whose appointment is part-time or is for less than 8 months in duration, an amount equal to 3% of salary.</p>	
<p>Eligibility</p>	<p>Eligibility</p>
<p>18.11 A staff member who has reached the age of 65 shall not be eligible for benefits under Alberta Health Care, Supplementary Health Care, Dental Care, Life Insurance, and Disability Benefits, and shall be required to coordinate other benefits with benefits provided by governments.</p>	<p>19.11 A staff member who has reached the age of 65 shall not be eligible for benefits under Alberta Health Care, Supplementary Health Care, Dental Care, Life Insurance, and Disability Benefits, and shall be required to coordinate other benefits with benefits provided by governments.</p>
<p>18.12 A staff member who has been granted leave with full pay or childbirth leave shall remain eligible for full participation in the benefit programs under this Article.</p>	<p>19.12 A staff member who has been granted leave with full pay or childbirth leave shall remain eligible for full participation in the benefit programs under this Article.</p>
<p>18.13 A staff member who is not eligible for Alberta Health Care because of a failure to meet residency requirements is not eligible for coverage under Alberta Health Care or Supplementary Health Care. Such a staff member is eligible to participate in the University's Health Insurance Plan as set out in Appendix H in accordance with eligibility restrictions stated therein.</p>	<p>19.13 A staff member who is not eligible for Alberta Health Care because of a failure to meet residency requirements is not eligible for coverage under Alberta Health Care or Supplementary Health Care. Such a staff member is eligible to participate in the University's Health Insurance Plan as set out in Appendix E in accordance with eligibility restrictions stated therein.</p>
<p>Removal Grants</p>	<p>Removal Grants and Allowances</p>
<p>6.06 A staff member appointed on a full-time basis upon appointment may be eligible for a removal grant toward expenses necessarily and reasonably incurred in moving to Edmonton which shall be based on removal from the place of residence. Regulations governing removal grants shall be established from time to time by the Board after consultation with the Association and are appended to this Agreement as Appendix C.</p>	<p>19.14 A full-time staff member with Career or Term Status, upon appointment, may be eligible for a removal grant toward expenses necessarily and reasonably incurred in moving to a new primary residence when relocating from a residence greater than 50 kms from a University campus. Regulations governing removal grants shall be established from time to time by the Board after consultation with the Association and are appended to this Agreement as Appendix E.</p>
	<p>19.14 When circumstances permit, a staff member upon appointment may be eligible for a removal</p>

<p style="text-align: center;">Article 19: Death in Service</p> <p>19.01 In the event of the death of a staff member, the Board shall pay to the staff member's estate a death benefit equivalent in value to the staff member's salary for the month in which the staff member dies, plus one additional month's salary regardless of the month in which the staff member dies, but shall not exceed the salary payable from the date of death to the end of the contract of appointment. Such payment shall be in full payment of salary and vacation entitlement.</p> <p>19.02 Pending further decision of the Board with notice to staff members, the Board shall provide an insurance policy which shall pay to the estate of the staff member or to the staff member the sum of \$100,000.00 for any accident resulting in death or up to \$100,000.00 for any accident resulting in dismemberment or loss of sight in consequence of and during the course of any trip while on University business, subject always to the terms and conditions of the insurance policy. Details may be obtained from the Financial Services Office.</p> <p style="text-align: center;">Article 20: Medical Leave</p> <p>20.01.1 In this Article:</p> <p>a) "medical leave" includes leave for sickness, injury, short term disability, consultation with health care professionals and stays in hospitals or other institutions for prescribed medical care when such event prevents the staff member from performing the duties the staff member was performing immediately prior to</p>	<p>allowance toward expenses necessarily and reasonably incurred in moving to a new primary residence when relocating from a residence greater than 50 kms from a University campus. The allowance, to the maximum specified by the Dean, shall be paid upon presentation of an account of expenses supported with appropriate receipts. Regulations governing removal allowances shall be established from time to time by the Board after consultation with the Association.</p> <p>19.15 A staff member who voluntarily leaves the service of the University before rendering 12 months service shall be required to refund a portion of the removal allowance; each month's regular service (exclusive of leave periods) shall be considered as discharging one twelfth of the obligation. In cases where probationary periods are less than 12 months the obligation shall be discharged in a proportionately shorter period.</p> <p style="text-align: center;">Article 20: Death in Service</p> <p>20.1 In the event of the death of a staff member, the Board shall pay to the staff member's estate a death benefit equivalent in value to the staff member's salary for the month in which the staff member dies, plus one additional month's salary, but shall not exceed the salary payable from the date of death to the end of the contract of appointment. Such payment shall be in full payment of salary and vacation entitlement.</p> <p>20.2 Pending further decision of the Board with notice to staff members, the Board shall provide an insurance policy which shall pay to the estate of the staff member or to the staff member the sum of \$100,000.00 for any accident resulting in death or up to \$100,000.00 for any accident resulting in dismemberment or loss of sight in consequence of and during the course of any trip while on University business, subject always to the terms and conditions of the insurance policy. Details may be obtained from the Financial Services Office.</p> <p style="text-align: center;">Article 21: Medical Leave</p> <p>21.1 In this Article:</p> <p>a) Medical leave includes leave for sickness, injury, short term disability, consultation with health care professionals and stays in hospitals or other institutions for prescribed medical care when such event prevents the staff member from performing the duties the staff member was performing immediately</p>
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<p>the commencement of the sickness or injury; and</p> <p>b) “medical certificate” means a certificate verifying the medical condition signed by a qualified physician.</p> <p>20.01.2 In this Article, 20.02 to 20.07 apply to staff members on full-time contracts for 12 months or longer and 20.08 to 20.11 apply to staff on part-time appointments or full-time appointments for fewer than 12 months.</p> <p>20.01.3 Notwithstanding the following, a staff member’s entitlement to medical leave shall not extend beyond the end date of the staff member’s contract of appointment.</p>	<p>prior to the commencement of the sickness or injury; and</p> <p>b) Medical certificate means a certificate verifying the medical condition signed by a qualified physician.</p> <p>21.2 Notwithstanding the following, a staff member’s entitlement to medical leave shall cease on the end date stipulated in the Letter of Appointment.</p>
<p>Staff Members on Full-time Appointments for 12 Months or Longer</p>	<p>Medical Leave for Staff Members with Full-time Career and Term 12 Status</p>
<p>20.02 Medical leave for fewer than 20 days is a departmental matter. The staff member shall inform the Department Chair of the medical leave and provide an estimate of its duration. The Department Chair may require the staff member to provide a medical certificate.</p> <p>20.03 If a staff member has been on medical leave and absent from duties for 20 days or if the staff member expects that the medical leave will result in an absence of more than twenty days, a medical certificate shall be filed with the Department Chair. The medical certificate shall specify the nature of the leave and provide an estimate of the duration of the absence.</p> <p>20.04 The Department Chair shall provide a copy of the medical certificate to the Dean and to the Provost. Subject to 20.13, the Provost shall formally advise the staff member that he or she is on medical leave, with the effective date of the leave to be the date the staff member was first absent from duties as a result of the illness or injury.</p> <p>20.05 During medical leave, the staff member shall remain on full pay and benefits.</p> <p>20.06 A staff member is eligible for medical leave under this Article for no longer than 26 weeks in aggregate for each sickness or injury. A new medical leave is deemed to have occurred if there has been a period of at least 26 consecutive weeks of service following a previously authorized medical leave.</p> <p>20.07 If the medical leave is expected to exceed 26 weeks, in aggregate, the staff member shall apply for disability benefits pursuant to 18.08. If the staff</p>	<p>21.3 Medical leave for fewer than 20 days is a departmental matter. The staff member shall inform the Department Chair of the medical leave and provide an estimate of its duration. The Department Chair may require the staff member to provide a medical certificate.</p> <p>21.4 If a staff member has been on medical leave and absent from duties for 20 days or if the staff member expects that the medical leave will result in an absence of 20 days or more, a medical certificate shall be filed with the Department Chair. The medical certificate shall specify the nature of the leave and provide an estimate of the duration of the absence.</p> <p>21.5 The Department Chair shall provide a copy of the medical certificate to the Dean and to the Provost. Subject to Article 21.13, the Provost shall formally advise the staff member that they are on medical leave, with the effective date of the leave to be the date the staff member was first absent from duties as a result of the illness or injury.</p> <p>21.6 During medical leave, the staff member shall remain on full pay and benefits.</p> <p>21.7 A staff member is eligible for medical leave under this Article for no longer than 26 weeks in aggregate for each sickness or injury. A new medical leave is deemed to have occurred if there has been a period of at least 26 consecutive weeks of service following a previously authorized medical leave.</p> <p>21.8 If the medical leave is expected to exceed 26 weeks, in aggregate, the staff member shall</p>

<p>member's application is approved, the staff member shall be placed on disability leave. If the application is not approved, the staff member shall return to regular responsibilities.</p>	<p>apply for disability benefits. If the staff member's application is approved, the staff member shall be placed on disability leave. If the application is not approved, the staff member shall return to regular responsibilities.</p>
<p>Staff on Part-time Appointments or Full-time Appointments for Fewer Than 12 Months</p>	<p>Medical Leave for Part-time Staff Members with Career or Term 12 Status or with Term 8R, Term 8 or Instructor Status</p>
<p>20.08 Short term medical leave for fewer than 10 days is a departmental matter. The staff member shall inform the Department Chair of the medical leave and provide an estimate of its duration. The Department Chair may require the staff member to provide a medical certificate.</p>	<p>21.9 Short term medical leave for fewer than 10 days is a departmental matter. The staff member shall inform the Department Chair of the medical leave and provide an estimate of its duration. The Department Chair may require the staff member to provide a medical certificate.</p>
<p>20.09 If a staff member has been on medical leave and absent from duties for 10 days, or if the staff member expects that the medical leave will result in an absence of more than 10 days, a medical certificate shall be filed with the Department Chair and the staff member shall apply for benefits in accordance with the provisions of the Employment Insurance Act. The staff member shall be placed on medical leave without pay.</p>	<p>21.10 If a staff member has been on medical leave and absent from duties for 10 days, or if the staff member expects that the medical leave will result in an absence of 10 days or more, a medical certificate shall be filed with the Department Chair and the staff member shall apply for benefits in accordance with the provisions of the Employment Insurance Act.</p>
<p>20.10 The Department Chair shall provide a copy of the medical certificate to the Dean and to the Provost. Subject to 20.13, the Provost shall formally advise the staff member that he or she is on medical leave, with the effective date of the leave to be the date the staff member was first absent from duties as a result of the illness or injury.</p>	<p>21.11 The Department Chair shall provide a copy of the medical certificate to the Dean and to the Provost. Subject to Article 21.13, the Provost shall formally advise the staff member that they are on medical leave, with the effective date of the leave to be the date the staff member was first absent from duties as a result of the illness or injury.</p>
<p>20.11 The period of leave on full pay and benefits is limited to a maximum of 10 days.</p>	<p>21.12 The period of leave on full pay and benefits is limited to a maximum of 10 days. For any medical leave greater than 10 days, the staff member shall be placed on medical leave without pay or benefits.</p>
<p>Recurrent Illnesses</p>	<p>Recurrent Illnesses for all Staff Members</p>
<p>20.12 A staff member is eligible for medical leave under this Article for no longer than 26 weeks in aggregate for each sickness or injury. A new medical leave is deemed to have occurred if there has been a period of at least 26 weeks of service following a previously authorized medical leave.</p>	<p>21.13 If there is doubt about the medical capability of the staff member to perform the regular University responsibilities, the staff member or the Department Chair may recommend to the Provost that the staff member be examined by a qualified physician. After consultation with the Association, the Provost may require that the staff member be examined by a qualified physician selected by the Provost.</p>
<p>20.13 If there is doubt about the medical capability of the staff member to perform the regular University responsibilities, the staff member or the Department Chair may recommend to the Provost that the staff member be examined by a qualified physician. After consultation with the Association, the Provost may require that the staff member be examined by a qualified physician selected by the Provost.</p>	<p>21.14 Following examination of the staff member, the qualified physician shall submit a report to the Provost on the medical condition of the staff member, including a statement as to whether or not the staff member is medically capable of performing the responsibilities of the staff</p>

<p>20.14 Following examination of the staff member, the qualified physician shall submit a report to the Provost on the medical condition of the staff member, including a statement as to whether or not the staff member is medically capable of performing the responsibilities of a staff member and, if not, an estimate of when the staff member would be able to resume those responsibilities.</p> <p>20.15 If a medical examination is required under 20.13, the staff member shall authorize the release of any medical records to the qualified physician selected from any previous medical examinations should the physician so request. The staff member shall also authorize the examining physician to release the medical report referred to in 20.14.</p> <p>20.16 Upon receipt of the report of the qualified physician, the Provost shall take appropriate action including, but not restricted to, the following:</p> <ul style="list-style-type: none"> a) placing the staff member on medical leave; b) requiring the staff member to continue on Medical leave; c) requiring the staff member to perform regular University responsibilities; d) requiring the staff member to apply for disability benefits; e) requiring the staff member to participate in any treatment program prescribed by the qualified physician. 	<p>member and, if not, an estimate of when the staff member would be able to resume those responsibilities.</p> <p>21.15 If a medical examination is required under Article 21.13, the staff member shall authorize the release of any medical records to the qualified physician selected from any previous medical examinations should the physician so request. The staff member shall also authorize the examining physician to release the medical report referred to in Article 21.14.</p> <p>21.16 Upon receipt of the report of the qualified physician, the Provost shall take appropriate action including, but not restricted to, the following:</p> <ul style="list-style-type: none"> a) Placing the staff member on medical leave; b) Requiring the staff member to continue on medical leave; c) Requiring the staff member to perform regular University responsibilities; d) Requiring the staff member to apply for disability benefits; or e) Requiring the staff member to participate in any treatment program prescribed by the qualified physician.
<p style="text-align: center;">Article 21: Leaves</p> <p>Childbirth Leave</p> <p>21.01.1 For the purposes of 21.01 to 21.09, “EI” shall mean “Employment Insurance” or “Human Resources and Skills Development Canada – Employment Insurance.”</p> <p>21.01.2 Notwithstanding the following, a staff member’s entitlement to childbirth leave shall not extend beyond the end date of the staff member’s contract of appointment.</p> <p>Purpose</p> <p>21.02 The purpose of childbirth leave is to provide a female staff member with leave for the purpose of bearing a child.</p> <p>Length of Leave</p> <p>21.03 A female staff member shall be entitled to childbirth leave of up to 15 weeks in accordance with the provisions of this Article.</p>	<p style="text-align: center;">Article 22: Leaves</p> <p>Childbirth and Parental Leave</p> <p>22.1 For the purposes of this article EI shall mean Employment Insurance or Human Resources and Skills Development Canada – Employment Insurance.</p> <p>22.2 Notwithstanding the following, a staff member’s entitlement to childbirth and parental leaves shall end on the date stipulated in the Letter of Appointment.</p> <p>22.3 For Term 8R Status, a staff member’s entitlement to childbirth and parental leaves shall end on the active service period end-date.</p> <p>Birth Mother Leave</p> <p>22.4 A staff member who is a birth mother shall be entitled to one year of leave for childbirth, including a combination of childbirth leave and unpaid parental leave.</p>

<p>Application</p> <p>21.04 A female staff member who intends to apply for childbirth leave shall inform her Department Chair in writing as soon as possible. The Department Chair shall so advise the Dean and the Provost and the latter shall formally advise the staff member that she has been granted childbirth leave and the terms thereof.</p> <p>21.05 A staff member who wishes childbirth leave shall formally apply for EI Maternity Benefits on or about the last day of active work and shall present to the University the decision of EI and the terms thereof as soon as that decision has been reached.</p> <p>21.06 If EI does not approve the application under 21.05, childbirth leave shall not be granted with Top Up Benefits.</p> <p>Top Up Benefits Payments</p> <p>21.07 The Top Up Benefits payments to a staff member who has been granted childbirth leave shall be as follows:</p> <p>a) If EI has determined that there shall be a two-week waiting period before EI Maternity Benefits begin, the staff member's Top Up payments during the two-week period shall be 95% of regular salary (less deductions) to be funded, in full, by the University's Top Up Benefits plan. For the balance of the period of childbirth leave (up to 13 weeks), the staff member's Top Up payments shall consist of EI Maternity Benefits plus Top Up payments from the University with such payments to be sufficient to bring total benefits payments to 95% of regular salary.</p> <p>b) If EI has determined that there will not be a waiting period before EI Maternity Benefits begin, the staff member's benefits payments (up to 15 weeks) shall consist of EI Maternity Benefits plus Top Up payments from the University with such Top Up payments to be sufficient to bring total benefits payments to 95% of regular salary.</p>	<p>22.5 A staff member who is a birth mother shall be entitled to childbirth leave of up to 15 weeks in accordance with the provisions of this Article.</p> <p>Parental Leave</p> <p>22.6 A staff member shall be entitled to unpaid parental leave of up to 37 weeks in accordance with the provisions of this Article.</p> <p>Application</p> <p>22.7 A staff member who intends to apply for childbirth leave shall inform the Department Chair in writing as soon as possible. The Department Chair shall so advise the Dean and the Provost and the latter shall formally advise the staff member that they have been granted childbirth leave and the terms thereof.</p> <p>22.8 A staff member who intends to take childbirth leave shall formally apply for EI Maternity Benefits on or about the last day of active work and shall present to the University the decision of EI and the terms thereof as soon as that decision has been reached.</p> <p>Top Up Benefits Payments</p> <p>22.9 If EI does not approve the application under Article 22.8, Top Up Benefits shall not be granted with the childbirth leave.</p> <p>22.10 The Top Up Benefits payments to a staff member who has been granted childbirth leave shall be as follows:</p> <p>a) If EI has determined that there shall be a two-week waiting period before EI Maternity Benefits begin, the staff member's Top Up payments during the two-week period shall be 95% of regular salary (less deductions) to be funded, in full, by the Department. For the balance of the period of childbirth leave (up to 13 weeks), the staff member's Top Up payments shall consist of EI Maternity Benefits plus Top Up payments from the Department with such payments to be sufficient to bring total benefits payments to 95% of regular salary.</p> <p>b) If EI has determined that there will not be a waiting period before EI Maternity Benefits begin, the staff member's benefits payments (up to 15 weeks) shall consist of EI Maternity Benefits plus Top Up payments from the University with such Top</p>
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<p>c) Full coverage under the benefits listed in 18.08 or 18.09.</p> <p>21.08 A staff member who is in receipt of EI Maternity Benefits under 21.07 shall provide documentary evidence to the University of entitlement to such benefits. Such documentation shall be required to authorize release of Top Up payments under 21.07.</p> <p>21.09 Notwithstanding the provisions of 21.03, where a staff member whose physician certifies that, for medical reasons, the staff member should be absent from University duties for more than the 15 weeks provided under Childbirth Leave, an extension of that leave shall be permitted if EI approves an application by the staff member for such an extension. Should this occur, the staff member shall receive additional EI Maternity Benefits and payments under the Top Up Benefits plan shall continue under 21.07 until the expiry of EI Maternity Benefits.</p>	<p>Up payments to be sufficient to bring total benefits payments to 95% of regular salary.</p> <p>c) Full coverage under the benefits listed in Article 19.8 or 19.10.</p> <p>22.11 A staff member who is in receipt of EI Maternity Benefits under Article 22.8 shall provide documentary evidence to the University of entitlement to such benefits. Such documentation shall be required to authorize release of Top Up payments under Article 22.10.</p> <p>22.12 Notwithstanding the provisions of Article 22.5, where a staff member whose physician certifies that, for medical reasons, the staff member should be absent from University duties for more than the 15 weeks provided under Childbirth Leave, an extension of that leave shall be permitted if EI approves an application by the staff member for such an extension. Should this occur, the staff member shall receive additional EI Maternity Benefits <u>when applicable</u> and payments under the Top Up Benefits plan shall continue under Article 22.10 until the expiry of EI Maternity Benefits.</p>
<p>Other Leaves</p> <p>21.10 The Provost may grant leave with pay, with partial pay, or without pay to staff members for prescribed periods and purposes.</p> <p>21.11 The Provost may approve secondment of staff members to other employers or agencies.</p> <p>21.12 A staff member may apply for such leave or for secondment to the Provost who shall:</p> <ul style="list-style-type: none"> a) obtain and consider the recommendations of the Department Chair and the Dean; and b) determine whether or not to approve the application. The decision of the Provost shall be final and binding. 	<p>Other Leaves</p> <p>22.13 The Provost may grant leave with pay, with partial pay, or without pay to staff members for prescribed periods and purposes.</p> <p>22.14 The Provost may approve secondment of staff members to other employers or agencies.</p> <p>22.15 A staff member may apply for such leave or for secondment to the Provost who shall:</p> <ul style="list-style-type: none"> a) Obtain and consider the recommendations of the Department Chair and the Dean; and b) Determine whether or not to approve the application. The decision of the Provost shall be final and binding.
<p>Article 22: General Liability Insurance</p> <p>22.01 The Board has in place a General Liability Insurance Policy to protect the University and its staff members against certain risks to certain limits. A copy of the Policy shall be delivered to the Association. The Board continues to review the Policy to vary coverages and limits. Staff members are encouraged to apprise themselves of the existing University coverage and, where University coverage is not adequate to the needs of individual staff members, such staff members shall make their own insurance arrangements.</p>	<p>Article 23: General Liability Insurance</p> <p>23.1 The Board has in place a General Liability Insurance Policy to protect the University and its staff members against certain risks to certain limits. A copy of the Policy shall be delivered to the Association. The Board continues to review the Policy to vary coverages and limits. Staff members are encouraged to apprise themselves of the existing University coverage and, where University coverage is not adequate to the needs of individual staff members, such staff members shall make their own insurance</p>

<p style="text-align: center;">Article 10: Copyright</p> <p>10.01 The University shall be the owner of the copyright and of all copyright works produced by a staff member who has been engaged by the University to prepare such works for the University or part of whose normal responsibilities to the University is the preparation of such works.</p> <p>10.02 Annexed hereto is Appendix E (Copyright Regulations) which sets forth the rights, duties, and obligations of the University and of the staff member with respect to the copyright and other rights in works produced by staff members.</p> <p>10.03 Except for the cases referred to in 10.01 and subject always to the applicability of Appendix E, the University waives, disclaims and abandons all right, title, interest or estate in a copyright work produced by a staff member.</p> <p>10.04 Staff members are encouraged to enter into separate copyright agreements with the University and Appendix E shall apply only in those cases where individual contracts have not in fact been negotiated and executed.</p>	<p>arrangements.</p> <p style="text-align: center;">Article 24: Copyright</p> <p>24.1 Pursuant to the <i>Post-Secondary Learning Act</i> (Alberta), unless otherwise agreed to by the University, the ownership of any work, information or material, regardless of form, including any copyright acquired or produced by an employee of the University that results from or is connected with the employee's duties or employment, vests in the University and may be made available to the public under conditions, on payment of fees or royalties, as the University may determine.</p> <p>24.2 The University hereby agrees that a staff member who creates a Work resulting from or connected with the staff member's duties or employment owns copyright of the Works.</p> <p>24.3 Notwithstanding 24.2, the University will own or have interest in certain Works, as described in Appendix F.</p> <p>24.4 Appendix F contains the detailed terms regarding Works created by a staff member.</p>
<p style="text-align: center;">Article 11: Patents</p> <p>11.01 A discovery or invention made by a staff member, which has patent possibilities, may be patented in accordance with the University Patent Policy (Appendix F) either through individual application or through the University.</p> <p>11.02 The provisions of the University Patent Policy shall apply to the sharing of revenues earned from a patent and to other questions arising from an application by the staff member.</p>	<p style="text-align: center;">Article 25: Patents</p> <p>25.1 A discovery or invention made by a staff member, which has patent possibilities, may be patented in accordance with the University Patent Policy (Appendix G) either through individual application or through the University.</p> <p>25.2 The provisions of the University Patent Policy shall apply to the sharing of revenues earned from a patent and to other questions arising from an application by the staff member</p>
<p style="text-align: center;">Article 25: Interpretation</p> <p>25.01 Either the Association or the Board may refer questions of interpretation of this Agreement, in writing, to ARC.</p> <p>25.02 ARC shall meet within 30 days to consider the issue referred for interpretation.</p> <p>25.03 If ARC reaches an agreement on a resolution, its interpretation shall govern this Agreement. An interpretation shall be communicated in writing to the Board and the Association.</p> <p>25.04 If ARC is unable to agree, the Board or the Association may refer the question for arbitration, in accordance with Article 26.</p> <p style="text-align: center;">Article 26: Arbitration</p>	<p style="text-align: center;">Article 26: Interpretation</p> <p>26.1 Either the Association or the Board may refer questions of interpretation of this Agreement, in writing, to ARC.</p> <p>26.2 ARC shall meet within 30 days to consider the issue referred for interpretation.</p> <p>26.3 If ARC reaches an agreement on a resolution, its interpretation shall govern this Agreement. An interpretation shall be communicated in writing to the Board and the Association.</p> <p>26.4 If ARC is unable to agree, the Board or the Association may refer the question for arbitration, in accordance with Article 27.</p>

<p>Scope and Authority</p> <p>26.01 The procedures in this Article shall apply to matters referred to arbitration in this Agreement as contemplated by section 87(3) (b and c) of the <u>Post Secondary Learning Act</u>. Specifically, these matters include disputes on differences arising from the procedures of Article 16 (Compensation Negotiations), Article 14 (Complaints), Article 24 (Grievance), and Article 25 (Interpretation).</p> <p>Appointment of Arbitrator</p> <p>26.02 A matter referred to arbitration under this Article shall be heard by a single arbitrator except for those matters where the Board and the Association agree, in referring a matter to arbitration, to a three person arbitration board. Hereinafter all references to “arbitrator” shall be deemed to include an arbitration board.</p> <p>26.03 The arbitrator shall be appointed by agreement of the parties. Failing agreement, either party may apply to the Chairman of the Labour Relations Board, Department of Labour, Province of Alberta, for the appointment of the arbitrator.</p> <p>Authority of the Arbitrator</p> <p>26.04 The arbitrator shall have authority to hear the case, to receive and to examine evidence, to administer oaths, and to compel attendance of witnesses and production of documents.</p> <p>26.05 An arbitrator who, before or during an arbitration, becomes aware of circumstances that may give rise to a reasonable apprehension of bias shall disclose the circumstances to the parties.</p> <p>26.06 The arbitrator may rule on questions of law and of jurisdiction that arise before or during an arbitration, and may rule on any objection that is raised during an arbitration.</p> <p>Decisions of the Arbitrator</p> <p>26.07 The arbitrator shall hear and determine the dispute and issue a decision which shall be final and binding.</p> <p>26.08 Where a matter is heard by an arbitration board, the decision of the majority shall be the decision of the arbitration board; if no majority exists, the decision of the person chairing the board shall be the decision of the board.</p>	<p style="text-align: center;">Article 27: Arbitration</p> <p>Scope and Authority</p> <p>27.1 The procedures in this Article shall apply to matters referred to arbitration in this Agreement as contemplated by section 87(3) (b and c) of the <i>Post-Secondary Learning Act</i> (Alberta).</p> <p>Appointment of Arbitrator</p> <p>27.2 A matter referred to arbitration under this Article shall be heard by a single arbitrator except for those matters where the Board and the Association agree, in referring a matter to arbitration, to a three person arbitration board. Hereinafter all references to “arbitrator” shall be deemed to include an arbitration board.</p> <p>27.3 The arbitrator shall be appointed by agreement of the parties. Failing agreement, either party may apply to the Chairman of the Labour Relations Board, Department of Labour, Province of Alberta, for the appointment of the arbitrator.</p> <p>Authority of the Arbitrator</p> <p>27.4 The arbitrator shall have authority to hear the case, to receive and to examine evidence, to administer oaths, and to compel attendance of witnesses and production of documents.</p> <p>27.5 An arbitrator who, before or during an arbitration, becomes aware of circumstances that may give rise to a reasonable apprehension of bias shall disclose the circumstances to the parties.</p> <p>27.6 The arbitrator may rule on questions of law and of jurisdiction that arise before or during arbitration, and may rule on any objection that is raised during arbitration.</p> <p>Decisions of the Arbitrator</p> <p>27.7 The arbitrator shall hear and determine the dispute and issue a decision which shall be final and binding.</p> <p>27.8 Where a matter is heard by an arbitration board, the decision of the majority shall be the decision of the arbitration board; if no majority exists, the decision of the person chairing the board shall</p>
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<p>Arbitration Arising from Article 16</p> <p>26.09 In disputes arising from Article 16, the arbitrator shall select one of the final positions submitted to arbitration by the negotiating teams.</p> <p>26.10 Within 15 days of the date that the arbitrator has been appointed, each negotiating team shall deliver to each other and to the arbitrator a statement of its final position on unresolved items in negotiation and of any items resolved during the negotiations.</p> <p>Timing of Arbitration</p> <p>26.11 As soon as the arbitrator has been appointed, the arbitrator shall proceed to appoint a time and place for hearing the matter.</p> <p>26.12 The arbitrator shall attempt to complete the hearing within thirty days of appointment, but shall give the parties not less than 10 days' notice of the time and place of the hearing.</p> <p>26.13 The arbitrator shall furnish to the parties a written decision as soon after the conclusion of the hearings as possible.</p> <p>Procedures of Arbitration</p> <p>26.14 Except as required by this Agreement, the arbitrator shall determine procedures for the arbitration.</p> <p>26.15 The hearings before the arbitrator shall be in private.</p> <p>26.16 The onus in cases of discipline shall be upon the representatives of the Board to establish, on the balance of probabilities, that the decision reached was appropriate under the circumstances.</p> <p>26.17 An arbitrator may require that, prior to the hearing, the parties submit written statements of the facts supporting their position, the points at issue, and the relief sought.</p> <p>26.18 Subject to the arbitrator's discretion in ruling on the admissibility and relevance of evidence, the parties may submit, with their statements, the documents they consider relevant or may refer to the documents or the evidence they intend to submit.</p> <p>26.19 The parties may amend or supplement their statement during arbitration but the arbitrator may not accept such material (1) if it is the opinion of the arbitrator that, with the exercise of reasonable diligence, the party seeking to amend or supplement their statement could have presented it</p>	<p>be the decision of the board.</p> <p>Arbitration Arising from Article 17</p> <p>27.9 In disputes arising from Article 17, the arbitrator shall select one of the final positions submitted to arbitration by the negotiating teams.</p> <p>27.10 Within 15 days of the date that the arbitrator has been appointed, each negotiating team shall deliver to each other and to the arbitrator a statement of its final position on unresolved items in negotiation and of any items resolved during the negotiations.</p> <p>Timing of Arbitration</p> <p>27.11 As soon as the arbitrator has been appointed, the arbitrator shall proceed to appoint a time and place for hearing the matter.</p> <p>27.12 The arbitrator shall attempt to complete the hearing within thirty days of appointment, but shall give the parties not less than 10 days' notice of the time and place of the hearing.</p> <p>27.13 The arbitrator shall furnish to the parties a written decision as soon after the conclusion of the hearings as possible.</p> <p>Procedures of Arbitration</p> <p>27.14 Except as required by this Agreement, the arbitrator shall determine procedures for the arbitration.</p> <p>27.15 The hearings before the arbitrator shall be in private.</p> <p>27.16 The onus in cases of discipline shall be upon the representatives of the Board to establish, on the balance of probabilities, that the decision reached was appropriate under the circumstances.</p> <p>27.17 An arbitrator may require that, prior to the hearing, the parties submit written statements of the facts supporting their position, the points at issue, and the relief sought.</p> <p>27.18 Subject to the arbitrator's discretion in ruling on the admissibility and relevance of evidence, the parties may submit, with their statements, the documents they consider relevant or may refer to the documents or the evidence they intend to submit.</p> <p>27.19 The parties may amend or supplement their statement during arbitration but the arbitrator may not accept such material (1) if it is the</p>
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<p>to the arbitrator at an earlier time or (2) if acceptance of the material would unduly prejudice the other party.</p> <p>26.20 The parties may present their cases orally with the permission of the arbitrator.</p> <p>26.21 The arbitrator is not bound by the laws of evidence and the procedures of court nor is the arbitrator required to have witnesses sworn and, not so as to restrict the generality of the foregoing, the arbitrator may, in the arbitrators discretion and after the arbitrator is satisfied that it is not reasonably practical to have the witness give evidence in person, accept as evidence a statutory declaration from that witness.</p> <p>26.22 The arbitrator shall have the right to call witnesses and procure materials in addition to the witnesses called or the materials submitted by the parties.</p> <p>Costs of Arbitration</p> <p>26.23 The Board and the Association shall share equally the fees and expenses of the arbitrator.</p> <p>26.24 Each party shall bear its own costs of presentation to the arbitrator.</p> <p>Enforcement of Award</p> <p>26.25 Either party shall be entitled to make application to an appropriate court for enforcement of a decision made under this Agreement.</p>	<p>opinion of the arbitrator that, with the exercise of reasonable diligence, the party seeking to amend or supplement their statement could have presented it to the arbitrator at an earlier time or (2) if acceptance of the material would unduly prejudice the other party.</p> <p>27.20 The parties may present their cases orally with the permission of the arbitrator.</p> <p>27.21 The arbitrator is not bound by the laws of evidence and the procedures of court nor is the arbitrator required to have witnesses sworn and, not so as to restrict the generality of the foregoing, the arbitrator may, in the arbitrators discretion and after the arbitrator is satisfied that it is not reasonably practical to have the witness give evidence in person, accept as evidence a statutory declaration from that witness.</p> <p>27.22 The arbitrator shall have the right to call witnesses and procure materials in addition to the witnesses called or the materials submitted by the parties.</p> <p>Costs of Arbitration</p> <p>27.23 The Board and the Association shall share equally the fees and expenses of the arbitrator.</p> <p>27.24 Each party shall bear its own costs of presentation to the arbitrator.</p> <p>Enforcement of Award</p> <p>27.25 Either party shall be entitled to make application to an appropriate court for enforcement of a decision made under this Agreement.</p>
<p>Appendix D: Conditions for Supplementary Professional Activities (SPA)</p> <p>1.1 The authority and approval of SPA is subject to the following conditions:</p> <ul style="list-style-type: none"> a) The staff member shall not compete unfairly with professionals outside the University. b) The SPA shall not infringe upon the University’s conflict of interest guidelines. (GFC Policy Manual Section 120.3) c) The SPA shall conform with regulations governing the use of University facilities and staff. d) The staff member shall indemnify and hold harmless the University from and against any loss, injury or damage which the University may or could suffer arising in any way out of 	<p style="text-align: center;">APPENDIX D: Conditions for Supplementary Professional Activities (SPA)</p> <p>1. The authority and approval of SPA is subject to the following conditions:</p> <ul style="list-style-type: none"> a) The staff member shall not compete unfairly with professionals outside the University. b) The SPA shall not infringe upon the University’s conflict policy and related procedures and protocols, as amended from time to time. c) The SPA shall conform with the University’s related policies, procedures

<p>or in relation to such activities. The staff member gives this covenant and makes this agreement notwithstanding that the University has participated in such activities by the provision of facilities, space, equipment, or administrative assistance, unless the said loss, injury or damage arises directly from a malfunction of the said facilities or equipment which is not caused by the user thereof; and notwithstanding that the University has participated in such SPA by the provision of students or postdoctoral fellows or the like; and notwithstanding that any formal contract with respect to those SPA has not been negotiated by or approved by the University.</p> <p>e) When engaged in SPA a staff member shall not use the name of the University in any way, except as the mailing address, nor shall the staff member hold himself or herself to be an agent of the University when engaged in SPA.</p> <p>1.2 SPA shall be taken into account in the evaluation of a staff member's performance for tenure, increments and promotions.</p> <p>1.3 The following information shall be provided in the staff member's annual statement on SPA:</p> <ul style="list-style-type: none"> a) the category or type of client or affiliation; b) the nature of services performed; c) an estimate of the total time devoted to each SPA; and d) the names and nature of any continuing contractual arrangements with outside organizations. <p>Instructional Staff</p> <p>2.1 This clause 2 shall apply to full-time instructional staff members.</p> <p>2.2 SPA shall represent an integral part of the responsibility to relate theory to practice, thereby enabling teaching to remain professionally relevant. Routine, repetitive and trivial SPA are discouraged.</p> <p>Required SPA</p> <p>2.3 A Faculty Council may deem SPA, and the</p>	<p>and protocols related to the use of University facilities and staff, as amended from time to time.</p> <p>d) The staff member shall indemnify and hold harmless the University from and against any loss, injury or damage which the University may or could suffer arising in any way out of or in relation to such activities. The staff member gives this covenant and makes this agreement notwithstanding that the University has participated in such activities by the provision of facilities, space, equipment, or administrative assistance, unless the said loss, injury or damage arises directly from a malfunction of the said facilities or equipment which is not caused by the user thereof; and notwithstanding that the University has participated in such SPA by the provision of students or postdoctoral fellows or the like; and notwithstanding that any formal contract with respect to those SPA has not been negotiated by or approved by the University.</p> <p>e) When engaged in SPA a staff member shall not use the name of the University in any way, except as the mailing address, nor shall the staff member hold himself or herself to be an agent of the University when engaged in SPA.</p> <p>2. SPA shall be taken into account in the evaluation of a staff member's performance for increments and promotion.</p> <p>3. The following information shall be provided in the staff member's annual statement on SPA:</p> <ul style="list-style-type: none"> a) the category or type of client or affiliation; b) the nature of services performed; c) an estimate of the total time devoted to each SPA; and d) the names and nature of any continuing contractual arrangements with outside organizations. <p>4. SPA shall represent an integral part of the responsibility to relate theory to practice, thereby enabling teaching and/or teaching-related responsibilities to remain professionally relevant. Routine, repetitive and trivial SPA is discouraged.</p> <p>Required SPA</p> <p>5. A Faculty Council may deem SPA, and the</p>
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maintenance of a professional license, to be essential to the work of the Department and to the progress of a staff member's career. In such cases the Dean and Department Chair shall encourage SPA.

