The following Motions and Documents were considered by the Board of Governors during the Open Session of its Friday, June 15, 2018 meeting:

---

Agenda Title: **Establishment of a Board Ad Hoc Group for the 2018 Board Strategic Retreat**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of Board Chair, Michael Phair, establish an Ad Hoc Group for the 2018 Board Strategic Retreat, as outlined in the documentation before members.

Final Item: 1di.

---

Agenda Title: **Termination of Postgraduate Diploma in Health Promotion, School of Public Health**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee and General Faculties Council, approve the termination of the Post Graduate Diploma in Health Promotion offered through the School of Public Health, as submitted by the Faculty of Graduate Studies & Research, and as set forth in Attachment 1, to be effective upon approval.

Final Item: 4ci.

---

Agenda Title: **Termination of the Bachelor of Arts and Bachelor of Arts (Honors) in: Italian Studies; Russian Language and Literature; Ukrainian Folklore; Ukrainian Language and Literature; French and Italian; German and Scandinavian; Italian and Spanish; Russian and Ukrainian, Faculty of Arts**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee and General Faculties Council, approve the termination of the Bachelor of Arts and Bachelor of Arts (Honors) in: Italian Studies; Russian Language and Literature; Ukrainian Folklore; Ukrainian Language and Literature; French and Italian; German and Scandinavian; Italian and Spanish; Russian and Ukrainian, to take effect upon final approval.

Final Item: 4cii.

---

Agenda Title: **Termination of the Bachelor of Arts Individualized Major and Minor, Faculty of Arts**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee and General Faculties Council, approve the termination of the Bachelor of Arts Individualized Major and Minor, to take effect upon final approval.

Final Item: 4ciii.

---

Agenda Title: **Termination of the Bachelor of Arts, Bachelor of Arts (Honors), and the Certificate in Middle Eastern and African Studies (MEAS), Faculty of Arts**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee and General Faculties Council, approve the termination of the Bachelor of Arts, Bachelor of Arts (Honors), and the Certificate in Middle Eastern and African Studies (MEAS), to take effect upon final approval.

Final Item: 4civ.

---

Agenda Title: **Termination of the Bachelor of Music routes of Music History, School Music, and World Music, Faculty of Arts**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee and General Faculties Council, approve the termination of the Bachelor of Music routes of Music History, School Music, and World Music to take effect upon final approval.

Final Item: 4cv.

---

Agenda Title: **University of Alberta 2017-2018 Annual Report to Government of Alberta**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board University Relations Committee approve and adopt the University of Alberta 2017-18 Annual Report and empower the Associate Vice-President (Disclosure, Assurance and Institutional Research) to make any editorial changes to the Report, as needed, as long as the changes do not have the force of policy.

Final Item: 4di.

---

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

APPROVED MOTION:

*WHEREAS the University of Alberta 2018-2019 Consolidated Budget and the 2018-2019 Capital Plan were previously approved by the Board of Governors on March 16, 2018,*

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

- approve the *University of Alberta Comprehensive Institutional Plan (2018 – 2021) (CIP)*, as set forth in Attachment 1, and
- authorize administration to make any other editorial changes to the CIP, as needed, as long as the changes do not have the force of policy.

Final Item: 6a.

---

Agenda Title: **Report and Recommendations of the Board Working Group - 2018**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Chair, Michael Phair, approve the recommendations of the Board Working Group as set forth in Appendices A, D and E of the attached *Report and Recommendations of the Board Working Group - 2018*.

Final Item: 7a.

---

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: 7b.

**Governance Executive Summary**
**Action Item**

Agenda Title: **Establishment of a Board Ad Hoc Group for the 2018 Board Strategic Retreat**

**Motion**: THAT the Board of Governors, on the recommendation of Board Chair, Michael Phair, establish an Ad Hoc Group for the 2018 Board Strategic Retreat, as outlined below.

**Item**

| | |
|---|---|
| Action Requested | ☒Approval ☐Recommendation |
| Proposed by | Michael Phair, Chair, Board of Governors |
| Presenter(s) | Michael Phair, Chair, Board of Governors |

**Details**

| | |
|---|---|
| Responsibility | University Governance |
| The Purpose of the Proposal is (*please be specific*) | To approve the establishment and membership of an Ad Hoc Group on the 2018 Board Strategic Retreat to determine a framework and finalize discussion topics for the 2018 Board Strategic Retreat (September 6 and 7, 2018). |
| Executive Summary (*outline the specific item– and remember your audience*) | Following the successful 2017 Board Strategic Retreat, members expressed a desire to hold annual Board retreats as opportunities for continued member development and orientation, strategic discussions, preparations for the upcoming year, and enhanced relations between Board members.<br><br>In response to this feedback, and as an informal recommendation to be considered going forward, the Board Working Group suggested in May 2018 that the Board hold an (at least one-day) annual Board retreat.<br><br>At the May 2018 Board meeting, the Board Chair indicated that he had set September 6 / 7 for a 2018 Board Retreat, and members discussed possible topics, including: the role and responsibilities of Board members, and institutional risk management and opportunities.<br><br>With that guidance from the Board, the Board Chair is proposing an Ad Hoc Group (see below) that will meet over the summer months to determine a framework and finalize discussion topics for the 2018 Board Strategic Retreat (September 6 and 7, 2018).<br><br><u>Proposed Membership</u><br><br>*Members:*<br>Michael Phair, Chair, Board of Governors (General Public)<br>Kirk MacLeod, Member, Board of Governors (General Public)<br>Zahra Somani, Member, Board of Governors (General Public)<br><br>*Advisors*<br>David Turpin, President and Vice-Chancellor<br><br>*Resources*<br>University Governance staff |
| Supplementary Notes / context | |

**Engagement and Routing** (Include meeting dates)

| | |
|---|---|
| Consultation and Stakeholder Participation<br>(parties who have seen the proposal and in what capacity)<br><br><For information on the protocol see the Governance Toolkit section Student Participation Protocol> | *Those who are actively **participating**:*<br>• Michael Phair, Chair, Board of Governors<br>• Proposed Members, Board Ad Hoc Group on the 2018 Board Strategic Retreat<br>• University Governance |
| | *Those who have been **consulted**:*<br>• |
| | *Those who have been **informed**:*<br>• |
| Approval Route (Governance) | Board of Governors, June 15, 2018 – for approval |

**Strategic Alignment**

| | |
|---|---|
| Alignment with *For the Public Good* | Institutional Strategic Plan – *For the Public Good:*<br><br>*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.*<br><br>*21. Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.* |
| Alignment with Institutional Risk Indicator | Leadership and Change |
| Legislative Compliance and jurisdiction | • The *Alberta Public Agencies Governance Act* (APAGA) promotes transparency, accountability, and good governance for the province's nearly 250 agencies, boards and commissions. |

*Prepared by:* Juli Zinken, Board Secretary and Manager of Board Services, juli.zinken@ualberta.ca / 780-492-4715

**OUTLINE OF ISSUE**
**Action Item**

Agenda Title: **Termination of Postgraduate Diploma in Health Promotion, School of Public Health**

**Motion:** THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee and General Faculties Council, approve the termination of the Post Graduate Diploma in Health Promotion offered through the School of Public Health, as submitted by the Faculty of Graduate Studies & Research, and as set forth in Attachment 1, to be effective upon approval.

**Item**

| | |
|---|---|
| Action Requested | ☒Approval ☐Recommendation |
| Proposed by | Heather Zwicker, Dean, Faculty of Graduate Studies and Research<br>Kue Young, Dean, School of Public Health |
| Presenter | Steven Dew, Provost and Vice-President (Academic) |

**Details**

| | |
|---|---|
| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is | To terminate the Post Graduate Diploma in Health Promotion |
| The Impact of the Proposal is | No impact on students is expected due to the termination of this diploma. In the past five years, only two students were admitted to the post-graduate diploma in Health Promotion (PGD) program, in 2012 and 2013 respectively. Neither completed the diploma - one withdrew and the other allowed her program to lapse. The School stopped admitting students into this program in Fall 2015. |
| Replaces/Revises | N/A |
| Timeline/Implementation Date | Upon final approval |
| Estimated Cost /funding source | N/A |
| Next Steps | No further plans for communication or implementation required; information on PGD has been removed from School website. |
| Supplementary Notes / context | N/A |

**Engagement and Routing** (Include meeting dates)

| | |
|---|---|
| Participation:<br>(parties who have seen the proposal and in what capacity)<br><br><For further information see the link posted on the Governance Toolkit section Student Participation Protocol | *Those who have been **informed**:*<br>• Faculty Council, School of Public Health |
| | *Those who have been **consulted**:*<br>• Vice Dean, Faculty of Graduate Studies and Research (final review of proposal)<br>• Graduate Governance and Policy Coordinator, Faculty of Graduate Studies and Research (final review of proposal)<br>• Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) (final review of proposal) |
| | *Those who are actively **participating**:*<br>• none |
| Approval Route (Governance) (including meeting dates) | School of Public Health Faculty Council—approved October 13, 2017<br>Faculty of Graduate Studies and Research Council—approved November 29, 2017<br>GFC Academic Planning Committee—recommended to GFC March 14, 2018 |

| | |
|---|---|
| | GFC Executive Committee—for information April 9, 2018<br>General Faculties Council—April 30, 2018<br>Board Learning and Development Committee—June 1, 2018<br>Board of Governors —June 15, 2018 |
| Final Approver | Board of Governors |

**Alignment/Compliance**

| | |
|---|---|
| Alignment with Guiding Documents | ***For the Public Good***<br><br>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.<br><br>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. |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | **1. *Post-Secondary Learning Act (PSLA*):** The *PSLA* 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)<br><br>**2. *PSLA***: The *PSLA* gives Faculty Councils power to "determine the programs of study for which the faculty is established" (29(1)(a)).<br><br>**3. GFC Academic Planning Committee Terms of Reference**<br>(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."<br><br>**4. Board Learning and Discovery Committee (BLDC) Terms of Reference:**<br><br>"3. MANDATE OF THE COMMITTEE<br><br>Except as provided in paragraph 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall, in accordance with the Committee's responsibilities with powers granted under the *Post-Secondary Learning Act*, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the "GFC"), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.<br>[…]<br>c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters;<br>[…] |

| | |
|---|---|
| | 4. LIMITATIONS ON DELEGATION BY THE BOARD<br><br>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). |

Attachment:

1. Proposal for Termination and Calendar revisions (4 pages)

*Prepared by:* Janice Hurlburt, Graduate Governance and Policy Coordinator, janice.hurlburt@ualberta.ca

Alberta Advanced Education

# Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations.

## SECTION 1: PROPOSAL INFORMATION

**1.1** Fill in the table below:

| | |
|---|---|
| **Institution** | **University of Alberta** |
| **Program/specialization name** | **Health Promotion** |
| **Credential awarded** | **Post Graduate Diploma** |
| **Proposed effective date of termination** | **Effective immediately** |

**1.2** Confirm whether:

**1.2.1** ☐ This termination proposal was preceded by a ministry-approved suspension period.

☒ This termination proposal was not preceded by a ministry-approved suspension period.

**1.2.1a** If this proposal was preceded by a suspension, attach approval letter.

**1.2.1b** If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.

**Ministry approval was not sought as the demand for the program was low and self-evident.**

**1.2.1c** If not preceded by suspension, indicate when students were last admitted into the program/specialization.

**In the past five years, only two students were admitted to the post-graduate diploma in Health Promotion (PGD) program, in 2012 and 2013 respectively. Neither completed the diploma - one withdrew and the other allowed her program to lapse. The School stopped admitting students into this program in Fall 2015.**

**1.2.2** ☒ No active students remain in the program.

☐ Active program students remain in the program.

## SECTION 2: RATIONALE

**2.1** Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).

**This program was established in anticipation of interest among mid-career professionals seeking to enhance their health promotion competencies without completing a degree. The PGD attracted few applicants from the time of its inception. Over the course of its history, three students who were admitted to the diploma program completed it.**

**2.2** Provide specific information about which internal governance body approved the termination, and provide date of approval. (Attach copy of minutes or motions.)

**The termination of the PGD in Health Promotion was reviewed by the Committee for Educational Policies and Programs (CEPP) in the School of Public Health and approved a recommended for termination on October 10, 2017.**
**The termination of the PGD in Health Promotion was presented to the School of Public Health's Faculty Council on October 13, 2017, which was subsequently approved by electronic vote.**

**The termination of the PGD in Health Promotion was approved by the Faculty Council on November 29, 2017.**

## SECTION 3: ACCESS

**3.1** Identify student access considerations and risks for Campus Alberta (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

**There are no risks for student access. We currently offer an MPH in Health Promotion, with both on-campus and distance delivery; many students enroll in this program on a part-time basis and maintain employment**

**3.2** If this program or specialization is unique in the province, describe the consultation(s) undertaken within Campus Alberta to investigate the feasibility of program/specialization transfer.

**We did not undertake any broader consultation, given that we offer alternate programs within the School.**

**3.3** Describe the consultation process that occurred with students at your institution regarding this programming change.

**We have representatives from the School of Public Health Student Association on CEPP and Faculty Council, and they had an opportunity to provide input on the termination and vote on the decision.**

## SECTION 4: IMPACT

**4.1** Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.

**We did not undertake any broader consultation, given that we offer alternate programs within the School.**

**4.2** Describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other Campus Alberta institutions.

**We have removed information on the PGD from our website. We have no other plans for communication.**

**4.3** Describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.

**There are no budget or staffing implications for this termination.**

## OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

**None.**

## RECOMMENDATION (FOR DEPARTMENT USE)

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

Killam Centre for Advanced Studies
2-29 Triffo Hall Edmonton AB Canada T6G 2E1
Tel: 780.492.2816 / Fax: 780.492.0692
www.gradstudies.ualberta.ca

November 17, 2017

**2019-2020 University of Alberta Proposed Calendar Graduate Program Changes: termination of the Postgraduate Diploma in Public Health, School of Public Health, submitted by the Faculty of Graduate Studies and Research. Calendar to be updated once the termination is approved by Advanced Education.**

| Current | Proposed |
|---|---|
| **Graduate Programs**<br><br>**Public Health [Graduate]**<br>[...]<br>**Graduate Program Requirements**<br><br>~~**The Postgraduate Diploma in Public Health in Health Promotion (Not currently offered)**~~<br><br>~~**Program Requirements**~~<br><br>~~Students must complete the following:~~<br><br>~~1. Required courses (★18):~~<br>• ~~SPH 501 - Determinants of Health~~<br>• ~~SPH 503 - Introduction to Health Promotion Research~~<br>• ~~SPH 504 - Health Promotion Planning and Evaluation~~<br>• ~~SPH 510 - Health Promotion with Communities~~<br>• ~~SPH 597 - Fundamentals of Epidemiology for Public Health~~<br>~~2. Electives:~~<br>• ~~four (★12) graduate-level courses approved by the student's Advisor.~~<br><br>~~**Length of Program**~~<br>~~Students may undertake the Diploma program on a part-time or full-time basis. The maximum time permitted for completion of the program is four years (part- or full-time) from the date of first registration.~~ | **Graduate Programs**<br><br>**Public Health [Graduate]**<br>[...]<br>**Graduate Program Requirements**<br><br>**[Remove from Calendar]** |

**Justification**: No active students in the diploma; no longer admitting students to the diploma.

**Approved by**: School of Public Health Faculty Council on October 13, 2017; FGSR Council Nov 29, 2017

**OUTLINE OF ISSUE**
**Action Item**

Agenda Title: **Termination of the Bachelor of Arts and Bachelor of Arts (Honors) in: Italian Studies; Russian Language and Literature; Ukrainian Folklore; Ukrainian Language and Literature; French and Italian; German and Scandinavian; Italian and Spanish; Russian and Ukrainian, Faculty of Arts**

**Motion**: THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee and General Faculties Council, approve the termination of the Bachelor of Arts and Bachelor of Arts (Honors) in: Italian Studies; Russian Language and Literature; Ukrainian Folklore; Ukrainian Language and Literature; French and Italian; German and Scandinavian; Italian and Spanish; Russian and Ukrainian, to take effect upon final approval.

**Item**

| | |
|---|---|
| Action Requested | ☒ Approval ☐ Recommendation |
| Proposed by | Lesley Cormack, Dean, Faculty of Arts |
| 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 Bachelor of Arts and Bachelor of Arts (Honors) in: Italian Studies; Russian Language and Literature; Ukrainian Folklore; Ukrainian Language and Literature; French and Italian; German and Scandinavian; Italian and Spanish; Russian and Ukrainian |
| The Impact of the Proposal is | No impact on students is expected due to the termination of these programs. Admission to these programs was suspended in 2014. Courses in these areas continue to be offered. |
| Replaces/Revises | n/a |
| Timeline/Implementation Date | Upon final approval |
| Estimated Cost /funding source | n/a |
| Next Steps | The Calendar and the Faculty website will be updated. |
| Supplementary Notes / context | See attachment |

**Engagement and Routing** (Include meeting dates)

| | |
|---|---|
| Participation:<br>(parties who have seen the proposal and in what capacity)<br><br><For further information see the link posted on the Governance Toolkit section Student Participation Protocol> | *Those who have been **informed**:*<br>• Arts Faculty Council |
| | *Those who have been **consulted**:*<br>• Vice Dean, Faculty of Arts<br>• Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) |
| | *Those who are actively **participating**:*<br>• none |
| Approval Route (Governance) (including meeting dates) | Arts Academic Affairs Committee (October 25, 2017)<br>Arts Executive Committee (November 2, 2017)<br>Arts Faculty Council (November 23, 2017)<br>GFC Academic Planning Committee (April 18, 2018)<br>GFC Executive Committee (May 14, 2018)<br>General Faculties Council (May 28, 2018)<br>Board Learning and Discovery Committee (June 1, 2018)<br>Board of Governors (June 15, 2018) |

| | |
|---|---|
| Final Approver | Board of Governors |

**Alignment/Compliance**

| | |
|---|---|
| Alignment with Guiding Documents | *For the Public Good*<br><br>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.<br><br>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.<br><br>*Arts Academic Strategic Plan 2017-2022 Change for Good*:<br><br>Goal: We will support our people and sustain our programs by attracting and stewarding appropriate resources.<br><br>Objective I. Secure and manage the Faculty's resources to sustain, enhance, and promote our mission, vision, and goals. |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | **1. *Post-Secondary Learning Act (PSLA)***: The *PSLA* 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" (28(1)(c)).<br><br>**2. *PSLA***: The PSLA gives Faculty Councils power to "determine the programs of study for which the faculty is established" (29(1)(a)).<br><br>**3. GFC Academic Planning Committee Terms of Reference**:<br>(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."<br><br>**4. Board Learning and Discovery Committee (BLDC) Terms of Reference**:<br>"3. MANDATE OF THE COMMITTEE<br>Except as provided in paragraph 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall, in accordance with the Committee's responsibilities with powers granted under the *Post-Secondary Learning Act*, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the "GFC"), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.<br>[…] |

| | |
|---|---|
| | c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters;<br>[...]<br>4. LIMITATIONS ON DELEGATION BY THE BOARD<br>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). |

Attachments

1. Proposal Template: Termination of the Bachelor of Arts and Bachelor of Arts (Honors) in: Italian Studies; Russian Language and Literature; Ukrainian Folklore; Ukrainian Language and Literature; French and Italian; German and Scandinavian; Italian and Spanish; Russian and Ukrainian (5 pages)

2. *Calendar* change form (4 pages)

*Prepared by:* Rebecca Nagel, Associate Dean (Student Programs), Faculty of Arts, rebecca.nagel@ualberta.ca

Alberta Advanced Education

# Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations.

## SECTION 1: PROPOSAL INFORMATION

**1.1** Fill in the table below:

| | |
|---|---|
| **Institution** | **University of Alberta** |
| **Program/specialization name** | **Single Majors:**<br>**Italian Studies, Russian Language & Literature, Ukrainian Folklore, Ukrainian Language & Literature**<br>**Combined Majors :****<br>**French & Italian, German & Scandinavian, Italian & Spanish, Russian & Ukrainian**<br>** not to be confused with "double" majors |
| **Credential awarded** | **Bachelor of Arts and Bachelor of Arts Honors (BA and BA Honors)** |
| **Proposed effective date of termination** | **Immediate** |

**1.2** Confirm whether:

**1.2.1** ☒ This termination proposal was preceded by a ministry-approved suspension period.

☐ This termination proposal was not preceded by a ministry-approved suspension period.

**1.2.1a** If this proposal was preceded by a suspension, attach approval letter.

**1.2.1b** If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.

**1.2.1c** If not preceded by suspension, indicate when students were last admitted into the program/specialization.

**1.2.2** ☒ No active students remain in the program.

☐ Active program students remain in the program.

## SECTION 2: RATIONALE

**2.1** Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.). This program was

In 2013, the Dean of Arts requested suspension of low enrollment majors in the Department of Modern Languages & Cultural Studies (MLCS). As you can see from the statistics included below, interest in pursuing these majors was minimal.

**SINGLE MAJORS (BA & BA Honors)**

| YEAR | ITALIAN STUDIES | RUSSIAN LANG & LIT | UKRAINIAN FOLKLORE | UKRAINIAN LANG & LIT |
|---|---|---|---|---|
| 2013-14 | 3 | 7 | 0 | 1 |
| 2012-13 | 1 | 3 | 1 | 2 |
| 2011-12 | 4 | 2 | 1 | 1 |
| 2010-11 | 4 | 2 | 0 | 1 |
| 2009-10 | 5 | 6 | 0 | 1 |
| 2008-09 | 5 | 6 | 0 | 2 |
| 2007-08 | 2 | 6 | 1 | 4 |
| 2006-07 | 2 | 4 | 2 | 5 |
| 2005-06 | 4 | 5 | 1 | 3 |

**COMBINED MAJORS (BA)**

| YEAR | FRENCH & ITALIAN | GERMAN & SCANDINAVIAN | ITALIAN & SPANISH | RUSSIAN & UKRAINIAN |
|---|---|---|---|---|
| 2013-14 | 3 | 1 | 2 | 1 |
| 2012-13 | 3 | 0 | 0 | 0 |
| 2011-12 | 4 | 0 | 1 | 0 |
| 2010-11 | 1 | 0 | 0 | 0 |
| 2009-10 | 1 | 1 | 1 | 0 |
| 2008-09 | 3 | 1 | 2 | 0 |
| 2007-08 | 2 | 2 | 1 | 1 |

| | | | | |
|---|---|---|---|---|
| 2006-07 | 3 | 3 | 6 | 2 |
| 2005-06 | 2 | 1 | 4 | 1 |

**2.2** Provide specific information about which internal governance body approved the termination, and provide date of approval. (Attach copy of minutes or motions.)
Faculty of Arts, Academic Affairs Committee (October 25, 2017)
Faculty of Arts, Executive Committee ( November 02, 2017)
Faculty of Arts Council ( November 23, 2017)
Academic Standards Committee

## SECTION 3: ACCESS

**3.1** Identify student access considerations and risks for Campus Alberta (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

**3.2** If this program or specialization is unique in the province, describe the consultation(s) undertaken within Campus Alberta to investigate the feasibility of program/specialization transfer.

**3.3** Describe the consultation process that occurred with students at your institution regarding this programming change.
As part of the suspension process, discussions with the Arts Students' Association (known at the time as CBAS), and the Students' Union Vice-President Academic Dustin Chelen.

The Governance process within the Faculty of Arts also included student participation:
Academic Affairs Committee (8 undergraduate students)
Arts Executive (4 undergraduate students)
Arts Faculty Council (27 undergraduate students)

As part of the Termination process, discussions were held with the Arts Students' Association as well as with Students' Union Vice-Presidents Marina Bannister and Shane

Scott. The Faculty of Arts governance process continues to include students at each committee level.

## SECTION 4: IMPACT

**4.1** Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.

**4.2** Describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other Campus Alberta institutions.

When communicating with internal and external audiences regarding the suspension of these programs, it was also communicated that the Faculty planned to terminate the programs at the appropriate time. Any pertinent audiences are, therefore, already aware that these programs will be terminated.

**4.3** Describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.

Little reallocation of resources has taken place: faculty members in these areas continue to deliver courses in their disciplines as well as the "umbrella" courses for their department (MLCS) which are taken by students across different programs and Faculties.

Since this is the case, classroom space, human resources and budget support has continued; however, with suspension of these majors the need to offer as many courses in each of the disciplines has decreased and has given the Department some flexibility to redistribute resources to support higher enrollment programs.

Advising resources for these majors are no longer required, and have been redirected to other students registered in the Faculty of Arts.

## OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

The Department of Modern Languages and Cultural Studies has submitted a proposal to suspend their remaining majors in both the BA and BA Honors programs and introduce two new majors, a language stream and a culture stream. This proposal has been approved by the Faculty of Arts and is currently under consideration by appropriate General Faculties Council committees at the University of Alberta. If approved, the proposal will be sent to appropriate Government of

Alberta bodies. Request for termination of the programs outlined in this particular Termination request will continue regardless of the outcome of the new proposal.

## RECOMMENDATION (FOR DEPARTMENT USE)

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

# FACULTY OF ARTS
# CALENDAR CHANGE REQUEST FORM

**Department:** Faculty of Arts – Undergraduate Student Services

**Check one of these boxes:**
**Implementation:**
☒ NORMAL
☐ EARLY (Note: new course offerings only)

**Check one of these boxes:**
**Type of Change:**
☒ Program Regulation ☐ Admission Requirements
☐ New Course ☐ Course Change
☐ Course Deletion ☐ Editorial

**2017-18 DEADLINES**

October 12, 2017
January 11, 2018
March 15, 2018
April 12, 2018

| **CURRENT**<br>Calendar Section Number (§)<br>Modern Languages and Cultural Studies | **PROPOSED**<br>Calendar Section Number (§)<br>Modern Languages and Cultural Studies |
|---|---|
| ~~Strike through and highlight~~ deletions | Underline and highlight additions |
| **Honors**<br>***No Change Until***<br><br>~~**Italian Studies**~~<br><br>~~Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with an Italian major will be granted at Spring Convocation 2018.~~<br><br>***No Further Changes Until***<br><br>~~**Russian**~~<br><br>~~Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with a Russian major will be granted at Spring Convocation 2018.~~<br><br>***No Further Changes Until***<br><br>~~**Ukrainian**~~ | **Honors**<br>***No Change Until***<br><br>**Delete Specified Sections** |

| | |
|---|---|
| ~~Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with a Ukrainian major will be granted at Spring Convocation 2018.~~<br><br>***No Further Changes Until Combined Honors Section (below)*** | |
| **Combined Honors**<br><br>***No Change Until***<br><br>~~**Italian Studies**~~<br><br>~~Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with an Italian major will be granted at Spring Convocation 2018.~~<br><br>~~**Russian**~~<br><br>~~Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with a Russian major will be granted at Spring Convocation 2018.~~<br><br>***No Further Changes Until***<br><br>~~**Ukrainian**~~<br><br>~~Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with a Ukrainian major will be granted at Spring Convocation 2018.~~ | **Combined Honors**<br><br>***No Change Until***<br><br>**Delete Specified Sections** |

| | |
|---|---|
| ***No Further Changes Until Major Requirements Section (below)*** | |
| **Major Requirements**<br>***No Change Until***<br>~~**Italian Studies**~~<br>~~Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with an Italian major will be granted at Spring Convocation 2018.~~<br>***No Further Changes Until***<br>~~**Russian**~~<br>~~Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with a Russian major will be granted at Spring Convocation 2018.~~<br>***No Further Changes Until***<br>~~**Ukrainian**~~<br>~~Effective September 2014, there will be no further admission to this major. Students who entered the program prior to September 2014 must complete all program requirements by April 30, 2018. The last degree with a Ukrainian major will be granted at Spring Convocation 2018.~~<br>***No Further Changes*** | **Major Requirements**<br>***No Change Until***<br>**Delete Specified Sections** |

**Considerations:**

New Course/Course Deletions:

- So the Committee has a comprehensive understanding of your changes, please ensure you provide deleted courses when proposing new courses (if applicable).

Additional documentation:

- The committee needs to ensure departments or other Faculties offering similar courses or programs do not object to proposed courses. Please attach documentation confirming you have consent (if applicable).
- Attachment ☐ Yes ☐ No **Check one of these boxes**

Justification:

- A detailed justification must be provided except in the case of a course deletion or editorial change. Please include the course number(s) in your explanation.

**Please see Termination Template for Explanation**

| Submitted by: | Signature of Department Chair or Designee | Date: |
|---|---|---|
| **Robin A Cowan on behalf of R Nagel (Associate Dean, Student Programs)** | **Complete this section** Rebecca Nagel | **October 12, 2017** |

**SUMBIT** completed, signed pdf **and** word versions to google drive.

**2017-18 Academic Affairs Committee Schedule:**
October 25, 2017
January 24, 2018
March 28, 2018
April 25, 2018

**OUTLINE OF ISSUE**
**Action Item**

Agenda Title: **Termination of the Bachelor of Arts Individualized Major and Minor, Faculty of Arts**

**Motion**: THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee and General Faculties Council, approve the termination of the Bachelor of Arts Individualized Major and Minor, to take effect upon final approval.

**Item**

| | |
|---|---|
| Action Requested | ☒ Approval ☐ Recommendation |
| Proposed by | Lesley Cormack, Dean, Faculty of Arts |
| 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 Bachelor of Arts Individualized Major and Minor. |
| The Impact of the Proposal is | No impact on students is expected due to the termination of these programs. Admission to these programs was suspended in 2015. |
| Replaces/Revises | n/a |
| Timeline/Implementation Date | Upon final approval |
| Estimated Cost /funding source | n/a |
| Next Steps | The *Calendar* and the Faculty website will be updated. |
| Supplementary Notes / context | See attachment |

**Engagement and Routing** (Include meeting dates)

| | |
|---|---|
| Participation:<br>(parties who have seen the proposal and in what capacity)<br><br><For further information see the link posted on the Governance Toolkit section Student Participation Protocol> | *Those who have been **informed**:*<br>• Arts Faculty Council<br>*Those who have been **consulted**:*<br>• Vice Dean, Faculty of Arts<br>• Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)<br>*Those who are actively **participating**:*<br>• none |
| Approval Route (Governance) (including meeting dates) | Academic Affairs Committee (October 25, 2017)<br>Arts Executive Committee (November 2, 2017)<br>Arts Faculty Council (November 23, 2017)<br>GFC Academic Planning Committee (April 18, 2018)<br>GFC Executive Committee (May 14, 2018)<br>General Faculties Council (May 28, 2018)<br>Board Learning and Discovery Committee (June 1, 2018)<br>Board of Governors (June 15, 2018) |
| Final Approver | Board of Governors |

**Alignment/Compliance**

| | |
|---|---|
| Alignment with Guiding Documents | *For the Public Good*<br>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. |

| | |
|---|---|
| | 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.<br><br>*Arts Academic Strategic Plan 2017-2022 Change for Good*:<br>Goal: We will support our people and sustain our programs by attracting and stewarding appropriate resources.<br>Objective I. Secure and manage the Faculty's resources to sustain, enhance, and promote our mission, vision, and goals. |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | **1. *Post-Secondary Learning Act (PSLA)***: The *PSLA* 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" (28(1)(c)).<br><br>**2. *PSLA***: The PSLA gives Faculty Councils power to "determine the programs of study for which the faculty is established" (29(1)(a)).<br><br>**3. GFC Academic Planning Committee Terms of Reference**: (Mandate)<br>"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."<br><br>**4. Board Learning and Discovery Committee (BLDC) Terms of Reference**:<br>"3. MANDATE OF THE COMMITTEE<br>Except as provided in paragraph 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall, in accordance with the Committee's responsibilities with powers granted under the *Post-Secondary Learning Act*, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the "GFC"), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.<br>[…]<br>c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters;<br>[...]<br>4. LIMITATIONS ON DELEGATION BY THE BOARD<br>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). |

Attachments:
1. Proposal Template: Termination of the Bachelor of Arts Individualized Major and Minor (4 pages)
2. Calendar change form (2 pages)

*Prepared by:* Rebecca Nagel, Associate Dean (Student Programs), Faculty of Arts

Alberta Advanced Education

# Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations.

## SECTION 1: PROPOSAL INFORMATION

**1.1** Fill in the table below:

| | |
|---|---|
| **Institution** | **University of Alberta** |
| **Program/specialization name** | **Individualized Major and Minor** |
| **Credential awarded** | **Bachelor of Arts (BA)** |
| **Proposed effective date of termination** | **Immediate** |

**1.2** Confirm whether:

**1.2.1** ☒ This termination proposal was preceded by a ministry-approved suspension period.

☐ This termination proposal was not preceded by a ministry-approved suspension period.

**1.2.1a** If this proposal was preceded by a suspension, attach approval letter.

**1.2.1b** If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.

**1.2.1c** If not preceded by suspension, indicate when students were last admitted into the program/specialization.

**1.2.2** ☒ No active students remain in the program.

☐ Active program students remain in the program.

## SECTION 2: RATIONALE

**2.1** Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).
This program was

Suspension of this program was requested by the Office of Interdisciplinary Studies in 2013 as the number of students who pursued this option since its inception were few as demonstrated by the following statistics.

| YEAR | Major | Minor |
|---|---|---|
| 2013-14 | 1 | 0 |
| 2012-13 | 1 | 1 |
| 2011-12 | 0 | 2 |
| 2010-11 | 0 | 2 |
| 2009-10 | 0 | 4 |
| 2008-09 | 2 | 0 |
| 2007-08 | 1 | 0 |
| 2006-07 | 1 | 0 |
| 2005-06 | 2 | 0 |

**2.2** Provide specific information about which internal governance body approved the termination, and provide date of approval. (Attach copy of minutes or motions.)
Faculty of Arts, Academic Affairs Committee (October 25, 2017)
Faculty of Arts, Executive Committee ( November 02, 2017)
Faculty of Arts Council ( November 23, 2017)
Academic Standards Committee

## SECTION 3: ACCESS

**3.1** Identify student access considerations and risks for Campus Alberta (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

Alberta Advanced Education

**3.2** If this program or specialization is unique in the province, describe the consultation(s) undertaken within Campus Alberta to investigate the feasibility of program/specialization transfer.

**3.3** Describe the consultation process that occurred with students at your institution regarding this programming change.
As part of the suspension process, discussions with the Arts Students' Association (known at the time as CBAS), and the Students' Union Vice-President Academic Dustin Chelen.

The Governance process within the Faculty of Arts also included student participation:
Academic Affairs Committee (8 undergraduate students)
Arts Executive (4 undergraduate students)
Arts Faculty Council (27 undergraduate students)

As part of the Termination process, discussions were held with the Arts Students' Association as well as with Students' Union Vice-Presidents Marina Bannister and Shane Scott. The Faculty of Arts governance process continues to include students at each committee level.

## SECTION 4: IMPACT

**4.1** Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.

**4.2** Describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other Campus Alberta institutions.

When communicating with internal and external audiences regarding the suspension of this program, it was also communicated that the Faculty planned to terminate the program at the appropriate time. Any pertinent audiences are, therefore, already aware that this program will be terminated.

**4.3** Describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.

No reallocation of teaching resources is anticipated since the number of students who have participated in this major and minor have been very few, and required courses have been and continue to be offered by a variety of different disciplines.

Advising resources are no longer required, and have been redirected to other students registered in the Faculty of Arts.

## OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

## RECOMMENDATION (FOR DEPARTMENT USE)

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

# FACULTY OF ARTS
# CALENDAR CHANGE REQUEST FORM

**Department:** Faculty of Arts – Undergraduate Student Services

**Check one of these boxes:**
**Implementation:** ☒ NORMAL
☐ EARLY (Note: new course offerings only)

**2017-18 DEADLINES**

October 12, 2017
January 11, 2018
March 15, 2018
April 12, 2018

**Check one of these boxes:**
**Type of Change:**
☒ Program Regulation ☐ Admission Requirements
☐ New Course ☐ Course Change
☐ Course Deletion ☐ Editorial

| **CURRENT**<br>Calendar Section Number (§)<br>Interdisciplinary Studies, OIS [Arts] | **PROPOSED**<br>Calendar Section Number (§)<br>Interdisciplinary Studies, OIS [Arts] |
|---|---|
| ~~Strike through and highlight~~ deletions | Underline and highlight additions |
| ***No Change Until***<br><br>~~**Individualized Study**~~<br><br>~~Effective September 2015, there will be no further admissions to this major. Students who entered the program prior to September 2015 must complete all program requirements by April 30, 2016. The last degree with an individualized major or minor will be granted at Spring Convocation 2016.~~<br><br>***No Further Changes*** | **Delete Section** |

**Considerations:**

New Course/Course Deletions:
- So the Committee has a comprehensive understanding of your changes, please ensure you provide deleted courses when proposing new courses (if applicable).

Additional documentation:
- The committee needs to ensure departments or other Faculties offering similar courses or programs do not object to proposed courses. Please attach documentation confirming you have consent (if applicable).
- Attachment ☐ Yes ☐ No **Check one of these boxes**

Justification:
- A detailed justification must be provided except in the case of a course deletion or editorial change. Please include the course number(s) in your explanation.

**Please see Termination Template for Explanation**

| Submitted by: | Signature of Department Chair or Designee | Date: |
|---|---|---|
| **Robin A Cowan on behalf of R Nagel (Associate Dean, Student Programs)** | **Complete this section** Rebecca Nagel | **October 12, 2017** |

**SUMBIT** completed, signed pdf **and** word versions to google drive.

**2017-18 Academic Affairs Committee Schedule:**
October 25, 2017
January 24, 2018
March 28, 2018
April 25, 2018

**OUTLINE OF ISSUE**
**Action Item**

Agenda Title: **Termination of the Bachelor of Arts, Bachelor of Arts (Honors), and the Certificate in Middle Eastern and African Studies (MEAS), Faculty of Arts**

**Motion**: THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee and General Faculties Council, approve the termination of the Bachelor of Arts, Bachelor of Arts (Honors), and the Certificate in Middle Eastern and African Studies (MEAS), to take effect upon final approval.

**Item**

| | |
|---|---|
| Action Requested | ☒ Approval ☐ Recommendation |
| Proposed by | Lesley Cormack, Dean, Faculty of Arts |
| 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 Bachelor of Arts, Bachelor of Arts (Honors), and the Certificate in Middle Eastern and African Studies (MEAS). |
| The Impact of the Proposal is | No impact on students is expected due to the termination of these programs. Admission to these programs was suspended in 2014. Courses in these areas are still offered. |
| Replaces/Revises | n/a |
| Timeline/Implementation Date | Upon final approval |
| Estimated Cost /funding source | n/a |
| Next Steps | The *Calendar* and the Faculty website will be updated. |
| Supplementary Notes / context | See attachment |

**Engagement and Routing** (Include meeting dates)

| | |
|---|---|
| Participation:<br>(parties who have seen the proposal and in what capacity)<br><br><For further information see the link posted on the Governance Toolkit section Student Participation Protocol> | *Those who have been **informed**:*<br>• Arts Faculty Council |
| | *Those who have been **consulted**:*<br>• Vice Dean, Faculty of Arts<br>• Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) |
| | *Those who are actively **participating**:*<br>• none |
| Approval Route (Governance) (including meeting dates) | Academic Affairs Committee (October 25, 2017)<br>Arts Executive Committee (November 2, 2017)<br>Arts Faculty Council (November 23, 2017)<br>GFC Academic Planning Committee<br>General Faculties Council (May 28, 2018)<br>Board Learning and Discovery Committee<br>Board of Governors |
| Final Approver | Board of Governors |

**Alignment/Compliance**

| | |
|---|---|
| Alignment with Guiding Documents | *For the Public Good* |

| | |
|---|---|
| | 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.<br><br>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.<br><br>*Arts Academic Strategic Plan 2017-2022 Change for Good*:<br><br>Goal: We will support our people and sustain our programs by attracting and stewarding appropriate resources.<br><br>Objective I. Secure and manage the Faculty's resources to sustain, enhance, and promote our mission, vision, and goals. |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | **1. *Post-Secondary Learning Act (PSLA)***: The *PSLA* 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" (28(1)(c)).<br><br>**2. *PSLA***: The PSLA gives Faculty Councils power to "determine the programs of study for which the faculty is established" (29(1)(a)).<br><br>**3. GFC Academic Planning Committee Terms of Reference**:<br>(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."<br><br>**4. Board Learning and Discovery Committee (BLDC) Terms of Reference**:<br>"3. MANDATE OF THE COMMITTEE<br>Except as provided in paragraph 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall, in accordance with the Committee's responsibilities with powers granted under the *Post-Secondary Learning Act*, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the "GFC"), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.<br>[…]<br>c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters;<br>[...]<br>4. LIMITATIONS ON DELEGATION BY THE BOARD<br>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). |

Attachments:

1. Proposal Template: Termination of the Bachelor of Arts, Bachelor of Arts (Honors), and the Certificate in Middle Eastern and African Studies (MEAS) (4 pages)

2. *Calendar* change form (2 pages)

*Prepared by:* Rebecca Nagel, Associate Dean (Student Programs), Faculty of Arts, rebecca.nagel@ualberta.ca

Alberta Advanced Education

# Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations.

## SECTION 1: PROPOSAL INFORMATION

**1.1** Fill in the table below:

| | |
|---|---|
| **Institution** | **University of Alberta** |
| **Program/specialization name** | **Middle Eastern & African Studies (MEAS)** |
| **Credential awarded** | **BA, BA Honors, Certificate** |
| **Proposed effective date of termination** | **Immediate** |

**1.2** Confirm whether:

**1.2.1** ☒ This termination proposal was preceded by a ministry-approved suspension period.

☐ This termination proposal was not preceded by a ministry-approved suspension period.

**1.2.1a** If this proposal was preceded by a suspension, attach approval letter.

**1.2.1b** If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.

**1.2.1c** If not preceded by suspension, indicate when students were last admitted into the program/specialization.

**1.2.2** ☒ No active students remain in the program.

☐ Active program students remain in the program.

## SECTION 2: RATIONALE

**2.1** Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).
This program was

Suspension of this program was requested by the Office of Interdisciplinary Studies in 2013. A review of the MEAS program was undertaken in 2012-13 and a number of structural program issues affecting program quality were identified. Effectively, the review stated that the current program did not support the learning or research needs of either students or faculty and that the program was no longer sustainable as it was originally envisioned.

In addition, student interest in the program, which was always small, had also decreased.

| YEAR | MAJOR | MINOR | CERTIFICATE | COMMENTS |
|---|---|---|---|---|
| 2013-14 | 5 | 11 | 2 | |
| 2012-13 | 8 | 14 | 1 | |
| 2011-12 | 12 | 16 | 1 | |
| 2010-11 | 11 | 12 | 4 | |
| 2009-10 | 10 | 11 | 3 | |
| 2008-09 | 11 | 21 | 4 | |
| 2007-08 | 12 | 21 | 0 | Official Certificate introduced |
| 2006-07 | 4 | 13 | 0 | |
| 2005-06 | 10 | 9 | 0 | |
| 2004-05 | 6 | 14 | 0 | |

**2.2** Provide specific information about which internal governance body approved the termination, and provide date of approval. (Attach copy of minutes or motions.)
Faculty of Arts, Academic Affairs Committee (October 25, 2017)
Faculty of Arts, Executive Committee ( November 02, 2017)
Faculty of Arts Council ( November 23, 2017)
Academic Standards Committee

## SECTION 3: ACCESS

**3.1** Identify student access considerations and risks for Campus Alberta (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

A variety of different courses related to Middle Eastern, African and Islamic studies continue to be offered by the Faculty of Arts, so students are able to pursue formal education in the area, though not in a particular major or minor.

Alberta Advanced Education

**3.2** If this program or specialization is unique in the province, describe the consultation(s) undertaken within Campus Alberta to investigate the feasibility of program/specialization transfer.

**3.3** Describe the consultation process that occurred with students at your institution regarding this programming change.

As part of the review that led to the request for suspension, MEAS students and alumni were consulted. As part of the suspension process, there were discussions with the Arts Students' Association (known at the time as CBAS), and the Students' Union Vice-President Academic Dustin Chelen.

The Governance process within the Faculty of Arts also included student participation:
Academic Affairs Committee (8 undergraduate students)
Arts Executive (4 undergraduate students)
Arts Faculty Council (27 undergraduate students)

As part of the Termination process, discussions were held with the Arts Students' Association as well as with Students' Union Vice-Presidents Marina Bannister and Shane Scott. The Faculty of Arts governance process continues to include students at each committee level.

## SECTION 4: IMPACT

**4.1** Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.

**4.2** Describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other Campus Alberta institutions.

When communicating with internal and external audiences regarding the suspension of this program, it was also communicated that the Faculty planned to terminate the program at the appropriate time. Any pertinent audiences are, therefore, already aware that this program will be terminated.

**4.3** Describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.

No immediate reallocation of resources is anticipated and impact on these areas has been minimal: faculty members in MEAS were all cross appointed and any teaching time dedicated to the MEAS program has already been redistributed to their alternate home departments. Student Services staff in both the Office of Interdisciplinary Studies and the Undergraduate Student Services Office continued to advise affected students as needed as they completed their degrees. As the number of students involved was minimal, time spent with these students has transferred to other students.

Classroom space, human resources and budget support have continued; however, with termination of this program the Departments of cross-listed faculty members have the flexibility to redistribute resources to support higher enrollment programs.

## OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

## RECOMMENDATION (FOR DEPARTMENT USE)

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

# FACULTY OF ARTS
# CALENDAR CHANGE REQUEST FORM

**Department:** Faculty of Arts – Undergraduate Student Services

**Check one of these boxes:**
**Implementation:**
☒ NORMAL
☐ EARLY (Note: new course offerings only)

**2017-18 DEADLINES**

October 12, 2017
January 11, 2018
March 15, 2018
April 12, 2018

**Check one of these boxes:**
**Type of Change:**
☒ Program Regulation ☐ Admission Requirements
☐ New Course ☐ Course Change
☐ Course Deletion ☐ Editorial

| **CURRENT**<br>Calendar Section Number (§)<br>See below | **PROPOSED**<br>Calendar Section Number (§)<br>See below |
|---|---|
| ~~Strike through and highlight~~ deletions | Underline and highlight additions |
| Middle Eastern and African Studies [Arts] (BA and BA Honors)<br><br>~~Effective September 2014, there will be no further admission to this program. Students who entered the program prior to September 2014 must complete MEAS and cross-listed MEAS courses by April 30, 2016 and must complete all program requirements by April 30, 2017. The last degree with a MEAS major, minor or certificate will be granted at Spring Convocation 2017.~~ | **Delete Section** |
| Certificate in Middle Eastern and African Studies<br><br>~~Effective September 2014, there will be no further admission to this program. Students who entered the program prior to September 2014 must complete MEAS and cross-listed MEAS courses by April 30, 2016 and must complete all program requirements by April 30, 2017. The last degree with a MEAS major, minor or certificate will be granted at Spring Convocation 2017.~~<br><br>~~**Note:**~~<br>---<br>~~See Honors Program, Middle Eastern and African Studies for approved cross-listed courses.~~ | **Delete Section** |

**Considerations:**

New Course/Course Deletions:

- So the Committee has a comprehensive understanding of your changes, please ensure you provide deleted courses when proposing new courses (if applicable).

Additional documentation:

- The committee needs to ensure departments or other Faculties offering similar courses or programs do not object to proposed courses. Please attach documentation confirming you have consent (if applicable).
- Attachment ☐ Yes ☐ No **Check one of these boxes**

Justification:

- A detailed justification must be provided except in the case of a course deletion or editorial change. Please include the course number(s) in your explanation.

**Please see Termination Template for explanation**

| Submitted by: | Signature of Department Chair or Designee | Date: |
|---|---|---|
| **Robin A Cowan on behalf of R Nagel (Associate Dean, Student Programs)** | **Complete this section** Rebecca Nagel | **October 12, 2017** |

**SUMBIT** completed, signed pdf **and** word versions to google drive.

**2017-18 Academic Affairs Committee Schedule:**
October 25, 2017
January 24, 2018
March 28, 2018
April 25, 2018

**OUTLINE OF ISSUE**
**Action Item**

Agenda Title: **Termination of the Bachelor of Music routes of Music History, School Music, and World Music, Faculty of Arts**

**Motion**: THAT the Board of Governors, on the recommendation of the Board Learning and Discovery Committee and General Faculties Council, approve the termination of the Bachelor of Music routes of Music History, School Music, and World Music to take effect upon final approval.

**Item**

| | |
|---|---|
| Action Requested | ☒ Approval ☐ Recommendation |
| Proposed by | Lesley Cormack, Dean, Faculty of Arts |
| 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 Bachelor of Music routes of Music History, School Music, and World Music. |
| The Impact of the Proposal is | No impact on students is expected due to the termination of these routes. There have been no students in any of these routes for several years. Courses in these areas are still offered and the combined BMus/BEd degree continues to be available. |
| Replaces/Revises | n/a |
| Timeline/Implementation Date | Upon final approval |
| Estimated Cost /funding source | n/a |
| Next Steps (ie.: Communications Plan, Implementation plans) | No further plans for communication or implementation required; information on the routes has been removed from the Calendar and the Faculty website. |
| Supplementary Notes / context | See attachment |

**Engagement and Routing** (Include meeting dates)

| | |
|---|---|
| Participation:<br>(parties who have seen the proposal and in what capacity)<br><br><For further information see the link posted on the Governance Toolkit section Student Participation Protocol> | *Those who have been **informed**:*<br>• Arts Faculty Council<br>*Those who have been **consulted**:*<br>• Vice Dean, Faculty of Arts<br>• Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)<br>*Those who are actively **participating**:*<br>• none |
| Approval Route (Governance) (including meeting dates) | Academic Affairs Committee (October 25, 2017)<br>Arts Executive Committee (November 2, 2017)<br>Arts Faculty Council (November 23, 2017)<br>GFC Academic Planning Committee (April 18, 2018)<br>GFC Executive Committee (May 14, 2018)<br>General Faculties Council (May 28, 2018)<br>Board Learning and Discovery Committee (June 1, 2018)<br>Board of Governors (June 15, 2018) |
| Final Approver | Board of Governors |

**Alignment/Compliance**

| | |
|---|---|
| Alignment with Guiding Documents | *For the Public Good*<br><br>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.<br><br>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.<br><br>*Arts Academic Strategic Plan 2017-2022 Change for Good*:<br><br>Goal: We will support our people and sustain our programs by attracting and stewarding appropriate resources.<br><br>Objective I. Secure and manage the Faculty's resources to sustain, enhance, and promote our mission, vision, and goals. |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | **1. *Post-Secondary Learning Act (PSLA)***: The *PSLA* 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" (28(1)(c)).<br><br>**2. *PSLA***: The PSLA gives Faculty Councils power to "determine the programs of study for which the faculty is established" (29(1)(a)).<br><br>**3. GFC Academic Planning Committee Terms of Reference**:<br>(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."<br><br>**4. Board Learning and Discovery Committee (BLDC) Terms of Reference**:<br>"3. MANDATE OF THE COMMITTEE<br>Except as provided in paragraph 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall, in accordance with the Committee's responsibilities with powers granted under the *Post-Secondary Learning Act*, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the "GFC"), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.<br>[…]<br>c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters; |

| | |
|---|---|
| | [...]<br>4. LIMITATIONS ON DELEGATION BY THE BOARD<br>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). |

Attachments

1. Proposal Template: Termination of the Bachelor of Music routes of Music History, School Music, and World Music (4 pages)

*Prepared by:* Rebecca Nagel, Associate Dean (Student Programs), Faculty of Arts, rebecca.nagel@ualberta.ca

Alberta Advanced Education

# Proposal Template: Program Termination

Use this template for proposals to terminate ministry-approved programs or specializations.

## SECTION 1: PROPOSAL INFORMATION

**1.1** Fill in the table below:

| | |
|---|---|
| **Institution** | **University of Alberta** |
| **Program/specialization name** | **Music History, School Music and World Music routes** |
| **Credential awarded** | **Bachelor of Music (BMus)** |
| **Proposed effective date of termination** | **Immediate** |

**1.2** Confirm whether:

**1.2.1** ☒ This termination proposal was preceded by a ministry-approved suspension period.

☐ This termination proposal was not preceded by a ministry-approved suspension period.

**1.2.1a** If this proposal was preceded by a suspension, attach approval letter.

**1.2.1b** If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.

**1.2.1c** If not preceded by suspension, indicate when students were last admitted into the program/specialization.

**1.2.2** ☒ No active students remain in the program.

☐ Active program students remain in the program.

## SECTION 2: RATIONALE

**2.1** Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).
This program was

In 2013, the Dean of Arts requested suspension of low enrollment BMus routes. As you can see from the statistics included below, interest in pursuing the Music History, School Music and World Music routes of the program was minimal. The School Music route should not be confused with the combined BMus/BEd degrees which continue to remain available.

| | ROUTE | | |
|---|---|---|---|
| YEAR | MUSIC HISTORY | SCHOOL MUSIC | WORLD MUSIC |
| 2013-14 | 1 | 0 | 0 |
| 2012-13 | 0 | 2 | 0 |
| 2011-12 | 1 | 1 | 0 |
| 2010-11 | 3 | 1 | 0 |
| 2009-10 | 1 | 0 | 0 |
| 2008-09 | 0 | 1 | 0 |
| 2007-08 | 0 | 0 | 0 |
| 2006-07 | 0 | 1 | 1 |
| 2005-06 | 1 | 1 | 1 |

**2.2** Provide specific information about which internal governance body approved the termination, and provide date of approval. (Attach copy of minutes or motions.)
Faculty of Arts, Academic Affairs Committee (October 25, 2017)
Faculty of Arts, Executive Committee ( November 02, 2017)
Faculty of Arts Council ( November 23, 2017)
Academic Standards Committee

## SECTION 3: ACCESS

**3.1** Identify student access considerations and risks for Campus Alberta (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities).

**3.2** If this program or specialization is unique in the province, describe the consultation(s) undertaken within Campus Alberta to investigate the feasibility of program/specialization transfer.

**3.3** Describe the consultation process that occurred with students at your institution regarding this programming change.

As part of the suspension process, discussions with the Arts Students' Association (known at the time as CBAS), and the Students' Union Vice-President Academic Dustin Chelen.

The Governance process within the Faculty of Arts also included student participation:
Academic Affairs Committee (8 undergraduate students)
Arts Executive (4 undergraduate students)
Arts Faculty Council (27 undergraduate students)

As part of the Termination process, discussions were held with the Arts Students' Association as well as with Students' Union Vice-Presidents Marina Bannister and Shane Scott. The Faculty of Arts governance process continues to include students at each committee level.

## SECTION 4: IMPACT

**4.1** Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.

**4.2** Describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other Campus Alberta institutions.

When communicating with internal and external audiences regarding the suspension of these routes, it was also communicated that the Faculty planned to terminate the program at the appropriate time. Any pertinent audiences are, therefore, already aware that this program will be terminated.

**4.3** Describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.

Little reallocation of resources has taken place: faculty members in these areas continue to deliver courses within their expertise.

Since this is the case, classroom space, human resources and budget support have continued; however, with suspension of these routes the need to offer as many courses in each of the disciplines has decreased and has given the Department some flexibility to redistribute resources to support higher enrollment programs.

Advising resources for these routes are no longer required, and have been redirected to other students registered in the Bachelor of Music program.

## OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

## RECOMMENDATION (FOR DEPARTMENT USE)

**Recommendation(s):**

**Rationale for Recommendation:**

**Reviewer(s):**

**Date Completed:**

**Governance Executive Summary**
**Action Item**

Agenda Title: **University of Alberta 2017-2018 Annual Report to Government of Alberta**

**Motion**: THAT the Board of Governors, on the recommendation of the Board University Relations Committee approve and adopt the University of Alberta 2017-18 Annual Report and empower the Associate Vice-President (Disclosure, Assurance and Institutional Research) to make any editorial changes to the Report, as needed, as long as the changes do not have the force of policy.