- 2.4 Where a Faculty Council has deemed SPA to be essential to the work of the Department, the Faculty Council shall recommend to the Board that such SPA be considered as part of the primary University responsibilities. The Board may approve such recommendations on such conditions as it deems appropriate, having regard to 1.1.

Major SPA

- 2.5 SPA may be categorized as major or minor in scope. Each Faculty Council shall decide what constitutes major SPA but all proposals to teach at another institution shall be considered major SPA.

Reporting Requirements

- 2.6 Each staff member shall submit an annual statement to the Department Chair and Dean on SPA in the previous year. The Department Chair shall submit his or her personal statement to the Dean. The Dean shall submit his or her personal statement to the Provost.
- 2.7 The period covered by the annual statement and the date on which it is to be submitted may vary from Faculty to Faculty with this decision being made, from time to time, by the Faculty Council.
- 2.8 The annual statement may be made in conjunction with the annual report of the staff member or it may be a separate statement. Each Faculty Council shall determine, from time to time, which is the appropriate method for that Faculty.
- 2.9 Each Faculty Council shall develop the format for the annual statement for that Faculty and submit to the Vice-President for approval.
- 2.10 Decisions reached by a Faculty Council under this Article shall be conveyed, in writing, to the Vice-President and the Association.

Faculty Regulations

- 2.11 Each Faculty Council shall develop regulations with respect to SPA. The regulations and any amendments thereto shall be filed with the Vice-President and the Association. The regulations shall include:
- a) The definition of what constitutes major SPA.

maintenance of a professional license, to be essential to the work of the Department and to the progress of a staff member's career. In such cases the Dean and Department Chair shall encourage SPA.

6. Where a Faculty Council has deemed SPA to be essential to the work of the Department, the Faculty Council shall recommend to the Board that such SPA be considered as part of the primary University responsibilities. The Board may approve such recommendations on such conditions as it deems appropriate, having regard to 1.a.

Major SPA

7. SPA may be categorized as major or minor in scope. Each Faculty Council shall decide what constitutes major SPA but all proposals to teach at another institution shall be considered major SPA.

Reporting Requirements

8. Each staff member shall submit an annual statement to the Department Chair and Dean on SPA in the previous year. The Department Chair shall submit his or her personal statement to the Dean.
9. The period covered by the annual statement and the date on which it is to be submitted may vary from Faculty to Faculty with this decision being made, from time to time, by the Faculty Council.
10. The annual statement may be made in conjunction with the annual report of the staff member or it may be a separate statement. Each Faculty Council shall determine, from time to time, which is the appropriate method for that Faculty.
11. Each Faculty Council shall develop the format for the annual statement for that Faculty and submit to the Provost for approval.
12. Decisions reached by a Faculty Council under this Article shall be conveyed, in writing, to the Provost and the Association.

Faculty Regulations

13. Each Faculty Council shall develop regulations with respect to SPA. The regulations and any amendments thereto shall be filed with the Provost and the Association. The regulations shall include:
- a) The definition of what constitutes major

<p>b) The format for the annual statement of SPA; the determination of the time period covered by the report; the date by which the report is to be submitted and whether the annual statement about SPA shall be included in the annual report.</p> <p>c) Any modifications to the requirement that SPA be taken into account in the evaluation of a staff member's performance.</p> <p>d) Whether the time of year, week or day when SPA is performed is important to its approval and reporting.</p> <p>e) Whether the annual statement shall include information about remuneration received from SPA.</p> <p>f) Regulations governing the use of University facilities and staff for SPA including arrangements to reimburse the University for such use.</p> <p>g) What evidence shall be required to ensure the staff member has adequate personal liability insurance to indemnify the University against any claims.</p> <p>h) Such additional terms and conditions the Faculty Council may consider necessary; such terms and conditions shall be in addition to and not in contradiction to this Article.</p>	<p>SPA.</p> <p>b) The format for the annual statement of SPA; the determination of the time period covered by the report; the date by which the report is to be submitted and whether the annual statement about SPA shall be included in the annual report.</p> <p>c) Any modifications to the requirement that SPA be taken into account in the evaluation of a staff member's performance.</p> <p>d) Whether the time of year, week or day when SPA is performed is important to its approval and reporting.</p> <p>e) Whether the annual statement shall include information about remuneration received from SPA.</p> <p>f) Regulations governing the use of University facilities and staff for SPA including arrangements to reimburse the University for such use.</p> <p>g) What evidence shall be required to ensure the staff member has adequate personal liability insurance to indemnify the University against any claims.</p> <p>h) Such additional terms and conditions the Faculty Council may consider necessary; such terms and conditions shall be in addition to and not in contradiction to this Appendix</p>
<p style="text-align: center;">APPENDIX I: INTERPRETATION AND TRANSITION</p> <p>The parties agree that:</p> <ol style="list-style-type: none"> 1. An Interpretation Committee will be established and will meet regularly from July 1, 2017 to June 30, 2019 in order to monitor, review and update language based upon our experiences with the implementation of this new Agreement; 2. The Interpretation Committee will specifically monitor and review the implementation of the definitions of Appointments established in Article 6 to ensure that there is sufficient clarity and to recommend additional clarification in order to alleviate any confusion; 3. By September 1, 2017, the Interpretation Committee will provide recommendations to the 	

Provost for his/her information concerning the membership composition of ATSEC, keeping in mind the models already established below and the principles of (a) appropriate and proportional elected membership from all staff members (when possible) under this Agreement; (b) representation from tenured faculty; and (c) the appointment of an external member such as from PRC;

4. Departments will require assistance to transition to the new Appointment categories and Human Resource Services and Faculty and Staff Relations will be providing that assistance. Appropriate transition time is required;
5. Procedures will be developed, as required, to effectively and consistently manage Probationary Periods, Evaluation, Promotion, Unsatisfactory and Unacceptable Performance;
6. Current Salary Schedules and Benefits Programs will remain intact until Compensation Negotiations make any changes;
7. If a Faculty is currently able to improve the terms of the Agreement (as through previous appropriate consultations under the CAS:T Agreement) then they may continue to do so (e.g. removal allowance, scholarly leaves, etc.). The Faculty must continue to ensure internal equity is maintained. Details of the variation from the Agreement should be included in the special conditions section of the appointment letter and approved by the Office of the Provost.
8. The first review of the Faculty's position expectations and standards of performance under Article 10.14 will be completed by June 30, 2022.

Current Models of Membership:

Nursing (Faculty Lecturer Evaluation Committee)

- FEC Chair to be Chair of FLEC;
- Associate Dean, Undergraduate Programs, ex officio;
- FEC members, except for the Dean and the PRC member;
- 6 Faculty Lecturers, elected by Faculty Lecturers; and
- Human Resources Officer (Resource).

Physical Education and Recreation (Coaches Evaluation Committee)

- Dean to be Chair of CEC;
- Director of Athletics;
- Associate Athletic Director(s) (non-voting);

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| | <ul style="list-style-type: none">- 3 Head Coaches at a minimum rank of Senior Coach, elected by Faculty Council;- 1 full-time academic staff member (non-coaching) elected by Faculty Council;- 1 external AASUA member appointed by the Chair, from recommendations received from Coaches. |
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THE UNIVERSITY OF ALBERTA

AGREEMENT

Academic Teaching Staff

July 1, 2017

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SIGNED ON BEHALF OF THE BOARD OF GOVERNORS OF THE UNIVERSITY OF ALBERTA

**Steven Dew,
Provost and Vice-President (Academic)**

Witness

**SIGNED ON BEHALF OF THE ASSOCIATION OF ACADEMIC STAFF OF
THE UNIVERSITY OF ALBERTA**

**Carolyn Sale,
President**

Witness

DATED:

APPENDIX A:

<p align="center">This Table provides a Summary for Ease of Use of Articles 6, 8, 9 and 10 APPOINTMENTS to a POSITION Full-Time (FT) or Part-Time (PT) as Indicated</p>			
RANKS -TITLES (Regardless of Contract Status, each rank can be achieved)	CONTRACT STATUS	PROBATIONARY PERIODS and METHOD of ANNUAL EVALUATION	LAY-OFF PROVISIONS
<p>Full Lecturer</p> <hr/> <ul style="list-style-type: none"> - Master Coach - Clinical Professor - Teaching Professor <p>Associate Lecturer</p> <hr/> <ul style="list-style-type: none"> - Senior Coach - Associate Clinical Professor - Associate Teaching Professor <p>Assistant Lecturer</p> <hr/> <ul style="list-style-type: none"> - Coach - Assistant Clinical Professor - Assistant Teaching Professor 	<p>Career (FT or PT)</p> <p>Contingent – no end date.</p>	<p>Probationary Period of 12 months.</p> <p>Evaluated by Academic Teaching Staff Evaluation Committee (ATSEC).</p>	<p>Provided working notice of not less than 12 months of contract termination.</p> <p>No severance.</p>
	<p>Term 12 (FT or PT)</p> <p>Appointment period of 12 months to a maximum of 6 years.</p>	<p>Probationary Period of 12 months with appointment period greater than 24 months.</p> <p>Faculty determines if evaluated by ATSEC or Department Chair.</p>	<p>Provided 3 months' working notice if contract is terminated prior to end date.</p> <p>Provided severance of one month for each full year of service to a maximum of 9 months.</p>
	<p>Term 8R (FT)</p> <p>Appointment period from 24 months to a maximum of 6 years, but where the full-time workload occurs in 8, 9, 10 or 11 months within each year. Staff member may purchase benefits during the inactive period (period of leave without pay).</p>	<p>Probationary Period not required.</p> <p>Faculty determines if evaluated by ATSEC or Department Chair.</p>	<p>Provided working notice to the full-time workload end-date. (e.g., appointment period of July 1 to June 30 with full-time workload occurring from September 1 to April 30, full-time workload end-date is April 30.)</p> <p>No severance.</p>
	<p>Term 8 (FT or PT)</p> <p>Appointment period of 8 months to less than 12 months.</p>	<p>Probationary Period not required.</p> <p>Faculty determines if evaluated by ATSEC or Department Chair</p>	<p>Provided working notice to the end of the appointment period.</p> <p>No severance.</p>
<p>Instructor</p> <p>(used for temporary, time-limited, adhoc circumstances)</p>	<p>Instructor (FT or PT)</p> <p>Appointment period of less than 8 months as FT or less than 12 months as PT.</p>	<p>Probationary Period not required.</p> <p>Evaluated by Department Chair.</p>	<p>Provided working notice to the end of the appointment period.</p> <p>No severance.</p>

APPENDIX B:

Letter of Appointment

[Office Name]



[Name]

[Click here and enter date]

[Address]

Dear [Name]:

On behalf of the Board of Governors, I am pleased to offer you a formal appointment to the academic staff of the University of Alberta in accordance with the terms set forth below. Should you accept this offer, your employment will be governed by the Collective Agreement for Academic Teaching Staff, a copy of which can be found at www.hrs.ualberta.ca/MyEmployment/Agreements.aspx. The Agreement may be amended in accordance with its terms and such amendments are binding upon you. A printed copy of the Agreement will be provided on request.

The specific terms of the appointment offer are:

- 1. Position Rank and Title: **[Rank/Title]** Position Profile attached: **["Yes"]**
- 2. Department:
Faculty:
- 3. Contract Status: **[Career or Term 12 or Term8R or Term 8 or Instructor]** Lay-off Provisions: **["Yes"]**
For Term 8R Status: Full-time Workload occurs **[start and end date]** and inactive period is **[start and end date]**
- 4. Period of Appointment: **[Start Date] to [End Date or NA for Career Status]**
- 5. Probationary Period: **[NA or 12 months]**
- 6. Full-Time/Part-Time: **[Full-Time (1.0) or Part-Time (.xx)] FTE**
- 7. Salary: **[\$[Salary] per annum [Salary Range]**
- 8. Special conditions, if any: **[Special Conditions or "see attachment"]**
- 9. You are eligible for a removal grant of **[\$[NA or amount]** in accordance with Section 19.12 and Appendix E of the Agreement.

The return of one signed original copy of this letter to the undersigned will constitute your acceptance of this offer of appointment on the terms hereof.

This appointment is expressly contingent on your continuing eligibility for employment in Canada and upon the University receiving confirmation, if required by the appropriate federal government department or upon request by the University, of your continuing eligibility for employment in Canada. Loss of your eligibility for employment in Canada or a failure to provide confirmation of your eligibility for employment in Canada (i.e. work permit and/or permanent or temporary residence visa) will render the appointment null and void.

All personal information collected by the University of Alberta for the purpose of employment shall be collected under the authority of Section 33c of the Alberta Freedom of Information and Protection of Privacy Act (FOIPP) and will be protected under Part 2 of that Act. Certain information will be made available to federal and provincial departments and agencies under appropriate legislative authority. For further information regarding the collection and use of the personal information, contact *Human Resource Services, 2-60 University Terrace, University of Alberta. Phone: 492-4555.*

THIS FORM CONSTITUTES THE ENTIRE CONTRACT OF APPOINTMENT BETWEEN THE APPOINTEE AND THE UNIVERSITY AND NO OTHER WRITTEN OR ORAL CONDITION, QUALIFICATION OR AGREEMENT

Yours sincerely,

[Name]
[Title]

Received by University

ACCEPTANCE

I hereby acknowledge receipt of the original hereof and accept the appointment referred to and the terms and conditions set forth.

Date at _____
(city)

This _____ day of _____, _____
(day) (month) (year)

Signature

APPENDIX C:

**UNIVERSITY LIBRARY PRIVILEGES FOR MEMBERS OF THE
ACADEMIC TEACHING STAFF AGREEMENT**

APPLICATION OF UNIVERSITY LIBRARY PRIVILEGES UNDER THE ATS AGREEMENT					
	CONTRACT PERIOD as an Employee	ACCESS from Off-Campus to Licensed Online Library Content as an Instructor	NO ACCESS from Off-Campus to Licensed Online Library Content	On-Campus Access to Licensed Online Library Content	Library Card Borrowing Privileges of 4-Month Loans based on University Staff ONEcard
	NORMALLY, FROM: Term Start Date	FROM: Approximately 2 months prior to the Term Start Date			FROM: Contract Period Start Date
	TO: Term End Date	TO: 4 months following the Term End Date			TO: 14 months after the Start Date
RECURRING APPOINTMENTS	Fall and Winter Terms	Jul 1 to Aug 31 (14 months)	Not applicable: continuous access	Continuous access with active CCID on University Wireless Service (UWS); or at Information and Technology Services (IST) or University Libraries workstations.	Coincides with the 14 month access period and requires University Staff ONEcard. Before the 14 month access period OR in the absence of a new contract after the 14 month access period, an individual may obtain a free borrower card with a 2-week loan period with valid ID at any University Libraries service desk.
	Fall Term	Jul 1 to Apr 30 (10 months)	No access May and Jun		
	Winter Term	Nov 1 to Aug 31 (10 months)	No access Sep and Oct		
	Spring and Summer Terms	Mar 1 to Dec 31 (10 months)	No access Jan and Feb		
	Spring Term	Mar 1 to Oct 31 (8 months)	No access Nov, Dec, Jan, Feb		
	Summer Term	May 1 to Dec 31 (8 months)	No access Jan, Feb, Mar, Apr		
NEW APPOINTMENT	Fall and Winter Terms	Jul 1 to Aug 31 (14 Months)	Not applicable		
	Fall Term	Jul 1 to Apr 30 (10 months)			
	Winter Term	Nov 1 to Aug 31 (10 months)			
	Spring Term	Mar 1 to Oct 31 (8 months)			
	Summer Term	May 1 to Dec 31 (8 months)			

The following relationship definitions exist for ATS Agreement staff members:

Instructor (INT) = An instructor is someone who is teaching continuing education, graduate or undergraduate course(s) at the University. The instructor relationship is added to the University system once an instructor's employee ID is attached to a class. The start date of the relationship coincides with the date that the course catalogue is released to campus. The end date of the relationship is the end date of the last term that the instructor is attached to a course/courses + four months.

Employees (EMP) = An employee is someone who has an employment relationship with the University. All employees will have other simultaneous relationships that further describe their affiliation with the University (e.g., Student or Instructor). The employee relationship is given to all persons that have an active job record in the University system. The start and end date of the relationship coincides with the start and end date of the employment contract.

ACCESS TO LICENSED ONLINE LIBRARY CONTENT

The University Libraries licenses a wide range of electronic journals, e-books, abstracting/indexing databases and numerical databases from commercial vendors. These licenses restrict use of these resources to primary members of the University community, i.e. current University students, faculty and staff (based on valid student or employee numbers). However, University Libraries licenses do permit "walk-in"/on-campus use by guest affiliates and the wider community at public computer stations within the University Libraries or via the UWS.

REMOTE ACCESS TO LICENSED ONLINE LIBRARY CONTENT

Remote access (from outside the University computing network) to licensed online library content by primary members of the University community requires login to the Library's EZproxy server using a CCID.

The search for information from off campus begins within the University Libraries website at <http://www.library.ualberta.ca>. Ebooks, ejournals, databases, streaming video or audio, etc. can be searched through various services within the website and before being linked through to the content, the searcher will be passed to the Libraries EZproxy service to login with CCID and password.

LIBRARY CARDS AND BORROWING PRIVILEGES

Staff members will use a University Staff ONEcard to borrow Library resources with a 4-month loan period for 14 months from the start date of their employment contract.

**APPENDIX D:
Conditions for Supplementary Professional Activities (SPA)**

1. The authority and approval of SPA is subject to the following conditions:
 - a) The staff member shall not compete unfairly with professionals outside the University.
 - b) The SPA shall not infringe upon the University's conflict policy and related procedures and protocols, as amended from time to time.
 - c) The SPA shall conform with the University's related policies, procedures and protocols related to the use of University facilities and staff, as amended from time to time.
 - d) The staff member shall indemnify and hold harmless the University from and against any loss, injury or damage which the University may or could suffer arising in any way out of or in relation to such activities. The staff member gives this covenant and makes this agreement notwithstanding that the University has participated in such activities by the provision of facilities, space, equipment, or administrative assistance, unless the said loss, injury or damage arises directly from a malfunction of the said facilities or equipment which is not caused by the user thereof; and notwithstanding that the University has participated in such SPA by the provision of students or postdoctoral fellows or the like; and notwithstanding that any formal contract with respect to those SPA has not been negotiated by or approved by the University.
 - e) When engaged in SPA a staff member shall not use the name of the University in any way, except as the mailing address, nor shall the staff member hold himself or herself to be an agent of the University when engaged in SPA.
2. SPA shall be taken into account in the evaluation of a staff member's performance for increments and promotion.
3. The following information shall be provided in the staff member's annual statement on SPA:
 - a) the category or type of client or affiliation;
 - b) the nature of services performed;
 - c) an estimate of the total time devoted to each SPA; and
 - d) the names and nature of any continuing contractual arrangements with outside organizations.
4. SPA shall represent an integral part of the responsibility to relate theory to practice, thereby enabling teaching to remain professionally relevant. Routine, repetitive and trivial SPA is discouraged.

Required SPA

5. A Faculty Council may deem SPA, and the maintenance of a professional license, to be essential to the work of the Department and to the progress of a staff member's career. In such cases the Dean and Department Chair shall encourage SPA.
6. Where a Faculty Council has deemed SPA to be essential to the work of the Department, the Faculty Council shall recommend to the Board that such SPA be considered as part of the primary University responsibilities. The Board may approve such recommendations on such conditions as it deems appropriate, having regard to 1.a.

Major SPA

7. SPA may be categorized as major or minor in scope. Each Faculty Council shall decide what constitutes major SPA but all proposals to teach at another institution shall be considered major SPA.

Reporting Requirements

8. Each staff member shall submit an annual statement to the Department Chair and Dean on SPA in the previous year. The Department Chair shall submit his or her personal statement to the Dean.
9. The period covered by the annual statement and the date on which it is to be submitted may vary from Faculty to Faculty with this decision being made, from time to time, by the Faculty Council.
10. The annual statement may be made in conjunction with the annual report of the staff member or it may be a separate statement. Each Faculty Council shall determine, from time to time, which is the appropriate method for that Faculty.
11. Each Faculty Council shall develop the format for the annual statement for that Faculty and submit to the Provost for approval.
12. Decisions reached by a Faculty Council under this Article shall be conveyed, in writing, to the Provost and the Association.

Faculty Regulations

13. Each Faculty Council shall develop regulations with respect to SPA. The regulations and any amendments thereto shall be filed with the Provost and the Association. The regulations shall include:
 - a) The definition of what constitutes major SPA.
 - b) The format for the annual statement of SPA; the determination of the time period covered by the report; the date by which the report is to be submitted and whether the annual statement about SPA shall be included in the annual report.
 - c) Any modifications to the requirement that SPA be taken into account in the evaluation of a staff member's performance.
 - d) Whether the time of year, week or day when SPA is performed is important to its approval and reporting.
 - e) Whether the annual statement shall include information about remuneration received from SPA.
 - f) Regulations governing the use of University facilities and staff for SPA including arrangements to reimburse the University for such use.
 - g) What evidence shall be required to ensure the staff member has adequate personal liability insurance to indemnify the University against any claims.
 - h) Such additional terms and conditions the Faculty Council may consider necessary; such terms and conditions shall be in addition to and not in contradiction to this Appendix.

APPENDIX E:

SALARY SCHEDULE

[Link]

BENEFITS SCHEDULE

[Link]

REMOVAL GRANT REGULATIONS

[Link]

APPENDIX F:

COPYRIGHT REGULATIONS (2016)

1. Ownership

- 1.1 Pursuant to 24.2 of the Agreement, a staff member who creates a Work resulting from or connected with the staff member's duties or employment owns copyright in the Work. However, the University owns or has an interest in Works as provided in 1.4 to 1.7 inclusive, 2.1 to 2.10 inclusive, 3.1, 5.1, and 5.2 of this Appendix.
- 1.2 For the purposes of this Appendix and Article 24 of the Agreement, "Work" or "Works" means anything in which copyright subsists pursuant to the *Copyright Act* (Canada), whether published or unpublished. For greater certainty, Work includes: architectural works, artistic works, choreographic works, cinematographic works, collective works, dramatic works, literary works, musical works, compilations, performers' performances, sound recordings and communication signals, all as defined in the *Copyright Act* (Canada).
- 1.3 A creator has moral rights in a Work, as provided under the *Copyright Act*. The Parties endorse and support the creator's right to manage those moral rights.
- 1.4 If a staff member creates a Work
- (a) in the course of performing administrative or management duties or activities for the University, a Department, or a Faculty, including all units therein associated (e.g., Centres and Institutes); or
 - (b) for the purposes of a committee or group of a Department, Faculty, or the University;
- then the University owns copyright in the Work.
- 1.5 If a staff member creates a Work pursuant to a written agreement between the staff member and the University, that agreement shall address the University's arrangement with the staff member regarding ownership or other interest in that Work.
- 1.6 If a staff member creates a Work under a sponsored research funding agreement with a third party funder, copyright ownership and licensing are governed by the terms of the sponsored research funding agreement. Because the University shall enter into the sponsored research funding agreement with the sponsor, the University has the right to obtain from the staff member an assignment or licence of the copyright as necessary to fulfill its obligations to the sponsor under the sponsored research funding agreement. However, the staff member cannot

unilaterally assign or licence Works that are not wholly owned or created by that staff member.

- 1.7 If a staff member creates a Work under any other agreement between the University and a third party, including but not limited to a secondment agreement or facility access agreement, copyright ownership and licensing are governed by the terms of the agreement between the University and the third party. To avoid any need for the staff member personally to transfer or agree to transfer rights relating to the Work to the third party (which may entail the personal liability of the staff member), the University has the right to obtain from the staff member an assignment or licence of the copyright as necessary to fulfill its obligations to the third party under the agreement. However, the staff member cannot unilaterally assign or licence Works that are not wholly owned or created by that staff member.

2 University Licence

General Principles

- 2.1 Subject to 2.2 to 2.10 inclusive, the University is and shall be entitled to an immediate, non-exclusive, royalty-free, non-transferable, irrevocable licence to use any Work created or produced by a staff member that results from or is connected with the staff member's duties or employment, for all purposes within the University's approved mandate pursuant to the *Post-Secondary Learning Act* (Alberta).
- 2.2 The purposes referred to in 2.1 include, but are not be limited to, unit accreditation, unit or University marketing, and any not-for-profit activity.
- 2.3 The licence contemplated by 2.1 does not apply if, as a result of reasonable academic or pedagogical publishing practice, a staff member must assign copyright to a Work to a third party as a condition of publication. In such a case, the staff member shall make best efforts to cause the third party to provide a licence to the University in relation to the Work, such licence containing terms that are analogous to those described in 2.1.
- 2.4 The licence contemplated by 2.1 does not preclude a staff member from agreeing with the University to grant any additional licence or other rights in and to a Work to the University.
- 2.5 A staff member, reasonably believing that his or her Work is unsatisfactory for a proposed use due to outdatedness, incompleteness, negative impact on the professional reputation of the staff member, or other academic grounds, may amend the Work or require that its use be withheld.

Limited Exception – Works Created to Fulfill Assigned Course Responsibilities

- 2.6 Except in the cases described in 2.7 to 2.10 inclusive, the licence contemplated by 2.1 does not apply to any Work created by a staff member to fulfill assigned course responsibilities under Articles 8.01 and 8.03 of the Agreement.
- 2.7 The licence contemplated by 2.1 includes those elements of a course outline that set out the information required by General Faculties Council policy, as described in the University Calendar.
- 2.8 If a staff member is unable or unavailable to deliver all or part of a course duly assigned to that staff member, the University may use the Work described in 2.6 to complete the delivery of

the course. Such a licence will not be irrevocable, but instead will be for the duration of the course in that academic year.

- 2.9 The University may use a Work described in 2.6 for the purposes of unit accreditation, in connection with transfer credit determinations or as the University may be required to meet its obligations to students.
- 2.10 If a staff member is assigned course responsibilities under Article 8.03 of the Agreement that entail the preparation of course materials for use in multiple courses or courses taught in multiple sections, the licence contemplated by 2.1 applies to those materials for a term of three (3) years from the date that the materials are last revised by the staff member and it shall not be an interference in the creator's moral rights for the University to modify the course materials as required for the purpose of keeping them current.

3. Computer Programs and the University Patent Policy

- 3.1 In addition to this Appendix, the University Patent Policy shall apply to a computer program that is patentable intellectual property.

4. Conflict of Interest and Conflict of Commitment

- 4.1 The University has an interest in ensuring that Works created by its own staff members are not used to compete with or undermine the University's educational mission or activities. Therefore, a staff member's creation and use of Works in which the staff member owns copyright remain subject to the University's conflict of interest and conflict of commitment policies.

5. Collaborative Works

- 5.1 Works created collaboratively by students, staff, faculty and/or others present special challenges with regard to copyright. Such works may be owned in whole or in part by the University, or the University may have rights in and to those Works if they fall within one of the categories described in 1.4 to 1.7 inclusive, 2.1 to 2.10 inclusive, or 3.1 of this Appendix.
- 5.2 Subject to 1.4 to 1.7 inclusive, 2.1 to 2.10 inclusive, or 3.1 of this Appendix, if a Work is created by a staff member and one or more other individuals governed by University collective agreements, policies, and procedures, as between the University and that staff member and the individual or individuals, each person's rights and obligations relating to the Work shall be determined by the applicable University collective agreements, policies, and procedures. In the case of some collaborative Works, especially those involving members of different categories of persons within the University community, the parties involved may decide to assign copyright to the University in order to coordinate distribution, use, and (when appropriate) revenue sharing.
- 5.3 If a Work is created by a staff member and an individual or individuals who are not subject to University collective agreements, policies, and procedures, ownership of copyright will be decided in accordance with:
- (a) a written agreement between that staff member and that individual or those individuals;
 - (b) a written agreement between the University and another organization; or

- (c) in the absence of an agreement contemplated by (a) or (b), in accordance with the general law, except that this Appendix will apply to any interest held by the staff member, with the necessary changes.

6, Guidelines

- 6.1 The University may publish guidelines, recommendations, and explanatory notes which shall not form part of this Appendix, to assist staff members and others to structure collaborations in ways that maximize certainty and minimize conflicts respecting interests in Works, and to assist in the application or use of this Appendix.

1. Objective

The University Patent Policy is intended to encourage inventors to patent inventions and to provide a mechanism for the commercial application and utilization of the inventions while rewarding the inventor and protecting the rights of the University.

2. Definitions

“Director” means the Director of the University’s Intellectual Property and Contracts Office.

“Invention” means an invention or discovery with patent possibilities made by an Inventor in the course of that Inventor’s duties at the University or through the use of University facilities or resources and includes any computer programs (software) forming part of, and capable of being patented as part of, that invention or discovery.

“Inventor” means any employee of the University, any student registered at the University (whether for credit or not), and any other person associated with the University who, in each of the foregoing categories, is bound to comply with the provisions of this Policy.

“Net Income” means all consideration received by the Inventor or the University from third parties, from the sale or licensing, in accordance with this Policy, of the Invention, less the out-of-pocket costs paid by that party for obtaining the patent and granting, performing and enforcing any assignment or licensing of such Invention. Any consideration not received in cash shall be valued by agreement between the University and the Inventor, failing which the value shall be determined by arbitration.

“ROI” means a Report of Invention, in form available from the Director.

3. Copyright

This Policy does not apply to copyrights on work published or unpublished, or to computer programs (software) except as noted in the definition of the Invention.

4. Plant Cultivars and Germ Plasm

The sharing of revenue earned from the registration and subsequent licensing, as appropriate, of plant cultivars and germ plasm, and other questions arising from an application for a license shall be determined in accordance with the principles of this Policy as if the same were an Invention.

5. Inventions Covered

This Policy shall apply to all Inventions including those made under grants, sponsorships, contracts or agreements approved by the University. The Policy shall not apply to Inventions made by Inventors in the course of demonstrably private research unrelated to their University duties or in the course of their activities as consultants to outside bodies, when such research or activities do not involve use of University facilities or resources.

6. Administration of the Policy

The Director shall be responsible for the administration of this Policy.

7. Patent Alternatives

7.1 An Inventor who makes an Invention and wishes to apply for a patent may, except as provided in Paragraph 10 of this Policy, do so as an individual independent of the University, or may do so through the University, as set out in these procedures.

7.2 Any Inventor who makes an Invention must submit to the Intellectual Property and Contracts Office an ROI which contains a full description of the Invention. The Inventor

must complete the section indicating whether or not the Inventor wishes to proceed independently of the University or wishes to proceed through the University.

- 7.3 While the Inventor may file a caveat as an intended applicant for a patent under the Patent Act (Canada) as soon as the ROI is submitted to the Director, the Inventor shall not enter into any commitments outside the University aimed at patenting, assigning or licensing the invention for thirty (30) calendar days after such submission. This will enable representatives of the Intellectual Property and Contracts Office to discuss with the Inventor the Invention and its proposed applications and commercialization.

8. Application Through the University

- 8.1 If the Inventor offers to assign the Invention to the University, the Inventors ROI shall be reviewed by the Patents and Licensing Committee (see Paragraph 14 below), which shall decide whether to accept assignment of the Invention.
- 8.2 If the University decides to accept the assignment, it shall then assume the responsibility for obtaining patents, the negotiation of assignments or licenses, and the taking of whatever other steps are deemed necessary by the University for the commercialization of the Invention without cost to the Inventor.
- 8.3 The Director shall consult with the Inventor on how best to facilitate public use and commercial application of the Invention. In general, patent applications will be filed only in Canada or the United States of America. Thereafter the University will attempt to verify the commercial opportunities for the Invention before deciding whether to file in additional countries or to incur additional expenses.
- 8.4 If the decision is not to accept the assignment, or if no decision is made by the Patents and Licensing Committee within four (4) months from the date of submission of the ROI, or such earlier or later time may be agreed upon by the University and the Inventor, the Inventor may, by notifying the Director in writing, recover full ownership of the Invention and proceed at the Inventors own discretion and own expense, pursuant to Paragraph 9 but without the thirty (30) calendar day waiting period.
- 8.5 The University shall remit to the Inventor not later than 15 June each year a statement reporting all relevant actions taken in respect of the Invention during the previous University fiscal year, such as the issue of a patent, the conclusion of a licensing agreement or the like; and reporting further the name and places of all establishments using the Invention under license; and reporting further all expenditures and income forming part of the calculation of Net Income for that year. The University shall also, not later than 15 June, remit to the Inventor a sum equal to 33- $\frac{1}{3}$ % of the Net Income for the previous fiscal year.
- 8.6 If at any time after having accepted assignment of an Invention, the University determines that it is not feasible to continue the commercialization of an Invention, and it has not outstanding contractual license or assignment obligations to third parties with respect to the Invention, it may reassign the Invention and any patent, or patent application relating thereto, to the Inventor, in which instance the Invention shall be treated as an Invention of which the Patent and Licensing Committee has pursuant to paragraph 8.4 determined not to accept an assignment.

9. Application Independently of University

- 9.1 When permitted pursuant to Paragraph 7 or Paragraph 8.4, the Inventor may proceed independently of the University, or arrange with any outside sponsor of the Inventors choice, to obtain patents for the Invention, to negotiate licenses, and otherwise to take whatever steps the Inventor deems necessary for the commercialization of the Invention. All such steps shall be taken at the Inventor's, or the Inventor's sponsors expense.

9.2 The University acknowledges that the Invention shall be owned by the Inventor and, except for the obligations set forth in paragraph 9.3 below, the University shall have no other rights in respect of such Invention.

9.3 The continuing obligations of the Inventor under this option shall be:

- a) to provide the University with an annual statement, not later than 15 June of each year, containing the information set out in paragraph 8.5 above;
- b) to maintain in Alberta proper records of the matters referred to in a) above and to permit the University access to the records for each year for a period of twenty-four (24) months following completion of that year.
- c) to remit to the University, with the annual statement, the sum equal to 33 1/3% of the Net Income for the previous fiscal year.

10. Compulsory Application Through the University for Multi-Inventors

If more than one Inventor is involved in making an Invention, and if there is no other agreement between the Inventors, the Invention must be offered for patenting and commercialization through the University, as contemplated in Paragraph 8. In cases involving multi-Inventors, the Patent and Licensing Committee, after consultation with the Inventors, shall approve the list of Inventors and shall determine the relative royalty apportionment for the individuals concerned. This level of apportionment will be commensurate with the level of contribution of each. If the Inventors wish to appeal the decision of the Committee in respect to the list of Inventors or to the royalty apportionment, the procedures set out in section 14.3 shall apply.

11. Variation to Net Income Apportionment

Notwithstanding any provision of paragraphs 8 or 9 of this Policy, the University and the Inventor may, with respect to an Invention, enter into an agreement in which responsibility for, and cost of, patenting and commercializing such Invention are dealt with in a manner different than provided in such paragraphs and in which Net Income is apportioned in a manner different from that provided in these sections.

12. Review of Patent Policy

The Patent Policy will be reviewed at least every five (5) years by the Patents and Licensing Committee to keep it abreast of the needs of the University. The review date will be based on the date of the Policy coming into force.

13. Assigned Inventions and Patents

Certain contracts, grants, sponsorships and research agreements which have been or will be entered into by the University, on its behalf or on behalf of certain of its members, with industrial companies, government agencies and other bodies, may contain provisions in respect of Inventions and patents, whereby all patent rights are assigned or licensed to such companies, agencies and other bodies or assigned to the University and licensed to such companies, agencies and other bodies, and may contain provisions which are at variance with the provisions of this Policy. The provisions of such contracts, grants, sponsorships and research agreements shall supersede the other provisions of this Policy. The University retains the right to enter into such agreements, and requires that University members comply with such provisions in contracts, grants, sponsorships, or research agreements.

14. Patents and Licensing Committee (Terms of Reference Attached)

14.1 The Patents and Licensing Committee shall consist of the Associate Vice-President (Research), the Director, one person appointed by the University Research Policy Committee, one person appointed by the AAS:UA, and one person appointed by the

Advisory Committee of the Office of Intellectual Property and Contracts. The Committee chooses its own Chair.

- 14.2 In the event that a meeting of the Patents and Licensing Committee or its executive is held to make a decision respecting a particular ROI, as referred to in Paragraph 8.1 of this policy, the Inventor and the Inventor's Dean and Department Chair will be invited to attend the meeting and will have the opportunity to state their views.
 - 14.3 If an Inventor or group of Inventors decides to appeal a decision of the Patents and Licensing Committee, the appeal shall be heard by a one person arbitration board, the arbitrator being chosen by the Provost.
 - 14.4 If two parties in a Multi-Inventor patent dispute the relative apportionment of royalties, the dispute shall be heard by a three person arbitration board. Each party shall select a representative to the board and those two persons shall select a third person to chair the board. Where the two representatives cannot agree on a third person, the third person shall be chosen by the Provost.
15. Commitment to University Research

A portion of Net Income shall be used to support research at the University, with special recognition being given to the Faculty, Department, or the laboratory in which the Invention originated. The University will commit a portion of its Net Income to this end and encourages University Inventors to do the same.

**APPENDIX H:
Detailed Procedures on Evaluation and Promotion
[to be developed in accordance with Appendix I]**

APPENDIX I: INTERPRETATION AND TRANSITION

The parties agree that:

1. An Interpretation Committee will be established and will meet regularly from July 1, 2017 to June 30, 2019 in order to monitor, review and update language based upon our experiences with the implementation of this new Agreement;
2. The Interpretation Committee will specifically monitor and review the implementation of the definitions of Appointments established in Article 6 to ensure that there is sufficient clarity and to recommend additional clarification in order to alleviate any confusion;
3. By September 1, 2017, the Interpretation Committee will provide recommendations to the Provost for his/her information concerning the membership composition of ATSEC, keeping in mind the models already established below and the principles of (a) appropriate and proportional elected membership from all staff members (when possible) under this Agreement; (b) representation from tenured faculty; and (c) the appointment of an external member such as from PRC;
4. Departments will require assistance to transition to the new Appointment categories and Human Resource Services and Faculty and Staff Relations will be providing that assistance. Appropriate transition time is required;
5. Procedures will be developed, as required, to effectively and consistently manage Probationary Periods, Evaluation, Promotion, Unsatisfactory and Unacceptable Performance;
6. Current Salary Schedules and Benefits Programs will remain intact until Compensation Negotiations make any changes;
7. If a Faculty is currently able to improve the terms of the Agreement (as through previous appropriate consultations under the CAS:T Agreement) then they may continue to do so (e.g. removal allowance, scholarly leaves, etc.). The Faculty must continue to ensure internal equity is maintained. Details of the variation from the Agreement should be included in the special conditions section of the appointment letter and approved by the Office of the Provost.
8. The first review of the Faculty's position expectations and standards of performance under Article 10.14 will be completed by June 30, 2022.

Current Models of Membership:

Nursing (Faculty Lecturer Evaluation Committee)

- FEC Chair to be Chair of FLEC;
- Associate Dean, Undergraduate Programs, ex officio;
- FEC members, except for the Dean and the PRC member;
- 6 Faculty Lecturers, elected by Faculty Lecturers; and
- Human Resources Officer (Resource).

Physical Education and Recreation (Coaches Evaluation Committee)

- Dean to be Chair of CEC;
- Director of Athletics;
- Associate Athletic Director(s) (non-voting);
- 3 Head Coaches at a minimum rank of Senior Coach, elected by Faculty Council;
- 1 full-time academic staff member (non-coaching) elected by Faculty Council;
- 1 external AASUA member appointed by the Chair, from recommendations received from Coaches.

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal for the Termination of the Bachelor of Science Agriculture, Range and Pasture Management Major, Faculty of Agricultural, Life and Environmental Sciences (ALES)**

Motion: THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee, approve the termination of the Bachelor of Science Agriculture, Range and Pasture Management Major as set forth in Attachment 1, and as proposed by the Faculty of Agricultural, Life and Environmental Sciences, to take effect upon final approval.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Faculty of Agricultural, Life & Environmental Sciences
Presenter	Steven Dew, Provost and Vice-President (Academic)

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Approval of the (proposed) Termination of the BSc Agriculture, Range and Pasture Management Major
The Impact of the Proposal is	No impact. Admissions and transfer to the BSc Agriculture, Range and Pasture Management Major have been suspended since the 2012-2013 academic year.
Replaces/Revises (eg, policies, resolutions)	Will require removal of the program from the University Calendar: Range and Pasture Management Major
Timeline/Implementation Date	Termination to take effect upon approval. Program will be removed from the 2018-2019 University Calendar.
Estimated Cost/funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	Formal Calendar change will be implemented upon approval. After approval by the Board of Governors, the proposal will be submitted to the Ministry of Advanced Education for approval.
Supplementary Notes and context	Admission to the BSc Agriculture, Range and Pasture Management Major was suspended in 2012. The last Range and Pasture Management student convocated in Spring 2015. GFC Academic Standards Committee approved, with delegated authority from General Faculties Council, the suspension of this program on January 19, 2012. (http://www.governance.ualberta.ca/GeneralFacultiesCouncil/AcademicStandardsCommittee.aspx) The suspension was approved by the Ministry of Advanced Education and Technology on March 21, 2012.

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> All relevant stakeholders were informed of the proposed termination of the major during the formal suspension process.
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<p>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 consulted:</i></u></p> <ul style="list-style-type: none"> All relevant stakeholders were consulted regarding the proposed termination of the major during the formal suspension process. <hr/> <p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> As outlined in the approved suspension.
<p>Approval Route (Governance) (including meeting dates)</p>	<p>ALES Faculty Council – April 11, 2016 GFC Academic Planning Committee – February 15, 2017 GFC Executive Committee – March 5, 2017 (for information) General Faculties Council – March 20, 2017 Board Learning and Discovery Committee – April 24, 2017 Board of Governors – May 12, 2017</p>
<p>Final Approver</p>	<p>Board of Governors</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p><i>For the Public Good</i></p> <p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)</p>	<ol style="list-style-type: none"> Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs and more specifically to “determine all programs of study to which clause (b) does not apply that are to be offered by the university for credit toward the requirements for any degree or diploma” (26(1)(c)) PSLA: The <i>PSLA</i> gives Faculty Councils power to “determine the programs of study for which the faculty is established” (29(1)(a)). GFC Academic Planning Committee Terms of Reference (Mandate) “8. Establishment/Termination of Academic Programs [...] b. To recommend to GFC on the termination of academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions.” Board Learning and Discovery Committee (BLDC) Terms of Reference: “3. MANDATE OF THE COMMITTEE Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the <i>Post-</i>

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	<p><i>Secondary Learning Act</i>, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board. [...] c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters; [...]</p> <p>4. LIMITATIONS ON DELEGATION BY THE BOARD</p> <p>This general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Board shall make all decisions with respect to: [...] b. program approvals involving the creation or abolition of a degree program (but not specializations of an existing degree).</p>
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Attachments:

1. Proposal Template: Termination of the BSc Agriculture, Range and Pasture Management Major (3 pages)

Prepared by: Jim Bohun, Assistant Dean (Academic and Student Programs), jbohun@ualberta.ca

Proposal Template: Program Suspension, Reactivation and Termination

This template is for the presentation of proposals for suspension or termination of an existing program or specialization within an existing program; and for reactivation of a suspended program or specialization.

Basic Information

Institution	University of Alberta
Program/specialization title	BSc in Agriculture, Range and Pasture Management major
Credential awarded	BSc in Agriculture
Proposed date(s) of suspension term, reactivation or termination	January 1, 2017

A: Suspension

1. Rationale for suspension (for example, changes in applications, enrolment, employer demand, program obsolescence, etc.). Comment on the alignment of the proposed change with the institution's strategic direction and priorities. If enrolment is a key rationale, provide historical enrolment data.
2. Anticipated impacts on students and graduates and plans to ameliorate these impacts. Describe the institution's plan to teach out active students and stop-outs. Include evidence of consultation with students and a communications plan for informing stopped-out students of the change.
3. Identify anticipated impacts on external stakeholders (e.g. employers, professional/regulatory organizations, other post-secondary institutions) and provide evidence of consultation.
4. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, classroom and lab space). Discuss plans for the reallocation of any resources freed up by the proposed suspension.

B: Reactivation

1. Rationale for reactivation (for example, increased employer demand, student demand, new funding sources, etc.). Comment on the alignment of the proposed change with the institution's strategic direction and priorities.

2. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, and classroom and lab space).

3. Provide a simplified enrolment plan using the following table. Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
Intake (head count)	0	0	0	0	0	0
Total head count	0	0	0	0	0	0
Total FLE	0	0	0	0	0	0
Anticipated No. of Graduates	0	0	0	0	0	0

C: Termination

1. Describe measures taken by the institution to ensure that active students and stop-outs have had ample opportunity to complete their programs of study.

Admissions to the major were suspended as for Fall 2012 (Ministerial approval received on March 21, 2012). All active students and stop-outs that are eligible to complete the major have done so. The last Range and Pasture Management student convocated in Spring 2015.

2. Where applicable, summarize the actual re-allocation of resources during the period of suspension, and any additional re-allocation anticipated upon termination, and specify the impacts of re-allocation on institutional operations.

Any resource reallocation went to the BSc Environmental and Conservations Sciences, Wildlife and Rangeland Management major, which has provided an excellent alternative for students interested in studying rangeland management.

Appendix 1: 2017/18 Calendar Changes for the Faculty of ALES

Current (2016/17) Calendar Entry	Proposed (2017/18) Calendar Entry
<p>Range and Pasture Management Major [ALES]</p> <hr/> <p>(Effective Fall 2012, applications to this major are no longer accepted. Interested students should consider applying to the BSc Environmental and Conservation Sciences, Wildlife and Rangeland Resources Management major.)</p> <p>Students currently enrolled in the BSc Agriculture Range and Pasture Management major will be allowed to finish their degree program no later than 2017-2018.</p>	<p>DELETE</p>

OUTLINE OF ISSUE
Action Item

Agenda Title: **Board Committee Appointments**

Motion: THAT the Board of Governors, on the recommendation of the Board Chair, Mr Michael Phair, approve Board Committee appointments, as set forth in Attachment 1 to the agenda documentation.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Mr Michael Phair, Chair, Board of Governors
Presenter	Michael Phair, Board Chair

Details

Responsibility	Chair of the Board of Governors
The Purpose of the Proposal is (please be specific)	To make adjustments to the current Board Committee membership roster to reflect recent Board membership changes.
The Impact of the Proposal is	To ensure that the committees' membership reflects the appropriate Terms of Reference and Board of Governors' membership roster.
Replaces/Revises (eg, policies, resolutions)	Replaces the 2016-2017 Committee Membership List approved by the Board on March 17, 2017.
Timeline/Implementation Date	Effective upon approval
Estimated Cost /funding source	n/a
Next Steps	Membership and contact lists will be updated accordingly
Supplementary Notes and context	<p>The Board of Governors annually reviews the recommendations of the Board Chair for appointments to Board Standing and other committees at its June meeting. Other appointments are made as required.</p> <p>These appointments reflect the change in graduate and undergraduate student representation on the Board as a result of recent student elections, as well as the appointment of a Non-Academic Staff Association representative on the Board of Governors.</p>

Engagement and Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section Student Participation Protocol	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> •
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • Board members • Board Committee Chairs
	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> • Board Chair • University Governance • Student representatives • NASA representative
Approval Route (Governance)	Board of Governors – for approval – May 12, 2017
Final Approver	Board of Governors

Alignment/Compliance

Alignment with Guiding Documents	Mandates and Roles for the Board of Governors
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	<p>Institutional Strategic Plan – <i>For the Public Good</i>:</p> <p><i>SUSTAIN: Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all Albertans.</i></p> <p><i>21. Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</i></p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p><u>The Board’s General Terms of Reference for Board Standing Committees, Sections 3 and 4 state:</u></p> <p>3. <i>A member of a Committee shall be appointed by the Board for a term commencing on a date selected by the Board and expiring on the earliest of:</i></p> <ul style="list-style-type: none"> <i>(i) the effective date of the resignation of that member from the Board;</i> <i>(ii) the effective date of the resignation of that member from that Committee;</i> <i>(iii) a date selected by the Board;</i> <i>(iv) the expiry date of the term of the appointment of a non-Board member to the Committee; and</i> <i>(v) the effective date of a general appointment of all members to that committee (ordinarily the first Board meeting in June).</i> <p><i>A member of a Committee is eligible to be reappointed to that Committee.</i></p> <p>4. <i>There shall be members of each Committee who are Board members; non-Board members may be drawn from the University Senate and elsewhere within the University or from the community as the Board considers may be appropriate or as may be provided in the Committee's terms of reference. Where the terms of reference of a Committee provide for a number of members in excess of those specifically required to be represented on the Committee, additional members may, subject to the foregoing, be appointed from any constituency.</i></p>

Attachments:

1. Proposed 2016-2017 Board of Governors Committee Membership (1 page) – for approval

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

AUDIT COMMITTEE

Chair: Dick Wilson (Acting)
Vice-Chair: Dick Wilson
*Jon Chia (June 30, 2018)
Dominique Grégoire
*Barry Kaiser (June 30, 2019)
*Stuart Lee (August 30, 2019)
Owen Tobert

FINANCE & PROPERTY COMMITTEE

Chair: Dick Wilson
Vice-Chair: Barry James
~~Fahim Rahman~~ Marina Banister
~~<vacant> (NASA)~~ Matthew Barnett
*Robert Borelli (June 30, 2017)
David Cooper
~~Sarah Fieke~~ Babak Soltannia
Glenn Stowkowy

HUMAN RESOURCES & COMPENSATION COMMITTEE

Chair: Ray Muzyka
Vice-Chair: <vacant>
Lynn Parish
Zahra Somani
*Robert Teskey (June 30, 2019)
Dick Wilson

INVESTMENT COMMITTEE

Chair: *Dave Lawson (June 30, 2017)
Vice-Chair: *Jim Drinkwater (June 30, 2019)
*Derek Brodersen (June 30, 2019)
*John Butler (June 30, 2019)
*Gordon Clanachan (June 30, 2019)
*Allister McPherson (June 30, 2017)
*Sandy McPherson (June 30, 2018)
*Peter Pontikes (June 30, 2019)
<vacant>
<vacant>

LEARNING AND DISCOVERY COMMITTEE

Chair: LeRoy Johnson
Vice-Chair: <vacant>
~~Fahim Rahman~~ Marina Banister
Ray Muzyka
Lynne Paradis
Rob Parks
Jeremy Richards
~~Sarah Fieke~~ Babak Soltannia

SAFETY, HEALTH & ENVIRONMENT COMMITTEE

Chair: *Gordon Winkel (June 30, 2019) (Acting)
Vice-Chair: Gordon Winkel
~~<vacant> (NASA)~~ Matthew Barnett
David Cooper
*Dave Ferro (June 30, 2017)
LeRoy Johnson
*William Lau (June 30, 2017)
~~Colin Champagne~~ Mike Sandare
Glenn Stowkowy
~~Sarah Fieke~~ Sasha van der Klein (GSA designate) (June 30, 2018)

UNIVERSITY RELATIONS COMMITTEE

Chair: Rob Parks
Vice-Chair: <vacant>
~~<vacant> (NASA)~~ Matthew Barnett
Barry James
LeRoy Johnson
*Catrin Owen (June 30, 2017)
Jeremy Richards
~~Colin Champagne~~ Mike Sandare
~~Sarah Fieke~~ Babak Soltannia
Sheri Somerville
*<vacant>

Ex Officio Members on all Board Committees:

Michael Phair, Board Chair
Douglas Stollery, Chancellor
David Turpin, President

BOARD REPRESENTATION ON UNIVERSITY COMMITTEES

Senate: <vacant>, <vacant>

Edmonton Community Foundation Nominating Committee: Rob Parks (to June 30, 2017)

University Properties Trust Board of Directors: <vacant>, <vacant>

* Denotes External Member on a Board Committee

OUTLINE OF ISSUE
Action Item

Agenda Title: **University of Alberta Comprehensive Institutional Plan (CIP) (2017-2020)**

Motion:

WHEREAS the University of Alberta Comprehensive Institutional Plan (2017 – 2020) Appendices A: Financial and Budget Information and F: Capital Plan were previously approved by the Board of Governors on March 17, 2017,

THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee:

- approve the remainder of the *University of Alberta Comprehensive Institutional Plan (2017 – 2020)* (CIP) including the university’s Enrolment Table, as set forth in Attachments 1 and 2 to the agenda documentation, and
- empower administration to incorporate the Enrolment Table into the CIP, as well as make any other editorial changes to the CIP, as needed, as long as the changes do not have the force of policy.

Note: Attachment 4 is a summary of friendly amendments identified through discussions at the General Faculties Council Academic Planning Committee and the Board Learning and Discovery Committee.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	President and Vice-Chancellor, David Turpin; Provost and Vice-President (Academic) Steven Dew; and Vice-President (Research) Lorne Babiuk
Presenters	Steven Dew, Provost and Vice-President (Academic); Lorne Babiuk, Vice-President (Research)

Details

Responsibility	President and Vice-Chancellor
The Purpose of the Proposal is (please be specific)	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 contents of the CIP are specified by Advanced Education guidelines. The CIP fulfills core provincial accountability requirements.
The Impact of the Proposal is	The university is required to submit the Comprehensive Institutional Plan to government in June 2017.
Replaces/Revises	N/A
Timeline/Implementation Date	2017-2020
Estimated Cost /funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	Following approval, the university’s CIP receives professional design and layout and is submitted to the Minister of Advanced Education. After submission, the CIP is made available on the university web site.
Supplementary Notes and context	Note: The Budget and Capital Plan components of the CIP were approved by the Board of Governors on March 17, 2017. The remainder of the document is present for approval during the current governance cycle.

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	Due to formatting requirements, the university's Enrolment Table is appended to the CIP. The Enrolment Table will be incorporated into the body of the CIP during design and layout.
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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>Note: the engagement described below refers specifically to development of the CIP; however, the extensive and exhaustive consultation that took place in development of <i>For the Public Good</i> is also relevant, as the core content of the CIP is drawn directly from that document.</p> <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Deans' Council • General Faculties Council (including APC, GFC Exec) • Board Learning and Discovery Committee <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • President's Executive Committee (review of draft), January 26, 2017 and March 16, 2017; • Joint BFPC/Board of Governors/GFC- APC- CIP Briefing – February 3, 2017 <p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • CIP Working Group, including the following representation: <ul style="list-style-type: none"> ○ Office of the President ○ Office of the Provost and Vice-President (Academic) ○ Office of the Vice-President (Research) ○ Office of the Vice-President (Facilities and Operations) ○ Office of the Vice-President (Finance and Administration) ○ 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>	<p>GFC Academic Planning Committee (budget / capital plan) – Feb 15, 17 Board Finance & Property Committee (budget / capital plan) - Feb 28, 17 Board of Governors (budget / capital plan) – March 17, 2017</p> <p>GFC Academic Planning Committee (CIP) – April 19, 2017 Board Learning and Discovery Committee (CIP) – April 24, 2017 Board of Governors (CIP) – May 12, 2017</p>
<p>Final Approver</p>	<p>Board of Governors</p>

Alignment/Compliance

<p>Alignment with Guiding Documents</p>	<p>The CIP is written in support of the University's strategic plan, <i>For the Public Good</i>.</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p><i>Post-Secondary Learning Act (PSLA)</i> Section 26(1) states:</p> <p>“Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing has the authority to [...]</p> <p>(o) make recommendations to the board with respect to affiliation with other institutions, academic planning, campus planning, a building program, the budget [...] and any other matters considered by the general faculties council to be of interest to the university[.]</p>

[...]"

2. **Post-Secondary Learning Act (PSLA)** Section 78 states:

"Business plans

78(1) Each year a board must prepare and approve a business plan that includes

- (a) the budget, and
- (b) any other information required by the Minister.

(2) The business plan approved under subsection (1) must be submitted to the Minister on or before the date specified by the Minister.

[...]

Access plan

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."

3. **Post-Secondary Learning Act (PSLA)** Section 80 states: "The board must submit to the Minister any reports or other information required by the Minister."

4. **GFC Academic Planning Committee Terms of Reference/3. Mandate of the Committee:** "The Academic Planning Committee (APC) is GFC's senior committee dealing with academic, financial and planning issues. [...]"

APC is responsible for making recommendations to GFC and/or to the Board of Governors concerning policy matters and action matters with respect to the following:

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.

[...]

5. **Board Learning and Discovery Committee (BLDC) Terms of Reference/Mandate of the Committee (Section 3):** "Except as provided in paragraph 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall, in accordance with the Committee's responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including

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	<p>proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.</p> <p>Without limiting the generality of the foregoing the Committee shall: [...]</p> <p>f. undertake studies and review academic matters that pertain to the quality of the educational experience at the University; g. monitor educational and research trends, community expectations and demands; [...]</p> <p>i. ensure that the academic teaching and research activities at the University are administered and undertaken in a manner consistent with the vision and mission of the University; [...]</p> <p>j. consider future educational expectations and challenges to be faced by the University [...]</p> <p>m. review recommendations of GFC Academic Planning Committee concerning the Comprehensive Institutional Plan (CIP) and/or a similar document as required, and make recommendations to the Board in respect thereof; [.] [...]”</p>
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Attachments:

1. Comprehensive Institutional Plan (18 pages) – **for recommendation**
2. Enrolment Table (29 pages) – **for recommendation**
3. Addendum: CIP-*For the Public Good* Alignment (for information only – not to be included with formal CIP submission)
4. Summary of friendly amendments identified at meetings of GFC-APC and BLDC (1 page)

Prepared by: Kathleen Brough, Senior Administrative Officer, Office of the Provost and Vice-President (Academic); Logan Mardhani-Bayne, Acting Strategic Development Manager, Office of the Provost and Vice-President (Academic)



COMPREHENSIVE INSTITUTIONAL PLAN 2017-20

DRAFT

APR. 2017

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EXECUTIVE SUMMARY

The University of Alberta aims to serve “For the Public Good.” This guiding ethos, affirmed through the recent completion of a university-wide strategic planning process, expresses the U of A’s commitment to “inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world’s great universities for the public good.”

Ranked within the top 100 universities in the world, the University of Alberta is the province’s leading educator, generator of new ideas, and engine of social, cultural and economic prosperity. The university’s new strategic plan, *For the Public Good*, articulates the central goal to provide education and research that is truly transformative to the respective groups it serves: students, the community, our province, country and the world.

This driving mandate is in alignment with key Government of Alberta priorities to diversify the provincial economy, lead on humanity’s grand challenges—such as climate change, educate and train citizens to compete in the global economy, build safe and inclusive communities, and create health and social wellbeing.

We are a diverse and inclusive community with a far-reaching impact.

The multi-campus University of Alberta plays a pivotal role in Alberta’s post-secondary system, educating the citizens that serve in our social, industrial and corporate sectors. With over 29,000 undergraduate and 7,000 graduate students, over 600 post-doctoral fellows, over 2,000 full-time faculty members in 18 faculties, and 15,000-plus employees, the U of A is Alberta’s fourth-largest employer and has an economic impact of \$12.3 billion per year in Alberta.

The university prizes excellence in teaching and is first among Canadian universities with 41 3M Teaching Fellowship winners, Canada’s highest honour for undergraduate teaching. The U of A embraces community engagement. Last year, over 1,500 students participated in Community Service-Learning with over 180 community partners.

We are a leading research enterprise.

With over \$4.6 billion in sponsored research over the last decade, U of A researchers have produced numerous game-changing discoveries such as the world-famous Edmonton Protocol treatment for Type 1 Diabetes; received \$75 million to launch Future Energy Systems to build on the university’s broad energy and environmental expertise to innovate towards a zero-carbon future; discovered the first life-saving antiviral therapy for hepatitis B; and attracted the largest joint research gift in U of A history—\$54 million—for the Women’s and Children’s Health Research Institute, which mobilizes ground-breaking research into changes in practice that improve the health of women and children the world over.

We solve problems.

Across a wide range of issues, the university takes a multi-faceted approach to solving relevant problems. A \$14 million facility in Edmonton is building on research based in the Faculty of Agricultural, Life & Environmental Sciences to deploy innovative technologies that use crops to produce nutraceuticals, pharmaceuticals, and cosmetics, increasing economic diversity and investment in the agricultural sector. The Alberta Cell Therapy Manufacturing facility, the only facility of its kind in western Canada, will produce clinical grade human cell and tissue products—offering hope for a host of regenerative treatments for diseases ranging from cancer to cardiovascular

disease to neurological disorders. A breakthrough technology using feed stock—animal fat, beef tallow, restaurant grease—has been pioneered, allowing this waste to be converted into the next generation of renewable fuels and creating value-added products for Alberta's economy. The U of A's Protective Clothing and Equipment Research Facility tests and develops fabrics for extreme environments, such as forest fire-fighting, and the Western Partnership for Wildland Fire Science studies the fires themselves—each aspect supporting the work of the other as well as the work of Albertans handling real crises in the province.

Fundamentally, the university's far-ranging work is conducted within the mandate of its role in the six-sector system and embraces the Province of Alberta's *Adult Learning System Principles*.

The 2017 Comprehensive Institutional Plan presents the university's priorities for the next three years according to each of the principles. Highlights of these include:

Accessibility

The U of A provides access to a full range of foundational programs, specialized professional programs, and graduate programs that drive research and innovation. By ensuring the availability of a wide array of programs within the province, we support a diversity of career aspirations and wider economic objectives. It is a priority to ensure that the U of A is accessible and that the wellness of our community is enhanced, recognizing that all students, and particularly under-represented cohorts, are served by improved supports, communication, facilities, and infrastructure. The university directly supports accessibility through a robust system of financial supports, administering approximately \$90 million in scholarship and bursary funding.

A key accessibility goal is an action-oriented response to the final report of the Truth and Reconciliation Commission of Canada, one that achieves meaningful change for Indigenous students, staff, and faculty. Through dedicated hiring, community outreach, student supports, and partnerships with Indigenous post-secondary institutions, we are committed to closing the long-standing educational attainment gap between Indigenous and non-Indigenous people.

We will also address equity through improved recruitment and hiring practices that identify and address systematic biases that discourage diversity. We will increase the proportion of women, visible minorities, and persons with disabilities among our faculty, staff, and students. We will launch a university-wide wellness strategy to enhance wellbeing, safety, and security, and will continue implementation of recommendations from a 2015 review of sexual assault support services.

Affordability

The University of Alberta supports affordability through direct financial support to students—over \$89 million in annual student bursaries and awards—and by ensuring the efficiency and sustainability of our programs, services, and infrastructure. Efficient administration and financial stewardship enable us to devote scarce resources to academic programming and to student services and supports, minimizing organizational costs that must be supported through our tuition base. With economic growth, cost pressures must be managed to align resources and needs with natural and pervasive inflationary effects to produce the stable development of fee structures.

In the next three years, our priorities relating to affordability include: securing funding to support key strategic goals; upgrading IT infrastructure to increase service reliability to the U of A community and to extend reach to partner institutions and isolated communities; enhancing transparency and consultation within the university to promote efficiencies and evidence-based decision-making across the institution; and renewing key physical infrastructure through our Capital Plan, which is focused on asset renewal to drive efficient space utilization and meet program needs sustainably.

Quality

The University of Alberta is committed to quality across our teaching, research, and administrative functions. Our global ranking reflects our reputation for excellence, and we remain committed to attracting world-class faculty and research to support the best and brightest students from Alberta, Canada, and the world. Our research enterprise in particular is a major driver of Alberta's innovation and economic diversification for the future.

Central to our quality agenda is a process to identify and support *signature areas of research and teaching excellence*. These are areas of local, national, and global relevance in which the U of A is, or is emerging as, a world leader with a critical mass of scholars and students. Identifying signature areas will enable us to focus resources strategically to maximize our impact and our success pursuing major funding opportunities. To ensure the long-term sustainability of our professoriate, we are committed to developing a faculty renewal program, with an initial focus on increasing our proportion of Assistant Professors and achieving equity and diversity in the academy. The university is driving quality and innovation in teaching through initiatives such as an enhanced focus on experiential learning, ensuring that our graduates are exposed to many environments and develop world-ready skills.