**Item**

| | |
|---|---|
| Action Requested | ☒Approval ☐Recommendation |
| Proposed by | Vice-President (Finance and Administration) |
| Presenter(s) | Deborah Williams, Associate Vice-President, Disclosure, Assurance, and Institutional Research (DAIR) |

**Details**

| | |
|---|---|
| Responsibility | Vice-President (Finance and Administration) |
| The Purpose of the Proposal is (*please be specific*) | For consideration to approve and adopt the University of Alberta 2017-18 Annual Report |
| Executive Summary (*outline the specific item– and remember your audience*) | The *Annual Report* is a legislative requirement of the Government of Alberta, and is prepared in accordance with Advanced Education's annual reporting guidelines. The document reports on accomplishments and progress made during the period of April 1, 2017 to March 31, 2018 per the university's Comprehensive Institutional Plan 2017-20.<br><br>The *Annual Report* also demonstrates how the five goals articulated in *For the Public Good* contribute to advancing government's goals for the post-secondary and research system (accessibility, affordability, quality, coordination, accountability).<br><br>The structure of the Annual Report aligns with the 2017-20 CIP and reflects the AE reporting requirements. The 2017-20 CIP used color coding to show alignment between goals of *For the Public Good* and of the Alberta Post-secondary and Research System. The Annual Report shows alignment between these goals using a table format, and presents results that occurred between April 1, 2017 and March 31, 2018.<br><br>This document will be distributed primarily within the University and Government of Alberta offices, though it will be publicly available as well, as required by legislation. |
| Supplementary Notes and context | After the recommendation of the annual report by BURC, the following changes have been made:<br>• The President's message (page 8) has been finalized<br>• Financial Information / Highlights (pages 60 - 66) and Audited Financial Statements (pages 67 - 91) have been included<br>• Editorial changes were made on pages 20, 22, and 27 to align with the wording in the CIP<br>• An editorial change to the bottom of page 23 at the suggestion of a BURC member. |

**Engagement and Routing** (Include meeting dates)

| | |
|---|---|
| Consultation and Stakeholder Participation | *Those who are actively **participating**:*<br>• Office of the President (April 6, 2018)<br>• PEC-O (April 19, 2018) |
| | *Those who have been **consulted**:*<br>DAIR has consulted with:<br>• U of A business areas to develop respective sections of the report.<br>• The Annual Report Advisory Committee, whose membership comprises representatives from the President's Office, the Provost's Office, University Relations, and Internal Communications, to ensure the report comprehensively reflects the breadth of the institution and supports consistent messaging. |
| | *Those who have been **informed**:*<br>• N/A |
| Approval Route (Governance) (including meeting dates) | • GFC Academic Planning Committee (APC) – for information (May 9, 2018)<br>• Board Audit Committee (May 28, 2018 – financial portion only)<br>• Board University Relations Committee (Jun 1, 2018)<br>• Board of Governors (June 15, 2018) |

**Strategic Alignment**

| | |
|---|---|
| Alignment with *For the Public Good* | The Annual Report demonstrates how all five goals of *For the Public Good* directly support the five goals of Alberta's post-secondary and research system. |
| Alignment with Institutional Risk Indicator | Funding/Resource Management |
| Legislative Compliance and jurisdiction | 1. *Post-Secondary Learning Act (PSLA)*: Sections 79 and 80 specific to the Annual Report<br>2. GFC Academic Planning Committee Terms of Reference: Section 15a<br>3. Section 3 of the Audit Committee Terms of Reference: specific to Mandate and Other Compliance and Reporting Oversight<br>4. Board University Relations Committee Terms of Reference: Section 3 a and e |

Attachments:

1. Annual Report 2017-2018 (124 pages)

*Prepared by:* Deborah Williams, Associate Vice-President, Disclosure Assurance and Institutional Reporting
deborah.williams@ualberta.ca

UNIVERSITY OF ALBERTA

# ANNUAL REPORT 2017-18

JUNE 2018

# TABLE OF CONTENTS

BOARD OF GOVERNORS

ACCOUNTABILITY STATEMENT

MANAGEMENT'S RESPONSIBILITY FOR REPORTING

MESSAGE FROM THE PRESIDENT

OPERATIONAL OVERVIEW

GOALS, PRIORITY INITIATIVES,
EXPECTED OUTCOMES, AND
PERFORMANCE MEASURES
- Accessibility
- Affordability
- Quality
    - Research, Applied Research, and Scholarly Activities
- Coordination
- Accountability
    - Public Interest Disclosure

ENROLMENT

COMMUNITY OUTREACH AND UNDERREPRESENTED LEARNERS

INTERNATIONALIZATION

CAPITAL PLAN

INFORMATION TECHNOLOGY

STATEMENT OF MANAGEMENT RESPONSIBILITY, YEAR ENDED MARCH 31, 2018

CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND ANALYSIS

APPENDIX A: AUDITED FINANCIAL STATEMENTS

APPENDIX B: ENROLMENT TABLE

# LIST OF FIGURES AND TABLES

Table 1. Composition of the Student Body from Outside of Edmonton

Table 2. Composition of the Student Body from Outside of Alberta

Table 3. Composition of the Student Body, Self-identified as Aboriginal

Table 4. Student Completion Rates

Table 5. Proportion of Faculty and Staff who are Female

Figure 1. Faculty Composition Trend, Percentage of All Professoriate, 2015 to 2017

Table 6. Student Satisfaction, Senior Students - Undergraduate Students

Table 7. Student Satisfaction – Graduate Students

Table 8. Experiential Learning, Senior Students, High-Impact Practices

Table 9. Experiential Learning, Co-op Programs

Figure 2. Sponsored Research Funding (in thousands of dollars)

Table 10. Graduate Employment, Two Years Post-Graduation

Table 11. Student Perceptions of Teaching, Senior Students

Table 12. Major Teaching Awards - 3M National Teaching Fellows, Last Ten Years (2009-2018)

Table 13. Major Research Awards Canada Research Chairs (CRCs)

Table 14. Student-reported Citizenship Development, Senior Students

Table 15. International Shared Credentials (Dual/Joint Degree) Programs

Table 16. University of Alberta Programs Delivered Offshore

# BOARD OF GOVERNORS (2017-18)

(Membership list as of May 1, 2018)

| MEMBER | CONSTITUENCY |
|---|---|
| Michael Phair, Chair<br>(up to February 23, 2019) | General Public |
| Lynn Parish, Vice-Chair<br>(up to March 6, 2020) | General Public |
| Matthew Barnett<br>(up to April 11, 2020) | Non-Academic Staff Representative (NASA Appointee) |
| Mary Pat Barry<br>(up to July 3, 2020) | University of Alberta Alumni Association Representative |
| Katherine Binhammer<br>(up to June 30, 2020) | Academic Staff Representation (General Faculties Council) |
| Charlene Butler<br>(up to July 15, 2020) | University of Alberta Senate Representative |
| David Cooper<br>(up to October 11, 2018) | Academic Staff Representative (AASUA Appointee) |
| Levi Flaman<br>(up to April 30, 2019) | Undergraduate Board of Governors Representative |
| Dominique Grégoire<br>(up to March 6, 2020) | General Public |
| Reed Larsen<br>(up to April 30, 2021) | President, Students' Union |
| Raymond Muzyka<br>(up to June 27, 2020) | General Public |
| Lynne Paradis<br>(up to March 6, 2020) | General Public |
| Lynn Parish<br>(up to March 6, 2020) | General Public |

| | |
|---|---|
| Zahra Somani<br>(up to March 6, 2020) | General Public |
| Sheri Somerville<br>(up to March 6, 2020) | General Public |
| Douglas Stollery<br>(up to June 13, 2020) | Chancellor, University of Alberta |
| Glenn Stowkowy<br>(up to June 18, 2019) | University of Alberta Alumni Association Representative |
| Claudette Tardif<br>(up to January 30, 2021) | General Public |
| Owen Tobert<br>(up to March 6, 2020) | General Public |
| David Turpin<br>(up to June 30, 2020) | President and Vice-Chancellor, University of Alberta |
| Sasha van der Klein<br>(up to April 30, 2019) | Graduate Students' Association (President) |

# ACCOUNTABILITY STATEMENT

The University of Alberta's Annual Report for the year ended March 31, 2018, was prepared under the Board's direction in accordance with the *Fiscal Planning and Transparency Act* and ministerial guidelines established pursuant to the *Post-Secondary Learning Act*. All material economic, environmental or fiscal implications of which we are aware have been considered in the preparation of this report.

Michael Phair
Chair, Board of Governors

# MANAGEMENT'S RESPONSIBILITY FOR REPORTING

University of Alberta's management is responsible for the preparation, accuracy, objectivity and integrity of the information contained in the Annual Report including the financial statements, performance results and supporting management information. Systems of internal control are designed and maintained by management to produce reliable information to meet reporting requirements. The system is designed to provide management with reasonable assurance that transactions are properly authorized, are executed in accordance with all relevant legislation, regulations and policies, reliable financial records are maintained and assets are properly accounted for and safeguarded.

The Annual Report has been developed under the oversight of the institution audit committee, as well as approved by the Board of Governors and is prepared in accordance with the *Fiscal Planning and Transparency Act* and the *Post-secondary Learning Act*.

The Auditor General of the Province of Alberta, the institution's external auditor appointed under the *Auditor General Act*, performs an annual independent audit of the consolidated financial statements which are prepared in accordance with Canadian public sector accounting standards.

David H. Turpin
President and Vice-Chancellor

Gitta Kulczycki
Vice-President (Finance & Administration)
and Chief Financial Officer

# MESSAGE FROM THE PRESIDENT

The University of Alberta stands among our province's chief engines of social, cultural, and economic prosperity. We educate citizens. We ask the big questions. We push the limits of human understanding and knowledge. As I reflect on the 2017-2018 year, I reflect on these underlying responsibilities of our university—and on the work we have done to sustain and advance them. Naturally, that work begins with our students.

U of A students know how to thrive. They set their sights on more than lectures and textbooks—they are launching their own satellites and winning Rhodes scholarships. They are innovative and entrepreneurial, founding new businesses and reimagining whole industries. Our task as a university is to nurture their curiosity and equip them with the tools they need to follow their passions. We have sought to achieve this by recruiting world-class faculty as mentors and role models, strengthening our robust financial supports, attracting and supporting Indigenous students, coordinating and bolstering our efforts to promote student wellbeing and resiliency, and creating exceptional experiences that link our students to their futures.

The environment that we cultivate for our faculty and staff is equally important. We house inquisitive researchers, accomplished teachers, and adept support staff—our success as an institution hinges on supporting and empowering our people. We have aimed to enable their success by developing *Signature Areas of Research and Teaching Excellence* that both showcase and advance world-class interdisciplinary expertise; redressing inequity and promoting a diverse and inclusive workplace; building global partnerships that encourage the exchange of people, knowledge, and resources; and securing the long-term financial sustainability of our institution.

Looking beyond the borders of our campuses, we engage partners across Alberta to disseminate scholarship, create mutually beneficial relationships, and convert research into widespread public benefits. Knowledge translation underpins our university's contributions, and this year TEC Edmonton ranked among the world's top three university-linked business incubators. We also strive to immerse our students in our communities—for example, by connecting them with local organizations to develop the non-profit sector. We proudly anchor our province's six-sector model, and embrace our role as both linchpin and key supporter.

Indeed, the university holds a leadership role as Alberta and Canada navigate the major transitions of the near future. These are shifts that will cut across sectors, with the potential to reshape society. Nearly a century ago, it was U of A researchers who developed the first successful means of refining heavy oil from the oilsands, founding one of the industrial and economic cores of our province for decades to follow. Today, our work is driving transitions of the same magnitude—not just in energy, but in artificial intelligence, health, nanotechnology, and many other areas.

We remain one of Alberta's and Canada's most enduring and vital public institutions. We are intertwined with our province's history, and contribute to its future through outstanding achievements in learning, discovery, citizenship and service. Throughout 2017-18 we strove to enable these very achievements, and in turn uplift the communities we serve. We also recognize that our ability to contribute meaningfully stems from freedom of inquiry, academic integrity, and autonomy as the foundations of our institution. As we turn our attention forward, we will continue to champion these foundations, and together build one of the world's great universities for the public good.

David H. Turpin, CM, PhD, LLD, FRSC
President and Vice-Chancellor

# OPERATIONAL OVERVIEW

Over this past year, the University (the University / U of A) has continued to demonstrate a deep commitment to its role as a world-class public education institution that solves challenges faced locally, nationally and internationally. Ranked within the top 100 universities in the world, the U of A's service-focused outlook aims to mobilize institutional excellence to serve students and citizens alike.

Foundational to Alberta's economic and social well being, the University has continued to work on solving problems and pushing boundaries of understanding. The innovative and wide-ranging discoveries made this past year provide critically needed breakthroughs across a wide range of disciplines and in alignment with Alberta's research and innovation priorities of economic diversification and job creation, environmental stewardship and climate leadership, effective resource management, and engaged individuals and communities for a healthy Alberta.

The University continued to increase access to and participation in a broad range of curricular experiential learning opportunities for our students and to foster deeper connections with community and post-secondary partners. Deeper connections within the community were reflected in the University's strong commitment to addressing the Calls to Action by the National Truth and Reconciliation Commission. Additional initiatives related to accessibility as well as inclusiveness included the new, enhanced *National Recruitment Strategy* and the *International Recruitment Strategy*. The new *Recruitment Strategy* was designed to offer a tailored and multi-faceted approach to ensure that top students studying in Canada are served by our post-secondary offerings. It also includes an Alberta-specific recruitment strategy comprised of multiple touch-points, a critical effort expended in order to recruit and retain our best and brightest. The new *International Recruitment Strategy* enhances the use of digital technology, increasing accessibility to and for high-achieving international students in a wider range of countries. This diversity will foster a dynamic and inclusive learning environment, engaging Albertan, Canadian and international students in global perspectives and citizenship.

Along with its continued focus on a more diverse student body, the University maintained its ongoing efforts to deliver a renewed faculty recognizing that greater diversity and inclusiveness strengthens teaching excellence, and drives research and innovation for Alberta. A healthier balance between junior and senior rank academics in the academy will ensure the institution has the capacity to develop early-career leaders who will embrace emerging fields, explore new pedagogical methods, sustain the University's overall research productivity, and ensure the institution continues to deliver on its critically important mandate.

There were no significant changes within the University's institutional environment that diverted the U of A from projections made in the Comprehensive Institutional Plan, 2017-20. Accordingly, the following section of this report shows that priority initiatives have either been completed or are on track. Also shown within this section is the strong alignment between the goals of the University's strategic plan, *For the Public Good*, and those of Alberta's post-secondary and research system.

# GOALS, PRIORITY INITIATIVES, EXPECTED OUTCOMES, AND PERFORMANCE MEASURES

The focus of the University's strategic plan, *For the Public Good* is to "inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great university's for the public good." *For the Public Good* goals directly support the goals of Alberta's post-secondary and research system as seen in the following table.

| **Post-secondary and Research System Goals** | ***For the Public Good* Goals** |
|---|---|
| **Accessibility**, which means that every Albertan should have the same opportunity to get a post-secondary education. | **Sustain** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.<br><br>**Build** a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world.<br><br>**Experience** diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. |
| **Affordability**, which means that every Albertan should have the same opportunity to get a post-secondary education, regardless of financial circumstances. | **Sustain** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. |
| **Quality**, which means that Albertans should get the best education possible here at home. | **Excel** as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research and service.<br><br>**Build** a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world.<br><br>**Experience** diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.<br><br>**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. |
| **Coordination**, which means that Albertans should get full advantage from a diverse post-secondary system. | **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.<br><br>**Experience** diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.<br><br>**Sustain** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.<br><br>**Excel** as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research and service. |
| **Accountability**, which means that post-secondary education providers must be accountable to students, the government, and Albertans. | **Build** a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world.<br><br>**Sustain** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. |

This section speaks to key accomplishments and progress made in the 2017-18 fiscal year, compared against the U of A's Comprehensive Institutional Plan (CIP) for 2017-2020, and in alignment with goals of both the post-secondary and research system and *For the Public Good*.

**Post-secondary and Research System Goal:**

**Accessibility** - every Albertan should have the same opportunity to get a post-secondary education.

**Related *For the Public Good* Goals:** Sustain, Build, Experience

**Sustain** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

**Build** a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world.

**Experience** diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

**Key Accomplishments:**

The University of Alberta strives to build a diverse community of exceptional students, educators, scholars, researchers and staff. Strategic recruitment, retention and renewal all play a key role - as do experiential learning opportunities that enrich the academic experience for students.

- The Faculties of Science and Engineering continue targeted recruitment and retention efforts to support young women in STEM fields (Science, Technology, Engineering and Mathematics). Ultimately, these initiatives broaden career horizons for female students, diversify the student body, and enrich industries with well-prepared graduates representing many perspectives and backgrounds.

- Several new Indigenous leadership positions will help to not only build a diverse community, but support respectful and meaningful reconciliation across the university. These include:
    - Vice-Provost: Indigenous Initiatives
    - Assistant Dean of Students: First Nations, Métis and Inuit Students
    - Manager of Indigenous Recruitment (Office of the Registrar)

- Living on campus forms an important part of the university experience, especially for first-year students. In September 2018, 760 new residence spaces in two residence sites are scheduled to open, giving more students the opportunity to live on campus.

- Two major initiatives concentrating on the health and wellness of the University's students, faculty and staff are underway:
    - The *Healthy University Strategic Plan* outlines an integrated health and wellness strategy to increase the reach and effectiveness of existing resources, programs and services. The plan encapsulates health, mental health, and wellness to promote resilience and work-life balance.
    - Guided by the 2016 review of the *University of Alberta's Response to Sexual Assault*, working groups have begun implementing the report's 46 recommendations. A *Sexual Violence Policy Suite,* detailing cross-campus measures to enhance U of A's system of supports and services for survivors of sexual assault, has been one of the first outcomes.

- The 2018 Equity, Diversity, and Inclusion (EDI) Awards - presented during EDI Week - recognized six individuals for their outstanding commitment to making the U of A's labs, classrooms, and workspaces more inclusive and respectful spaces for everyone.

- Campus Saint-Jean reflects and reinforces the linguistic duality of Canada and the worldwide multi-ethnic Francophonie. By providing high-quality programs in French at one of Canada's top universities, Campus Saint-Jean positions the U of A locally, nationally, and internationally as a destination of choice for francophone and bilingual students. This year, the faculty's teaching and research excellence earned them:
  - A Killam Professorship
  - A McCalla Professorship
  - 3 SSHRC Insight Grants
  - Two SHHRC Connexion Grants
  - The Martha Cook Piper Research Prize
  - The Benoit Lacroix Award
  - NSERC funding for Future Energy Systems
  - A Sustainable Development Leadership Award

## Report on 2017-20 CIP Progress in Relation to Accessibility

| Type | Description | Expected Completion Date (per CIP) and, if applicable, Revised Completion Date | Progress Made in Last 12 months / Status | *For the Public Good* Alignment |
|---|---|---|---|---|
| **Goals** | | | | |
| 2017-G1 | Prioritize and sustain student, faculty and staff health, wellness and safety by delivering proactive, relevant, responsive and accessible services and initiatives. | 2018 | Ongoing | Sustain Objective 19 |
| 2017-G2 | Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful and sustainable response to the report of the Truth and Reconciliation Commission of Canada. | Ongoing | Ongoing | Build Objective 4 |
| 2017-G3 | Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada and the world. | 2025 | National and international recruitment strategies. | Build Objective 1 |
| 2017-G4 | Support the recruitment and retention of a diverse and inclusive faculty and non-academic staff to ensure that students have access to a university community reflective of Alberta's diversity. | 2025 | Ongoing faculty renewal. | Build Objectives 2, 3 |
| **Priority Initiatives** | | | | |
| 2017-P1 | Develop an integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health, mental health and wellness resources, programs and services and promotes resilience and work-life balance. | 2017 | The *Healthy University Strategic Plan* was completed.<br><br>Implementation phase is underway. | Sustain Objective 19 Strategy i |

| Type | Description | Expected Completion Date (per CIP) and, if applicable, Revised Completion Date | Progress Made in Last 12 months / Status | *For the Public Good* Alignment |
|---|---|---|---|---|
| **Priority Initiatives** | | | | |
| 2017-P2 | Continue the implementation of top recommendations of the 2016 Review of the University of Alberta's Response to Sexual Assault. | 2018 | Sexual Violence Policy was approved. | N/A |
| 2017-P3 | Increase the opportunities for all undergraduate and graduate students to experience the benefits of living on campus, including guaranteeing the offer of a place in residence to every first-year undergraduate student. | 2018 | Seven hundred sixty (760) new residence spaces were scheduled for opening for September 2018 | Experience Objective 8 Strategy i |
| 2017-P4 | Build the Maskwa House of Learning as a place of understanding, welcome and cultural connection, where Indigenous and non-Indigenous students together can grow and celebrate the unique and proud histories of Indigenous peoples and where Indigenous students can access the social, cultural and spiritual supports that enable their academic success. Improve cultural supports for Indigenous colleagues so they feel they are an essential part of the fabric of the university and for non-Indigenous colleagues so they can be more inclusive, welcoming and supportive. | 2019 | The *Advancement Feasibility Study* is underway. | Build Objective 4 Strategy ii |
| 2017-P5 | Foster learning opportunities across our campuses that enable student, staff and faculty participation in reconciliation. | 2020 | Faculties became engaged in work that aims to integrate reconciliation into research and teaching activities. For example, the "Responsible Relations" series drew 1,719 people. | Build Objective 4 Strategy i |
| 2017-P6 | Review, improve and implement equity processes and procedures for recruiting and supporting faculty and staff in all categories to ensure a balanced academy and workforce that is representative of women, visible minorities, sexual and gender minorities, Indigenous peoples and peoples with disabilities. | 2020 | An institutional Equity, Diversity and Inclusion (EDI) Scoping Group, with wide institutional representation, was established. | Build Objective 2 Strategy iii<br><br>Build Objective 3 Strategy ii |
| 2017-P7 | Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance and enhance services and programs to ensure their academic success and integration into the activities of the university. | 2020 | Development of an International Strategy was initiated. | Build Objective 1 Strategy iii |

| Type | Description | Expected Completion Date (per CIP) and, if applicable, Revised Completion Date | Progress Made in Last 12 months / Status | *For the Public Good* Alignment |
|---|---|---|---|---|
| **Priority Initiatives** | | | | |
| 2017-P8 | Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support. | | This item was moved to the section on Affordability and is reported on as P1. | |
| 2017-P9 | Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive, research-intensive, multi-campus university offering francophone and rural liberal arts programming. | 2025 | Years 1 and 2 of the National Recruitment Strategy were completed. | Build Objective 1 Strategy i |
| 2017-P10 | Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada | 2025 | New positions were created to build capacity in key areas including: Assistant Dean, Indigenous Students and Assistant Registrar, Indigenous Students; Indigenous Student Recruitment Plan. Positions will facilitate refinement of the Indigenous Strategic Plan. | Build Objective 1 Strategy ii |
| 2017-P11 | Highlight and strengthen the role that Campus Saint Jean (CSJ) 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 | CSJ's enrolment has increased from 602 and 629 in 2016-16 and 2016-17, respectively, to 711 in 2017-18, reflecting a continued ability to attract students interested in its French-language services.<br><br>Over this same time period, the number of degrees granted has also been increasing with a total of 84 granted in 2015 to 111 and 112 granted in 2016 and 2017, respectively. | Experience Objective 9 Strategy ii |
| **Expected Outcomes** | | | | |
| 2017-EO1 | Infuse health into everyday operations, business practices and academic mandates through the launch of an integrated health and wellness strategy to support the health, well-being and safety of the university community. | 2017<br><br>Revised to reflect implementation timeline: from 2017 to 2019 | Revised outcome/completion date to reflect implementation timeline. | Sustain Objective 19 Strategy i |
| 2017-EO2 | An enriched student academic experience that links learning with other aspects of their lives such as a residential experience through the completion of 760 bed spaces on the Lister Hall site and in East Campus Village. Housing in on-campus residences supports student success and enhances access for rural, Indigenous, under-represented and international students. | 2018 | Two new student residences have been scheduled to open for September 2018. | Experience Objective 8 |
| 2017-EO3 | An increased understanding and inclusion of First Nation, Métis and Inuit perspectives in university activities, supported by increased visibility and celebration of Indigenous culture, researchers and learners. | 2020 | A communications person was hired to better tell the U of A's Indigenous and Equity, Diversity and Inclusion (EDI) story. | Build Objective 4 |

| Type | Description | Expected Completion Date (per CIP) and, if applicable, Revised Completion Date | Progress Made in Last 12 months / Status | *For the Public Good* Alignment |
|---|---|---|---|---|
| **Expected Outcomes** | | | | |
| 2017-EO4 | Enhanced support for equity, diversity and inclusion promotes university values, ensures that the professoriate and university workforce more closely reflect the community at large and enhances the intellectual diversity of the academy. | Ongoing, completed by 2025 | An institutional EDI Scoping Group, with wide institutional representation, was established. | Build Objective 2 Strategy ii;<br><br>Build Objective 3 Strategy ii |
| 2017-EO5 | Renewal of the professoriate to increase diversity. More applications from individuals with diverse backgrounds expand our available conceptual tools, leading to a more creative academy. | 2025 | The most recent data shows that 63 new assistant professors were recruited by the University. | Build Objective 2 Strategies i, ii |
| 2017-EO6 | Enhanced diversity of the student body to more closely reflect the demographic diversity of Alberta and Canada while continuing to attract top students and serve the needs of Alberta learners. | 2025 | Year 2 of the National Recruitment Strategy was completed. | Build Objective 1 |
| 2017-EO7 | Incremental increase in the proportion of Indigenous students to more closely reflect their demographic representation in Alberta's population. Improved retention of Indigenous students to match retention for other groups in the same cohorts. | 2025 | Indigenous enrolment increased by 7%, i.e., from 1,176 students in 2016-17 to 1,261 in 2017-18. | Build Objective 1 Strategy ii |
| **Performance Measures** | | | | |
| 2017-PM1 | Composition of the student body: percentage of the student body from Alberta (excluding Edmonton) (target undergoing validation in 2017-18); percentage of students from out-of-province; and percentage of Indigenous students (target: Indigenous student population is proportionate to the Indigenous population in Alberta). | 2018-25 | Just under one-third of U of A undergraduate students and just over one-third of graduate students come from outside of Edmonton. These proportions have remained relatively stable at about 31% between 2015-16 and 2017-18.<br><br>Over these same reporting periods, proportions of undergraduate and graduate students from outside of Alberta has also remained quite consistent at 27% and 60%, respectively.<br><br>Proportions of Indigenous students has increased slightly from 3.7% in 2015-16 to 4.0% in 2017-18.<br><br>(See Tables 2, 3 and 4 for composition of student body data.) | Build Objective 1 |
| 2017-PM2 | Composition of faculty and staff: gender (target: 43% female professoriate by 2025), Indigenous (target: 26 faculty members by 2025), visible minority (target: 25% of faculty members by 2025), disability status.<br><br>Note: Data are only available for continuing, operating funded positions; broader data collection and target setting are pending. Data are self-reported. | 2025 | Representation of faculty who are female has been increasing over the past three years. In 2017-18, the proportion of faculty who are female was at 37% indicating that the University is on track towards achieving its 2025 target of 43%.) Staff who are female has remained quite stable at just under two thirds of all staff (63%).<br><br>Between 2015 and 2017, a slight increase has been seen in the proportion of faculty members who are Indigenous, visible minority and of disability status.<br><br>(See Table 6 and Figure 1 for composition of faculty and staff data.) | Build Objective 2<br><br>Build Objective 3 |
| 2017-PM3 | Percentage of full-time students living in purpose-built student housing where there is intentional programming Target: 25% | 2040 | The percentage of FT students living in purpose built student housing was 13% in 2016-17, increasing to 15% in September 2018. *Note: Assumes full-time enrolment to be 35,500 in 2018.* | Experience Objective 8 |

## Access and Enrolment Trends

Just under one-third of U of A undergraduate students and just over one-third of graduate students come from outside of Edmonton. These proportions have remained relatively stable over the reported period.

### Table 1: Composition of the Student Body from Outside of Edmonton

| Proportion of Alberta Students from Outside of Edmonton | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| *Undergraduate* | 31.5% | 31.3% | 31.2% |
| *Graduate* | 34.0% | 35.5% | 35.2% |
| ***Total*** | **31.8%** | **31.9%** | **31.7%** |

**Source:** Acorn Institutional Data Warehouse, U of A, Student Headcount and FLE
**Notes:** Proportion based on students registered on December 1 of the reported year. Alberta students from outside of Edmonton, have an original hometown census province of Alberta and an original hometown census division other than Edmonton. The undergraduate figures:

- Include students in career preparation programs.
- Exclude post-graduate medical residents, students who did not report a hometown, students who are only auditing courses, and withdrawn students.

---

Just over one-quarter of undergraduate students are from outside of Alberta. The majority of graduate students' hometowns are outside of Alberta.

### Table 2: Composition of the Student Body from Outside of Alberta

| *Proportion of Students from Outside Alberta* | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| Undergraduate | 27.1% | 26.7% | 26.9% |
| Graduate | 61.6% | 60.2% | 59.6% |
| **Total** | **33.9%** | **33.4%** | **33.5%** |

**Source:** Acorn Institutional Data Warehouse, U of A, Student Headcount and FLE
**Notes:** Proportion based on students registered on December 1 of the reported year.
Percent outside Alberta includes students with an original hometown province that is not Alberta.
The undergraduate figures:

- Include students in career preparation programs.
- Exclude post-graduate medical residents, students who did not report hometown, students who are only auditing courses, and withdrawn students.

---

The proportion of students who have self-identified as Aboriginal has increased slightly since 2015-16.

### Table 3: Composition of the Student Body, Self-identified as Aboriginal

| *Proportion of Students who have self-identified as Aboriginal* | | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|---|
| | **Total** | **3.7%** | **4.0%** | **4.0%** |

**Source:** Acorn Institutional Data Warehouse, U of A, Student Headcount and FLE
**Notes:** Reflects students registered on December 1 of the reported year. Includes undergraduate students with an original hometown province of Alberta who have self-identified as being of Aboriginal ancestry. Excludes post-graduate medical residents, students who are only auditing courses, and withdrawn students.

---

Masters students continue to experience the highest completion rates compared to Undergraduate and PhD students. PhD student completion rates improved slightly over the reported period, however, because the PhD cohort is small, changes of a few students result in relatively large percentage changes. Undergraduate student completion rates remain very stable, hovering between 75% and 76%.

### Table 4: Student Completion Rates

| *Report Year* | Undergraduate | Masters | PhD |
|---|---|---|---|
| 2016-17 | 75.3% | 90.1% | 83.8% |
| 2015-16 | 76.1% | 89.8% | 81.4% |
| 2014-15 | 75.6% | 90.3% | 78.0% |

**Source:** Acorn Institutional Data Warehouse, U of A
**Notes:** Completion rates reflect the percentage of full-time students completing a degree-granting program within a designated number of years from the time of their first registration. Undergraduate completion rates reflect students in the following: Direct Entry Programs, admitted from high school (6 years); Second Entry Programs (5 years); and Transfers from other post-secondary institutions (5 years). Graduate completion rates reflect students in the following: Masters completion rates (5 years); and PhD completion rates (9 years). Graduate completion rates have been adjusted to provide additional time for students who change programs and to allow for convocation records that don't exactly align with the program of registration; historical rates have been restated. Excludes withdrawn and part-time students.

---

**Building Diverse and Inclusive Faculty and Staff**

Representation of faculty who are female has been increasing over the past three years. The proportion of staff who are female has remained quite stable over the same time period at just under two thirds of all staff.

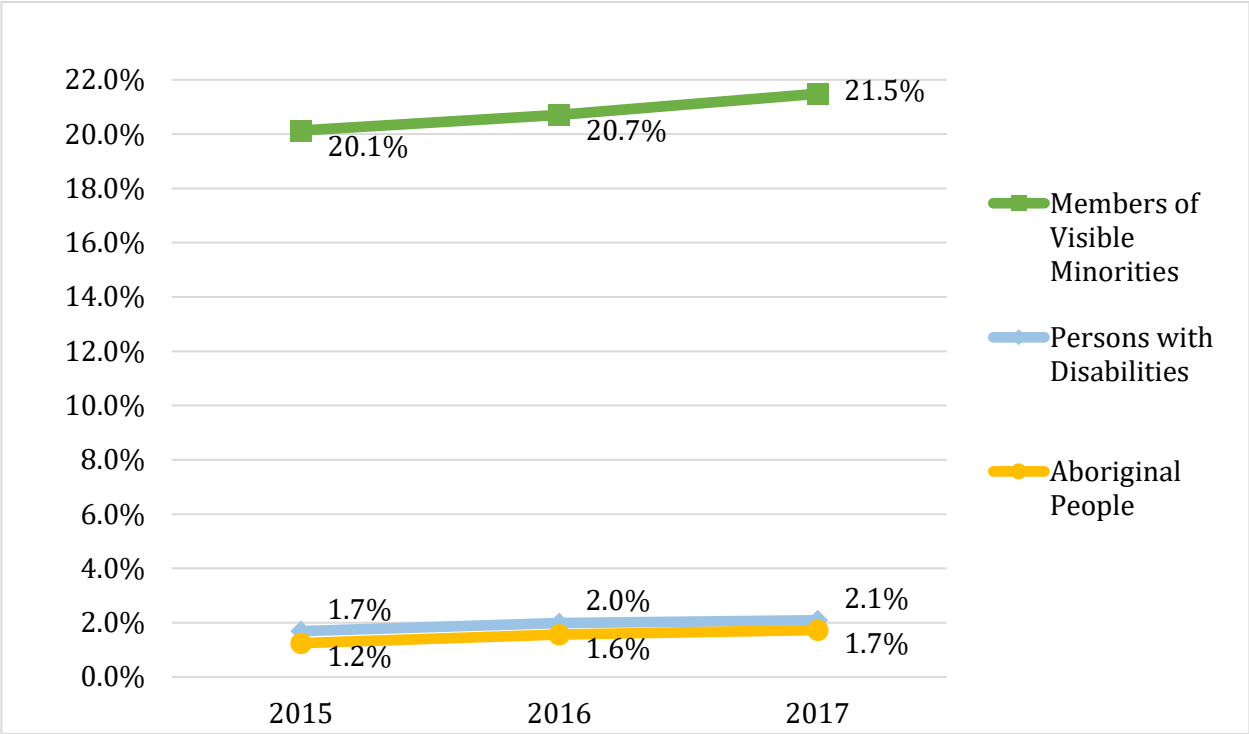
### Table 5: Proportion of Faculty and Staff who are Female

| | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| *Proportion of faculty who are female* | 35.7% | 36.1% | 37.0% |
| *Proportion of staff who are female* | 63.6% | 63.4% | 63.2% |

**Source:** Acorn Institutional Data Warehouse, U of A, HR - Staff Headcount and FTE
**Notes:** Data are as of October 1 of each respective year. Faculty includes professors in teaching faculties. Staff includes the Administrative Professional Officers, Contract Academic Teaching Staff, Faculty Service Officers, Librarians, Research Academic Staff, and Support Staff (not casual).

The U of A continues to provide equal employment opportunities for Aboriginal people, persons with disabilities, and members of visible minorities.

### Figure 1: Faculty Composition Trend, Percentage of All Professoriate, 2015 to 2017




**Source:** U of A Equity Survey
**Notes:** Faculty includes full, associate and assistant professors, including those who have an administrative appointment. Proportions are based on survey respondents. Aboriginal peoples are persons who self-identify as North American Indian (Status, non-Status, and Treaty), Inuit, or Métis. Persons with disabilities are persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning disability. Members of visible minorities are persons, other than Aboriginal Peoples, who are non-Caucasian in race or non-white in colour, regardless of their birthplace or citizenship. The visible minority category includes Chinese, South Asian, Black, Arab, West Asian, Filipino, Southeast Asian, Latin American, Japanese, Korean, Indigenous People from outside North America, and Persons of Mixed Origin.
Data are as of December 31, 2017.

**Post-secondary and Research System Goal:**

**Affordability** - every Albertan should have the same opportunity to get a post-secondary education, regardless of financial circumstances.

**Related *For the Public Good* 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.

**Key Accomplishments:**

Affordability is underpinned by the university's ability to attract and steward resources which enable excellence in teaching, learning, research, and service. The University of Alberta strives to provide strong student financial supports and promote equitable access, while delivering research and education at the high standard Albertans and Canadians expect.

- This year, the U of A allocated an additional $2 million to student financial support.

- The Métis Scholar Awards Endowment Fund has supported more than 90 Indigenous students at the U of A since its creation. The Métis Nation of Alberta and the Rupertsland Institute recently bolstered the fund with an additional $1 million gift. It now stands among the largest endowments at the U of A.

- Following donor and stakeholder consultation, the university updated its endowment spending policy. The new approach allocates 4% of the endowment's market value to spending each year. This shift increases funding for current use, while still ensuring the endowment grows and benefits future generations of students, professors and researchers.

- The Centre for Teaching and Learning has launched the Open Educational Resource Awards program to encourage the development of open resources that promote equitable access to basic education and reduce costs for students.

- Tracy Folorunsho-Barry immigrated to Toronto from Nigeria at age 17. After years on social assistance, she grew determined to lift herself out of dependence. She moved her family across Canada to study nursing at the U of A, supported in part by donor-funded bursaries. Three years into her degree, she discovered a Pathways program that pairs students with local groups to learn the business and governance of non-profit organizations. Inspired by her experiences, Tracy launched her own non-profit, GROW (Gradual Rising of Women), in April 2017. GROW has since blossomed into a national network that empowers immigrant women to build communities and pursue their goals.

## Report on 2017-20 CIP Progress in Relation to Affordability

| Type | Description | Expected Completion Date (per CIP) and, if applicable, Revised Completion Date | Progress Made in Last 12 months / Status | *For the Public Good* Alignment |
|---|---|---|---|---|
| **Goals** | | | | |
| 2017-G5 | Ensure that the University of Alberta's campuses, facilities, utilities and Information Technology infrastructure can continue to meet the needs and strategic goals of the University. | 2018 | Several space planning exercises have gotten underway to reduce reliance on leased space and more effectively utilize on-campus space. | Sustain Objective 23 |

| Type | Description | Expected Completion Date (per CIP) and, if applicable, Revised Completion Date | Progress Made in Last 12 months / Status | *For the Public Good* Alignment |
|---|---|---|---|---|
| **Goals** | | | | |
| 2017-G6 | Secure and steward financial resources to sustain, enhance, promote and facilitate the University's core mission and strategic goals. | 2020 | Budget review has been ongoing.<br><br>Implemented new budget and accountability procedures. | Sustain Objective 22 |
| 2017-G7 | Continue to build and support an integrated approach to social, economic and environmental sustainability that incorporates teaching and learning, research, outreach, capacity building and the operations that support them. | 2025<br><br>Completion date revised to: 2020 | Decision was made to start with academic focus on sustainability. | Sustain Objective 20 |
| **Priority Initiatives** | | | | |
| 2017-P1 | Seek and secure resources needed to achieve and support institutional strategic goals.<br><br>Note: At the direction of Advanced Education, this item was moved from the section on "Accessibility" and for the 2018-21 planning cycle, this wording will change to:<br><br>- *Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support.* | 2018 | As highlighted above, the U of A:<br>• Reinstated $2 million to scholarship funding.<br>• Started open educational resource awards to encourage the development of resources that reduce costs for textbooks and other supports.<br>• Celebrated an additional $1 million gift to the Métis Scholar Awards Endowment Fund, now one of the largest endowments at the University of Alberta.<br>• Consulted with donors and other stakeholders on updating our endowment spending policy. Effective April 1, 2018, 4.0% of the endowment's 60-month average market value will be allocated for spending every year. | Build Objective 1 Strategy iv |
| 2017-P2 | Encourage transparency and improve communication across the University through clear consultation and decision-making processes, substantive and timely communication of information and access to shared, reliable institutional data. | 2018 | This was identified as an ongoing activity as transparency and effective communications are operating principles that the University is fully committed to - as reflected in the key activity highlighted above where the U of A consulted with donors and stakeholders in updating its endowment spending policy. | Sustain Objective 21 Strategy i |
| 2017-P3 | Integrate sustainability into teaching, learning, research and outreach in ways that foster critical, interdisciplinary, long-term and systems thinking on sustainability. | 2020 | Initiated move of sustainability to academic portfolio. | Sustain Objective 20 Strategy i |
| 2017-P4 | Advance the renewal of the historic Dentistry/Pharmacy Building, taking advantage of excellent architecture and incorporating contemporary building operations and maintenance systems to support contemporary administrative, teaching, learning and research activities. | 2025<br><br>Revised completion date to 2020 due to funding received in 2017 | Renovation is underway and is on schedule. | Sustain Objective 23 Strategy i |
| 2017-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) | Due to the cancellation of the Galleria Project, this initiative was revised.<br><br>Began to explore funding sources to refurbish facilities for the Faculty of Arts, specifically Music and Arts and Design on North Campus" and will be subject to availability of funding. | Sustain Objective 23 Strategy i |

| Type | Description | Expected Completion Date (per CIP) and, if applicable, Revised Completion Date | Progress Made in Last 12 months / Status | *For the Public Good* Alignment |
|---|---|---|---|---|
| **Expected Outcomes** | | | | |
| 2017-EO1 | Launch of key IT solutions and enhancements that enable the secure, efficient and reliable delivery of high-quality programs and services, including analytics, budgeting and planning, student, financial and human resource management | 2018 | Solutions were launched. The University awarded targeted funding to the Centre for Teaching and Learning to support the implementation of blended learning (which puts much of the content online and allows the instructor to modify classroom time.<br><br>As well, the U of A:<br>- Transformed 26 foundational undergraduate courses into a blended learning format. Using blended delivery gives students greater flexibility in their scheduling and improves student engagement and satisfaction.<br>- Initiated further development of the institutional data warehouse and associated institutional reporting, in support of the university's coordination and accountability objectives. | Sustain Objective 23 Strategy iii |
| 2017-EO2 | Continued advancement of the three pillars of sustainability: environmental, economic and social, through action to "green" U of A activities, reduce energy demands and promote sustainability across all the University's activities. | 2020 | Physical sustainability functions were fully integrated into operational units. | Sustain Objective 20 Strategies i, ii, iii |
| 2017-EO3 | Continued optimization of the university's financial resources, including the management of endowments, to support long-term institutional sustainability. | 2020 | Implemented a new budget system and multi-year planning process. | Sustain Objective 22 Strategy ii |
| 2017-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 | During the initial development stages of the 2018-21 CIP, EO 4 and 5 were removed; as such, there is no progress / status update to provide for these two items. | Sustain Objective 23 Strategy i |
| 2017-EO5 | Continued scoping and advancement of alternatives to meet Faculty of Arts requirements. | 2025 | | Sustain Objective 23 Strategy i |
| **Performance Measures** | | | | |
| **2017-PM1** | ***STARS Rating***<br>The Sustainability Tracking, Assessment and Rating System (STARS) is an integrated assessment of institutional sustainability. The University targets a Gold rating. | 2017 | The University achieved a Gold rating for 2017. | Sustain Objective 20 |
| **2017-PM2** | ***Net Operating Revenues Ratio***<br>This is a core measure of financial sustainability and provides an indication of the extent to which the University is generating positive cash flows. Target is not yet established. | 2018 | Work has been ongoing in developing appropriate data and formulae. | Sustain Objective 22 |

**Post-secondary and Research System Goal:**

**Quality -** Albertans should have the best education possible here at home.

**Related *For the Public Good* Goals:** Excel, Build, Experience, Engage

**Excel** as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research and service.

**Build** a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world.

**Experience** diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

**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.

**Key Accomplishments**

The University of Alberta stands among the top public universities in the world. It connects students with exceptional experiences that link them to their futures. It empowers leading researchers to drive broad social and economic benefit. It enables Albertans and Canadians to excel on the global stage.

- In the Times Higher Education's 2018 World University Rankings by subject, the U of A placed in the top 100 in four areas:
  - Education (60th)
  - Clinical, pre-clinical and health (77th)
  - Law (83rd)
  - Psychology (99th)

- U of A graduates enter the workforce equipped for challenging careers in diverse sectors. In the 2018 Graduate Employability Ranking, U of A graduates have the highest employment rate in Canada—and 52nd highest in the world.

- Incoming pharmaceutical sciences students now earn a Doctor of Pharmacy (PharmD) degree, which replaces the BSc (Pharm). "This is the future of pharmacy practice in North America," Dean Neal Davies explains. "This curriculum change will prepare graduates to provide quality and safe patient-centered care in Alberta's dynamic healthcare environment." The faculty also developed Canada's first combined Masters of Business Administration and Pharmacy degree programs.

- U of A students seek transformational experiences that inspire them, nurture their talents, and link them to their futures. The newly-convened Council on Experiential Learning will help to create and support exceptional experiences for students across the university.

- What students expect from their graduate supervisors is evolving. To strengthen a culture of supervision and mentorship at the U of A, the Faculty of Graduate Studies and Research has continued to develop helpful resources such as Mentorship Academy Workshops which commenced in April 2018.

- Eight years ago, a group of students arrived at the U of A with a passion for aerospace. No formal aerospace program existed, so they started small: with a student club. They soon discovered all the components they would need - expert faculty members, cutting-edge facilities, and an environment that fueled their curiosity. In April 2017 they launched Alberta's first satellite, the Experimental Albertan #1, into space.

## *RESEARCH AND SCHOLARSHIP CRITICAL TO ALBERTA*

### *Economic Diversification*

- U of A's expertise in artificial intelligence brought the world's leading AI research company, DeepMind, to Edmonton. The team at DeepMind Alberta—DeepMind's first international research base—will be led by U of A computing science professors Richard Sutton, Michael Bowling, and Patrick Pilarski.

- TEC Edmonton has been named the world's third best university-linked business incubator. TEC's Innovation Awards celebrated 29 patents for U of A researchers and four new spin-off companies in 2017.

- U of A start-up Trioova has developed software that connects caregivers with medical service providers and resources—everything from prescription information to personal medical assistants.

### *Effective Resource Management*

- Mexico's sweeping energy reforms of 2014 opened a vast pipeline for international investments to reverse years of declining production and revenues. The reforms also signalled an appetite for research partnerships to transform a sector in need of skilled talent, new technologies, and improved sustainability. U of A experts saw an opportunity. In March 2017, President Turpin led a delegation to Mexico City to announce a $14 million energy-focused research collaboration. U of A researchers are now leading projects in reservoir and oilfield geomechanics, heavy oil refining, and talent formation in the hydrocarbon subsector—projects that will benefit both Mexico and Canada.

- U of A clean technology projects received $3.3 million in federal funding from Western Economic Diversification Canada this year. Projects include:
    - Energy storage that will enable Canada to integrate its vast but intermittent solar and wind resources.

    - Vehicle-to-vehicle communications systems that improve road safety while reducing overall emissions.

    - Biodegradable plastics, probiotics, fertilizers, and other products that require less energy to produce and generate fewer greenhouse gases.

- Future Energy Systems (FES) celebrated its first full year with the inaugural FES Research Symposium. The $75 million initiative engages hundreds of faculty, researchers and students across 7 faculties to explore and build the future of energy - from responsible hydrocarbon development, to improved environmental performance, to renewable sources and the system-wide social and economic impacts of energy.

***Environmental Stewardship and Climate Leadership***

- The Centre for Applied Business Research in Energy and Environment (CABREE) launched its Energy and Environment Speaker Series. CABREE concentrates on energy market and climate change analysis to support public policy development, and engages students at all levels in these critical debates.

- New U of A research showed Alberta's most important feed crop for beef production – barley - will actually benefit from warmer temperatures and increased humidity. The study holds implications not only for agriculture and the beef industry, but also for water usage in a changing climate.

- The 2018 Cities and Climate Change Science Conference brought 800 delegates from around the world to Edmonton. Among the many U of A delegates was Sheena Wilson, associate professor of comparative literature. Wilson heads a multidisciplinary national research group called Just Powers, focused on climate justice from the perspectives of artists, activists, writers and scientists. She joined four of her U of A colleagues to lead the panel discussion, "Speculating on Future Energy Systems."

***Engaged Individuals and Communities for a Healthy Alberta***

- *Health sciences research is the foundation of strong health-care systems and healthy societies. 30 U of A research projects shared $19.2 million in funding from the Canadian Institutes of Health Research this year—the projects range from improving renal replacement therapies, to better understanding cardiovascular disease and Alzheimer's.*

- Dr. Michael Overduin (biochemistry) led an international research team to key discoveries on the nature of cancerous cells, which could impact therapeutic interventions for difficult-to-treat cancers.

- Researchers Parmiss Mojir Shaibani and Amirreza Sohrabi launched Roshan Water Solutions this year with their first innovative product: a handheld sensor that tests water for E. coli.

## Report on 2017-20 CIP Progress in Relation to Quality

| Type | Description | Expected Completion Date (per CIP) and, if applicable, Revised Completion Date | Progress Made in Last 12 months / Status | *For the Public Good* Alignment |
|---|---|---|---|---|
| **Goals** | | | | |
| 2017-G8 | Build a portfolio of signature areas of research and teaching excellence where the University of Alberta is, or will be recognized, as a global leader. | 2017-20 | Work has been ongoing.<br><br>Endorsed 3 Signature Areas. | Excel Objective 12 |
| 2017-G9 | Enable University of Alberta researchers to succeed and excel. | 2020 | Work has been ongoing within this area. | Excel Objective 13 |
| 2017-G10 | Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration. | 2020 | Ongoing work has continued on multi-campus collaborations. | Engage Objective 17 |
| 2017-G11 | Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified and diverse academy. | 2025 | Ongoing work has continued on faculty renewal. | Build Objective 2 |
| 2017-G12 | Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience. | 2020 | Work has been ongoing within faculties and with Centre for Teaching and Learning. | Experience Objective 7 |
| 2017-G13 | Inspire, model, and support excellence in teaching and learning. | Ongoing | Started reviewing all awards for teaching excellence. | Excel Objective 14 |
| **Priority Initiatives** | | | | |
| 2017-P1 | Develop a process to identify and support established and emerging signature areas of research and teaching excellence. | 2017 Completion date was revised to 2018 | Supported Signature Areas of Research and Teaching Excellence in Energy Systems, Precision Health and Intersections of Gender. | Excel Objective 12 Strategy i |
| 2017-P2 | Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally. | 2019 | A faculty survey was completed and a working group has been established. | Experience Objective 7 Strategy i |
| 2017-P3 | Expand professional development opportunities for graduate students and post-doctoral fellows. | 2019 | A review of leadership opportunities across the University was initiated and is still underway. | Experience Objective 7 Strategy iii |
| 2017-P4 | Identify and remove systemic barriers to interdisciplinary collaboration, and where necessary, expand or create policies, resources, infrastructure, and strategies to encourage and reward academic and administrative partnerships and collaborations. | 2017-20 | One workshop was completed.<br><br>A Student Union led day-long event was completed.<br><br>Discussions with Deans got underway. | Engage Objective 17 Strategy i |
| 2017-P5 | Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels. | 2020 | Model programs have been identified; e.g.: Health Sciences Council, and Enhancement of Curriculum, Teaching and Learning (CTL) supports for these activities. | Excel Objective 14 Strategy i |
| 2017-P6 | Provide robust supports, tools, and training to develop and assess teaching quality, using qualitative and quantitative criteria that are fair, equitable, and meaningful across disciplines. | 2017-20 | Initiated Phase 2 of the Universal Student Ratings of Instruction review.<br><br>Other studies got underway. | Excel Objective 14 Strategy iii |

| Type | Description | Expected Completion Date (per CIP) and, if applicable, Revised Completion Date | Progress Made in Last 12 months / Status | *For the Public Good* Alignment |
|---|---|---|---|---|
| 2017-P7 | Attract and retain a diverse complement of faculty and post-doctoral fellows from around the world, with initial attention on increasing the proportion of assistant professors. | Ongoing | Continued faculty renewal work. Responded to new labour regulations affecting post-doctoral fellows. | Build Objective 2 Strategy i |
| 2017-P8 | Secure and sustain funding for the continuous evolution and operation of research facilities and resources to meet the changing needs of our broad-based research community. | Ongoing | U of A's capital plan has been considering research infrastructure. | Excel Objective 13 Strategy iv |
| **Expected Outcomes** | | | | |
| 2017-EO1 | Defined process identifying "signature", as well as emerging, areas of teaching and research excellence to be nurtured and strengthened for the future. | 2017 | Completed the first phase of this process. | Excel Objective 12 Strategy i |
| 2017-EO2 | Through partnerships with the federal and provincial governments, undertaking laboratory renewal projects that will modernize facilities to support research and learning environments on the Augustana Campus and at Campus Saint-Jean (supported by the Post-Secondary Institutions Strategic Investment Fund.) | 2017 | Projects were completed. | Excel Objective 13 Strategy iv |
| 2017-EO3 | Implementation of a Good Supervision awareness campaign, and Graduate Student Management System, encouraging collegial models of supervision and mentorship. | 2017-18 | Faculty of Graduate Studies and Research (FGSR) completed a review and report on graduate student supervision. | Excel Objective 14 Strategy iii |
| 2017-EO4 | Increased access to, and use of, professional development opportunities for graduate students and post-doctoral fellows to support their job market competitiveness, including through internship programs, events and workshops, and on-line resources to improve their ability to compete in the global employment market. | 2018 | Entered into third and final year of FGSR funded project on professional development. | Experience Objective 7 Strategy iii |
| 2017-EO5 | Enhanced and strengthened experiential learning opportunities for students achieved through the development of an institutional needs assessment, inventory, and informational resource for students. | 2017-19 | A working group was established and a survey of faculties was undertaken. | Experience Objective 7 Strategy i |
| 2017-EO6 | A strong, dynamic research community pursuing excellent, relevant, interdisciplinary, high impact research to address complex problems at the local and global scales. | 2020 | Initiated metrics development. | Build Objective 2 Excel Objective 13 |
| 2017-EO7 | Development of an action plan for supporting and expanding Inter-disciplinary activities, beginning with an inventory of successes and challenges, an environmental scan, and a review of best practices. | 2017-20 | Development of action plan has been ongoing. | Engage Objective 17 Strategy i |
| 2017-EO8 | Increased instructor access to training and mentorship, and uptake of new models for instructional design, assessment, and teaching by the professoriate. | 2017-20 | Expanded Centre for Teaching and Learning to build capacity. | Excel Objective 14 Strategy i |
| **Performance Measures** | | | | |
| 2017-PM1 | Student-reported experience with faculty (National Survey of Student Engagement- NSSE) and graduate student satisfaction (Canadian Graduate and Professional Student Survey-CGPSS).<br><br>*Note: NSSE is administered in three-year intervals; the 2017 administration will be used as a baseline for setting future targets.* | 2017 | The 2017 administration of the NSSE shows that 82% of survey respondents evaluated their entire educational experience at this University as *Good* or *Excellent.* This is an increase from 76% and 79% in the 2011 and 2014 survey administrations, respectively.<br><br>The 2016 administration of the CGPSS shows respondent ratings of their overall experience at this university as *Good, Very Good* or *Excellent* has remained consistently high at 81% in comparison to previous survey administrations in 2010 and 2013.<br>(See most recent data available in Tables 10 and 11.) | Excel Objective 14 |

| Type | Description | Expected Completion Date (per CIP) and, if applicable, Revised Completion Date | Progress Made in Last 12 months / Status | *For the Public Good* Alignment |
|---|---|---|---|---|
| **Performance Measures** | | | | |
| 2017-PM2 | High-Impact Practices (NSSE). | 2017 | Proportion of students participating in one or more high-impact practices has remained high at almost 84% as per the 2017 administration of the NSSE. (See High-Impact Practices data in Table 12.) | Experience Objective 7 |
| 2017-PM3 | Sponsored research funding: total and U15 rank (all sources and Tri-Council) (target: top 5) | 2018 | In the most recent data available (as of 2015-16) the U of A remains in fifth place amongst U15 peers for total sponsored research funding. (See Figure 2 for Sponsored Research Funding received in 2015-16.) | Excel Objective 13 |
| 2017-PM4 | Citation Impact | 2018 | Target identification is in progress. | Excel Objective 13 |
| 2017-PM5 | Employment outcomes two years after graduation: employment rate and mean income by degree level (Alberta Graduate Outcomes Survey- GOS).<br><br>*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 | While the 2016 graduate employment rate shows a slight decrease from previous administrations of the GOS in 2012 and 2014, the employment rate is still very high at almost 94%. It should be noted that this decrease coincides with a similar decrease in Alberta's employment rate. (See Table 14 below for GOS data.) | Experience Objective 7 |
| 2017-PM6 | Incremental increase in proportion of professoriate at rank of Assistant Professors (target: 21% of faculty members at the rank of Assistant Professor by 2021). | 2017-25 | The University is on track towards meeting its 2021 target as data shows an increase from 17.8% to 19% in 2017-18. | Build Objective 2 |
| 2017-PM7 | Research and teaching awards (Canada Research Chairs and 3M Teaching Awards). Targets not established. | Ongoing | As of February 2017, the U of A is home to 78 Chairs, placing this institution fifth in Canada. | Excel Objective 13 |

## Student Satisfaction, Senior Students

Consistently measured and monitored student satisfaction ratings serve as a barometer for educational experience (e.g. university performance, service delivery, student life, etc.). The following tables show that the undergraduate and graduate populations are consistently highly satisfied with their educational experience at the U of A.

### Table 6: Student Satisfaction, Senior Students - Undergraduate Students

| *Undergraduate* | 2011 | 2014 | 2017 |
|---|---|---|---|
| *How would you evaluate your entire educational experience at this institution?*<br>(Percent responding *Good* or *Excellent*) | 78.5% | 79.2% | 82.1% |

**Source:** National Survey of Student Engagement (NSSE)

---

## Table 7: Student Satisfaction – Graduate Students

| *Graduate* | 2010 | 2013 | 2016 |
|---|---|---|---|
| *How would you rate the quality of your overall experience at this university?* (Percent responding *Good*, *Very Good* or *Excellent*) | 87.9% | 87.3% | 87.1% |

**Source:** Canadian Graduate and Professional Student Survey (CGPSS)
**Notes:** 2013 and 2016 represent responses from students in both course-based and thesis-based graduate programs, while 2010 represents responses from students in thesis-based graduate programs only.