Coordination

As the province's largest post-secondary institution, the U of A embraces its leadership role within a differentiated Campus Alberta system. Examples of our collaborations with Campus Alberta partners include: hosting of the Olds College PeopleSoft financial system; provision of the moodle Learning Management System to four institutions; support for the Norquest College capital expansion project through provision of project management, design and operational review, business case development, construction delivery advisement and procurement assistance; and, through TEC Edmonton, collaboration with NAIT to share infrastructure in supporting commercialization.

In the next three years, specific goals include strengthening relationships with Indigenous post-secondaries in Alberta, with rural and remote learners through IT supports, and with Alberta Health Services to enhance health-related teaching, learning, and continuous education opportunities within both organizations.

As a community of over 50,000 individuals, we also promote and embrace coordination across our five campuses, 18 faculties, and multiple administrative units. This is a key driver for our administrative and information technology goals over the next three years.

Accountability

The University of Alberta is responsible and accountable to the Government of Alberta and other investors for our funding. As a top 100 global university, the University of Alberta is also accountable to researchers, scholars, teachers, industries and other organizations to fulfill its mandate to continuously generate new knowledge and new scientific discoveries. From dinosaurs to islet transplants to ease the burden of Type 1 diabetes; to the University Hospital's strength as a centre for organ transplants and cardiac care; from bitumen extraction from the oilsands to the finest live theatre acting program in Canada; communities and organizations look to the university for innovation, discoveries, and for talented graduates who will carry those organizations forward.

In the next three years, the U of A will focus on both fiscal and social accountability. To drive long-term stewardship, we are undertaking to revise our budget model and to continue to diversify our funding sources and donor base. Socially, we are committed to changing the university environment to be more supportive of Indigenous people and new Canadians, and to contribute to the necessary development of economic and social diversity in Edmonton and in Alberta.

ACCOUNTABILITY STATEMENT

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

Michael Phair
Chair, Board of Governors

INSTITUTIONAL CONTEXT

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, Physical Education and Recreation, Science, and Campus Saint-Jean. These faculties are foundational to and interlinked with the university's network of strong professional faculties, including Business, Education, Engineering, Graduate Studies and Research, Law, Medicine and Dentistry, Nursing, Pharmacy and Pharmaceutical Sciences, Public Health, and Rehabilitation Medicine. In addition, all of our faculties are involved in professional development and continuing education.

The university establishes and maintains an environment of inquiry-based learning anchored in strong academic programming and an array of co-curricular student life opportunities. Academic support, social 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 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. Research and innovation are core contributors to Alberta's economic growth and sustainability.

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

University of Alberta 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

This Comprehensive Institutional Plan (CIP) builds upon, and derives its goals from, the recently-adopted Institutional Strategic Plan, *For the Public Good*, which was unanimously approved by the General Faculties Council and the Board of Governors in June of 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, 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 goals and priority initiatives described in this CIP reflect the input received over many months of consultation on the Institutional Strategic Plan in 2015-16. These goals and initiatives directly support Alberta's Adult Learning System Principles: ensuring the *accessibility* of a wide range of programs and experiences to Albertans and top students from Canada and the world; maintaining the *affordability* of the U of A experience and the sustainability of our programming and infrastructure; delivering research and teaching that has global *quality*, relevance, and impact; promoting *coordination* within and beyond our walls, with partners in education, community, government, and industry; and embracing our *accountability* to government, to our community, and to a wide array of stakeholders within and beyond the academy.

The measures described in the CIP align with those developed as a part of the accountability process in *For the Public Good*, and will align with the university's annual reporting process to the Government of Alberta. Where quantitative measures cannot be identified, a narrative update on progress on the priority initiatives listed in the CIP will be provided in the Annual Report.

The University of Alberta Comprehensive Institutional Plan is developed by a working group with representation from all administrative units across the institution and is approved through a robust governance process.

As the university now turns its attention to 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 continues to be a reflection of our diverse community.

In addition to the consultation process 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 university has also been in regular contact with officials from the Ministry of Advanced Education to ensure full understanding of the CIP Guidelines and to ensure that the CIP includes the information expected from the ministry.

GOALS, PRIORITY INITIATIVES, AND EXPECTED OUTCOMES

Overview

For the Public Good affirms our vision to inspire the human spirit through outstanding achievements in learning, discovery, and citizenship, motivated by the University of Alberta's 109-year history of leadership and public service.

The goals described in *For the Public Good* directly support Alberta's Adult Learning System Principles, and position us to lead on the accessibility, affordability, quality, coordination, and accountability of the post-secondary and research system as whole.

Alberta's Adult Learning System Principles

Accessibility

The University of Alberta is committed to accessibility for Albertans, Canadians, and citizens of the world. As a Comprehensive Academic and Research Institution (CARI), the U of A plays a critical role in Alberta's post-secondary system by providing access to a full range of foundational programs, specialized programs in the professions (e.g., Law, Medicine, and Engineering), and graduate programs that support Alberta's research and innovation needs across faculties. Our multi-campus environment provides access to diverse experiences, ranging from our downtown Enterprise Square to rurally-based Augustana to the francophone Campus Saint-Jean, unique in western Canada. Through its breadth of offerings, the U of A provides students at all stages with access to a variety of academic and career pathways, and our internationally renowned quality positions our graduates to make an impact for the benefit of all Albertans. Accessibility is supported by almost \$90 million in scholarship and bursary funding per year.

Over the next three years, the U of A will prioritize increasing the diversity of the student body by reaching out to under-represented communities of learners—including Indigenous, rural, and francophone students—and diversifying our international student population without decreasing access for Albertans. It is also critical to ensure that our academic and non-academic workforce begins to reflect the makeup of the population we serve and benefits from a rich diversity of cultures, experiences, and ideas. Accordingly, we aim to increase the proportion of women professors, Indigenous professors, visible minorities, Indigenous peoples, and persons with disabilities among our faculty, staff, and students by reviewing recruitment and hiring practices to eliminate barriers to diversity and encourage under-represented groups, such as Indigenous young men.

The university is committed to responding to the Calls to Action of the Truth and Reconciliation Commission of Canada with concrete initiatives that contribute to closing the educational gap between Indigenous and non-Indigenous people and improving relationships with Indigenous peoples and communities. The development of the Maskwa House of Learning as a place for understanding and dialogue between Indigenous and non-Indigenous members of our community is central to this commitment.

Our accessibility goals are supported by a commitment to the health and wellness of our students, faculty, and staff. The key to great programs is great people offering and participating in them. The

university is launching an institution-wide Healthy University Strategy, and continues to improve services for victims of sexual assault in response to a comprehensive review conducted in 2015.

Affordability

In addition to its robust systems for student financial aid, the university supports affordability by ensuring the efficiency and sustainability of our programs, administrative systems, and infrastructure. By ensuring efficient and optimal performance across all areas, we are able to continue to offer programs and educational experiences of international quality while preserving affordability and accessibility. Sustainability should ensure that programs, including specialty programs, remain in reach of the students desiring them, and that cost drivers and market conditions are constantly monitored to ensure that programs are appropriately placed to attract and support participation across economic circumstances.

The specialty, professional, and research-intensive programs available at the University of Alberta enhance accessibility and affordability to Albertans who might otherwise have to travel further and live in different economic climates to pursue careers in areas such as Law, Public Health, Business, Economics, Medicine, Animal Science, and Engineering, to name a few. Note: initiatives related to student financial supports are included under Accessibility, as they directly support the university's goals in this area.

Over the next three years, the university will particularly prioritize seeking secure funding to support strategic goals, upgrading its IT infrastructure to increase the reliability of services to the university community and to extend reach to partner institutions and isolated communities and to enhance communication clarity and effectiveness within the university and to its partners and stakeholder communities. On an ongoing basis, the university monitors the quality, relevance, and appeal of its programs through regular program quality reviews and continual tracking of application pressure and program completion.

Quality

Quality is paramount for the University of Alberta. The university is committed to a minimum acceptable standard of quality in all its activities. The province must have world-class institutions of higher learning to attract the best and brightest students, faculty, and staff who all equally participate as citizens. A high quality intellectual environment will continue to attract diverse and creative thinkers to the province, where they will invigorate established industries and develop economic and social diversity. Only with world-class faculty members and students in a secure, inviting, diverse, and innovative environment can world-class outcomes of teaching, learning, research, and innovation be achieved.

At the centre of our quality agenda is a process to identify and support *signature areas of research and teaching* excellence. These are areas of local, national, and global relevance in which the U of A is, or can become, a world leader with a critical mass of scholars and students. Identifying signature areas will enable us to focus resources strategically to maximize our impact and our success in pursuing major funding opportunities. To ensure the long-term sustainability of our professoriate, we are also committed to developing a faculty renewal program, with an initial focus on increasing the proportion of Assistant Professors and supporting equity and diversity in the academy. The university is driving quality and innovation in teaching through initiatives such as an enhanced focus on experiential learning, ensuring that our graduates are exposed to a range of environments and develop world-ready skills outside the classroom. In the immediate future, we are developing an inventory of existing opportunities and online resources to make current and new opportunities and supports more accessible to students.

Coordination

The university's approach to coordination is reflected in its ongoing partnerships with Campus Alberta institutions across the post-secondary system and its numerous and long-standing collaborations with community organizations—for the public good. Our deep commitment to engagement, outreach, and partnership ensures that we make efficient use of our resources, maximize the impact and relevance of our research, and deliver value for the communities we serve. As a community of over 50,000 people, we also promote and embrace coordination across our five campuses, 18 faculties, and multiple administrative units.

Over the next three years, the U of A will continue to build capacity to connect with diverse communities across our campuses, including seeking funding and support for shared-use, community-access infrastructure in downtown Edmonton and at South Campus. We are developing strategies to ensure that we are taking full advantage of our multi-campus environment to offer diverse experiences and engage local and regional stakeholders on an ongoing basis.

We will continue to build relationships with Indigenous post-secondary providers in Alberta, to support rural and remote learners through IT supports, and work with Alberta Health Services to enhance health-related teaching, learning, and continuous education opportunities within both organizations.

Accountability

As an institution dedicated to the public good, the university is accountable to government and other funders, as well as to the local community, our students and faculty, and to the global community of scholars and teachers. These accountabilities inform our commitments to the responsible stewardship of our resources and the transparent communication of our impact. Core priorities for the 2017-20 period include revising our budget model, developing a suite of measures and tools for reporting on institutional performance, and continuing to build our advancement function to diversify our funding sources. We are also prioritizing the development of an institutional communications strategy to better tell the university's story and demonstrate its impact on communities locally, nationally, and abroad—this is critical to our accountability to community, and directly supports a broad range of community engagement activities described above. Our commitment to accountability is also reflected in our active response to the Truth and Reconciliation Commission of Canada, as outlined in our Accessibility initiatives.

Financial and Budget Information

To support all these activities, the university must respond to existing budget pressures and commitments, and manage its budget and finances frugally. For any uncommitted funds, we have prioritized renewing the professoriate, which entails making career-long commitments to the best and brightest faculty and staff who will be role models of diversity and will contribute to our research and scholarly missions. The budget remains subject to systemic risks that are largely outside the control of the university, most notably the Campus Alberta Grant—the university's largest source of unrestricted revenue—and revenue from tuition and fees.

Enrolment and Programming

The university is rolling out new national and international recruitment plans to ensure that we remain competitive for top students without compromising access for Albertans. 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. In contrast, numerous other programs experience significant application pressure they

cannot accommodate within their current funding envelopes—these include Computer Science, Kinesiology, Augustana B.Sc. programs, the Collaborative Nursing program, all programs in Pharmacy (being one of only two PharmD programs in Canada), the BCom in Accounting and Finance and the MBA in Business, all Engineering, the Education collaborative program with Red Deer College, and the Aboriginal Teacher Education Program. With additional dedicated funding, capacity in these programs could be increased to address unmet demand from qualified applicants.

Research

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 Alberta's research outcomes: a strong economy and effective resource management; environmental stewardship; and supporting the health of Albertans in all of our communities.

The university is also mindful of the need to meet the Grand Challenges facing our world, and 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.

Community outreach and underrepresented learners

Community engagement is a core priority of *For the Public Good*. The university boasts many strong partnerships with community, such as the Saville Community Sports Centre on South Campus. Projects across the academic, research, and capital plans are heavily-focused on strengthening engagements with community stakeholders. Prominent examples are the South Campus Community Arenas project, the Maskwa House of Learning, and Future Energy Systems, which will bring together researchers across scientific disciplines to examine energy and other resource use. A specific plan has been developed to recruit and retain Indigenous students, thus we expect to see increased participation and increased rates of degree completion and overall satisfaction with their university experience.

Internationalization

The province benefits from graduates who are aware of the world-wide best practices and approaches to performance, professions, technology, social and environmental management. Students benefit from understanding different perspectives and the vibrancy created by diversity in their social and work groups. The university will increase its relevance to the world by its continuous presence on the global stage in all its activities.

An *International Diversity Plan* has been developed for international student recruitment. Internationalization is created by ensuring diversity among students (maintaining a 15 per cent overall proportion) and offering excellent learning opportunities to international students that they cannot access elsewhere. These efforts reap dividends for the province with more than 80 per cent of international students staying in Alberta, contributing to our economy and society. Internationalization also entails ensuring that the professoriate includes diverse, global viewpoints, that University of Alberta people visit others around the world, and that visitors come to us from far and wide to share and germinate ideas.

Capital Plan

We must continue to ensure infrastructure of a level and quality commensurate with our current global position and ambitious goals. Our Capital Plan emphasizes renewal and repurposing,

ensuring that previous investments are respected and preventing expensive and unnecessary new builds. Renewal and repurposing keeps pace with the changing world and needs of our students, faculty, and staff, while increasing sustainability and reducing our carbon footprint. Our highest priorities are campus-specific.

At Augustana and Campus Saint-Jean, science labs and classrooms need to be renewed to ensure that all students and instructors have access to the high quality facilities and learning spaces. At North Campus, the biggest campus, the top priority is the Maskwa House of Learning. Second is the renewal of several key buildings including the historically significant Dentistry/Pharmacy Building. Finally, various upgrades are necessary to support new teaching and learning technologies not imagined 50 to 100 years ago when these buildings were constructed. At South Campus, a continued focus on multi-use facilities that serve the university and engage the surrounding communities are priorities, including a High Performance Training and Research Centre that will bring together the best athletes and the best scientists, and the South Campus Community Arenas project that will contribute to the general facilities context of the province.

Information Technology

From an infrastructure standpoint, it is abundantly clear that Information Technology is the backbone of communications and knowledge translation effectiveness and capacity. In order to stay competitive and serve our mandate, the university needs to keep pace with a lightning-fast technological world, use those technologies to their maximum potential, and to constantly educate ourselves and the university stakeholder communities about engaging with those technologies, and learning and engaging with cyber security measures in this fast-paced domain.

Key outcomes


The University of Alberta's new strategic plan speaks to our commitment to ensuring that everything we do—in teaching, research, outreach, and administration—offers value to the communities we serve.

The University of Alberta will deliver key outcomes that help realize that commitment. It will deliver a renewed faculty that positions us to strengthen world-class teaching excellence; drive research and innovation for Alberta; ensure an academy that is more diverse and inclusive, and with a healthier balance of junior and senior rank academics. It will deliver 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. It will deliver a visible commitment to reconciliation, reflected in student and faculty recruitment, campus services, course and program offerings, and our campus environments.

By the end of this CIP time frame, we will have clearly defined *signature areas of research and teaching excellence*—areas in which we make world-class contributions for the benefit of Alberta, Canada, and the world. We will offer expanded access to experiential learning for our students, and deeper connections with community and post-secondary partners, including Indigenous post-secondaries. We will be accountable stewards, reflected in our internal budget model as well as our strategies for communicating our value and impact to Albertans—including through a new U of A-linked news site.


Through the goals and initiatives outlined below, the U of A will remain the province's leading educator, generator of new ideas, and a leading engine of social, cultural, and economic prosperity—for the public good.

Goals, priority initiatives, and expected outcomes

ACCESSIBILITY			
Type	Description	Expected Completion Date	For the Public Good alignment 
Goals			
G1	Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive and accessible services and initiatives.	2018	Sustain Obj 19
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	Build Obj 4
G3	Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.	2025	Build Obj 1
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	Build Obj 2, 3
Priority Initiatives			
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	Sustain Obj 19 Str i
P2	Continue the implementation of top recommendations of the 2016 <i>Review of the University of Alberta's Response to Sexual Assault</i> .	2018	N/A
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	Experience Obj 8 Str i
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, pending funding	Build Obj 4 Str ii
P5	Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation.	2020	Build Obj 4 Str i


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	Build Obj 2 Str ii Build Obj 3 Str ii
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	Build Obj 1 Str iii
P8	Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support.	2025	Build Obj 1 Str iv
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	Build Obj 1 Str i
P10	Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada.	2025	Build Obj 1 Str ii
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	Experience Obj 9 Str ii
Expected Outcomes			
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, wellbeing and safety of the university community.	2017	Sustain Obj 19 Str i
EO2	An enriched student academic experience through the linkage of 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	Experience Obj 8
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	Build Obj 4
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	Build Obj 2 Str ii Build Obj 3 Str ii
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	Build Obj 2 Str i, ii
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	2025	Build Obj 1

	needs of Alberta learners.		
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	Build Obj 1 Str ii
Performance Measures			
PM1	Composition of the student body: percentage of the student body from Alberta (excluding Edmonton) (target: 31% in 2017-18); percentage of students from out-of-province (target: 1.5% increase in annual enrolment by 2020-21); and percentage of Indigenous students (target: 6.0% in 2024-25).	2018-25	Build Obj 1
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 is only available for continuing, operating-funded positions; broader data collection and target setting are pending. Data is self-reported.	2025	Build Obj 2 Build Obj 3
PM3	Percentage of full-time students living in purpose-built student housing where there is intentional programming Target: 25% Current: 17.6% Note: Assumes full-time enrolment to be 35,500 in 2018.	2040	Experience Obj 8
An overview of relevant initiatives, activities, partnerships and programs in this area, including a report on the status of university wellness initiatives, will be reported in the narrative section of the Annual Report accompanying this Principle. Employee engagement data is not currently available, pending the development of an employee engagement survey instrument through the implementation of <i>For the Public Good</i> .			

AFFORDABILITY			
Type	Description	Expected Completion Date	<i>For the Public Good</i> alignment 
Goals			
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	Sustain Obj 23
G6	Secure and steward financial resources to sustain, enhance, promote, and facilitate the university’s core mission and strategic goals.	2020	Sustain Obj 22
G7	Continue to build and support an integrated approach to social, economic, and environmental sustainability that incorporates teaching and learning, research,	2020	Sustain Obj 20

	outreach, capacity building, and the operations that support them.		
Priority Initiatives			
P1	Seek and secure resources needed to achieve and support institutional strategic goals.	2018	Sustain Obj 22 Str i
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	Sustain Obj 21 Str i
P3	Integrate sustainability into teaching, learning, research, and outreach in ways that foster critical, interdisciplinary, long-term, and systems thinking on sustainability.	2020	Sustain Obj 20 Str i
P4	Advance the renewal of the historic Dentistry/Pharmacy Building, taking advantage of excellent architecture and incorporating contemporary building operations and maintenance systems to support contemporary administrative, teaching, learning, and research activities	2025 (multi-phased)	Sustain Obj 23 Str i
P5	Pursue a solution to meeting program outcomes in the Faculty of Arts through one of two identified alternatives: renovation and repurposing of existing space combined with construction of purpose-built space on North Campus or the re-location of Music and Arts and Design within the “Urban Village” concept in downtown Edmonton, a project being led by the Edmonton Galleria Foundation.	2028 (multi-phased)	Sustain Obj 23 Str i
Expected Outcomes			
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	Sustain Obj 23 Str iii
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	Sustain Obj 20 Str i
EO3	Continued optimization of the university’s financial resources, including the management of endowments, to support long-term institutional sustainability.	2020	Sustain Obj 22 Str ii
EO4	Provision of new teaching, academic and administrative space at the heart of the North Campus through the renewal of the historic Dentistry/Pharmacy building, allowing the university to reuse a significant asset that is currently unoccupied due to its condition.	2025	Sustain Obj 23 Str i
EO5	Continued scoping and advancement of alternatives to meet Faculty of Arts requirements.	2025	Sustain Obj 23 Str i
Performance Measures			
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	Sustain Obj 20
PM2	Net Operating Revenues Ratio	2018	Sustain Obj 22

	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.		
Major infrastructure investments will be reported in the Capital Plan section of the university's Annual Report, as per the 2016 reporting guidelines. Major enhancements in the university's Information Technology and data infrastructure will be reported in the Information Technology section of the university's Annual Report, as per the 2016 reporting guidelines.			

QUALITY			
Type	Description	Expected Completion Date	For the Public Good alignment 
Goals			
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	Excel Obj 12
G9	Enable University of Alberta researchers to succeed and excel.	2020	Excel Obj 13
G10	Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.	2020	Engage Obj 17
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	Build Obj 2
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	Experience Obj 7
G13	Inspire, model, and support excellence in teaching and learning.	Ongoing	Excel Obj 14
Priority Initiatives			
P1	Develop a process to identify and support established and emerging <i>signature areas of research and teaching excellence</i> .	2017	Excel Obj 12 Str i
P2	Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.	2019	Experience Obj 7 Str i
P3	Expand professional development opportunities for graduate students and post-doctoral fellows.	2019	Experience Obj 7 Str iii
P4	Identify and remove systemic barriers to interdisciplinary collaboration, and where necessary, expand or create policies, resources, infrastructure, and strategies to encourage and reward academic and administrative partnerships and collaborations.	2017-20	Engage Obj 17 Str i
P5	Foster, encourage, and support innovation and experimentation in curriculum	2020	Excel Obj 14 Str i


	development, teaching, and learning at the individual, unit, and institutional levels.		
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	Excel Obj 14 Str iii
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	Build Obj 2 Str i
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	Excel Obj 13 Str iv
Expected Outcomes			
EO1	Defined process identifying “signature”, as well as emerging, areas of teaching and research excellence to be nurtured and strengthened for the future.	2017	Excel Obj 12 Str i
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	Excel Obj 13 Str iv
EO3	Implementation of a Good Supervision awareness campaign, and Graduate Student Management System, encouraging collegial models of supervision and mentorship.	2017-18	Excel Obj 14 Str iii
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	Experience Obj 7 Str iii
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	Experience Obj 7 Str i
EO6	A strong, dynamic research community pursuing excellent, relevant, interdisciplinary, high impact research to address complex problems at the local and global scales.	2020	Build Obj 2 Excel Obj 13
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	Engage Obj 17 Str i
EO8	Increased instructor access to training and mentorship, and uptake of new models for instructional design, assessment, and teaching by the professoriate.	2017 20	Excel Obj 14 Str i
Performance Measures			
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; the next administration will take place in 2017. This administration will be used as a baseline for setting future targets.	2017	Excel Obj 14

PM2	High-Impact Practices (NSSE).	2017	Experience Obj 7
PM3	Sponsored research funding: total and U15 rank (all sources and Tri-Council) (target: top 5)	2018	Excel Obj 13
PM4	Citation impact. Targets not established.	2018	Excel Obj 13
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 will be reported when available. This administration will be used as a baseline for setting future targets.	2020	Experience Obj 7
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	Build Obj 2
PM7	Research and teaching awards (Canada Research Chairs and 3M Teaching Awards). Targets not established.	Ongoing	Excel Obj 13
<p>An overview of major professional development activities in support of the identified outcomes will be reported in the narrative section of the Annual Report accompanying this principle. Consistent with the 2016 reporting guidelines, the Research, Applied Research, and Scholarly Activities section of the university's Annual Report will report on the launch of the <i>signature areas of research and teaching excellence</i> and on key partnerships and research impacts.</p>			

COORDINATION			
Type	Description	Expected Completion Date	For the Public Good alignment 
Goals			
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	Engage Obj 18
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	Experience Obj 9
G16	Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections.	2021 and ongoing	Engage Obj 16
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	Sustain Obj 21
Priority Initiatives			

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	Engage Obj 18 Str i
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	Excel Obj 13 Str ii
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	Engage Obj 18 Str v
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	Engage Obj 16 Str iii
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	Experience Obj 9 Str iii Engage Obj 16 Str v
P6	Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university.	2017-20	Experience Obj 9 Str i
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	Sustain Obj 21 Str iv
Expected Outcomes			
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	Engage Obj 18 Str i
EO2	Enhancement of research partnerships supporting resource management, environmental stewardship, and healthy communities (see Appendix C).	2020	Engage Obj 18 Excel Obj 13 Str ii
EO3	Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement (including formal partnerships with provincial government bodies and the City of Edmonton, ongoing relationships with over 150 Community Service-Learning partners, and expanded alumni outreach to graduates from the past decade).	2020	Engage Obj 16
EO4	Development of an action plan to identify and strengthen the unique opportunities presented by our multi-campus environment through connections, communication, and	2020	Experience Obj 9

	collaborations.		
EO5	Development of shared infrastructure to foster the health, talent, skills and creativity of Edmonton’s people, benefitting both the university and its community partners: exploration of opportunities for expanding art, design and music education and research in the core of Edmonton; and development of the South Campus Community Arenas project to provide needed space for academic, varsity and recreational sport activities.	2021	Engage Obj 16 Str v
Performance Measures			
PM1	Student-reported citizenship development (NSSE). Note: NSSE is currently administered on three-year intervals; the next administration will take place in 2017. This administration will be used as a baseline for setting future targets.	2017	Engage Obj 16
PM2	Delivery of Capital Plan priorities: South Campus Community Arenas project; scoping to meet Faculty of Arts needs through renewal and/or development of an “urban village” concept in downtown Edmonton.	2021	Engage Obj 16 Str v
PM3	Development of action plan for leveraging multi-campus environment	2020	Experience Obj 9
<p>Major initiatives in support of P1 will be reported in the narrative section of the Annual Report accompanying this Goal. Key community engagement activities will be reported in the Community section of the university’s Annual Report, as per the 2016 reporting guidelines. Major infrastructure investments will be reported in the Capital Plan section of the university’s Annual Report, as per the 2016 reporting guidelines.</p>			

ACCOUNTABILITY			
Type	Description	Expected Completion Date	For the Public Good alignment
			
Goals			
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	Build Obj 6
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	Sustain Obj 22 Str iii
Priority Initiatives			
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	Sustain Obj 21 Str v

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	Build Obj 6 Str iii
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	Sustain Obj 22 Str ii
Expected Outcomes			
EO1	Enables the university to satisfy accountability requirements and expectations for key stakeholder communities.	Ongoing	Sustain Obj 21 Str v
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	Sustain Obj 22 Str ii, iii
EO3	Increased community awareness of the university and its social, economic, and historical contributions to the province, the country and the world.	2019	Build Obj 6
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	Build Obj 6
Performance Measures			
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	Build Obj 6 Str iii
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	Sustain Obj 21

COMPREHENSIVE INSTITUTIONAL PLAN 2017-20

APPENDIX A: FINANCIAL AND BUDGET INFORMATION

2017-18 Consolidated Budget

The purpose of the University of Alberta's consolidated budget is to lay out a financial plan for the coming fiscal year and to project forward for three 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. As a major economic driver in the province, with government's commitment of stable and predictable funding, the university will play a critical role in buffering the Alberta economy from other sectors currently facing challenges.

The U of A's 2017-18 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. In an effort to provide full transparency of the university's budgets, Table 2, on page 11, provides a breakdown of the consolidated budget by fund.

For 2016-17, the university is forecasting, at year-end, a consolidated excess of revenue over expense of \$35 million: a variance of \$2.6 million below budget. Consolidated revenue is estimated to be \$20.2 million lower than budgeted, while consolidated expense is estimated to be \$17.6 million lower than budgeted. The majority of the excess funds are restricted and therefore can only be used for the purpose for which they have been granted.

For 2017-18, the consolidated budget reflects an excess of revenue over expense of \$16.4 million on budgeted revenue of \$1,919.1 million and budgeted expense of \$1,902.7 million. The \$16.4 million excess of revenue over expense is equal to less than one per cent of the university's budgeted consolidated revenue and is driven almost exclusively by excess of revenue over expense within the restricted funds. For example, endowment funds and the capitalized interest applicable to the endowment funds must remain intact in perpetuity and are unavailable for general operational spending.

The Statement of Operations and Expense by Function (consolidated budget) prepared under the Public Sector Accounting Standards and the Statement of Cash Flows are presented in Tables 5 and 6 found on pages 17 and 18.

Consolidated revenue

Budgeted revenue for 2017-18 is \$1,919.1 million. As illustrated in Figure 1, 51.1 per cent or \$980.9 million comes from the Government of Alberta, mostly through the Campus Alberta Grant, sponsored research funding, and capital funding. Of the \$980.9 million, \$628 million represents the Campus Alberta Grant, the primary source of unrestricted funding for the

university's day-to-day operating activity and as reflected in the operating fund (see Table 2). The 2017-18 budget has been prepared based on an assumption of a two per cent increase to the Campus Alberta Grant or the equivalent of \$12.3 million.

Given the current fiscal challenges facing the province, forecasting a two per cent increase to the Campus Alberta Grant is not without its risks. Given government's tremendous commitment to support higher education and the university's importance to diversifying the provincial economy, the university has factored in this increase. However, the university has also developed budget scenarios with no change to the grant and a two per cent decrease to the grant.

The federal and other government revenue of \$216.8 million largely reflects the funding received by the university in support of its research mandate, and is its third largest source of revenue. This revenue is budgeted to be \$33.2 million higher than the 2016-17 budget. This increase in research funding is driven primarily by the federal government's investment in higher education through the Post-secondary Strategic Initiatives Fund (SIF) program. The balance of the budgeted 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 \$329.9 million and, at 17.2 per cent, represent the second-largest source of consolidated revenue and is budgeted to be slightly higher than 2016-2017 budgeted revenue. Tuition and related fees include all instructional fees, market modifiers, program fee differentials, international differential fees and non-instructional fees. In October 2016, the provincial government announced a continuation of the tuition freeze to 2017-18 for regulated tuition fees and Mandatory Non-Instructional Fees (MNIFs). This budget has been prepared assuming no backfill funding to offset the tuition freeze. In December 2016, the Board of Governors approved a 3.02 per cent increase to international student tuition fees as well as an additional increase of \$4,000 to all full-time graduate programs not including cost recovery programs and not including graduate based Physical Therapy, Occupational Therapy, and Speech Therapy programs. This \$4,000 increase will be offset by an equal amount of financial support provided to international graduate students. The Board also approved an increase in international differential fees in the Integrated Petroleum Geosciences program.

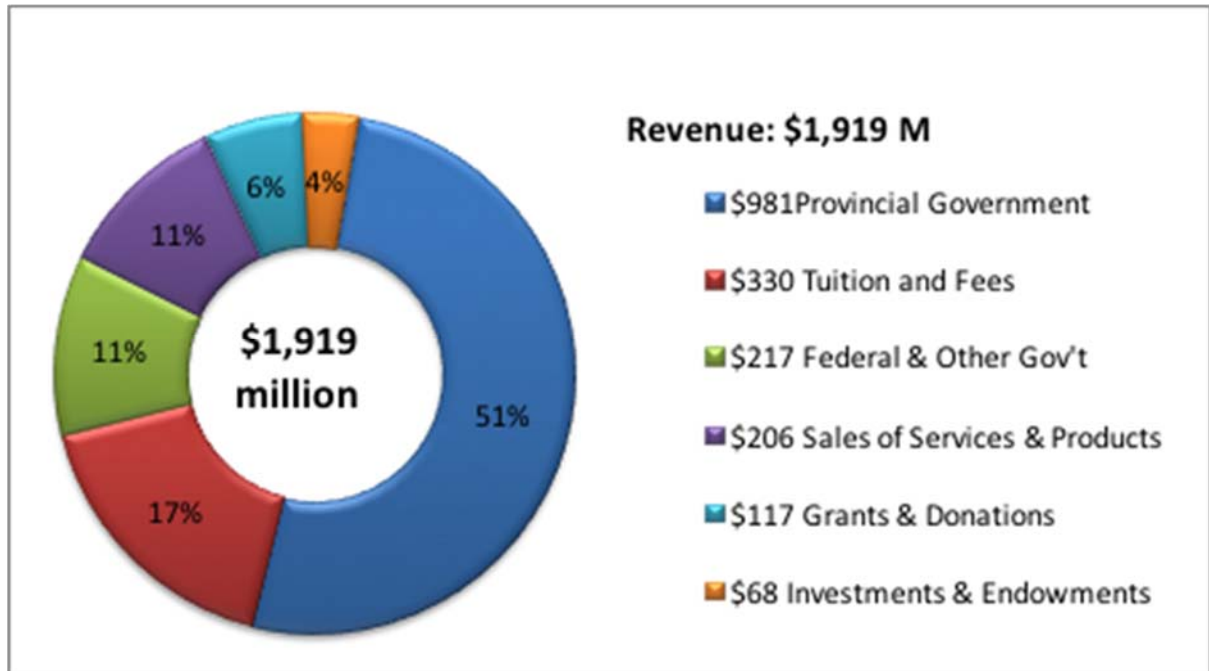
Through extensive consultation with students, the university developed an agreed to Academic Price Index (API). The API is a prospective calculation used in determining the increasing costs of the university's operations. The API is a weighted calculation based on the major operating fund expenditure categories of salaries, benefits, supplies, utilities and maintenance. The university's API for 2017-18 was calculated at 3.02 per cent. Originally developed with students to determine the annual increases in MNIFs, this formula has been further applied to set international tuition increases. Unlike the Alberta Consumer Price Index (CPI), the API basket of services is tied directly to the university's primary cost drivers. The university believes that the development of a province-wide API could be of value as government undertakes its current review of the post-secondary sector funding model and tuition fee regulation. The university has used the API calculation methodology to forecast future international tuition fee increases. However, as always, the university continues to closely monitor overall program costs, market demand and tuition levels for international students at competing institutions to determine whether additional adjustments in international tuition should be made.

The fourth-largest source of revenue is sales of services and products at \$206.1 million. The majority 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 such as increased residence capacity as well as rate increases for residence services and parking as approved by the Board

in December, 2016. However, the demand for residence spaces is starting to soften in response to rental market conditions, which could impact revenues from ancillary operations.

The other sources of consolidated revenue for 2017-18 include grants and donations of \$117 million and investment income of \$68.2 million. Changes in 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. Investment income is driven by the overall value of the university’s restricted endowments, its short-term investments as well as changes in interest rates and the performance of the university’s investment portfolios.

Figure 1. Consolidated Revenue Budget 2017-18 by source



Consolidated expense

For 2017-18, consolidated expense is budgeted at \$1,902.7 million.

As Figure 2 illustrates, investments in salaries and benefits to maintain teaching, research, and other critical activities account for over \$1.1 billion or 60.0 per cent of total expense. This expense factors in negotiated collective agreement salary increases to faculty and staff. In addition, the university must also budget for the regulated and inflationary increases to statutory and non-statutory benefits such as supplementary health plans. Adjustments for increased pension plan contributions in response to unfunded pension plan liabilities have also been factored in.

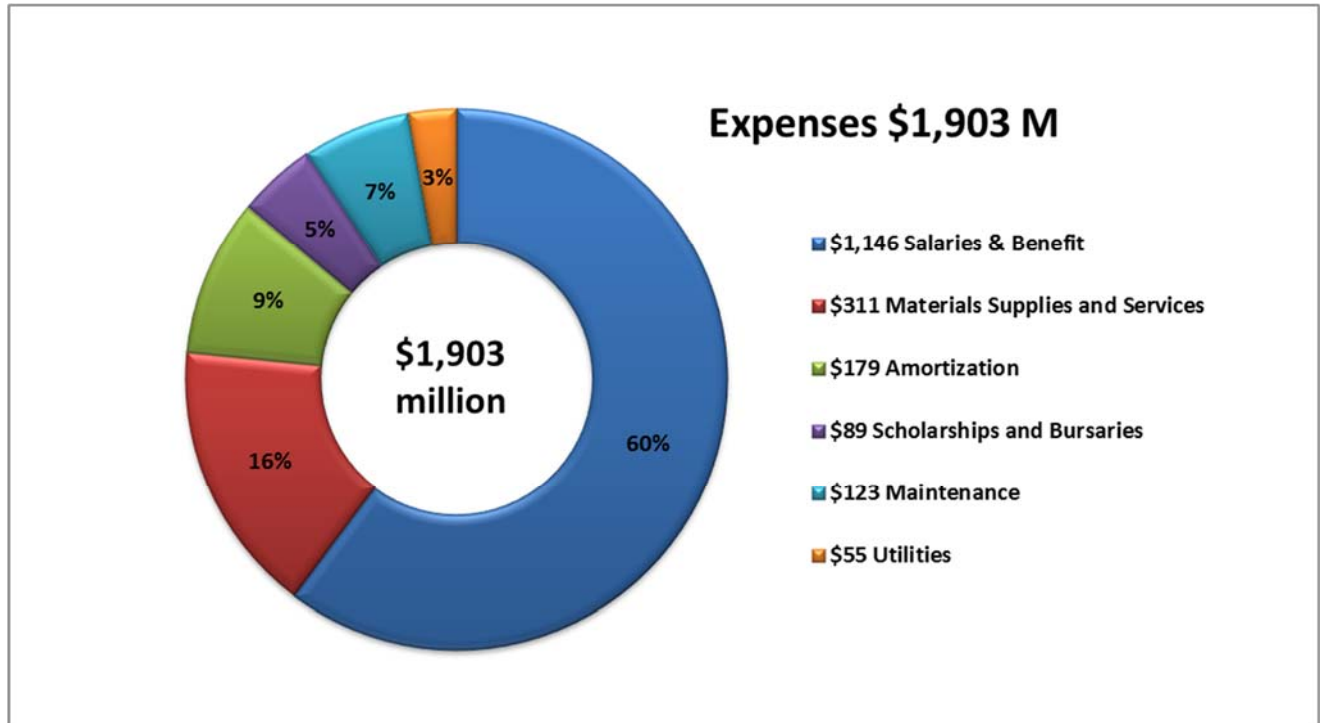
The university’s next largest expense is materials, supplies, and services. Budgeted at \$311.3 million, these expenses provide essential support across the campuses, including Information Services and Technology, research expenditures, library resources, and central expenditures such as insurance premiums. This expense line also includes the costs of goods sold and recovered, largely within ancillary operations. In budgeting for these expense items, the university continues to face the challenge whereby inflation within higher education as reflected by the Academic Price Index (API), significantly exceeds general inflationary increases as

represented by the Alberta Consumer Price Index (CPI). Reasons why the API is higher than the CPI include library collections, which are not only impacted by general inflationary increases but also the value of the Canadian dollar relative to the US dollar, in which most library purchases are made. For 2017-18 the library estimates serial and monograph inflation of between 2.5 and 6.0 per cent (on a \$25 million collections budget) and an additional currency impact of \$1.7 million. Information Technology is forecasting inflation increases of 6.2 per cent on contracts and Facilities and Operations is forecasting average inflation increases of 5.0 per cent including the impact of the increased minimum wage. The university has estimated that for the 15-month period of January 1, 2017 to March 31, 2018, the carbon levy will increase the university's utility costs by a minimum of \$2.5 million. When fully implemented the carbon levy will increase the university's utility costs by an estimated \$6 million or the equivalent of a one per cent grant adjustment to the university's 2017-18 Campus Alberta Grant.

A further significant expense in the consolidated budget is \$178.5 million for the amortization of capital assets. 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 2017-18, scholarships and bursaries expenses are budgeted at \$89.2 million. This represents a \$2.1 million, or 2.4 per cent increase, over the 2016-17 budget and the university's continuing commitment to invest in its students—particularly those who require financial assistance to attend the university.

Figure 2. Consolidated Expense Budget 2017-18 by type



Operating fund investment priorities

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.

The operating fund is prepared under Public Sector Accounting Standards and must reflect losses that are incurred or recoveries that are made including re-evaluations as a result of changes in market conditions. The \$9.3 million operating excess that is shown in the operating fund is the result of re-measurement of the university's unfunded benefits liability, which is driven primarily by pension plans. The improving financial markets contributed to this \$9.3 million re-evaluation gain. There remains a significant unfunded liability within the pension plans, therefore the \$9.3 million does not reflect cash on hand and cannot be used to invest in new expenditures or offset any increases in existing expenditures.

The consolidated budget has been prepared based on two fundamental assumptions. One, the university will receive a two per cent increase to the Campus Alberta Grant or approximately \$12.3 million in the operating fund. Secondly, that faculties and units will continue to be responsible for funding their portion of collective agreement increases which represents approximately \$12.0 million. Many of the faculties and units will need to reduce other expenditure lines, eliminate vacancies, lay off staff or draw down their positive carry forwards in order to fund the costs associated with their staff. The net result is that faculties and units will need to re-allocate expenditure lines within their budgets to fund salaries.

Although the provincial government has committed to investing in higher education and providing predictable funding, given the government's current fiscal situation, the two per cent grant increase assumption has some risk. Within the operating fund, priority areas identified for support include sustaining ongoing commitments to faculty recruitment and retention, partial

funding of inflationary pressures associated with the university's library collections, and base fundraising support to sustain current operations and resulting donation levels. Final allocation decisions will not be made until after the provincial budget is tabled and the ministry confirms the adjustment to the university's Campus Alberta Grant.

In the event that the university gets less than a two per cent grant increase or its grant is reduced, the university will need to apply budget cuts across the institution in addition to the impact of the faculties and units absorbing across the board (ATB) salary settlements and merit. Based on a scenario where there is no change to the grant, a budget cut up to 2.2 per cent would be required. This would be in addition to the average impact of 1.7 per cent across the operating fund as the faculties and units absorb ATB and merit, for a combined impact up to 3.9 per cent. A two per cent cut to the Campus Alberta Grant would have a combined impact of up to a 5.5 per cent cut. Every one per cent cut to the operating fund is equal to \$7.5 million which equates to 48 faculty positions, or 106 support positions or the elimination of over 1,000 class sections.

Public sector institutions like the University of Alberta play a critical role in the economy from many different perspectives. First, the university attracts hundreds of millions of dollars from outside Alberta largely for research, creating high paying professional employment opportunities and subsequent spin-off benefits to the Alberta economy. Secondly, the university attracts thousands of students from around the world, further bolstering the economy. As a world-leading research institution, the university supports diversification of the economy. Finally, it is educating tens of thousands of students who will create further economic benefits and assist in economic diversification. For these reasons and others, providing the necessary increases to the Campus Alberta Grant is a sound investment as the University of Alberta functions as a critical buffer to the economy while other industries and sectors continue to adjust to the current economic environment.

Consolidated budget highlights and sensitivities

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

2017-18 budget highlights

Key revenue highlights include:

- A two per cent increase to the Campus Alberta Grant.
- Maintaining general tuition increases and MNIF at 2014-15 levels (due to government tuition freeze) while increasing international student tuition fees by 3.02 per cent for 2017-18.
- A \$4,000 per full-time student increase to international graduate tuition offset by \$4,000 in financial support (with some program exclusions).
- Tuition increase to the Integrated Petroleum Geosciences graduate program.
- Continuation of a low interest rate environment with endowment returns budgeted at 6.97 per cent.
- Modest growth in research funding.
- Modest growth in investment income.
- Slight decline in capital funding.

Key expenditure highlights include:

- Academic staff negotiated ATB salary increase of 1.50 per cent, with an average merit of 1.10 per cent.
- Support staff negotiated ATB salary increase of 0 per cent, with an average merit of 1.04 per cent (Note: Support staff ATB salary adjustment to be negotiated if government unions negotiate an increase).
- Benefit cost increases of 3.1 per cent (excluding Fund 290).
- All faculties and administrative units absorb negotiated salary ATB and merit.
- General inflation on contractual obligations of 4.0 per cent.
- Impact of carbon levy of \$2.2 million (\$6 million impact when fully rolled in year three).
- Impact of minimum wage increase in contractual obligations of \$1.0 million.

2017-18 budget sensitivities

Revenue Approximate Value

- One per cent on Campus Alberta Grant: \$6.2 million.
- One per cent on credit tuition: \$2.7 million.
- A 0.25 per cent on short-term interest rate: \$1.5 million.

Expense Approximate Value

- One per cent change in salary settlements (ASSUA and NASA): \$6.3 million.
- One per cent increase in benefits: approximately \$1.8 million.
- A \$1/gigajoule increase in natural gas: \$2.7 million.
- One per cent operating budget reduction: \$7.5 million.

Forecast budget assumptions 2018-19 to 2020-21

The university has used the following forecast budget assumptions.

Revenue assumptions:

- The grant will increase at two per cent per year for each of 2018-19 to 2020-21. [Note: the review of post-secondary funding is currently underway by government].
- Regulated tuition will increase by the Alberta Consumer Price Index and all other fees will increase by a minimum of the Academic Price Index (approximately 3.3 per cent per year). [Note: The review of the tuition fee regulation is currently underway by government].
- All mandatory non-instructional fees will increase by the Academic Price Index (approximately 3.3 per cent).
- Modest growth in research funding.
- Interest income will remain at historically low levels with some modest recovery with endowment returns ranging from 7.0 to 7.25 per cent.
- Stable capital funding.

Expenditure assumptions:

- ATB salary adjustments and merit and benefit costs will be subject to collective agreement negotiations (AASUA agreement expires June, 2018 and NASA agreement expires March, 2019).
- Benefit cost increases forecast at 6.1 per cent per year predominantly related to pension contributions.
- All faculties and administrative units will continue to have responsibility for the funding of salary ATB adjustments and merit.
- All other expenditures are forecast to increase in the range of two to ten per cent.

Table 1. 2017-18 Consolidated Budget and Projections (\$,000)

	2016-17		Budget	Forecast		
	Budget	Estimated Actuals	2017-18	2018-19	2019-20	2020-21
REVENUE:						
Provincial government	969,586	963,838	980,958	1,000,718	1,026,602	1,045,744
Federal and other government	183,647	192,312	216,832	193,232	196,263	203,057
Tuition and related fees	334,378	324,936	329,954	343,465	347,336	355,044
Sales of services and products	192,433	200,556	206,144	216,177	221,679	228,408
Grants and donations	133,816	107,771	116,988	121,873	125,893	129,917
Investment income	62,743	66,982	68,197	71,190	73,962	74,804
Total revenue	1,876,602	1,856,395	1,919,071	1,946,654	1,991,736	2,036,974
EXPENSE:						
Salaries	930,206	931,315	962,801	984,886	1,007,463	1,030,158
Employee benefits	188,462	177,088	182,605	186,340	198,325	203,456
Materials, supplies and services	306,371	299,487	311,281	325,392	331,734	340,776
Utilities	58,645	51,348	54,800	56,375	53,888	56,334
Maintenance	91,960	100,039	123,490	79,035	76,705	76,103
Scholarships and bursaries	87,105	86,532	89,160	92,357	95,711	99,200
Amortization of capital assets	176,233	175,528	178,519	184,526	193,091	194,505
Total Expense	1,838,982	1,821,338	1,902,655	1,908,912	1,956,916	2,000,533
Excess of Revenue Over Expense	37,620	35,057	16,416	37,743	34,819	36,441
Investment In Capital Assets	(47,860)	(27,257)	(54,395)	5,261	(13,728)	(1,244)
Increase(decrease) for the Year	(10,239)	7,800	(37,978)	43,003	21,091	35,197
Unrestricted Net Assets Beg. Of Year	(59,216)	(41,973)	(34,173)	(72,151)	(29,148)	(8,057)
Unrestricted Net Assets End of Year	(69,455)	(34,173)	(72,151)	(29,148)	(8,057)	27,140

Table 2. 2017-18 Consolidated Budget By Fund (\$,000)

	Operating	Ancillary Operations	Research	Capital	Special Purpose	Total
Revenue (Net Deferrals)						
Provincial government	670,121	-	134,627	104,022	72,188	980,958
Federal and other government	8,374	-	191,443	17,015	-	216,832
Tuition and related fees	329,954	-	-	-	-	329,954
Sales of services and products	97,989	97,653	10,301	-	200	206,144
Grants and donations	11,001	-	83,498	11,990	10,500	116,988
Investment income	18,985	2	29,359	88	19,763	68,197
Total Revenue	1,136,424	97,655	449,228	133,114	102,650	1,919,071
Expense:						
Salaries	692,177	24,579	194,065	-	51,980	962,801
Employee benefits	141,062	5,390	24,907	-	11,246	182,605
Materials, supplies and services	122,888	26,839	134,823	-	26,731	311,281
Utilities	47,792	7,000	8	-	-	54,800
Maintenance	33,975	23,530	2,682	63,242	61	123,490
Scholarships and bursaries	35,920	-	44,108	-	9,132	89,160
Amortization of capital assets	53,307	11,025	-	114,186	-	178,519
Total Expense	1,127,122	98,362	400,593	177,428	99,150	1,902,655
Excess of Revenue Over Expense	9,302	(707)	48,635	(44,314)	3,500	16,416
Investment in Capital Assets	(50,061)	(3,483)	(850)	-	-	(54,395)
Net Transfers Credit (Debit)	5,280	67	(42,994)	41,147	(3,500)	-
Increase(Decrease) for the year	(35,479)	(4,123)	4,791	(3,167)	-	(37,978)
Unrestricted Net Assets (Deficiency), Begin Year	(148,215)	37,150	62,734	14,158	-	(34,173)
Unrestricted Net Assets (Deficiency), End Year	(183,694)	33,027	67,525	10,991	-	(72,151)

Institutional budget risks

The current environment in which the university's 2017-18 budget was prepared is unprecedented in terms of the major government policy reviews underway including the post-secondary funding and tuition regulation reviews, the uncertainty around various revenue generation initiatives currently before government and the provincial government's fiscal situation. As a result, the university has identified many of its revenue and expenditure drivers at a high risk level. The degree of uncertainty associated with core elements of the university's budget would indicate that a high level of caution should be exercised regarding current and longer term budget assumptions.

Specific factors affecting the university's budget risks have been grouped in terms of systemic as well as specific revenue and expenditure risks for 2017-18. Systemic risks are those largely outside the control of the university.

Systemic Risks

Revenue

- **Campus Alberta Grant.** The grant continues to be the university's primary source of unrestricted revenue. The provincial government's current fiscal situation, along with the ongoing funding review, place any increase to the grant and the longer-term value of the grant at a high risk.
- **Tuition revenue.** 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 well, if there are constraints on the Campus Alberta Grant, the university must have the flexibility to generate tuition revenue to fulfill its academic mission and sustain the quality of the learning experience. As the tuition regulation is currently under review by government, this revenue source may be at a high risk.
- **Student enrolment quantity and mix.** Total tuition revenue is driven by tuition levels and a complex mix of student type and degree program. A broad range of external environmental or geopolitical issues can impact the university's quantity and mix of students.
- **Interest Rates.** Interest income is an important source of revenue on the margin. With a continuation of low oil prices and the sluggish Canadian economy, there continues to be downward pressure on the Bank of Canada rate. Low interest rates continue to impact the ability of university to grow, on the margin, unrestricted revenue.
- **Alternative Revenue.** 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 yet to approve the transfer of land to the land trust and several academic initiatives that could generate new sources of revenue.
- **Exchange Rates.** The Canadian dollar continues to hover around \$0.75 to the US dollar. Although a lower Canadian dollar benefits the provincial government in terms of oil and gas revenue, and reduces some international students' cost of tuition, a declining Canadian dollar also increases the university's costs for many of the goods and services produced in the US or purchased in US dollars.

Expenditures

- **Compensation.** The single largest expenditure for the university is employee compensation. The greatest challenge faced by the university is the fact that total compensation continues to increase at a faster rate than the university's Campus Alberta Grant and tuition, its primary sources of operating funding.
- **Unfunded Pension Plan Liabilities.** The university is carrying a large unfunded liability in its pension plans. The high contribution rates and the overall level of the unfunded liability present significant risk to the university.
- **Academic Price Index** The costs within the university (Academic Price Index) are rising at a faster rate than general inflation (Consumer Price Index) and the overall rate of increase in the university's operating revenues. The university's API is also being negatively impacted by the carbon levy as well as the increases to minimum wage. The

overall rate of increase in the API continues to put significant pressure on ability of the university to balance its operating fund.

- **Deferred Maintenance.** As the largest and oldest post-secondary institution in the province, the university's deferred maintenance continues to increase, reaching \$938 million. This level of deferred maintenance could result in a significant building system failure, negatively impacting the university's operations.

2017-18 Budget Risks

- **Campus Alberta Grant: High.** Given the current fiscal position of the provincial government receiving a two per cent increase the grant is considered high risk.
- **NASA Collective Agreement: Medium.** The NASA collective agreement is subject to a wage re-opener if the Alberta government and its employees negotiate a general wage increase. This could result in an increase to the university's salary expenditures.
- **Impact of ATB and Merit: Medium to High.** Each faculty and unit is responsible to fund their cost of ATB and merit. Each unit has a different capacity to meet these commitments. Depending on the unit, this may require a re-alignment of budgets including position eliminations and staff layoffs.
- **Salary equity Issues: Medium.** The university is continuing its review of data to assess whether salary equity issues are present within the academic workforce. If salary equity issues are identified they will need to be addressed by the university.

Capital and ancillary budgets

Capital

The university can only achieve its vision if it has access to well-maintained and financially supported facilities. Through a focus on well-planned functional renewal and re-purposing of existing fiscal assets, essential teaching and research capacity that meets the needs of tomorrow's students, teachers and researchers, can be delivered. The university's ability to meet its own and the province's post-secondary access objectives, focusing on energy and carbon footprint reductions and supporting the move to renewal energy (supporting the Climate Leadership Plan), depends on increased and stable investment in deferred maintenance, and strategic investment in the renewal, upgrading and repurposing of older facilities, minimizing the need for new construction.

Table 3 lists the approved capital projects for 2017-18. New and continuing capital construction is budgeted at \$128.7 million of the \$156.7 million in capital projects. The capital budget also includes \$28 million in capital program spending under the infrastructure maintenance and energy management programs. Table 3 also identifies proposed capital projects which are subject to available funding. Detailed information on the university's Capital Plan can be found in Appendix F.

Table 3. 2017-18 Capital Budget (\$,000)

	Actuals to Date (prelim)	+ 2017-18 Recommended Budget	+ Forecast to Complete	= Total Estimated Project Budget
Capital Projects				
Agricultural Research Infrastructure - St Albert / Kinsella / Mattheis	12,247	200	-	12,447
CME Renewal - Levels 2, 3 & 7	20,900	100	-	21,000
Devonian Botanic Garden - Infrastructure Upgrades	1,211	8,000	3,789	13,000
Devonian Botanic Garden - Islamic Garden	8,000	11,000	1,420	20,420
East Campus Village - Phase 3	3,090	20,000	12,260	35,350
East Campus - Infill	6,913	264	-	7,177
Edmonton Clinic Health Academy	378,504	3,559	-	382,062
HRIF Project (Li Ka Shing / Katz Group) Fit Outs	114,544	1,826	-	116,370
Ice Cores - South Academic Building	1,730	100	-	1,830
Lister Tower #5	3,322	20,000	17,178	40,500
Peter Lougheed Hall (formerly Leadership College)	43,766	200	-	43,966
Research & Collections Resource Facility (formerly BARD II)	43,444	13,768	100	57,312
Footle Field - Air Supported Structure (Dome)	3,779	3,328	-	7,106
SIF Electrical & Computer Engineering Research Facility (ECERF)	5,000	18,000	2,000	25,000
SIF Biological Sciences & Earth and Atmospheric Sciences	-	13,514	1,000	14,514
SIF Clinical Sciences Building (CSB)	-	2,593	500	3,093
SIF Medical Sciences Building (MSB)	-	6,959	500	7,459
Chemistry Electrical Vault Renewal	1,000	5,000	8,000	14,000
Other Capital Projects	30,153	312	-	30,465
Total - Projects Underway / Proceeding	677,602	128,722	46,747	853,071
Annual Capital Programs :				
Infrastructure Maintenance Program Grant		23,572		
Energy Management		4,418		
Total Annual Capital Programs		27,990		
TOTAL	677,602	+ 156,712	+ 46,747	= 853,071

Future Capital Projects (April 01 to March 31)	2016-2017	2017-2018	2018-2019	2019-2020	2020-21
Academic Student Support Space - Student Residence	900	4,000	2,000		
Augustana Science Labs & Classroom Building	-	10,000	10,000		
Campus Saint-Jean Science Labs	-	1,000	8,000	10,000	-
Dentistry Pharmacy Functional Renewal	-	13,000	30,000	34,000	13,000
Earth Science Building - Central System Upgrades	-	-	-	-	-
ECO Center Devonian Garden	-	500	6,000	1,500	
Engineering Backfill ETLC	-	8,000	2,000	-	-
Faculty of Arts	-	6,500	33,000	31,000	28,000
High Performance Training and Research Centre and Community A	1,000	25,000	25,000	14,000	
Maskwa House of Learning	500	13,750	13,750		
Mechanical Engineering Building Renewal	-	-	-	-	-
Natural Resources Engineering Facility	-	15,000	15,000		
North Campus Electrical Services Expansion and Garneau Substatio	-	3,000	14,000	10,000	
School of Business	-	-	-	-	-
Science Backfill	-	6,000	7,000	3,000	
South Campus Basic Infrastructure	-	15,600			
South Campus Infrastructure Utilities/District Energy Plant	-				
Total Future Capital Projects	2,400	121,350	165,750	103,500	41,000

The recommended Capital Budget forecast was developed on November 3, 2016 and contains values which may not align with or may not include projects identified.

Ancillaries

The university runs several large ancillary operations: Ancillary Services (Residence Services, Hospitality Services, Parking, Real Estate and Commercial Property Management Services, ONEcard) the Bookstore, Enterprise Square, the University Health Centre, and Utilities. All of the university's ancillaries must generate the required revenues to support their operating and ongoing capital requirements as well as maintain both operating and capital reserves.

Ancillary Services

Despite short-term deficiencies in annual net operations, Ancillary Services maintains a substantial positive reserve balance. Significant challenges include: Michener Park housing complex deferred maintenance; increasing residence vacancy rate; increasing costs associated with unionization; increasing minimum wage and the carbon levy; and residence and parking rates at, or near, market rates. These factors will need to be monitored carefully in terms of the long-term impact on our financial position.

Bookstore

The bookstore continues to be challenged with e-delivery of course materials and increasing competition. With a strong focus on cost control, the bookstore is returning to a positive net position.

Enterprise Square

Enterprise square remains in a positive financial position with all of its space fully occupied.

University Health Centre

The University Health Centre remains in a positive financial position. The area of greatest concern is the continuation of targeted mental health funding from government to support the provision of additional mental health support services.

Utilities

Utilities net operations remain in a balanced position while providing highly-dependable and cost-effective utilities to North Campus and surrounding entities. The greatest uncertainty is the long-term impact of the government's carbon levy policies and the need to upgrade its power grid infrastructure to align with enhancements being implemented by EPCOR.

Table 4. 2017-18 Ancillaries Budget and Projections (\$,000)

	2016-17		Budget	Projections		
	Budget	Forecast	2017-18	2018-19	2019-20	2020-21
Ancillary Services*						
Revenue	77,257	74,245	77,025	84,493	89,427	92,862
Expenses (Net Amort, Capital Acqn., Debt Rpymt)	79,033	77,635	81,328	84,824	101,200	86,645
Net Operations	(1,776)	(3,390)	(4,303)	(331)	(11,773)	6,217
Reserve Balances, Closing						
Operating	3,104	452	(1,750)	(4,124)	(2,443)	1,802
Capital	20,662	21,713	19,612	21,655	8,201	10,173
Total Reserve Balance	23,766	22,165	17,862	17,531	5,758	11,975
Augustana: Residence, Conferencing, and Food						
Revenue	3,615	3,421	3,490	3,560	3,630	3,703
Expenses (Net Amort, Capital Acqn., Debt Rpymt)	4,042	3,530	3,428	3,485	3,546	3,607
Net Operations	(427)	(109)	62	75	84	96
Reserve Balances, Closing						
Operating	940	886	948	1,000	1,000	1,000
Capital	3,637	4,558	4,558	4,581	4,665	4,761
Total Reserve Balance	4,577	5,444	5,506	5,581	5,665	5,761
Bookstore						
Revenue	14,304	13,599	13,230	12,979	12,979	12,979
Expenses (Net Amort, Capital Acqn., Debt Rpymt)	14,314	13,451	13,112	12,814	12,859	12,905
Net Operations	(10)	148	118	164	119	73
Reserve Balances, Closing						
Operating	(1,203)	(1,057)	(939)	(775)	(655)	(582)
Capital	-	-	-	-	-	-
Total Reserve Balance	(1,203)	(1,057)	(939)	(775)	(655)	(582)
University Health Services						
Revenue	6,600	6,636	4,800	4,835	4,870	4,905
Expenses (Net Amort, Capital Acqn., Debt Rpymt)	6,497	6,599	4,800	4,835	4,870	4,905
Net Operations	103	37	-	-	-	-
Reserve Balances, Closing						
Operating	366	300	200	200	200	200
Capital	100	100	200	200	200	200
Total Reserve Balance	466	400	400	400	400	400
Utilities						
Revenue						
Revenue	81,469	80,501	87,099	89,209	83,864	88,209
Expenses (Net Amort, Capital Acqn., Debt Rpymt)	81,469	80,501	87,099	89,209	83,864	88,209
Net Operations	-	-	-	-	-	-
Reserve Balances, Closing						
Operating	4,742	614	614	614	614	614
Capital	4,281	9,585	9,585	9,585	9,585	9,585
Total Reserve Balance	9,023	10,199	10,199	10,199	10,199	10,199
TOTAL						
Revenues	183,245	178,402	185,644	195,076	194,770	202,657
Expenses	185,355	181,716	189,767	195,167	206,340	196,271
Net Operations	(2,110)	(3,314)	(4,123)	(92)	(11,570)	6,386
Reserve Balances, Closing						
Operating	7,948	1,195	(927)	(3,085)	(1,285)	3,034
Capital	28,680	35,956	33,955	36,021	22,651	24,719
Total Reserve Balance	36,628	37,150	33,027	32,936	21,366	27,752

*Ancillary Services includes: Enterprise Square, Commercial Property, Parking Services and Housing & Food Services

Conclusion

The university faces significant budget uncertainty in 2017-18 however is determined to move forward with the implementation of its goals, objectives and strategies as outlined in *For the Public Good*. As a major economic driver in the province and a critical contributor to the diversification of the Alberta economy, the university looks to the province for stable and predictable funding. Working in partnership with the government, the university is confident that it can fulfill its mandate, provide a dynamic and integrated learning and research environment and meet the social, cultural and economic needs of this province.

Statement of Operations and Cash Flow

Statement of Operations Budget for the Years ending March 31, 2018 to 2021 (\$,000)

Table 5. Statement of operations and expenses by function

	Estimated Actual 2017	Budget 2018	Forecast 2019	Forecast 2020	Forecast 2021
REVENUE					
Government of Alberta Grants	\$ 963,838	\$ 980,957	\$ 1,000,717	\$ 1,026,602	\$ 1,045,744
Federal and other government grants	192,314	216,832	193,232	196,262	203,057
Student tuition and fees	324,936	329,954	343,465	347,336	355,044
Sales of services and products	200,557	206,144	216,178	221,680	228,409
Donations and other grants	107,770	116,989	121,873	125,894	129,917
Investment income	66,982	68,196	71,190	73,962	74,804
	1,856,397	1,919,072	1,946,655	1,991,736	2,036,975
EXPENSE					
Learning	1,134,924	1,170,107	1,103,700	1,226,477	1,246,995
Research	461,768	474,856	493,009	511,499	530,743
Facility operations and maintenance	128,042	159,329	118,689	115,402	117,865
Ancillary Services	95,707	98,363	103,516	103,537	104,931
	1,820,441	1,902,655	1,818,914	1,956,915	2,000,534
Annual Operating Surplus	35,956	16,417	127,741	34,821	36,441
Endowment contributions	18,087	18,630	19,375	20,150	21,158
Endowment capitalize investment inc	-	-	-	-	-
	18,087	18,630	19,375	20,150	21,158
Annual Surplus	53,143	35,047	57,116	54,971	57,599
Accumulated surplus, beginning of year	1,540,519	1,593,662	1,628,709	1,685,825	1,740,796
Accumulated surplus, end of year	\$ 1,593,662	\$ 1,628,709	\$ 1,685,825	\$ 1,740,796	\$ 1,798,395

Statement of Cash Flows for years ending March 31, 2016 to 2019 (\$000's)

Table 6. Statement of Cash Flows

	Actual 2016	Estimated Actual 2017	Budget 2018	Forecast 2019
OPERATING TRANSACTIONS				
Annual surplus	\$ 62,361	\$ 53,143	\$ 35,047	\$ 57,116
Add (deduct) non-cash items:				
Amortization of tangible capital assets	173,301	175,529	178,518	184,526
Expended capital recognized as revenue	(117,027)	(117,993)	(114,186)	(118,434)
(Gain) loss on sale of portfolio investments	(35,176)	(10,392)	(9,560)	(9,260)
(Gain) loss on disposal of tangible capital assets	1,131	-	-	-
Increase (decrease) in employee future benefits	5,711	(7,286)	(9,302)	(10,363)
Change in non-cash items	27,940	39,858	45,470	46,469
(Increase) decrease in accounts receivable	10,936	(1,973)	(2,003)	(2,033)
(Increase) decrease in inventory	292	519	438	370
Increase (decrease) in accounts payable and accrued liabilities	(47,755)	2,625	2,664	2,704
Increase (decrease) in deferred revenue	(17,102)	39,846	(19,652)	(12,102)
(Increase) decrease in prepaid expenses	1,359	1,330	1,122	947
Increase (decrease) in spent deferred capital contributions, less in kind donations	41,094	46,563	77,891	51,900
Cash provided by operating transactions	79,125	181,911	140,977	145,371
CAPITAL TRANSACTIONS				
Acquisition of tangible capital assets, net of proceeds on disposals	(131,796)	(149,165)	(185,304)	(130,790)
Cash applied to capital transactions	(131,796)	(149,165)	(185,304)	(130,790)
INVESTING TRANSACTIONS				
(Purchases) of portfolio investments, net of sales	(14,629)	(18,087)	51,370	(29,375)
Cash provided by (applied to) investing transactions	(14,629)	(18,087)	51,370	(29,375)
FINANCING TRANSACTIONS				
Debt - new financing, net of (debt repayments)	22,428	(11,570)	(11,314)	18,058
Cash provided by (applied to) financing transactions	22,428	(11,570)	(11,314)	18,058
Increase (decrease) in cash and cash equivalents	(44,872)	3,089	(4,271)	3,264
Cash and cash equivalents, beginning of year	57,963	13,091	16,180	11,909
Cash and cash equivalents, end of year	\$ 13,091	\$ 16,180	\$ 11,909	\$ 15,173

APPENDIX B

ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

Enrolment plan

The strength of the University of Alberta is founded on the quality and diversity of its people, programming, research, and resources. The U of A remains committed to attracting outstanding undergraduate and graduate students, post-doctoral fellows, and professors from Alberta, across Canada, and abroad. Our academy represents 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 wellbeing 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. Finally, it 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.

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 17 per cent, with the proportion for the undergraduate student body at 14 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 strong 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. 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 during the 2017-18 and 2018-19 years:

Course-based Master of Arts in the History of Art, Design and Visual Culture (HADVC)	Post-Baccalaureate Certificate (PBC) 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)
PhD in Oral Medicine (Medical Sciences-Oral Medicine)	Diploma in Education à la Petite enfance (Child Development Supervisor)
Post-Baccalaureate Certificate (PBC) in Communications and Technology	Certificate in Préposé en soins de santé (Health Care Aide)
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	

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:

- oCombined 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.