---

Due to their positive associations with student learning and retention, certain undergraduate opportunities are designated as *high-impact*. High-Impact Practices (HIPs) share several traits: they demand considerable time and effort; facilitate learning outside of the classroom; require meaningful interactions with faculty and students; encourage collaboration with diverse others; and provide frequent and substantive feedback.

From the National Survey of Student Engagement, Table 8 shows that the proportion of U of A Senior Students with HIP participation is slightly higher than the U15 average.

## Table 8: Experiential Learning, Senior Students, High-Impact Practices

| *Participation in High-Impact Practices (HIP)* | 2014 | 2017 |
|---|---|---|
| *Proportion of students participating in one or more high-impact practices* | 84.0% | 83.9% |
| *U15 average* | 79.3% | 81.4% |

**Source:** National Survey of Student Engagement (NSSE)
**Notes:** Figures include participation in a learning community, service-learning, research with faculty, participation in an internship or field experience, study abroad, and culminating senior experience. NSSE is conducted every three years.

---

Co-op programs allow students to gain complementary employment experience that will assist them in making informed decisions regarding their future education, training, and careers.

Co-op participation has been consistent over the past years and is concentrated in the faculties of Business and Engineering.

## Table 9: Experiential Learning, Co-op Programs

| *Participation in Co-op Programs* | 2015-16 | 2016-17 | 2017-18 |
|---|---|---|---|
| *Percent of students participating in a co-op program* | 8.4% | 8.4% | 8.3% |

**Source:** Acorn Institutional Data Warehouse, U of A, Student Headcount and FLE
**Notes:** Participation rates reflect undergraduate students registered on December 1 of the reporting year. Excludes post-graduate medical education residents, students who are only auditing courses, and withdrawn students.

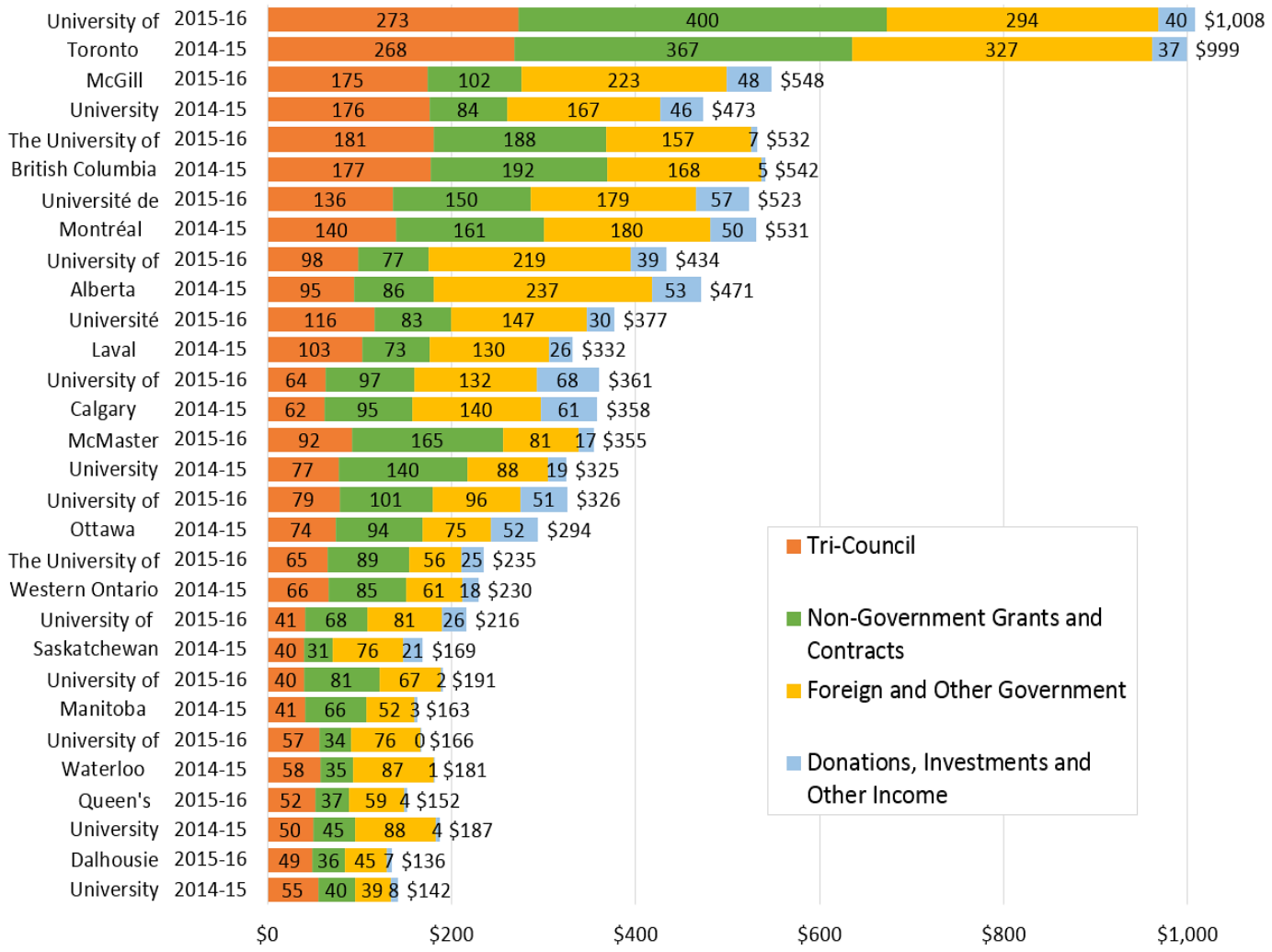
---

## Sponsored Research Funding Received

Federal funding through the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council, and the Social Sciences and Humanities Research Council (collectively termed Tri-Council funding) supports both basic and applied research. In addition, the university attracts substantial research funding support from other international, regional, and private sector partners. This measure demonstrates the U of A's success in attracting all types of research relative to Canada's other U15 universities.

The University of Alberta remains in fifth place (as of 2015-16) amongst U15 peers for total sponsored research funding as seen in Figure 2 below.

### Figure 2: Sponsored Research Funding (in thousands of dollars)




**Source:** Canadian Association of University Business Officers (CAUBO): Financial Information of Universities and Colleges, Report 3.1

**Notes:** Income from Tri-Council includes the following: Social Sciences and Humanities Research Council (SSHRC); Natural Sciences and Engineering Research Council (NSERC); and Canadian Institutes of Health Research (CIHR). Other Government income reflects income from all government departments and agencies; grants and contracts (less Tri-Council support), and includes foreign government income. Donations, Investment and Other income and Non-Government Grants and Contracts, are reported in each respective category on the CAUBO report. Université de Montréal includes HEC Montréal and École Polytechnique de Montréal.
Data are the most recent available.

## Graduate Employment – Two Years Post Graduation

Graduate employment is regarded as a key outcome indicator. The U of A's graduate employment rate remains strong over the reported period. This indicator is sensitive to economic factors beyond the university's control, however, and will rise or fall with Alberta's employment rate. The 2.8% decrease in 2016 coincides with a similar decrease in Alberta's employment rate[1].

### Table 10: Graduate Employment, Two Years Post-Graduation

| | 2012 | 2014 | 2016 |
|---|---|---|---|
| *Percent of respondents employed* | 97.0% | 96.7% | 93.9% |

**Source:** Alberta Graduate Outcomes Survey (GOS)
**Notes:** Includes degree recipients, two years post-graduation. The GOS survey instrument was slightly modified for each administration year, possibly contributing to deviations in the graduate employment rates.

---

## Student Perceptions of Teaching, Senior Students

Effective teaching practices are an indicator of student engagement. Students learn first-hand how experts think about and solve problems by interacting with faculty members.

U of A senior students report higher perceptions of teaching than their U15 counterparts, as indicated below.

### Table 11: Student Perceptions of Teaching, Senior Students

| | NSSE 2014 Mean score | NSSE 2017 Mean score |
|---|---|---|
| *Effective teaching practices* (Students report receiving clear course goals and requirements; organized course sessions; use of examples/illustrations; providing feedback on work in progress; providing feedback on completed work) | 36.6 | 35.8 |
| *U15 average* | 34.8 | 34.3 |

**Source:** National Survey of Student Engagement (NSSE)
**Notes:** Each indicator is scored on a 60-point scale. To produce an indicator score, the response set for each item is converted to a 60-point scale (i.e. Never = 0; Sometimes = 20; Often = 40; Very often = 60), and the rescaled items are averaged. Thus a score of zero means a student responded at the bottom of the scale for every item, while a score of 60 indicates a student responded at the top of the scale for every item.

---

[1] Alberta Government Labour Force Statistics: https://open.alberta.ca/publications/2727158

## Major Research and Teaching Awards

The 3M National Teaching Fellowship awards excellence in educational leadership and teaching at the university and college level in Canada. Candidates are nominated, and up to ten fellowships are selected annually. The U of A's strength in garnering 3M National Teaching Fellowships demonstrates its proficiency in delivering exceptional teaching and learning opportunities. Compared to U15 peers, Table 12 shows that over the past decade, the U of A has received the most 3M awards.

### Table 12: Major Teaching Awards - 3M National Teaching Fellows (2009-2018)

| Rank | University | 3M Fellows |
|---|---|---|
| **1** | **University of Alberta** | **12** |
| 2 | University of Toronto | 8 |
| 3 | McMaster University | 6 |
| 3 | The University of British Columbia | 6 |
| 5 | University of Calgary | 4 |
| 6 | Queen's University | 3 |
| 6 | University of Saskatchewan | 3 |
| 6 | Western University | 3 |
| 9 | University of Waterloo | 2 |
| 10 | Dalhousie University | 1 |
| 10 | McGill University | 1 |
| 10 | University of Ottawa | 1 |

**Source:** 3M award counts from Society of Teaching and Learning in Higher Education
**Notes:** Data are the most recent available.

---

## Canada Research Chairs

The Canada Research Chairs Program invests approximately $265 million per year to attract and retain some of the world's most accomplished and promising minds[2]. Chair holders aim to achieve research excellence in engineering and the natural sciences, health sciences, humanities, and social sciences. As of December 31, 2017, the U of A is home to 77 Chair holders.

### Table 13: Major Research Awards Canada Research Chairs (CRCs), by U15 University

| Rank | U15 University | CRCs |
|---|---|---|
| 1 | University of Toronto | 231 |
| 2 | The University of British Columbia | 149 |
| 3 | McGill University | 131 |
| 4 | Université de Montréal | 110 |
| **5** | **University of Alberta** | **77** |
| 6 | Université Laval | 68 |
| 7 | McMaster University | 66 |
| 8 | University of Waterloo | 59 |
| 9 | University of Ottawa | 53 |
| 10 | University of Calgary | 50 |
| 11 | Queen's University | 41 |
| 12 | The University of Western Ontario | 40 |
| 13 | Simon Fraser University | 35 |
| 14 | Université de Sherbrooke | 33 |
| 15 | Dalhousie University | 32 |
| 15 | University of Manitoba | 32 |

**Source:** Social Sciences and Humanities Research Council of Canada
**Notes:** Includes active CRCs as of December 31, 2017. Université de Montréal includes École Polytechnique de Montréal and HEC Montréal. (A French-language university institution offering internationally management education and research.)

[2] Source: http://www.chairs-chaires.gc.ca, accessed April, 2018.

**Post-secondary and Research System Goal:**

**Coordination** - Albertans should get full advantage from a diverse post-secondary system.

**Related *For the Public Good* Goals:**

**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.

**Experience** diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

**Sustain** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

**Excel** as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research and service.

**Key Accomplishments:**

The University of Alberta engages with communities, businesses, agencies, and organizations across the province and around the world. These relationships build reciprocal and mutually beneficial partnerships. They create outstanding learning experiences for students, and generate widespread benefits beyond the borders of campus.

- Imagine a transformative education experience that develops effective thinkers and uplifts both students and community. That experience is Community Service-Learning (CSL). The newly added Global Service Learning and Pathways programs expand CSL's ability to provide exceptional experiences for students while benefiting local community organizations.
- A new memorandum of understanding with the National Centre for Truth and Reconciliation (housed at the University of Manitoba) connects the U of A with a national network committed to reconciliation. The agreement helps to ensure Canadians have access to Residential School history, and promotes community-engaged research that contributes to healing.
- Canada has one of the highest rates of multiple sclerosis (MS) in the world, and there are no known treatments. However, coordinated research between the U of A and McGill recently uncovered a surprise finding: people with MS have an overabundance of the protein calnexin in their brain tissue. The finding could lead to new treatments for the debilitating disease.
- Through a partnership with the Edmonton Society of Financial Analysts, business students in the Program for Research and Investment Management Excellence helped manage nearly $2 million in securities to develop real-world investment experience.
- As Canada 150 celebrations unfolded nationwide, the U of A proudly celebrated the people, achievements and ideas that helped make a confederation. The signature Canada 150 Community Celebration event welcomed more than 1000 visitors to South Campus to unveil a commemorative park.
- Artificial limbs are increasingly advanced—yet they are still far from moving and feeling like an intact limb. M.Sc. student McNiel Inyani Keri is changing that. In partnership with the Bionic Limbs for Improved Natural Control Lab, Keri helps develop prosthetic devices that provide real sensory feedback to their users, improving integration and motor control. Keri's work earned him a National Black Coalition of Canada Award for Excellence, and a spot on the Alberta Council for Global Cooperation's Top 30 Under 30 list.

## Report on 2017-20 CIP Progress, in Relation to Coordination

| Type | Description | Expected Completion Date (per CIP) and, if applicable, Revised Completion Date | Progress Made in Last 12 months / Status | *For the Public Good* Alignment |
|---|---|---|---|---|
| **Goals** | | | | |
| 2017-G14 | Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations. | 2017-20 | Established target partnerships at unit levels. | Engage Objective 18 |
| 2017-G15 | Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole. | 2017-20 | Cross-campus strategy has been under development. | Experience Objective 9 |
| 2017-G16 | Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections. | 2021 and ongoing | Community relations research protocols have been under development. | Engage Objective 16 |
| 2017-G17 | Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals. | Ongoing | This has been under review by all VP portfolios. | Sustain Objective 21 |
| **Priority Initiatives** | | | | |
| 2017-P1 | Provide leadership in Alberta's post-secondary sector and support integration, collaboration, and partnership across the province's six-sector model through collaborations including but not limited to: project management support for Norquest college capital expansion; hosting of Olds College PeopleSoft financial system; coordinated commercialization activities between TEC Edmonton and NAIT. | Ongoing | Work in this area has been ongoing; new work with Grande Prairie Regional College and Red Deer College was identified. | Engage Objective 18 Strategy i |
| 2017-P2 | Maintain and pursue partnerships across the global academy to expand research and/or funding opportunities for our researchers and thus increase their capacity for success. | Ongoing | New International Strategic Plan entered into its final stages. | Excel Objective 13 Strategy ii |
| 2017-P3 | Work closely with key provincial partners and government agencies, including members of Campus Alberta, Alberta Health Services, Alberta Innovates, The Alberta Library, NEOS (Networking Edmonton's Online Systems), 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 | As of 2017-18, more than 240 research projects have been accounted for with Alberta Innovates alone. | Engage Objective 18 Strategy v |

| Type | Description | Expected Completion Date (per CIP) and, if applicable, Revised Completion Date | Progress Made in Last 12 months / Status | *For the Public Good* Alignment |
|---|---|---|---|---|
| **Priority Initiatives** | | | | |
| 2017-P4 | Engage with government, community, industry, business, and the postsecondary sector to address shared local, provincial, national, and global challenges, building on the success of collaborative projects like the Future Energy Systems. | 2020 | Examples of collaborative projects undertaken with government, community, industry, business and other post-secondary institutions included work in waste reduction, fire safety, domestic violence, and rural care.<br><br>As well, the University signed a Memorandum of Agreement with the National Centre for Truth and Reconciliation. | Engage Objective 16 Strategy iii |
| 2017-P5 | Welcome increased community access, participation, and engagement at all University of Alberta sites, such as our downtown campus at Enterprise Square and our sports facilities at South Campus. | 2017-20 | Canada 150 celebration at South Campus welcomed over 1000 visitors and 200 volunteers. | Experience Objective 9 Strategy iii<br><br>Engage Objective 16 Strategy v |
| 2017-P6 | Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university. | 2017-20 | Implemented the Augustana 3-10 calendar.<br><br>Consulted with faculty, student, staff, community and Camrose city officials through 2017 to inform updates to the Augustana Campus Long Range Development Plan, to meet the needs of the community and students alike. | Experience Objective 9 Strategy i |
| 2017-P7 | Through delivery of the Information Technology Investment Plan, facilitate easy access to, and use of, university services and systems; reduce duplication and complexity; and encourage cross-institutional administrative and operational collaboration. | Ongoing | This work has been ongoing. | Sustain Objective 21 Strategy iv |
| **Expected Outcomes** | | | | |
| 2017-EO1 | Identification of specific opportunities for new and/or enhanced shared administrative services through discussions with the Government of Alberta and Campus Alberta institutions. | Ongoing | The University renewed discussions with the Government of Alberta. | Engage Objective 18 Strategy i |
| 2017-EO2 | Enhancement of research partnerships supporting resource management, environmental stewardship and healthy communities (see Appendix C of the University's CIP 2017-20 and 2018-21). | 2020 | Identified strategic research priority including many projects closely aligned with Government of Alberta priorities such as environmental stewardship, effective resource management, supporting healthy Albertans in all or our communities, and a strong economy.<br><br>Examples include:<br>- Research into river systems,<br>- Fundamental research in artificial intelligence (AI),<br>- AI that optimizes water treatment control systems,<br>- Indigenous science,<br>- Technology and society<br>- Environmental, social and economic impacts of energy technologies<br>- Diabetes and infectious diseases. | Engage Objective 18<br><br>Excel Objective 13 Strategy ii |

| Type | Description | Expected Completion Date (per CIP) and, if applicable, Revised Completion Date | Progress Made in Last 12 months / Status | *For the Public Good* Alignment |
|---|---|---|---|---|
| **Expected Outcomes** | | | | |
| 2017-EO3 | Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement. | 2020 | Expanded upon the Community Service Learning (CSL) objectives for 2018-21 (referenced in the CIP's Appendix D). CSL has been enhanced in its ability to provide experiential learning to students through research and service-based projects while benefiting community organizations that address complex societal issues. 1,500 students are placed in 150 partner agencies and non-profit organizations to partner on mutually beneficial lived-experiences and exposure to critical thinking and problem solving for an improved community, locally and abroad. | Engage Objective 16 |
| 2017-EO4 | Development of an action plan to identify and strengthen the unique opportunities presented by our multi-campus environment through connections, communication and collaborations. | 2020 | Progress made in relation to these to outcomes includes the following: Physical infrastructure and spaces at the university's North and South Campuses serve multiple purposes as a hub for university research, coaching programs, varsity sports and recreation, in addition to programs and community gathering spaces available to the general public. The construction of the temporary dome at Foote Field has allowed the establishment of new winter programs in the community. New beach volleyball courts developed behind Lister Centre are slated for opening in May 2018 and will provide further accessible spaces to students and community members. In September 2017, the U of A and Canada celebrated the sesquicentennial with over a thousand Edmontonians. The University gifted to the community the Evergreen Pond and The Circle, located on South Campus. Surrounded by tranquil land and purpose-built berms, the pond and the Circle will serve as programming spaces for the community to enjoy nature for years to come. | Experience Objective 9 |
| 2017-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 Objective 16 Strategy v |
| **Performance Measures** | | | | |
| 2017-PM1 | Student-reported citizenship development (NSSE). *Note: NSSE is currently administered on three-year intervals; the next administration will take place in 2020. This administration will be used as a baseline for setting future targets.* | 2017 | In the 2017 NSSE administration, a high percentage of senior students (almost 85%) felt that their experience at the U of A contributed to them being informed and active citizens | Engage Objective 16 |
| 2017-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 | This plan is in progress as the University has been working in partnership with the City of Edmonton in facility design and securing of funding. | Engage Objective 16 Strategy v |
| 2017-PM3 | Development of action plan for leveraging multi-campus environment. | 2020 | Development of action plan is underway. | Experience Objective 9 |

## Student-Reported Citizenship Development, Senior Students

The percentage of senior students who felt that their U of A experience contributed to them being informed and active citizens remains high; and in the 2017 reporting period is slightly higher than the U15 average.

### Table 14: Student-reported Citizenship Development, Senior Students

| | 2014 | 2017 |
|---|---|---|
| *Experience at U of A has contributed to citizenship* | 81.7% | 84.9% |
| *U15 Average* | 81.4% | 83.7% |

**Source:** National Survey of Student Engagement (NSSE)
**Notes:** Includes senior students who answered *Some*, *Quite a bit* or *Very much*, to the following question: "How much has your experience at this institution contributed to your knowledge, skills, and personal development in being an informed and active citizen?"

## Post-secondary and Research System Goal:

**Accountability** - Post-secondary education providers must be accountable to students, the government, and Albertans.

## Related *For the Public Good* Goals:

**Build** a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada and the world.

**Sustain** our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

**Key Accomplishments:**

As a proud public university, the U of A not only serves Albertans and Canadians, but also receives their steadfast support. It maintains that support and trust by taking seriously the responsibility to steward and sustain public investments in its people, operations, infrastructure, and systems.

- A new multi-year planning and accountability framework is helping promote transparency and inform evidence-based financial decisions across the university. The 2018-19 budget cycle was the first built on the multi-year framework.

- The U of A continues to monitor and track its progress towards the strategic goals identified in *For the Public Good*. These advances are shared publicly through Progress Overviews published three times per year.

- In September 2017, the U of A launched its brand journalism site: folio.ca. Folio combines journalistic writing with the experiences of U of A experts to better share the university's stories, findings, and impacts with audiences both local and global.

- The Faculty of Arts' new Academic Strategic Plan, *Change for Good*, positions its people for success in a changing world. With increasingly customizable programs and enriched educational experiences, the plan strives to support students as they undergo extraordinary transformations. It prepares them to build a stronger society, to shape a better world, and to create change for good.

- *Solving Global Problems Together* provides a new five-year roadmap for the Faculty of Agricultural, Life & Environmental Sciences. The strategic plan identifies three key goals:
    - Enhance the student experience
    - Increase connections to community
    - Turn science into solutions for the public good

- Amendments to Alberta's Public Interest Disclosure Act (PIDA) took effect March 1, 2018. In response, the U of A initiated updates to its PIDA procedure. No disclosures were reported in the past year.

- *National Survey of Student Engagement (NSSE)* - Each year, hundreds of institutions across North America, including more than 70 Canadian universities, participate in the survey. NSSE results provide a benchmark for comparisons between peer institutions. They also help to refine and expand targeted recruitment initiatives, and allow the university to assess the quality and impact of academic programs, experiential learning opportunities, and student services. Highlights from the 2017 survey:

    - 82% of students evaluated their educational experience as *Good* or *Excellent.*
    - 85% of students felt that their U of A experience helped them to become informed and active citizens.
    - 84% of students reported participating in high-impact practices during their studies.
    - The mean score of effective teaching practices at the U of A exceeds the U15 average.

*5 New Strategic Plans*

- Arts (Academic Strategic Plan)
- Pharmacy and Pharmaceutical Sciences (Advancement Strategic Plan)
- ALES (Faculty Strategic Plan)
- U of A Libraries (Strategic Priorities)
- Human Resource Services (Strategic Plan)

*4 Faculty Reviews*

- ALES (Quality Assurance)
- ALES (President's Visiting Committee)
- Medicine and Dentistry (President's Visiting Committee)
- Engineering (Campus Alberta Quality Council)

*6 Departmental Reviews (Campus Alberta Quality Council)*

- Music
- Psychiatry
- Biomedical Engineering
- Chemistry
- Drama
- English & Film Studies

## Report on 2017-20 CIP Progress, in Relation to Accountability

| Type | Description | Expected Completion Date (per CIP) and, if applicable, Revised Completion Date | Progress Made in Last 12 months / Status | *For the Public Good* Alignment |
|---|---|---|---|---|
| **Goals** | | | | |
| 2017-G18 | Build and support an integrated, cross-institutional strategy to demonstrate and enhance the University of Alberta's local, national and international story, so that it is shared, understood and valued by the full University of Alberta community and its many stakeholders. | 2019 | A multi-campus strategy has been in development.<br><br>Communication plan is in progress. | Build Objective 6 |
| 2017-G19 | Ensure responsible and accountable stewardship of the university's resources and demonstrate to government, donors, alumni and community members the efficient and careful use of public and donor funds. | 2020 | Budget and expenditure review is in progress.<br><br>Communication plan is also in progress. | Sustain Objective 22 Strategy iii |

| Type | Description | Expected Completion Date (per CIP) and, if applicable, Revised Completion Date | Progress Made in Last 12 months / Status | *For the Public Good* Alignment |
|---|---|---|---|---|
| **Priority Initiatives** | | | | |
| 2017-P1 | Develop a set of equitable, meaningful and relevant measures to monitor our progress towards strategic goals and develop the tools required to report on them | 2018 | Measures in the University's CIP are aligned with those developed as a part of the accountability process in *For the Public Good* and to align with the university's annual reporting process to the Government of Alberta. Work was initiated to develop data collection tools. | Sustain Objective 21 Strategy v |
| 2017-P2 | Communicate, using both quantitative and qualitative evidence, how the University of Alberta serves as a cornerstone of the community bringing widespread economic and societal benefits to all Albertans, as well as to national and international partners and stakeholders. | 2019 | Launched Folio.ca to tell the University's story to a wider audience and to increase sharing of data based evidence.<br><br>The U of A participated in the national advocacy campaign for the Naylor report in support of fundamental science. | Build Objective 6 Strategy iii |
| 2017-P3 | Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement. | 2019 | The University instituted a multi-year planning framework to assist faculties, administrative portfolios and central administration with long-term planning, budgeting and accountability. The objective is to enhance the ability of the university, faculties and portfolios to achieve strategic goals, enable the effective leveraging of resources, achieve long-term institutional financial sustainability and ensure accountability at the institutional, faculty and portfolio levels. | Sustain Objective 22 Strategy ii |
| **Expected Outcomes** | | | | |
| 2017-EO1 | Enables the university to satisfy accountability requirements and expectations for key stakeholder communities. | Ongoing | Measures in the University's CIP are aligned with those developed as a part of the *For the Public Good* accountability process and with the university's annual reporting process to the Alberta Government. This was deemed necessary in facilitating the University's success in addressing all its accountability requirements. | Sustain Objective 21 Strategy v |
| 2017-EO2 | Demonstration of strong financial stewardship through the implementation of a revised budget model to demonstrate the alignment of financial resources with university objectives. | 2019 | Instituted the University multi-year planning framework to assist faculties, administrative portfolios and central administration with long-term planning, budgeting and accountability. | Sustain Objective 22 Strategies ii and iii |
| 2017-EO3 | Increased community awareness of the university and its social, economic and historical contributions to the province, the country and the world. | 2019 | The University built upon its commitment to connect with stakeholders to show research impacts to community, to enable a culture of engagement through interdisciplinary and coordinated collaborations and to build and maintain relationships and partnerships among diverse community groups.<br><br>The University gifted to the community the Evergreen Pond and The Circle, located on South Campus. Surrounded by tranquil land and purpose-built berms, the pond and the Circle will serve as programming spaces for the community to enjoy nature for years to come. As well, Canada 150 celebration at South Campus welcomed over 1000 visitors and 200 volunteers. | Build Objective 6 |

| Type | Description | Expected Completion Date (per CIP) and, if applicable, Revised Completion Date | Progress Made in Last 12 months / Status | *For the Public Good* Alignment |
|---|---|---|---|---|
| **Expected Outcomes** | | | | |
| | | | The launch of folio.ca has increased community awareness as shown in its first seven months of existence where page views on stories have exceeded 550,000 - an increase of 55 per cent over the same time period last year. | |
| 2017-EO4 | Ongoing advocacy and increased pride in the institution among key stakeholders and the community at large, achieved through engagement with and exposure to U of A scholars and the work of the university. | 2021 | Developed institutional Marketing and Communications strategies.<br><br>As well, the University participated in the National Advocacy Campaign for the Naylor Report in support of Fundamental Science. | Build Objective 6 |
| **Performance Measures** | | | | |
| 2017-PM1 | Media impact: mentions and reach. These metrics will be supplemented through relevant web analytics and qualitative reporting related to stakeholder relationship impact. These metrics are newly established and baselines are being established to inform future target setting. | 2019 | Media mentions and reach have been increasing as seen below:<br>Total Media Mentions:<br>**2015:** 41,795<br>**2016:** 47,660<br>**2017:** 50,278<br><br>Average Monthly Potential Media Reach:<br>**2015:** 3,155 million<br>**2016:** 3,427 million<br>**2017:** 4,223 million | Build Objective 6 Strategy iii |
| 2017-PM2 | Financial stewardship. The University's Audited Financial Statements and accompanying analysis are the foundational reporting and accountability mechanisms for goals and initiatives related to financial stewardship.<br><br>Operational efficiency is reported under Affordability (PM2). | 2018 | This has been ongoing work to ensure clear, timely, evidence based communications. | Sustain Objective 22 |

# ENROLMENT

Overall:

- Program enrolment has been stable and is expected to continue to be stable over the next three years.

- The University's proportion of international students (graduate and undergraduate) is 18.74 percent, with the proportion for the undergraduate student body at 14.72 percent.

Enrolment details are presented in Appendix B.

# COMMUNITY OUTREACH AND UNDERREPRESENTED LEARNERS

This past year, the U of A undertook a number of key activities in support of collaboration and the creation of strong networks with community partners to enhance access and pathways into learning. Some of these key activities are highlighted below.

- The University established an Equity, Diversity and Inclusion (EDI) Group. The EDI Group, which has wide institutional representation, began creating an institutional EDI plan that lay out priorities and initiatives to address the EDI themes of *For the Public Good*. These include ensuring that the institution is diverse, has an inclusive culture, and improves accessibility - ensuring that all students, and in particular under-represented individuals, have role-models and a diversity of perspectives as part of their educational journey.

- The University reinforced Indigenous student outreach and programming to find novel solutions that support the increased success of this group including:

    - New positions were created in the Office of the Registrar and the Office of the Dean of Students to implement a new system of student support linking the recruitment and enrolment process to existing student supports. These included an Assistant Dean for First Nations, Métis and Inuit students in the Dean of Students portfolio and a Manager of Indigenous Recruitment in the Office of the Registrar. Additionally, Indigenous scholars have been hired in eight different faculties and units. In October, the University brought together Indigenous alumni for a three-day reunion on North Campus to begin the work of forming a Chapter of Indigenous Alumni.

    - The University began the process of refining the Indigenous Strategic Plan.

    - A University Indigenous history course, that was launched this past year, is the most popular in Canada. With approximately 20,000 enrolees, this free online 12-module course called “Indigenous Canada” was designed to provide an Indigenous perspective and focuses on telling an Indigenous experience of Canada.

    - The Faculty of Medicine and Dentistry developed, in conjunction with Health Sciences Council, truth and reconciliation curriculum and recruitment initiatives.

- The U of A was very pleased to recognize one of their Indigenous students and Rhodes Scholar, Billy-Ray Belcourt, who had his poetry book named one of the 10 best Canadian poetry books of 2017 by CBC.

To further enhance access and pathways into learning, the University has continued to build on its partnerships with Coursera to develop highly-engaging and rigorous versions of Massive Open Online Courses (MOOCs) for the general public, as well as, for-credit for U of A students and potentially for students in other institutions. The University now offers ten MOOCs, as outlined below:

- Dino 101
- Indigenous Canada
- Introduction to the Arctic: Climate

- Mountains 101
- Paleontology: Ancient Marine Reptiles
- Paleontology: Early Vertebrate Evolution
- Paleontology: Theropod Dinosaurs and the Origin of Birds
- Software Design & Architecture
- Understanding Video Games

The University also offers a specialization in Software Product Management as a MOOC.

# INTERNATIONALIZATION

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

**Global Engagement**

U of A programs enhance perspectives on challenging global issues and promote cross-cultural understanding and communication skills. These experiences equip students with the necessary knowledge and skills to be successful in an increasingly global environment. Many of these experiences are made possible through reciprocal agreements; Alberta students would not have these opportunities unless we equally offer them to visiting international students. Our student-centered initiatives, which promote global engagement, include:

- Enhanced experiential, internship and co-op experiences in international settings (including e3 in Berlin, Brazil, French Alps, and Washington DC, as well as other educational and research abroad programs in more than 60 countries).
- The Certificate in international Learning (CIL), an embedded undergraduate certificate documenting students' participation and achievement in international learning
    - In 2016-17, 56 students from 11 faculties graduated with the Certificate and currently there are 312 students from all undergraduate faculties (except Medicine and Dentistry) enrolled and working to complete certificate requirements.
- Following Prime Minister Trudeau's visit to China in fall 2017, the Canadian government committed funding to the Canada Learning Initiative in China which the U of A leads. The initiative connects Canadian students with fully-funded study and work abroad opportunities in China with 60 U of A students participating in 2017 and 105 registered for 2018. The initiative is a consortium of top Canadian and Chinese universities, and since it was launched in 2016, the program has been supported by the Chinese Ministry of Education.
- Increased opportunities for U of A students to participate in shorter-duration international experiences, either as an integral component of academic courses or independently (including the Alternative Reading Week program in the Faculty of Agricultural, Life and Environmental Sciences).
- Multiple formal joint and double degree programs with partner institutions from around the world. Most of these programs are reciprocal and domestic students gain these opportunities only by U of A offering them to their international counterparts.

**Diversity**

The presence of international students and foreign-trained experts broadens the perspective, impact, and relevance of the U of A's teaching, research, creative activities, and community service work. They also bring cultural diversity together with global connections, insights, and alternative perspectives on issues and challenges that better position the university, businesses, and the province.

Recruitment of exceptional undergraduate and graduate students from targeted highly ranked foreign institutions advances the university's global academic enterprise and objectives, and also enhances reputation, assisting with development of diversity in Alberta and Canada. In 2017-18, 14.7 percent of our undergraduate population and 34.8 percent of our graduate population were international students.

**Offshore Program Delivery**
The following tables report core metrics for offshore program delivery, per the provincial Guidelines for Off-Shore Delivery of Alberta Post-Secondary Programs and Training. Although this information reflects all credential programs offered outside of Canada and joint/dual degree programs with students currently registered, it underrepresents the full scope of the university's international educational activities.

- First, it does not include stand-alone courses or international co-op and experiential components of domestic programs.
- Second, it does not fully reflect joint degree programs. In certain joint degree programs, students based at a foreign home university may spend time at the U of A as visiting students during the course of their program, often working with a U of A faculty mentor, but may petition for joint degree status only as they prepare to graduate. These students are not captured in the program enrolment data reported below.

**Research**
The U of A is a research-intensive institution with output that is recognized globally in diverse disciplines. Through active, collaborative research with teams from all over the world, professors advance knowledge, education, and pedagogy in their respective disciplines. Global research engagement has many benefits for 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. Much of this funding goes to support domestic students in advanced degrees. The University continues to engage in high-quality, multidisciplinary, multinational research projects in many parts of the globe, including:

- Strengthening existing strategic international partnerships with India, China, Germany, the United States, Mexico, and Brazil.
- Fostering new, multidisciplinary, multinational research projects in diverse disciplines with partner institutions from other countries.
- Leveraging international funding to secure resources to tackle emerging problems in regions of interest enhancing reach and implementation of U of A research outcomes at home and abroad.

## International Institutional Partnerships

### *Research Consortia and Partnerships Formed with Top-tier International Partners*

#### *China*

The U of A has a strong research partnership with China's top science and technology university, Tsinghua, that has grown significantly since the Sino-Canada Energy and Environment Research and Education Initiative was started in 2012. In April 2017, this collaboration was expanded to establish a Joint Research Centre for Future Energy and Environment, with an agreement signed during Premier Rachel Notley's mission to China. The Center will apply for significant funding from the Chinese government to support its activities, which include collaborative research projects to address the world's growing need for sustainable energy solutions. A successful joint research workshop was held at the U of A in fall 2017 and another one is planned for Beijing in fall 2018.

In December 2017, the U of A and East China Normal University (ECNU) signed an agreement to establish a Joint Institute of Advanced Science and Technology, together with Shanghai Zhangjiang Hi-Tech Park, focusing on physics, optics, and nanomaterials. There is significant financial investment and physical space provided by the Chinese side. As part of this collaboration, a joint research workshop was held in June 2017 at the U of A and another workshop is being planned for June 2018 at ECNU.

The University also leads the Canada Learning Initiative in China, a consortium of top Canadian and Chinese universities that facilitates opportunities for Canadian students to study and work in China. Since it was launched in 2016, the program has been supported by the Chinese Ministry of Education, and following Prime Minister Trudeau's visit to China in fall 2017, the Canadian government also committed funding to the initiative.

***Germany***

The U of A is working with several major research partners including the Alexander von Humboldt Foundation, German Research Foundation (DFG), Federal Ministry of Education and Research (BMBF), the German Academic Exchange Service (DAAD), the Helmholtz Association of German Research Centres and the Fraunhofer Society. In particular, the University has been building up a strategic partnership with RWTH Aachen, which includes research collaboration, internships, and study abroad programs.

In September 2017, the University hosted a joint research workshop with 15 representatives from the Helmholtz Association of German Research Centres, including its president. The topics included future energy systems, health and life sciences, artificial intelligence, as well as precision medicine.

***Mexico***

The University is working to support the Mexican government, Mexican universities, and the relevant corporate sector in Mexico with technological innovation and capacity building in the hydrocarbon sector. In 2017, three projects involving the U of A and Mexican partners were awarded roughly $14.6 million by the Mexican government. Activities involve enterprising research, student engagement, and skills development.

***India***

IC-IMPACTS (India-Canada Centre for Innovative Multidisciplinary Partnerships to Accelerate Community Transformation and Sustainability), a partnership with U of A and UBC, the University of Toronto, top Indian Institutes of Technology and other organizations in India, was originally awarded funding of $13.8 million in 2012 by the Canadian government through its Network of Centres of Excellence. In 2017, the Canadian government extended the funding by $8.4 million over three years, matched by the Indian government. IC-IMPACTS continues to focus on change for local communities in both India and Canada.

***Other***

The U of A is a member of the Worldwide Universities Network (WUN), a group of 23 universities spanning 13 countries on 6 continents. WUN creates opportunities for international collaboration with other top universities, including research, internships, and study abroad.

In spring 2017, President Turpin attended a WUN conference. As well, pre-conference activities related to the WUN Annual General Meeting were attended by U of A colleagues which:

- Facilitated a call for applications and internal selection for WUN Research Development Fund (RDF); supporting U of A applications to WUN RDF.
- Supported a successful application for WUN Sustainability funding for OPERA ($35k) for major grant proposal application.

The University received the distinguished Beacon Award of the Institute of International Education (IIE) for a long standing partnership with the Scholar Rescue Fund which aims to provide a safe and secure research environment for threatened academics. University of Alberta has hosted 4 scholars, 3 of whom have been from Syria, with a 5th scholar to arrive in September, 2018.

# Table 15: International Shared Credentials (Dual/Joint Degree) Programs

**International Shared Credentials (Dual/Joint Degree) Programs (2017/18 info for Comprehensive Institutional Plan)**

| UAlberta Faculty | Country | Field of Study | Courses Offered (i.e., UAlberta courses offered abroad) | Level of Study | Qualification Offered (full or partial) | Type of operation and principal mode of delivery | Institution | Number of Students for 2017/18*(UA students abroad) | Number of students for 2017/18*(UA students in programs at UA) | Number of students for 2017/18*(students from abroad currently at | Type of activity (courses, research, or possibility of both) | Other notes |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Alberta School of Business | France | Business | N/A | Master's | MBA from U of A and MSc from EDHEC | Dual degree; in person | EDHEC Business School | 5 | 0 | 6 | courses | |
| Alberta School of Business | Germany | Business | N/A | Master's | MBA from UAlberta and MSc or MBA from WHU | Dual degree; in person | WHU – Otto Beisheim School of Management | 0 | 0 | 0 | courses | |
| Alberta School of Business | Japan | Business | N/A | Master's | MBA from each institution | Dual degree; in person | Nagoya University of Commerce and Business (NUCB) | 0 | 0 | 0 | courses | |
| ALES | Germany<br>UK<br>Finland | Forestry, Forest Conservation, Environmental Science, Conservation Biology | N/A | Master's | MSc or Master of Forestry from U of A; degrees from other institutions vary | Dual degree; in person | Albert-Ludwigs-University (Freiburg)<br>Bangor University (Wales);<br>University of Eastern Finland | 3<br>1<br>0 | 3<br>1<br>1 | 3<br>1<br>1 | both courses and research | Master's programs leading to dual degrees in Forestry and Environmental Management (TRANSFORM-M). |
| Faculty of Arts | Germany | Arts | N/A | Doctoral | PhD from home institution with notation on parchment | Joint degree; in person | Ludwig-Maximilians-Universitat Munchen (LMU) | 0 | 1 | 0 | both courses and research | |
| Faculty of Education | | Education | | | | | | 0 | 0 | 0 | both courses and research | |
| Faculty of Science | | Science | | | | | | 1 | 0 | 0 | research | |
| Faculty of Education | South Korea | Education | N/A | Master's or doctoral | MA/MSc/MEd or PhD/EdD from both institutions with parchments noting the names of both institutions | Dual degree; in person | Seoul National University | 0 | 0 | 1 | both courses and research | |
| Faculty of Engineering | France | Engineering | N/A | Master's | MSc from UAlberta and Dipl. of Ing. degree from INPL | Dual degree; in person | University of Lorraine | 0 (non-reciprocal) | 0 (non-reciprocal) | 7 | both courses and research | Agreement for incoming students only |
| Faculty of Kinesiology, Sport, and Recreation | South Korea | Kinesiology, Sport, and Recreation | N/A | Doctoral | PhD from each institution | Dual degree; in person | Yonsei University | 0 | 0 | 1 | both courses and research | |
| Faculty of Pharmacy and Pharmaceutical Sciences | Brazil | Pharmacy | N/A | Master's or doctoral | MSc or PhD from each institution | Dual degree; in person | Universidade de Sao Paulo (USP) | 1 | 0 | 0 | research | |
| Faculty of Science | Malaysia | Science | N/A | Doctoral | PhD from each institution | Dual degree; in person | Universiti Putra Malaysia (UPM) | 0 | 0 | 1 | research | |
| Faculty of Science | Brazil | Science | N/A | Doctoral | PhD from home institution with notation on parchment | Joint degree; in person | Universidade Estadual de Campinas (Unicamp) | 0 | 0 | 0 | research | |

## Table 16: University of Alberta Programs Delivered Offshore

| MASTER OF FINANCIAL MANAGEMENT PROGRAM (ALBERTA SCHOOL OF BUSINESS) | |
|---|---|
| **1. Country location** | China |
| **2. Field of study** | Business |
| **3. Courses offered (i.e., U of A courses offered abroad)** | Introduction to Financial Management |
| | Investments |
| | Accounting for Managers |
| | Financial Statement Analysis |
| | Risk Management |
| | Fixed Income Management |
| | Corporate Finance |
| | Mergers and Acquisitions |
| | China Investment Banking |
| | International Finance |
| | History of Finance |
| | Capstone |
| **4. Level of study** | Master's |
| **5. Qualification offered (full or partial)** | Master of Financial Management |
| **6. Type of operation and principal mode of delivery** | U of A degree granted; Joint teaching with Xi'an Jiao Tong University, face to face (in person) |
| **7. Name of international program partner** | Xi'an Jiao Tong University |
| **8. Number of students (heads and FLEs) for 2017-18** | 101 in MFM in English program; 28 in MFM in Mandarin program |

Source: Alberta School of Business and Faculty of Graduate Studies and Research

# CAPITAL PLAN

The 2017 Capital Plan was developed through the lens of the U of A being Alberta's largest and oldest post-secondary institution. Greater than 1.8 million square metres of complex facility inventory across five campuses ranges in age from more than 100-years-old to new.

The emphasis this year was acutely refined to addressing deferred maintenance and the functional renewal and repurposing of existing physical assets. Key to this was reviewing how under used space could provide cost-effective opportunities for consolidation and repurposing while doing all we could to ensure maintenance investments were made with the fullest of information available.

### Capital Projects

The University's capital projects remain strategically linked to the 2017-20 Comprehensive Institutional Plan goals and aligned with the Government of Alberta's post-secondary and research system's goals of accessibility, affordability, quality, coordination, and accountability.

The following capital investments remained focused on improved asset utilization and risk reduction related to the health, life, and safety of users of campus space.

### Project Description Status: Expected Completion 2017-18 Status

| Project | Description | Status | Expected Completion | 2017/18 Progress |
|---|---|---|---|---|
| Augustana – Science renewal (Phase 1) | Two labs plus a prep lab were renewed to address capacity, accessibility, and deferred maintenance. | Commenced May 2017 | September 2017 | Achieved. |
| Augustana – Science renewal (Phase 2 and 3) | Renewal projects to improve safety and functionality while reducing deferred maintenance. | 2018 Buildings and Land Information Management System (BLIM) submission | TBD | Ready to proceed; awaiting funding. |
| Campus Saint-Jean – Science renewal | Renewal of six labs and support spaces accommodating an additional 192 undergraduate students. | Commenced May 2017 | February 2018 | Achieved. |
| Campus Saint-Jean – electrical upgrade | Renewal project to account for deferred maintenance and capacity exposure. | Funding determination within overall Infrastructure Maintenance Program (IMP) planning | 2018 | In design. |
| Maskwa House of Learning | Centre focused on indigenous students, faculty, and staff to provide an inclusive and supportive learning environment. | Pending philanthropic and government financial support | TBD | Ready to proceed; awaiting funding. |
| Dentistry-Pharmacy Building | Project restores and reuses a historically significant building allowing for greater administrative efficiencies. Reduces demand for outside leases freeing up space for learning and research priorities. | RFP for prime consultant (initial core and shell construction) has been issued | 2022 | Selective demolition and hazardous material abatement has commenced. |
| Faculty of Arts – renewal and repurposing | Multi-year renewal project. | Programming and preliminary design | TBD | In design; requires funding. |
| School of Business – renewal and construction | Plans for renewal and construction of new building to service planned growth. | Business case and functional programming | TBD | In design; requires funding. |
| North Campus electrical service expansion | Incorporate addition of future precinct large buildings. | 2018 BLIM submission - | 2020 | Ready to proceed; awaiting funding. |
| Natural Resources Engineering – redevelopment | Convert floors to wet labs; convert fume hoods; and upgrade base building systems. | 2018 BLIM submission | 2019 | Ready to proceed; awaiting funding. |

| Project | Description | Status | Expected Completion | 2017/18 Progress |
|---|---|---|---|---|
| Natural Resources Engineering Facility – engineering backfill | Planning to manage outcomes from backfill construction project | Planning | TBD | In design |
| UAlberta Botanic Garden - ECO Centre | To enhance program and garden entry | 2018 BLIM submission | TBD | Ready to proceed; awaiting funding |
| Mechanical Engineering - renewal | Higher density development and reduction in deferred maintenance. | Programming review | TBD | In design |
| Medical Sciences Building – Phase 1 | Replacing water systems serving laboratory functions | Construction underway | April 2018 | Mechanical and electrical work, including demolition and installation of new cooling equipment, underway |
| Universiade Pavilion – building envelope | Renew building envelope to replace failing tiles markedly improving the building's energy efficiency. | 2018 BLIM submission | TBD | Ready to proceed; awaiting funding |
| Cameron Library – building envelope | Renew building envelope given faulty connection and air barriers | 2018 BLIM submission | TBD | Ready to proceed; awaiting funding |
| South Campus Community Arenas / High Performance Research and Training Centre | In support of community and UAlberta programming | Concept planning<br><br>Pending government financial support | 2020 | Completed business case, traffic management plan, parking plan and design<br><br>$20 million committed by the City of Edmonton<br><br>$22 million committed by donors<br><br>Not approved for funding under the 2014 New Building Canada Fund |

As a subset of the list above, in Budget 2016, the Government of Canada announced the Post-Secondary Institutions Strategic Investment Fund (SIF) to enhance and modernize research and commercialization facilities. The U of A had 10 projects approved as follows:

| SIF PROJECTS - APPROVED | | | | |
|---|---|---|---|---|
| **PROJECT** | **Government of Canada ($)** | **Government of Alberta ($)** | **University of Alberta ($)** | **Total ($)** |
| Electrical & Computer Engineering Research Facility | 11,000,000 | 7,000,000 | 7,000,000 | **25,000,000** |
| Chemistry - Lab Modernization/Renewal | 8,485,307 | 7,040,500 | 7,266,340 | **22,792.147** |
| Chemical Materials Engineering Building | 9,886,000 | 7,000,000 | 5,114,000 | **22,000,000** |
| Biological Sciences & Earth and Atmospheric Sciences | 9,023,974 | 5,500,000 | 7,476,026 | **22,000,000** |
| Innovation/Incubator Space | 1,500,000 | 0 | 2,000,000 | **3,500,000** |
| Research Network Infrastructure Upgrade | 8,405,194 | 0 | 8,848,738 | **17,253,932** |
| Augustana - Science Lab Renewal | 1,093,100 | 0 | 2,247,551 | **3,340,651** |
| Campus Saint Jean - Science Lab Renewal | 1,308,540 | 0 | 2,298,598 | **3,607,138** |
| Clinical Sciences Building | 3,092,310 | 0 | 4,610,690 | **7,703,000** |
| Medical Sciences Building | 2,458,750 | 0 | 2,541,250 | **5,000,000** |
| **TOTAL** | **56,253,175** | **26,540,500** | **49,403,193** | **132,196,868** |

The Government of Canada announced an extension to the deadline to complete SIF projects. The U of A requested and received approval for one extension (Chemical Materials Engineering Building), which will be complete on July 31, 2018. All other projects were completed within the original April 30, 2018 project deadline and all were within budget.

**Operations and Maintenance**

Operating and maintaining U of A facilities is made possible almost exclusively through grant funding provided by the Government of Alberta. Ongoing funding, often referred to as 'lights-on funding', is used to offset basic operating costs such as utilities and day-to-day maintenance. Historically, lights-on funding has been adjusted in response to fluctuations in the quantity of supported infrastructure. Essentially, when a building was opened or closed, the lights-on funding would be adjusted accordingly. This adjustment was then permanently ensconced in U of A's overall grant allocation. However, the convention of providing incremental lights-on funding for new supported infrastructure was not included in Budget 2017 and, as such, operating and maintaining new building inventory, such as the Research and Collections Resource Facility, must be achieved within existing budgets.

The second element of maintenance funding is through the Government of Alberta's Infrastructure Maintenance Program (IMP). This grant, with its variable annual allocation, is generally meant to

assist with maintaining the condition of facilities and related supported infrastructure to cover the cost of repairs, upgrades, maintenance to, and replacement of, building systems and major building components. The IMP budget can also assist in the cost of minor functional renovations and upgrading projects required to meet program delivery needs and are associated with deferred maintenance projects. While the main intent of IMP is to maintain and improve facility condition, there is an expectation that IMP-funded projects will reduce U of A's deferred maintenance liability.

While not an exhaustive list, the following types of work are not generally within the eligibility criteria for IMP funded projects:

- Routine maintenance, repair, or preventative maintenance normally funded by operational grants (lights-on funding)
- Repair, upgrade, or replacement of program delivery equipment or furniture
- Modification of facilities to accommodate programs or activities not within the U of A's direct mandate
- Residences, dining facilities, and parking facilities
- Window cleaning
- Routine maintenance (e.g. filters, duct cleaning, carpet cleaning, etc.)
- Painting projects
- Roadway, site development, and landscaping projects
- New IT software or installations

**Deferred Maintenance**
Industry standards dictate an annual investment in the preventative maintenance of all building assets. The amount of investment depends on the complexity of the space and its usage patterns. For a post-secondary institution, the range of annual investment should range from 2% to 4% of a building's replacement value. Failing to continually invest in the long-term health of campus infrastructure can incur a deferred maintenance liability.

The U of A has adopted industry-standard metrics for calculating these liabilities by tracking and reporting against two elements. The first, deferred maintenance, consists of essential maintenance that was not performed when it should have; thus it is overdue. The second element consists of maintenance that must occur over the next five years in order to maintain critical building systems. Failure to address this maintenance will likely lead to it becoming deferred within five years.

**Supported Infrastructure (teaching, research, and administration)**
For the U of A, where the supported building replacement value is well in excess of $6.5 billion, approximately $163 million should be invested annually on maintenance. The most recent five-year average investment in maintenance has been $22.8 million. As of December 2017, the deferred maintenance liability for supported infrastructure climbed to $340 million with a five-year projection of $891 million.

**Unsupported Infrastructure (residences, dining, and parking)**
***Ancillary Operations***
Because ancillary buildings are considered separately from supported infrastructure, no government support is available for maintenance, renewal, or replacement and, as such, must be entirely self-sufficient. The following capital projects were at varying stages throughout the reporting year:

| Project | Description | Status | Expected Completion | 2017/18 Progress |
|---|---|---|---|---|
| East Campus Village 9 | To provide additional housing inventory to achieve targeted residential capacity | In construction | August 2018 | Nearing substantial completion |
| Lister 5 | To provide additional housing inventory to achieve targeted residential capacity | In construction | August 2018 | Nearing substantial completion |

**In Support of Alberta's Climate Leadership Plan**

The 2017 Capital Plan highlighted several initiatives aimed at reducing U of A's carbon footprint in support of province-wide initiatives to reduce Alberta's carbon emissions and contribute to sustainability. Alberta's largest and most complex post-secondary campus is the perfect environment within which cutting edge technologies can be developed, deployed, and refined to advance learning, research, and environmental objectives simultaneously.

**Campus as a Living Lab**

Recognizing that the U of A is on the cutting edge of environmental research and innovation, we often look within to identify new ways to reduce our environmental impact. For instance, our *Campus as a Living Lab* initiatives provide experiential learning opportunities to students and staff whereby sustainability-focused projects use U of A's grounds, buildings, biodiversity, and communities as a testing ground to develop sustainability solutions. *Campus as a Living Lab* connects the classroom and the real world, creating opportunities for solution-based teaching, research, and experience. For example:

**Cameron Library** - in collaboration with the Nasseri School of Building Science and Engineering, students and researchers developed building information models of the structure, heating, and ventilation systems leading to the design of a dynamic solar façade and new building envelope. When implemented, the building's energy consumption will be reduced by half while demonstrating the use of an integrated solar photovoltaic and solar thermal energy storage system in a northern climate. This project is reliant on government funding.

**Wind modeling** - in collaboration with the Department of Mechanical Engineering, 3D computer models of campus buildings are being used to model wind speed, direction, and power density at the Donadeo Innovation Centre for Engineering. Normally studied on a single building in isolation, this work took an exciting step to model the surrounding built environment and found that wind patterns and strength at Donadeo's roof are, in fact, affected by the surrounding buildings. There are implications for this work in planning the built environment, determining the potential to harvest wind energy in an urban environment, and even in improving design of building exhaust stacks for better dispersion.

**Multi-modal transportation planning** - in collaboration with the Department of Earth and Atmospheric Sciences, urban and regional planning students are assessing the active transportation infrastructure, facilities, and culture at the U of A in pursuit of more safe, active, healthy, and sustainable campuses for students, staff, neighbours, and visitors.

**Solar microgrid and energy storage** - in collaboration with the Department of Electrical and Computer Engineering, a live solar photovoltaic installation on the Electrical and Computer Engineering Research Facility will be tied into the Future Smart Grid Technologies Lab. Live data will inform models of distributed renewable energy generation and storage and power grid energy management and efficiency.

**Energy Management and Sustainable Operations**

Energy Management and Sustainable Operations (EMSO) leads and facilitates sustainability projects at the U of A. As above, often partnering with on-campus expertise, EMSO's goal is to be a catalyst for innovative thinking in the pursuit of U of A remaining a leader in sustainable operations.

**Envison** – U of A's energy management program. Combining "energy" and "vision", the program supports projects that:

- conserve water and reduce energy use on campus,
- introduce renewable energy technologies,
- renew campus infrastructure,
- create awareness about sustainability practices on campus.

Over five phases, Envision is investing $35 million to prevent 30,000 tonnes of greenhouse gas emissions from entering our atmosphere each year. To date, U of A's energy management program has reduced greenhouse gas emissions on campus by more than 2.3 million tonnes and saved in excess of $350 million in utility costs.

**Watego: Proactive Water Protection** - a campus-wide water conservation program that invests in water-saving technologies and fixture upgrades to generate savings used to fund subsequent installations. The first program of its kind in Canada, Watego is being phased across all campus infrastructure and, in one building alone, resulted in a reduction of 60 percent reduction in domestic water use, 78 percent reduction in steam for domestic water heating, and a $3,300 saving in utility costs per year.

**District Energy System** – produces thermal energy at a central plant. U of A's district energy system includes a heating plant, two cooling plants, a thermal energy storage system, two electrical switching stations, and an extensive storm and sanitary system. More than ten kilometres of service corridors bring steam, electricity, natural gas, compressed air, and water (domestic, demineralized, and chilled) to the greater North Campus Area.

Owning and operating our own district energy system has many benefits, not the least of which is the release of far fewer emissions than conventional energy systems. The U of A's district energy system prevents approximately 60,000 tonnes of carbon dioxide emissions from entering out atmosphere each year. Owning our own utility is also cost effective as we are participants in Alberta's deregulated energy market. By managing our power production and natural gas purchases, we reduce operating costs for the U of A, Alberta Health Services, and the Government of Alberta – all of which are customers of the University's district energy system.

# INFORMATION TECHNOLOGY

The primary areas where IT is applied to support the U of A's core mission are:

- Support for teaching and learning: increasing capacity to use digital technologies to enhance learning experiences in-person and for distance education, including support for alternative delivery programs, blended delivery, flipped classrooms and other innovative delivery models.
- Support for research: providing consulting and state-of-the-art systems to support innovative research, including high-performance computing and large-scale data storage.
- Support for access: offering enhanced systems and processes for undergraduate and graduate admissions and student scholarships and awards, including enrolment management system, the monitoring and performance reporting of student progress, and other systems that support and enhance student life.
- Support for efficiency and sustainability: increasing the efficiency of administration systems that support core institutional activities and enhancing the university experience by facilitating easier ways to get things done.

In support of these priorities, the U of A delivered the following major IT enhancements in 2017/18:

- Renegotiated contracts for institutional Internet access resulting in significant cost savings and increased bandwidth for faculty, staff and students.
- Upgraded the U of A's online learning environment to support innovative teaching and learning through enhanced functionality in eClass, the University's Learning Management System.
- Upgraded U of A's research infrastructure while reducing technical debt through the substantial completion of the $17M Research Network Infrastructure Upgrade Federal Grant Program.
- Improved graduate and undergraduate admissions processes that significantly increased applications.
- Enhanced student experience through the automating of program advising and combining the admissions and residential application processes.
- Received the CUCCIO National award for collaboration for ShareIT a shared procurement model for Alberta post-secondary institutions.
- Contributed to the success of the Digital Library North project by provisioning and operating the IT infrastructure.
- Introduced Artificial Intelligence to the IST Service Desk through an AI enabled chatbot, allowing extended hours and more responsive service to routine requests.
- Expanded IT governance to include teaching and learning, and enhanced project management through the adoption of benefits and change management.
- Enhanced the University's cybersecurity and privacy protection through a range of measures including mobile device management and ongoing security reviews.

# STATEMENT OF MANAGEMENT RESPONSIBLITY YEAR ENDED MARCH 31, 2018

The consolidated financial statements of the University of Alberta have been prepared by management in accordance with Canadian public sector accounting standards. The consolidated financial statements present fairly the financial position of the university as at March 31, 2018 and the results of its operations, re-measurement gains and losses, changes in net financial assets and cash flows for the year then ended.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, management has developed and maintains a system of internal control designed to provide reasonable assurance that university assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of the consolidated financial statements.

The Board of Governors is responsible for reviewing and approving the consolidated financial statements, and overseeing management's performance of its financial reporting responsibilities.

The Board of Governors carries out its responsibility for review of the consolidated financial statements principally through its Audit Committee. With the exception of the President, all members of the Audit Committee are not employees of the university. The Audit Committee meets with management and the external auditors and internal auditors to discuss the results of audit examinations and financial reporting matters. The external and internal auditors have full access to the Audit Committee, with and without the presence of management.

These consolidated financial statements have been reported on by the Auditor General of Alberta, the auditor appointed under the Post-secondary Learning Act. The Independent Auditor's Report outlines the scope of the audit and provides the audit opinion on the fairness of presentation of the information in the consolidated financial statements.

*Original signed by David H. Turpin*

President and Vice-Chancellor

*Original signed by Gitta Kulczycki*

Vice-President (Finance & Administration) and
Chief Financial Officer

# INDEPENDENT AUDITOR'S REPORT
# YEAR ENDED MARCH 31, 2018

*This page is intentionally left blank. It will be replaced by the Office of the Auditor General of Alberta Independent Auditor's Report.*

# CONSOLIDATED FINANCIAL STATEMENT DISCUSSION AND ANALYSIS

**Period Ended March 31, 2018 (in millions of dollars)**

The consolidated financial statement discussion and analysis should be read in conjunction with the University of Alberta audited financial statements. The University's financial statements have been prepared in accordance with Canadian Public Sector Accounting Standards. For more in-depth discussion and analysis of the university's goals and objectives please refer to the following documents:
For the Public Good, Comprehensive Institutional Plan, Investment Reports.
https://www.ualberta.ca/reporting

The consolidated financial statement discussion and analysis provides an overview of the University's:

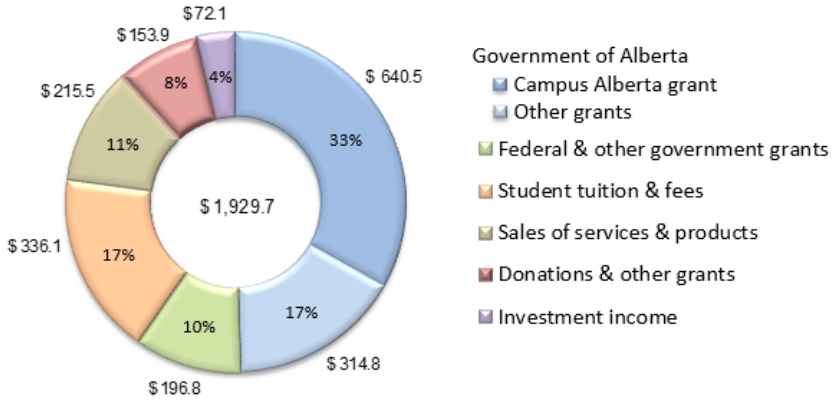
- Summary of Financial Results
- Revenue and Expense
- Capital Acquisitions
- Net Assets and Net Debt
- Areas of Significant Financial Risk

## Summary of Financial Results

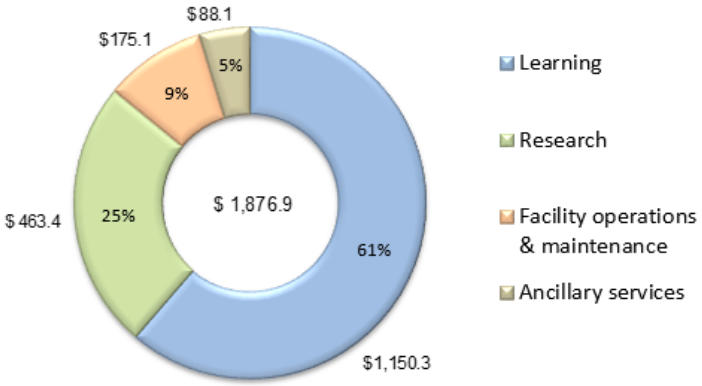
The University ended the year with an annual surplus of $106.0 million. Of this amount $53.2 million are donations directed to endowments and endowment capitalized investment income and therefore are not available for spending. The annual operating surplus of $52.8 million; 2.7% of total revenue (budget: $16.4; 0.9% of total revenue) was primarily used for capital acquisitions and debt repayment. Capital acquisition expenditures include library resources, scientific equipment and computer hardware/software.

Net assets of $2,005.8 million increased from the prior year (2017: $1,873.2). The increase is mainly due to an increase in endowments and the annual operating surplus.

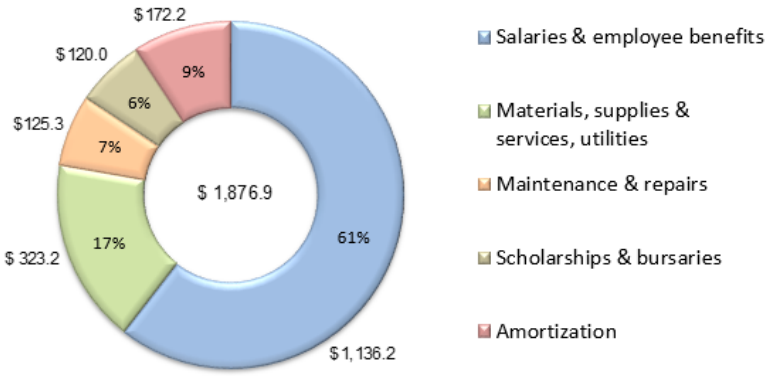
## Revenue




## Expense by Function



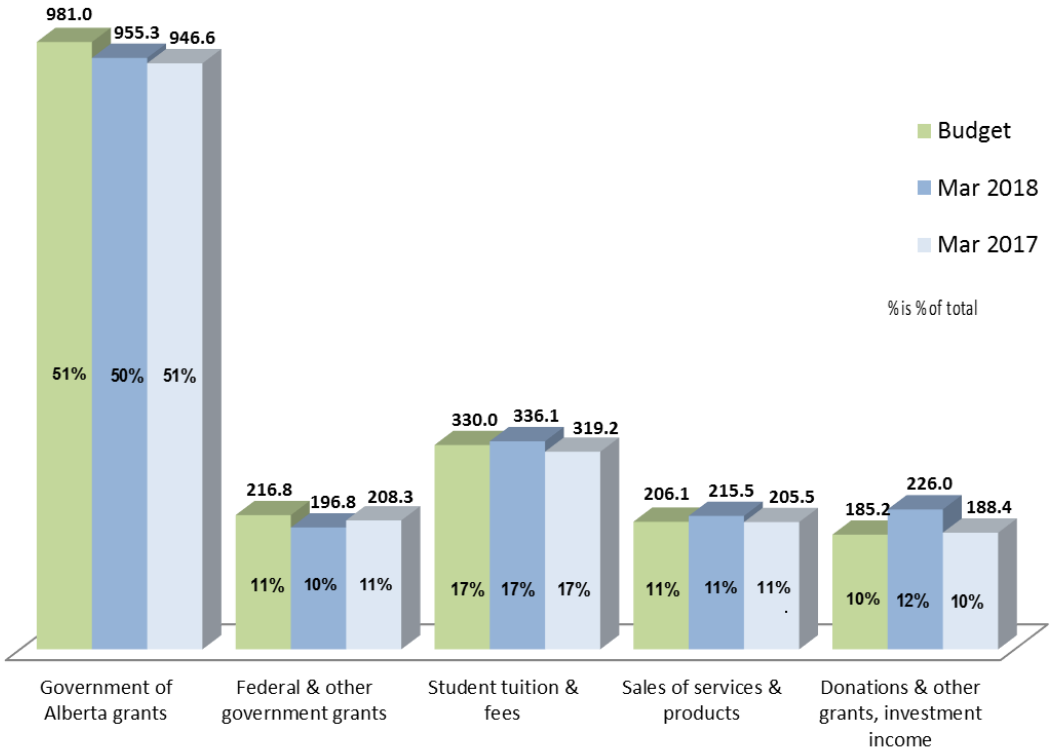

## Expense by Object



**Consolidated Financial Statement Discussion and Analysis**
**Period Ended March 31, 2018 (in millions of dollars)**

## Revenue

Total revenue for the year was $1,929.7 million, an increase of $61.7 million over the prior year and $10.6 million (0.6%) more than budget.




Government of Alberta grants (GoA) represent the single largest source of funding for university activities at 50% of total revenue. The GoA increased the Campus Alberta grant (base operating grant) by 2%. Grants are less than budget as the GoA did not provide a tuition backfill grant to compensate for the tuition freeze. GoA grant funding for the Academic Medicine and Health Services Program (AMHSP) is less than budget as a portion of the overall AMHSP funding now comes from the Medicine Practice Plan (an external entity, therefore offset in other grants).

Federal and other government grants primarily support the university's research activities. Grants are less than budget due to reclassification of donation funding (offset in donations) and medical trainee revenue (offset in sales of services).

Student tuition and fees budget has remained relatively unchanged from prior year. Tuition includes instructional fees, market modifiers, program differential fees and international student fees. The GoA has frozen tuition fees for the past three fiscal years and in November 2017 announced that the tuition freeze will be extended to 2019.

Sales of services and products revenues are generated by ancillary services and faculties and administrative units to both individuals and external organizations. Ancillary services generated sales of $97.4 million, while other units generated sales of $118.1 million. Sales revenue is more than budget mainly due to a reclassification of medical trainee revenue (offset in other government grants).

Donations and other grants support many university activities. Donations and other grants are more than budget due to the AMHSP funding flow change (offset in GoA) and donations received which were included in the other government grants budget.

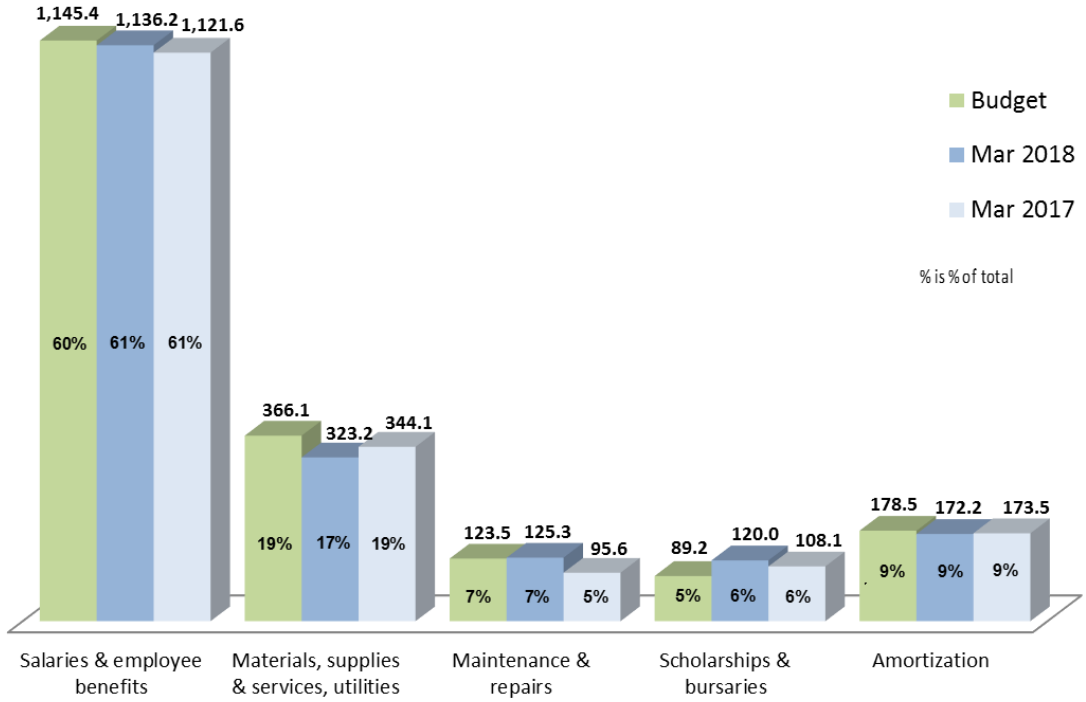
Investment income is $5.4 million more than budget. Investments fall into two categories, the University Endowment Pool (UEP) and the Non-Endowed Investment Pool (NEIP). The UEP had a return of 8.0% (2017: 14.9% return) and represents the majority of the university's long-term investment strategy. The NEIP investments which are allocated to the short-, mid- and long-term investment strategies had a return of 2.9% (2017: 4.4% return).

**Period Ended March 31, 2018 (in millions of dollars)**

## Expense

Total expense for the year was $1,876.9 million, an increase of $34.0 million over the prior year and $25.8 million (1.4%) less than budget. Salaries and employee benefits are the single largest expense representing 61% of total expense.

### Expense by Object




Salaries and employee benefits are less than budget mainly due to the creation of a graduate research assistantship fellowship category which is now categorized as scholarships. This change occurred after the budget was finalized. Excluding this adjustment, salaries and benefits are on budget.

Materials, supplies and services, utilities are less than budget mainly due to lower than planned spending for materials, supplies and services. Utilities is lower than budget due to lower than budgeted utility rates.

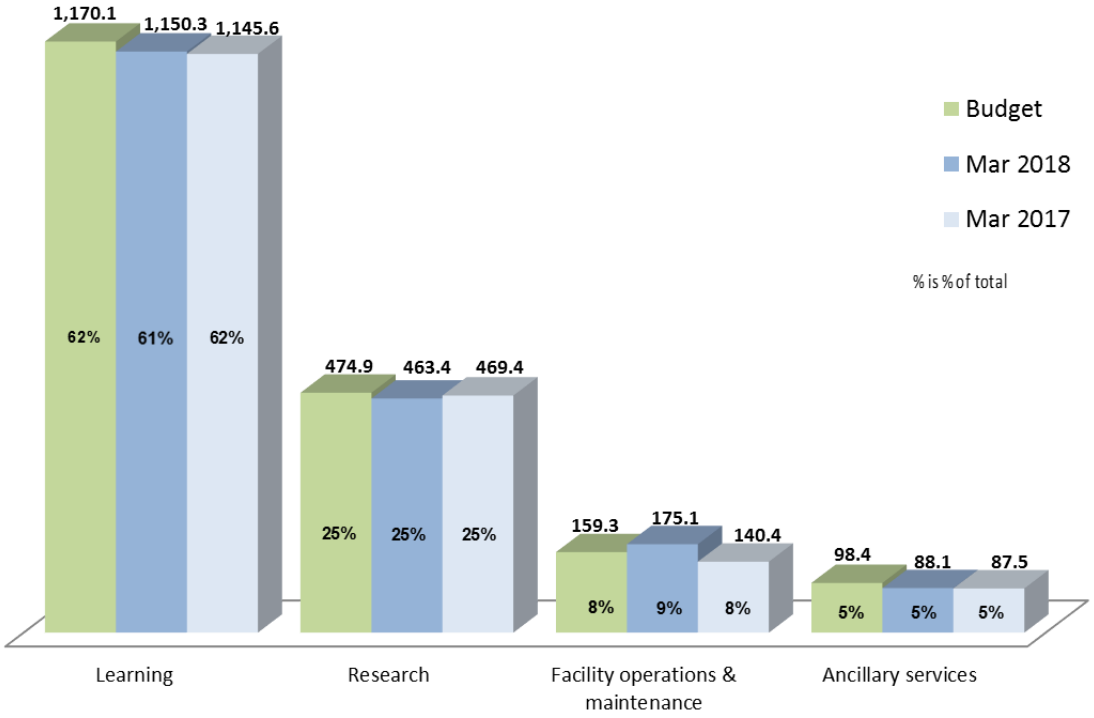
Maintenance and repairs is comparable to budget.

Scholarships and bursaries are more than budget, refer to salaries and employee benefits explanation.

Amortization is comparable to budget.

**Consolidated Financial Statement Discussion and Analysis**
**Period Ended March 31, 2018 (in millions of dollars)**

### Expense by Function




Learning effectively represents the operating activities of the university. A significant component of this category is salary and employee benefit costs. Learning also includes restricted grants and donations that support undergraduate student scholarships, student bursaries and the Academic Medicine and Health Services Program (AMHSP). This expense is comparable to budget.

Research activities expenses are funded by restricted grants and donations as well as internal funds designated for research related spending. This expense is comparable to budget.

Facility operations and maintenance represents the cost of maintaining university facilities and grounds. This expense is more than budget mainly due to additional funding, received from GoA Strategic Initiative Fund grants and the increase in the Infrastructure Maintenance Program grant.

Ancillary services include the university bookstore, parking services, utilities and student residences. Ancillary services are less than budget mainly due to the delay in planned maintenance projects for parking and residences.

## Capital Acquisitions

The university expended $197.9 million (2017: $145.3) on construction and other tangible capital asset acquisitions.

The most significant construction and capital asset acquisitions in 2018 are:

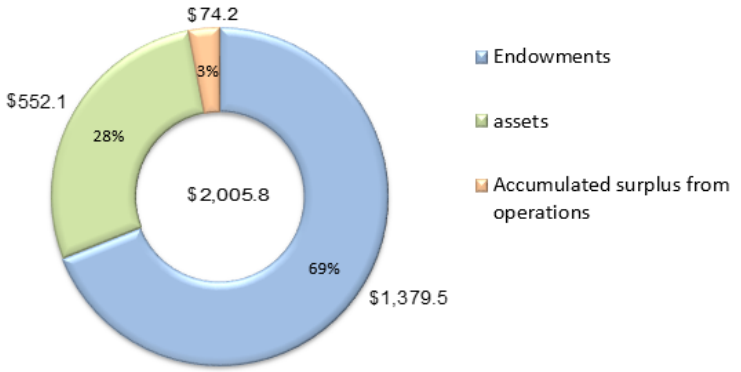
- Three new residence construction projects - Peter Lougheed Hall, East Campus Village and Lister Tower are funded by student rental revenue.
- Research and Collections Resource Facility - a new facility to replace the existing document storage site is funded from university resources.
- Aga Khan Garden at the UofA Botanic Garden is funded by donations.
- Various Strategic Investment Fund projects are funded by a combination of GoA grants and university resources.

**Consolidated Financial Statement Discussion and Analysis**
**Period Ended March 31, 2018 (in millions of dollars)**

## Net Assets and Net Debt

### Net assets

The net asset balance is an important indicator of financial health for the university. The net assets measure provides the economic position of the university from all years of operations. The university's net assets include endowments of $1,379.5 million. Endowments represent contributions from donors that are required to be maintained in perpetuity, as well as capitalized investment income that is also required to be maintained in perpetuity to protect the economic value of the endowment. Endowments are not available for spending. Of the remaining $626.3 million in net assets, $552.1 million represents funds invested in tangible capital assets.




| | Accumulated (deficit) surplus from operations | Investment in tangible capital assets | Endowments | Total |
|---|---|---|---|---|
| Net assets, beginning of year | $ (16.1) | $ 585.0 | $ 1,304.3 | $ 1,873.2 |
| Annual operating surplus | 52.8 | - | - | 52.8 |
| Endowments | (1.7) | - | 54.9 | 53.2 |
| Tangible capital assets | (1.4) | 1.4 | - | - |
| Tangible capital assets - new financing for residence construction expenditures, incurred in the prior year | 34.3 | (34.3) | - | - |
| Change in accumulated remeasurement gains | 6.3 | - | 20.3 | 26.6 |
| Increase (decrease) | 90.3 | (32.9) | 75.2 | 132.6 |
| **Net assets, end of year** | **$ 74.2** | **$ 552.1** | **$ 1,379.5** | **$ 2,005.8** |

The change from accumulated deficit from operations to accumulated surplus is mainly due to the annual operating surplus ($52.8) and mortgage financing received in the current year for tangible capital assets that were acquired last year ($34.3). The university also transferred $1.7 million from accumulated surplus to endowments, representing a bequest received in the year.

The increase in investment in tangible capital assets of $1.4 million consists of additions ($103.1) and debt repayments ($12.9), less new financing ($54.1) and amortization ($60.4). A portion of new financing ($34.3) was for prior year construction projects; financing was deferred in order to secure a better interest rate. These additions include construction projects, equipment, furnishings, computer hardware/software and library resources.

The University's endowment spending policy provides for an annual spending allocation (2018: $38.1; 2017: $36.8) to support a variety of key initiatives in the areas of academic programs, chairs and professorships, scholarships, bursaries and research. The increase in endowments of $75.2 million is due to an increase in fair value ($48.1), new donations ($25.4) and a transfer of a bequest ($1.7).

**Consolidated Financial Statement Discussion and Analysis**
**Period Ended March 31, 2018 (in millions of dollars)**

### Net debt

The University's liquidity needs are met primarily through operating cash flows, working capital balances and capital expansion funding received through grants or long-term debt. Net financial assets (net debt) is a measure of an organization's ability to use its financial assets to cover liabilities and fund future operations.

The net debt (excluding portfolio investments restricted for endowments) indicates that the University has a $213.5 million deficiency (2017: $227.4). The deficiency can be mainly attributed to employee future benefit liabilities (2018: $237.8; 2017: $251.1) which include the Universities Academic Pension Plan (UAPP) (2018: $141.7; 2017: $157.6) and other benefit plans such as supplementary retirement, long-term disability and early retirement (2018: $96.1; 2017: $93.5). Net debt has decreased mainly due to a decrease in employee future benefit liabilities resulting primarily from strong investment returns within the pension plan.

## Areas of Significant Financial Risk

### Fiscal Uncertainty

The Campus Alberta grant is the primary source of funding for the university's day-to-day operating activities. Government support is under pressure given the province's fiscal outlook. Grants, tuition and other revenue generation initiatives are largely under government control, which puts significant pressure on university finances. The impact to university revenue of a 1% change to the Campus Alberta base operating grant is $6.2 million and a 1% change to domestic tuition is $1.9 million.

### Unfunded Pension Liability

The university participates with other Alberta post-secondary institutions in the Universities Academic Pension Plan (UAPP) to provide pensions for the university's participating employees. The unfunded deficiency in the UAPP is currently being funded by a combination of employee and employer contributions and the Government of Alberta. The deficiency is required to be eliminated by 2043. At March 31, 2018, based on actuarial assumptions, the university has recorded a UAPP employee future benefit liability of approximately $142 million.

The impact to the university's share of the unfunded liability of a 1% increase in the inflation rate assumption would be an increase of approximately $45 million, a 1% increase in the salary escalation assumption would be an increase of approximately $9 million, while a decrease of 0.25% in the discount rate assumption would lead to an increase of approximately $23 million.

### Deferred Maintenance

As the largest and oldest post-secondary institution in the province, the university's deferred maintenance continues to increase and was estimated at approximately $1 billion in 2017. The university continues to identify and address priority deferred maintenance issues through joint renewal and repurposing projects to maintain the functionality of our building inventory. We are grateful for the Government increase to the Infrastructure Maintenance Program grant (2018: $34.9; 2017: $23.6) which assisted in addressing the deferred maintenance priorities.

# APPENDIX A: AUDITED FINANCIAL STATEMENTS

## STATEMENT OF MANAGEMENT RESPONSIBILITY
## YEAR ENDED MARCH 31, 2018

The consolidated financial statements of the University of Alberta have been prepared by management in accordance with Canadian public sector accounting standards. The consolidated financial statements present fairly the financial position of the university as at March 31, 2018 and the results of its operations, remeasurement gains and losses, changes in net financial assets and cash flows for the year then ended.

In fulfilling its responsibilities and recognizing the limits inherent in all systems, management has developed and maintains a system of internal control designed to provide reasonable assurance that university assets are safeguarded from loss and that the accounting records are a reliable basis for the preparation of the consolidated financial statements.

The Board of Governors is responsible for reviewing and approving the consolidated financial statements, and overseeing management's performance of its financial reporting responsibilities.

The Board of Governors carries out its responsibility for review of the consolidated financial statements principally through its Audit Committee. With the exception of the President, all members of the Audit Committee are not employees of the university. The Audit Committee meets with management and the external auditors and internal auditors to discuss the results of audit examinations and financial reporting matters. The external and internal auditors have full access to the Audit Committee, with and without the presence of management.

These consolidated financial statements have been reported on by the Auditor General of Alberta, the auditor appointed under the *Post-secondary Learning Act*. The Independent Auditor's Report outlines the scope of the audit and provides the audit opinion on the fairness of presentation of the information in the consolidated financial statements.

*Original signed by David H. Turpin*

President

*Original signed by Gitta Kulczycki*

Vice-President (Finance & Administration)
Chief Financial Officer

This page is intentionally left blank. It will be replaced by the Office of the Auditor General of Alberta Independent Auditor's Report.

**UNIVERSITY OF ALBERTA**
**CONSOLIDATED STATEMENT OF FINANCIAL POSITION**
**AS AT MARCH 31, 2018**
***(thousands of dollars)***

| | Note | 2018 | 2017 |
|---|---|---|---|
| **Financial assets excluding portfolio investments restricted for endowments** | | | |
| Cash and cash equivalents | 4 | **$ 74,078** | $ 18,768 |
| Portfolio investments - non-endowment | 5 | **872,516** | 849,115 |
| Accounts receivable | | **153,177** | 143,216 |
| Inventories held for sale | | **2,340** | 2,642 |
| | | **1,102,111** | 1,013,741 |
| **Liabilities** | | | |
| Accounts payable and accrued liabilities | | **179,497** | 179,148 |
| Employee future benefit liabilities | 7 | **237,774** | 251,060 |
| Debt | 8 | **350,306** | 250,562 |
| Deferred revenue | 9 | **548,016** | 560,420 |
| | | **1,315,593** | 1,241,190 |
| **Net debt excluding portfolio investments restricted for endowments** | | **(213,482)** | (227,449) |
| Portfolio investments - restricted for endowments | 5 | **1,379,534** | 1,304,254 |
| **Net financial assets** | | **1,166,052** | 1,076,805 |
| **Non-financial assets** | | | |
| Tangible capital assets | 10 | **2,732,029** | 2,710,920 |
| Prepaid expenses | | **7,981** | 7,199 |
| | | **2,740,010** | 2,718,119 |
| **Net assets before spent deferred capital contributions** | | **3,906,062** | 3,794,924 |
| Spent deferred capital contributions | 11 | **1,900,241** | 1,921,756 |
| **Net assets** | 12 | **$ 2,005,821** | $ 1,873,168 |
| **Net assets is comprised of:** | | | |
| Accumulated surplus | | **$ 1,729,849** | $ 1,623,869 |
| Accumulated remeasurement gains | | **275,972** | 249,299 |
| | | **$ 2,005,821** | $ 1,873,168 |

Contingent assets and contractual rights (note 13 and 15)

Contingent liabilities and contractual obligations (note 14 and 16)

**UNIVERSITY OF ALBERTA**
**CONSOLIDATED STATEMENT OF OPERATIONS**
**YEAR ENDED MARCH 31, 2018**
***(thousands of dollars)***

| | Note | Budget (Note 18) | 2018 | 2017 |
|---|---|---|---|---|
| **Revenue** | | | | |
| Government of Alberta grants | 19 | $ 980,958 | **$ 955,344** | $ 946,630 |
| Federal and other government grants | 19 | 216,832 | **196,782** | 208,276 |
| Student tuition and fees | | 329,954 | **336,129** | 319,181 |
| Sales of services and products | | 206,144 | **215,471** | 205,509 |
| Donations and other grants | | 116,989 | **153,900** | 119,451 |
| Investment income | | 68,196 | **72,098** | 68,924 |
| | | 1,919,073 | **1,929,724** | 1,867,971 |
| **Expense** | | | | |
| Learning | | 1,170,107 | **1,150,308** | 1,145,558 |
| Research | | 474,856 | **463,422** | 469,436 |
| Facility operations and maintenance | | 159,329 | **175,062** | 140,411 |
| Ancillary services | | 98,363 | **88,132** | 87,489 |
| | | 1,902,655 | **1,876,924** | 1,842,894 |
| **Annual operating surplus** | | 16,418 | **52,800** | 25,077 |
| Endowment contributions | | 18,630 | **25,440** | 31,996 |
| Endowment capitalized investment income | | - | **27,740** | 26,277 |
| | | 18,630 | **53,180** | 58,273 |
| **Annual surplus** | | 35,048 | **105,980** | 83,350 |
| **Accumulated surplus, beginning of year** | | 1,623,869 | **1,623,869** | 1,540,519 |
| **Accumulated surplus, end of year** | 12 | $ 1,658,917 | **$ 1,729,849** | $ 1,623,869 |

*The accompanying notes are an integral part of these consolidated financial statements.*

**UNIVERSITY OF ALBERTA**
**CONSOLIDATED STATEMENT OF CHANGE IN NET FINANCIAL ASSETS**
**YEAR ENDED MARCH 31, 2018**
***(thousands of dollars)***

| | Budget (Note 18) | **2018** | 2017 |
|---|---|---|---|
| Annual surplus | $ 35,048 | **$ 105,980** | $ 83,350 |
| Acquisition of tangible capital assets, net of proceeds on disposals | (185,304) | **(197,691)** | (142,280) |
| Amortization of tangible capital assets | 178,519 | **172,139** | 173,556 |
| Loss on disposal of tangible capital assets | - | **4,443** | 3,356 |
| | (6,785) | **(21,109)** | 34,632 |
| Change in prepaid expenses | 1,122 | **(782)** | 1,318 |
| Change in spent deferred capital contributions | (36,295) | **(21,515)** | (70,684) |
| Change in remeasurement gains and losses | - | **26,673** | 112,493 |
| (Decrease) increase in net financial assets | (6,910) | **89,247** | 161,109 |
| **Net financial assets, beginning of year** | 1,076,805 | **1,076,805** | 915,696 |
| **Net financial assets, end of year** | $ 1,069,895 | **$ 1,166,052** | $ 1,076,805 |

*The accompanying notes are an integral part of these consolidated financial statements.*

**UNIVERSITY OF ALBERTA**
**CONSOLIDATED STATEMENT OF REMEASUREMENT GAINS AND LOSSES**
**YEAR ENDED MARCH 31, 2018**
***(thousands of dollars)***

| | Note | 2018 | 2017 |
|---|---|---|---|
| **Accumulated remeasurement gains, beginning of year** | | **$ 249,299** | $ 136,806 |
| Unrealized gains attributable to: | | | |
| Portfolio investments - non-endowment: | | | |
| Quoted in an active market | | **11,509** | 19,157 |
| Designated at fair value | | **3,160** | 7,502 |
| Portfolio investments - restricted for endowments: | | | |
| Quoted in an active market | | **61,838** | 126,099 |
| Designated at fair value | | **7,681** | 17,074 |
| Amounts reclassified to consolidated statement of operations: | | | |
| Portfolio investments - non-endowment: | | | |
| Quoted in an active market | | **(7,177)** | (7,120) |
| Designated at fair value | | **(1,220)** | (639) |
| Portfolio investments - restricted for endowments: | | | |
| Quoted in an active market | | **(43,691)** | (43,667) |
| Designated at fair value | | **(5,427)** | (5,913) |
| Net change for the year | | **26,673** | 112,493 |
| **Accumulated remeasurement gains, end of year** | 12 | **$ 275,972** | $ 249,299 |

| | | |
|---|---|---|
| **Accumulated remeasurement gains is comprised of:** | | |
| Portfolio investments - non-endowment | **$ 43,363** | $ 37,091 |
| Portfolio investments - restricted for endowments | **232,609** | 212,208 |
| | **$ 275,972** | $ 249,299 |

*The accompanying notes are an integral part of these consolidated financial statements.*

| | 2018 | 2017 |
|---|---|---|
| **Operating transactions** | | |
| Annual surplus | **$ 105,980** | $ 83,350 |
| Add (deduct) non-cash items: | | |
| Amortization of tangible capital assets | **172,139** | 173,556 |
| Expended capital recognized as revenue | **(111,753)** | (114,315) |
| Gain on sale of portfolio investments | **(57,515)** | (57,339) |
| Loss on disposal of tangible capital assets | **4,443** | 3,356 |
| Decrease in employee future benefit liabilities | **(13,286)** | (8,040) |
| Change in non-cash items | **(5,972)** | (2,782) |
| Increase in accounts receivable | **(9,961)** | (11,653) |
| Decrease in inventories held for sale | **302** | 683 |
| Increase in accounts payable and accrued liabilities | **349** | 4,177 |
| (Decrease) increase in deferred revenue | **(12,404)** | 50,692 |
| (Increase) decrease in prepaid expenses | **(782)** | 1,318 |
| **Cash provided by operating transactions** | **77,512** | 125,785 |
| **Capital transactions** | | |
| Acquisition of tangible capital assets, net of proceeds on disposals | **(194,994)** | (139,358) |
| **Cash applied to capital transactions** | **(194,994)** | (139,358) |
| **Investing transactions** | | |
| Purchases of portfolio investments | **(351,972)** | (385,980) |
| Proceeds on sale of portfolio investments | **337,479** | 360,771 |
| **Cash applied to investing transactions** | **(14,493)** | (25,209) |
| **Financing transactions** | | |
| Debt repayment | **(13,956)** | (13,750) |
| Debt - new financing | **113,700** | 17,500 |
| Increase in spent deferred capital contributions, less in kind donations | **87,541** | 40,709 |
| **Cash provided by financing transactions** | **187,285** | 44,459 |
| **Increase in cash and cash equivalents** | **55,310** | 5,677 |
| **Cash and cash equivalents, beginning of year** | **18,768** | 13,091 |
| **Cash and cash equivalents, end of year** | **$ 74,078** | $ 18,768 |

*The accompanying notes are an integral part of these consolidated financial statements.*

## 1. Authority and purpose

The Governors of The University of Alberta is a corporation that manages and operates the University of Alberta (the university) under the *Post-secondary Learning Act* (Alberta). All members of the Board of Governors are appointed by either the Lieutenant Governor in Council or the Minister of Advanced Education, with the exception of the Chancellor and President, who are ex officio members. Under the *Post-secondary Learning Act*, Campus Alberta Sector Regulation, the university is a comprehensive academic and research institution offering undergraduate and graduate degree programs as well as a full range of continuing education programs and activities. The university is a registered charity, and under section 149 of the *Income Tax Act* (Canada), is exempt from the payment of income tax.

## 2. Summary of significant accounting policies and reporting practices

### (a) General – Canadian public sector accounting standards (PSAS) and use of estimates

These consolidated financial statements have been prepared in accordance with PSAS. The measurement of certain assets and liabilities is contingent upon future events; therefore, the preparation of these consolidated financial statements requires the use of estimates, which may vary from actual results. Management uses judgment to determine such estimates. Employee future benefit liabilities and amortization of tangible capital assets are the most significant items based on estimates. In management's opinion, the resulting estimates are within reasonable limits of materiality and are in accordance with the significant accounting policies summarized below. These significant accounting policies are presented to assist the reader in evaluating these consolidated financial statements and, together with the following notes, should be considered an integral part of the consolidated financial statements.

### (b) Valuation of financial assets and liabilities

The university's financial assets and liabilities are generally measured as follows:

Portfolio investments - fair value and amortized cost
Cash and cash equivalents, Accounts receivable, Accounts payable and accrued liabilities, Debt - amortized cost
Inventories held for sale - lower of cost and expected net realizable value

Unrealized gains and losses from changes in the fair value of financial assets and liabilities are recognized in the consolidated statement of remeasurement gains and losses. When the restricted nature of a financial instrument and any related changes in fair value create a liability, unrealized gains and losses are recognized as deferred revenue.

All financial assets are assessed annually for impairment. Impaired financial losses are recognized as a decrease in revenue, except for the restricted amount which is recognized as a decrease in deferred revenue. A write-down of an investment to reflect a loss in value is not reversed for a subsequent increase in value.

For financial assets and liabilities measured at amortized cost, the effective interest rate method is used to determine interest revenue or expense. Transaction costs are a component of cost for financial assets and liabilities that are measured at amortized cost and expensed when measured at fair value. Investment management fees are expensed as incurred. The purchase and sale of cash and cash equivalents and portfolio investments are accounted for using trade-date accounting.

Management evaluates contractual obligations for the existence of embedded derivatives and elects to either measure the entire contract at fair value or separately measure the value of the derivative component when characteristics of the derivative are not closely related to the economic characteristics and risks of the contract itself. Contracts to buy or sell non-financial items for the university's normal course of business are not recognized as financial assets or liabilities.

### (c) Revenue recognition

All revenue is reported on an accrual basis. Cash received for which services and products have not been provided is recognized as deferred revenue.

**Government grants, non-government grants and donations**
Government transfers are referred to as government grants.

Restricted grants and donations are recognized as deferred revenue if the terms for use, or the terms along with the university's actions and communications as to the use, create a liability. These grants and donations are recognized as revenue when the terms are met. If the grants and donations are used to acquire or construct tangible capital assets, revenue will be recognized over the useful life of the tangible capital assets.

**2. Summary of significant accounting policies and reporting practices (continued)**

**(c) Revenue recognition (continued)**

Government grants without terms for the use of the grant are recognized as revenue when the university is eligible to receive the funds. Non-government grants and donations with no restrictions are recognized as revenue in the year received or in the year the funds are committed to the university if the amount can be reasonably estimated and collection is reasonably assured.

In kind donations of services and materials are recognized at fair value when a fair value can be reasonably determined.

**Grants and donations related to land**
Grants and donations for the purchase of land are recognized as deferred revenue when received and recognized as revenue when the land is purchased. An in kind grant or donation of land is recognized as revenue at the fair value of the land when a fair value can be reasonably determined. When the fair value cannot be reasonably determined, the in kind grant or donation is recognized at nominal value.

**Endowment donations**
Endowment donations are recognized as revenue in the consolidated statement of operations in the year in which they are received, and are required by donors to be maintained intact in perpetuity.

**Investment income**
Investment income includes dividends, interest income and realized gains and losses on the sale of portfolio investments. Investment income from restricted grants and donations is recognized as deferred revenue when the terms for use create a liability, and is recognized as revenue when the terms of the grant or donation are met.

The endowment spending allocation portion of investment income earned by endowments is recognized as deferred revenue when the terms for use by the endowment create a liability. Investment income earned by endowments in excess of the endowment spending allocation is recognized as revenue in the consolidated statement of operations (realized income) and the consolidated statement of remeasurement gains and losses (unrealized gains and losses), and is capitalized and maintained intact in perpetuity.

**(d) Endowments**

Endowments consist of:
- Externally restricted donations received by the university and internal allocations by the university's Board of Governors, the principal of which is required to be maintained intact in perpetuity.
- Investment income earned (excluding unrealized income) by the endowments in excess of the amount required for spending allocation is capitalized to maintain and grow the real value of the endowments. Benefactors as well as university policy stipulate that the economic value of the endowments must be protected by limiting the amount of income that may be expended and by reinvesting unexpended income.

Under the *Post-secondary Learning Act*, the university has the authority to alter the terms and conditions of endowments to enable:
- Investment income earned by the endowments to be withheld from distribution to avoid fluctuations in the amounts distributed, generally to regulate the distribution of income earned by the endowments.
- Encroachment on the capital of the endowments to avoid fluctuations in the amounts distributed and generally to regulate the distribution of investment income earned by the endowments if, in the opinion of the Board of Governors, the encroachment benefits the university and does not impair the long-term value of the fund.

In any year, if the investment income earned on endowments is insufficient to fund the spending allocation, the spending allocation is funded from the accumulated capitalized investment income. However, for individual endowments without sufficient accumulated capitalized investment income, endowment principal is used in that year and is expected to be recovered by future investment income.

**(e) Inventories held for sale**

Inventories held for sale are measured using the weighted average method.

**2. Summary of significant accounting policies and reporting practices (continued)**

**(f) Tangible capital assets**

Tangible capital asset acquisitions are recognized at cost, which includes amounts that are directly related, such as design, construction, development, improvement or betterment of the assets, and costs associated with asset retirement obligations. Cost includes overhead directly attributable to construction and development. Construction in progress is not amortized until after the project is complete and the asset is in service.

The cost less residual value of the tangible capital assets, excluding land, is amortized on a straight-line basis over the estimated useful lives as follows:

| | |
|---|---|
| Buildings and utilities | 10 - 40 years |
| Equipment, furnishings and systems | 3 - 10 years |
| Learning resources | 10 years |

Tangible capital asset write-downs are recognized when conditions indicate the asset no longer contributes to the university's ability to provide services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value. Net write-downs are recognized as expense.

Intangible assets, works of art, historical treasures and collections are expensed when acquired and not recognized as tangible capital assets because a reasonable estimate of the future benefits associated with such property cannot be made.

**(g) Asset Retirement Obligations**

Asset retirement obligations are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs are capitalized into the carrying amount of the related asset. In subsequent periods, the liability is adjusted for the accretion of discount and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement obligations are amortized on the same basis as the related asset and the discount accretion is included in determining the results of operations.

**(h) Foreign currency translation**

Transaction amounts denominated in foreign currencies are translated into their Canadian dollar equivalents at exchange rates prevailing at the transaction dates. Carrying values of monetary assets and liabilities and non-monetary items included in the fair value category reflect the exchange rates at the consolidated statement of financial position date. Unrealized foreign exchange gains and losses are recognized in the consolidated statement of remeasurement gains and losses.

**(i) Employee future benefits**

**Pension**
The university participates with other employers in the Public Service Pension Plan (PSPP) and the Universities Academic Pension Plan (UAPP). These pension plans are multi-employer defined benefit pension plans that provide pensions for the university's participating employees based on years of service and earnings.

Pension expense for the UAPP is actuarially determined using the projected benefit method prorated on service. The UAPP activity and financial position are allocated to each participating employer based on their respective percentage of employer contributions. Actuarial gains and losses on the accrued benefit obligation are amortized over the expected average remaining service life of the related employee group.

The university does not have sufficient plan information on the PSPP to follow the standards for defined benefit accounting, and therefore follows the standards for defined contribution accounting. Accordingly, pension expense recognized for the PSPP is comprised of employer contributions to the plan that are required for its employees during the year, which are calculated based on actuarially pre-determined amounts that are expected, along with investment income, to provide the plan's future benefits.

**2. Summary of significant accounting policies and reporting practices (continued)**

**(i) Employee future benefits (continued)**

**Long-term disability**
The cost of providing non-vesting and non-accumulating employee future benefits for compensated absences under the university's long-term disability plan is charged to expense in full when the event occurs which obligates the university to provide the benefits. The cost of this benefit is actuarially determined using the accumulated benefit method, a discount rate based on the university's cost of borrowing and management's best estimate of the retirement ages of employees, expected health care costs and the period of employee disability. Actuarial gains and losses on the accrued benefit obligation are amortized over the average expected period the benefit will be paid.

**Early retirement**
The cost of providing accumulating post-employment benefits under the university's early retirement plans is charged to expense over the period of service provided by the employee. The cost of these benefits is actuarially determined using the projected benefit method prorated on services, a discount rate based on the university's cost of borrowing and management's best estimate of expected health care, dental care, life insurance costs and the period of benefit coverage. Actuarial gains and losses on the accrued benefit obligation are amortized over the expected average remaining service life of the related employee group.

**Supplementary retirement plans**
The university provides non-contributory defined benefit supplementary retirement benefits to executive based on years of service and earnings. The expense for this plan is actuarially determined using the projected benefit method prorated on service. Actuarial gains and losses on the accrued benefit obligation are amortized over the expected average remaining service life of the related employee group.

The university provides non-contributory defined contribution supplementary retirement benefits to eligible executive and academic staff based on years of service and earnings. The expense for these plans is the employer's current year contribution to the plan as calculated in accordance with the plan rules.

**Administrative/professional leave**
The university provides for executive to accrue a paid leave of absence at the end of their executive appointment. The expense for this plan is actuarially determined using the projected benefit method prorated on service. Actuarial gains and losses on the accrued benefit obligation are amortized over the expected average remaining service life of the related employee group.

**General illness**
The cost of providing non-vesting and non-accumulating compensated absences to a maximum of 26 weeks (academic staff) or 120 days (support staff) under the university's general illness plan is charged to expense in full when the event occurs which obligates the university to provide the benefit. The cost of this benefit is actuarially determined using the accumulated benefit method and management's best estimate of the period of employee disability.

**(j) Investment in government partnerships**

Proportionate consolidation is used to recognize the university's share of the following government partnerships:

- Northern Alberta Clinical Trials and Research Centre (50% interest) - a joint venture with Alberta Health Services to support the shared missions of Alberta Health Services and the university for collaborative clinical research.
- TEC Edmonton (50% interest) - a joint venture with Edmonton Economic Development Corporation to stimulate entrepreneurialism, advance corporate development and accelerate commercialization of new ideas and technologies that benefit society.
- Tri-University Meson Facility (TRIUMF) (7.69% interest) - a joint venture with twelve other universities to operate a sub-atomic physics research facility.
- Western Canadian Universities Marine Sciences Society (20% interest) - provides research infrastructure in the marine sciences for member universities and the world-wide scientific community.

These government partnerships are not material to the university's consolidated financial statements; therefore, separate condensed financial information is not presented.

**2. Summary of significant accounting policies and reporting practices (continued)**

**(k) Expense by function**

The university uses the following categories of functions on its consolidated statement of operations:

**Learning**
Expenses relating to support for the academic functions of the university both directly and indirectly. This function includes expenses incurred by faculties for their scholarly activities and learning administrative services. Other expenses associated with this function include student awards and bursaries, other programs involving teaching and learning, and community service specifically funded by restricted grants and donations.

**Research**
Expenses for research activities funded by externally sponsored research funds intended for specific research purposes as well as internal funds designated for research related spending. Other expenses associated with this function include costs such as research administration and research related amortization.

**Facility operations and maintenance**
Expenses relating to maintenance and renewal of facilities that house the teaching, research and administrative activities within the university. These include utilities, facilities administration, building maintenance, custodial services, landscaping and grounds keeping, as well as major repairs and renovations.

**Ancillary services**
Expenses relating to services and products provided to the university community and to external individuals and organizations. Services include the university bookstore, parking services, utilities and student residences.

**(l) Future accounting changes**

In June 2015, the Public Sector Accounting Board issued PS 3430 Restructuring transactions. This accounting standard is effective for fiscal years starting on or after April 1, 2018. Restructuring transactions defines a restructuring transaction and establishes standards for recognizing and measuring assets and liabilities transferred in a restructuring transaction.

In March 2018, the Public Sector Accounting Board approved PS 3280 Asset retirement obligations. This accounting standard is effective for fiscal years starting on or after April 1, 2021. Asset retirement obligations provides guidance on how to account for and report a liability for retirement of a tangible capital asset.

Management is currently assessing the impact of these new standards on the consolidated financial statements.

**3. Adoption of new accounting standards**

The university has prospectively adopted standards from April 1, 2017:

- PS 2200 - Related party disclosures defines a related party and identifies disclosures for related parties and related party transactions, including key management personnel and close family members.
- PS 3420 - Inter-entity transactions establishes standards on how to account for and report transactions between public sector entities that comprise a government's reporting entity from both a provider and recipient perspective.
- PS 3210 - Assets provides guidance for applying the definition of assets set out in PS 1000, Financial statement concepts, and establishes general disclosure standards for assets.
- PS 3320 - Contingent assets defines and establishes disclosure standards for contingent assets.
- PS 3380 - Contractual rights defines and establishes disclosure standards for contractual rights.

The effect of adopting these standards results in changing disclosure of Note 2, Note 13, Note 15, and Note 17.

## 4. Cash and cash equivalents

| | 2018 | 2017 |
|---|---|---|
| Cash | **$ 11,697** | $ 3,789 |
| Money market funds | **62,381** | 14,979 |
| | **$ 74,078** | $ 18,768 |

Money market funds also include short-term notes and treasury bills with a maturity less than three months from the date of acquisition.

## 5. Portfolio investments

| | 2018 | 2017 |
|---|---|---|
| Portfolio investments - non-endowment | **$ 872,516** | $ 849,115 |
| Portfolio investments - restricted for endowments | **1,379,534** | 1,304,254 |
| | **$ 2,252,050** | $ 2,153,369 |

The composition of portfolio investments measured at fair value is as follows:

| | 2018 | | | | 2017 | | | |
|---|---|---|---|---|---|---|---|---|
| | **Level 1 (1)** | **Level 2 (2)** | **Level 3 (3)** | **Total** | Level 1 | Level 2 | Level 3 | Total |
| Cash and money market funds | **$ 23,857** | **$ 531,274** | **$ 385** | **$ 555,516** | $ 25,923 | $ 537,363 | $ 403 | $ 563,689 |
| Canadian government and corporate bonds | **-** | **266,520** | **-** | **266,520** | - | 244,609 | - | 244,609 |
| Canadian equity | **304,714** | **-** | **-** | **304,714** | 374,432 | - | - | 374,432 |
| Foreign equity | **952,767** | **-** | **-** | **952,767** | 791,130 | - | - | 791,130 |
| Private equity | **-** | **-** | **57,661** | **57,661** | - | - | 39,970 | 39,970 |
| Pooled hedge funds | **-** | **30,552** | **-** | **30,552** | - | 52,064 | - | 52,064 |
| Real estate funds | **-** | **-** | **83,277** | **83,277** | - | - | 80,689 | 80,689 |
| | **1,281,338** | **828,346** | **141,323** | **2,251,007** | 1,191,485 | 834,036 | 121,062 | 2,146,583 |
| Other at amortized cost | | | | **1,043** | | | | 6,786 |
| | **$ 1,281,338** | **$ 828,346** | **$ 141,323** | **$ 2,252,050** | $ 1,191,485 | $ 834,036 | $ 121,062 | $ 2,153,369 |

The fair value measurements are those derived from:

(1) Quoted prices in active markets for identical assets.

(2) Inputs other than quoted prices included within level 1 that are observable for the assets, either directly (i.e. as prices) or indirectly (i.e. derived from prices).

(3) Valuation techniques that include inputs for the assets that are not based on observable market data.

As at March 31, 2018, the average effective yields and the terms to maturity are as follows:

- Money market funds: 1.49% (2017 - 1.09%); term to maturity: less than one year.
- Canadian government and corporate bonds: 1.98% (2017 - 1.19%); terms to maturity: range from less than one year to more than 10 years.

The changes in fair value of level 3 portfolio investments are as follows:

| | 2018 | 2017 |
|---|---|---|
| **Balance, beginning of year** | **$ 121,062** | $ 99,907 |
| Unrealized gains | **6,587** | 531 |
| Purchases | **22,760** | 35,432 |
| Proceeds on sale | **(9,086)** | (14,808) |
| | **$ 141,323** | $ 121,062 |

## 6. Financial risk management

The university is exposed to the following risks:

**Market price risk**
Market price risk is the risk that the value of a financial instrument will fluctuate as a result of changes in market prices, whether those changes are caused by factors specific to the individual security, its issuer or general market factors affecting all securities. To manage this risk, the university has policies and procedures in place governing asset mix, diversification, exposure limits, credit quality and performance measurement. The university's Investment Committee, a subcommittee of the Board of Governors, has the delegated authority for oversight of the university's portfolio investments. The university's management of this risk has not changed from prior year.

The university assesses its portfolio sensitivity to a percentage increase or decrease in the market prices. The sensitivity rate is determined using the historical annualized standard deviation for the total University Endowment Pool over a four year period as determined by the BNY Mellon Asset Servicing Global Risk Solutions consulting report. At March 31, 2018, if market prices had a 5.1% (2017 - 5.2%) increase or decrease, with all other variables held constant, the increase or decrease in accumulated remeasurement gains for the year would be $70,356 (2017 - $67,821).

**Foreign currency risk**
Foreign currency risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in foreign exchange rates. The university is exposed to foreign exchange risk on portfolio investments that are denominated in foreign currencies. The university does not hedge its foreign currency exposure with currency forward contracts or any other type of derivative financial instruments.

The impact of a change in value of the Canadian dollar against all foreign currencies is as follows:

| Currency | Fair Value | 2.5% decrease | 1.0% decrease | 1.0% increase | 2.5% increase |
|---|---|---|---|---|---|
| Foreign Currency Assets | $ 1,056,146 | $ (26,404) | $ (10,561) | $ 10,561 | $ 26,404 |

**Credit risk**
Counterparty credit risk is the risk of loss arising from the failure of a counterparty, debtor or issuer to fully honor its financial obligations with the university. The university is exposed to credit risk on investments and has established an investment policy with required minimum credit quality standards and issuer limits to manage this risk. The credit risk from accounts receivable is low as the majority of balances are due from government agencies and corporate sponsors.

The distribution of money market funds by risk rating area is as follows:
- Money market funds: R-1(high) 75.9% (2017 - 59.2%); R-1(mid) 24.1% (2017 - 40.8%).
- Bonds: AAA 86.6% (2017 - 85.3%); AA 11.4% (2017 - 12.5%); A 1.8% (2017 - 2.0%); not rated 0.2% (2017 - 0.2%).

**Liquidity risk**
Liquidity risk is the risk that the university will encounter difficulty in meeting obligations associated with its financial liabilities. The university maintains a portfolio of short-term investments with rolling maturity dates to manage short-term cash requirements. The university maintains a short-term line of credit to ensure that funds are available to meet current and forecasted financial requirements. In 2018, the line of credit was not drawn upon (2017 - not drawn upon).

**Interest rate risk**
Interest rate risk is the risk to the university's earnings that will be affected by the fluctuation and degree of volatility in interest rates. This risk is managed by investment policies that limit the term to maturity of certain fixed income instruments that the university holds. If interest rates increase by 0.3%, and all variables are held constant, the potential loss in fair value to the university would be approximately $2,995 of total investments (2017 - $2,968). Interest rate risk on the university's debt is managed through fixed rate agreements with Alberta Capital Finance Authority (note 8).