Experiential Learning

Experiential learning enriches the quality of the academic experience. The University of Alberta has prioritized increasing the opportunities for, and participation rates in, experiential learning for both undergraduate and graduate students, through engagement with community, industry, professional organizations, and government locally, nationally, and internationally. The University has a rich history of providing experiential learning opportunities that enhance the learning experience and provide platforms through which our students will be better equipped to enter or re-enter the workforce post-graduation. In the near future, the university will conduct a survey to better understand the experiential learning needs of our students. Survey results will allow us to better communicate the full scope of the opportunities that exist already, and to develop new opportunities tailored to student needs.

Professional Education

The expansion of professional development opportunities for graduate students continues to be a priority for the university. Robust professional development, including internships, events, workshops and online resources, enhances their job market competitiveness. It also better prepares students to use their advanced degrees and other credentials beyond the academy. This movement is critical for the future career paths of the students as well as for the development of the industries, organizations, and disciplines in which they will work. At the U of A, this priority is facilitated by a new requirement that each graduate student create a plan for their own development and undertake at least eight hours of professional development activity during the course of their graduate degree. Professional development plans require students to research potential career paths, assess their own skillsets and fill any gaps, and establish a plan for moving from graduate degree to career.

ENROLMENT TABLE APPENDED SEPARATELY

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 its identified provincial outcomes: 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 we will need 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 influencing 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 recognized as an important career path in itself that supports the aspirations of individual Albertans and the province as a whole.

Accessibility

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 strive to increase the representation of Indigenous scholars in the professoriate. The U of A must also strive to increase numbers of women and Indigenous people in STEM (Science, Technology, Engineering, and Math) disciplines. 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 reach this credential. Indigenous people achieve higher education at the rate of about 12 per cent, only about half the rate among the general population (about 23 per cent). The U of

A, in partnership with other post-secondaries, must 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 Truth and Reconciliation Commission report.

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

In 2015-16, the U of A was home to over 36,000 students (almost 30,000 undergraduate and over 7,000 graduate). We are home to 2,071 full-time faculty members, approximately 600 post-doctoral fellows, and 926 contract academic staff. Maintaining the right balance among professors, post-doctoral fellows, graduate, and undergraduate students is critical to the university's ability to offer access to a world-class education and an environment that nurtures and supports the full educational and career lifecycle of all U of A members.

Graduate education and post-doctoral fellows

Over 200 graduate programs, attended by over 7,000 graduate students and nearly 600 post-doctoral trainees, 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 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).

The post-doctoral complement is critical to Alberta's research capacity and impact, yet receives no provincial support. Post-doctoral fellows are essential to our role as a global partner of choice for international research consortia and training programs with top-tier collaborators. 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 the 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.

Quality

In 2016, the U of A began to identify and support established and emerging areas of global research distinction and leadership by building a portfolio of signature areas that distinguish us from our peer institutions in Campus Alberta and beyond, and which exemplify the University of Alberta's capacity to engage in big questions and global challenges. The first signature areas will be announced in 2017.

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 participation 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.

Our strategic research priorities include projects focusing on environmental stewardship, effective resource management, supporting healthy Albertans in all of our communities, and a strong economy. Selected strategic research projects include:

A Strong Economy and Effective Resource Management

Future Energy Systems

Future Energy Systems brings together researchers across disciplines to improve energy systems related to unconventional hydrocarbon resources—tailings ponds, greenhouse emissions, water use, land reclamation, and safe, efficient energy transportation. Future Energy Systems is multi-disciplinary and will examine energy demands, sources and processes through a broad range of perspectives including social, economic, legal-scientific and technological. Building on the U of A's strengths in advanced materials, smart electrical grids and bioprocessing, Future Energy Systems will help move Canada to a low-carbon energy economy. The \$75-million federal investment is part of the Canada First Research Excellence Fund to strategically invest in areas where post-secondary research institutions have a competitive advantage and can become global leaders.

SCENEREI

Two world-class research universities in energy and the environment, Tsinghua University in Beijing, China and the University of Alberta, have established a substantial collaborative research program—the Sino-Canadian Energy and Environment Research and Education Initiative (SCENEREI) – to address the world's growing need for sustainable energy solutions that offer reduced water use and minimized environmental impact. Stage 1 and Stage 2 of this collaboration, totaling 34 research projects with more than \$1.5 million in research investment, include: clean energy (hydrocarbon recovery, lignite upgrading, geoscience), energy policy (regulation, supply chains, socioeconomics), transportation (infrastructure), and the environment (water, monitoring, minimizing impact).

The partnership works on carbon capture and storage, geothermal energy, land reclamation and water management, opening up new opportunities for technology transfer and collaboration with business and industry.

Helmholtz (HAI)

HAI-E&E (Energy and Environment), a collaboration involving over 50 U of A researchers and four Helmholtz research institutes in Germany, is involved in exploring cleaner energy production and solutions to pressing environmental issues facing Alberta's oilsands and Germany's coal production.

Environmental Stewardship

Tracking Change, funded through SSHRC's Partnership Grant, supports local and traditional knowledge research activities in the Mackenzie River basin and sister projects in the Lower Amazon and Lower Mekong River Basins. The project is led by the U of A alongside the Traditional Knowledge Steering Committee of the Mackenzie River Basin Board, the Government of Northwest Territories, and many other valued organizations. Its long-term goal is to strengthen the voices of subsistence fishers and Indigenous communities in the governance of major fresh-water ecosystems.

Supporting Healthy Albertans in all of our Communities

Addictions and mental health

The Addictions and Mental Health Research Lab in the School of Public Health is a collaborative and multi-disciplinary initiative that works closely with policy makers and health practitioners to mobilize knowledge. Current priorities include the Edmonton Drug Use and Health Survey, part

of a project funded by the Canadian Institutes of Health Research on evidence-based harm reduction policy.

Health and life sciences

Helmholtz (HAI) partnerships strengthen health and life sciences research, such as infectious disease, neuro-degenerative disease research and most recently diabetes research. An emerging partnership within HAI is the collaboration in diabetes research between the Alberta Diabetes Institute (ADI) and Helmholtz Zentrum München (HZM). Possible fields of joint strategic research also identified include: metabolism and obesity, drug targets, gene and hormone therapy and cell therapies and Immunology.

Coordination

The U of A embraces coordination with partners within and beyond Alberta to advance a diversity of research priorities and agendas and to ensure the efficient and effective use of resources through collaborations that leverage our research strengths and those of partner institutions. In keeping with this approach, the U of A continues to build and support collaborative research capacity to produce leading-edge research on critical issues that confront humanity. Priority collaborations supporting Alberta's social and economic outcomes are identified above, and the university remains open to and encouraging of a wide range of research partnerships and collaborations.

The university is committed to working with other partners in Alberta's post-secondary sector to ensure that Albertans have access to a range of programs to satisfy their post-secondary goals and employment needs. Graduate programs in particular are closely linked to the university's research faculty and activities, and a robust and varied research enterprise directly supports the availability of a diversity of programming across the learning continuum.

The U of A also remains committed to community-level collaboration, whether through the involvement of community partners in research or through ensuring that graduate students develop the skills to excel across all sectors of society. Initiatives to support collaboration in research are directly supportive of the university's quality and accessibility objectives and are described in Appendix D.

APPENDIX D

COMMUNITY OUTREACH AND UNDER-REPRESENTED LEARNERS

The University of Alberta engages with a diverse set of stakeholder communities, defined by geography, by cultural, linguistic, or ethnic affiliation, or by interest or practice. The U of A is committed to celebrating and supporting a diversity of cultures, languages, economies, and, especially, ideas. The title of the new Institutional Strategic Plan, *For the Public Good*, reflects this commitment. Engagement occurs in many forms and contexts: formally and informally; internally and externally; locally, nationally, and globally. Community engagement is integral to the U of A's approach to achieving excellence and relevance in teaching and research, to organizational effectiveness, to infrastructure development, and to serving its diverse stakeholder communities. Much of the U of A's engagement work is long-term in nature and reflects ongoing, mutually beneficial relationships between the university and the communities to which it is accountable. The sections below outline institutional priorities for 2017-19. Priorities and partnerships related to research and to capital planning are addressed in appendices C and F, respectively.

As part of its commitment to foster academic excellence through diversity, the U of A continues to prioritize recruiting and supporting under-represented and Indigenous learners. In concert, the university is committed to actively responding to the Truth and Reconciliation Commission of Canada.

Community Outreach and Engagement

Showcasing the value and impact of the U of A, its scholars, and its alumni

The university prioritizes opportunities to connect researchers with communities and to enhance the impact and profile of their work. For example, the Community-University Partnership for the Study of Children, Youth, and Families brings together U of A researchers with community agencies from across Alberta. Through projects like the Centre for Public Involvement, a partnership between the U of A and City of Edmonton, the university participates in creating 'living laboratories' to improve the practice of community engagement and outreach. And through programs like USchool, which partners with schools across Alberta to expose K-12 students to future possibilities in post-secondary education, the U of A builds bridges between its researchers and socially vulnerable communities.

The U of A connects its researchers to the general public through programs like the U of A Speakers' Bureau, partnered Speakers' Series with the Edmonton Public Library, and many others. The U of A also profiles its next generation of researchers through participation at the annual international Falling Walls Conference before a judging panel of academic, government, media and industry leaders. In addition, the university highlights exceptional efforts at engagement through its Community Connections Awards, which honour those whose work embodies the U of A's promise of "uplifting the whole people" and has a positive impact on communities near and far.

The University of Alberta's alumni showcase the positive impacts of its graduates on communities locally and abroad. The university will build on past successes as it expands outreach initiatives with graduates at all stages of their post-university life, with particular

emphasis on encouraging graduates from the last decade to re-engage with the university to help connect with their communities and participate in outreach and volunteer initiatives. Alumni engagement in 2017 will include conducting an alumni needs assessment to ensure that programs, services, and benefits align with the interests of the alumni community.

Recognizing that the university has a significant national profile, Canada's sesquicentennial year offers an opportunity to raise awareness and pride around the university's distinctive and powerful contributions to Canadian history—to bring to light stories of achievement, accomplishment, and individual and shared histories that contribute to Canada's national fabric and its diverse sense of place and self. Engagement activities will be undertaken throughout the year on the university's multiple campuses and through the digital space.

Institutional marketing and communications strategy

For 2017-18, the U of A has prioritized the development of a new institutional marketing and communications strategy that will include the building of a brand platform and launch of a news site to tell the institution's story in broader, more accessible ways. Working with internal partners, the marketing and communications strategy will use multiple delivery platforms to showcase the U of A's economic, social, and other impacts, locally and globally. This strategy is intended to raise the U of A's profile while increasing Albertans' and Canadians' awareness of the value of the university. The news site, separate from, but unabashedly connected to the University of Alberta, will carry a wide range of stories produced across the institution, and look and feel like a news website. Although completion of the marketing and communications strategy is targeted for 2018-19, work to communicate the university's contributions is ongoing.

Supporting community through campuses and infrastructure

University infrastructure across all campuses serves firstly to ensure adequate teaching, research, and experiential spaces for students, faculty, and staff, and secondly to provide shared spaces where citizens, scholars, research discoveries, sports, culture, language, and performing arts can intersect. The U of A works continuously to maintain relationships with surrounding communities and to develop new relationships with communities, near and far, of learners, researchers, professionals as well as neighborhoods, municipalities, and countries.

Locally, the institution will leverage its five campuses and infrastructure assets to establish gathering places that connect the university and communities. Rurally based Augustana Campus and bilingually focused Campus Saint-Jean boast unique opportunities to engage with distinct communities. In 2017-18, the university will commence an amendment to the Long Range Development Plan for the Augustana Campus. The university places a high level of importance on linguistic duality and multi-culturalism and will develop strategies that position the institution and Campus Saint-Jean as the leader in attracting local and international students wishing to further their post-secondary education in French. New infrastructure priorities for the next three years include the proposed community arena complex on South Campus that, in partnership with the City of Edmonton, will provide enhanced sport infrastructure for the university and city as a whole. Capital priorities are addressed in Appendix F.

Experiential and community-engaged learning

Through a strengthened emphasis on experiential learning and professional development, the U of A also aims to enhance connections between students and their community (including employers and not-for-profit organizations). At the undergraduate level, the university supports over 1,500 community service-learning (CSL) placements per year, working with nearly 200 community organizations since 2003. Leveraging this success, the university will complement its strong support for co-operative education and CSL with a focus on increasing the number and accessibility of experiential learning opportunities.

At the graduate level, the U of A's emphasis on professional development is reflected in the multi-year initiative of the Faculty of Graduate Studies and Research to place students in professional internships, providing mutually beneficial opportunities with community-based organizations and industry. The U of A is also engaged with global efforts to 'redefine the PhD' to ensure that industry benefits from more highly-prepared graduates and that PhD graduates can consider robust non-academic career paths. These initiatives will not only enhance current community relationships, but also better position our students to make an impact after graduation.

Under-represented and Indigenous learners

The U of A is pursuing a range of strategies to enhance the diversity of its student body and increase participation among under-represented and Indigenous students. The active recruitment of Indigenous students is complemented by student supports that aim to improve student success, and is supported by a broader institutional approach to Indigenization and reconciliation (outlined below).

The U of A's multi-campus environment, in particular Augustana and CSJ, plays a key role in supporting access to the U of A among rural and francophone students. Augustana offers a leading liberal arts education in a smaller institutional setting, while the scope of CSJ's French-language programming is unique in western Canada.

Through a new national recruitment strategy, the institution is seeking to diversify the university's Canadian student body, while continuing to prioritize access for Albertans. Diversity enriches the academic environment and student experience, while ensuring that the university more closely reflects the demographic composition of Alberta and Canada.

The digital environment is an important component of the U of A's efforts to expand access to learning. The U of A continues to be a leader in the delivery of Massive Open Online Courses, or MOOCs, and to date, nearly a quarter of a million registrants have taken a MOOC at the University of Alberta. With a wide variety of subject matter, classes are offered to the public for general interest as well as for-credit for U of A students and students at other institutions. The courses, which have included Dino 101, led by world-renowned paleontologist Dr. Phil Currie and Understanding Video Games and More, an area of emerging strength in Alberta, encourage lifelong learning, serve as a bridge to draw in non-traditional students and bring meaningful, university-level content to participants. Two new MOOCs, Mountains 101 and Indigenous Canada, launched in 2017.

Indigenization and reconciliation

Through sharing, listening, and supporting as well as enhanced curriculum and programming for in-class or in the digital realm, the U of A will continue to take steps to value, recognize, and reconcile with Indigenous communities and traditional ways of knowing. Advancing the construction of the new Maskwa House of Learning, a gathering and academic space for the Indigenous students on North Campus, remains a high priority. The institution continues to develop strategies to increase enrolment of Indigenous students in all faculties, with the goal of enrolling Indigenous students at least proportionately to their representation in the Alberta population. Aboriginal Students Support Services continues to provide Indigenous students assistance so that they can be successful throughout their post-secondary experience at the U of A. An Indigenous Cultural Support Office has been initiated to support culturally sensitive development of initiatives, curriculum, and individual faculty and staff. Deliberate efforts will continue within faculties to encourage participation in enduring reconciliation. The university provides multiple avenues to learn about historical relationships between the Indigenous and

non-Indigenous communities through traditional classroom offerings across several faculties in addition to the new Indigenous Canada MOOC.

APPENDIX E

INTERNATIONALIZATION

The University of Alberta's international collaborations create exceptional learning, discovery, citizenship, and innovation opportunities. Such collaborations position the U of A among the world's top public institutions, and advance the university's international reputation for excellence in teaching and learning. The U of A actively cultivates a diverse academy that welcomes international students and scholars and that offers Albertans a world-class, globally minded education.

In conjunction with the implementation of the university's strategic plan, *For the Public Good*, in 2017-18, the U of A will establish an internal leadership structure to guide strategic engagement on international initiatives. The President's Committee on International Strategy will ensure that the university's approach to global engagement continues to reflect a forward-looking, system-wide perspective.

Specific priorities for 2017-20 include exploring strategic options to further diversify the university's population of international students while maintaining the overall proportion of international students among the 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.

The university also remains focused on delivering international education by providing study abroad and global engagement opportunities to our students, 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 (joint/dual degree) programs is provided in the university's 2016 Annual Report, available at ualberta.ca/reporting.

As a research-intensive institution, the U of A pursues active collaborations with partners all over the world. Global research engagement has many benefits to the U of A and the province, including leveraging funding resources and expertise from other parts of the globe to address challenges that affect everyone, including Albertans. Key research partnerships are addressed in Appendix C.

CAPITAL PLAN

Capital planning considerations: strategic investment and long-range planning

Background

As Alberta's largest and oldest post-secondary institution, the University of Alberta manages more than 1.8 million square metres of complex facility inventory, ranging in age from more than 100 years old to new. With the completion of the Institutional Strategic Plan, *For the Public Good*, and aligned with the Government's Adult Learning System's Principles of accessibility, affordability, quality, coordination and accountability, the university has refined its focus to address deferred maintenance and functional renewal and repurposing of existing physical assets, as well as reviewing how underused space can provide cost-effective opportunities for consolidation and repurposing to enhance space in order to build essential teaching and research capacity. With this key work completed, critical expansions would be required only to meet the needs of tomorrow's students, teachers and researchers, and to maintain the institution's competitive global position.

With five well-established major campuses to support, the U of A has carefully evaluated its academic requirements across all areas to ensure that all capital investments form part of the long-term vision in support of *For the Public Good*. These priority investments would capitalize on the utilization of existing, but old and functionally inadequate, infrastructure. Through renovation and repurposing, the university would initially reduce its current level of deferred maintenance (\$938 million) by approximately \$100-150 million, depending on the level of capital investment available.

By reclaiming classroom space for faculties that are badly space-constrained, university priorities improve program outcomes across a number of key faculties and, in some instances, will negate the requirement for a new build. Reclaimed space reduces reliance on leased space, sets up the conditions for projects to support multiple faculties, and results in a 'domino' effect to support other faculties on North Campus through the provision of purpose-designed and built space and the repurposing and renovation of vacated space in multiple buildings. Additionally, investment in the Augustana and Campus Saint-Jean campuses is key to maintaining and developing programming for rural liberal arts and sciences as well as the only fully bilingual postsecondary education campus in western Canada.

Deferred maintenance

Recent investment in new facilities has created an opportunity, through backfill of vacated space, to creatively address physical and functional renewal of our buildings. Many older facilities were not designed to accommodate the functional and operational requirements of current and future faculty and students (Faculty Renewal and Student Experience), nor are they particularly energy efficient. Combining functional and physical renewal projects through backfill projects provides a best-value model for capital projects, minimizing the need for new buildings while facilitating the needs of tomorrow's learners and researchers, all at a significantly reduced capital cost.

Objectives:

- Maximize opportunities to identify and proactively address deferred maintenance and functional renewal, through joint renewal and repurposing projects for existing building inventory that would also focus on energy and carbon footprint reductions and support the move to renewable energy on an opportunity basis.
- Ensure stable, long-term funding for deferred maintenance, and work with government to develop funding strategies that could support increased and sustained funding in the order of \$25 million to \$40 million annually.
- Continue to maintain and improve the condition and functionality of the university's physical assets, which plays a critical role in our ability to attract, support, and retain the best students, faculty, and staff.
- Reduce the risk of building system failures that could affect life safety or result in building closures.
- Maintain the reliability of the university's utility plant through focused investment in the functional renewal that deals with both deferred maintenance and increased efficiency with new technology.
- Support the academic and research goals of the institution and maximize use and life of existing infrastructure, by ensuring that space is functional for current and future learning and research.

Planning

In order for high quality and detailed pre-design and planning services (including functional programming to lock scope) to be conducted, a multi-year allocation of planning funds is required. This will allow the university to focus specialist resources in support of program and budget accuracy in order to be in position to develop innovative solutions that maximize the utilization of existing space while minimizing our ecological and carbon footprint, allowing us to implement projects as funding becomes available.

Objectives:

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

Capital projects, BLIMS and investment priorities

The following strategic capital investment priorities are focused on improved asset utilization, reducing risk and deferred maintenance, repurposing existing infrastructure and reducing reliance on leased space while focusing on academic program outcomes in line with *For the Public Good*.

For each campus, two tables are presented. The first, “Capital Project Priority,” reflects projects that have been previously identified to government as top priorities for funding consideration. The second, “BLIMS Project Priorities,” identifies additional capital needs that have been submitted through the government’s Building and Land Information Management System (BLIMS).

Investments are broken down by campus as follows:

Augustana Campus

Table 1. Augustana Capital Project Priority

Description	Approximate Cost	Completion	<i>For the Public Good and Adult Learning System Alignment</i>
Science Lab/Classroom Renewal (initial Phase 1 of a 3-phased renewal project)	\$20M Funding Strategy: • Grants	2019-20	Objective 1/S1, 9/S2, 13, 19/S3, 23/S1 Coordination

Table 2. Augustana BLIMS Project Priorities:

Description	Priority	Approximate Cost
Augustana Science Building and Classroom Phase 2 and Phase 3 (post Phase 1 renewal phase)	Expansion 1	\$40M and \$30M
Augustana Auxiliary Building Repurpose	Minor Preservation 16	\$2.2M

Campus Saint-Jean

Table 3. Campus Saint-Jean Capital Project Priority

Description	Approximate Cost	Completion	<i>For the Public Good and Adult Learning System Alignment</i>
Renewal and Repurposing -- functional renewal of classroom, lab and administrative space	\$19M Funding Strategy • Grants	2019-20	Objective 1/S1, 6/S3, 9/S2, 13, 19/S3, 23/S1 Coordination

Table 4. Campus Saint-Jean BLIMS Project Priority

Description	Priority	Approximate Cost
Campus Electrical Upgrade -- complete renewal of site electrical primary distribution for increased capacity to meet building requirements.	Minor Preservation 11	\$3.1M

North Campus

Table 5. North Campus Capital Project Priorities

Description	Approximate Cost	Completion	For the Public Good and Adult Learning System Alignment
Maskwa House of Learning	\$28M Funding Strategy • Philanthropic and Grants	2018-19	Objective 1/S1&S2, 4/S2, 13, 20/S1 Accessibility
Dentistry/Pharmacy Refurbishment and Multi-phased Renewal and Building Repurposing	\$249M Funding Strategy • Grants	2025	Objective 1/S1, 6/S3, 13, 16, 19/S3, 23/S1 Affordability
Faculty of Arts, Multi-phased Renewal and Building(s) Repurposing	\$191M Funding Strategy • Grants	2028	Objective 1/S1, 6/S3, 13, 16, 19/S3, 23/S1 Coordination
School of Business Renewal and Construction	\$185M Funding Strategy • Philanthropic and Grants	2028	Objective 1/S1, 6/S3, 13, 16, 23/S1 Coordination
North Campus Electrical Service Expansion and Garneau Substation Upgrade	\$27M Funding Strategy • Grants	2020	Objective 1/S1, 6/S3, 13, 19/S3, 23/S1 Coordination
Natural Resources Engineering Facility redevelopment	\$30M Funding Strategy • Grants	2018-19	Objective 1/S1, 6/S3, 13, 19/S3, 23/S1 Affordability

Table 6. North Campus BLIMS Project Priorities:

Description	Priority	Approximate Cost
Engineering Backfill NREF	Expansion 3	\$30M
ECO Centre - Devonian Botanic Garden	New 7	\$10M
Pre-Design and Planning Services	New 8	\$2M
Mechanical Engineering Renewal	Expansion 6	\$60M
Medical Science Building Phase 1	Preservation 4	\$30M
Universiade Pavilion Bldg Env. Renewal	Preservation 6	\$16M
Cameron Library Envelope	Minor preservation 4	\$3.6M

South Campus

Table 7. South Campus Capital Project Priorities:

Description	Approximate Cost	Completion	For the Public Good and Adult Learning System Alignment
High Performance Training and Research Centre and South Campus Community Arenas (SCCA)	\$25M (Ask) (Total Project Cost \$65M) Funding Strategy <ul style="list-style-type: none"> Grants and Philanthropic 	2019-20	Objective 1/S1, 6/S3, 13, 16, 23/S1 Coordination
Translational Laboratory (As a core integrated element (~6,500sq m) of the Alberta Health sponsored Edmonton Clinical Laboratory Hub project)	Funding Strategy <ul style="list-style-type: none"> Alberta Health sponsored 	2022	Objective 1/S1, 6/S3, 13, 16, 23/S1 Coordination
South Campus Basic Infrastructure	\$15.6M Funding Strategy <ul style="list-style-type: none"> Grants 	2019	1/S1, 23/S1 Coordination
South Campus Infrastructure Utilities/District Energy Plant	\$132.2 ¹ Funding Strategy <ul style="list-style-type: none"> Grants 	See Note 1	1/S1, 13, 23/S1 Coordination
South Campus Electrical Service Upgrade and Expansion	\$7.5M Funding Strategy <ul style="list-style-type: none"> Grant 	2020	1/S1, 23/S1 Coordination

Table 8. South Campus BLIMS Project Priority

Description	Priority	Approximate Cost
Agri-Food Discovery Place - replacement of cracked floor slab.	Minor preservation 22	\$2M

Summary of Post-secondary Strategic Investment Fund (SIF) Investment Impacts

The following projects have been carried within the Government of Alberta's capital listing and will be shown as completed on or prior to the April 2018 SIF deadline:

- Electrical & Computer Engineering Research Facility: \$25 million (GOA \$7 million),
 - Impact: eliminate the current BLIM request
- Chemistry - Lab Modernization and Renewal: \$21.35 million (GOA \$7.04 million)
 - Impact: eliminate the current BLIM request and reduce the deferred maintenance liabilities
- Chemical Materials Engineering Building: \$22 million (GOA \$7 million)
 - Impact: eliminate the current BLIM request and reduce the deferred maintenance liabilities
- Biological Science and Earth and Atmospheric Sciences: \$22 million (GOA \$5.5 million)

¹ Multi-year phased project dependent on infrastructure to be supported.

- Impact: eliminate the current BLIM request and reduce the deferred maintenance liabilities in the Biological Sciences building but this project does not reduce the deferred maintenance liability for the Earth and Atmospheric Sciences building as an additional floor is required for mechanical in order for this building to continue as lab space.
- Innovation and Incubator Space: \$3.5 million, there will be no impact to BLIM submissions
- Research Network Infrastructure Upgrade: \$20 million
 - Impact: reduce the Infrastructure submission requirements
- Augustana - Science Lab renewal: \$2.34 million
 - Impact: reduce the BLIM submission carried in previous submission (Note: this will require a revisit of the design program for the Augustana Science / Classroom Building)
- Campus Saint Jean - Science Lab renewal: \$3.10 million
 - Impact: reduce the BLIM submission carried. (Note: This will redefine the approach to the building renewal program)
- Clinical Sciences Building renewal: \$7.7 million
 - Impact: reduce the BLIM submission and reduce the deferred maintenance liabilities
- Medical Science Building renewal: \$5 million
 - Impact: reduce the BLIM submission and reduce the deferred maintenance liabilities. (Note: As work phases on this project have proceeded, this facility has been found to be more difficult to work in than expected. The deferred maintenance value will increase based on difficulty).

Ancillary Services Capital and Maintenance Investment

Housing

Table 9. Housing

Description	Approximate Cost	Completion	<i>For the Public Good and Adult Learning System Alignment</i>
Lister 5 <ul style="list-style-type: none"> ● adds 460 new bed spaces for early-year undergraduate students 	\$39.8M Funding Strategy <ul style="list-style-type: none"> ● Debt Financing 	2018	Objective 8 Accessibility Quality
East Campus Village 9 <ul style="list-style-type: none"> ● adds 300 new bed spaces for middle to upper year undergraduate and graduate students 	\$35.3M Funding Strategy <ul style="list-style-type: none"> ● Debt Financing 	2018	Objective 8 Accessibility Quality
Lister Community Plan <ul style="list-style-type: none"> ● redevelopment of main floor spaces in Lister Centre into student success areas 	TBD Funding Strategy <ul style="list-style-type: none"> ● Debt Financing 	TBD Phased	Objective 8 Accessibility Quality

Parking

Based on current planned capital initiatives, there is a requirement to construct at least one vertical car park structure with a capacity of 600 vehicles on South Campus. Depending on government intentions over the clinical laboratory hub, potentially a second structure for at least another 600 vehicles may be required.

Hospitality Services

A number of projects related to upgrading, renewing and redeveloping dining services infrastructure are currently under development. These include four in Lister Hall, and two in the Central Academic Building.

Potential Projects with Carbon Reduction Opportunities in Support of Alberta's Climate Leadership Plan

The following projects have been identified as potential contributors to reducing the university's carbon footprint in support of province-wide initiatives to reduce Alberta's carbon emissions and contribute to sustainability.

Cameron Library

Cameron Library has a significant building envelope problem with failure of exterior paneling supports resulting in panels falling off the building face, presenting both a safety concern and a direct impact to building operations. The condition of the exterior envelope is such that a full replacement is required.

The project has been approached as a demonstration project showing that with student engagement it is possible to address deferred maintenance renewal of existing buildings in a manner that trains the next generation of engineers and designers in the renewal of aged buildings. Specific skills that students have brought to the project include; energy modelling, creation of an intelligent Building Information Model, examination of various types of building envelope solutions, solutions for embedded green power and renewed mechanical systems with solar thermal storage. Additionally, the project has a defined goal of 50 per cent reduction in energy for an existing building with incorporation of solar thermal, photovoltaic, natural light reflectors and a thermal wall.

Universiade Pavilion - Butterdome

The building envelope for the Butterdome is deteriorating with significant rusting out of the exterior panel system. Reviews of the envelope have determined that the panel system will have to be completely replaced and the rain screen assembly renewed. A design review has been undertaken which incorporates retaining the identity of the building while supporting the installation of photovoltaic (PV) panels in the new wall system creating a significant green power source and greenhouse gas reduction for the campus. The project has been planned to incorporate campus research for PV systems which provides demonstration projects for students on the skills required for a new workforce for new building envelope technologies. The project will have a significant visual impact that can be pointed to as a great example of a building renewal incorporating green energy.

Green Labs Program

The University of Alberta's Green Labs program supports our research community in building healthy, safe and green teaching and research labs. Labs can use considerable amounts of water, electricity and consumable materials. This program makes it easier for researchers to maintain environmentally-responsible and healthy laboratory workspaces and engage in practices that reduce their ecological footprint, improve energy efficiency, conserve water and reduce waste. This program influences change through networking behaviour change programs, and incenting the use of ecologically preferable equipment.

South Campus District Energy System

The U of A proposes building a District Energy System (DES), incorporating combined heat and power (CHP), to meet the energy requirements of new facilities and to transition existing facilities to the DES. It will have the ability to service government facilities in the future as the

opportunity becomes available. DES, including CHP, can make significant contributions to reducing GHG emissions.

Highlights

Summary of ongoing major capital projects

- Research and Collection Resource Facility: \$30 million (debt financed), turnover planned for Sept 2017. On budget and schedule
- Devonian Botanic Garden Infrastructure: \$13 million (grant), sequentially phased project to align with ongoing garden development, planned completion 2018. On budget and schedule.
- Lister #5: \$40 million (debt financed), turnover planned for June 2018. On budget and schedule.
- East Campus Village #9: \$35 million (debt financed), turnover planned for June 2018. On budget and schedule
- Peter Lougheed Hall: \$43.9 million, turnover planned for April 2017. On budget and schedule.
- Enterprise Square 2nd Floor: \$4.8 million, turnover planned April 2017. Under budget and on schedule.
- Slowpoke Decommissioning: \$6.6 million, turnover planned for 2017. On budget and schedule.
- SIF: see above

Energy Management

Energy Management Program

Given the success of the University of Alberta's energy management program (EMP), the university initiated a new round of energy projects for campus facilities. As in previous years, the next generation of the EMP is financed through borrowing and paid back through resulting energy savings. The accumulated impact of ongoing and significant investment in energy management initiatives has aided in reducing greenhouse gas emissions and lowering operating costs, added renewable energy to plant capacity, and contributed significantly in a partnership approach to the reduction of the deferred maintenance liability. For fiscal 2014-15 the utility cost avoidance for the measures undertaken is estimated at \$16,732,112. Since the inception of the University of Alberta's energy management program in 1975, the total accumulated cost avoidance is estimated at \$336 million.

Sustainability

The U of A's Sustainability Commitment and Guiding Principles articulate our commitment to a continuous effort to instill sustainability into the many aspects of university life, on our campuses, in our institution, and in the larger community of which we are part. The U of A strives to manage all resources in harmony, recognizing the interconnectedness of ecological, social and economic systems.

The U of A's campus sustainability initiative is facilitated by the Office of Sustainability and guided by the goals and strategies outlined in both the Institutional Strategic Plan and Sustainability Plan. The university monitors and reports our performance using the Sustainability Tracking, Assessment & Rating System (STARS™). Developed by the Association for the Advancement of Sustainability in Higher Education, this tool monitors performance in education and research, operations, planning, administration, and engagement. The university attained a STARS™ Gold rating in 2014 (up from a Silver rating in 2012). The U of A will complete its third STARS™ assessment in 2017.

Utilities

The District Energy System (DES), serving the U of A's North Campus and other partners in the Greater Campus Area (GCA), has a number of priorities that address expansion and reliability issues. The first is to replace the aging electrical infrastructure in the Heating Plant. Phase two of approximately 8 phases has just been completed. This project is funded through Utilities reserves. The second major project is the expansion and upgrade of the electrical service from EPCOR's Garneau substation to the U of A. This project is in preliminary design and regulatory phase and will require funding, for the GCA portion, from government to proceed.

On the U of A's South Campus, in addition to the DES project identified above, the upgrade of basic infrastructure, including the electrical service, needs to be addressed to accommodate further growth on this campus.

APPENDIX G

INFORMATION TECHNOLOGY

Information Technology activities for the next three years will focus primarily 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. The university will pursue the following priorities over the next three year period:

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.

Budgeting and Planning

In 2017-18, the U of A will implement new cloud-based capability for budgeting and planning. Phase one of the implementation will focus on the university's operating fund, replacing the university's legacy budgeting systems and introducing best practices in budget planning and forecasting processes. Phase two of the project will allow faculties and portfolios to use the new budget tool to budget across all funds at the university.

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 3-week and an 11-week segment, allowing for a 3 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 two 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.