The maturity and effective market yield of interest bearing investments are as follows:

| | < 1 year | 1 - 5 years | > 5 years | Average effective market yield |
|---|---|---|---|---|
| | % | % | % | % |
| Money market funds | 100.0 | - | - | 1.5 |
| Canadian government and corporate bonds | - | 64.8 | 35.2 | 2.0 |

## 7. Employee future benefit liabilities

| | 2018 | | | 2017 | | |
|---|---|---|---|---|---|---|
| | Academic staff | Support staff | Total | Academic staff | Support staff | Total |
| Universities Academic Pension Plan | $ 141,695 | $ - | $ 141,695 | $ 157,557 | $ - | $ 157,557 |
| Long-term disability | 7,122 | 24,441 | 31,563 | 7,211 | 21,710 | 28,921 |
| Early retirement | - | 26,325 | 26,325 | - | 26,404 | 26,404 |
| SRP (defined contribution) | 25,805 | - | 25,805 | 22,339 | - | 22,339 |
| SRP (defined benefit) | 7,785 | - | 7,785 | 9,694 | - | 9,694 |
| Administrative/professional leave | 2,715 | - | 2,715 | 3,916 | - | 3,916 |
| General illness | 1,018 | 868 | 1,886 | 1,387 | 842 | 2,229 |
| | $ 186,140 | $ 51,634 | $ 237,774 | $ 202,104 | $ 48,956 | $ 251,060 |

### (a) Defined benefit plans accounted for on a defined benefit basis

**Universities Academic Pension Plan (UAPP)**
The UAPP is a multi-employer contributory joint defined benefit pension plan for academic staff members. An actuarial valuation of the UAPP was carried out as at December 31, 2016 and was then extrapolated to March 31, 2018, resulting in a UAPP deficit of $446,722 (2017 - $763,861) consisting of a pre-1992 deficit of $735,624 and a post-1991 surplus of $288,902. The university's portion of the UAPP deficit has been allocated based on its percentage of the plan's total employer contributions for the year.

The unfunded deficit for service prior to January 1, 1992 is financed by additional contributions of 1.25% (2017 - 1.25%) of salaries by the Government of Alberta. Employees and employers equally share the balance of the contributions of 2.90% (2017 - 3.54%) of salaries required to eliminate the unfunded deficit by December 31, 2043. The Government of Alberta's obligation for the future additional contributions is $244,241 at March 31, 2018.

**Long-term disability (LTD) and general illness (GI)**
The university provides long-term disability and general illness defined benefits to its academic and support staff. An actuarial valuation of these benefits was carried out as at March 31, 2018. The long-term disability plan provides pension and non-pension benefits after employment, but before the employee's normal retirement date. The general illness plan provides similar benefits but for a maximum of 26 weeks (academic staff) or 120 days (support staff).

**Early retirement**
The early retirement benefits for support staff include a bridge benefit (2018 - $19,209; 2017 - $19,511) and a retirement allowance (2018 - $7,116; 2017 - $6,893). An actuarial valuation of these benefits was carried out as at March 31, 2018. The bridge benefit allows eligible employees who retire early to continue participating in several staff benefit programs between the date of early retirement and the end of the month in which the former employee turns 65. Benefits include group life insurance, employee family assistance program, supplementary health care and dental care. The support staff retirement allowance provides eligible employees (those with 20 years of pensionable service at retirement date) one week's base pay per full year of employment to a maximum 25 days pay.

**Supplementary retirement plan (SRP)**
The university provides a non-contributory defined benefit supplementary retirement benefit to executive. The SRP obligation is calculated based on assumptions, including inflation, which are prescribed each month by the Canadian Institute of Actuaries. An actuarial valuation of these benefits was carried out as at March 31, 2018. The SRP was closed to new members effective June 30, 2014, as part of the approval of the new defined contribution SRP for executives.

**Administrative/professional leave (leave)**
The university provides for certain executive to accrue a paid leave at the end of their executive appointment. Upon completing their term of service, the individual's salary and benefits in effect at the end of the service are paid for the duration of the leave. The leave obligation is calculated based on assumptions, including inflation, which are prescribed each month by the Canadian Institute of Actuaries, which management has adopted as their best estimate. An actuarial valuation of these benefits was carried out as at March 31, 2018.

## 7. Employee future benefit liabilities (continued)

### (a) Defined benefit plans accounted for on a defined benefit basis (continued)

The expense and liability of these defined benefit plans are as follows:

| | 2018 | | | | 2017 | | | |
|---|---|---|---|---|---|---|---|---|
| | UAPP | LTD, GI [1] | Early retirement [1] | SRP, leave [1] | UAPP | LTD,GI [1] | Early retirement [1] | SRP, leave [1] |
| **Expense** | | | | | | | | |
| Current service cost | $ 44,080 | $ 18,904 | $ 845 | $ 754 | $ 42,135 | $ 16,393 | $ 1,019 | $ 1,066 |
| Interest cost, net of earnings | 7,740 | 1,897 | 856 | 570 | 9,222 | 1,735 | 1,055 | 656 |
| Amortization of actuarial (gains) losses | (3,842) | 671 | (552) | 140 | (2,609) | 376 | (280) | (455) |
| | $ 47,978 | $ 21,472 | $ 1,149 | $ 1,464 | $ 48,748 | $ 18,504 | $ 1,794 | $ 1,267 |
| **Liability** | | | | | | | | |
| **Accrued benefit obligation** | | | | | | | | |
| Balance, beginning of year | $ 1,147,756 | $ 33,766 | $ 19,202 | $ 14,048 | $ 1,071,971 | $ 30,317 | $ 23,099 | $ 14,326 |
| Current service cost | 44,080 | 18,904 | 845 | 754 | 42,135 | 16,393 | 1,019 | 1,066 |
| Interest cost | 69,987 | 1,897 | 856 | 570 | 65,463 | 1,735 | 1,055 | 656 |
| Benefits paid | (50,780) | (19,173) | (1,228) | (4,575) | (46,125) | (16,374) | (1,354) | (2,832) |
| Actuarial (gains) losses | (9,211) | 3,986 | 4,535 | (379) | 14,312 | 1,695 | (4,617) | 832 |
| Balance, end of year | 1,201,832 | 39,380 | 24,210 | 10,418 | 1,147,756 | 33,766 | 19,202 | 14,048 |
| Plan assets | (1,152,028) | - | - | - | (1,030,922) | - | - | - |
| Plan deficit | 49,804 | 39,380 | 24,210 | 10,418 | 116,834 | 33,766 | 19,202 | 14,048 |
| Unamortized actuarial gains (losses) | 91,891 | (5,931) | 2,115 | 82 | 40,723 | (2,616) | 7,202 | (438) |
| Accrued benefit liability | $ 141,695 | $ 33,449 | $ 26,325 | $ 10,500 | $ 157,557 | $ 31,150 | $ 26,404 | $ 13,610 |

[1] The university plans to use its working capital to finance these future obligations.

The significant actuarial assumptions used to measure the accrued benefit obligation are as follows:

| | 2018 | | | 2017 | | |
|---|---|---|---|---|---|---|
| | UAPP | SRP, leave | LTD, GI, early retirement | UAPP | SRP, leave | LTD, GI, early retirement |
| | % | % | % | % | % | % |
| **Accrued benefit obligation** | | | | | | |
| Discount rate | 6.0 | 4.3 | 4.3 | 6.0 | 4.4 | 4.4 |
| Long-term average compensation increase | 3.0 | 3.0 | 3.0 | 3.0 | 2.0 | 3.0 |
| **Benefit cost** | | | | | | |
| Discount rate | 6.0 | 4.4 | 4.3 | 6.0 | 4.5 | 4.4 |
| Long-term average compensation increase | 3.0 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 |
| Alberta inflation (long-term) | 2.0 | 1.3 | 2.0 | 2.0 | 2.2 | 2.0 |
| Estimated average remaining service life | 10.6 yrs | Note[1] | 1 - 13 yrs | 10.8 yrs | Note[1] | 1 - 14 yrs |

[1] SRP actuarial gains and losses are amortized over the remaining contract terms of the participants.

## 7. Employee future benefit liabilities (continued)

### (b) Defined benefit plan accounted for on a defined contribution basis

**Public Service Pension Plan (PSPP)**
The PSPP is a multi-employer contributory defined benefit pension plan for support staff members. As the university does not have sufficient information to follow the accounting standards for defined benefit plans, it is accounted for on a defined contribution basis. The pension expense recognized in these consolidated financial statements is $32,915 (2017 - $32,769).

An actuarial valuation of the PSPP was carried out as at December 31, 2016 and was then extrapolated to December 31, 2017. At December 31, 2017, the PSPP reported an actuarial surplus of $1,275,843 (2016 - surplus of $302,975). For the year ended December 31, 2017 PSPP reported employer contributions of $363,748 (2016 - $350,083). For the 2017 calendar year, the university's employer contributions were $33,572 (2016 calendar year - $32,256).

### (c) Defined contribution plans

**Supplementary retirement plans (SRP)**
The university provides non-contributory defined contribution supplementary retirement benefits to eligible executive and academic staff members. The expense recognized in these consolidated financial statements is $3,466 (2017 - $4,068).

## 8. Debt

The following debt is with Alberta Capital Finance Authority and is measured at amortized cost:

| | Maturity Date | Interest rate % | 2018 | 2017 |
|---|---|---|---|---|
| **Collateral** | | | | |
| Title to land, building | August 2024 - March 2048 | 2.815 - 6.000 | **$ 199,477** | $ 129,565 |
| Cash flows from facility | May 2020 - December 2047 | 4.814 - 6.250 | **47,126** | 49,988 |
| General Security Agreement | December 2028 - June 2042 | 2.420 - 3.623 | **86,850** | 50,959 |
| None | March 2019 - September 2036 | 2.599 - 5.353 | **16,853** | 20,050 |
| **Balance, end of year** | | | **$ 350,306** | $ 250,562 |

Interest expense on debt recognized in these consolidated financial statements is $10,538 (2017 - $9,585).

Land and buildings pledged as collateral have a net book value of $296,150 (2017 - $239,294).

Principal and interest payments are as follows:

| | Principal | Interest | Total |
|---|---|---|---|
| 2019 | $ 14,509 | $ 13,408 | $ 27,917 |
| 2020 | 14,703 | 12,792 | 27,495 |
| 2021 | 15,337 | 12,159 | 27,496 |
| 2022 | 14,491 | 11,496 | 25,987 |
| 2023 | 15,092 | 10,896 | 25,988 |
| Thereafter | 276,174 | 102,899 | 379,073 |
| | $ 350,306 | $ 163,650 | $ 513,956 |

## 9. Deferred revenue

| | 2018 | | | 2017 |
|---|---|---|---|---|
| | Unspent externally restricted grants and donations | Student tuition and other revenue | Total | Total |
| **Balance, beginning of year** | **$ 534,448** | **$ 25,972** | **$ 560,420** | $ 509,728 |
| **Net change for the year** | | | | |
| Grants, donations, endowment spending allocation and tuition | **581,152** | **345,008** | **926,160** | 957,298 |
| Transfers to spent deferred capital contributions | **(90,238)** | **-** | **(90,238)** | (43,631) |
| Recognized as revenue | **(507,425)** | **(340,901)** | **(848,326)** | (862,975) |
| Net change for the year | **(16,511)** | **4,107** | **(12,404)** | 50,692 |
| **Balance, end of year** | **$ 517,937** | **$ 30,079** | **$ 548,016** | $ 560,420 |

## 10. Tangible capital assets

| | 2018 | | | | | 2017 |
|---|---|---|---|---|---|---|
| | Buildings and utilities | Equipment, furnishings and systems | Learning resources | Land | Total | Total |
| **Cost** | | | | | | |
| Beginning of year | **$ 3,485,283** | **$ 1,331,763** | **$ 429,694** | **$ 83,957** | **$ 5,330,697** | $ 5,229,985 |
| Acquisitions | **125,577** | **49,430** | **22,783** | **70** | **197,860** | 145,275 |
| Disposals | **-** | **(144,197)** | **-** | **-** | **(144,197)** | (44,563) |
| | **3,610,860** | **1,236,996** | **452,477** | **84,027** | **5,384,360** | 5,330,697 |
| **Accumulated amortization** | | | | | | |
| Beginning of year | **1,253,947** | **1,049,628** | **316,202** | **-** | **2,619,777** | 2,484,433 |
| Amortization expense | **84,307** | **67,143** | **20,689** | **-** | **172,139** | 173,556 |
| Disposals | **-** | **(139,585)** | **-** | **-** | **(139,585)** | (38,212) |
| | **1,338,254** | **977,186** | **336,891** | **-** | **2,652,331** | 2,619,777 |
| **Net book value, March 31, 2018** | **$ 2,272,606** | **$ 259,810** | **$ 115,586** | **$ 84,027** | **$ 2,732,029** | $ 2,710,920 |
| Net book value, March 31, 2017 | $ 2,231,336 | $ 282,135 | $ 113,492 | $ 83,957 | $ 2,710,920 | |

Included in buildings and utilities is $149,114 (2017 - $107,711) recognized as construction in progress, which is not amortized as the assets are not in service.

Acquisitions include in kind donations in the amount of $2,697 (2017 - $2,922).

The university holds library permanent collections and other permanent collections which include works of art, museum specimens, archival materials and maps. These collections are expensed and therefore are not included in tangible capital assets.

## 11. Spent deferred capital contributions

Spent deferred capital contributions is comprised of externally restricted grants and donations spent on tangible capital assets, less amortization recognized as revenue.

| | 2018 | 2017 |
|---|---|---|
| **Balance, beginning of year** | **$ 1,921,756** | $ 1,992,440 |
| **Net change for the year** | | |
| Transfers from unspent externally restricted grants and donations | **90,238** | 43,631 |
| Expended capital recognized as revenue | **(111,753)** | (114,315) |
| Net change for the year | **(21,515)** | (70,684) |
| **Balance, end of year** | **$ 1,900,241** | $ 1,921,756 |

## 12. Net assets

| | 2018 | | | | 2017 | | | |
|---|---|---|---|---|---|---|---|---|
| | Accumulated (deficit) surplus from operations | Investment in tangible capital assets | Endowments | Total | Accumulated deficit from operations | Investment in tangible capital assets | Endowments | Total |
| **Net assets, beginning of year** | **$ (16,066)** | **$ 584,980** | **$ 1,304,254** | **$ 1,873,168** | $ (23,782) | $ 551,391 | $ 1,149,716 | $ 1,677,325 |
| **Annual operating surplus** | **52,800** | **-** | **-** | **52,800** | 25,077 | - | - | 25,077 |
| **Endowments** | | | | | | | | |
| New donations | **-** | **-** | **25,440** | **25,440** | - | - | 31,996 | 31,996 |
| Capitalized investment income | **-** | **-** | **27,740** | **27,740** | - | - | 26,277 | 26,277 |
| Transfer to endowments | **(1,699)** | **-** | **1,699** | **-** | (2,672) | - | 2,672 | - |
| **Tangible capital assets** | | | | | | | | |
| Acquisitions | **(103,063)** | **103,063** | **-** | **-** | (97,494) | 97,494 | - | - |
| Debt repayment | **(12,864)** | **12,864** | **-** | **-** | (10,551) | 10,551 | - | - |
| Debt - new financing | **88,394** | **(88,394)** | **-** | **-** | 15,215 | (15,215) | - | - |
| Amortization | **60,386** | **(60,386)** | **-** | **-** | 59,241 | (59,241) | - | - |
| **Change in accumulated remeasurement gains** | **6,272** | **-** | **20,401** | **26,673** | 18,900 | - | 93,593 | 112,493 |
| **Net assets, end of year** | **$ 74,160** | **$ 552,127** | **$ 1,379,534** | **$ 2,005,821** | $ (16,066) | $ 584,980 | $ 1,304,254 | $ 1,873,168 |
| **Net assets is comprised of:** | | | | | | | | |
| Accumulated surplus | **$ 30,797** | **$ 552,127** | **$ 1,146,925** | **$ 1,729,849** | $ (53,157) | $ 584,980 | $ 1,092,046 | $ 1,623,869 |
| Accumulated remeasurement gains [1] | **43,363** | **-** | **232,609** | **275,972** | 37,091 | - | 212,208 | 249,299 |
| | **$ 74,160** | **$ 552,127** | **$ 1,379,534** | **$ 2,005,821** | $ (16,066) | $ 584,980 | $ 1,304,254 | $ 1,873,168 |

[1] Accumulated remeasurement gains are unrealized gains which are not recognized as revenue until realized.

## 13. Contingent assets

The university has initiated a number of insurance claims arising in the normal course of business in which the outcomes may result in assets in the future. While the outcomes of these claims cannot be reasonably estimated at this time, the university believes that any settlement will not have a material effect on the financial position or the results of operations of the university. These contingent assets are not recognized in the consolidated financial statements.

## 14. Contingent liabilities

(a) The university is a defendant in a number of legal proceedings arising in the normal course of business. While the ultimate outcome and liability of these proceedings cannot be reasonably estimated at this time, the university believes that any settlement will not have a material adverse effect on the financial position or the results of operations of the university. Management has concluded that none of the claims meet the criteria for recognizing a liability.

(b) The university has identified a potential liability related to the existence of asbestos in a number of its facilities. Although not a current health hazard, upon renovation or demolition of these facilities, the university may be required to take appropriate remediation procedures to remove the asbestos. As the university has no legal obligation to remove the asbestos in these facilities as long as the asbestos is contained and does not pose a public health risk, the fair value of the obligation cannot be reasonably estimated due to the indeterminate timing and scope of the removal. The asset retirement obligations for these facilities will be recognized in the period in which there is certainty that the renovation or demolition project will proceed and there is sufficient information to estimate fair value of the obligation.

## 15. Contractual rights

Contractual rights are rights of the university to economic resources arising from contracts or agreements that will result in both assets and revenues in the future when the terms of those contracts or agreements are met.

Estimated amounts that will be received or receivable for each of the next five years and thereafter are as follows:

| | Operating leases | Other contracts | Total |
|---|---|---|---|
| 2019 | $ 1,890 | $ 1,279 | $ **3,169** |
| 2020 | 1,573 | 1,262 | **2,835** |
| 2021 | 1,222 | 1,256 | **2,478** |
| 2022 | 957 | 1,250 | **2,207** |
| 2023 | 527 | 1,220 | **1,747** |
| Thereafter | 140 | 5,990 | **6,130** |
| | **$ 6,309** | **$ 12,257** | **$ 18,566** |
| Total at March 31, 2017 | $ 8,320 | $ 13,463 | $ 21,783 |

## 16. Contractual obligations

(a) The university has contractual obligations that will result in liabilities in the future when the terms of the contracts are met. The estimated aggregate amount payable for the unexpired terms of these contractual obligations are as follows:

| | Capital projects | Service contracts | Long-term leases | Total |
|---|---|---|---|---|
| 2019 | $ 97,906 | $ 86,836 | $ 4,312 | **$ 189,054** |
| 2020 | 39,753 | 32,652 | 3,010 | **75,415** |
| 2021 | 30,521 | 10,845 | 2,352 | **43,718** |
| 2022 | 27,914 | 3,632 | 1,720 | **33,266** |
| 2023 | 34,675 | 360 | 1,656 | **36,691** |
| Thereafter | - | - | 4,397 | **4,397** |
| | **$ 230,769** | **134,325** | **$ 17,447** | **$ 382,541** |
| Total at March 31, 2017 | $ 190,351 | $ 139,566 | $ 19,023 | $ 348,940 |

The significant service contracts are as follows:

- In order to manage its exposure to the volatility in the electrical industry, the university has entered into contracts to fix a portion of its electrical cost. The five contracts (2017 - six contracts) with expenditures totaling $33,683 (2017 - $44,032) expire over the next four years.
- Effective August 1, 2015, the university entered into an agreement with an external party for dining and catering services. The agreement has two years remaining with a total estimated cost of $24,267 (2017 - $34,667).
- The university entered into agreements with two external parties for information technology support. The first agreement, effective July 1, 2015 for infrastructure management services, has three years remaining with a cost of $10,125 (2017 - $14,625). The second agreement, effective July 1, 2017 for application management services, has two years remaining with a cost of $4,057 (2017 - $1,125, three months remaining).
- Effective August 1, 2017, the university entered into an agreement with an external party for custodial services. The agreement has two years remaining with a cost of $12,960 (2017 - $3,000, four months remaining).

(b) The university is one of 61 members of CURIE, the Canadian Universities Reciprocal Insurance Exchange, a self-insurance reciprocal established to share the insurable property, liability, and errors and omissions risks of member universities. The projected cost of claims against the exchange is based on actuarial projections and is funded through members' premiums. As at December 31, 2017, CURIE had an accumulated surplus of $81,232 (2016 - $84,907), of which the university's pro rata share is approximately 7.33% (2017 - 7.23%). This accumulated surplus is not recognized in the consolidated financial statements.

## 17. Related parties

The university's accounts are consolidated with the Government of Alberta and is therefore related to all organizations within that government reporting entity. Related parties also include key management personnel (KMP), and their close family members, of the university. Transactions with these entities and individuals are considered to be in the normal course of operations and are recorded at the exchange amount, which approximates fair value.

The university utilizes space provided by other related parties, mainly with Alberta Health Services. This space is provided at a nominal cost. Due to the unique physical and operating arrangements in place, the specialized nature of the space and the integrated nature of operations, the fair value of these lease arrangements cannot be reasonably determined.

## 18. Budget

The university's 2017-18 budget was approved by the Board of Governors and was presented to the Minister of Advanced Education as part of the university's submission of its 2017-18 Comprehensive Institutional Plan.

## 19. Government transfers

| | 2018 | 2017 |
|---|---|---|
| **Government of Alberta grants** | | |
| Advanced Education - Campus Alberta grant | $ 640,512 | $ 628,276 |
| Advanced Education - other grants | 112,116 | 128,775 |
| Economic Development and Trade | 83,569 | 61,019 |
| Alberta Health Services - Academic Medicine and Health Services Program | 45,648 | - |
| Alberta Health Services - other grants | 5,234 | 9,448 |
| Health - other grants | 22,497 | 23,940 |
| Health - Academic Alternative Relationship Plans | - | 73,000 |
| Other departments and agencies | 13,716 | 10,725 |
| | 923,292 | 935,183 |
| Expended capital recognized as revenue | 67,270 | 71,351 |
| Deferred revenue | (35,218) | (59,904) |
| | $ 955,344 | $ 946,630 |
| **Federal and other government grants** | | |
| Natural Sciences and Engineering Research Council | $ 53,132 | $ 52,002 |
| Canadian Institutes of Health Research | 34,521 | 36,604 |
| Social Sciences and Humanities Research Council | 28,044 | 27,774 |
| Canada Research Chairs | 13,352 | 17,077 |
| Canada Foundation for Innovation | 10,896 | 14,091 |
| Other | 47,382 | 40,704 |
| | 187,327 | 188,252 |
| Expended capital recognized as revenue | 20,122 | 18,895 |
| Deferred revenue | (10,667) | 1,129 |
| | $ 196,782 | $ 208,276 |

The university holds $6,180 (2017 - $6,347) on behalf of Government of Alberta agencies and $3,572 (2017 - $5,492) on behalf of federal and other government agencies. These amounts are not recognized in the university's consolidated financial statements.

## 20. Expense by object

| | 2018 Budget (Note 18) | 2018 | 2017 |
|---|---|---|---|
| Salaries | $ 962,800 | $ 944,064 | $ 938,672 |
| Employee benefits | 182,605 | 192,156 | 182,949 |
| Materials, supplies and services | 311,281 | 270,994 | 294,276 |
| Maintenance and repairs | 123,490 | 125,318 | 95,561 |
| Scholarships and bursaries | 89,160 | 120,039 | 108,066 |
| Utilities | 54,800 | 52,214 | 49,814 |
| Amortization of tangible capital assets | 178,519 | 172,139 | 173,556 |
| | $ 1,902,655 | $ 1,876,924 | $ 1,842,894 |

## 21. Salaries and employee benefits

| | 2018 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Base salary [5] | Other cash benefits [6] | Non-cash benefits [7] | Non-cash benefits (DB SRP) [8] | Non-cash benefits (DC SRP) [9] | Non-cash benefits (leave) [10] | Total |
| **Governance** [1] | | | | | | | |
| Board of Governors | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| **Executive** | | | | | | | |
| President | 500 | 95 | 50 | 27 | 47 | 97 | 816 |
| Provost and Vice-President (Academic) [11] | 415 | - | 42 | - | 28 | - | 485 |
| Vice-President (Research) [2] | 334 | - | 32 | 36 | 12 | 39 | 453 |
| Vice-President (Facilities and Operations) | 370 | 9 | 41 | - | 14 | 35 | 469 |
| Vice-President (Finance and Administration) | 375 | 10 | 51 | - | 21 | 37 | 494 |
| Vice-President (University Relations) [3] | 313 | 22 | 40 | - | 14 | 23 | 412 |
| Vice-President (Advancement) | 375 | 9 | 41 | - | 26 | 35 | 486 |

| | 2017 | | | | | | |
|---|---|---|---|---|---|---|---|
| | Base salary [5] | Other cash benefits [6] | Non-cash benefits [7] | Non-cash benefits (DB SRP) [8] | Non-cash benefits (DC SRP) [9] | Non-cash benefits (leave) [10] | Total |
| **Governance** [1] | | | | | | | |
| Board of Governors | $ - | $ - | $ - | $ - | $ - | $ - | $ - |
| **Executive** | | | | | | | |
| President | 500 | 95 | 48 | 25 | 65 | 91 | 824 |
| Provost and Vice-President (Academic) [11] | 415 | - | 41 | - | 37 | - | 493 |
| Vice-President (Research) | 520 | - | 7 | 115 | - | 104 | 746 |
| Vice-President (Facilities and Operations) [4] | 425 | 5 | 43 | 64 | 13 | 41 | 591 |
| Vice-President (Finance and Administration) [4] | 442 | 5 | 44 | 85 | 16 | 46 | 638 |
| Vice-President (University Relations) [3] | 313 | 40 | 45 | 50 | - | 38 | 486 |
| Vice-President (Advancement) | 375 | 9 | 42 | - | 24 | 33 | 483 |

[1] The Chair and Members of the Board of Governors receive no remuneration for participation on the Board.

[2] In 2018, two individuals held this position. The interim Vice-President (Research) did not participate in any executive benefit programs except the DC SRP.

[3] In 2017, two individuals held this position. The interim Vice-President (University Relations) did not participate in any executive benefit programs until becoming Vice-President (University Relations) in July 2017.

[4] In 2017, two individuals held this position.

[5] Base salary includes pensionable base pay for all executive. In 2017, certain base salary amounts also include a retroactive salary settlement and a reduction for the optional personal leave program (days off without pay).

[6] Other cash benefits include academic executive allowances, performance pay, market supplements, car allowances, honoraria and relocation allowances.

[7] Non-cash benefits include the university's share of all employee benefits and contributions or payments made on behalf of employees including pension, group life insurance, employee and family assistance program, critical illness, supplementary health care, short and long-term disability plans, and dental plan. Benefits for some of the executive also include supplemental life insurance, forgivable housing loans, reimbursement for legal fees and club dues.

## 21. Salaries and employee benefits (continued)

(8) Under the terms of the Defined Benefit Supplementary Retirement Plan (DB SRP), the executive may receive supplemental payments. Retirement arrangement costs as detailed below are not cash payments in the period but are period expenses for the rights to future compensation. Costs shown reflect the total estimated cost to provide supplementary retirement benefits. The DB SRP provides future benefits to participants based on years of service and earnings. The cost of these benefits is actuarially determined using the projected benefit method pro rated on service, a market interest rate, and other assumptions included in the Canadian Institute of Actuaries' lump sum commuted value standard. Net actuarial gains and losses of the benefit obligations are amortized over the remaining terms of the participants' contracts. Current service cost is the actuarial present value of the benefits earned in the current year. The DB SRP was closed to new members effective June 30, 2014.

The DB SRP current service cost and accrued benefit obligation is as follows:

| | | 2017 | 2018 | | | |
|---|---|---|---|---|---|---|
| | Years of eligible University of Alberta service | Accrued benefit obligation | Service costs | Interest and other costs | Actuarial (gain) loss | Accrued benefit obligation (8c) |
| President (8a) | 2.8 | $ 30 | $ 25 | $ 2 | $ 12 | $ 69 |
| Former Vice-President (Research) (8b) | 10.0 | 971 | 25 | 11 | - | 1,007 |

(8a) The DB SRP was closed to new members effective June 30, 2014. However, a portion of the supplementary retirement benefit for the current President is calculated on a defined benefit basis, and the liability will be disclosed on this basis as service is provided.

(8b) Includes service to June 30, 2017 and the accrued benefit obligation shown is at June 30, 2017.

(8c) The significant actuarial assumptions used to measure the accrued benefit obligation are disclosed in (note 7).

(9) Under the terms of the executive Defined Contribution Supplementary Retirement Plan (DC SRP), the executive may receive supplemental payments. Retirement arrangement costs as detailed below are not cash payments in the period but are period expenses for the rights to future compensation. Costs shown reflect the total cost to provide supplementary retirement benefits. The DC SRP provides future benefits to participants based on the value of the contributions at the end of their service. The cost of these benefits is calculated based on pensionable salary multiplied by a factor based on age and service. The DC SRP was introduced effective July 1, 2014, for all executives commencing employment on or after that date.

The DC SRP current service cost and obligation is as follows:

| | | 2017 | 2018 | | |
|---|---|---|---|---|---|
| | Years of eligible University of Alberta service | DC SRP obligation | Service costs | Interest and investment earnings (9a) | DC SRP obligation |
| President | 2.8 | $ 86 | $ 43 | $ 4 | $ 133 |
| Provost and Vice-President (Academic) | 2.8 | 55 | 25 | 3 | 83 |
| Interim Vice-President (Research) | 0.8 | - | 12 | - | 12 |
| Vice-President (Facilities and Operations) | 1.6 | 13 | 14 | - | 27 |
| Vice-President (Finance and Administration) | 1.4 | 16 | 21 | - | 37 |
| Vice-President (University Relations) | 0.8 | - | 14 | - | 14 |
| Vice-President (Advancement) | 2.5 | 31 | 25 | 1 | 57 |

(9a) Contributions are made on an annual basis at the end of the plan (calendar) year. Interest is paid in lieu of contributions being made every month. Investment earnings are distributed to each plan participant based on the overall return of the plan's investments.

## 21. Salaries and employee benefits (continued)

(10) The administrative/professional leave (leave) plan current service cost and accrued benefit obligation is as follows:

| | 2017 | 2018 | | | | |
|---|---|---|---|---|---|---|
| | Years of eligible University of Alberta service | Accrued benefit obligation | Service costs | Interest and other costs | Actuarial (gain) loss | Accrued benefit obligation (10b) |
| President | 2.8 | $ 159 | $ 91 | $ 6 | $ 8 | $ 264 |
| Former Vice-President (Research) (10a) | 10.0 | 1,047 | 27 | 12 | - | 1,086 |
| Vice-President (Facilities and Operations) | 1.6 | 19 | 33 | 2 | 6 | 60 |
| Vice-President (Finance and Administration) | 1.4 | 15 | 35 | 2 | 4 | 56 |
| Vice-President (University Relations) | 0.8 | - | 22 | 1 | 3 | 26 |
| Vice-President (Advancement) | 2.5 | 50 | 33 | 2 | 9 | 94 |

(10a) Includes service to June 30, 2017 and the accrued benefit obligation shown is at June 30, 2017.

(10b) The significant actuarial assumptions used to measure the accrued benefit obligation are disclosed in (note 7).

(11) The Provost and Vice-President (Academic) participates in the administrative leave program available to faculty members in eligible administrative positions. Under that administrative leave program, an individual must apply for and receive approval for a leave; therefore, there is no leave accrual.

## 22. Approval of financial statements

The consolidated financial statements were approved by the Board of Governors.

## 23. Comparative figures

Certain comparative figures have been reclassified to confirm to the current year presentation.

# APPENDIX B: ENROLMENT TABLE

The Advanced Education Annual Reporting Guidelines for 2017-18 state the following:
"Using the Enrolment Plan presented in the institution's CIP, compare the estimated enrolments with the actual enrolment by program for the most recent reporting year. Enrolments are to be presented using Full Load Equivalent (FLE). The FLE is measured by taking the load of the learner enrolled (instructional hours + practicum hours) and dividing by the full load of that program/specialization/year of study. Identify any significant changes between estimates and actuals and provide an explanation for the differences. Specifically identify enrolment for International students, which should be clearly represented as a percentage of total projected enrolment by program."

***U of A Response:***
Enrolment data/information provided in this appendix are drawn from the Provider and Program Registry System (PaPRS) and the Learner Enrolment Registry System (LERS). It is important to note that there is not perfect alignment between the programs listed in PaPRS and those listed in the U of A 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 government 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 approach allows individual programs to respond dynamically to changes in demand, supporting the growth and sustainability of emerging areas of study. This 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.

*Data as of March 31, 2018*

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

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | | Wildlife and Rangeland Conservation | 12.225 | 9.975 | | | |
| | | | Bachelor of Science in Forest Business Management | | | | | | |
| | | | | Forest Business Management | 6.284 | 6.765 | | | |
| | | | Bachelor of Science in Forestry | | | | | | |
| | | | | Forest Management | | | | | |
| | | | | Forestry | 54.669 | 60.002 | | | |
| | | | Bachelor of Science in Human Ecology | | | | | | |
| | | | | Clothing, Textiles and Material Culture | 46.267 | 47.096 | | | |
| | | | | Family Science | 94.801 | 100.779 | | | |
| | | | | Human Ecology | 3.170 | 1.000 | | | |
| | | | Bachelor of Science in Nutrition and Food Sciences | | | | | | |
| | | | | Dietetics | 32.700 | 62.014 | | | |
| | | | | Food Science and Technology | 27.800 | 31.100 | | | |
| | | | | Nutrition | 74.105 | 31.813 | | | |
| | | | | Nutrition and Food | 65.885 | 32.603 | | | |
| | | | | Nutrition and Food Science | 174.329 | 204.200 | | | |
| | | | Combined Bachelor of Science in Human Ecology/Bachelor of Education | | | | | | |
| | | | | Car and Tech Studies:Human Ecology | 3.500 | | | | |
| | | | Combined BSc in Environmental and Conservation Sciences/Bachelor of Arts in Native Studies | | | | | | |
| | | | | Human Dimensions in Environmental Management | 4.001 | 6.332 | | | |
| | Masters and Other GS | | | | 461.262 | 472.594 | 225 | 225 | 225 |
| | | Degree | | | | | | | |
| | | | Master of Agriculture | | | | | | |
| | | | | Agricultural, Food, and Nutritional Science | 0.476 | | | | |
| | | | | Renewable Resources | 0.858 | 0.715 | | | |
| | | | | Rural Economy | 1.001 | 1.573 | | | |
| | | | Master of Arts | | | | | | |
| | | | | Human Ecology | 13.722 | 12.887 | | | |
| | | | Master of Engineering | | | | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | | Agricultural, Food, and Nutritional Science | 0.572 | | | | |
| | | | Master of Forestry | | | | | | |
| | | | | Renewable Resources | 10.578 | 17.096 | | | |
| | | | Master of Science | | | | | | |
| | | | | Agricultural, Food, and Nutritional Science | 186.618 | 200.781 | | | |
| | | | | Human Ecology | 19.780 | 20.891 | | | |
| | | | | Renewable Resources | 172.506 | 162.171 | | | |
| | | | | Rural Economy | 55.151 | 56.480 | | | |
| | PhD | | | | 370.140 | 367.122 | 215 | 215 | 215 |
| | | Degree | | | | | | | |
| | | | Doctor of Philosophy | | | | | | |
| | | | | Agricultural, Food, and Nutritional Science | 234.153 | 218.941 | | | |
| | | | | Human Ecology | 20.910 | 19.437 | | | |
| | | | | Renewable Resources | 95.752 | 112.916 | | | |
| | | | | Rural Economy | 19.325 | 15.828 | | | |
| **Arts** | | | | | | | | | |
| | Undergraduate | | | | 4,707.648 | 4,852.921 | 4,871 | 4,871 | 4,871 |
| | | Degree | | | | | | | |
| | | | Bachelor of Arts | | | | | | |
| | | | | Ancient and Medieval History | 7.300 | 5.700 | | | |
| | | | | Anthropology | 103.300 | 119.333 | | | |
| | | | | Art and Design | 107.300 | 126.067 | | | |
| | | | | Art History | 15.800 | 20.900 | | | |
| | | | | Arts General | 833.720 | 851.183 | | | |
| | | | | Chinese Language and Literature | 4.700 | 1.800 | | | |
| | | | | Classics | 20.500 | 22.333 | | | |
| | | | | Classics/Greek/Latin Combination | 2.600 | 2.000 | | | |
| | | | | Combined Chinese/Japanese | 1.700 | 0.300 | | | |
| | | | | Combined French/Spanish | 4.600 | 5.400 | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | | Combined German/Scandinavian | | | | | |
| | | | | Combined Polish/Russian | | | | | |
| | | | | Combined Russian/Ukranian | | | | | |
| | | | | Comparative Literature | 9.100 | 12.300 | | | |
| | | | | Drama | 81.933 | 78.200 | | | |
| | | | | East Asian Languages and Literature | 7.600 | 3.800 | | | |
| | | | | East Asian Studies | 65.600 | 67.200 | | | |
| | | | | Economics | 731.054 | 719.400 | | | |
| | | | | English | 219.800 | 221.500 | | | |
| | | | | Film and Media Studies | 23.700 | 29.500 | | | |
| | | | | French Language and Literature | 29.300 | 19.100 | | | |
| | | | | German Language and Literature | 20.066 | 21.833 | | | |
| | | | | History | 144.600 | 153.500 | | | |
| | | | | Human Geography | 75.650 | 69.000 | | | |
| | | | | Japanese Language and Literature | | | | | |
| | | | | Latin American Studies | 3.600 | 5.200 | | | |
| | | | | Linguistics | 105.333 | 101.850 | | | |
| | | | | Mathematics (Arts) | 66.900 | 69.100 | | | |
| | | | | Middle Eastern and African Studies | | | | | |
| | | | | Music | 24.350 | 18.900 | | | |
| | | | | Philosophy | 57.700 | 65.400 | | | |
| | | | | Planning | 45.000 | 43.700 | | | |
| | | | | Political Science | 372.566 | 404.733 | | | |
| | | | | Psychology (Arts) | 712.650 | 775.317 | | | |
| | | | | Religious Studies | 11.100 | 9.100 | | | |
| | | | | Romance Languages | | 1.000 | | | |
| | | | | Russian Language and Literature | | | | | |
| | | | | Scandinavian Language and Literature | 3.500 | 1.100 | | | |
| | | | | Sociology | 293.300 | 280.100 | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | | Spanish Language and Literature | 17.700 | 15.000 | | | |
| | | | | Ukrainian Language and Literature | | | | | |
| | | | | Women's and Gender Studies | 36.750 | 34.100 | | | |
| | | | Bachelor of Arts in Criminology | | | | | | |
| | | | | Criminology | 40.900 | 41.400 | | | |
| | | | Bachelor of Arts in Drama/Bachelor of Education Secondary | | | | | | |
| | | | | Drama | 32.100 | 45.700 | | | |
| | | | Bachelor of Arts in Environmental Studies | | | | | | |
| | | | | Environmental Studies | 7.400 | 15.700 | | | |
| | | | Bachelor of Design | | | | | | |
| | | | | Business/Marketing Route | 37.601 | 34.119 | | | |
| | | | | Computing Science Route | 0.600 | 1.456 | | | |
| | | | | Design Engineering Route | 19.955 | 20.306 | | | |
| | | | | Design General Route | 62.934 | 65.108 | | | |
| | | | | Printmaking Route | 0.364 | 2.428 | | | |
| | | | | Social Sciences Route | 9.165 | 9.339 | | | |
| | | | Bachelor of Fine Arts in Art and Design | | | | | | |
| | | | | Art and Design | 81.000 | 78.400 | | | |
| | | | Bachelor of Fine Arts in Drama | | | | | | |
| | | | | Acting | 35.694 | 32.305 | | | |
| | | | | Technical Theatre | 29.457 | 28.826 | | | |
| | | | | Theatre Design | 13.474 | 10.652 | | | |
| | | | Bachelor of Music | | | | | | |
| | | | | Composition and Theory | 1.183 | 2.728 | | | |
| | | | | General Route | 38.187 | 53.461 | | | |
| | | | | Music History | | | | | |
| | | | | Performance | 15.504 | 15.276 | | | |
| | | | Combined Bachelor of Music/Bachelor of Education | | | | | | |
| | | | | Music | 21.758 | 20.768 | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | | Music and Secondary Education | | | | | |
| | Masters and Other GS | | | | 462.378 | 443.242 | 393 | 393 | 393 |
| | | Degree | | | | | | | |
| | | | Combined Master of Arts/Master of Library Information Studies | | | | | | |
| | | | | Humanities Computing | 10.300 | 11.400 | | | |
| | | | Master of Arts | | | | | | |
| | | | | Anthropology | 35.489 | 41.157 | | | |
| | | | | Comparative Literature Program | 0.666 | | | | |
| | | | | Drama | 7.499 | 5.504 | | | |
| | | | | East Asian Studies | 23.328 | 22.994 | | | |
| | | | | Economics | 52.520 | 26.011 | | | |
| | | | | English and Film Studies | 25.496 | 27.834 | | | |
| | | | | Gender and Social Justice Studies | 8.002 | 11.834 | | | |
| | | | | History and Classics | 37.224 | 37.164 | | | |
| | | | | History of Art, Design and Visual Culture | 12.996 | 8.996 | | | |
| | | | | Linguistics | 1.500 | 1.000 | | | |
| | | | | Modern Languages and Cultural Studies | 22.495 | 18.992 | | | |
| | | | | Music | 5.832 | 9.664 | | | |
| | | | | Philosophy | 22.495 | 20.328 | | | |
| | | | | Political Science | 25.497 | 25.165 | | | |
| | | | | Psychology | 5.498 | 3.998 | | | |
| | | | | Religious Studies Program | 5.998 | 4.500 | | | |
| | | | | Sociology | 24.830 | 24.327 | | | |
| | | | Master of Arts in Humanities Computing | | | | | | |
| | | | | Anthropolgy | 1.666 | 1.666 | | | |
| | | | | English and Film Studies | | | | | |
| | | | | History and Classics | | 1.000 | | | |
| | | | | Humanities Computing | 2.000 | 2.167 | | | |
| | | | | Interdisciplinary Studies | 32.491 | 28.656 | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | | Library and Information Studies | 3.666 | 4.332 | | | |
| | | | | Modern Languages and Cultural Studies | | 2.000 | | | |
| | | | | Philosophy | | 1.167 | | | |
| | | | | Religious Studies Program | 1.833 | 0.833 | | | |
| | | | | Sociology | 1.000 | 1.666 | | | |
| | | | Master of Design | | | | | | |
| | | | | Art and Design | 11.750 | 16.250 | | | |
| | | | Master of Fine Arts | | | | | | |
| | | | | Art and Design | 16.125 | 15.250 | | | |
| | | | | Drama | 15.875 | 12.625 | | | |
| | | | Master of Music | | | | | | |
| | | | | Music | 19.813 | 19.052 | | | |
| | | | Master of Science | | | | | | |
| | | | | Linguistics | 10.332 | 10.162 | | | |
| | | | | Psychology | 18.162 | 25.548 | | | |
| | PhD | | | | 609.445 | 604.335 | 449 | 449 | 449 |
| | | Degree | | | | | | | |
| | | | Doctor of Music | | | | | | |
| | | | | Music | 23.825 | 24.437 | | | |
| | | | Doctor of Philosophy | | | | | | |
| | | | | Anthropology | 40.319 | 40.821 | | | |
| | | | | Art and Design (Dept) | 6.664 | 7.332 | | | |
| | | | | Comparative Literature Program | 15.495 | 10.663 | | | |
| | | | | Drama | 7.998 | 11.497 | | | |
| | | | | Economics | 29.492 | 24.991 | | | |
| | | | | English and Film Studies | 110.633 | 118.129 | | | |
| | | | | History and Classics | 56.596 | 57.594 | | | |
| | | | | Linguistics | 34.491 | 32.989 | | | |
| | | | | Modern Languages and Cultural Studies | 49.317 | 49.816 | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | | Music | 25.327 | 26.992 | | | |
| | | | | Philosophy | 26.992 | 26.824 | | | |
| | | | | Political Science | 48.486 | 46.652 | | | |
| | | | | Psychology | 50.648 | 53.760 | | | |
| | | | | Religious Studies | 17.330 | 15.995 | | | |
| | | | | Sociology | 65.832 | 55.843 | | | |
| **Augustana Faculty** | | | | | | | | | |
| | Undergraduate | | | | 910.835 | 935.865 | 899 | 899 | 899 |
| | | Degree | | | | | | | |
| | | | Bachelor of Arts (Augustana Faculty) | | | | | | |
| | | | | Art | 27.466 | 29.447 | | | |
| | | | | Arts General | 51.982 | 42.950 | | | |
| | | | | Biology | 5.433 | 6.566 | | | |
| | | | | Chemistry | 1.500 | 2.400 | | | |
| | | | | Drama | 14.899 | 10.016 | | | |
| | | | | Economics | 13.550 | 21.499 | | | |
| | | | | English | 22.899 | 24.799 | | | |
| | | | | Environmental Studies | 17.933 | 14.832 | | | |
| | | | | History | 22.032 | 19.515 | | | |
| | | | | Mathematics and Physics | 1.200 | 1.500 | | | |
| | | | | Modern Languages | 5.934 | 6.166 | | | |
| | | | | Music | 8.816 | 6.753 | | | |
| | | | | Philosophy and Religion | 5.600 | 4.900 | | | |
| | | | | Physical Education | 63.793 | 71.977 | | | |
| | | | | Political Studies | 16.266 | 15.166 | | | |
| | | | | Psychology | 79.348 | 86.999 | | | |
| | | | | Sociology | 16.233 | 18.798 | | | |
| | | | Bachelor of Management in Business Economics (Augustana Faculty) | | | | | | |
| | | | | Bachelor of Management in Business Economics | 105.299 | 99.148 | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | Bachelor of Music (Augustana Faculty) | | | | | | |
| | | | | Comprehensive | 4.027 | 6.910 | | | |
| | | | | Piano | 2.837 | 1.871 | | | |
| | | | | Voice | 8.406 | 8.657 | | | |
| | | | Bachelor of Science (Augustana Faculty) | | | | | | |
| | | | | Biology | 110.693 | 122.410 | | | |
| | | | | Chemistry | 40.048 | 37.166 | | | |
| | | | | Computing Science | 27.431 | 43.397 | | | |
| | | | | Environmental Science | 40.601 | 40.566 | | | |
| | | | | Mathematics and Physics | 21.365 | 24.566 | | | |
| | | | | Physical Education | 115.263 | 101.425 | | | |
| | | | | Psychology | 25.665 | 27.999 | | | |
| | | | | Science General | 34.316 | 37.467 | | | |
| **Business** | | | | | | | | | |
| | Undergraduate | | | | 1,735.166 | 1,737.066 | 1,786 | 1,786 | 1,786 |
| | | Degree | | | | | | | |
| | | | Bachelor of Commerce | | | | | | |
| | | | | Accounting | 561.650 | 554.850 | | | |
| | | | | Business | 79.300 | 79.400 | | | |
| | | | | Business Economics and Law | 116.783 | 133.650 | | | |
| | | | | Business Studies | 29.200 | 21.200 | | | |
| | | | | East Asian Business Studies | 3.000 | 3.400 | | | |
| | | | | European Business Studies | 1.200 | 0.600 | | | |
| | | | | Finance | 478.100 | 491.283 | | | |
| | | | | Human Resource Management | 80.500 | 82.800 | | | |
| | | | | International Business | 33.600 | 23.300 | | | |
| | | | | Latin American Business Studies | | | | | |
| | | | | Management Information Systems | 63.100 | 74.783 | | | |
| | | | | Management Science | 0.500 | | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | | Marketing | 166.483 | 157.100 | | | |
| | | | | Operations Management | 63.600 | 60.850 | | | |
| | | | | Retailing and Service | 1.400 | 0.900 | | | |
| | | | | Strategic Management and Organization | 56.750 | 52.950 | | | |
| | Masters and Other GS | | | | 458.173 | 534.791 | 234 | 234 | 234 |
| | | Degree | | | | | | | |
| | | | Combined Master of Business Administration/Juris Doctor | | | | | | |
| | | | | Business-MBA | 3.108 | 8.514 | | | |
| | | | Combined Master of Business Administration/Master of Agriculture | | | | | | |
| | | | | Business-MBA | | 0.602 | | | |
| | | | Combined Master of Business Administration/Master of Engineering | | | | | | |
| | | | | Business-MBA | 0.400 | 3.659 | | | |
| | | | Combined Master of Business Administration/Master of Forestry | | | | | | |
| | | | | Business-MBA | | | | | |
| | | | Doctor of Philosophy | | | | | | |
| | | | | Business PhD | | 1.168 | | | |
| | | | Executive Master of Business Administration | | | | | | |
| | | | | Business-MBA | 66.552 | 75.441 | | | |
| | | | Master of Accounting | | | | | | |
| | | | | Accounting | | 20.500 | | | |
| | | | Master of Business Administration | | | | | | |
| | | | | Business-MBA | 246.497 | 233.499 | | | |
| | | | | FastTrack MBA | 43.962 | 40.692 | | | |
| | | | Master of Financial Management | | | | | | |
| | | | | Financial Management | 96.654 | 147.216 | | | |
| | | Certificate | | | | | | | |
| | | | Post Master's Certificate | | | | | | |
| | | | | Innovation and Entrepreneurship | 1.000 | 3.500 | | | |
| | PhD | | | | 72.643 | 80.973 | 60 | 60 | 60 |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | Degree | | | | | | | |
| | | | Doctor of Philosophy | | | | | | |
| | | | | Business PhD | 72.643 | 80.973 | | | |
| **Education** | | | | | | | | | |
| | Undergraduate | | | | 2,572.933 | 2,634.440 | 2,551 | 2,551 | 2,551 |
| | | Degree | | | | | | | |
| | | | Bachelor of Arts in Drama/Bachelor of Education Secondary | | | | | | |
| | | | | Drama | 9.400 | 11.100 | | | |
| | | | | Drama Education | | | | | |
| | | | Bachelor of Education Elementary | | | | | | |
| | | | | Elementary Education | 1,158.883 | 1,242.866 | | | |
| | | | Bachelor of Education Secondary | | | | | | |
| | | | | Art | 58.100 | 52.000 | | | |
| | | | | Biological Sciences Education | 180.150 | 152.633 | | | |
| | | | | Chemistry Education | 53.700 | 47.400 | | | |
| | | | | CTS: Business, Administration and Finance | 2.700 | 3.400 | | | |
| | | | | CTS: Computer Science | 38.400 | 47.300 | | | |
| | | | | CTS: Human Sciences | 57.100 | 57.400 | | | |
| | | | | Drama Education | 31.500 | 28.400 | | | |
| | | | | English Language Arts | 224.950 | 206.787 | | | |
| | | | | General Science | 50.800 | 69.700 | | | |
| | | | | Mathematics Education | 133.600 | 132.800 | | | |
| | | | | Music Education | 26.700 | 25.000 | | | |
| | | | | Physical Education | 52.800 | 59.100 | | | |
| | | | | Physical Sciences Education | 17.200 | 17.600 | | | |
| | | | | Physics Education | 34.700 | 41.600 | | | |
| | | | | Second Language - Cree | 1.100 | | | | |
| | | | | Second Language - French | 33.800 | 34.800 | | | |
| | | | | Second Language - German | 4.800 | 5.733 | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | | Second Language - Italian | 1.400 | 1.800 | | | |
| | | | | Second Language - Japanese | 8.000 | 12.600 | | | |
| | | | | Second Language - Spanish | 26.200 | 25.700 | | | |
| | | | | Second Language - Ukrainian | | | | | |
| | | | | Second Languages - Other | 2.400 | 1.500 | | | |
| | | | | Social Studies | 256.500 | 251.250 | | | |
| | | | Combined Bachelor of Education (Elementary)/Bachelor of Arts in Native Studies | | | | | | |
| | | | | Elementary Education | 0.900 | 1.100 | | | |
| | | | | Native Studies | 0.900 | 1.000 | | | |
| | | | | Native Studies and Elementary Education | 1.600 | 1.300 | | | |
| | | | Combined Bachelor of Education (Secondary)/Bachelor of Arts in Native Studies | | | | | | |
| | | | | Art | 0.600 | 0.900 | | | |
| | | | | Physical Education | | 0.800 | | | |
| | | | | Second Language - Cree | | 1.100 | | | |
| | | | | Social Studies | 2.600 | 1.700 | | | |
| | | | Combined Bachelor of Education Elementary/Bachelor of Kinesiology | | | | | | |
| | | | | Generalist | 4.400 | 3.500 | | | |
| | | | | Physical Educ and Elementary Educ | | 2.900 | | | |
| | | | Combined Bachelor of Education Secondary/Bachelor of Kinesiology | | | | | | |
| | | | | Physical Education and Health | 47.621 | 31.955 | | | |
| | | | Combined Bachelor of Education/Bachelor of Music | | | | | | |
| | | | | Music | 4.000 | 8.500 | | | |
| | | | | Music and Secondary Education | | | | | |
| | | | | Music Education | 2.829 | 2.366 | | | |
| | | | Combined Bachelor of Education/Bachelor of Science | | | | | | |
| | | | | Biological Sciences Education | 4.700 | 7.650 | | | |
| | | | | Chemistry Education | 1.000 | | | | |
| | | | | Mathematical Sciences Education | 1.000 | 1.000 | | | |
| | | | | Mathematics Education | | 1.300 | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | | Physical Sciences Education | 2.800 | 4.200 | | | |
| | | | | Science & Education - Secondary Rt | 15.200 | 7.800 | | | |
| | | | Combined Bachelor of Education/Bachelor of Science in Human Ecology | | | | | | |
| | | | | Career and Technology Studies: Human Ecology | 6.000 | | | | |
| | | | | Human Ecology and Education | 0.900 | | | | |
| | | | | Human Ecology Concentration | 1.000 | | | | |
| | | Diploma | | | | | | | |
| | | | Diploma in Education | | | | | | |
| | | | | Educational Psychology | 1.900 | 3.400 | | | |
| | | | | Elementary Education | 3.100 | 1.200 | | | |
| | | | | Secondary Education | 5.000 | 11.300 | | | |
| | | Certificate | | | | | | | |
| | | | Early Childhood Education | | | | | | |
| | | | | Early Childhood Education | | 11.000 | | | |
| | Masters and Other GS | | | | 452.484 | 414.101 | 409 | 409 | 409 |
| | | Degree | | | | | | | |
| | | | Combined Master of Arts/Master of Library Information Studies | | | | | | |
| | | | | Library and Information Studies | | 0.600 | | | |
| | | | Master of Education | | | | | | |
| | | | | Educational Policy Studies | 53.762 | 54.483 | | | |
| | | | | Educational Psychology | 96.230 | 94.648 | | | |
| | | | | Educational Studies | 63.778 | 47.476 | | | |
| | | | | Elementary Education | 49.662 | 47.052 | | | |
| | | | | Health Sciences Education | 15.140 | 12.852 | | | |
| | | | | Secondary Education | 32.170 | 25.883 | | | |
| | | | Master of Library & Information Studies (Crse) | | | | | | |
| | | | | Library and Information Studies | 141.742 | 131.107 | | | |
| | | Diploma | | | | | | | |
| | | | Postgraduate Diploma | | | | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | | Educational Policy Studies | | | | | |
| | PhD | | | | 355.521 | 374.008 | 349 | 349 | 349 |
| | | Degree | | | | | | | |
| | | | Doctor of Education | | | | | | |
| | | | | Educational Policy Studies | 3.668 | 4.833 | | | |
| | | | | Elementary Education | 1.333 | 1.666 | | | |
| | | | | Secondary Education | 13.996 | 9.664 | | | |
| | | | Doctor of Philosophy | | | | | | |
| | | | | Educational Policy Studies | 74.650 | 78.202 | | | |
| | | | | Educational Psychology | 144.079 | 146.685 | | | |
| | | | | Elementary Education | 37.987 | 40.820 | | | |
| | | | | Secondary Education | 79.808 | 92.138 | | | |
| **Engineering** | | | | | | | | | |
| | Undergraduate | | | | 4,092.235 | 4,280.682 | 4,500 | 4,500 | 4,500 |
| | | Degree | | | | | | | |
| | | | Bachelor of Science in Chemical Engineering | | | | | | |
| | | | | Chemical Engineering | 211.773 | 173.870 | | | |
| | | | Bachelor of Science in Chemical Engineering - Process Control | | | | | | |
| | | | | Chemical Engineering - Process Control | 31.127 | 30.269 | | | |
| | | | Bachelor of Science in Chemical Engineering Co-op | | | | | | |
| | | | | Chemical Engineering Co-op | 291.110 | 250.900 | | | |
| | | | Bachelor of Science in Chemical Engineering-Process Control Co-op | | | | | | |
| | | | | Chemical Engineering - Process Control Co-op | 27.134 | 28.952 | | | |
| | | | Bachelor of Science in Civil Engineering | | | | | | |
| | | | | Civil Engineering | 198.442 | 192.851 | | | |
| | | | Bachelor of Science in Civil Engineering - Co-op | | | | | | |
| | | | | Civil Engineering Co-op | 342.119 | 347.773 | | | |
| | | | Bachelor of Science in Civil Engineering - Environmental Engineering | | | | | | |
| | | | | Environmental Engineering | 60.672 | 54.163 | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | Bachelor of Science in Civil Engineering - Environmental Engineering Co-op | | | | | | |
| | | | | Environmental Engineering Co-op | 57.091 | 64.100 | | | |
| | | | Bachelor of Science in Computer Engineering | | | | | | |
| | | | | Computer Engineering | 74.146 | 71.635 | | | |
| | | | Bachelor of Science in Computer Engineering - Software Engineering | | | | | | |
| | | | | Computer Engineering - Software Engineering | 3.092 | 2.349 | | | |
| | | | Bachelor of Science in Computer Engineering Co-op | | | | | | |
| | | | | Computer Engineering Co-op | 59.849 | 74.090 | | | |
| | | | Bachelor of Science in Computer Engineering-Software Co-op | | | | | | |
| | | | | Computer Engineering - Software Engineering Co-op | 69.479 | 101.871 | | | |
| | | | Bachelor of Science in Electrical Engineering | | | | | | |
| | | | | Electrical Engineering | 241.097 | 271.884 | | | |
| | | | Bachelor of Science in Electrical Engineering - Co-op | | | | | | |
| | | | | Electrical Engineering Co-op | 170.736 | 166.023 | | | |
| | | | Bachelor of Science in Engineering | | | | | | |
| | | | | Engineering General | 834.371 | 1,054.023 | | | |
| | | | Bachelor of Science in Engineering Physics | | | | | | |
| | | | | Engineering Physics | 61.373 | 71.390 | | | |
| | | | Bachelor of Science in Materials Engineering | | | | | | |
| | | | | Materials Engineering | 49.833 | 42.111 | | | |
| | | | Bachelor of Science in Materials Engineering Co-op | | | | | | |
| | | | | Materials Engineering Co-op | 69.672 | 55.892 | | | |
| | | | Bachelor of Science in Mechanical Engineering | | | | | | |
| | | | | Mechanical Engineering | 344.238 | 337.498 | | | |
| | | | Bachelor of Science in Mechanical Engineering Co-op | | | | | | |
| | | | | Mechanical Engineering Co-op | 560.854 | 636.179 | | | |
| | | | Bachelor of Science in Mining Engineering | | | | | | |
| | | | | Mining Engineering | 14.944 | 11.906 | | | |
| | | | Bachelor of Science in Mining Engineering Co-op | | | | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | | Mining Engineering Co-op | 158.050 | 92.642 | | | |
| | | | Bachelor of Science in Petroleum Engineering | | | | | | |
| | | | | Petroleum Engineering | 95.752 | 92.477 | | | |
| | | | Bachelor of Science in Petroleum Engineering Co-op | | | | | | |
| | | | | Petroleum Engineering Co-op | 65.281 | 55.834 | | | |
| | Masters and Other GS | | | | 995.420 | 1,089.490 | 708 | 708 | 708 |
| | | Degree | | | | | | | |
| | | | Master of Engineering | | | | | | |
| | | | | Chemical and Materials Engineering | 13.762 | 26.219 | | | |
| | | | | Civil and Environmental Engineering | 67.434 | 95.558 | | | |
| | | | | Electrical and Computer Engineering | 20.551 | 47.556 | | | |
| | | | | Mechanical Engineering | 8.409 | 21.435 | | | |
| | | | Master of Science | | | | | | |
| | | | | Chemical and Materials Engineering | 210.597 | 211.691 | | | |
| | | | | Civil and Environmental Engineering | 294.991 | 283.925 | | | |
| | | | | Electrical and Computer Engineering | 160.531 | 149.958 | | | |
| | | | | Mechanical Engineering | 219.145 | 253.148 | | | |
| | PhD | | | | 1,076.231 | 1,141.653 | 612 | 612 | 612 |
| | | Degree | | | | | | | |
| | | | Doctor of Philosophy | | | | | | |
| | | | | Chemical and Materials Engineering | 259.741 | 276.381 | | | |
| | | | | Civil and Environmental Engineering | 338.005 | 349.336 | | | |
| | | | | Electrical and Computer Engineering | 316.425 | 332.106 | | | |
| | | | | Mechanical Engineering | 162.060 | 183.830 | | | |
| **Extension** | | | | | | | | | |
| | Masters and Other GS | | | | 45.596 | 47.420 | 30 | 30 | 30 |
| | | Degree | | | | | | | |
| | | | Master of Arts | | | | | | |
| | | | | Communications and Technology | 45.596 | 47.420 | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| **Faculté Saint-Jean** | | | | | | | | | |
| | Undergraduate | | | | 543.796 | 635.967 | 544 | 544 | 544 |
| | | Degree | | | | | | | |
| | | | Bacc en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sci | | | | | | |
| | | | | Environmental and Conservation Science | | | | | |
| | | | | La biologie de la conservation | 1.600 | | | | |
| | | | | Rehab des ressources naturelles | 0.600 | | | | |
| | | | Baccalaureat bilingue en Administration des affaires/Bilingual Bachelor of Commerce | | | | | | |
| | | | | Accounting | 0.363 | 3.500 | | | |
| | | | | Business Bilingual | 0.900 | 1.500 | | | |
| | | | | Business Economics and Law | 0.900 | 0.900 | | | |
| | | | | Etudes d'admin des affairs | | | | | |
| | | | | Finances | 3.200 | 3.400 | | | |
| | | | | Gestion des ressources humaines | | 0.400 | | | |
| | | | | International Business | | | | | |
| | | | | Marketing | 1.000 | 1.000 | | | |
| | | | Baccalaureat en Education Elementaire | | | | | | |
| | | | | Generaliste | 117.500 | 169.400 | | | |
| | | | | milieu francophone minoritaire | 2.200 | | | | |
| | | | Baccalaureat en Education Secondaire | | | | | | |
| | | | | Enseignement de Musique | 7.000 | 9.100 | | | |
| | | | | Enseignement des Mathematiques | 16.400 | 26.900 | | | |
| | | | | Etudes sociales | 38.200 | 51.800 | | | |
| | | | | Langue seconde-Francais | 20.600 | 29.500 | | | |
| | | | | milieu d?immersion francaise | 2.000 | | | | |
| | | | | milieu francophone minoritaire | 0.900 | | | | |
| | | | | Sciences generales | 12.800 | 11.700 | | | |
| | | | Baccalaureat es arts | | | | | | |
| | | | | Arts generales | 19.183 | 21.100 | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | | Economie | 23.300 | 15.200 | | | |
| | | | | Etudes canadiennes | 1.500 | 0.600 | | | |
| | | | | Etudes interdisciplinaires | 1.400 | 0.800 | | | |
| | | | | Francais-langue | 7.650 | 11.700 | | | |
| | | | | Francais-litterature | 1.800 | 1.800 | | | |
| | | | | Psychologie (Arts) | 28.900 | 31.400 | | | |
| | | | | Science politique | 16.600 | 14.600 | | | |
| | | | | Sociologie | 8.000 | 10.600 | | | |
| | | | Baccalaureat es sciences | | | | | | |
| | | | | Biologie | 1.900 | 1.400 | | | |
| | | | | Chimie | 19.200 | 23.050 | | | |
| | | | | Mathematiques | 3.500 | 7.000 | | | |
| | | | | Physique | 5.400 | 6.400 | | | |
| | | | | Psychologie | 13.900 | 11.000 | | | |
| | | | | Sciences biologiques | 111.200 | 103.067 | | | |
| | | | | Sciences de la terre | | | | | |
| | | | | Sciences mathematiques | 4.100 | 5.500 | | | |
| | | | | Sciences physiques | 4.400 | 6.850 | | | |
| | | | Combined Baccalaureat en Education Secondaire/Bachelor of Science | | | | | | |
| | | | | Science & Education - Secondaire | | | | | |
| | | | | Sciences biologiques | 12.300 | 17.000 | | | |
| | | | | Sciences mathematiques | 4.700 | 5.900 | | | |
| | | | | Sciences physiques | 5.400 | 5.400 | | | |
| | | Diploma | | | | | | | |
| | | | Gestion touristique | | | | | | |
| | | | | Gestion touristique | 3.500 | 5.800 | | | |
| | | | Techniques d'administration des affaires (TAA) | | | | | | |
| | | | | TAA Comtabilite | 0.900 | 0.300 | | | |
| | | | | TAA General | 8.200 | 20.400 | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | | TAA Management | 10.100 | | | | |
| | | | | TAA Marketing | 0.600 | | | | |
| | Masters and Other GS | | | | 18.447 | 21.879 | 28 | 28 | 28 |
| | | Degree | | | | | | | |
| | | | Master of Education | | | | | | |
| | | | | Sciences de l education | 18.447 | 21.879 | | | |
| **Faculty of Native Studies** | | | | | | | | | |
| | Undergraduate | | | | 125.565 | 152.650 | 130 | 130 | 130 |
| | | Degree | | | | | | | |
| | | | Bachelor of Arts in Native Studies | | | | | | |
| | | | | Native Studies | 94.633 | 105.200 | | | |
| | | | Combined Bachelor of Arts in Native Studies/Bachelor of Education (Elementary) | | | | | | |
| | | | | Native Studies | 0.800 | 0.800 | | | |
| | | | | Native Studies and Elementary Education | 7.200 | 16.900 | | | |
| | | | Combined Bachelor of Arts in Native Studies/Bachelor of Education (Secondary) | | | | | | |
| | | | | Native Studies | 0.600 | 1.100 | | | |
| | | | | Native Studies and Secondary Education | 14.300 | 16.800 | | | |
| | | | | Second Language-Cree | 1.800 | 5.200 | | | |
| | | | Combined Bachelor of Arts in Native Studies/BSc in Environmental and Conservation Sciences | | | | | | |
| | | | | Human Dimensions in Environmental Management | 5.532 | 6.350 | | | |
| | | | | Native Studies | | | | | |
| | | Certificate | | | | | | | |
| | | | Aboriginal Governance and Partnership | | | | | | |
| | | | | Aboriginal Governance and Partnership | 0.700 | 0.300 | | | |
| | Masters and Other GS | | | | 25.659 | 23.156 | 8 | 8 | 8 |
| | | Degree | | | | | | | |
| | | | Master of Arts in Native Studies | | | | | | |
| | | | | Native Studies | 25.659 | 23.156 | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | PhD | | | | | 5.167 | 0 | 0 | 0 |
| | | Degree | | | | | | | |
| | | | Doctor of Philosophy | | | | | | |
| | | | | Indigenous Studies | | 5.167 | | | |
| **Kinesiology, Sport, & Rec** | | | | | | | | | |
| | Undergraduate | | | | 846.992 | 870.797 | 800 | 800 | 800 |
| | | Degree | | | | | | | |
| | | | Bachelor of Arts in Recreation, Sport and Tourism | | | | | | |
| | | | | Recreation, Sport and Tourism | 139.000 | 130.033 | | | |
| | | | Bachelor of Kinesiology | | | | | | |
| | | | | Activity and Nutrition | | | | | |
| | | | | Adapted Physical Activity | 61.700 | 81.700 | | | |
| | | | | Cultural and Managerial Study of Sport and Leisure | | | | | |
| | | | | Individualized Concentration | 14.700 | 8.200 | | | |
| | | | | Physical Activity and Health | 106.400 | 136.400 | | | |
| | | | | Physical Education and Health | 0.700 | 0.800 | | | |
| | | | | Physical Education and Recreation General | 39.033 | 17.700 | | | |
| | | | | Sport Coaching | 11.700 | 11.600 | | | |
| | | | | Sport Performance | 155.100 | 155.800 | | | |
| | | | Bachelor of Science in Kinesiology | | | | | | |
| | | | | Kinesiology | 247.000 | 246.300 | | | |
| | | | Combined Bachelor of Kinesiology/Bachelor of Education Elementary | | | | | | |
| | | | | Generalist | 17.047 | 22.979 | | | |
| | | | Combined Bachelor of Kinesiology/Bachelor of Education Secondary | | | | | | |
| | | | | Physical Education and Health | 1.000 | | | | |
| | | | | Physical Education and Secondary Education | 53.612 | 59.285 | | | |
| | Masters and Other GS | | | | 80.663 | 91.615 | 55 | 55 | 55 |
| | | Degree | | | | | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | Master of Arts | | | | | | |
| | | | | Physical Education and Recreation | 40.821 | 38.599 | | | |
| | | | Master of Coaching | | | | | | |
| | | | | Coaching | 7.800 | 14.200 | | | |
| | | | Master of Science | | | | | | |
| | | | | Physical Education and Recreation | 32.042 | 32.156 | | | |
| | | Certificate | | | | | | | |
| | | | Post-Baccalaureate Certificate | | | | | | |
| | | | | Indigenous Sport and Recreation | | 6.660 | | | |
| | PhD | | | | 78.976 | 87.475 | 56 | 56 | 56 |
| | | Degree | | | | | | | |
| | | | Doctor of Philosophy | | | | | | |
| | | | | Physical Education and Recreation | 78.976 | 87.475 | | | |
| **Law** | | | | | | | | | |
| | Undergraduate | | | | 559.490 | 559.616 | 525 | 525 | 525 |
| | | Degree | | | | | | | |
| | | | Combined Juris Doctor/ Master of Business Administration | | | | | | |
| | | | | Law | | 0.800 | | | |
| | | | Juris Doctor | | | | | | |
| | | | | Juris Doctor | 559.490 | 558.816 | | | |
| | Masters and Other GS | | | | 7.720 | 4.433 | 4 | 4 | 4 |
| | | Degree | | | | | | | |
| | | | Master of Laws | | | | | | |
| | | | | Law | 7.720 | 4.433 | | | |
| | PhD | | | | 10.664 | 9.831 | 8 | 8 | 8 |
| | | Degree | | | | | | | |
| | | | Doctor of Philosophy | | | | | | |
| | | | | Law | 10.664 | 9.831 | | | |
| **Medicine and Dentistry** | | | | | | | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | Undergraduate | | | | 2,069.263 | 2,067.136 | 1,040 | 1,040 | 1,040 |
| | | Degree | | | | | | | |
| | | | Bachelor of Science in Dental Hygiene | | | | | | |
| | | | | Dental Hygiene | 29.677 | 76.623 | | | |
| | | | Bachelor of Science in Medical Laboratory Science | | | | | | |
| | | | | Medical Laboratory Science | 72.032 | 78.834 | | | |
| | | | Bachelor of Science in Radiation Therapy | | | | | | |
| | | | | Radiation Therapy | 27.730 | 34.814 | | | |
| | | | Combined Doctor of Medicine/Doctor of Philosophy | | | | | | |
| | | | | Medicine | 6.349 | 2.945 | | | |
| | | | Doctor of Dental Surgery | | | | | | |
| | | | | Dental Surgery | 164.579 | 162.869 | | | |
| | | | Doctor of Medicine | | | | | | |
| | | | | Medicine | 688.270 | 691.051 | | | |
| | | Diploma | | | | | | | |
| | | | Diploma in Dental Hygiene | | | | | | |
| | | | | Dental Hygiene | 72.626 | | | | |
| | | Certificate | | | | | | | |
| | | | Certificate in Dentistry | | | | | | |
| | | | | Dentistry Specialty | 5.000 | 6.000 | | | |
| | | | Certificate in Medicine | | | | | | |
| | | | | Medicine Speciality | 1,003.000 | 1,014.000 | | | |
| | Masters and Other GS | | | | 431.474 | 466.796 | 259 | 259 | 259 |
| | | Degree | | | | | | | |
| | | | Master of Science | | | | | | |
| | | | | Biochemistry | 30.220 | 37.657 | | | |
| | | | | Biomedical Engineering | 19.108 | 23.325 | | | |
| | | | | Cell Biology | 8.165 | 8.164 | | | |
| | | | | Medical Microbiology and Immunology | 14.319 | 14.985 | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | | Medical Sciences | 130.131 | 150.620 | | | |
| | | | | Medicine | 73.647 | 72.869 | | | |
| | | | | Neuroscience | 36.487 | 38.655 | | | |
| | | | | Oncology | 50.876 | 39.989 | | | |
| | | | | Pharmacology | 13.000 | 14.100 | | | |
| | | | | Physiology | 20.325 | 23.160 | | | |
| | | | | Psychiatry | 13.995 | 14.496 | | | |
| | | | | Surgery | 21.201 | 28.776 | | | |
| | PhD | | | | 526.932 | 512.514 | 279 | 279 | 279 |
| | | Degree | | | | | | | |
| | | | Combined Doctor of Philosophy/Doctor of Medicine | | | | | | |
| | | | | Biochemistry | 1.666 | 1.666 | | | |
| | | | | Medical Microbiology and Immunology | 1.666 | 1.666 | | | |
| | | | | Neuroscience | | 1.000 | | | |
| | | | | Oncology | 1.000 | 1.666 | | | |
| | | | | Pharmacology | 1.000 | 1.666 | | | |
| | | | Doctor of Philosophy | | | | | | |
| | | | | Agricultural, Food, and Nutritional Science | 57.650 | 63.312 | | | |
| | | | | Biochemistry | 65.145 | 55.314 | | | |
| | | | | Biomedical Engineering | 17.773 | 14.662 | | | |
| | | | | Cell Biology | 28.490 | 25.156 | | | |
| | | | | Medical Microbiology and Immunology | 39.986 | 44.650 | | | |
| | | | | Medical Sciences | 118.238 | 117.240 | | | |
| | | | | Neuroscience | 41.484 | 35.653 | | | |
| | | | | Oncology | 46.262 | 46.260 | | | |
| | | | | Pharmacology | 19.659 | 21.492 | | | |
| | | | | Physiology | 37.153 | 33.487 | | | |
| | | | | Psychiatry | 16.660 | 14.328 | | | |
| | | | | Surgery | 33.100 | 33.296 | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| **Nursing** | | | | | | | | | |
| | Undergraduate | | | | 1,299.404 | 1,254.743 | 1,354 | 1,354 | 1,354 |
| | | Degree | | | | | | | |
| | | | Bachelor of Science in Nursing | | | | | | |
| | | | | Nursing | 957.485 | 930.573 | | | |
| | | | | Nursing - After Degree | 278.321 | 263.665 | | | |
| | | | Bachelor of Science in Nursing (Bilingual)/Baccalaureat es sciences infirmieres (bilingue) | | | | | | |
| | | | | Nursing | 63.598 | 60.505 | | | |
| | Masters and Other GS | | | | 49.509 | 44.931 | 84 | 84 | 84 |
| | | Degree | | | | | | | |
| | | | Master of Nursing | | | | | | |
| | | | | Nursing | 49.509 | 44.931 | | | |
| | PhD | | | | 106.524 | 102.664 | 84 | 84 | 84 |
| | | Degree | | | | | | | |
| | | | Doctor of Philosophy | | | | | | |
| | | | | Nursing | 106.524 | 102.664 | | | |
| **Open Studies** | | | | | | | | | |
| | Undergraduate | | | | 577.050 | 646.082 | 543 | 543 | 543 |
| | | Non-Credential | | | | | | | |
| | | | Open Studies | | | | | | |
| | | | | Fresh Start | 144.300 | 164.000 | | | |
| | | | | Open Studies | 356.584 | 410.232 | | | |
| | | | | Transition Year Program | 48.266 | 43.650 | | | |
| | | | | Visiting Student Certificate Program | 27.900 | 28.200 | | | |
| **Pharmacy** | | | | | | | | | |
| | Undergraduate | | | | 496.822 | 516.656 | 467 | 467 | 467 |
| | | Degree | | | | | | | |
| | | | Bachelor of Science in Pharmacy | | | | | | |
| | | | | Pharmacy | 476.556 | 420.687 | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | Doctor of Pharmacy | | | | | | |
| | | | | Pharmacy | 20.266 | | | | |
| | | | Doctor of Pharmacy (PharmD) | | | | | | |
| | | | | Bridging Program for BSc in Pharamacy Students | | 63.126 | | | |
| | | | | Doctor of Pharmacy for Practicing Pharmacists | | 32.843 | | | |
| | Masters and Other GS | | | | 36.446 | 37.069 | 15 | 15 | 15 |
| | | Degree | | | | | | | |
| | | | Master of Science | | | | | | |
| | | | | Pharmacy and Pharmaceutical Sciences | 36.446 | 37.069 | | | |
| | PhD | | | | 45.175 | 38.889 | 31 | 31 | 31 |
| | | Degree | | | | | | | |
| | | | Doctor of Philosophy | | | | | | |
| | | | | Pharmacy and Pharmaceutical Sciences | 45.175 | 38.889 | | | |
| **Public Health** | | | | | | | | | |
| | Masters and Other GS | | | | 194.739 | 184.909 | 147 | 147 | 147 |
| | | Degree | | | | | | | |
| | | | Master of Public Health | | | | | | |
| | | | | Public Health Sciences | 89.208 | 83.709 | | | |
| | | | Master of Science | | | | | | |
| | | | | Health Promotion | 4.000 | 1.000 | | | |
| | | | | Public Health Sciences | 101.531 | 100.200 | | | |
| | PhD | | | | 75.365 | 84.088 | 30 | 30 | 30 |
| | | Degree | | | | | | | |
| | | | Doctor of Philosophy | | | | | | |
| | | | | Public Health Sciences | 75.365 | 84.088 | | | |
| **Rehabilitation Medicine** | | | | | | | | | |
| | Undergraduate | | | | 2.136 | 1.314 | 0 | 0 | 0 |
| | | Degree | | | | | | | |
| | | | Bachelor of Science in Occupational Therapy | | | | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | | Occupational Therapy | 0.396 | 0.792 | | | |
| | | | | Rehabilitation Medicine | 1.740 | 0.522 | | | |
| | Masters and Other GS | | | | 915.978 | 925.591 | 835 | 835 | 835 |
| | | Degree | | | | | | | |
| | | | Master of Science | | | | | | |
| | | | | Rehabilitation Medicine | 58.039 | 63.105 | | | |
| | | | | Speech Pathology and Audiology | 39.770 | 30.996 | | | |
| | | | Master of Science in Occupational Therapy | | | | | | |
| | | | | Occupational Therapy | 318.521 | 326.672 | | | |
| | | | Master of Science in Physical Therapy | | | | | | |
| | | | | Physical Therapy | 332.056 | 326.824 | | | |
| | | | Master of Science in Speech Language Pathology | | | | | | |
| | | | | Speech Pathology and Audiology | 141.875 | 140.984 | | | |
| | | Certificate | | | | | | | |
| | | | Post-Baccalaureate Certificate | | | | | | |
| | | | | Bridging to Canadian Physical Therapy Practice | | 6.116 | | | |
| | | | | Pain Management | 14.863 | 12.191 | | | |
| | | | | Sexual Health | 6.846 | 13.860 | | | |
| | | | | Stroke Rehabilitation | 3.173 | 2.839 | | | |
| | | | Post-Master's Certificate | | | | | | |
| | | | | Francophone Practice for Speech Language Pathologists (SLP) | 0.835 | 2.004 | | | |
| | PhD | | | | 54.209 | 70.379 | 32 | 32 | 32 |
| | | Degree | | | | | | | |
| | | | Doctor of Philosophy | | | | | | |
| | | | | Rehabilitation Medicine | 52.593 | 64.479 | | | |
| | | | Master of Science in Speech Language Pathology | | | | | | |
| | | | | Speech Pathology and Audiology | 1.616 | 5.900 | | | |
| **Science** | | | | | | | | | |
| | Undergraduate | | | | 5,404.825 | 5,654.463 | 5,488 | 5,488 | 5,488 |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | Degree | | | | | | | |
| | | | Bachelor of Science | | | | | | |
| | | | | Animal Biology | 43.900 | 50.800 | | | |
| | | | | Applied Mathematics | 17.800 | 22.400 | | | |
| | | | | Atmospheric Sciences | 9.000 | 8.100 | | | |
| | | | | Biochemistry | 140.350 | 156.700 | | | |
| | | | | Bioinformatics | 0.900 | | | | |
| | | | | Biological Sciences | 1,468.880 | 1,508.215 | | | |
| | | | | Cell Biology | 33.000 | 37.300 | | | |
| | | | | Chemistry | 378.104 | 353.637 | | | |
| | | | | Computing Science | 775.828 | 891.458 | | | |
| | | | | Earth Sciences | 152.466 | 126.500 | | | |
| | | | | Ecology, Evolution and Environmental Biology | 23.700 | 29.600 | | | |
| | | | | Evolutionary Biology | 7.933 | 10.600 | | | |
| | | | | Geology | 68.267 | 59.200 | | | |
| | | | | Geophysics | 34.233 | 25.333 | | | |
| | | | | Immunology | 152.433 | 184.900 | | | |
| | | | | Mathematical Physics | 10.400 | 12.800 | | | |
| | | | | Mathematical Sciences | 2.900 | 1.600 | | | |
| | | | | Mathematics | 245.400 | 251.566 | | | |
| | | | | Mathematics and Finance | 38.200 | 47.900 | | | |
| | | | | Mathematics/Economics | 51.800 | 48.500 | | | |
| | | | | Neuroscience | 130.150 | 151.900 | | | |
| | | | | Pharmacology | 132.950 | 151.500 | | | |
| | | | | Physical Sciences | 28.000 | 33.200 | | | |
| | | | | Physics | 177.100 | 174.100 | | | |
| | | | | Physiology | 70.100 | 115.600 | | | |
| | | | | Planning | 13.200 | 12.600 | | | |
| | | | | Psychology | 465.149 | 525.354 | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | | Science General | 648.149 | 566.200 | | | |
| | | | | Statistics | 67.900 | 77.200 | | | |
| | | | Combined Bachelor of Science/Bachelor of Education (Secondary) | | | | | | |
| | | | | Biological Sciences | 13.233 | 17.200 | | | |
| | | | | Mathematical Sciences | | | | | |
| | | | | Physical Sciences | 3.400 | 2.500 | | | |
| | Masters and Other GS | | | | 756.390 | 851.102 | 517 | 517 | 517 |
| | | Degree | | | | | | | |
| | | | Master of Arts | | | | | | |
| | | | | Earth and Atmospheric Sciences | 12.329 | 12.163 | | | |
| | | | Master of Science | | | | | | |
| | | | | Biological Sciences | 170.722 | 195.830 | | | |
| | | | | Chemistry | 73.281 | 76.568 | | | |
| | | | | Computing Science | 160.624 | 221.784 | | | |
| | | | | Earth and Atmospheric Sciences | 98.417 | 129.639 | | | |
| | | | | Integrated Petroleum Geosciences | 37.000 | 24.625 | | | |
| | | | | Internetworking | 41.344 | 30.669 | | | |
| | | | | Mathematical and Statistical Sciences | 63.377 | 55.190 | | | |
| | | | | Physics | 99.296 | 104.634 | | | |
| | PhD | | | | 889.823 | 913.471 | 563 | 563 | 563 |
| | | Degree | | | | | | | |
| | | | Combined Doctor of Philosophy/Doctor of Medicine | | | | | | |
| | | | | Biological Sciences | 1.666 | 1.666 | | | |
| | | | Doctor of Philosophy | | | | | | |
| | | | | Biological Sciences | 161.055 | 152.109 | | | |
| | | | | Chemistry | 231.930 | 255.704 | | | |
| | | | | Computing Science | 116.960 | 124.957 | | | |
| | | | | Earth and Atmospheric Sciences | 125.790 | 122.621 | | | |
| | | | | Mathematical and Statistical Sciences | 110.470 | 111.962 | | | |

| University of Alberta Information | | Government of Alberta Information | | | | Projections | | | |
|---|---|---|---|---|---|---|---|---|---|
| Faculty | Career Level Group | GOA Credential | GoA Program | GoA Specialization | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| | | | | Physics | 141.952 | 144.452 | | | |
| **Grand Total** | | | | | **36,868.690** | **38,147.210** | | | |

## FLE International Enrolment

**Data as of March 31, 2018*

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

| Government of Alberta Information | | Projections (Number) | | | | | Projections (% of total) | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| GOA Credential | GOA Program | 2016-17 Actual FLE | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target | 2017-18 Preliminary FLE | 2018-19 Target | 2019-20 Target | 2020-21 Target |
| Degree | Doctor of Music | 4.332 | 9 | 9 | 9 | 9 | 37% | 37% | 37% | 37% |
| Degree | Doctor of Philosophy | 2,159.099 | 2,242 | 2,242 | 2,242 | 2,242 | 52% | 52% | 52% | 52% |
| Degree | Master of Accounting | | 3 | 3 | 3 | 3 | 16% | 16% | 16% | 16% |
| Degree | Master of Agriculture | 1.144 | 2 | 2 | 2 | 2 | 69% | 69% | 69% | 69% |
| Degree | Master of Arts | 135.717 | 113 | 113 | 113 | 113 | 28% | 28% | 28% | 28% |
| Degree | Master of Arts in Humanities Computing | 14.162 | 15 | 15 | 15 | 15 | 35% | 35% | 35% | 35% |
| Degree | Master of Business Administration | 73.109 | 55 | 55 | 55 | 55 | 20% | 20% | 20% | 20% |
| Degree | Master of Design | 5.125 | 9 | 9 | 9 | 9 | 56% | 56% | 56% | 56% |
| Degree | Master of Engineering | 34.844 | 99 | 99 | 99 | 99 | 52% | 52% | 52% | 52% |
| Degree | Master of Financial Management | 94.782 | 147 | 147 | 147 | 147 | 100% | 100% | 100% | 100% |
| Degree | Master of Fine Arts | 6.125 | 6 | 6 | 6 | 6 | 22% | 22% | 22% | 22% |
| Degree | Master of Forestry | 5.576 | 8 | 8 | 8 | 8 | 47% | 47% | 47% | 47% |
| Degree | Master of Science | 1,201.268 | 1,278 | 1,278 | 1,278 | 1,278 | 43% | 43% | 43% | 43% |
| Diploma | Techniques d'administration des affaires (TAA) | 11.300 | 10 | 10 | 10 | 10 | 49% | 49% | 49% | 49% |
| Certificate | Post Master's Certificate | | 2 | 2 | 2 | 2 | 57% | 57% | 57% | 57% |
| Non-Credential | Open Studies | 105.066 | 128 | 128 | 128 | 128 | 20% | 20% | 20% | 20% |

UNIVERSITY OF ALBERTA

**OUTLINE OF ISSUE**
**Action Item**

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

**Motion**:

*WHEREAS the University of Alberta 2018-2019 Consolidated Budget and the 2018-2019 Capital Plan were previously approved by the Board of Governors on March 16, 2018,*

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

- approve the *University of Alberta Comprehensive Institutional Plan (2018 – 2021) (CIP)*, as set forth in Attachment 1, and
- authorize administration to make any other editorial changes to the CIP, as needed, as long as the changes do not have the force of policy.

**Item**

| | |
|---|---|
| Action Requested | ☒Approval ☐Recommendation |
| Proposed by | President and Vice-Chancellor, David Turpin; Provost and Vice-President (Academic) Steven Dew; Vice-President (Research) Matthias Ruth |
| Presenter | Steven Dew, Provost and Vice-President (Academic)<br>Matthias Ruth, Vice-President (Research) |

**Details**

| | |
|---|---|
| Responsibility | President and Vice-Chancellor, David Turpin |
| The Purpose of the Proposal is (please be specific) | To seek approval of the text of the *University of Alberta Comprehensive Institutional Plan (2018 – 2021)*, understanding that the 2018-2019 Consolidated Budget and the 2018-2019 Capital Plan components, were previously approved by the Board of Governors at its March 16, 2018 meeting. |
| The Impact of the Proposal is | The university is required to submit the Comprehensive Institutional Plan to government in June 2018. |
| Replaces/Revises | N/A |
| Timeline/Implementation Date | 2018-2021 |
| Estimated Cost /funding source | N/A |
| Next Steps | The CIP requires approval of the Board of Governors and will be submitted to the Minister of Advanced Education in June, 2018. |
| Supplementary Notes and context | Under guidelines from Advanced Education, the University of Alberta has prepared a Comprehensive Institutional Plan (CIP) that incorporates the university's enrolment plan, research plan, capital plan, and budgets into one comprehensive document. The format and contents of the CIP are specified by Advanced Education guidelines. The CIP fulfills core provincial accountability requirements.<br><br>The document acknowledges the provincial budget signaled increased funding through the Campus Alberta grant and the provision of tuition backfill, while also indicating a reduction in support for the Infrastructure Maintenance Program. As noted in the text, once the full budget details for the University of Alberta are received, it is the University's normal process to consider any changes to spending plans as one-time variances with the full base budget impact considered in the next |

planning cycle for 2019-20.

Note that the Academic Planning Committee recommended the full CIP for approval on May 9, 2018. As a result of discussions at that meeting, and subsequent review of the document, the following changes have been made to the document in preparation for discussions at BFPC and BLDC.

- **Page 22, PM2, column 4:** corrected "36.1% of students" to "36.1% of faculty and staff".

- **Page 12:** changed second paragraph under affordability from: "The university supports affordability through direct financial support to students, awarding over $20 million in annual student bursaries and awards and $50 million in awards and bursaries for graduate students. In the last year, the university reinstated over $2 million in undergraduate funding that was lost to cuts in 2014. In addition to awards and bursaries, the university supported graduate students in the form of nearly $35 million in research and teaching assistanceships in 2016-17. As research and teaching assistants, graduate students enrich the academic community through their contributions to the teaching, research, scholarship and creative activities of our research-intensive university. In addition to these funds, graduate students are eligible for numerous external awards from other sources. To: *"The university supports affordability through direct financial support to students, awarding over $20 million in annual undergraduate student bursaries and awards, and $50 million in awards, fellowships and bursaries for graduate students. In the last year, the university reinstated over $2 million in undergraduate scholarship funding that was lost to cuts in 2014. In addition, research and teaching assistanceships provide additional resources to graduate students (nearly $35 million from operating in 2016-17) as part of the essential role they play in our research-intensive university. In addition to these funds, graduate students are eligible for numerous external awards from other sources."*

- **Page 33:** changed “third-largest” to “fourth-largest” - “The federal and other government revenue $190.5 million largely reflects the restricted funding received by the university in support of its research mandate. This is its third-largest source of revenue.”

- **Page 33:** changed “fourth-largest” to “third-largest” - “The fourth-largest source of revenue is sales of services and products at $218.9 million.”

- **Page 36:** changed from: “At the same time, the university continues to be faced with annual cost pressures which for 2018-19 include a 3.1 per cent increase in the carbon levy, a 2.7 per cent increase in the minimum wage, benefit cost increases of 4.0 per cent, third-party software licenses and maintenance contracts of 5.8 per cent, and facilities and operations contracts of 0.8 per cent (not including minimum wage), among others.” To: *“At the same time, the university continues to face cost pressures which include an*

| | |
|---|---|
| | *increased carbon levy, minimum wage, benefit costs, software licenses and maintenance contracts, among others."*<br><br>• **Page 37:** deleted the following bullet point: "Third-party contractual obligations 0.8 to 5.8 per cent of operating."<br><br>• **Page 41:** replaced Table 3 |

**Engagement and Routing** (Include meeting dates)

| | |
|---|---|
| Participation:<br>(parties who have seen the proposal and in what capacity)<br><br><For further information see the link posted on the Governance Toolkit section Student Participation Protocol> | *Those who have been **informed**:*<br>• Deans<br>• General Faculties Council (Apr 30) - including GFC Exec (Apr 9), APC (Apr 18) |
| | *Those who have been **consulted**:*<br>• President's Executive Committee: March 29, April 12 and April 26, 2018 |
| | *Those who are actively **participating**:*<br>CIP Working Group, including the following representation:<br>• Office of the President<br>• Office of the Provost and Vice-President (Academic)<br>• Office of the Vice-President (Finance and Administration)<br>• Office of the Vice-President (Research)<br>• Office of the Vice-President (Facilities and Operations)<br>• Office of the Vice-President (University Relations)<br>• Strategic Analysis and Data Warehousing<br>• Office of Government and Stakeholder Relations |
| Approval Route (Governance) (including meeting dates) | • GFC Academic Planning Committee (budget / capital plan) – Feb 14, 2018 - recommendation<br>• Board Finance & Property Committee (budget / capital plan) - Feb 27, 2018 - recommendation<br>• Board of Governors (budget / capital plan) – March 16, 2018 - approval<br>• GFC Academic Planning Committee (CIP) – May 9, 2018 - recommendation<br>• Board Finance and Property Committee (CIP, for information only) – May 29, 2018<br>• Board Learning and Discovery Committee (CIP) – June 1, 2018 - recommendation<br>• Board of Governors (CIP) – June 15, 2018 - approval |
| Final Approver | Board of Governors (CIP) - June 15, 2018 |

**Alignment/Compliance**

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

(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[.]

[…]"

**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."

**Section 80 states:**
"The board must submit to the Minister any reports or other information required by the Minister."

**2. GFC Academic Planning Committee Terms of Reference**
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.
[…]

**3. Board Learning and Discovery Committee (BLDC) Terms of Reference/Mandate of the Committee (Section 3)**: "Except as provided in paragraph 4 hereof and in the Board's General Committee Terms of Reference, the Committee shall, in accordance with the Committee's responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the "GFC"), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

| | | |
|---|---|---|
| | Without limiting the generality of the foregoing the Committee shall:<br>[…]<br>f. undertake studies and review academic matters that pertain to the quality of the educational experience at the University;<br>g. monitor educational and research trends, community expectations and demands;<br>[…]<br>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;<br>[…]<br><br>j. consider future educational expectations and challenges to be faced by the University<br>[…]<br>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; [.] […]" | |

Attachment:

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

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

# COVER

# TABLE OF CONTENTS

EXECUTIVE SUMMARY

ACCOUNTABILITY STATEMENT

INSTITUTIONAL CONTEXT
- University of Alberta mandate
- Mission statement

CONSULTATION PROCESS

GOALS, PRIORITY INITIATIVES AND EXPECTED OUTCOMES

APPENDICES
Appendix A: Financial and Budget Information
Appendix B: Enrolment Plan and Proposed Programming Changes
Appendix C: Research, Applied Research and Scholarly Activities
Appendix D: Community Outreach and Under-represented Learners
Appendix E: Internationalization
Appendix F: Capital Plan
Appendix G: Information Technology
Appendix H: Full Enrolment Tables (attachment)

# LIST OF FIGURES AND TABLES

Figure 1: 2018-19 Consolidated Revenue by Source

Figure 2: 2018-19 Consolidated Expense by Type

Table 1: 2018-19 Consolidated Budget ($000's) For the Years Ending March 31, 2018 to 2021

Table 2: 2018-19 Consolidated Budget by Fund ($000's) For the Year Ending March 31, 2019

Table 3: 2018-19 Statement of Operations ($000's) For the Years Ending March 31, 2018 to 2021

Table 4: 2018-19 Statement of Cash Flows ($000's) For the Years Ending March 31, 2017 to 2020

Table 5: 2018-19 Capital Budget ($000's)

Table 6: Ancillary Budget by Operation ($000's) For the Years Ending March 31, 2018 to 2021

Table 7: Program Enrolment Targets 2018-21

Table 8: FLE International student enrolment in programs 2018-21

# EXECUTIVE SUMMARY

## Overview

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

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

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

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

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

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

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

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

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

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

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

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

# INSTITUTIONAL CONTEXT

## Accountability Statement

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

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

## University of Alberta Mandate

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

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

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

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

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

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

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

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

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

# Mission statement

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

***For the Public Good, approved June 2016***

# CONSULTATION

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

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

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

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

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

Key consultative processes have included:

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

2. ***Multi-year Accountability Plan* and Budget Cycle** – The new three-year budget and planning process for faculties and administrative units involved wide-ranging consultations with the Office of the Provost (Academic), VP (Finance and Administration), VP (Facilities and Operations) and all faculties and units.

3. **Sexual Violence Policy** – The sexual violence policy was developed by a small group of experts, including student leaders, with regular input from a large group of consultants from all areas of the university, including students, staff and faculty. It was approved by the Board of Governors on June 23, 2017.

4. **Healthy University Strategic Plan** – The development of this plan engaged Human Resource Services, the Office of the Dean of Students, the Faculty of Kinesiology, Sport, and Recreation and consultations with students, staff and faculty via online surveys and face-to-face consultations. Following these consultations, the report was reviewed by the steering committee and went through university governance processes.

5. **Response to the National Truth and Reconciliation Commission of Canada** – We have undertaken a foundational capacity-building approach to increasing the number of scholars, students, student support and Indigenous content in programming. Key initiatives have been the development of an Assistant Dean for First Nations, Métis and Inuit students in the Dean of Students portfolio and a Manager of Indigenous Recruitment in the Office of the Registrar. Additionally Indigenous scholars have been hired in eight different faculties and units. In October 2017, the university brought together Indigenous alumni for a three-day reunion on North Campus to begin the work of forming a Chapter of Indigenous Alumni. Over 100 programs and initiatives are offered across campus.

6. **Admissions and Recruitment** – The Office of the Registrar, University of Alberta International and Digital Strategy collaborated to launch a new admissions website and improve the prospective student web experience. The prospective student experience was further streamlined with a new bundled application process for admission and residence.

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

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

- Briefings: General Faculties Council (GFC) - January 29, 2018, Board of Governors (BOG) and Academic Planning Committee (APC) - February 9, 2018

- Budget and Capital Plan:
    - GFC APC - February 14, 2018: recommendation (approval)
    - BFPC - February 27, 2018: recommendation (approval)
    - BOG - March 16, 2018: approval

- Balance of document approved through May cycle
    - President's Executive Committee – Strategic (PEC-S) March 29, 2018
    - Academic Planning Committee (APC) – May 9, 2018
    - Board Finance and Property Committee (BFPC) – May 29, 2018
    - Board Learning and Discovery Committee – June 1, 2018
    - Board of Governors – June 15, 2018

# GOALS, PRIORITY INITIATIVES AND EXPECTED OUTCOMES

## Alberta's Adult Learning System Principles

### Accessibility

The University of Alberta is the province's leading educator. As the largest Comprehensive Academic and Research Institution in the province, the fourth leading Major Medical and Research University in Canada and situated in the fifth largest major metropolitan area in Canada—with 37,000 plus students—the University of Alberta supports the needs of the City of Edmonton, as well as Alberta and its mandated reach extends to Canada and the world. The U of A is known nationally and internationally for programs in all disciplines and Albertans have a world-class university in their own backyard. The university endeavours, through a variety of mechanisms, to ensure that all Albertans have access to the institution's high quality, post-secondary offerings.

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

Indigenous student applications and enrolments are rising at the U of A. The university is working to reinforce existing outreach and programming and to find novel solutions that support increasing the success of this group. The successful and well-utilized Transition Year Program for First Nations, Métis and Inuit students will continue to be offered to students who would benefit from extra support transitioning to the university environment. New positions have been created in the Office of the Registrar and the Office of the Dean of Students to implement a new system of student support that links the recruitment and enrolment process to existing student supports. The university has built capacity in key teaching, scholarly and administrative positions in the Office of the Provost, the Office of the Registrar, the Office of the Dean of Students and the Centre for Teaching and Learning, as well as at the administrative and professorial level in nine faculties across four campuses in support of Indigenous student success. There has been continued growth in the Faculty of Native Studies, the Indigenous Education Council in the Faculty of Education, the Aboriginal Teacher Education Program and the Aboriginal Student Services Centre and much more. The University of Alberta has just begun the process of creating a Vice-Provost, Indigenous Initiatives position and is refining the *Indigenous Strategic Plan*.

The *Healthy University Strategic Plan* is a key institutional initiative and sets out actions that will encourage a university culture that supports the health and well-being of students, faculty and staff. The many dimensions of health—physical, emotional, social, intellectual, spiritual, financial and environmental—are enablers of the university's success, empowering individuals to individually and collectively realize their academic, career and personal goals. Conversely, poor health in these dimensions represents a barrier to success and well-being, ultimately affecting the university's ability to achieve its mission. *For the Public Good* recognizes that integrating health into the culture of the university is necessary for the success of the people who work, live and learn here and for the success of

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

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

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

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

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

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

These efforts include:

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

### Affordability

The University of Alberta's tuition and fees are among the lowest in the country and competitive globally, sometimes by a factor of double or triple for comparable programs. The institution's professional programs in particular, such as Law, Business and Medicine—at both the undergraduate and graduate levels—are available at a fraction of the cost of competitor institutions across Canada.

The university supports affordability through direct financial support to students, awarding over $20 million in annual student bursaries and awards and $50 million in awards, fellowships and bursaries for graduate students. In the last year, the university reinstated over $2 million in undergraduate funding that was lost to cuts in 2014. In addition, research and teaching assistanceships provide additional resources to graduate students (nearly $35 million from operating in 2016-17) as part of the essential role they play in our research-intensive university. In addition to these funds, graduate students are eligible for numerous external awards from other sources.

The U of A also continues to seek out opportunities to fund students through philanthropy and, in graduate and advanced studies, through opportunities to engage in funded research with world-class professors. Financial supports to students remain key to ensuring affordability. In November of 2017, the university celebrated an additional $1 million gift to the Métis Scholar Awards Endowment Fund, now one of the largest endowments at the University of Alberta. The institution continues to work to strengthen

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

A variety of means of controlling inflationary pressures are being reviewed and implemented. Efficient use of existing infrastructure through repurposing and refurbishment aim to keep costs low and to effectively utilize institutional assets to benefit the community while careful management of aging infrastructure inventories, including deferred maintenance, serve to protect public assets and affordability. Efficient administration and financial stewardship enable the institution to devote scarce resources to academic programming and to student services and supports, minimizing organizational costs that must be supported through the tuition base.

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

## Quality

Ranked within the top five universities in Canada and the top 100 international universities in the world, the University of Alberta has an international reputation for excellence with both world-class teaching and research. The institution is known for its strength in the humanities, sciences, creative arts, business, engineering and health sciences. This was recently acknowledged when the University of Alberta ranked in the top 100 in four areas of Times Higher Education's newly expanded World University Rankings 2018 by subject. The Faculty of Education led the way, placing 60$^{th}$ in the world. The U of A also placed 77$^{th}$ in the category of clinical, pre-clinical and health; 83$^{rd}$ in law; and 99$^{th}$ in psychology. Those results follow on the heels of the QS World University Rankings by Subject 2017, which placed the U of A in the top 100 in an unprecedented 25 subjects, including 10$^{th}$ in the world for sports-related subjects, 16$^{th}$ for nursing and 18$^{th}$ in mining engineering.

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

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

To sustain excellence and continue with world-class teaching, learning and research, the University of Alberta remains committed to the high-quality people that educate and discover. Outstanding people are

integral to exceptional quality. *For the Public Good* notes: “At the University of Alberta, we begin with people—people with ideas, talent and purpose. Then, we act.” Faculty Renewal—the refreshing of the professoriate with new faculty members, preferably at the Assistant Professor rank so they can spend a long career with the institution—remains a key objective. The university is focused on enhancing equity, diversity and inclusivity in all aspects and characteristics of our people and programs, as this will strengthen our ability to prepare our graduates to thrive in an increasingly global, technology-driven and fast-changing future.

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

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

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

The University of Alberta recognizes that graduate students will pursue diverse careers and become significant contributors to the economic and social prosperity of the province. In response to expressed needs of graduate students and employers, the University of Alberta is the only post-secondary institution in Canada to prioritize professional development by making it a program requirement for all graduate students. Launched in 2016, the Professional Development Requirement asks students to create a personal career plan called an Individual Development Plan (IDP) and participate in professional development activities informed by their IDP. The IDP prompts students to research potential career paths, complete a skills gap analysis, take actions to fill these gaps and establish a plan for developing their careers. The university provides a robust set of structured professional development opportunities to

support students in the development of their skills including internships, a multi-tiered teaching program, workshops and online resources. Regular program assessment informs programming to ensure that professional development opportunities align with student and employer needs.

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

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

High-quality teaching and research programs are a hallmark of the University of Alberta. The institution is committed to a rigorous quality assurance program that has been designed to maintain and further build upon the existing strengths of the U of A’s academic programs, units and faculties. The quality assurance suite of activities includes: undergraduate program reviews, graduate program reviews, President’s Visiting Committees and ongoing monitoring of implementation of recommendations. The reviews conducted through the quality assurance program are administered according to the guidelines set by the Campus Alberta Quality Council (CAQC), the Office of the President and Vice-Chancellor and the Office of the Provost and Vice-President (Academic). Each review will be carried out according to a stable and publically available schedule, with all programs and faculties reviewed in a five- to seven-year cycle. The various stages of the quality assurance program are overseen and supported by the Office of the Provost and Vice-President (Academic) and the Office of the President and Vice-Chancellor, with added support provided by the Office of Strategic Analysis and Data Warehousing. The executive summary of each faculty review report is made available online accompanied by responses from the reviewed faculties. Reviews currently in process include the following departments: Music, Psychiatry, Biomedical Engineering, Chemistry, Drama, English & Film Studies, Physics and the Faculties of Engineering. The Campus Alberta Quality Council regularly audits the university to ensure that suitable quality assurance mechanisms are in place, which allow for meaningful self-study and which demonstrate the comparative quality of its program offerings.

## Coordination

The University of Alberta is devoted to supporting the full spectrum of programming available across the provincial post-secondary system. It is crucial to maintain the diversity of the six-sector system to preserve a full range of choice for Alberta students to fit varying areas of interest and skill. The high-quality learning and training opportunities offered in research intensive universities advance research output to foster economic growth and diversification while creating and promoting strategic partnerships, coordination and collaboration. The six sectors also give clear mandates to institutions and ensure that each institution provides the highest quality experience for students and the greatest variety of program options are provided to Albertans. A homogenized post-secondary system would limit student opportunities as well as programmatic and institutional excellence that are a must for economic development and the prosperity of all graduates. As a community of over 50,000 individuals, we also

promote and embrace coordination across our five campuses, 18 faculties and multiple administrative units.

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

The University of Alberta collaborates nationally with advocacy groups such as Universities Canada and the U15. These efforts are meant to ensure that the institution serves the needs of students while working within the context of the larger sector. On a number of fronts, the institution works with other Campus Alberta institutions to provide expertise and to discuss system-wide changes that benefit all. With the recent expansion to degree granting status of some Alberta post-secondaries, the University of Alberta immediately reached out to Grande Prairie Regional College and has begun formal collaborations to build on existing partnerships and to explore and implement effective strategies for bringing access to degrees to the Grande Prairie region. Similar discussions were initiated with Red Deer College.

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

A unique feature of the CARI sector is the mandate to produce cutting-edge knowledge, technologies and products through the research enterprise. Across a range of partnerships and initiatives, the university is a major driver of the Alberta economy. University research and innovation encourages investment into new business pathways, products and processes that create a more balanced economy and protect human health, the environment and support cultural well-being. Outcomes include 'spin-off' companies that market evidence-based products and practices to industries such as oil and gas, as well as best practices in healthcare in a variety of disciplines, including women's health, geriatric care, virology, organ transplantation and burn care.