Student Life-Cycle Review

Information Services and Technology is currently leading a cross-institutional consultation on systems and processes supporting the student lifecycle—from recruitment to alumni. These systems underpin the university's accessibility initiatives, including in recruitment, admission, and the provision of student supports. This project will lead to comprehensive system and capability roadmaps and portfolio coordination beginning in 2017-18. The primary goal is to meet medium-term institutional needs more cost-effectively by anticipating and combining requirements across faculties and central units. Cost estimates for specific initiatives will become known during 2017-18.



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 change as submitted to Advanced Education through PAPRS on March 31, 2017.

Table includes qualitative summaries of anticipated enrolment shifts at the faculty level and at the program level within faculties. Comments also identify current enrolment pressures and opportunities to increase enrolment capacity to meet identified needs. Note: numerical enrolment targets do not include anticipated future programs that are not yet approved.

U of A Information		GOA Information		Projections				
Faculty	Career Level Group	GOA Creden	GOA program and specialization	2015-16 Actual	2016-17	2017-18	2018-19	2019-20
				FLE	Preliminary FLE	Target	Target	Target
<i>Agriculture, Life & Environmental Sciences</i>	<i>Undergraduate</i>	<i>Subtotal</i>		1,245.707	1,280	1227	1227	1227
Agriculture, Life & Environmental Sciences	Undergraduate	Degree	Bachelor of Arts in Environmental Studies					No major changes in overall or program-level enrolment are anticipated. The Fashion Business Management program will be launched, but is not expected to result in a major change in enrolment. The change in the Dietetic specialization in the Nutrition and Food Science (NIIFS)
			Environmental Studies	27.100	31			
			Bachelor of Science in Agricultural/Food Business Management					
			Agricultural Business Management	33.000	25			
			Agricultural/Food Business Management	3.400	4			
			Food Business Management	14.300	13			
			Bachelor of Science in Agriculture					
			Agriculture	18.991	23			

Agriculture and Resource Economics	22.627	23	NUTRITION AND FOOD SCIENCE (NUFS) program, which students will now enter after their first year, may have a minor impact on enrolment in the general NUFS program for students who are not successful getting into the Dietetic specialization.
Animal Science	59.314	67	
Crop and Horticultural Science	27.656	-	
Crop Science		31	
Sustainable Agricultural Systems	15.838	18	
Bachelor of Science in Animal Health			
Companion Animal Health	115.700	132	
Food Animal Health	15.300	19	
Food Safety and Quality	3.300	1	
Bachelor of Science in Environmental and Conservation Sciences			
Conservation Biology	119.776	127	
Environmental and Conservation Sciences	1.426	3	
Environmental Economics and Policy	35.281	28	
Human Dimensions of Environmental Management	20.625	16	
Land Reclamation	106.082	97	
Northern Systems	13.600	13	
Wildlife and Rangeland Conservation	11.913	12	
Bachelor of Science in Forest Business Management			
Forest Business Management	7.006	6	
Bachelor of Science in Forestry			
Forestry	51.345	55	
Bachelor of Science in Human Ecology			
Clothing, Textiles and Material Culture	52.825	48	
Family Ecology	76.951	96	
Human Ecology	5.256	3	
Bachelor of Science in Nutrition and Food Sciences			
Dietetics		33	
Food Science and Technology	35.500	28	
Nutrition	113.643	75	
Nutrition and Food	116.517	66	
Nutrition and Food Science	104.428	176	

			Combined Bachelor of Science in Human Ecology/Bachelor of Education						
			Car and Tech Studies:Human Ecology	11.969	4				
			Combined BSc in Environmental and Conservation Sciences/Bachelor of Arts in Native Studies						
			Human Dimensions in Environmental Management	5.038	4				
<i>Agriculture, Life & Environmental Sciences</i>	<i>Masters & Other Graduate (GS)</i>	<i>Subtotal</i>		<i>445.234</i>	<i>458.081</i>	<i>225</i>	<i>225</i>	<i>225</i>	
Agriculture, Life & Environmental Sciences	Masters and Other GS	Degree	Master of Agriculture						
			Agricultural, Food, and Nutritional Science		0				
			Renewable Resources	0.572	1				
			Rural Economy	2.716	1				
			Master of Arts						
			Human Ecology	10.218	14				
			Master of Engineering						
			Agricultural, Food, and Nutritional Science	0.905	1				
			Master of Forestry						
			Renewable Resources	5.716	11				
			Master of Science						
			Agricultural, Food, and Nutritional Science	193.619	185				
			Human Ecology	15.946	20				
			Renewable Resources	158.229	170				
			Rural Economy	57.313	55				
<i>Agriculture, Life & Environmental Sciences</i>	<i>PhD</i>	<i>Subtotal</i>		<i>369.024</i>	<i>368</i>	<i>215</i>	<i>215</i>	<i>215</i>	
Agriculture, Life & Environmental Sciences	PhD	Degree	Doctor of Philosophy						
			Agricultural, Food, and Nutritional Science	234.724	233				
			Human Ecology	22.940	21				
			Renewable Resources	92.032	96				
			Rural Economy	19.328	19				
<i>Arts</i>	<i>Undergraduate</i>	<i>Subtotal</i>		<i>4,764.729</i>	<i>4,853</i>	<i>4871</i>	<i>4871</i>	<i>4871</i>	
Arts	Undergraduate	Degree	Bachelor of Arts						The Faculty of Arts does not
			Ancient and Medieval History	4.700	7				anticipate any major changes in

Anthropology	118.800	107	overall faculty enrollment, either at the undergraduate or graduate level. No significant enrolment shift is expected within the Faculty. There will be incremental changes, particularly if the new programs (expanded BA Criminology and Masters of Public Policy) are implemented, but since neither has yet been approved, these will not significantly affect the next 3 years. Note: Honors programs are not reflected in this program list.
Art and Design	121.500	110	
Art History	21.000	16	
Arts General	846.402	894	
Chinese Language and Literature	7.400	5	
Classics	24.000	20	
Classics/Greek/Latin Combination	1.000	3	
Combined Chinese/Japanese	3.000	2	
Combined French/Spanish	7.300	5	
Comparative Literature	6.900	10	
Drama	60.300	84	
East Asian Languages and Literature	21.200	8	
East Asian Studies	46.302	67	
Economics	866.600	749	
English	220.500	224	
Film and Media Studies	22.600	23	
French Language and Literature	27.200	29	
German Language and Literature	18.900	20	
History	141.750	152	
Human Geography	68.400	76	
Latin American Studies	5.400	4	
Linguistics	107.650	110	
Mathematics (Arts)	40.200	68	
Middle Eastern and African Studies	1.100		
Music	19.800	26	
Philosophy	56.500	59	
Planning	53.300	46	
Political Science	369.500	385	
Psychology (Arts)	686.000	731	
Religious Studies	8.800	12	
Romance Languages	0.500		

Scandinavian Language and Literature	6.200	4
Sociology	286.600	298
Spanish Language and Literature	21.200	18
Ukrainian Language and Literature	0.500	
Women's and Gender Studies	28.700	37
Bachelor of Arts in Criminology		
Criminology	41.900	41
Bachelor of Arts in Drama/Bachelor of Education Secondary		
Drama	35.150	33
Bachelor of Arts in Environmental Studies		
Environmental Studies	5.600	8
Bachelor of Design		
Business/Marketing Route	30.966	38
Computing Science Route	0.800	1
Design Engineering Route	12.614	21
Design General Route	62.828	63
Printmaking Route	1.419	
Social Sciences Route	8.400	9
Bachelor of Fine Arts in Art and Design		
Art and Design	71.000	81
Bachelor of Fine Arts in Drama		
Acting	34.707	34
Technical Theatre	28.061	29
Theatre Design	9.637	13
Bachelor of Music		
Composition and Theory	1.091	1
General Route	34.142	40
Performance	16.004	14
Combined Bachelor of Music/Bachelor of Education		
Music	22.706	22

<i>Arts</i>	<i>Masters & Other GS</i>	<i>Subtotal</i>	438.717	462	393	393	393
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Degree			
Masters and Other GS	Combined Master of Arts/Master of Library Information Studies		
	Humanities Computing	11.566	10
	Master of Arts		
	Anthropology	24.659	35
	Art and Design	14.497	13
	Comparative Literature Program	2.332	1
	Drama	8.669	7
	East Asian Studies	21.993	23
	Economics	55.861	53
	English and Film Studies	26.163	25
	Gender and Social Justice Studies		8
	History and Classics	33.777	37
	Linguistics	0.667	2
	Modern Languages and Cultural Studies	24.664	22
	Music	13.328	6
	Philosophy	15.165	22
	Political Science	25.666	25
	Psychology	6.831	5
	Religious Studies Program	9.998	6
	Sociology	21.660	25
	Master of Arts in Humanities Computing		
	Anthropolgy	1.000	2
	English and Film Studies	0.500	
	Humanities Computing	2.333	2
	Interdisciplinary Studies	31.656	32
	Library and Information Studies	1.000	4
	Religious Studies Program	1.167	2
	Sociology		1
	Master of Design		
	Art and Design	9.625	12
	Master of Fine Arts		

			Art and Design	18.625	16			
			Drama	17.792	16			
			Master of Music					
			Music	14.529	20			
			Master of Science					
			Linguistics	7.332	10			
			Psychology	15.662	18			
<i>Arts</i>	<i>PhD</i>	<i>Subtotal</i>		<i>579.445</i>	<i>609</i>	<i>449</i>	<i>449</i>	<i>449</i>
	PhD	Degree	Doctor of Music					
			Music	23.771	24			
			Doctor of Philosophy					
			Anthropology	37.156	40			
			Art and Design (Dept)	6.998	7			
			Comparative Literature Program	16.661	15			
			Drama	6.333	8			
			Economics	29.660	29			
			English and Film Studies	97.809	111			
			History and Classics	50.931	56			
			Linguistics	32.159	34			
			Modern Languages and Cultural Studies	53.487	49			
			Music	22.994	25			
			Philosophy	24.164	27			
			Political Science	49.653	49			
			Psychology	48.152	51			
			Religious Studies	12.664	17			
			Sociology	66.853	66			
<i>Augustana Faculty</i>	<i>Undergraduate</i>	<i>Subtotal</i>		<i>896.365</i>	<i>929</i>	<i>899</i>	<i>899</i>	<i>899</i>
Augustana Faculty	Undergraduate	Degree	Bachelor of Arts (Augustana Faculty)			Augustana anticipates no major		
			Art	23.199	28	changes in faculty enrolment, with		
			Arts General	61.030	53	modest redistribution between		
			Biology	7.882	6	the five degree programs at		

Chemistry	1.400	2	Augustana (BA, BSc, BMan, BMus, BSc-BEd). Current trends in enrolment data and rising admissions standards suggest that with funded enrolment growth, the Faculty could accommodate application pressures in its BSc programs, likely producing increased enrolments in the BSc in Environmental Science, Biology, Physical Education-Kinesiology, Psychology.
Drama	8.149	15	
Economics	13.933	14	
English	25.666	24	
Environmental Studies	16.232	18	
History	20.733	23	
Mathematics and Physics	1.800	1	
Modern Languages	3.000	6	
Music	10.683	9	
Philosophy and Religion	4.600	6	
Physical Education	54.209	64	
Political Studies	13.349	17	
Psychology	53.862	81	
Sociology	16.599	16	
Bachelor of Management in Business Economics (Augustana Faculty)			
Bachelor of Management in Business Economics	115.827	108	
Bachelor of Music (Augustana Faculty)			
Comprehensive	2.565	4	
Piano	2.917	3	
Voice	8.025	8	
Bachelor of Science (Augustana Faculty)			
Biology	105.145	112	
Chemistry	43.081	41	
Computing Science	23.482	29	
Environmental Science	43.132	41	
Mathematics and Physics	19.298	22	
Physical Education	124.869	117	
Psychology	27.916	26	
Science General	43.782	34	

<i>Business</i>	<i>Undergraduate</i>	<i>Subtotal</i>		1,743.200	1,752	1786	1786	1786
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Business Undergraduate Degree Bachelor of Commerce At the undergraduate level, no

Accounting	574.500	568	significant changes in faculty or program enrolments are anticipated. At the Master's level, enrolments are expected to be stable except for the following: Master of Financial Management (MFM) China, forecast to increase from 70 students per year to 80, and the new Master of Accounting (MAcc), projected at 25 students in 2017-18, 60 students in 2018-19 and 80 students in 2019-20. At the doctoral level, enrolment is projected to remain relatively stable, dependent on recruitment. Business sees significant application pressure at the undergraduate level in Accounting and Finance and admissions are constrained by the size of the academic staff and by available space. At the graduate level, up to 40 additional MBA admissions per year could be accommodated except for space constraints.
Business	84.550	81	
Business Economics and Law	121.950	119	
Business Studies	25.600	32	
East Asian Business Studies	2.300	3	
European Business Studies	1.000	1	
Finance	469.400	485	
Human Resource Management	93.500	82	
International Business	41.350	35	
Latin American Business Studies	1.400		
Management Information Systems	49.150	62	
Management Science	1.000	1	
Marketing	156.600	167	
Operations Management	59.900	59	
Retailing and Service	1.500	1	
Strategic Management and Organization	59.500	57	

<i>Business</i>	<i>Masters & Other GS</i>	<i>Subtotal</i>					
Business	Degree	Combined Master of Business Administration/Juris Doctor	446.037	453	234	234	234
	Masters and Other GS	Business-MBA	4.102	3			
		Combined Master of Business Administration/Master of Agriculture Business-MBA	0.100				
		Combined Master of Business Administration/Master of Engineering					

			Business-MBA	0.717	0			
			Executive Master of Business Administration					
			Business-MBA	73.473	67			
			Master of Business Administration					
			Business-MBA	229.017	245			
			FastTrack MBA	42.878	44			
			Master of Financial Management					
			Financial Management	95.750	92			
		Certificate	Post Master's Certificate					
			Innovation and Entrepreneurship		1			
<i>Business</i>	<i>PhD</i>	<i>Subtotal</i>		65.259	73	60	60	60
Business	PhD	Degree	Doctor of Philosophy					
			Business PhD	65.259	73			
<i>Education</i>	<i>Undergraduate</i>	<i>Subtotal</i>		2,443.639	2,612	2551	2551	2551
Education	Undergraduate	Degree	Bachelor of Arts in Drama/Bachelor of Education Secondary					Education does not anticipate any
			Drama	6.200	10			major changes in overall faculty
			Drama Education	1.600				enrolment and does not
			Bachelor of Education Elementary					anticipate any difficulty meeting
			Elementary Education	1,157.800	1,172			the current FLE targets for
			Bachelor of Education Secondary					undergraduate and graduate
			Art	51.900	57			students. There have been no
			Biological Sciences Education	154.800	183			major program changes and no
			Chemistry Education	44.800	55			major shifts in program enrolment
			CTS: Business, Administration and Finance	1.400	3			are expected. For many years,
			CTS: Computer Science	22.400	39			Education has had pressure to
			CTS: Human Sciences	44.200	58			increase the number of
			Drama Education	34.200	33			admissions to the Collaborative
			English Language Arts	221.500	230			Program with Red Deer College,
			General Science	39.900	53			focused on Middle Years Learning
			Mathematics Education	118.300	136			(the only stream offered at this
			Music Education	21.400	27			age range). Because of demand,
								applications consistently far

Physical Education	36.050	53	exceed admissions and therefore the GPA admissions average has always been very high. Partners at RDC have been requesting that Education increase admissions for several years, but resources have not been sufficient to do so. With dedicated envelope funding, admissions to this program could be doubled.
Physical Sciences Education	9.500	17	
Physics Education	32.300	36	
Second Language - Cree	1.700	1	
Second Language - French	29.300	34	
Second Language - German	4.300	5	
Second Language - Italian	0.400	2	
Second Language - Japanese	8.300	9	
Second Language - Spanish	21.600	27	
Second Language - Ukrainian	1.200		
Second Languages - Other	3.400	2	
Social Studies	253.950	261	
Combined Bachelor of Education (Elementary)/Bachelor of Arts in Native Studies			
Elementary Education	0.900	1	
Native Studies	1.200	1	
Native Studies and Elementary Education	0.600	2	
Combined Bachelor of Education (Secondary)/Bachelor of Arts in Native Studies			
Art		1	
Social Studies	4.100	3	
Combined Bachelor of Education Elementary/Bachelor of Physical Education			
Generalist	2.865	4	
Physical Educ and Elementary Educ	6.355		
Combined Bachelor of Education Secondary/Bachelor of Physical Education			
Physical Education and Health	64.921	48	
Combined Bachelor of Education/Bachelor of Music			
Music	5.900	4	
Music and Secondary Education	0.500		
Music Education	2.365	3	
Combined Bachelor of Education/Bachelor of Science			
Biological Sciences Education	3.600	5	
Chemistry Education		1	

			Mathematical Sciences Education	1.100	1			
			Physical Sciences Education	0.800	3			
			Science & Education - Secondary Rt	19.133	15			
			Combined Bachelor of Education/Bachelor of Science in Human Ecology					
			Career and Technology Studies: Human Ecology	2.100	6			
			Human Ecology and Education		1			
			Human Ecology Concentration	0.800	1			
		Diploma	Diploma in Education					
			Educational Psychology	1.600	2			
			Elementary Education	0.100	3			
			Secondary Education	2.300	5			
<i>Education</i>	<i>Masters & Other GS</i>	<i>Subtotal</i>		<i>461.186</i>	<i>456</i>	<i>409</i>	<i>409</i>	<i>409</i>
Education		Degree	Master of Education					
	Masters and Other GS		Educational Policy Studies	51.191	54			
			Educational Psychology	94.830	97			
			Educational Studies	75.504	64			
			Elementary Education	49.360	50			
			Health Sciences Education	15.423	15			
			Secondary Education	34.889	32			
			Master of Library & Information Studies (Crse)					
			Library and Information Studies	139.703	143			
		Diploma	Postgraduate Diploma					
			Educational Policy Studies	0.286				
<i>Education</i>	<i>PhD</i>	<i>Subtotal</i>		<i>354.194</i>	<i>358</i>	<i>349</i>	<i>349</i>	<i>349</i>
Education	PhD	Degree	Doctor of Education					
			Educational Policy Studies	3.668	4			
			Elementary Education		1			
			Secondary Education	15.163	14			
			Doctor of Philosophy					
			Educational Policy Studies	74.485	75			
			Educational Psychology	130.077	146			

			Elementary Education	47.821	37			
			Secondary Education	82.980	81			
<i>Engineering</i>	<i>Undergraduate</i>	<i>Subtotal</i>		<i>4,205.760</i>	<i>4,122</i>	<i>4500</i>	<i>4500</i>	<i>4500</i>
Engineering	Undergraduate	Degree	Bachelor of Science in Chemical Engineering			Engineering does not anticipate any changes in overall undergraduate enrolment, as demand for admission to undergraduate programs is historically between 3.5 and 4.5 applications for each spot in the first-year class. The Faculty has been using an increase in the minimum admission average to manage enrolments to meet enrolment targets; however, there are hundreds of well-qualified students that are currently turned away. No significant shifts in undergraduate program enrolments are expected. Engineering manages enrolment at the program level based on both student and employer demands. The Canadian Council of Professional Engineers is projecting a shortfall of 100,000 engineers in Canada over the next decade and Alberta is the most engineering-intensive provincial economy in Canada.		
			Chemical Engineering	225.916	210			
			Bachelor of Science in Chemical Engineering - Process Control					
			Chemical Engineering - Process Control	30.231	31			
			Bachelor of Science in Chemical Engineering Co-op					
			Chemical Engineering Co-op	337.120	290			
			Bachelor of Science in Chemical Engineering-Process Control Co-op					
			Chemical Engineering - Process Control Co-op	33.670	27			
			Bachelor of Science in Civil Engineering					
			Civil Engineering	185.417	202			
			Bachelor of Science in Civil Engineering - Co-op					
			Civil Engineering Co-op	343.618	343			
			Bachelor of Science in Civil Engineering - Environmental Engineering					
			Environmental Engineering	56.205	62			
			Bachelor of Science in Civil Engineering - Environmental Engineering Co-op					
			Environmental Engineering Co-op	52.662	57			
			Bachelor of Science in Computer Engineering					
			Computer Engineering	60.022	77			
			Bachelor of Science in Computer Engineering - Software Engineering					
			Computer Engineering - Software Engineering	4.504	3			
			Bachelor of Science in Computer Engineering Co-op					
			Computer Engineering Co-op	56.912	60			
			Bachelor of Science in Computer Engineering-Software Co-op					
			Computer Engineering - Software Engineering Co-op	53.384	70			
			Bachelor of Science in Electrical Engineering					
			Electrical Engineering	248.544	247			
			Bachelor of Science in Electrical Engineering - Co-op					
			Electrical Engineering Co-op	157.932	173			

Bachelor of Science in Engineering Engineering General	907.188	843	<p>faculty has identified additional unmet demand pressures:</p> <p>1)At the undergraduate level, there are no Mechatronics Engineering in programs in the prairies. Mechatronics is an emerging field that will be integral to Alberta’s economic diversification. The Faculty envisions the potential for Mechatronics Engineering program that would enrol a total of 250 FLEs and would be a co-operative education program; such a program could be phased in over 5 years. These are expensive programs to operate and must be appropriately funded.</p> <p>2)At the graduate level, there is a critical demand for Professional Master of Engineering programs in several areas. In some engineering and engineering-related disciplines,</p>
Bachelor of Science in Engineering Physics Engineering Physics	48.794	61	
Bachelor of Science in Materials Engineering Materials Engineering	80.062	50	
Bachelor of Science in Materials Engineering Co-op Materials Engineering Co-op	70.212	71	
Bachelor of Science in Mechanical Engineering Mechanical Engineering	348.940	348	
Bachelor of Science in Mechanical Engineering Co-op Mechanical Engineering Co-op	512.894	563	
Bachelor of Science in Mining Engineering Mining Engineering	2.083	15	
Bachelor of Science in Mining Engineering Co-op Mining Engineering Co-op	180.730	158	
Bachelor of Science in Petroleum Engineering Petroleum Engineering	120.189	97	
Bachelor of Science in Petroleum Engineering Co-op			

Petroleum Engineering Co-op

88.531

65 ~~the engineering profession requires,~~
the degree required for professional practice is a course-based master's, rather than a bachelor's degree. These include structural engineering, geotechnical engineering and architecture. Employers in these areas require that their engineers complete a master's program prior to taking the lead in any project work. Additionally, the University of Alberta does not offer an architecture degree and the local development / construction community has made it clear that Edmonton and Alberta needs the University of Alberta to offer a Master of Architecture degree. As each of these is a course-based Professional Master's program, the Faculty envisions the potential for the creation of an enrolment target of 150 FLEs to be managed in aggregate and to be ramped in over 3 years. A significant portion of the cost of such professional programs can be borne

<i>Engineering</i>	<i>Masters & Other GS</i>	<i>Subtotal</i>				
Engineering		Degree	Master of Engineering			
	Masters and Other GS		Chemical and Materials Engineering	2.905	14	
			Civil and Environmental Engineering	9.105	68	
			Electrical and Computer Engineering	4.886	21	
			Mechanical Engineering	3.075	9	
			Master of Science			
			Chemical and Materials Engineering	221.153	211	
			Civil and Environmental Engineering	293.035	294	
				868.041	996	708 708 708

			Electrical and Computer Engineering	150.706	161			
			Mechanical Engineering	183.176	219			
<i>Engineering</i>	<i>PhD</i>	<i>Subtotal</i>		<i>1,032.237</i>	<i>1,076</i>	<i>612</i>	<i>612</i>	<i>612</i>
Engineering	PhD	Degree	Doctor of Philosophy					
			Chemical and Materials Engineering	252.531	260			
			Civil and Environmental Engineering	322.155	336			
			Electrical and Computer Engineering	303.097	316			
			Mechanical Engineering	154.454	163			
<i>Extension</i>	<i>Masters & Other GS</i>	<i>Subtotal</i>		<i>32.879</i>	<i>46</i>	<i>30</i>	<i>30</i>	<i>30</i>
Extension	Masters and Other GS	Degree	Master of Arts					
			Communications and Technology	32.879	46			
						In Fall 2016, the Faculty of Extension formally launched a new graduate program, the Master of Arts in Community Engagement (MACE). Modest growth in the FLE count for this program is anticipated in the coming years.		
<i>Faculté Saint-Jean</i>	<i>Undergraduate</i>	<i>Subtotal</i>		<i>510.928</i>	<i>554</i>	<i>544</i>	<i>544</i>	<i>544</i>
Faculté Saint-Jean	Undergraduate	Degree	Bacc en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sci					
			Environmental and Conservation Science	0.900				
			La biologie de la conservation	3.000	2			
			Rehab des ressources naturelles	4.400	1			
			Baccalaureat bilingue en Administration des affaires/Bilingual Bachelor of Commerce					
			Accounting	1.664	0			
			Business Bilingual	1.782	1			
			Business Economics and Law		1			
			Finances	3.882	3			
			International Business	0.900				
			Marketing	2.400	1			
			Baccalaureat en Education Elementaire					
			Generaliste	104.900	119			
						The market study and extensive		

milieu francophone minoritaire	3.100	2	discussions with Alberta and British Columbia school boards point to a
Baccalaureat en Education Secondaire			
Enseignement de Musique	3.700	7	need to at least double the annual
Enseignement des Mathematiques	11.600	17	number of graduates at FSJ from
Etudes sociales	28.600	38	around 70 to 150. With targeted
Langue seconde-Francais	17.700	21	enrolment funding, FSJ would like to
milieu d'immersion francaise	2.000	2	increase enrolment in Education. This
milieu francophone minoritaire	2.100	1	would require an increase in faculty
Sciences generales	11.600	13	appointments in several fields in
Baccalaureat es arts			Education as well as in French
Arts generales	21.300	21	Language.
Economie	14.800	25	FSJ expects an increase in enrolment
Etudes canadiennes	2.700	2	in health related programs due to the
Etudes interdisciplinaires	1.900	2	pressure exercised at the level of the
Francais-langue	6.900	8	Faculté and of the Centre collegial by
Francais-litterature	1.800	3	the CNFS and Health Canada.
Psychologie (Arts)	34.300	29	Discussions have commenced with
Science politique	17.300	18	the Faculty of Nursing to increase
Sociologie	11.100	8	intake in the Bilingual Nursing
Baccalaureat es sciences			program by one third, from 16
Biologie	20.900	2	students per year to 24. However, if
Chimie	14.500	20	implemented, this will take place
Mathematiques	4.700	4	gradually, likely over a three-year
Physique	2.000	6	period, and would be funded, in part,
Psychologie	9.400	14	by the CNFS.
Sciences biologiques	91.200	112	College programs in Health Care Aids,
Sciences mathematiques	2.100	4	Mental Health Social Work
Sciences physiques	2.800	5	Practitioners, and Licensed Practical
Combined Baccalaureat en Education Secondaire/Bachelor of Science			Nurses are scheduled to be launched
Science & Education - Secondaire	0.900		respectively in academic years 17-18,
Sciences biologiques	13.800	12	18-19, and 19-20.

			Sciences mathématiques	5.400	5			
			Sciences physiques	4.600	6			
		Diploma	Gestion touristique					
			Gestion touristique		4			
			Techniques d'administration des affaires (TAA)					
			TAA Comptabilite	1.450	2			
			TAA General	13.700	18			
			TAA Management	7.150				
<i>Faculté Saint-Jean</i>	<i>Masters & Other GS</i>	<i>Subtotal</i>		<i>19.734</i>	<i>18</i>	<i>28</i>	<i>28</i>	<i>28</i>
		Degree	Master of Education					
			Sciences de l'éducation	19.734	18			
<i>Faculty of Native Studies</i>	<i>Undergraduate</i>	<i>Subtotal</i>		<i>101.731</i>	<i>134</i>	<i>130</i>	<i>130</i>	<i>130</i>
Faculty of Native Studies	Undergraduate	Degree	Bachelor of Arts in Native Studies					
			Native Studies	76.300	101			
			Combined Bachelor of Arts in Native Studies/Bachelor of Education (Elementary)					
			Native Studies		1			
			Native Studies and Elementary Education	7.700	8			
			Combined Bachelor of Arts in Native Studies/Bachelor of Education (Secondary)					
			Native Studies	0.600	1			
			Native Studies and Secondary Education	8.100	16			
			Second Language-Cree	0.400	2			
			Combined Bachelor of Arts in Native Studies/BSc in Environmental and Conservation Sciences					
			Human Dimensions in Environmental Management	7.337	6			
			Native Studies	1.094				
		Certificate	Aboriginal Governance and Partnership					
			Aboriginal Governance and Partnership	0.200	1			
<i>Faculty of Native Studies</i>	<i>Masters & Other GS</i>	<i>Subtotal</i>		<i>16.829</i>	<i>26</i>	<i>8</i>	<i>8</i>	<i>8</i>
Faculty of Native Studies		Degree	Master of Arts in Native Studies					
			Native Studies	16.829	26			
<i>Law</i>	<i>Undergraduate</i>	<i>Subtotal</i>		<i>544.448</i>	<i>561</i>	<i>525</i>	<i>525</i>	<i>525</i>
Law	Undergraduate	Degree	Combined Juris Doctor/ Master of Business Administration			No major changes in overall faculty		

Law
Juris Doctor
Juris Doctor

2.700
541.748

1 enrolment are expected for the period 2017-20. As part of the market modifier discussions with students in Fall 2014, Law committed to a freeze on entering class size at approximately 185 for at least three years (from 2015-16). Given challenges in the employment market for graduating lawyers, a nationwide decrease in applications, and infrastructure challenges, Law expects to keep the JD class at approximately 525 (including joint JD/MBA students). The current (2015-16) FLE total of 545 includes NCA program students (who are not JD students). The NCA program is capped at 20.

560

<i>Law</i>	<i>Masters & Other GS</i>	<i>Subtotal</i>		6.578	8	4	4	4
Law	Masters and Other GS	Degree	Master of Laws Law	6.578	8			
<i>Law</i>	<i>PhD</i>	<i>Subtotal</i>		9.664	11	8	8	8
Law	PhD	Degree	Doctor of Philosophy Law	9.664	11			
<i>Medicine and Dentistry</i>	<i>Undergraduate</i>	<i>Subtotal</i>		2,069.581	2,052	1040	1040	1040
Medicine and Dentistry	Undergraduate	Degree	Bachelor of Science in Dental Hygiene Dental Hygiene	30.498	30			
			Bachelor of Science in Medical Laboratory Science Medical Laboratory Science	75.133	72			
			Bachelor of Science in Radiation Therapy Radiation Therapy	13.224	28			

The Faculty of Medicine and Dentistry is designing a new program, Bachelor of Biomedical Science (BBSc), that will enable entry from Campus Alberta into a four year program that links, through translational alliances, the basic sciences to the clinical sciences.

			Combined Doctor of Medicine/Doctor of Philosophy Medicine	1.262	7			
			Doctor of Dental Surgery Dental Surgery	167.965	164			
			Doctor of Medicine Medicine	706.073	688			
	Diploma		Diploma in Dental Hygiene Dental Hygiene	75.426	71			
	Certificate		Certificate in Dentistry Dentistry Specialty	6.000	5			
			Certificate in Medicine Medicine Speciality	994.000	987			
<i>Medicine and Dentistry</i>	<i>Masters & Other GS</i>	<i>Subtotal</i>		<i>409.210</i>	<i>431</i>	<i>259</i>	<i>259</i>	<i>259</i>
Medicine and Dentistry		Degree	Master of Science					
	Masters and Other GS		Biochemistry	23.546	31			
			Biomedical Engineering	13.387	19			
			Cell Biology	13.771	8			
			Medical Microbiology and Immunology	17.760	14			
			Medical Sciences	132.184	130			
			Medicine	51.432	74			
			Neuroscience	39.486	36			
			Oncology	44.271	50			
			Pharmacology	13.200	13			
			Physiology	23.824	20			
			Psychiatry	14.328	14			
			Surgery	22.021	20			
<i>Medicine and Dentistry</i>	<i>PhD</i>	<i>Subtotal</i>		<i>497.972</i>	<i>1,517</i>	<i>279</i>	<i>279</i>	<i>279</i>
Medicine and Dentistry	PhD	Degree	Combined Doctor of Philosophy/Doctor of Medicine					
			Biochemistry	1.666	2			
			Medical Microbiology and Immunology	1.000	2			
			Oncology		1			

This program could serve as a prelude to one of the existing Faculty undergraduate health science programs. FOMD anticipates 120 students into this new program (the majority of which are anticipated to be drawn from a cohort currently enrolled in Science).