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

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

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

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

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

## Accountability

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

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

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

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

# Goals, priority initiatives and expected outcomes

| **ACCESSIBILITY** | | | | |
|---|---|---|---|---|
| **Type** | **Description** | **Expected Completion Date** | **2018-19 UPDATE** | ***For the Public Good* alignment** |
| **Goals** | | | | |
| 2017-G1 | Prioritize and sustain student, faculty and staff health, wellness and safety by delivering proactive, relevant, responsive and accessible services and initiatives. | 2018 | Ongoing. | Sustain Objective 19 |
| 2017-G2 | Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful and sustainable response to the report of the Truth and Reconciliation Commission of Canada. | Ongoing | Ongoing. | Build Objective 4 |
| 2017-G3 | Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada and the world. | 2025 | National and international recruitment strategies. | Build Objective 1 |
| 2017-G4 | Support the recruitment and retention of a diverse and inclusive faculty and non-academic staff to ensure that students have access to a university community reflective of Alberta's diversity. | 2025 | Ongoing faculty renewal. | Build Objective 2, 3 |
| **Priority Initiatives** | | | | |
| 2017-P1 | Develop an integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health, mental health and wellness resources, programs and services and promotes resilience and work-life balance. | 2017 | Healthy University Strategic Plan now complete. Implementation phase. | Sustain Objective 19 Strategy i |
| 2017-P2 | Continue the implementation of top recommendations of the 2016 *Review of the University of Alberta's Response to Sexual Assault*. | 2018 | Sexual Violence Policy Approved. | N/A |
| 2017-P3 | Increase the opportunities for all undergraduate and graduate students to experience the benefits of living on campus, including guaranteeing the offer of a place in residence to every first-year undergraduate student. | 2018 | 760 new residence spaces opening (September 2018). | Experience Objective 8 Strategy i |
| 2017-P4 | Build the Maskwa House of Learning as a place of understanding, welcome and cultural connection, where Indigenous and non-Indigenous students together can grow and celebrate the unique and proud histories of Indigenous peoples and where Indigenous students can access the social, cultural and spiritual supports that enable their academic success. Improve cultural supports for Indigenous colleagues so they feel an essential part of the fabric of the university and for non-Indigenous colleagues so they can be more inclusive and welcoming and supportive. | 2019 | Advancement Feasibility Study is Underway. | Build Objective 4 Strategy ii |
| 2017-P5 | Foster learning opportunities across our campuses that enable student, staff and faculty participation in reconciliation. | 2020 | Faculties are engaged in work that aims to integrate reconciliation | Build Objective 4 Strategy i |

| | | | | |
|---|---|---|---|---|
| | | | into research and teaching activities. See, for example, EFS's "Responsible Relations" series that drew 1,719 people. | |
| 2017-P6 | Review, improve and implement equity processes and procedures for recruiting and supporting faculty and staff in all categories to ensure a balanced academy and workforce that is representative of women, visible minorities, sexual and gender minorities, Indigenous peoples and peoples with disabilities. | 2020 | Institutional Equity, Diversity and Inclusion Scoping Group Established. | Build Objective 2 Strategy iii; Build Objective 3 Strategy ii |
| 2017-P7 | Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance and enhance services and programs to ensure their academic success and integration into the activities of the university. | 2020 | International Strategy in development. | Build Objective 1 Strategy iii |
| *2017-P8* | *Moved to Affordability* | | | |
| 2017-P9 | Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive, research-intensive, multi-campus university offering francophone and rural liberal arts programming. | 2025 | National Recruitment Strategy Years 1 and 2 complete. | Build Objective 1 Strategy i |
| 2017-P10 | Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada. | 2025 | New positions: Assistant Dean, Indigenous Students and Assistant Registrar, Indigenous Students; Indigenous Student Recruitment Plan. | Build Objective 1 Strategy ii |
| 2017-P11 | Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the French/English linguistic duality of Canada as well as the world-wide multi-ethnic Francophonie, by positioning the university locally, nationally and internationally as a destination of choice for francophone and bilingual students; and by progressively improving Campus Saint-Jean students' and applicants' access to French-language services. | 2025 | Subject to funding availability – ongoing work on translation of services to CSJ students. | Experience Objective 9 Strategy ii |

| **Expected Outcomes** | | | | |
|---|---|---|---|---|
| 2018-EO1 | Enhanced tracking and reporting on student merit-based and needs-based awards | 2018 | Annual Student Financial Supports Report. | Build Objective 1 Strategy iv |
| 2018-EO2 | Enhanced institutional understanding of the new sexual violence policy through educational opportunities for students and staff, communications and committee oversight. | | Ongoing – noted in review. | N/A |
| 2017-EO1 | Infuse health into everyday operations, business practices and academic mandates through the launch of an integrated health and wellness strategy to support the health, well-being and safety of the university community. | 2019 | Revised outcome date to reflect implementation timeline. | Sustain Objective 19 Strategy i |
| 2017-EO2 | An enriched student academic experience that links learning with other aspects of their lives such as a residential experience through the completion of 760 bed spaces on the Lister Hall site and in East Campus Village. Housing in on-campus residences supports student success and enhances access for rural, Indigenous, under-represented and international students. | 2018 | Two new student residences are scheduled to open in September 2018. | Experience Objective 8 |
| 2017-EO3 | An increased understanding and inclusion of First Nation, Métis and Inuit perspectives in university activities, supported by increased visibility and celebration of Indigenous culture, researchers and learners. | 2020 | Communications person hired to better tell the U of A Indigenous and EDI story. | Build Objective 4 |
| 2017-EO4 | Enhanced support for equity, diversity and inclusion promotes university values, ensures that the professoriate and university workforce more closely reflect the community at large and enhances the intellectual diversity of the academy. | Ongoing, completed by 2025 | Institutional Equity, Diversity and Inclusion Scoping Group Established. | Build Objective 2 Strategy ii; Build Objective 3 Strategy ii |
| 2017-EO5 | Renewal of the professoriate to increase diversity. More applications from individuals with diverse backgrounds expand our available conceptual tools, leading to a more creative academy. | 2025 | There were 69 new assistant professors in 2016-17. | Build Objective 2 Strategy i, ii |
| 2017-EO6 | Enhanced diversity of the student body to more closely reflect the demographic diversity of Alberta and Canada while continuing to attract top students and serve the needs of Alberta learners. | 2025 | National Recruitment Strategy Year 2. | Build Objective 1 |
| 2017-EO7 | Incremental increase in the proportion of Indigenous students to more closely reflect their demographic representation in Alberta's population. Improved retention of Indigenous students to match retention for other groups in the same cohorts. | 2025 | Indigenous enrolment increased by 7% in 2017, from 1,176 to 1,261 students. | Build Objective 1 Strategy ii |

| **Performance Measures** | | | | |
|---|---|---|---|---|
| 2017-PM1 | Composition of the student body: percentage of the student body from Alberta (excluding Edmonton) (target undergoing validation in 2017-18); percentage of students from out-of-province; and percentage of Indigenous students (target: Indigenous student population is proportionate to the Indigenous population in Alberta). | 2018-25 | In 2016-17: 22.9% of students from AB outside of Edmonton and 26.7% from Canada outside of Alberta. Indigenous students comprise 3.4% of undergraduate enrolment and 2.1% of graduate student enrolment. Overall international enrolment target at 15 % (across undergraduate and graduate enrolment). | Build Objective 1 |
| 2017-PM2 | Composition of faculty and staff: gender (target: 43% female professoriate by 2025), Indigenous (target: 26 faculty members by 2025), visible minority (target: 25% of faculty members by 2025), disability status. Note: Data are only available for continuing, operating-funded positions; broader data collection and target setting are pending. Data are self-reported. | 2025 | In 2016-17: 36.1% of faculty and staff are female overall. Well over 40 Indigenous members of the professoriate. Developing measurement tools for other categories. | Build Objective 2 Build Objective 3 |
| 2017-PM3 | Percentage of full-time students living in purpose-built student housing where there is intentional programming<br><br>Target: 25% | 2040 | In 2016-17: 13% increasing to 15% in September 2018. Note: Assumes full-time enrolment to be 35,500 in 2018. | Experience Objective 8 |

| AFFORDABILITY | | | | |
|---|---|---|---|---|
| **Type** | **Description** | **Expected Completion Date** | **2018-19 UPDATE** | ***For the Public Good* alignment** |
| **Goals** | | | | |
| 2017-G5 | Ensure that the University of Alberta's campuses, facilities, utilities and Information Technology infrastructure can continue to meet the needs and strategic goals of the university. | 2018 | Several space planning exercises are underway to reduce reliance on leased space and more effectively utilize on-campus space. | Sustain Objective 23 |
| 2017-G6 | Secure and steward financial resources to sustain, enhance, promote and facilitate the university's core mission and strategic goals. | 2020 | Budget review ongoing and development of new budget model and accountability procedures. | Sustain Objective 22 |
| 2017-G7 | Continue to build and support an integrated approach to social, economic and environmental sustainability that incorporates teaching and learning, research, outreach, capacity building and the operations that support them. | 2020 | Starting with academic focus on sustainability. | Sustain Objective 20 |
| **Priority Initiatives** | | | | |
| 2018 - P1 | Exploit building analytics (e.g. Enterprise Asset Management) to fully implement a data-driven approach to maintaining, renovating and repurposing existing space on campus with a view to ensuring the best balance between providing modern learning environments and the ability to sustain building infrastructure over the long-term. | 2018 | Ongoing. | Sustain Objective 20 Strategy ii and Strategy iii; Sustain Objective 22 Strategy iii |
| 2017-P1 | Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support. | 2025 | Reinstatement of $2 million to scholarship funding. | Build Objective 1 Strategy iv |
| 2017-P2 | Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information and access to shared, reliable institutional data. | 2018 | Ongoing. | Sustain Objective 21 Strategy i |
| 2017-P3 | Integrate sustainability into teaching, learning, research and outreach in ways that foster critical, interdisciplinary, long-term and systems thinking on sustainability. | 2020 | Initiated move of sustainability to academic portfolio. | Sustain Objective 20 Strategy i |
| 2017-P4 | Advance the renewal of the historic Dentistry/Pharmacy Building, taking advantage of | Updated to 2022 due to | Renovation underway on | Sustain Objective 23 |

| | | | | |
|---|---|---|---|---|
| | excellent architecture and incorporating contemporary building operations and maintenance systems to support contemporary administrative, teaching, learning and research activities | 2017 funding received. | schedule. | Strategy i |
| 2017-P5 | Revised 2017-P5 - Explore options to refurbish facilities for the Faculty of Arts, specifically Music and Arts and Design on North Campus. | 2028 (multi-phased) | Exploring funding sources. | Sustain Objective 23 Strategy i |
| **Expected Outcomes** | | | | |
| 2017-EO1 | Launch of key IT solutions and enhancements that enable the secure, efficient and reliable delivery of high-quality programs and services, including analytics, budgeting and planning, student, financial and human resource management. | 2018 | Launched. | Sustain Objective 23 Strategy iii |
| 2017-EO2 | Continued advancement of the three pillars of sustainability: environmental, economic and social, through action to “green” U of A activities, reduce energy demands and promote sustainability across all university activities. | 2020 | Fully integrated physical sustainability functions into operational units. | Sustain Objective 20 Strategy i, ii, iii |
| 2017-EO3 | Continued optimization of the university’s financial resources, including the management of endowments, to support long-term institutional sustainability. | 2020 | New budget model, multi-year planning framework, budgeting system. | Sustain Objective 22 Strategy ii |
| **Performance Measures** | | | | |
| 2017-PM1 | STARS Rating<br>The Sustainability Tracking, Assessment and Rating System (STARS) is an integrated assessment of institutional sustainability. The university targets a Gold rating. | 2017 | Achieved a gold rating in 2017. | Sustain Objective 20 |
| 2017-PM2 | Net Operating Revenues Ratio<br>This is a core measure of financial sustainability and provides an indication of the extent to which the university is generating positive cash flows. Target is not yet established. | 2018 | Ongoing work developing appropriate data and formulae. | Sustain Objective 22 |
| **QUALITY** | | | | |
| **Type** | **Description** | **Expected Completion Date** | **2018-19 UPDATE** | ***For the Public Good* alignment** |
| **Goals** | | | | |
| 2017-G8 | Build a portfolio of *Signature Areas of Research and Teaching Excellence* where the University of Alberta is, or will be recognized, as a global leader. | 2017-20 | Ongoing – 3 Signature areas named. | Excel Objective 12 |
| 2017-G9 | Enable University of Alberta researchers to succeed and excel. | 2020 | Ongoing – changes in VP(Research) portfolio | Excel Objective 13 |

| | | | | |
|---|---|---|---|---|
| 2017-G10 | Facilitate, build and support interdisciplinary, cross-faculty and cross-unit engagement and collaboration. | 2020 | Ongoing work on multi-campus collaborations. | Engage Objective 17 |
| 2017-G11 | Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly qualified and diverse academy. | 2025 | Ongoing Faculty Renewal. | Build Objective 2 |
| 2017-G12 | Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience. | 2020 | Ongoing work within Faculties and with Centre for Teaching and Learning. | Experience Objective 7 |
| 2017-G13 | Inspire, model and support excellence in teaching and learning. | Ongoing | Review of all awards for teaching excellence. | Excel Objective 14 |
| **Priority Initiatives** | | | | |
| 2018- P1 | Identify governance and oversight mechanisms for Signature Areas of Research and Teaching Excellence including review cycles and processes. | 2020 | In development. | Excel Objective 12 Strategy i |
| 2018-P2 | Develop global competency in our graduates through more access to short and long-term outbound international experiences. | ongoing | New International Strategic Plan in final stages. | Experience Objective 7 Strategy ii |
| 2017- P1 | Develop a process to identify and support established and emerging Signature Areas of Research and Teaching Excellence. | 2018 | Announce and Support Signature Areas of Research and Teaching Excellence in Energy Systems, Precision Health and Research at the Intersections of Gender. | Excel Objective 12 Strategy i |
| 2017-P2 | Increase students' experiential learning through mutually beneficial engagement with community, industry, professional and government organizations locally, nationally and internationally. | 2019 | Faculty survey complete. Working Group established. | Experience Objective 7 Strategy i |
| 2017-P3 | Expand professional development opportunities for graduate students and post-doctoral fellows. | 2019 | Review of leadership opportunities across university underway. | Experience Objective 7 Strategy iii |
| 2017-P4 | Identify and remove systemic barriers to interdisciplinary collaboration and where necessary, expand or create policies, resources, infrastructure and strategies to encourage and reward academic | 2017-20 | One workshop completed, an SU led day-long event | Engage Objective 17 Strategy i |

| | | | | |
|---|---|---|---|---|
| | and administrative partnerships and collaborations. | | completed, discussions with Deans underway. | |
| 2017-P5 | Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels. | 2020 | Model programs have been identified, for example Health Sciences Council; Enhancement of CTL supports these activities. | Excel Objective 14 Strategy i |
| 2017-P6 | Provide robust supports, tools and training to develop and assess teaching quality, using qualitative and quantitative criteria that are fair, equitable and meaningful across disciplines. | 2017-20 | A review of the Universal Student Ratings of Instruction in 2nd phase. Other studies underway. | Excel Objective 14 Strategy iii |
| 2017-P7 | Attract and retain a diverse complement of faculty and post-doctoral fellows from around the world, with initial attention on increasing the proportion of assistant professors. | Ongoing | Faculty renewal continues. New labour regulations affecting post-doctoral fellows. | Build Objective 2 Strategy i |
| 2017-P8 | Secure and sustain funding for the continuous evolution and operation of research facilities and resources to meet the changing needs of our broad-based research community. | Ongoing | Capital plan is considering research infrastructure. | Excel Objective 13 Strategy iv |
| **Expected Outcomes** | | | | |
| 2017-EO1 | Defined process identifying “signature”, as well as emerging, areas of teaching and research excellence to be nurtured and strengthened for the future. | 2017 | First phase completed. | Excel Objective 12 Strategy i |
| 2017-EO2 | Through partnerships with the federal and provincial governments, undertaking laboratory renewal projects that will modernize facilities to support research and learning environments on the Augustana Campus and at Campus Saint-Jean (supported by the Post-Secondary Institutions Strategic Investment Fund (SIF). | 2017 | Complete. | Excel Objective 13 Strategy iv |
| 2017-EO3 | Implementation of a Good Supervision awareness campaign and Graduate Student Management System, encouraging collegial models of supervision and mentorship. | 2017-18 | FGSR completed a review and report on graduate student supervision. | Excel Objective 14 Strategy iii |

| | | | | |
|---|---|---|---|---|
| 2017-EO4 | Increased access to, and use of, professional development opportunities for graduate students and post-doctoral fellows to support their job market competitiveness, including through internship programs, events and workshops and on-line resources to improve their ability to compete in the global employment market. | 2018 | FGSR project on professional development in third year and final year of funding. | Experience Objective 7 Strategy iii |
| 2017-EO5 | Enhanced and strengthened experiential learning opportunities for students achieved through the development of an institutional needs assessment, inventory and informational resource for students. | 2017-19 | Working group established. Survey of Faculties undertaken. | Experience Objective 7 Strategy i |
| 2017-EO6 | A strong, dynamic research community pursuing excellent, relevant, interdisciplinary, high impact research to address complex problems at the local and global scales. | 2020 | Metrics in development. | Build Objective 2; Excel Objective 13 |
| 2017-EO7 | Development of an action plan for supporting and expanding interdisciplinary activities, beginning with an inventory of successes and challenges, an environmental scan and a review of best practices. | 2017-20 | Ongoing. | Engage Objective 17 Strategy I |
| 2017-EO8 | Increased instructor access to training and mentorship and uptake of new models for instructional design, assessment and teaching by the professoriate. | 2017 20 | Expansion in Centre for Teaching and Learning to build capacity. | Excel Objective 14 Strategy i |
| **Performance Measures** | | | | |
| 2017-PM1 | Student-reported experience with faculty (*National Survey of Student Engagement- NSSE*) and graduate student satisfaction (*Canadian Graduate and Professional Student Survey-CGPSS*).<br>Note: NSSE is currently administered in three-year intervals latest administration was in 2017. This administration will be used as a baseline for setting future targets. | 2017 | Setting baselines and targets. | Excel Objective 14 |
| 2017-PM2 | High-Impact Practices (NSSE). | 2017 | NSSE Results. | Experience Objective 7 |
| 2017-PM3 | Sponsored research funding: total and U15 rank (all sources and Tri-Council) (target: top 5) | 2018 | Target is Top 5 in Canada. | Excel Objective 13 |
| 2017-PM4 | Citation impact. Targets not established. | 2018 | Target identification In progress for 2018. | Excel Objective 13 |
| 2017-PM5 | Employment outcomes two years after graduation: employment rate and mean income by degree level (Alberta Graduate Outcomes Survey-GOS).<br>Note: The GOS is administered biennially. Data from the 2016 administration is being used as a baseline for setting future targets. | 2020 | Targets being established. | Experience Objective 7 |
| 2017-PM6 | Incremental increase in proportion of professoriate at rank of Assistant Professors (target: 21% of faculty members at the rank of Assistant Professor by 2021). | 2017-25 | On track: increased from 17.8% to 19% in 2017-18. | Build Objective 2 |

| | | | | |
|---|---|---|---|---|
| 2017-PM7 | Research and teaching awards (Canada Research Chairs and 3M Teaching Awards). Targets not established. | Ongoing | Award parameters under review and targets being set. | Excel Objective 13 |
| **COORDINATION** | | | | |
| **Type** | **Description** | **Expected Completion Date** | **2018-19 UPDATE** | ***For the Public Good* alignment** |
| **Goals** | | | | |
| 2017-G14 | Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business and community organizations. | 2017-20 | Target partnerships established at unit levels – targets being identified | Engage Objective 18 |
| 2017-G15 | Enhance, support and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole. | 2017-20 | Cross-campus strategy under development | Experience Objective 9 |
| 2017-G16 | Enhance, increase and sustain reciprocal, mutually beneficial community partnerships relations, community engagement and community-engaged research and scholarship that will extend the reach, effectiveness, benefit and value of our university-community connections. | 2021 and ongoing | Developing community relations research protocols; identifying community partners | Engage Objective 16 |
| 2017-G17 | Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures and policies that enable students, faculty, staff and the institution as a whole to achieve shared strategic goals. | Ongoing | Under review by all VP portfolios | Sustain Objective 21 |
| **Priority Initiatives** | | | | |
| 2017-P1 | Provide leadership in Alberta's post-secondary sector and support integration, collaboration and partnership across the province's six-sector model through collaborations including but not limited to: project management support for Norquest college capital expansion; hosting of Olds College PeopleSoft financial system; coordinated commercialization activities between TEC Edmonton and NAIT. | Ongoing | Ongoing – new work with GPRC and RDC. | Engage Objective 18 Strategy i |
| 2017-P2 | Maintain and pursue partnerships across the global academy to expand research and/or funding opportunities for our researchers and thus increase their capacity for success. | Ongoing | New International Strategic Plan in final stages. | Excel Objective 13 Strategy ii |
| 2017-P3 | Work closely with key provincial partners and government agencies, including members of Campus Alberta, Alberta Health Services, Alberta Innovates, The Alberta Library, NEOS, etc., to undertake mutually beneficial research and where possible, coordinate, streamline and deliver shared systems, services and processes to the benefit of all Albertans. | 2017-19 | Over 240 research partnerships with Alberta Innovates alone. | Engage Objective 18 Strategy v |

| | | | | |
|---|---|---|---|---|
| 2017-P4 | Engage with government, community, industry, business and the post-secondary sector to address shared local, provincial, national and global challenges (building on the success of collaborative projects like the Future Energy Systems). | 2020 | Examples include waste reduction, fire safety, domestic violence and rural care. | Engage Objective 16 Strategy iii |
| 2017-P5 | Welcome increased community access, participation and engagement at all University of Alberta sites, such as our downtown campus at Enterprise Square and our sports facilities at South Campus. | 2017-20 | Canada 150 celebration at South Campus welcomed over 1,000 visitors and 200 volunteers. | Experience Objective 9 Strategy iii; Engage Objective 16 Strategy v |
| 2017-P6 | Facilitate and deepen inter-campus connections, communication and collaborations with Augustana Campus and ensure that it is strengthened as a leading liberal arts college and as a living laboratory for teaching and learning innovation, to the benefit of the entire university. | 2017-20 | Implementation of the Augustana 3-10 calendar. | Experience Objective 9 Strategy i |
| 2017-P7 | Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems; reduce duplication and complexity; and encourage cross-institutional administrative and operational collaboration. | Ongoing | Ongoing. | Sustain Objective 21 Strategy iv |
| **Expected Outcomes** | | | | |
| 2017-EO1 | Identification of specific opportunities for new and/or enhanced shared administrative services through discussions with the Government of Alberta and Campus Alberta institutions. | Ongoing | Renewed discussions with the GoA | Engage Objective 18 Strategy i |
| 2017-EO2 | Enhancement of research partnerships supporting resource management, environmental stewardship and healthy communities (see Appendix C). | 2020 | New Academic focus of Sustainability will support plan development | Engage Objective 18; Excel Objective 13 Strategy ii |
| 2017-EO3 | Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement. | 2020 | CSL's 2018-20 learning objectives (referenced in Appendix D). | Engage Objective 16 |
| 2017-EO4 | Development of an action plan to identify and strengthen the unique opportunities presented by our multi-campus environment through connections, communication and collaborations. | 2020 | Multi-campus strategy under development | Experience Objective 9 |
| **Performance Measures** | | | | |
| 2017-PM1 | Student-reported citizenship development (NSSE). Note: NSSE is currently administered on three-year intervals; the next administration will take place in 2020. | 2017 | Baseline and targets being set. | Engage Objective 16 |
| 2017-PM2 | Development of action plan for leveraging multi-campus environment | 2020 | Will follow setting of baseline and targets. | Experience Objective 9 |

| ACCOUNTABILITY | | | | |
|---|---|---|---|---|
| **Type** | **Description** | **Expected Completion Date** | **2018-19 UPDATE** | ***For the Public Good* alignment** |
| **Goals** | | | | |
| 2017-G18 | Build and support an integrated, cross-institutional strategy to demonstrate and enhance the University of Alberta's local, national and international story, so that it is shared, understood and valued by the full University of Alberta community and its many stakeholders. | 2019 | Multi-campus strategy in development; communication plan in progress | Build Objective 6 |
| 2017-G19 | Ensure responsible and accountable stewardship of the university's resources and demonstrate to government, donors, alumni and community members the efficient and careful use of public and donor funds. | 2020 | Budget and expenditure review in progress; communication plan in progress. | Sustain Objective 22 Strategy iii |
| **Priority Initiatives** | | | | |
| 2017-P1 | Develop a set of equitable, meaningful and relevant measures to monitor our progress towards strategic goals and develop the tools required to report on them. | 2018 | Metrics in development; data collection tools and plans in development. | Sustain Objective 21 Strategy v |
| 2017-P2 | Communicate, using both quantitative and qualitative evidence, how the University of Alberta serves as a cornerstone of the community bringing widespread economic and societal benefits to all Albertans, as well as to national and international partners and stakeholders. | 2019 | Launch of Folio.ca to tell our story to a wider audience; increased sharing of data based evidence | Build Objective 6 Strategy iii |
| 2017-P3 | Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research and community engagement. | 2019 | Budget model in development | Sustain Objective 22 Strategy ii |

| | | | | |
|---|---|---|---|---|
| **Expected Outcomes** | | | | |
| 2017-EO1 | Enables the university to satisfy accountability requirements and expectations for key stakeholder communities. | Ongoing | Clear, evidence based, communications | Sustain Objective 21 Strategy v |
| 2017-EO2 | Demonstration of strong financial stewardship through the implementation of a revised budget model to demonstrate the alignment of financial resources with university objectives. | 2019 | Multi-year planning framework in new budget model; seeking solutions for predictability for institution and for students | Sustain Objective 22 Strategy ii, iii |
| 2017-EO3 | Increased community awareness of the university and its social, economic and historical contributions to the province, the country and the world. | 2019 | Clear, timely, evidence-based communications | Build Objective 6 |
| 2017-EO4 | Ongoing advocacy and increased pride in the institution among key stakeholders and the community at large, achieved through engagement with and exposure to U of A scholars and the work of the university. | 2021 | Institutional Marketing and Communications Strategies; stronger connections to communities | Build Objective 6 |
| **Performance Measures** | | | | |
| 2017-PM1 | Media impact: mentions and reach. These metrics will be supplemented through relevant web analytics and qualitative reporting related to stakeholder relationship impact. These metrics are newly established and baselines are being established to inform future target setting. | 2019 | Baselines being established, targets being set, data being collected | Build Objective 6 Strategy iii |
| 2017-PM2 | Financial stewardship. The university's Audited Financial Statements and accompanying analysis are the foundational reporting and accountability mechanisms for goals and initiatives related to financial stewardship. Operational efficiency is reported under Affordability (PM2) | 2018 | Clear, timely, evidence based, communications | Sustain Objective 21 |

# Appendix A: Financial and Budget Information

## 2018-19 Consolidated Budget

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

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

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

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

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

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

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

### CONSOLIDATED REVENUE

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

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

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

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

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

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

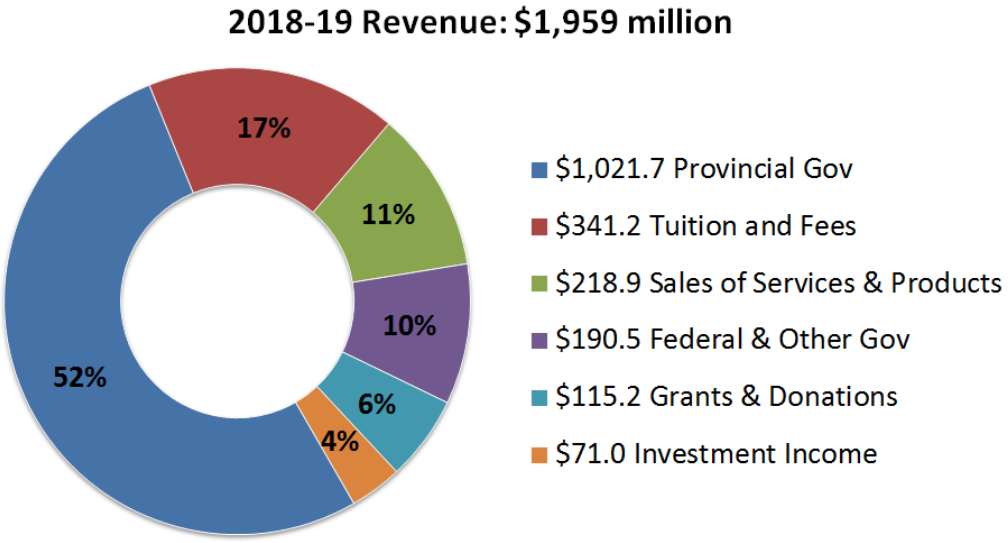
For 2016-17, $28.4 million was collected through MNIFs that were applied to agreed-upon services with total related expenditures of $54.2 million. The difference of $25.8 million is supported by revenue from other sources as well as allocations from the university's base operating budget. With the ongoing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

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

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

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

## Figure 1: 2018-19 Consolidated Revenue by Source




### CONSOLIDATED EXPENSE

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

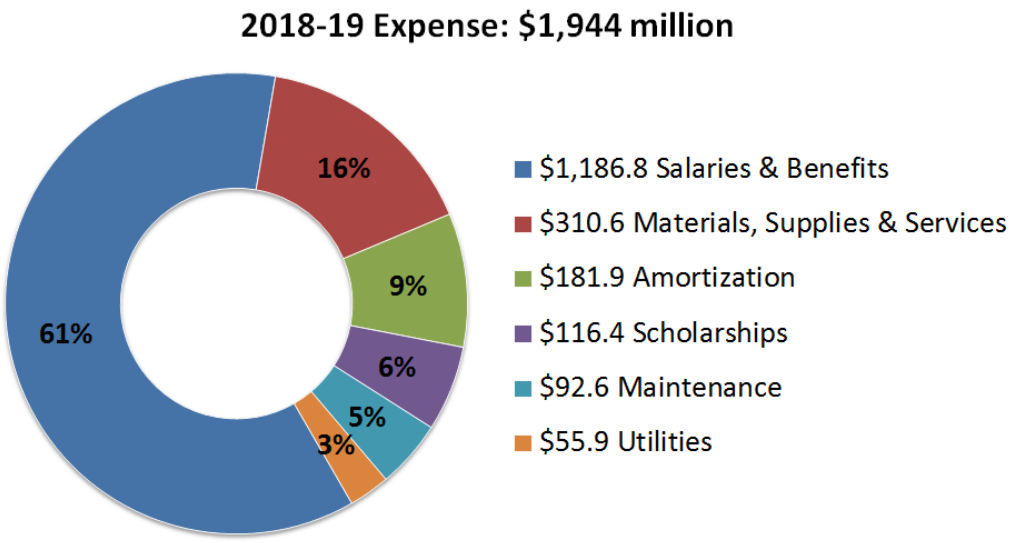
As Figure 2 illustrates, investments in salaries and benefits to maintain teaching, research and other critical activities account for over $1,186.8 million, or 61 per cent of total expense. The university has commenced negotiations with the Association of Academic Staff University of Alberta (AASUA)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

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

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

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

## Figure 2: 2018-19 Consolidated Expense by Type




### Operating Fund

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

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

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

At the same time, the university continues to be faced with annual cost pressures which include an increased carbon levy, minimum wage, benefit costs, software licenses and maintenance contracts, among others.

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

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

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

(Millions of dollars)

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

## Consolidated Budget Assumptions and Sensitivities

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

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

## 2018-19 BUDGET ASSUMPTIONS UNDERLYING THE APPROVED BUDGET

Key highlights of the university's revenue assumptions include:

- A zero per cent change to the Campus Alberta Grant*
- Maintaining general tuition increases and MNIFs at 2014-15 levels (due to government tuition freeze)
- No tuition backfill funding*

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

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

Key highlights of the university's expenditure assumptions include:

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

## 2018-19 BUDGET SENSITIVITIES

Revenue Approximate Value

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

Expense Approximate Value

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

## FORECAST BUDGET ASSUMPTIONS 2019-20 to 2021-22

The university used the following projected budget assumptions.

Revenue assumptions:

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

Expenditure assumptions:

- ATB salary adjustments, merit, benefit cost changes implemented based on the outcomes of upcoming negotiated collective agreements

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

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

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

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

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

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

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

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

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

## INSTITUTIONAL BUDGET RISKS

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

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

**Revenue**

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

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

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

**Alternative Revenue: High.** The university must increase its capacity to generate alternative sources of revenue to offset constraints to grant funding, tuition revenue limitations and low investment income returns. However, the government has delayed the ability of the university to operationalize its land trust and has delayed approvals of academic initiatives that could generate new sources of revenue.

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

**Expenditures**

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

**Benefit and Pension Plan Costs: High.** Benefit and pension plan costs are increasing at rates well above the university's capacity to increase revenue. Without changes to the benefit and pension plan structures, annual increases will continue to put extensive pressure on the university's budgeted expenditures.

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

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

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

# CAPITAL AND ANCILLARY BUDGETS

## CAPITAL

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

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

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

**TABLE 5 Continued**

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

## ANCILLARY OPERATIONS

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

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

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

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

| | | | | | |
|---|---|---|---|---|---|
| **Commercial Real Estate** | | | | | |
| Revenues | 1,550 | 1,551 | 1,563 | 1,595 | 1,631 |
| Expenses (Net Amort, Capital Acqn., Debt Repmt.) | 918 | 1,217 | 1,446 | 1,467 | 1,490 |
| **Excess (Deficiency)** | **632** | **334** | **117** | **128** | **141** |
| Amort, Capital Acqn., Debt Repmt. | (2,631) | (1,891) | 552 | 552 | 438 |
| **Net Operations** | **(1,999)** | **(1,557)** | **669** | **680** | **579** |
| Reserve Balances, Closing | | | | | |
| Operating | 1,409 | 1,250 | 1,250 | 1,250 | 1,250 |
| Capital | 1,109 | 1,710 | 2,379 | 3,059 | 3,638 |
| **Total Reserve Balance** | **2,518** | **2,960** | **3,629** | **4,309** | **4,888** |
| **Enterprise Square** | | | | | |
| Revenues | 1,768 | 1,658 | 1,748 | 1,693 | 1,360 |
| Expenses (Net Amort, Capital Acqn., Debt Repmt.) | 1,440 | 1,677 | 1,682 | 1,501 | 1,196 |
| **Excess (Deficiency)** | **328** | **(19)** | **66** | **192** | **164** |
| Amort, Capital Acqn., Debt Repmt. | 174 | 169 | (33) | (87) | (144) |
| **Net Operations** | **502** | **150** | **33** | **105** | **20** |
| Reserve Balances, Closing | | | | | |
| Operating | (500) | (852) | (1,069) | (1,214) | (1,444) |
| Capital | 1,700 | 1,700 | 1,950 | 2,200 | 2,450 |
| **Total Reserve Balance** | **1,200** | **848** | **881** | **986** | **1,006** |
| **University Health Services** | | | | | |
| Revenues | 4,800 | 4,865 | 4,815 | 4,815 | 4,815 |
| Expenses (Net Amort, Capital Acqn., Debt Repmt.) | 6,059 | 6,034 | 6,357 | 6,506 | 6,625 |
| **Excess (Deficiency)** | **(1,259)** | **(1,170)** | **(1,542)** | **(1,691)** | **(1,810)** |
| Amort, Capital Acqn., Debt Repmt. | 1,259 | 1,331 | 1,867 | 1,867 | 1,867 |
| **Net Operations** | **-** | **162** | **325** | **176** | **57** |
| Reserve Balances, Closing | | | | | |
| Operating | 200 | 202 | 527 | 703 | 760 |
| Capital | 200 | 200 | 200 | 200 | 200 |
| **Total Reserve Balance** | **400** | **402** | **727** | **903** | **960** |
| **Utilities** | | | | | |
| Revenues | 21,929 | 22,883 | 22,681 | 22,906 | 23,169 |
| Expenses (Net Amort, Capital Acqn., Debt Repmt.) | 22,678 | 24,503 | 23,304 | 23,394 | 23,519 |
| **Excess (Deficiency)** | **(749)** | **(1,620)** | **(623)** | **(487)** | **(351)** |
| Amort, Capital Acqn., Debt Repmt. | 749 | 749 | 623 | 487 | 351 |
| **Net Operations** | **-** | **(871)** | **-** | **-** | **-** |
| Reserve Balances, Closing | | | | | |
| Operating | 614 | 453 | 453 | 453 | 453 |
| Capital | 9,585 | 11,733 | 11,733 | 11,733 | 11,733 |
| **Total Reserve Balance** | **10,199** | **12,186** | **12,186** | **12,186** | **12,186** |
| **TOTAL** | | | | | |
| Revenues | 97,655 | 96,800 | 104,606 | 109,874 | 111,129 |
| Expenses (Net Amort, Capital Acqn., Debt Repmt.) | 98,362 | 99,863 | 104,436 | 109,064 | 109,456 |
| **Excess (Deficiency)** | **(707)** | **(3,064)** | **170** | **811** | **1,673** |
| Amort, Capital Acqn., Debt Repmt. | (3,416) | 15,979 | (12,449) | 5,038 | (899) |
| **Net Operations** | **(4,123)** | **12,915** | **(12,279)** | **5,849** | **774** |
| Reserve Balances, Closing | | | | | |
| Operating | (927) | (1,710) | (5,017) | (10,489) | (14,590) |
| Capital | 33,954 | 40,524 | 31,552 | 42,873 | 47,748 |
| **Total Reserve Balance** | **33,027** | **38,814** | **26,535** | **32,384** | **33,158** |

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

## Conclusion

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

# Appendix B: Enrolment Plan and Proposed Programming Changes

## Enrolment plan

The strength of the University of Alberta is the quality and diversity of its people, programming, research and resources. The U of A remains committed to attracting outstanding undergraduate and graduate students, post-doctoral fellows and professors from Alberta, across Canada and abroad. Our academy represents and contributes to Canada's and Alberta's cultural diversity and is an inclusive community that values the perspectives of all genders, Indigenous people, under-represented groups and people from rural and northern communities. Along with an exceptional professoriate and highly skilled technical and professional staff, these individuals create an integrated environment of teaching, learning, research and creative activities. The U of A aims to provide enriched and transformative student experiences, resulting in graduates who are engaged global citizens, prepared to contribute to the social and economic well-being of the province, the nation and the world.

Access to programs at the U of A evolves in response to student demand, workforce needs and the availability of resources. The University of Alberta values its relationships with other Campus Alberta institutions and continues to engage in productive inter-institutional collaborations supporting transfer and learner mobility.

Programs listed in the table below are drawn from the Provider and Program Registry System (PaPRS). It is important to note that there is not perfect alignment between the programs listed in PaPRS and those listed in the university calendar. There are a number of historical and systems-related reasons for this incongruity, but university staff and staff from Advanced Education are collaborating to create better alignment.

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

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

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

International enrolment, reported here as per the CIP guidelines, varies widely across programs, especially between undergraduate and graduate programs. Overall, the university's proportion of international students (graduate and undergraduate) is approximately 18.74 per cent, with the proportion for the undergraduate student body at 14.72 per cent. International enrolment within individual programs is driven by a variety of factors, including, in many cases, specific arrangements with governments in foreign countries. Graduate programs tend to have a higher proportion of international enrolment than undergraduate programs. This is consistent with other major research universities and reflects the university's contribution to attracting outstanding future researchers, innovators and professionals to Alberta. Graduate students pursue advanced degrees based on where they can work with key scholars, or in internationally known programs. A large majority of international students will remain in Alberta post-graduation. According to the *2012 Graduate Outcomes Survey*, 84 per cent of Alberta students who lived outside Canada at the time they applied to school remained in Alberta after graduation. At the U of A in particular, more than 70 per cent of international PhD students who entered the U of A between 2004 and 2006 had become Permanent Residents or citizens of Canada by the time they graduated.

# Proposed programming changes

### Quality Degree Programs

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

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

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

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

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

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

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

The university anticipates submitting requests for the termination of:

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

The university anticipates submitting requests for the suspension of:

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

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

# Appendix C: Research, Applied Research and Scholarly Activities

As one of Canada's top research-intensive institutions, the U of A leads the province in world-class research outcomes and student experiences that drive innovation and enhance social, cultural and economic development. The university offers research and doctoral programs across seven thematic areas: humanities and fine arts, social structure and systems, science and technology, energy, environment, food and bio-resources and health and wellness. This full spectrum of learning and inquiry positions the U of A's academy and its graduates to make the comprehensive contributions towards scientific, social and cultural innovations needed to support Alberta's post-secondary system principles and the province's identified goals: effective resource and environmental management, a broadened economic base and resilient and healthy individuals and communities.

The University of Alberta's ground-breaking research focuses on redefining the social, cultural, environmental and technological contexts that will be needed in the future. Teacher education, for example, must evolve to address new demands in schools where increased population diversity, as well as shifts in employment and industry, are influencing what and how we teach our children. Similar demographic changes are influencing the delivery of health care and health information. Increased use and fast-paced changes in communications technology are shaping how people access, consume and critically examine information—all skills that university graduates need.

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

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

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

Signature areas also attract talented students, graduate students, post-doctoral students and new hires and build dynamic, innovative, creative teams. They enable and deepen connections with external

organizations through which we can extend the reach, influence and impact of our research. Three signature areas have been endorsed but not yet publicly announced include: Energy Systems, Precision Health and Research at the Intersections of Gender.

**Signature Area: Energy Systems**
With over 200 academics across 10 faculties, including 21 Natural Sciences and Engineering Research Council of Canada (NSERC) Industrial Research Chairs, two Canada Excellence Research Chair (CERC) Laureates and 22 Canada Research Chairs (CRCs), Energy Systems (ES) builds on the U of A's strength as a national leader in energy-related research and teaching. ES focuses on responsible, full-cycle energy systems, development, management and adaptation to sustain society and the environment.

Research expertise includes:

1. Energy: Intergenerational energy transitions and enabling technologies and Responsible resource development and energy systems integration
2. Environment: Comprehensive, integrative environmental stewardship and Integration of responsible environmental care at every life-cycle stage
3. Society: Cultural and societal relationships to energy and the environment; Engagement with stakeholders and communities; Resource policy, ethics, governance and Innovative, cross-disciplinary educational and outreach programs

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

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

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

barriers newcomers to Canada face in the professions and analysing accelerating incarceration rates among Indigenous women.

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

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

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

**Pan-Canadian AI Strategy:** a $125-million program that will cement Canada's position as a world leader in AI, attract and retain top academic talent, increase the number of AI-skilled researchers and skilled graduates, establish and build interconnection among Canada's three major hubs of AI expertise (Toronto, Montreal and Edmonton), support a national AI research community and develop global thought leadership on the economic ethical, policy and legal implications of AI. The $125 million award is being administered by the Canadian Institutes for Advanced Research (CIFAR).

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

**Indigenous Science, Technology and Society (Indigenous STS):** an international research and teaching hub, housed at the University of Alberta, for the bourgeoning sub-field of Indigenous STS. Its mission is to build Indigenous scientific literacy by training graduate students, post-doctoral and community fellows to grapple expertly with techno-scientific projects and topics that affect their territories,

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

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

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

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

Global engagement is vital to high-quality research efforts. The development of multi-national research networks expands institutional capacity to address global issues in robust and efficient ways. Creative solutions to complex problems can be readily shared across communities and nations through collaborations with other academic organizations, businesses and industry, non-profits and government agencies. By identifying and establishing key collaborations, the University of Alberta's global research projects include big data, heritage, low carbon energy, ecosystem and resource informatics:

- The Canada Learning Initiative in China offers hands-on experimentation in the world-class facilities of Shanghai Jiao Tong University for the U of A's undergraduate students, providing experiences that directly shape students' future academic paths in unexpected, innovative ways.

- The U of A's Alberta Technical University of Munich International Graduate School for Hybrid Functional Materials (ATUMS, 2015-21), funded through the NSERC CREATE program, is developing a cohort of Canadian researchers with an international view of research and world-class research context training whilst training Canada's next generation of leaders in hybrid functional materials. Currently, 43 Canadian students and 19 ATUM students are enrolled.

- An agreement signed in December 2017 between the U of A and the East China Normal University (ECNU) on the Joint Institute of Advanced Science and Technology will facilitate development of collaborative research projects in advanced science and technology through joint

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

- The Tsinghua University-University of Alberta Joint Energy Systems Research Centre, launched in spring 2017, brings together Tsinghua's Low Carbon Energy Laboratory and Future Energy Systems. It is the first China-based institute with any Canadian university and came about in part through a long-standing collaboration with Tsinghua that has been developed over many years. Highlights include: 35 research collaborations, 23 U of A grad students at Tsinghua, 100-plus joint project reports and publications.

- The Helmholtz-Alberta Initiative (HAI) is an independent international research partnership that effectively amalgamates the scientific and technical expertise of the Helmholtz Association of German Research Centres and the University of Alberta to jointly develop solutions to key challenges in fields such as energy and the environment, ecosystem and resource informatics and health. From September 26-28, 2017, a Helmholtz delegation led by President Professor Wiestler, along with15 members from eight different Helmholtz centres visited the U of A to strengthen and continue to build on the collaborations that have been previously established under HAI in energy, environment, diabetes and infectious diseases.

- The Worldwide Universities Network (WUN) is a leading global higher education and research network made up of 22 universities, spanning 12 countries on six continents. Facilitated call for applications and internal selection for WUN Research Development Fund (RDF); supporting U of A applications to WUN RDF

- Supported a successful application for WUN Sustainability funding for OPERA ($35k) for major grant proposal application

- The Fraunhofer Society is a German research organization with 69 institutes spread throughout the country, each focusing on different fields of applied science. It also carries out collaborations with a limited number of international institutions. U of A's areas of work through Fraunhofer include food science and bio-energy. The two institutions are developing a Technology Platform Agreement between Fraunhofer UMSICHT and the U of A. The U of A also provided support to the Government of Alberta's Economic Development and Trade ministry visit to Fraunhofer in Birmingham (UK) and Munich (Germany) in October 2017.

**Accessibility and Diversity**

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

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

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

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

**Graduate education and post-doctoral fellows**

Over 200 graduate programs, attended by more than 7,000 graduate students and nearly 600 post-doctoral fellows, are intricately entwined with the U of A's learning, teaching and discovery mandate. Individuals educated to the PhD level enable large-scale, visionary and ambitious research agendas that have the potential for big impact results. They drive innovation and research within and beyond the university, including in industrial, community and social settings. They are key to shifting Alberta to a learning-based society that welcomes intellectual and economic diversity.

The Faculty of Graduate Studies and Research Professional Development program advances research and develops professional skills and qualities sought by employers, making the U of A's graduate students more competitive in the global market for traditional educational positions (e.g. Professors), industry positions (e.g. Industrial research and development) and within communities (e.g. in the public service or non-profit sector). A one-year secondment has enabled the development of a professional development program focused specifically on post-doctoral fellows.

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

# Appendix D: Community Outreach and Under-represented Learners

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Under-represented learners**

The university continues to welcome more applications and enrolments from Indigenous Learners. One of the newest programs at the U of A is the Ph.D. in Indigenous Studies within the Faculty of Native Studies. This condensed, three-year program is the first of its kind in North America. It welcomed five inaugural students in Fall, 2017 and is admitting above its quota into the next academic year. The University's foundational approach to supporting Indigenous learners and Indigenous scholarship is by hiring and then robustly supporting, Indigenous scholars. Under-represented groups need to see themselves in institutions to aspire to new educational and career paths. Placing Indigenous scholars in the University provides this role-modeling. This role-modeling is equally important to non-Indigenous learners as we strive to change stereotypical perceptions of Indigenous issues and peoples. Furthermore, the scholars also advance research and understanding in Indigenous studies, enriching the knowledge base available in the academy.

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

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

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

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

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

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

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

# Appendix E: Internationalization

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

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

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

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

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

**Encouraging education abroad**

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

**Enhancing research excellence**

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

# Appendix F: Capital Plan

## A. Capital Planning Considerations

### Background

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

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

### Context

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

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

### Deferred maintenance

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

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

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

### Strategic investments to date

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

| SIF PROJECTS - APPROVED | | | | |
|---|---|---|---|---|
| **PROJECT** | **Government of Canada ($)** | **Government of Alberta ($)** | **University of Alberta ($)** | **Total ($)** |
| Electrical & Computer Engineering Research Facility | 11,000,000 | 7,000,000 | 7,000,000 | **25,000,000** |
| Chemistry - Lab Modernization/Renewal | 8,485,307 | 7,040,500 | 7,266,340 | **22,792.147** |
| Chemical Materials Engineering Building | 9,886,000 | 7,000,000 | 5,114,000 | **22,000,000** |
| Biological Sciences & Earth and Atmospheric Sciences | 9,023,974 | 5,500,000 | 7,476,026 | **22,000,000** |
| Innovation/Incubator Space | 1,500,000 | 0 | 2,000,000 | **3,500,000** |
| Research Network Infrastructure Upgrade | 8,405,194 | 0 | 8,848,738 | **17,253,932** |
| Augustana - Science Lab Renewal | 1,093,100 | 0 | 2,247,551 | **3,340,651** |
| Campus Saint Jean - Science Lab Renewal | 1,308,540 | 0 | 2,298,598 | **3,607,138** |
| Clinical Sciences Building | 3,092,310 | 0 | 4,610,690 | **7,703,000** |
| Medical Sciences Building | 2,458,750 | 0 | 2,541,250 | **5,000,000** |
| **TOTAL** | **56,253,175** | **26,540,500** | **49,403,193** | **132,196,868** |

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

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

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

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

## B. Top Capital Priorities

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

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

| **1. FACULTY OF ARTS - EXPANSION PROGRAM** | | | |
|---|---|---|---|
| **Project Description** | **Project Cost** | **Completion** | **Alignment - Alberta Adult Learning System and *For the Public Good*** |
| As an alternative to a new downtown campus development, a multi-year phased renewal and expansion program will address program pressures in several buildings including Fine Arts, Industrial Design, HUB, Tory and the School of Business.<br><br>The U of A's Faculty of Arts is one of the best and largest in Canada devoted to the study of both history and theory of visual arts and design. Strategic renewal and expansion of existing facilities will ensure programming and functional needs are achieved. | $178,600,000<br><br>As per BLIMS, Government of Alberta funding is being sought for this project. | 2022 | Alberta Adult Learning System<br>• Accessibility<br>• Quality<br>• Accountability<br><br>For the Public Good<br>• Engage: 16i and 16ii<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i |

**2. CAMERON LIBRARY - BUILDING ENVELOPE**

| Project Description | Project Cost | Completion | Alignment - Alberta Adult Learning System and *For the Public Good* |
|---|---|---|---|
| Renewal of the Cameron Library building envelope is required due to failed panel support systems resulting in panels falling from the walls. Additionally, precast panels are dislodging from the exterior walls, requiring installation of security fencing to protect pedestrians. Finally, thermal scans have revealed an overall failure of the building envelope.<br><br>The envelope renewal will include installation of glare-free day lighting, solar energy harvesting, natural ventilation, thermal insulation, thermal energy storage, passive solar heating and a thermal buffer zone.<br><br>The project, which will be in full partnership with the Faculty of Engineering, is intended to be a star example of the U of A's "Campus as a Living Lab" initiative, whereby necessary infrastructure projects are intertwined with research for application and commercialization of technologies for on- and off-campus application. This project has a target of 50 percent reduction in energy consumption. | $24,786,336<br><br>As per BLIMS, Government of Alberta funding is being sought for this project. | 2020 | Alberta Adult Learning System<br>• Accessibility<br>• Quality<br>• Accountability<br><br>For the Public Good<br>• Engage: 18v<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i |

**3. CHEMISTRY EAST - TEACHING RESEARCH LAB MODERNIZATION AND RENEWAL**

| Project Description | Project Cost | Completion | Alignment - *Alberta Adult Learning System* and *For the Public Good* |
|---|---|---|---|
| These labs are original to the 1973 building and in very poor condition; to the degree that present usability is in jeopardy. Continued use of these labs presents risks to the institution (quality of instruction and reputation) and the environment.<br><br>Renewal and modernization of 14 teaching labs will support teaching and research while also reducing energy consumption, improving environmental sustainability and address lab safety with upgraded fume hoods.<br><br>Under the Strategic Infrastructure Fund program, a standard lab design was developed and four lab renewals completed, allowing for economies of scale in project planning and design. | $14,231,000<br><br>As per BLIMS, Government of Alberta funding is being sought for this project. | 2021 | Alberta Adult Learning System<br>• Accessibility<br>• Quality<br>• Accountability<br><br>For the Public Good<br>• Excel: 11v<br>• Excel: 13ii, 13iii, 13iv and 13vi<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i |

## C. Emerging Capital Priorities

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

| **NORTH CAMPUS** | | | |
|---|---|---|---|
| **Project Description** | **Approximate Cost** | **Completion** | **Alignment - Alberta Adult Learning System and *For the Public Good*** |
| **Maskwa House of Learning** | $28,000,000 | 2021 | Alberta Adult Learning System<br>• Accessibility<br><br>For the Public Good<br>• Build: 1ii<br>• Build: 2ii<br>• Build: 4i and 4ii<br>• Build: 5i, 5ii, 5iii, 5iv and 5v<br>• Build: 6i<br><br>• Experience: 8ii<br>• Engage: 16i<br>• Engage: 17i<br>• Sustain: 20i and 20ii<br>• Sustain: 23i |
| **Universiade Pavilion - Building Envelope Upgrade** | $17,000,000 | 2020 | Alberta Adult Learning System<br>• Quality<br>• Accountability<br><br>For the Public Good<br>• Build: 6i<br>• Excel: 11i, 11ii, 11iii and 11v<br>• Excel: 13iv<br>• Engage: 16i, 16iii and 16iv<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i |
| **Earth Sciences Building - Central System Upgrades** | $19,000,000 | 2022 | Alberta Adult Learning System<br>• Quality<br>• Accountability<br><br>For the Public Good<br>• Build: 6i<br>• Excel: 11i, 11ii, 11iii and 11v<br>• Excel: 13iv<br>• Engage: 16i, 16iii and 16iv |

| | | | |
|---|---|---|---|
| | | | • Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i |
| **Biological Sciences Building - Renewal Program (Phase 1)** | $59,600,000 | 2023 | Alberta Adult Learning System<br>• Quality<br>• Accountability<br><br>For the Public Good<br>• Build: 6i<br>• Excel: 11i, 11ii, 11iii and 11v<br>• Excel: 13iv<br>• Engage: 16i, 16iii and 16iv<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i |
| **Engineering Backfill - Natural Resources Engineering Facility** | $25,000,000 | 2021 | Alberta Adult Learning System<br>• Quality<br><br>For the Public Good<br>• Excel: 11i, 11ii, 11iii and 11v<br>• Excel: 13iv<br>• Engage: 16i, 16iii and 16iv<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i |
| **Van Vliet Building - Electrical Vault Upgrade** | 18,000,000 | 2020 | Alberta Adult Learning System<br>• Accountability<br><br>For the Public Good<br>• Build: 6ii<br>• Engage: 16i, 16iii and 16v<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i and 23iv |
| **Biological Sciences Building - Aquatics Renewal** | $24,200,000 | 2020 | Alberta Adult Learning System<br>• Quality<br>• Accountability<br><br>For the Public Good<br>• Build: 6i<br>• Excel: 11i, 11ii, 11iii and 11v<br>• Excel: 13iv<br>• Engage: 16i, 16iii and 16iv<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i |

| CAMPUS SAINT-JEAN | | | |
|---|---|---|---|
| **Project Description** | **Approximate Cost** | **Completion** | **Alignment - Alberta Adult Learning System and *For the Public Good*** |
| **Science Building Expansion and Classroom Upgrades - (Post SIF)** | $18,000,000 | 2021 | Alberta Adult Learning System<br>• Accessibility<br>• Quality<br>• Accountability<br><br>For the Public Good<br>• Build: 5i, 5ii, 5iii, 5iv, 5v and 5vi<br>• Build: 6i<br>• Experience: 9ii<br>• Excel: 11i, 11ii, 11iii and 11v<br>• Excel: 13iv<br>• Engage: 16i, 16iii and 16iv<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i |

| AUGUSTANA CAMPUS | | | |
|---|---|---|---|
| **Project Description** | **Approximate Cost** | **Completion** | **Alignment - Alberta Adult Learning System and *For the Public Good*** |
| **Science Building Expansion and Classroom Upgrades - (Post SIF)** | $20,000,000 | 2020 | Alberta Adult Learning System<br>• Accessibility<br>• Quality<br>• Accountability<br><br>For the Public Good<br>• Build: 5i, 5ii, 5iii, 5iv, 5v and 5vi<br>• Build: 6i<br>• Experience: 9ii<br>• Excel: 11i, 11ii, 11iii and 11v<br>• Excel: 13iv<br>• Engage: 16i, 16iii and 16iv<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i |

| **SOUTH CAMPUS** | | | |
|---|---|---|---|
| **Project Description** | **Approximate Cost** | **Completion** | **Alignment - Alberta Adult Learning System and *For the Public Good*** |
| **South Campus Community Arenas**<br><br>**and**<br><br>**High Performance Training and Research Facility** | $65,000,000<br><br>$42 million is in place through a partnership with the City of Edmonton and philanthropic endeavours. | 2021 | Alberta Adult Learning System<br>• Quality<br>• Coordination<br><br>For the Public Good<br>• Build: 5i, 5ii, 5iii, 5iv, 5v and 5vi<br>• Build: 6i, 6ii and 6iii<br>• Experience: 8v<br>• Experience: 9iii<br>• Excel: 11i, 11ii, 11iii and 11v<br>• Excel: 13iv<br>• Engage: 16i, 16iii, 16iv and 16v<br>• Engage: 18ii and 18iii<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i and 23iv |
| **South Campus Basic Infrastructure** | $15,600,000 | 2021 | Alberta Adult Learning System<br>• Quality<br>• Accountability<br><br>For the Public Good<br>• Build: 6ii<br>• Engage 16i, 16iii and 16v<br>• Engage 18v<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i and 23iv |

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

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

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

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

## D. Ancillary Operations – Capital Priority Investments

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

### Utilities

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

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

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

| **DISTRICT ENERGY SYSTEM** | | | |
|---|---|---|---|
| **Project Description** | **Approximate Cost** | **Completion** | **Alignment - *Alberta Adult Learning System* and *For the Public Good*** |
| **Epcor Garneau Substation Switchgear Upgrade / North Campus electrical Feed Expansion** | $29,500,000 | 2022 | Alberta Adult Learning System<br>• Accountability<br><br>For the Public Good<br>• Build: 6ii<br>• Engage: 16i, 16iii and 16v<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i and 23iv |
| **South Campus District Energy Plant** | $132,200,000 | 2023 | Alberta Adult Learning System<br>• Accountability |

| | | | |
|---|---|---|---|
| | | | For the Public Good<br>• Build: 6ii<br>• Engage: 16i, 16iii and 16v<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i and 23iv |

## Student Residences

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

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

| **STUDENT RESIDENCES** | | | |
|---|---|---|---|
| **Project Description** | **Approximate Cost** | **Completion** | **Alignment - Alberta Adult Learning System and *For the Public Good*** |
| **Modernization of Classic Lister Towers** | $78,000,000 | 2022 | Alberta Adult Learning System<br>• Accessibility<br>• Affordability<br>• Quality<br>• Accountability<br><br>For the Public Good<br>• Build: 1i, 1ii and 1iii<br>• Build: 5i and 5vi<br>• Experience: 8i, 8iii and 8v<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i and 23iv |
| **Implementation of Lister Community Plan** | $30,000,000 | TBD | Alberta Adult Learning System<br>• Accessibility<br>• Affordability<br>• Quality<br>• Accountability<br><br>For the Public Good<br>• Build: 1i, 1ii and 1iii<br>• Build: 5i and 5vi<br>• Experience: 8i, 8iii and 8v<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i and 23iv |

| | | | |
|---|---|---|---|
| **Renovate and furnish all suites in HUB** | $15,000,000 | 2023 | Alberta Adult Learning System<br>• Accessibility<br>• Affordability<br>• Quality<br>• Accountability<br><br>For the Public Good<br>• Build: 1i, 1ii and 1iii<br>• Build: 5i and 5vi<br>• Experience: 8i, 8iii and 8v<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i and 23iv |
| **Augustana Campus – first year residence renovations** | TBD | TBD | Alberta Adult Learning System<br>• Accessibility<br>• Affordability<br>• Quality<br>• Accountability<br><br>For the Public Good<br>• Build: 1i, 1ii and 1iii<br>• Build: 5i and 5vi<br>• Experience: 8i, 8iii and 8v<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i and 23iv |

### Dining Services

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

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

| **DINING SERVICES** | | | |
|---|---|---|---|
| **Project Description** | **Approximate Cost** | **Completion** | **Alignment - Alberta Adult Learning System and *For the Public Good*** |
| **Reconfigure Lister Dining Hall (Anytime Dining)** | $600,000 | 2018 | Alberta Adult Learning System<br>• Accessibility<br>• Affordability<br>• Quality<br>• Accountability<br><br>For the Public Good<br>• Build: 1i, 1ii and 1iii<br>• Build: 5i<br>• Experience: 8i<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i and 23iv |
| **Lister Kitchen upgrades** | $1,000,000 | 2020 | Alberta Adult Learning System<br>• Accessibility<br>• Affordability<br>• Quality<br>• Accountability<br><br>For the Public Good<br>• Build: 1i, 1ii and 1iii<br>• Build: 5i<br>• Experience: 8i<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i and 23iv |
| **Upgrades to Central Academic Building lower level** | $3,200,000 | 2020 | Alberta Adult Learning System<br>• Accessibility<br>• Affordability<br>• Quality<br>• Accountability<br><br>For the Public Good<br>• Build: 1i, 1ii and 1iii<br>• Build: 5i<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i and 23iv |
| **Renovate *The Marina* and *The Ship*** | $500,000 | 2021 | Alberta Adult Learning System<br>• Accessibility<br>• Affordability<br>• Quality<br>• Accountability |

| | | | |
|---|---|---|---|
| | | | For the Public Good<br>• Build: 1i, 1ii and 1iii<br>• Build: 5i<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i and 23iv |
| **Refresh food outlets (campus wide)** | $500,000 | 2022 | Alberta Adult Learning System<br>• Accessibility<br>• Affordability<br>• Quality<br>• Accountability<br><br>For the Public Good<br>• Build: 1i, 1ii and 1iii<br>• Build: 5i<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i and 23iv |

## Parking Services

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

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

| **PARKING SERVICES** | | | |
|---|---|---|---|
| **Project Description** | **Approximate Cost** | **Completion** | **Alignment - Alberta Adult Learning System and *For the Public Good*** |
| **Additional parking inventory to support:**<br>**1. Alberta Health Services central hub laboratory**<br>**2. South Campus Community Arenas** | TBD | TBD | Alberta Adult Learning System<br>• Accountability<br><br>For the Public Good<br>• Build: 6ii<br>• Engage: 16i, 16iii and 16v<br>• Sustain: 20ii and 20iii<br>• Sustain: 22i and 22iii<br>• Sustain: 23i and 23iv |

# Appendix G: Information Technology

Information Services and Technology's mission is to empower the university community through information technology excellence and stewardship. The availability of quality IT services is a critical enabler of the University of Alberta's core mandate and the community-identified goals and activities in the Institutional Strategic Plan (ISP).

IST provides a vital informational and technologically enabled environment that inspires innovative thinking, continuous development, advanced learning and generative research. This provision is not without challenges. Urgent foci in Information Technology include security and resource management, as, increasingly, digital information and technology are the backbone of education and communication and an important capital resource for post-secondary institutions. Sophisticated technological solutions to managing human resources, student recruitment, application and enrolment are key service provisions that support university goals. In addition, teaching supports are technology-based and our ability to engage with rural and remote learners, as well as to connect with communities, is almost entirely dependent on information technology.