			Pharmacology			1			
			Doctor of Philosophy						
			Agricultural, Food, and Nutritional Science		48.987	58			
			Biochemistry		55.654	64			
			Biomedical Engineering		18.718	17			
			Cell Biology		22.496	28			
			Medical Microbiology and Immunology		35.489	40			
			Medical Sciences		118.354	118			
			Neuroscience		50.651	42			
			Oncology		43.710	47			
			Pharmacology		16.996	20			
			Physiology		28.658	37			
			Psychiatry		16.496	17			
			Surgery		39.097	32			
<i>Nursing</i>	<i>Undergraduate</i>	<i>Subtotal</i>			<i>1,495.029</i>	<i>1,297</i>	<i>1354</i>	<i>1354</i>	<i>1354</i>
Nursing	Undergraduate	Degree	Bachelor of Science in Nursing				The Faculty of Nursing is not		
			Nursing		1,034.583	959	planning/expecting any changes in		
			Nursing - After Degree		390.331	275	enrolment in the next three years.		
			Bachelor of Science in Nursing (Bilingual)/Baccalaureat es sciences infirmieres (bilingue)				Nursing is slightly under-enrolled in		
			Nursing		70.115	64	graduate programs and is		
							working/marketing to reach target.		
<i>Nursing</i>	<i>Masters & Other GS</i>	<i>Subtotal</i>			<i>62.307</i>	<i>50</i>	<i>84</i>	<i>84</i>	<i>84</i>
Nursing		Degree	Master of Nursing						
	Masters and Other GS		Nursing		62.307	50			
<i>Nursing</i>	<i>PhD</i>	<i>Subtotal</i>			<i>97.863</i>	<i>107</i>	<i>84</i>	<i>84</i>	<i>84</i>
Nursing	PhD	Degree	Doctor of Philosophy						
			Nursing		97.863	107			
<i>Open Studies</i>	<i>Undergraduate</i>	<i>Subtotal</i>			<i>538.648</i>	<i>599</i>	<i>543</i>	<i>543</i>	<i>543</i>
Open Studies	Undergraduate	Non-Credenti	Open Studies						
			Fresh Start		132.100	150			

			Open Studies	335.898	369			
			Transition Year Program	45.750	52			
			Visiting Student Certificate Program	24.900	28			
<i>Pharmacy & Pharmaceutical Sciences</i>	<i>Undergraduate</i>	<i>Subtotal</i>		<i>480.091</i>	<i>496</i>	<i>467</i>	<i>467</i>	<i>467</i>
Pharmacy & Pharmaceutical Sciences	Undergraduate	Degree	Bachelor of Science in Pharmacy Pharmacy	460.592	475	Pharmacy expects a slight shift in overall faculty enrolment with the part-time post-BSc(Pharm) to PharmD program. There will be a significant shift in enrolment with the BSc(Pharm) being phased out with the last class intake in 2017 and the new entry level PharmD phased in 2018. There is significant application pressure in all programs. In particular, the U of A is now one of two universities in Canada with the post-BSc(Pharm) PharmD program, with two different streams (part time and full-time). There is an increase in applications from other provinces without such programs. The coordination of the experiential		
			Doctor of Pharmacy Pharmacy	19.499	21			
<i>Pharmacy & Pharmaceutical Sciences</i>	<i>Masters & Other GS</i>	<i>Subtotal</i>		<i>31.754</i>	<i>37</i>	<i>15</i>	<i>15</i>	<i>15</i>
Pharmacy & Pharmaceutical Sciences	Masters and Other GS	Degree	Master of Science Pharmacy and Pharmaceutical Sciences	31.754	37			
<i>Pharmacy & Pharmaceutical Sciences</i>	<i>PhD</i>	<i>Subtotal</i>		<i>44.964</i>	<i>45</i>	<i>31</i>	<i>31</i>	<i>31</i>
Pharmacy & Pharmaceutical Sciences	PhD	Degree	Doctor of Philosophy Pharmacy and Pharmaceutical Sciences	44.964	45			
<i>Physical Education & Recreation</i>	<i>Undergraduate</i>	<i>Subtotal</i>		<i>802.707</i>	<i>860</i>	<i>800</i>	<i>800</i>	<i>800</i>
	Undergraduate	Degree	Bachelor of Arts in Recreation, Sport and Tourism			No major change in faculty enrolment		

Physical Education & Recreation			Recreation, Sport and Tourism	149.700	141	is projected. The faculty has experienced increased demand for the Bachelor of Kinesiology program (despite increasing the admission average for a third consecutive year, last year the faculty was only able to accept 43% of applicants). Should dedicated funding be available, the faculty could reduce application pressure in this program and accommodate higher enrolment.			
			Bachelor of Kinesiology						
			Adapted Physical Activity	43.900	61				
			Individualized Concentration	8.400	15				
			Physical Activity and Health	57.000	109				
			Physical Education and Health	2.000	1				
			Physical Education and Recreation General	70.100	42				
			Sport Coaching	8.500	12				
			Sport Performance	150.500	155				
			Bachelor of Science in Kinesiology						
			Kinesiology	251.100	249				
			Combined Bachelor of Physical Education/Bachelor of Education Elementary						
			Generalist	9.033	18				
			Combined Bachelor of Physical Education/Bachelor of Education Secondary						
			Physical Education and Health	6.257	1				
			Physical Education and Secondary Education	46.217	56				
<i>Physical Education & Recreation</i>	<i>Masters & Other GS</i>	<i>Subtotal</i>		<i>75.742</i>	<i>81</i>	<i>55</i>	<i>55</i>	<i>55</i>	
		Degree	Master of Arts						
Physical Education & Recreation	Masters and Other GS		Physical Education and Recreation	36.827	41				
			Master of Coaching						
			Coaching	9.200	8				
			Master of Science						
			Physical Education and Recreation	29.715	32				
<i>Physical Education & Recreation</i>	<i>PhD</i>	<i>Subtotal</i>		<i>75.314</i>	<i>79</i>	<i>56</i>	<i>56</i>	<i>56</i>	
	PhD	Degree	Doctor of Philosophy						
Physical Education & Recreation			Physical Education and Recreation	75.314	79				
<i>Public Health</i>	<i>Masters & Other GS</i>	<i>Subtotal</i>		<i>203.459</i>	<i>194</i>	<i>147</i>	<i>147</i>	<i>147</i>	
Public Health	Masters and Other GS	Degree	Master of Public Health						
			Public Health Sciences	98.041	90				
			Master of Science						
			Health Promotion	5.331	5				

			Public Health Sciences		100.087	100	sciences and health promotion refer to the former Department of Public Health Sciences and Centre for Health Promotion Studies, which have been merged into a single non-departmentalized faculty.				
<i>Public Health</i>	<i>PhD</i>	<i>Subtotal</i>			72.259	76		30	30	30	
Public Health	PhD	Degree	Doctor of Philosophy Public Health Sciences		72.259	76					
<i>Rehabilitation Medicine</i>	<i>Undergraduate</i>	<i>Subtotal</i>			3.030	2					
Rehabilitation Medicine	Undergraduate	Degree	Bachelor of Science in Occupational Therapy Occupational Therapy Rehabilitation Medicine		0.396 2.634	0 2	The Faculty of Rehabilitation Medicine is not expecting any major changes in overall enrollment or shifts in program enrollment.				
<i>Rehabilitation Medicine</i>	<i>Masters & Other GS</i>	<i>Subtotal</i>			880.208	914		835	835	835	
Rehabilitation Medicine	Masters and Other GS	Degree	Master of Science Rehabilitation Medicine Speech Pathology and Audiology Master of Science in Occupational Therapy Occupational Therapy Master of Science in Physical Therapy Physical Therapy Master of Science in Speech Language Pathology Speech Pathology and Audiology		45.274 42.020 281.703 344.183 145.151	58 40 318 332 143					
		Certificate	Post-Baccalaureate Certificate Pain Management Sexual Health Stroke Rehabilitation		16.867 5.010	14 7 3					
<i>Rehabilitation Medicine</i>	<i>PhD</i>	<i>Subtotal</i>			53.315	54		32	32	32	
Rehabilitation Medicine	PhD	Degree	Doctor of Philosophy								

			Rehabilitation Medicine	53.315	54			
<i>Science</i>	<i>Undergraduate</i>	<i>Subtotal</i>		5,300.457	5,515	5488	5488	5488
Science	Undergraduate	Degree	Bachelor of Science					
			Animal Biology	51.300	45	Science does not anticipate any significant change to enrolments.		
			Applied Mathematics	13.400	18	However, the Faculty has the capacity to handle 400 more undergraduates		
			Atmospheric Sciences	8.100	9	(100 new admissions per year, reaching a steady state of roughly 400 total additional students). Science is base funded for 6,098 students. With additional grant funding, Science would grow its undergraduate cohort.		
			Biochemistry	126.600	143	Science is under particularly intense pressure in Computing Science, where all required courses are filled to capacity and many have a wait-list numbering in the hundreds. Faculty members cannot teach all the courses/sections that need to be offered. The Faculty has increased section size (when space is available), maximized use of lab space (including requesting lab space from in Engineering), and hired numerous sessionals/instructors. The graduate program typically takes in 50 students a year, with over 1,000 applications for those positions. Dedicated funding would enable growth in the professoriate to respond to demand and increase the size of the graduate program. Additionally, Science has pressure in the Geology program, where dedicated resources would allow for increased enrolment		
			Bioinformatics	2.700	1			
			Biological Sciences	1,480.066	1,472			
			Cell Biology	33.700	34			
			Chemistry	398.550	390			
			Computing Science	645.288	789			
			Earth Sciences	173.966	153			
			Environmental Biology	17.900	24			
			Evolutionary Biology	9.200	8			
			Geology	75.200	68			
			Geophysics	52.100	35			
			Immunology	129.100	154			
			Mathematical Physics	15.200	11			
			Mathematical Sciences	8.200	3			
			Mathematics	198.400	248			
			Mathematics and Finance	32.200	38			
			Mathematics/Economics	57.300	52			
			Neuroscience	133.000	131			
			Pharmacology	97.700	135			
			Physical Sciences	30.350	29			
			Physics	186.200	184			
			Physiology	44.000	71			
			Planning	12.900	14			
			Psychology	438.704	462			
			Science General	746.033	710			

			Statistics	69.800	70				allow for increased enrollment (especially the field schools, which are a funnel for the rest of the program).
			Combined Bachelor of Science/Bachelor of Education (Secondary)						
			Biological Sciences	11.100	13				
			Physical Sciences	2.200	4				
<i>Science</i>	<i>Masters & Other GS</i>	<i>Subtotal</i>		<i>735.874</i>	<i>757</i>	<i>517</i>	<i>517</i>	<i>517</i>	
Science		Degree	Master of Arts						
	Masters and Other GS		Earth and Atmospheric Sciences	12.329	12				
			Master of Science						
			Biological Sciences	166.441	170				
			Chemistry	69.205	74				
			Computing Science	147.450	160				
			Earth and Atmospheric Sciences	81.803	98				
			Integrated Petroleum Geosciences	36.750	37				
			Internetworking	45.002	41				
			Mathematical and Statistical Sciences	83.591	64				
			Physics	93.303	100				
<i>Science</i>	<i>PhD</i>	<i>Subtotal</i>		<i>832.473</i>	<i>889</i>	<i>563</i>	<i>563</i>	<i>563</i>	
Science	PhD	Degree	Combined Doctor of Philosophy/Doctor of Medicine						
			Biological Sciences	1.666	2				
			Doctor of Philosophy						
			Biological Sciences	148.235	159				
			Chemistry	212.099	232				
			Computing Science	112.638	118				
			Earth and Atmospheric Sciences	115.964	125				
			Mathematical and Statistical Sciences	104.249	110				
			Physics	137.622	143				
Grand Total				36,363.822	37,276				

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.

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 "2015-16 Actual FLE column". Given that U of A does not have targets for international program enrolment the CIP 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 2015-16 actuals.

GOA Information		Projections (Number)					Projections (% of total)			
GOA Credential	GOA program	2015-16	2016-17			2016-17				
		Actual FLE	Preliminary FLE	2017-18 Target	2018-19 Target	2019-20 Target	Preliminary FLE	2017-18 Target	2018-19 Target	2019-20 Target
Degree	Bachelor of Arts	1,111.200	1,110	1,110	1,110	1,110	25%	25%	25%	25%
Degree	Bachelor of Arts in Environmental Studies	13.800	16	16	16	16	40%	40%	40%	40%
Degree	Bachelor of Commerce	362.400	352	352	352	352	20%	20%	20%	20%
Degree	Bachelor of Management in Business Economics (Augustana Faculty)	36.716	38	38	38	38	35%	35%	35%	35%
Degree	Bachelor of Science	869.823	967	967	967	967	18%	18%	18%	18%
Degree	Bachelor of Science in Agricultural/Food Business Management	34.900	29	29	29	29	67%	67%	67%	67%
Degree	Bachelor of Science in Agriculture	37.755	38	38	38	38	24%	24%	24%	24%


Degree	Bachelor of Science in Chemical Engineering	81.401	66	66	66	66	31%	31%	31%	31%
Degree	Bachelor of Science in Chemical Engineering - Process Control	12.855	14	14	14	14	47%	47%	47%	47%
Degree	Bachelor of Science in Civil Engineering	57.214	65	65	65	65	32%	32%	32%	32%
Degree	Bachelor of Science in Civil Engineering - Environmental Engineering	10.488	9	9	9	9	15%	15%	15%	15%
Degree	Bachelor of Science in Computer Engineering	7.285	15	15	15	15	20%	20%	20%	20%
Degree	Bachelor of Science in Electrical Engineering	57.236	69	69	69	69	28%	28%	28%	28%
Degree	Bachelor of Science in Engineering	210.069	199	199	199	199	24%	24%	24%	24%
Degree	Bachelor of Science in Engineering Physics	5.300	9	9	9	9	15%	15%	15%	15%
Degree	Bachelor of Science in Forest Business Management	2.000	2	2	2	2	30%	30%	30%	30%
Degree	Bachelor of Science in Materials Engineering	16.882	10	10	10	10	20%	20%	20%	20%
Degree	Bachelor of Science in Mechanical Engineering	86.980	94	94	94	94	27%	27%	27%	27%
Degree	Bachelor of Science in Mining Engineering		3	3	3	3	22%	22%	22%	22%
Degree	Bachelor of Science in Nutrition and Food Sciences	80.264	99	99	99	99	26%	26%	26%	26%
Degree	Bachelor of Science in Occupational Therapy	0.689	0	0	0	0	16%	16%	16%	16%
Degree	Bachelor of Science in Petroleum Engineering	80.170	60	60	60	60	62%	62%	62%	62%
Degree	Bachelor of Science in Petroleum Engineering Co-op	12.778	12	12	12	12	18%	18%	18%	18%
Degree	Combined BSc in Environmental and Conservation Sciences/Bachelor of Arts in Native Studies	0.938	1	1	1	1	20%	20%	20%	20%
Degree	Doctor of Education	4.666	5	5	5	5	26%	26%	26%	26%
Degree	Doctor of Music	6.109	4	4	4	4	18%	18%	18%	18%
Degree	Doctor of Philosophy	2,008.642	2,173	2,173	2,173	2,173	51%	51%	51%	51%
Degree	Master of Agriculture	2.001	1	1	1	1	46%	46%	46%	46%

Degree	Master of Arts	132.994	139	139	139	139	32%	32%	32%	32%
Degree	Master of Arts in Humanities Computing	9.998	14	14	14	14	33%	33%	33%	33%
Degree	Master of Business Administration	86.521	73	73	73	73	25%	25%	25%	25%
Degree	Master of Design	3.750	5	5	5	5	44%	44%	44%	44%
Degree	Master of Engineering	8.484	36	36	36	36	32%	32%	32%	32%
Degree	Master of Financial Management	90.814	90	90	90	90	98%	98%	98%	98%
Degree	Master of Fine Arts	7.042	6	6	6	6	19%	19%	19%	19%
Degree	Master of Forestry	3.429	6	6	6	6	55%	55%	55%	55%
Degree	Master of Laws	2.288	4	4	4	4	52%	52%	52%	52%
Degree	Master of Music	3.810	4	4	4	4	21%	21%	21%	21%
Degree	Master of Nursing	10.586	9	9	9	9	19%	19%	19%	19%
Degree	Master of Science	1,169.657	1,203	1,203	1,203	1,203	43%	43%	43%	43%
Diploma	Techniques d'administration des affaires (TAA)	10.600	11	11	11	11	56%	56%	56%	56%
Non-Credential	Open Studies	112.700	107	107	107	107	18%	18%	18%	18%



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 GOAL 1: BUILD a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world. 				
Objective 1: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.				
Strategy	Description	Expected Outcome	Expected Completion Date	CIP Alignment 
National recruitment strategy (Obj 1, Str i)	Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university offering francophone and rural liberal arts programming.	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 Albertan learners.	2025	Accessibility G3, P9, EO6
Indigenous student recruitment and retention strategy (Obj 1, Str ii)	Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada.	Increase the number of Indigenous students to more closely reflect their demographic representation in the Alberta population. Improve retention of Indigenous students to match retention for other groups in the same cohorts.	2025	Accessibility G3, P10, EO6, EO7
International recruitment strategies (Obj 1, Str iii)	Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance, and enhance services and programs to ensure their	Enhanced diversity of the international student body and increased rates of success among those students.	2020	Accessibility G3, P7, EO6

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	academic success and integration into the activities of the university.			
Student financial supports (Obj 1, Str iv)	Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support.	This strategy directly supports other initiatives to enhanced the diversity and inclusiveness of the student body while continuing to attract top students and serve the needs of Albertan learners.	2025	Accessibility G 3, P8, EO6
Performance Measures				
Composition of student body: percentage of the student body from Alberta (excluding Edmonton); percentage of students from out-of-province; percentage of indigenous students				Accessibility PM1
Objective 2: 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.				
Strategy	Description	Expected Outcome	Expected Completion Date	CIP Alignment
				
Attract and retain diverse faculty (Obj 2 Str i)	Attract and retain a diverse complement of faculty and post-doctoral fellows from around the world, with initial focus on increasing the proportion of assistant professors.	Renewal of the professoriate, increased diversity and optimized balance of ranks. Hiring of individuals with diverse backgrounds expands our available conceptual tools, leading to a more creative academy.	2025	Accessibility G4, EO4
Improved equity and diversity practices for recruitment and support of the professoriate (Obj 2 Str ii)	Review, improve, and implement equity processes and procedures for recruiting and supporting faculty to ensure a balanced academy, representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and people with disabilities.	Enhanced support for equity, diversity and inclusion promotes university values, ensures that the professoriate more closely reflects the community at large, and enhances the intellectual diversity of the academy.	2020	Accessibility G4, P6, EO4, EO5


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Performance Measures				
Proportion of professoriate at rank of Assistant Professor				Quality PM1
Composition of faculty (gender, indigenous, visible minority, disability status).				Accessibility PM2
Note: Data is only available for continuing, operating-funded positions. Data is self-reported.				
Objective 3: Support ongoing recruitment and retention of a highly-skilled, diverse community of non-academic and administrative staff by enriching the University of Alberta's working environment.				
Strategy	Description	Expected Outcome	Expected Completion Date	CIP Alignment
				
Improved equity and diversity practices for recruitment of the non-academic and administrative staff (Obj 3 Str ii)	Review, improve, and implement equity processes and procedures for recruiting and supporting staff to ensure that all categories of staff are representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and people with disabilities.	Development of a baseline and continuous assessment of faculty, staff and postdoctoral fellow engagement to enable the University to develop strategies, programs and services that target our specific needs.	2020	Accessibility G4, P10, EO4
Performance Measures				
Composition of faculty (gender, indigenous, visible minority, disability status).				Accessibility PM2
Note: Data is only available for continuing, operating-funded positions. Data is self-reported.				
Employee engagement data is not currently available, pending the development of an employee engagement survey instrument through the implementation of <i>For the Public Good</i> .				
Objective 4: Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada.				
Strategy	Description	Expected Outcomes	Expected Completion Date	CIP Alignment
				
Foster participation in reconciliation	Foster learning opportunities across our campuses that enable	Increased understanding of and inclusion of First Nation, Metis and	2020	Accessibility G2, P5, EO3




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(Obj 4, Str i)	student, staff, and faculty participation in reconciliation	Inuit perspectives. Increased awareness, understanding and commitment to find the path forward in a complicated relationship with Indigenous peoples.		
Build the Maskwa House of Learning (Obj 4, Str ii)	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 social, cultural, and spiritual supports that enable their academic success.	Construction of the Maskwa House of Learning, pending receipt of funding.	2019	Accessibility G2, P4, EO3


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Objective 6: 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.				
Strategy	Description	Expected Outcomes	Expected Completion Date	CIP Alignment 
Communicate the impact of the University of Alberta (Obj 6, Str iii)	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	Increased community awareness of the university and its social, economic, and historical contributions to the province, the country and the world. 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.	2019	Accountability G18, P2, EO3, EO4
Performance Measures				
Media impact: mentions and reach. These metrics will be supplemented through qualitative reporting and relevant web analytics and qualitative reporting related to stakeholder relationship impact.				Accountability PM1

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GOAL 2: EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.				
Objective 7: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.				
Strategy	Description	Expected Outcomes	Expected Completion Date	CIP  Alignment
Increase experiential learning opportunities (Obj 7, Str i)	Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.	Enhanced and strengthened experiential learning opportunities for students achieved through the development of an institutional needs assessment, inventory, and informational resource for students.	2019	Quality G12, P2, EO5
Expand professional development opportunities (Obj 7, Str iii)	Expand professional development (PD) opportunities for graduate students and post-doctoral fellows	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.	2019	Quality G12, P3, EO4
Performance Measures				
High-Impact Practices (National Survey of Student Engagement – NSSE) Note: NSSE is currently administered on three-year intervals; the next administration will take place in 2017. This administration will be used as a baseline for setting future targets.				Quality PM6, PM7

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<p>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 will be reported when available. This administration will be used as a baseline for setting future targets.</p> <p>An overview of professional development opportunities and resources available to graduate students and postdoctoral fellows will be reported in the narrative section of the Annual Report accompanying this Goal.</p>				
<p>Objective 8: Create and facilitate co-curricular and extracurricular learning experiences for undergraduate and graduate students that enable their self-discovery and give them the skills to use their talents, creativity, and curiosity to contribute as future citizens and leaders.</p>				
Strategy	Description	Expected Outcome	Expected Completion Date	CIP  Alignment
More residential spaces for students (Obj 8, Str i)	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	An enriched student academic experience through the linkage of 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	Accessibility P3, EO2
Performance Measures				
Percentage of full-time students living in purpose-built student housing where there is intentional programming				Accessibility PM3





Objective 9: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.

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Strategy	Description	Expected Outcome	Expected Completion Date	CIP  Alignment
Augustana Campus as a leading liberal arts college (Obj 9, Str i)	Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university.	Development of an action plan to identify and strengthen the unique opportunities presented by our multi-campus environment through connections, communication, and collaborations.	2020	Coordination G15, P6, EO4
Campus Saint-Jean as a destination of choice for francophone and bilingual students (Obj 9, Str ii)	Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide 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 Faculté Saint-Jean students' and applicants' access to French-language services.			Accessibility P11 Coordination G15, EO4
Enhance collaborative, community-based learning activities (Obj 9, Str iii)	Enhance collaborative, community-based learning activities and build on the relationships that have been developed through the programs offered at Enterprise Square and South Campus.			Coordination G15, P5, EO4

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Performance Measures
A summary of multi-campus initiatives will be reported in the narrative section of the Annual Report accompanying this Goal.

 				
GOAL 3: EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.				
Objective 12: Build a portfolio of signature research and teaching areas where the University of Alberta is or will be recognized as a global leader.				
Strategy	Description	Expected Outcomes	Expected Completion Date	CIP  Alignment
Identify and support Signature Areas (Obj 12, Str i)	Develop a process to identify and support established and emerging Signature Areas of Research and Teaching.	Defined process identifying “signature”, as well as emerging, areas of teaching and research excellence to be nurtured and strengthened for the future.	2017	Quality G8, P1, EO1
Performance Measures				
Consistent with the 2016 reporting guidelines, the Research, Applied Research, and Scholarly Activities section of the university’s Annual Report will report on the launch of signature research and teaching areas and on key partnerships and research impacts.				
Objective 13: Enable University of Alberta researchers to succeed and excel.				
Strategy	Description	Expected Outcome	Expected Completion Date	CIP  Alignment
Maintain and pursue partnerships across the global	Maintain and pursue partnerships across the global academy to expand research and/or funding opportunities for our researchers	Enhancement of meaningful research partnerships between the U of A and stakeholders.	Ongoing	Quality G9, EO2 Coordination P3




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academy (Obj 13, Str ii)	and thus increase their capacity for success.			
Funding for the operation and evolution of research facilities (Obj 13, Str iv)	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.	Through partnerships with the Federal and Provincial governments, undertaking laboratory renewal projects that will modernize the facilities to support the research and learning environments on the Augustana Campus and at Campus Saint-Jean (supported by the Post-Secondary Institutions Strategic Investment Fund (SIF)).	2017	Quality G9, P9, EO2, EO6
Performance Measures				
Sponsored research funding: total and U15 rank (all sources and Tri-Council) Citation impact Research and teaching awards (Canada Research Chairs and 3M Teaching Awards)				Quality PM2, PM3, PM4
Objective 14: Inspire, model, and support excellence in teaching and learning.				
Strategy	Description	Expected Outcome	Expected Completion Date	CIP  Alignment
Foster innovation in teaching (Obj 14, Str i)	Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.	Increased instructor access to training and mentorship, and uptake of new models for instructional design, assessment, and teaching by the professoriate.	2020	Quality G13, P5, EO8
Provide tools and	Provide robust supports, tools, and	Implementation of a Good	2018	Quality


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supports to assess teaching quality (Obj 14, Str iii)	training to develop and assess teaching quality, using qualitative and quantitative criteria that are fair, equitable, and meaningful across disciplines.	Supervision awareness campaign and Graduate Student Management System encouraging collegial models of supervision and mentorship.		G13, P6, EO3
Performance Measures				
Student-reported experience with faculty (National Survey of Student Engagement – NSSE) and graduate student satisfaction (Canadian Graduate and Professional Student Survey – CGPSS) Note: NSSE is currently administered on three-year intervals; the next administration will take place in 2017. This administration will be used as a baseline for setting future targets. A qualitative report on significant teaching innovation and supports will be provided in the university's Annual Report.				Quality PM5
Objective 15: Foster a culture of excellence by enriching learning and professional development opportunities for staff, faculty, and post-doctoral fellows.				
Strategy	Description	Expected Outcome	Expected Completion Date	CIP Alignment 
Access to professional development (Obj 15, Str i)	Expand access to professional development programs and learning opportunities for staff, faculty, and post-doctoral fellows.	Enhanced professional development supports the delivery of high quality academic and administrative functions by improving employee engagement and retention.	2020	N/A (does not correspond to CIP Guideline principle definitions)
Performance Measures				
Employee engagement data is not currently available, pending the development of an employee engagement survey instrument through the implementation of <i>For the Public Good</i> .				


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GOAL 4: 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.				
Objective 16: Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections.				
Strategy	Description	Expected Outcomes	Expected Completion Date	CIP  Alignment
Engage with partners to address shared challenges (Obj 16, Str iii)	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 Research Initiative (FESRI).	Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement (including formal partnerships with provincial government bodies and the City of Edmonton, ongoing relationships with over 150 community service-learning partners, and expanded alumni outreach to graduates from the past decade).	2020	Coordination G16, P4, EO3
Welcome community access (Obj 16, Str v)	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.	Development of shared infrastructure to foster the health, talent, skills and creativity of Edmonton's people, benefitting both the university and its community partners. Exploration of opportunities for expanding art, design and music education and	2021	Coordination G16, P5, EO5

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		research in the core of Edmonton. Development of the South Campus Community Twin Arenas project will provide needed space for academic, varsity and recreational sport activities.		
Performance Measures				
Student-reported citizenship development (NSSE) Note: NSSE is currently administered on three-year intervals; the next administration will take place in 2017. This administration will be used as a baseline for setting future targets.				Coordination PM1
Delivery of capital plan priorities: South Campus Community Twin Arenas; scoping to meet Faculty of Arts needs through renewal and/or development of “urban village” concept in downtown Edmonton.				Coordination PM2
Objective 17: Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.				
Strategy	Description	Expected Outcome	Expected Completion Date	CIP  Alignment
Foster interdisciplinary collaboration (Obj 17, Str i)	Identify and remove systemic barriers to interdisciplinary, and where necessary, expand or create policies, resources, infrastructure, and strategies to encourage and reward academic and administrative partnerships and collaborations.	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.	2020	Quality G10, P4, EO7
Performance Measures				
Key activities will be reported in the Research, Applied Research and Scholarly Activities section of the university’s Annual Report, as per the 2016 reporting guidelines.				

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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.				
Strategy	Description	Expected Outcome	Expected Completion Date	CIP  Alignment
Leadership within the post-secondary sector (Obj 18, Str i)	Provide leadership in Alberta's post-secondary sector and support integration, collaboration, and partnership across the province's six-sector model to the benefit of all Albertans, 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.	Identification of opportunities for new and/or enhanced shared administrative services through discussions with the Government of Alberta and Campus Alberta institutions.	Ongoing	Coordination G14, P1, EO1
Engage provincial partners and government agencies (Obj 18, Str v)	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	Enhancement of research partnerships supporting resource management, environmental stewardship, and healthy communities (see Appendix C)	2019	Coordination G14, P3, EO2

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	processes to the benefit of all Albertans.			
Performance Measures				
A qualitative report on key partnership initiatives will be provided in the university's Annual Report.				

 				
GOAL 5: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.				
Objective 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive and accessible services and initiatives.				
Strategy	Description	Expected Outcome	Expected Completion Date	CIP  Alignment
Institutional health and wellness strategy (Obj 19, Str i)	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.	Infuse health into everyday operations, business practices and academic mandates through the launch of an integrated health and wellness strategy to support the health, wellbeing and safety of the university community.	2017	Accessibility G1, P1, EO1
Performance Measures				
An overview of relevant initiatives, activities, partnerships and programs in this area, including a report on the status of university wellness initiatives, will be reported in the narrative section of the Annual Report accompanying this Goal.				
Objective 20: 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.				


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Strategy	Description	Expected Outcome	Expected Completion Date	CIP  Alignment
Integrate sustainability into teaching, learning, and research (Obj 20 Str i)	Integrate sustainability into teaching, learning, research, and outreach in ways that fosters critical, interdisciplinary, long-term, and systems thinking on sustainability.	Continued advancement of the three pillars of sustainability – environmental, economic, and social – through action to “green” UofA activities, to reduce energy demands, and to promote sustainability across all university activities.	2020	Affordability G7, P3, EO2
Performance Measures				
STARS Rating The Sustainability Tracking, Assessment and Rating System (STARS) is an integrated assessment of institutional sustainability. The university targets a Gold rating.				Affordability PM2
Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.				
Strategy	Description	Expected Outcome	Expected Completion Date	CIP  Alignment
Improved transparency, consultation, and communication (Obj 21 Str i)	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.	Transparency and communication, and timely and effective access to services and systems, support the engagement of the university’s full range of intellectual diversity in advancing university goals.	2020	Affordability P2 Coordination G17
Access to university services and systems (Obj	Facilitate easy access to and use of university services and systems; reduce duplication and complexity;		Ongoing	Coordination G17, P7

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21, Str iv)	and encourage cross-institutional administrative and operational collaboration.			
Accountability measures (Obj 21, Str v)	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.	Enables the university to satisfy accountability requirements and expectations for key stakeholder communities.	2018	Accountability P1, EO1
Performance Measures				
Any major initiatives will be reported in the narrative section of the Annual Report accompanying this Goal.				
Objective 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.				
Strategy	Description	Expected Outcomes	Expected Completion Date	CIP  Alignment
Seek and secure resources (Obj 22, Str i)	Seek and secure resources needed to achieve and support our strategic goals.	Continued optimization of the university's financial resources, including the management of endowments, to support long-term institutional sustainability.	2018	Affordability G6, P1
Sustainable budget model (Obj 22 Str ii)	Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement.	Demonstration of strong financial stewardship through the implementation of a revised budget model to demonstrate the alignment of financial resources with university objectives.	2019	Accountability P3, EO2
Responsible stewardship (Obj 22, Str iii)	Ensure responsible and accountable stewardship of the university's resources and demonstrate to government,	Demonstration of strong financial stewardship through the implementation of a revised budget model to demonstrate the	2019	Accountability G19, EO2

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	donors, alumni, and community members the efficient and careful use of public and donor funds.	alignment of financial resources with university objectives.		
Performance Measures				
<p>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. The university's Audited Financial Statements and accompanying analysis are the foundational reporting mechanisms for goals and initiatives related to financial stewardship.</p>				
Objective 23: 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.				
Strategy	Description	Expected Outcomes	Expected Completion Date	CIP  Alignment
Secure and sustain funding optimize the use of campus infrastructure (Obj 23, Str i)	Secure and sustain funding to plan, operate, expand, renew, and optimize the use of campus infrastructure to meet evolving teaching and research priorities	<p>Provision of new teaching, academic and administrative space at the heart of the North Campus through the renewal of the historic Dentistry/Pharmacy building, allowing the university to reuse a significant asset that is currently unoccupied due to its condition.</p> <p>Pursuit of a solution to meeting program outcomes in Faculty of Arts through one of two identified alternatives: renovation and repurposing of existing space combined with construction of purpose-built space on North Campus; or location of Music and Arts and Design with the "Urban</p>	2028 (multi-phased)	Affordability G5

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		Village” concept in downtown Edmonton, a project that is being led by the Edmonton Galleria Foundation.		
IT solutions and enhancements (Obj 23, Str iii)	Provide effective IT solutions and enhancements that enable secure and reliable delivery of high-quality programs and services.	Launch of key IT solutions and enhancements that enable secure, efficient and reliable delivery of high-quality programs and services, including analytics, budgeting and planning, student, financial, and human resource management.	2018	N/A
Performance Measures				
<p>Major infrastructure investments will be reported in the Capital Plan section of the university’s Annual Report, as per the 2016 reporting guidelines.</p> <p>Major enhancements in the university’s information technology and data infrastructure will be reported in the Information Technology section of the university’s Annual Report, as per the 2016 reporting guidelines.</p>				

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April 26, 2017

Friendly Amendments to the 2017 Comprehensive Institutional Plan (CIP)

The following friendly amendments identified through discussions at the General Faculties Council Academic Planning Committee and the Board Learning and Discovery Committee will be incorporated into the Comprehensive Institutional Plan (CIP) before submission to government:

Executive Summary:

- Modified wording to place greater emphasis on key outcomes (number of annual graduates and graduate employment)
- Modified wording to strengthen emphasis on the benefit to Albertan students of having international students at the U of A
- Modified wording in relevant subsections to strengthen messaging on desired opportunities for government to support university priorities (e.g., timeliness of program approvals)

Goals, Priority Initiatives, Expected Outcomes, and Performance Measures:

- Accessibility PM1: Percentage of the student body from Alberta (excluding Edmonton) - replace current target with statement indicating that the target is undergoing validation in 2017-18; Percentage of students from out of province - remove target; Percentage of Indigenous students - revise wording of target to mirror language from the University Calendar.

Appendix A: Financial and Budget Information (already approved):

- As noted in the presentation to the Board in March 2017, friendly amendments will be applied to reflect the status of the provincial budget. Notes on the presentation of the Academic Price Index have already been incorporated.