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

The University of Alberta is a leader in Canada in IT security. With a well-prepared and resourced IT security team, we exceed both normative practices of peer institutions as well as industry standards on almost all aspects of IT security. Effective and appropriate information and cyber security requires comprehensive planning, operations, detection, response, analysis, monitoring and continuous improvement. High-quality security must account for the multiple layers and tiers inherent in information management and technologies. In addition, the security controls domains of People, Process and Technology must be embedded within effective security management. The university therefore strives to ensure adequate, appropriate and effective coverage of these components and domains while complying with and leveraging from best practice standards.

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

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

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

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

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

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

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

# Appendix H: Full enrolment tables

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

**Appendix H:** Program Enrolment Targets 2018-21

**FLE Enrolment, Credential, Program and Specialization**

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

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

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

Notes:
Medical/dental residents are included in U of As FLE values, however, they do not contribute to U of As enrolment targets.
Government of Alberta full-load values do not reflect the post-2011 graduate thesis credit loads, which results in an incorrect graduate conversion rate.
The Master of Science-SLP/Doctor of Philosophy program in Campus Solutions is reported under the GOA Program of Master of Science in Speech Language Pathology with a Career Level Group of PhD.

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

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

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

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

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

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

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

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Certificate | | | | | | |
| | | **Early Childhood Education** | | | | | |
| | | Early Childhood Education | | 11.000 | | | |
| **Masters and Other GS** | | | **452.484** | **414.101** | **409** | **409** | **409** |
| | Degree | | | | | | |
| | | **Combined Master of Arts/Master of Library Information Studies** | | | | | |
| | | Library and Information Studies | | 0.600 | | | |
| | | **Master of Education** | | | | | |
| | | Educational Policy Studies | 53.762 | 54.483 | | | |
| | | Educational Psychology | 96.230 | 94.648 | | | |
| | | Educational Studies | 63.778 | 47.476 | | | |
| | | Elementary Education | 49.662 | 47.052 | | | |
| | | Health Sciences Education | 15.140 | 12.852 | | | |
| | | Secondary Education | 32.170 | 25.883 | | | |
| | | **Master of Library & Information Studies (Crse)** | | | | | |
| | | Library and Information Studies | 141.742 | 131.107 | | | |
| | Diploma | | | | | | |
| | | **Postgraduate Diploma** | | | | | |
| | | Educational Policy Studies | | | | | |
| **PhD** | | | **355.521** | **374.008** | **349** | **349** | **349** |
| | Degree | | | | | | |
| | | **Doctor of Education** | | | | | |
| | | Educational Policy Studies | 3.668 | 4.833 | | | |
| | | Elementary Education | 1.333 | 1.666 | | | |
| | | Secondary Education | 13.996 | 9.664 | | | |
| | | **Doctor of Philosophy** | | | | | |
| | | Educational Policy Studies | 74.650 | 78.202 | | | |
| | | Educational Psychology | 144.079 | 146.685 | | | |
| | | Elementary Education | 37.987 | 40.820 | | | |
| | | Secondary Education | 79.808 | 92.138 | | | |
| **Engineering** | | | | | | | |
| **Undergraduate** | | | **4,092.235** | **4,280.682** | **4,500** | **4,500** | **4,500** |
| | Degree | | | | | | |
| | | **Bachelor of Science in Chemical Engineering** | | | | | |
| | | Chemical Engineering | 211.773 | 173.870 | | | |
| | | **Bachelor of Science in Chemical Engineering - Process Control** | | | | | |
| | | Chemical Engineering - Process Control | 31.127 | 30.269 | | | |
| | | **Bachelor of Science in Chemical Engineering Co-op** | | | | | |
| | | Chemical Engineering Co-op | 291.110 | 250.900 | | | |
| | | **Bachelor of Science in Chemical Engineering-Process Control Co-op** | | | | | |
| | | Chemical Engineering - Process Control Co-op | 27.134 | 28.952 | | | |
| | | **Bachelor of Science in Civil Engineering** | | | | | |
| | | Civil Engineering | 198.442 | 192.851 | | | |
| | | **Bachelor of Science in Civil Engineering - Co-op** | | | | | |
| | | Civil Engineering Co-op | 342.119 | 347.773 | | | |
| | | **Bachelor of Science in Civil Engineering - Environmental Engineering** | | | | | |
| | | Environmental Engineering | 60.672 | 54.163 | | | |
| | | **Bachelor of Science in Civil Engineering - Environmental Engineering Co-op** | | | | | |
| | | Environmental Engineering Co-op | 57.091 | 64.100 | | | |
| | | **Bachelor of Science in Computer Engineering** | | | | | |
| | | Computer Engineering | 74.146 | 71.635 | | | |
| | | **Bachelor of Science in Computer Engineering - Software Engineering** | | | | | |
| | | Computer Engineering - Software Engineering | 3.092 | 2.349 | | | |
| | | **Bachelor of Science in Computer Engineering Co-op** | | | | | |
| | | Computer Engineering Co-op | 59.849 | 74.090 | | | |

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

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

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

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

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

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

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

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

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

**FLE International Enrollment**

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

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

The following table has been constructed to meet these requirements, however, the requirements are, admittedly, unclear.
The numbers of international students in each program are reported in the "2016-17 Actual FLE column". Given that U of A does not have targets for international program enrolment the working group recommended projecting out a steady state. Similarly, the projections of international enrolment as a percent of total enrolment is simply a reflection of 2016-17 actuals.

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

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

**Governance Executive Summary**
**Action Item**

Agenda Title: **Report and Recommendations of the Board Working Group - 2018**

**Motion**: THAT the Board of Governors, on the recommendation of the Board Chair, Michael Phair, approve the recommendations of the Board Working Group as set forth in Appendices A, D and E of the attached *Report and Recommendations of the Board Working Group - 2018*.

**Item**

| | |
|---|---|
| Action Requested | ☒Approval ☐Recommendation |
| Proposed by | Michael Phair, Chair, Board of Governors |
| Presenter(s) | Michael Phair, Chair, Board of Governors |

**Details**

| | |
|---|---|
| Responsibility | University Governance |
| The Purpose of the Proposal is (*please be specific*) | To seek Board of Governors endorsement of the *Report and Recommendations of the Board Working Group - 2018* and approval of the recommendations made by the Board Working Group following its review of Board of Governors' processes, structure and role in providing strategic oversight, insight and foresight with a goal of governance excellence in support of the university's institutional strategic plan. |
| Executive Summary (*outline the specific item– and remember your audience*) | In August 2017, the Board of Governors held a strategic retreat with the following objectives:<br>• To solidify the Board of Governors' commitment to dimensional governance that ensures the Board and all committees are doing the right work to guide the University and to support the ambitions of For the Public Good.<br>• To understand and explore the challenges and opportunities inherent in the context in which the University is currently conducting its work.<br>• To clarify how individual governors can make the greatest contribution to the institutional strategic plan.<br>• To define next steps in moving forward.<br><br>At the retreat, the Board Chair committed to the formation of a Board Working Group to engage in a review of the Board of Governors processes, structure and role in providing strategic oversight, insight and foresight with a goal of governance excellence in support of the university's institutional strategic plan.<br><br>Since October 2017, the Board Working Group has met regularly to consider and evaluate how to effectively realign board governance at the University of Alberta. Its deliberations involved a process of research and consultation that included review of the committee structures at other Canadian universities and consultation with each of the standing committees and other stakeholders.<br><br>The working group has provided a series of recommendations that will require various timelines for final approval and implementation; this process should be continued under the direction of the Board Chair (on behalf of the Board) with proposals coming forward for approval as they |

| | |
|---|---|
| | are fully developed. The work of implementing recommendations will begin over the summer of 2018 and should be completed on or before June 2019.<br><br>While the formal motions for Board approval are attached to the report as Appendix A, the significant findings outlined in more detail in the report include the following elements:<br><br>● Recommendations allowing the Board to accomplish its mandated obligations required by legislation while also providing opportunities for strategic focus in committee and Board discussions and deliberations.<br><br>● Recommendations for committee transformation to strengthen Board Governance, improve committee effectiveness, and make better use of Board members' and Administration's time and expertise.<br><br>● An implementation plan for the Board Working Group's recommendations, and suggestions for moving forward on those areas initially intended to be addressed by the Board Working Group that were ultimately not attended to due to time restrictions. |
| Supplementary Notes and context | The original timeline was ambitious, and additional time is necessary to ensure the recommendations can be reasonably implemented. The Board Working Group is suggesting that an ad hoc group oversee the realization of the recommendations and the transition work. The Board Working Group would like to ensure that the recommendations and continued work be completed on or before June 2019.<br><br>Remaining issues have been identified and included in a 'Parking Lot' and require further work before final recommendations can be made. The Board Chair will oversee the 'Parking Lot' and identify a workplan and target deadlines for completion. |

**Engagement and Routing** (Include meeting dates)

| | |
|---|---|
| Consultation and Stakeholder Participation<br>(parties who have seen the proposal and in what capacity)<br><br><For information on the protocol see the Governance Toolkit section Student Participation Protocol> | *Those who are actively **participating**:*<br>• Michael Phair, Chair, Board of Governors<br>• Members, Board of Governors' Working Group<br>• Marion Haggarty-France, University Secretary<br>• Juli Zinken, Board Secretary and Manager of Board Services |
| | *Those who have been **consulted**:*<br>• Board of Governors (October, December, March, May, June)<br>• President and Vice-Chancellor – regularly<br>• Chancellor re: committee structure / mandates<br>• Board Committee Chairs and Vice-Chairs re: committee mandates, structure and delegation of authority<br>• Members, Board of Governors Standing Committees<br>• Co-Chairs of the GFC Ad Hoc Committee on Academic Governance, Including Delegated Authority<br>• Representatives from Advancement, Alumni Association, Senate and University Relations re: committee structure / mandates<br>• General Counsel re: legislated obligations of the Board and |

| | |
|---|---|
| | potential delegations of authority<br>• Finance and Administration portfolio re: delegation and committee mandates<br>• Facilities and Operations portfolio re: delegation and committee mandates<br>• Provost and Vice-President (Academic) re: delegation and committee mandates |
| | *Those who have been **informed**:*<br>• |
| Approval Route (Governance) | Board of Governors, June 15, 2018 – for approval |

**Strategic Alignment**

| | |
|---|---|
| Alignment with *For the Public Good* | Institutional Strategic Plan – *For the Public Good:*<br>*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.*<br>*21. Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.* |
| Alignment with Institutional Risk Indicator | Leadership and Change; Relationships with Stakeholders; Reputation |
| Legislative Compliance and jurisdiction | • The *Alberta Public Agencies Governance Act* (APAGA) promotes transparency, accountability, and good governance for the province's nearly 250 agencies, boards and commissions. |

Attachment:

1. *Report and Recommendations of the Board Working Group 2018* (30 pages)

   Components:

   - Report and Recommendations of the Board Working Group 2018 (16 pages (+ cover))
   - Appendix A - Recommendations of the Board Working Group (2 pages) – for approval
   - Appendix B Governance Executive Summary (GES) Templates – as submitted to the Board in March 2018 (5 pages)
   - Appendix C – Possible Opportunities for Immediate Delegation of Authority (2 pages)
   - Appendix D - Principles for Board of Governors Delegation of Authority (2 pages) – for approval
   - Appendix E – Proposal for Establishment of a Board Ad Hoc Group for Implementation of Board Committee Restructuring (1 page) – for approval
   - Appendix F – Parking Lot of Unresolved Topics / Issues (1 page)

*Prepared by:* Juli Zinken, Board Secretary and Manager of Board Services, juli.zinken@ualberta.ca / 780-492-4715

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

# Report & Recommendations of the Board Working Group

to the Board of Governors

June 15, 2018

**OVERVIEW** 2
2017 BOARD STRATEGIC RETREAT 2
BOARD WORKING GROUP 2

**PROCESS & CONSULTATION** 3

**RECOMMENDATIONS** 4

**OUT OF THE WEEDS…THE VIEW FROM 50 THOUSAND FEET UP** 5
ALIGNING BOARD WORK WITH THE INSTITUTIONAL STRATEGIC PLAN 5
AGENDA PLANNING MEETINGS TO GUIDE THE WORK OF BOARD COMMITTEES 6
PRINCIPLES TO GUIDE BOARD DELEGATION OF AUTHORITY 7
BOARD / BOARD COMMITTEE AD HOC GROUPS 8

**COMMITTEE TRANSFORMATION** 9
ESTABLISHMENT OF A BOARD GOVERNANCE COMMITTEE 10
DISBANDING OF THE BOARD SAFETY, HEALTH AND ENVIRONMENT COMMITTEE 10
BOARD AUDIT COMMITTEE – INCREASED RISK OVERSIGHT 11
BOARD HUMAN RESOURCES AND COMPENSATION COMMITTEE 12
BOARD LEARNING AND DISCOVERY COMMITTEE 12
BOARD UNIVERSITY RELATIONS COMMITTEE 13

**AREAS REQUIRING FURTHER WORK AND CONSULTATION** 14
BOARD COMMITTEE TERMS OF REFERENCE AND MEMBERSHIP 14
PARKING LOT 15

**FINAL WORD** 15

**APPENDICES** 16

# OVERVIEW

## 2017 BOARD STRATEGIC RETREAT

In August 2017, the Board of Governors held a strategic retreat at which Board members expressed a desire to more meaningfully contribute to university governance, recognized their responsibilities under the *Post-secondary Learning Act* (PSLA), acknowledged the value of their diverse backgrounds, and united in concern for the best interests of the university.

Board members fully understood their PSLA-legislated responsibilities and wanted the design of Board and committee meetings to help discharge those responsibilities more meaningfully. There was concern that the existing Board governance model concentrated too much on reports, review and discussion of non-critical matters, looked at the past rather than planned for the future, and meant the Board functioned as a rubber stamp for matters laboriously addressed by other bodies. Various members of the Board questioned the workplans and agendas of Board and committee meetings and how that content related to their responsibilities.

At the end of the retreat, the Board Chair proposed forming an ad hoc committee of the Board to look into areas in which the work of the Board of Governors could be made more effective.

**2017 Board of Governors Strategic Retreat Objectives:**

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

To understand and explore the challenges and opportunities inherent in the context in which the University is currently conducting its work.

To clarify how individual governors can make the greatest contribution to the institutional strategic plan.

To define next steps in moving forward.

## BOARD WORKING GROUP

In October 2017, the Board of Governors approved the establishment of a Board Working Group to respond to retreat outcomes. The working group would review the Board's processes, structure and role in providing strategic oversight, insight and foresight with the goal of governance excellence in support of the university's institutional strategic plan.

*Considerations regarding University Governance*

The working group began regular meetings in October. As it worked though the issues, it was aware of the complexities of the bicameral (or perhaps tricameral) nature of the university governance system (the concurrent jurisdictions of the Board of Governors, General Faculties Council and the Senate). It also recognized that the collegial culture of a university is one accommodating significant input from many different groups as matters are advanced through to an ultimate decision. Indeed, this approach lends strength to university governance. However, the working group wanted it not to be forgotten that ultimately, the Board has final, overarching, legal responsibility for the governance of the university.

*Importance of Board–Administration Relationship*

The working group recognizes that the university is very fortunate to have a strong and talented senior administration. An added strength, in the perception of the working group, is the broad-based mutual respect shared between the Board and the administration. While Board members can be tempted to descend into minutiae, particularly when matters brought to the Board invite that response, the working group looked for ways the Board might be engaged more effectively, to limit unproductive distractions and respect the legitimate need the administration has to properly discharge its delegated responsibilities. The working group believes that achieving meaningful change will require adjustments to the culture of the Board of Governors -- most significantly, the culture within the Board, as well as the culture expressed in the patterns and approaches of all those who work with the Board.

**Guiding Principles for the Board Working Group**

A commitment that Board meetings / Board committee meetings be conducted in a manner that encourages participation and engagement while making best use of available time and resources and respecting the volunteer nature of Board members.

An expectation that the Board will add value and become visibly high-performing, with a reputation for leading by example, using best practices, and conducting meaningful work.

A commitment that Board members will represent the best interests of the university as a whole.

An expectation that the Board will generate ideas, thoughts, and perspectives in support of strategic plans and decisions.

A commitment to responsive, respectful, and appropriate engagement with other governing bodies and with university administration.

A commitment that the Board will carry out duties as prescribed in the Post-secondary Learning Act.

*Where and how should the Board be focused?*

In developing recommendations, the Board Working Group grappled with the challenge of achieving appropriate balance in areas where there are no right or wrong ways of doing things. When is something important enough to be dealt with by the Board of Governors, and when not? Through time, it may be that a certain "rebalancing" will be required.

Where should the time of the Board be dedicated? Certain important business does not require much Board time even if it is necessary because it is not controversial, or because it has been thoroughly discussed at other levels of university governance. How much time should be spent celebrating the many ongoing amazing things happening at the university? And how much time should be spent addressing the future -- risks, strategies, and opportunities that may influence the institution in the years and decades to come?

*Value-added Board governance*

Board members are selected and appointed through various channels including the Province, and the Board is fortunate to have members who are passionate and committed to doing what is best for the university. Members bring an impressive blend of wisdom and experience of significant value to the university, far beyond the formal governance role.

As discussed at the 2017 Retreat, individual Board members want to contribute to the university in ways that make a difference and add value. Each member understands they must act in the best interests of the university, with the definition of "best interests" personal to each individual. With this in mind, the Board Working Group developed a model supporting this Board and future Boards in making meaningful contributions to the university while providing the utmost in good governance.

## PROCESS & CONSULTATION

*Process*

The Board Working Group met regularly (typically bi-weekly) from October 2017 to June 2018 to consider and evaluate how to effectively realign board governance at the University of Alberta. Its deliberations involved a process of research and consultation that included review of the committee structures at other Canadian universities and consultation with each of the standing committees and other stakeholders.

The Board Working Group recognized that the University of Alberta values good governance and benefitted from the recent review of the academic governance body, General Faculties Council (GFC), and the resulting report from its *Ad Hoc Committee on Academic Governance, Including Delegated Authority*. Concepts identified in this report resonated with the working group and, where possible, alignment with themes raised in the GFC academic governance report were considered and incorporated into the analysis of themes contained herein.

*Consultation*

The Board Working Group engaged in thorough consultation of stakeholder groups throughout its work. Consultation included:

- Co-Chairs of the GFC Ad Hoc Committee on Academic Governance, Including Delegated Authority
- Representatives from Advancement, Alumni Association, Senate and University Relations re: committee structure / mandates
- General Counsel re: legislated obligations of the Board and potential delegations of authority
- Finance and Administration portfolio re: delegation and committee mandates
- Facilities and Operations portfolio re: delegation and committee mandates
- Provost and Vice-President (Academic) re: delegation and committee mandates
- Chancellor re: committee structure / mandates
- Board Committee Chairs and Vice-Chairs re: committee mandates, structure and delegation of authority
- Board of Governors Strategic Planning Session re: Board structure, committee mandates and delegation of authority
- Board of Governors Standing Committees "Tour of Terms of References"
- Regular meetings between the Board Chair and President
- Board of Governors (October, December, March, May, June)

## RECOMMENDATIONS

The Board Working Group has provided a series of recommendations that will require various timelines for final approval and implementation; this process should be continued under the direction of the Board Chair (on behalf of the Board) with proposals coming forward for approval as they are fully developed. The work of implementing recommendations will begin over the summer of 2018 and should be completed on or before June 2019.

While the formal motions for Board approval are attached to this report as **Appendix A**, the significant findings outlined in more detail in this report include the following elements:

- Recommendations allowing the Board to accomplish its mandated obligations required by legislation while also providing opportunities for strategic focus in committee and Board discussions and deliberations.

- Recommendations for committee transformation to strengthen Board Governance, improve committee effectiveness, and make better use of Board members' and Administration's time and expertise.

- An implementation plan for the Board Working Group's recommendations, and suggestions for moving forward on those areas initially intended to be addressed by the Board Working Group that were ultimately not attended to due to time restrictions.

As identified at the Board Retreat, Board Governance is important and should be approached with excellence in mind. Governing a university is complex. The Board Working Group realizes the Board governance structure must be responsive to challenges and pressures, as well as enduring. Therefore, in consideration of good governance principles, the Board will undertake regular reviews to ensure it continues to provide the governance oversight, insight, hindsight and foresight that is required.

## OUT OF THE WEEDS…THE VIEW FROM 50 THOUSAND FEET UP

The University of Alberta Board of Governors, as the senior governing body of a public institution, has legislated requirements set-out in several provincial statutes and regulations, including the *Post-secondary Learning Act*. The Board's Mandate and Roles Document is developed collaboratively with the Minister of Advanced Education to reflect a common understanding of each party's roles and responsibilities. So, within that legislated framework, how does a university governing board reach its potential? And what is that end goal?

The Board Working Group considered this issue through many months – debating the balance of required oversight with the Board's desire to provide foresight and insight and add value to the university. What, if any, were these "weeds" the Board was unnecessarily spending its time on? Could the Board, within this legislated framework, further delegate its authority to its committees and Administration? What would a "50 thousand foot view" look like? And what would it take, in an institution imbued with history and tradition, for the Board to reach its goal of achieving strategic focus?

In the end, following consultation with Administration, General Counsel, and members of the Board of Governors and its committees, the working group determined the following:

- The Board's natural focus should be consideration of the opportunities, innovation, and risks associated with the university's institutional strategic plan.

- By engaging Committee Chairs in setting of meeting agendas, the Chairs will be able to work with Administration to provide appropriate advice and feedback on agenda topics and material, to ensure "weedy" items are minimized where possible and time is instead allotted for higher level discussions.

- Further delegations of authority should be considered and pursued, within Board-approved principles of delegation, and should be carried out only following appropriate consultation with Administration, General Counsel, General Faculties Council, and other bodies as appropriate.

- Topics of immediate and specific interest to the Board can be reviewed and considered by short-term Ad hoc groups rather than added to the work of Board standing committees.

> *Governing boards should act effectively and ethically in their duties related to overseeing the institution's mission, fiscal integrity, and educational quality, and to recruiting, supporting, and evaluating the chief executive.*
>
> *Highly effective governing boards accomplish these tasks while maintaining a strategic focus.*
>
> *Public boards have the additional responsibilities of maintaining the public trust and balancing the needs of the state and those of the institution they govern.*
>
> - Association of Governing Boards of Universities and Colleges (AGB). Governance Brief: Board Responsibilities. Retrieved from www.agb.org/briefs/board-responsibilities

### ALIGNING BOARD WORK WITH THE INSTITUTIONAL STRATEGIC PLAN

The University of Alberta institutional strategic plan, *For the Public Good*, sets out comprehensive objectives for the institution. At the 2017 retreat, it was identified by the Board that part of working more effectively included time to consider how the Board could further the strategic plan objectives including consideration of opportunities, innovation, and risks.

Since the retreat, Administration has been considering the type of high-quality information and materials governing bodies require. Ideally, information is focused and to-the-point; questions are highlighted; and briefing material relevant to key issue areas is provided. On behalf of the President, the University Secretary led a consultation process to improve governance materials and affirm commitment to achieving governance excellence. To this end, at the Board of Governors meeting in March 2018, the *Governance Executive Summary (GES)* template **(see Appendix B)** was introduced, with requirements that materials be succinct, align with *For the Public Good*, and direct proposers to make it clear why an item is coming forward, what decision is required, and where members can add value.

*Recommendations*

To further engage the Board as a whole with the institutional strategic plan, the Board Working Group recommends that the Board of Governors, working together with Senior Administration, annually develop an outline of topics for discussion by the Board over the course of a year, related to the objectives of *For the Public Good* and also including topics concerning Board governance and institutional risk.

The Board Working Group further recommends that the function of setting the 2018-2019 outline of topics for discussion by the Board be done by the current Board Working Group, and that, once established, the Board Governance Committee lead this process going forward.

In discussion of topics, the Board can generate ideas, identify preferences, set direction for further committee work or for Administration, and seek further information if required. Determination of how best to facilitate discussion of the topics, either directly by the Board or through the committee structure, would be decided based on the topic at hand. This process is not intended to detract or replace the work of any committee working on strategic issues as part of its mandate.

*Examples of possible topics*

Examples of objectives from the strategic plan for future discussion could include: undergraduate and graduate enrolment (objective 1), response to the Truth and Reconciliation Commission (objective 4), securing and stewarding financial resources (objective 22), environmental sustainability (objective 20), and Board transparency (objective 21).

## AGENDA PLANNING MEETINGS TO GUIDE THE WORK OF BOARD COMMITTEES

Of the many issues the Board Working Group discussed, one that arose often was how the Board and its committees could most effectively provide input into the topics and issues discussed at meetings.

The Board Working Group acknowledges most items coming to a committee arrive because of the legitimate needs of the Administration. Specific areas have been delegated to each committee and actions must be taken, reports need feedback, and the committee needs to be informed. But committee members and Chairs may have other issues they would like to discuss.

In consultation with Board Committee Chairs and Vice-Chairs, the working group was reminded that Agenda Planning Meetings had worked effectively in the past to address such issues.

*Agenda Planning Meeting – description and function*

An Agenda Planning Meeting for a committee would be held three weeks or more before the actual committee meeting. It would be attended by the Committee Chair, Vice Chair, a representative from University Governance, as well as the Vice-Presidents who sit on the committee and/or other administrative members of the committee.

The Administration would outline the matters they need or wish to come to the upcoming meeting, and University Governance staff would identify any additional issues required or which should come to the committee. The discussion and description of these issues would help to properly brief the Chair and Vice-Chair on matters coming to the meeting.

The Chair or Vice Chair would raise any other agenda items they felt appropriate for the upcoming meeting. Meeting outcomes, time allocations, items for the Consent Agenda and items to defer or remove from the agenda would also be discussed.

This collaboration would result in a final meeting agenda giving Administration time to prepare any new material as appropriate.

*Agenda Planning vs Agenda Review*

The current practice of holding Agenda Review Meetings immediately prior to the actual committee meetings, following distribution of the agenda, would end, unless Administration requested that such a meeting be held in addition to a regularly-scheduled Agenda Planning Meeting.

*Benefits of Agenda Planning Meetings*

An agenda planning process acknowledges the role of the Committee Chair and Vice Chair. It allows for meaningful collaboration between the committee and the Administration with respect to matters coming to the committee as well as the allocation of the limited time available. And, most importantly, it helps to ensure that matters coming to the committee are ones needed or required, while also accommodating topics of legitimate interest to the committee.

*Recommendation*

The Board Working Group recommends that the Board of Governors implement Agenda Planning Meetings, as described above, for each Board committee, and that University Governance be mandated to require such a meeting be held before the agenda and materials for Board committee meetings are distributed.

## PRINCIPLES TO GUIDE BOARD DELEGATION OF AUTHORITY

As outlined in the *Post-secondary Learning Act*, the Board of Governors has specific powers. It delegates some of its provincially-mandated authorities to its standing committees, individuals, and other campus entities, and outlines details in policies and procedures. Delegation is essential to efficient and timely decision-making and allows the Board to focus on substantive and strategic issues to the university community.

The Board Working Group engaged General Counsel in a review of required board oversight and opportunities for delegation. It focused its work primarily on two key areas that, once implemented, will clarify delegation while facilitating timely decision-making.

As outlined in **Appendix C**, there are many opportunities for the immediate delegation of authority. While the Board Working Group has identified these opportunities, implementing delegations must be done carefully and will require:

- changes to Board standing committee terms of reference to clarify the delegations;,
- careful consultation with affected stakeholders to ensure transparency; and
- policy and procedural revisions in some cases, which will need to be undertaken with the appropriate governance consultation and approval processes in place.

The Board Working Group also took time to consider overarching Principles of Board of Governors' Delegation to offer guidance for future delegations of authority and help maintain accountability, transparency, and efficiency in board governance at the University of Alberta.

*Recommendations*

The Board Working Group recognizes the necessity of delegation and recommends the following:

- THAT opportunities for immediate delegation be prioritized and implemented following appropriate consultation and governance and/or policy reviews and approvals;
- THAT strategic issues be brought to the Board for early consultation regardless of whether authority for those issues has been delegated to another body or individual;

- THAT delegations of authority to Board standing committees, individuals, policies and/or procedures, and other campus entities be clearly articulated in committee terms of reference, identified in position descriptions, policies and/or procedures, and identified within campus entities;

- THAT the Board Governance Committee be responsible for ensuring all delegations of authority are reviewed at a minimum once every three years; and

- THAT the Board of Governors adopt the Principles for Board of Governors Delegation of Authority, as set forth in **Appendix D**, to further guide the Board on matters of delegation.

## BOARD / BOARD COMMITTEE AD HOC GROUPS

Ad hoc groups provide a flexible vehicle to deal with specific issues. Currently, the Board has no guidelines or restrictions regarding the creation of such groups with ad hoc groups periodically used to deal with specific issues (e.g. planning Board strategic retreats).

The Board Working Group believes it would be helpful to formalize the use of ad hoc groups to address important issues in a timely manner. At the same time, it does not want the proliferation of ad hoc groups to undermine rigorous governance processes, authorities, and accountabilities.

*Proposed Guidelines for Board / Board Committee Ad hoc Groups*

The following guidelines will enable the Board to address important issues including: response to short-term needs; topics requiring in-depth and focused examination; issues not easily or effectively addressed by a Board standing committee; and/or those requiring special member skills, abilities, and experience.

1. The Chair of the Board of Governors can recommend the establishment of an ad hoc group with the approval of the Board (by electronic vote if time is of the essence). Approval should, at a minimum, specify membership, terms of reference and a reporting schedule. Board ad hoc groups should report to the Board on a specified schedule.
2. Chairs of Board standing committees can recommend the establishment of their own ad hoc groups with the approval of that Board standing committee (by electronic vote if time is of the essence). These ad hoc groups should be for matters that relate only to that standing committee's terms of reference, don't significantly impact any other standing committee, and follow the general guidelines for Board ad hoc groups. The approval should, at a minimum, specify membership, terms of reference and a reporting schedule. Standing committee ad hoc groups should report to the standing committee on a specified schedule.
3. Ad hoc groups should have clear and specific terms of reference (mandate). The Board will make all decisions arising from the deliberations and conclusions of ad hoc groups.
4. Ad hoc group membership must include at least one member of the Board or the standing committee. The ad hoc group can also include non-board members with specific expertise relevant to the terms of reference. Members of administration should be advisors and resource persons for the ad hoc group.
5. The ad hoc group shall appoint its own chair and secretary who together determine the agenda and ensure brief notes of important deliberations and conclusions are recorded. The University Governance office will organize and maintain the calendar of the ad hoc group and provide ongoing advice and support.
6. Terms of reference should include a term or time limit for the group. The normal term would be one year or less, with explicit reporting to the Board at the end of that term. Any recommendations must be approved by the Board for implementation.
7. The number of ad hoc groups of the Board should be limited to three at any one time. (Board standing committees should also limit the number of their ad hoc groups.)
8. Meetings should be open, unless the terms of reference explicitly indicate the meetings be closed.

*Recommendation*

The Board Working Group recommends that the Board endorse the future use of ad hoc groups of the Board and its standing committees as required and as outlined above, with guidelines for the use of ad hoc groups to be incorporated into the Board's bylaws, once established.

*Examples of possible ad hoc groups*

Ad hoc groups of the Board should address areas of substantive, strategic and widespread interest, typically addressing issues that cross more than one standing committee's jurisdiction. Current possibilities could include:

- Operating or capital budget processes: how the Board can make meaningful and timely contributions to the development and review of annual budgets
- Planning and review of Board retreats
- Planning and review of Board development/orientation
- Governance of Administration's strategic initiatives
- Long-term approach to ancillary services (e.g. strategic decisions about size, nature and focus of residences for all students)
- Board transparency (e.g. possibility and desirability of live streaming of open sessions of Board meetings; impact on transparency, quality of decisions and reputation)

## COMMITTEE TRANSFORMATION

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

In February 2018, the Board Working Group held a session with Board members, committee members, and Administration to evaluate the mandate and responsibilities of Board committees, consider other university Board committee structures, and contemplate opportunities for change.

**Current Board of Governors Standing Committees**

Audit Committee
Finance and Property Committee
Human Resources and Compensation Committee
Investment Committee
Learning and Discovery Committee
Safety, Health and Environment Committee
University Relations Committee

Committees were then asked to assess their terms of reference, mandate, role and responsibilities, with results submitted to the Board Working Group and shared with the Board of Governors at its March 2018 meeting.

The working group spent many meetings considering current standing committees, and member suggestions and feedback. It reviewed each committee's intended purpose, current functionality, and potential for fulfilling the Board's new strategic focus, as well as areas where the Board was not quite fulfilling its mandated role. During these deliberations, the working group noted that the current committees were generally performing their duties well, and that the university had been well-served for the last 19 years, but did ultimately conclude that:

- the addition of a Board Governance Committee would appropriately support the Board's governance requirements and responsibilities as outlined in APAGA, as well as be an appropriate body to oversee Board and committee alignment with the institutional strategic plan; and that
- there were opportunities to consolidate committee mandates and sharpen committee focus to make better use of Board members' and Administration's time and expertise.

## ESTABLISHMENT OF A BOARD GOVERNANCE COMMITTEE

*Recommendation*

In the interests of the work of the Board of Governors becoming more focused and effective, the Board Working Group recommends that the Board of Governors establish a Board Governance Committee to enhance board governance integrity and oversee the organization and procedures of the Board of Governors.

*Overview / Role*

A Board Governance Committee will assess the university's board governance development and practices in accordance with adopted policies, principles and strategies and make recommendations on these matters to the Board of Governors.

In the context of the University of Alberta, a Governance Committee will take on work presently undertaken by the Board and some committees to free up time in those forums for discussion and action on objectives of the strategic plan, *For the Public Good*. In addition, a Governance Committee will be concerned with overseeing the overarching governance issues of the Board to ensure items are addressed efficiently, appropriately, and in accordance with legislated standards and best practices.

*Membership*

The proposed Governance Committee would be a small committee in the interests of flexibility, allowing other Board members to work on ongoing issues and strategic plan objectives. All Board members would be eligible to be appointed, on the recommendation of the Board Chair.

*Examples of work that can be undertaken by a Governance Committee*

- Facilitating Board consideration of matters related to Board member orientation, development, continuing education and Board strategic planning to support a solid understanding of the university's state of affairs and good governance practices.
- Advising on Board succession planning, including oversight and maintenance of a skills matrix for the Board to fulfil its responsibilities.
- Oversight of the Board self-evaluation process.
- Regular review of Board processes, code of conduct, committee structure, and meeting effectiveness.
- Identifying the annual outline of topics for discussion by the Board related to the institutional strategic plan.
- Ensuring follow-up on action items and other recommendations of the Board; ensuring committee mandates remain relevant and effective.
- Reviewing information needs and time restrictions of governors to maximize effective use of Board time.

## DISBANDING OF THE BOARD SAFETY, HEALTH AND ENVIRONMENT COMMITTEE

The Board Safety, Health and Environment Committee (BSHEC) was established in 1994 to monitor, evaluate, advise and make decisions on behalf of the Board with respect to all matters concerning the protection of the environment, health of the university community, and general safety of the public at the university. In 2008, following the Virginia Tech shooting and a presentation from Field Law on fiduciary responsibilities regarding occupational health and safety and risk management, the BSHEC Terms of Reference were re-written to change the focus of the mandate from "environment, health and safety" to "environmental health and safety" and risk management. In 2015, as proposed by a student member and following a reported rise in the number of student suicides and suicide attempts, the Board expanded BSHEC's mandate to include "university student health and wellness", an identified hole in Board oversight.

Since 2015, BSHEC has been instrumental in fostering a "safety culture" on the university campus and on the Board, and has increased Board awareness and oversight of student well-being issues. It also led the Board in aligning its agenda items with objectives and strategies in *For the Public Good* and in its creation of a committee dashboard of strategic initiatives, tactical initiatives, and program maintenance items. During its February 2018 discussion on committee mandate, BSHEC members indicated a desire to demonstrate the Board's commitment to a safe, healthy, and supportive environment for all members of our university community, but also identified that BSHEC was largely an oversight committee.

The Board Working Group firmly acknowledges the importance of BSHEC's mandate to the Board and to the university, as well as the Board's oversight responsibilities legislated by the Alberta *Occupational Health and Safety Act*. However, in its review of the Board's committees, the working group identified BSHEC as a committee where meeting time was devoted largely to information reports, that was primarily involved in oversight, and that had a mandate that could intersect easily with that of other committees. The working group also reviewed comparable university board committee structures across Canada and found that only one other institution had a similar Board committee.

*Recommendations*

With this information, following careful consideration and consultation, and in support of the goals and objectives identified at the 2017 Board Strategic Retreat, the Board Working Group recommends:

- THAT the Board of Governors disband the Board Safety, Health and Environment Committee as a standing committee of the University of Alberta Board of Governors, with its mandate distributed among the other Board standing committees as follows:
    - Oversight for environmental health, safety and security of the University community transferred to the Board Audit Committee (proposed to be renamed the "Board Audit and Risk Committee"),
        - with a further recommendation to implement the use of regular compliance reports for occupational health and safety reporting, where appropriate.
    - Oversight for student health and wellness initiatives and strategies on campus transferred to the Board Learning and Discovery Committee (proposed to be renamed the "Board Learning, Research and Student Experience Committee").

## BOARD AUDIT COMMITTEE – INCREASED RISK OVERSIGHT

The University of Alberta's Risk Management Policy states:

> *In an environment of significant change and of increasing competition it is essential that the University recognize the importance of assuming a reasonable level of risk if it is to fulfill its vision, mission and strategic priorities. Due to the diverse nature of the University's teaching, research and community service, and the fact that not all risks can be transferred to third parties through insurance policies, contracts or waivers, the management of residual risk at all levels of the organization is imperative.*

The Board Audit Committee currently has delegated authority from the Board for oversight of the university's enterprise-wide risk management process and for providing institutional risk information to the university's Board of Governors. The Audit Committee works in consultation with the other Board of Governors' standing committees as directed by their individual mandates. However, during consultation with Board and committee members, the Board Working Group heard that members were not aware of and/or comfortable with the current level of Board engagement on risk management. The Board Audit Committee itself, during its February 2018 discussion on committee mandate, questioned how to highlight its risk management role.

According to the Association of Governing Boards of Universities and Colleges (AGB) Governance Brief on Risk Management, "…the board can best monitor risk through its committees, locating the function in a

single committee such as audit or finance, or charging all committees to monitor risks related to their areas of oversight." [1]

*Recommendations*

With this, and following consultation with administration as well as a review of other Canadian university board structures, the Board Working Group recommends:

- THAT the Board of Governors rename the Board Audit Committee as the "Board Audit and Risk Committee" to properly reflect and more overtly state the committee's overarching oversight responsibility for the university's enterprise-wide risk management process; and

- direct the Board Audit and Risk Committee to examine the current governance process guiding review and input into the university's institutional risks, and to consider devoting additional meeting agenda time, or allocating specific meetings, to risk management discussions.

## BOARD HUMAN RESOURCES AND COMPENSATION COMMITTEE

The Board Human Resources and Compensation Committee terms of reference states that the committee will "annually report on an evaluation of the Board". Following its review of committee mandates and the committee's self-assessment report, the Board Working Group recognized the Board Human Resources and Compensation Committee as very well-functioning but also very busy. Its fulsome mandate means the time needed to appropriately review and follow-up on recommendations from the annual Board self-evaluation is simply not available.

*Recommendations*

Therefore, the Board Working Group recommends that the Board of Governors transfer oversight of the Board self-evaluation process from the Board Human Resources and Compensation Committee to the Board Governance Committee, effective upon implementation of the Board Governance Committee.

## BOARD LEARNING AND DISCOVERY COMMITTEE

The *Post-secondary Learning Act* indicates "The board of a public post-secondary institution shall (a) manage and operate the public post-secondary institution in accordance within its mandate." As noted by Advanced Education, the University of Alberta's "fundamental mandate is to offer a broad range of outstanding learning and research programs to prepare citizens and leaders who will make a difference."

*Current Situation*

While the Board has undertaken this fundamental responsibility through its Learning and Discovery Committee with mixed success, the Board Working Group believes a committee focused on the university's teaching, research and student experience should be maintained and strengthened. The working group believes oversight of the university's role as a world-class public education institution is an essential Board responsibility appropriately addressed through a revitalized and refocused committee.

*Committee Focus*

Recognizing General Faculties Council's academic governance role, the committee workplan would address long-term opportunities and directions, prompting foresight and insight within its mandated areas.

The committee would draw from themes and priorities outlined in *For the Public Good* and the *Comprehensive Institutional Plan*, including items such as: instructional excellence; academic balance; trends in professional development and continuing education; intellectual and creative diversity; international and multicultural programing; established and emerging areas of research and teaching; accessibility and affordability including rural, northern and Aboriginal community access; signature areas

[1] Association of Governing Boards of Universities and Colleges. *Governance Brief: Risk Management*. Retrieved from www.agb.org/briefs/risk-management#

of research and teaching excellence; and trends, opportunities and issues related to post-secondary education. The graduate and undergraduate student experience, inclusive of health and wellness, falls within the scope of this committee and is a priority area of interest to the Board.

Because this committee addresses high level topics and exploratory ideas, some discussions could be designed to be public and open, with outcomes long-term and directional rather than immediate and decision-focused.

*Recommendations*

Following consideration, consultation and a mandate review, the Board Working Group recommends:

- THAT the Board of Governors rename the Board Learning and Discovery Committee as the "Board Learning, Research and Student Experience Committee"; with direction to the committee that its advisory role, in addition to its legislated oversight role, be strengthened through collaborative work with the Vice-President (Research) and the Provost and Vice-President (Academic) to develop an annual committee workplan addressing strategic themes, with meetings that engage through dialogue, discussion and member input as well as articulated deliverables administration sees as adding value.

## BOARD UNIVERSITY RELATIONS COMMITTEE

The Board University Relations Committee addresses: reputation; identity; strategic communications; community engagement; and, philanthropy and advancement.

*Background*

The purpose and focus for this committee has been reviewed previously to ensure relevance. In 2010, the Board Community and Government Relations Committee was assessed in relation to legislative requirements, authorities, and accountabilities, concluding that the committee should continue but be enhanced to include reputational requirements and responsibilities. Consequently, the Board University Relations Committee was formed. Since 2010, Advancement, Alumni Relations, government relations and social media expertise have been added skill sets enhancing university operations.

*Current Situation*

The Board Working Group appreciates how essential a positive reputation is to achievement of the institutional vision and mission. Reputation is the foundation upon which sustainable success is built: the investments of governments, donors and granting agencies; the attraction of top local, provincial, national and international students; the recruitment and retention of world class researchers, academic talent and administrative staff; and, the social license the institution requires from the taxpayers who fund it. As recent events illustrate, the University of Alberta's relevance in the community matters, and protecting and maintaining the brand is critical.

*Committee Focus*

While the university has talented communications and issues management professionals, the Board Working Group sees value in a Board committee providing support, advice, insights and "off campus" perspectives to enhance relationships, consider reputational matters, restore confidence, and grow support.

The university has strong connections and sensitivity to national and international post-secondary environments. It also needs to be attuned to audiences beyond the sector. The Board's mandate clarifies its responsibility in bringing public sensibility to reputational and relational issues. The committee will function to support the Board's ambassadorial role described in The Governors of the University of Alberta Mandate and Roles Document as, "The Board acts as an intermediary between the institution and the public that it is intended to serve." It will also help individual members in: "Advocating for the University in securing resources in addition to government grants for the support of the institution."

*Recommendations*

Recognizing the significance of reputational issues, the Board Working Group recommends:

- THAT the Board of Governors rename the Board University Relations Committee as the "Board Reputation and Public Affairs Committee"; with direction to the committee that:
    - its advisory role be strengthened through collaborative work with the Vice-Presidents (University Relations) and (Advancement) to develop an annual committee workplan focused on: reputational enhancement; donor development and growth; and provincial, national and international partnerships and positioning;
    - committee meetings be reduced from five (5) to four (4) per year, each including: a multi-dimensional environmental scan; strategic discussion focused on reputation, relationships and building trust; and clearly articulated deliverables administration sees as adding value; and that
    - external members on the committee include reputation-building and brand experts, augmenting internal talent and bringing in outside perspectives.

## AREAS REQUIRING FURTHER WORK AND CONSULTATION

Implementing the recommendations contained in this report will take time and will require consultation and further thought and analysis. Given this realization, the Board Working Group is seeking the following from the Board of Governors:

1. Approval in principle of the overall direction as set out in the report
2. Recognition that there is further work to do which will include revising the overall committee structure and settling the details for each standing committee
3. Endorsement of a series of recommendations that will further improve and clarify board governance and committee alignment.

The original timeline was ambitious, and additional time is necessary to ensure the recommendations can be reasonably implemented. The Board Working Group is suggesting that an ad hoc group oversee the realization of the recommendations and the transition work. The Board Working Group would like to ensure that the recommendations and continued work be completed on or before June 2019.

Lastly, remaining issues have been identified and included in a 'Parking Lot' and require further work before final recommendations can be made. The Board Chair will oversee the 'Parking Lot' and identify a workplan and target deadlines for completion.

### BOARD COMMITTEE TERMS OF REFERENCE AND MEMBERSHIP

As of June 15, 2018, the Board Working Group will have completed its term and made its recommendations. It is now up to the Board of Governors to determine a path forward to implement those recommendations related to Board committee structures and mandates, and consideration of future committee membership.

*Recommendations*

With acknowledgement that the next steps require time, consultation, and fresh perspectives, the Board Working Group recommends:

- THAT the Board of Governors establish a Board Ad Hoc Group, as outlined in **Appendix E**, to continue the implementation of committee-restructuring recommendations, to be completed on or before December 2019, and

- THAT the current Board Standing Committees, mandates, and delegated authorities remain in place until such time as the new terms of reference are approved by the Board.

**PARKING LOT**

The Board Chair is committed to tracking issues raised over the course of the Board Working Group's deliberations, with an understanding that some of the items and issues raised go beyond the original scope of the Board Working Group, yet remain important and will be considered in due course.

Many of these topics would be appropriately addressed by the future Board Governance Committee, and are attached to this report as **Appendix F.**

## FINAL WORD

*This section to be written following the June 15 Board of Governors' meeting.*

Respectfully submitted:

Michael Phair, Chair
Marina Banister
Mary Pat Barry
David Cooper
Lynn Parish
Bob Teskey

# APPENDICES

| | |
|---|---|
| **APPENDIX A** | **Recommendations of the Board Working Group (for approval)** |
| **APPENDIX B** | **Governance Executive Summary (GES) Templates – as submitted to the Board in March 2018** |
| **APPENDIX C** | **Possible Opportunities for Immediate Delegation of Authority** |
| **APPENDIX D** | **Principles for Board of Governors Delegation of Authority (for approval)** |
| **APPENDIX E** | **Proposal for Establishment of a Board Ad Hoc Group for Implementation of Board Committee Restructuring (for approval)** |
| **APPENDIX F** | **Parking Lot of Unresolved Topics / Issues** |

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

**BOARD WORKING GROUP**

RECOMMENDATIONS FOR APPROVAL

*The Board Working Group recommends that the Board of Governors:*

**Recommendation 1**

Working together with Senior Administration, annually develop an outline of topics for discussion by the Board over the course of a year, related to the objectives of *For the Public Good* and also including topics concerning Board governance and institutional risk; that the function of setting the 2018-2019 outline of topics for discussion by the Board be done by the current Board Working Group, and that, once established, the Board Governance Committee lead this process going forward.

**Recommendation 2**

Implement Agenda Planning Meetings, as described above, for each Board committee, and that University Governance be mandated to require such a meeting be held before the agenda and materials for Board committee meetings are distributed, effective upon approval.

**Recommendation 3**

*With respect to delegation of authority, and working together with Senior Administration:*

- Prioritize and implement, where feasible, opportunities for immediate delegation following appropriate consultation and governance and/or policy reviews and approvals;
- Bring strategic issues to the Board for early consultation regardless of whether authority for those issues has been delegated to another body or individual;
- Ensure that delegations of authority to Board standing committees, individuals, policies and/or procedures, and other campus entities are clearly articulated in committee terms of reference; identified in position descriptions, policies and/or procedures; and identified within campus entities;
- Delegate responsibility to the Board Governance Committee for ensuring all delegations of authority are reviewed at a minimum once every three years; and
- Adopt the Principles for Board of Governors Delegation of Authority, as set forth in **Appendix D**, to further guide the Board on matters of delegation, effective upon approval.

**Recommendation 4**

Endorse the future use of Ad hoc groups of the Board and its standing committees as required and as outlined in the *Report and Recommendations of the Board Working Group*, with guidelines for the use of Ad hoc groups to be incorporated into the Board's bylaws, once established.

**Recommendation 5**

Establish a Board Governance Committee to enhance board governance integrity and oversee the organization and procedures of the Board of Governors.

**Recommendation 6**

Disband the Board Safety, Health and Environment Committee as a standing committee of the University of Alberta Board of Governors, with its mandate distributed among the other Board standing committees as follows:

- Oversight for environmental health, safety and security of the University community transferred to the Board Audit Committee (proposed to be renamed the "Board Audit and Risk Committee"),
    - with a further recommendation to implement the use of regular compliance reports for occupational health and safety reporting, where appropriate.
- Oversight for student health and wellness initiatives and strategies on campus transferred to the Board Learning and Discovery Committee (proposed to be renamed the "Board Learning, Research and Student Experience Committee").

**Recommendation 7**

a) Rename the Board Audit Committee as the "Board Audit and Risk Committee" to properly reflect and more overtly state the committee's overarching oversight responsibility for the university's enterprise-wide risk management process; and

b) Direct the Board Audit and Risk Committee to examine the current governance process guiding review and input into the university's institutional risks, and to consider devoting additional meeting agenda time, or allocating specific meetings, to risk management discussions.

**Recommendation 8**

Transfer oversight of the Board self-evaluation process from the Board Human Resources and Compensation Committee to the Board Governance Committee, effective upon implementation of the Board Governance Committee.

**Recommendation 9**

Rename the Board Learning and Discovery Committee as the "Board Learning, Research and Student Experience Committee"; with direction to the committee that its advisory role, in addition to its legislated oversight role, be strengthened through collaborative work with the Vice-President (Research) and the Provost and Vice-President (Academic) to develop an annual committee workplan addressing strategic themes, with meetings that engage through dialogue, discussion and member input as well as articulated deliverables administration sees as adding value.

**Recommendation 10**

Rename the Board University Relations Committee as the "Board Reputation and Public Affairs Committee"; with direction to the committee that:

- its advisory role be strengthened through collaborative work with the Vice-Presidents (University Relations) and (Advancement) to develop an annual committee workplan focused on: reputational enhancement; donor development and growth; and provincial, national and international partnerships and positioning;
- committee meetings be reduced from five (5) to four (4) per year, each including: a multi-dimensional environmental scan; strategic discussion focused on reputation, relationships and building trust; and clearly articulated deliverables administration sees as adding value; and that
- external members on the committee include reputation-building and brand experts, augmenting internal talent and bringing in outside perspectives.

**Recommendation 11**

Establish a Board Ad Hoc Group, as outlined in **Appendix E**, to continue the implementation of committee-restructuring recommendations, to be completed on or before December 2019, and that the current Board Standing Committees, mandates, and delegated authorities remain in place until such time as the new terms of reference are approved by the Board.

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

**BOARD OF GOVERNORS**

For the Meeting of March 16, 2018

Item No. 5b

**OUTLINE OF ISSUE**
**Advice, Discussion, Information Item**

Agenda Title: **Governance Executive Summary Template**

**Item**

| | |
|---|---|
| Proposed by | David Turpin, President and Vice-Chancellor and Marion Haggarty-France, University Secretary |
| Presenter | David Turpin, President and Vice-Chancellor and Marion Haggarty-France, University Secretary |

**Details**

| | |
|---|---|
| Responsibility | University Governance |
| The Purpose of the Proposal is (please be specific) | To present for Board discussion the draft 'new' executive summary templates for governance supporting materials. |
| The Impact of the Proposal is | Continued progress toward goals established at the 2017 Board Retreat |
| Replaces/Revises | Existing Outline of Issue templates |
| Timeline/Implementation Date | Soft launch immediately, effective date and complete transition, July 1, 2018 |
| Estimated Cost /funding source | n/a |
| Next Steps | The President will continue to lead in the preparation of appropriate executive summary materials that come forward through governance. University Governance will work with the key members of the senior team on the preparation of materials coming forward. In addition, University Governance will create a 'tipsheet' for users.<br><br>Any refinements/changes to the executive summary will be incorporated to ensure it continues to meet our needs. |
| Supplementary Notes and context | The August 2017 Board of Governors held a strategic retreat with the following objectives:<br>• To solidify the Board of Governors' commitment to dimensional governance that ensures the Board and all committees are doing the right work to guide the University and to support the ambitions of *For the Public Good.*<br>• To understand and explore the challenges and opportunities inherent in the context in which the University is currently conducting its work.<br>• To clarify how individual governors can make the greatest contribution to the institutional strategic plan.<br>• To define next steps in moving forward.<br><br>A key outcome from the retreat was committing to Governance Excellence. At the retreat the President received a mandate to review and revitalize governance support. To this end, the following needs were outlined:<br>• Alignment with Principles and Values<br>• Succinct materials<br>• Summarizing Major Topics<br>• Decision-making clarity<br><br>To help achieve governance excellence in this regard, the ***Governance Executive Summary Template*** has been developed. The proposed new template is more succinct, ensures alignment with *For the Public* |

| | |
|---|---|
| | *Good*, and directs the proposers to make it clear why an item is coming forward, what decision is required and where members can add value. |

**Engagement and Routing** (Include meeting dates)

| | |
|---|---|
| Participation:<br>(parties who have seen the proposal and in what capacity)<br><br><For further information see the link posted on the Governance Toolkit section Student Participation Protocol> | *Those who have been **informed**:*<br>• Board of Governors |
| | *Those who have been **consulted**:*<br>• David Turpin, President and Vice-Chancellor<br>• Portfolio leads and administrators from the following areas: President, Provost and Vice-President (Academic), Vice-President (Research), Vice-President (Advancement), Vice-President (Facilities and Operations), Vice-President (Finance and Administration), Vice-President (University Relations, General Counsel and University Governance |
| | *Those who are actively **participating**:*<br>• President<br>• President's Executive Team<br>• Key members in the senior administration<br>• University Governance |

**Alignment/Compliance**

| | |
|---|---|
| Alignment with Guiding Documents | Institutional Strategic Plan – *For the Public Good:*<br><br>*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.*<br><br>*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.*<br><br>*University of Alberta – Board of Governors Strategic Retreat (August 2017)*<br><br>Defining what governors need in order to proactively participate in governance excellence |
| Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers) | • The *Alberta Public Agencies Governance Act* (APAGA) promotes transparency, accountability, and good governance for the province's nearly 250 agencies, boards and commissions. |

Attachments:

1. Governance Executive Summary Template – Action
2. Governance Executive Summary Template – Advice, Discussion, Information

*Prepared by:* Marion Haggarty-France, University Secretary marion.haggarty-france@ualberta.ca

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

Choose an item.
For the Meeting of <month, date, year>

Item No. <>

**Governance Executive Summary**
**Action Item**

Agenda Title: (**in Bold**)

**Motion**: THAT

**Item**

| | |
|---|---|
| Action Requested | ☐Approval ☐Recommendation |
| Proposed by | |
| Presenter(s) | |

**Details**

| | |
|---|---|
| Responsibility | *<insert lead portfolio or other administrative unit>* |
| The Purpose of the Proposal is (*please be specific*) | The proposal is before the committee because…. |
| Executive Summary (*outline the specific item– and remember your audience*) | While you are preparing the governance briefing note, consider why this item is before the committee and what you are asking of the committee.<br>Consider addressing the following questions in the briefing note:<br>• *What is the strategic impact of the proposal?*<br>• *What problems/opportunities will it address?*<br>• *What questions might you consider asking in the executive summary that will enable members to think about the issue meaningfully – for example:*<br>  o *Analysis undertaken in developing the proposal*<br>  o *Other options that were considered*<br>  o *timeline*<br>• *What risk (opportunity) is addressed in the Enterprise Wide Risk Management Framework (be specific)*<br>• *What are the financial implications (costs and funding sources)*<br>• *Does this item come forward annually?*<br>• *What are the next steps?*<br><br>*Ideally, the executive brief should be no more than two pages.* |
| Supplementary Notes and context | *<This section is for use by University Governance only to outline governance process.>* |

**Engagement and Routing** (Include meeting dates)

| | |
|---|---|
| Consultation and Stakeholder Participation<br>(parties who have seen the proposal and in what capacity)<br><br><For information on the protocol see the Governance Toolkit section Student Participation Protocol> | *Those who are actively **participating**:*<br>• |
| | *Those who have been **consulted**:*<br>• |
| | *Those who have been **informed**:*<br>• |
| Approval Route (Governance) (including meeting dates) | |

ACTION

**Strategic Alignment**

| | |
|---|---|
| Alignment with *For the Public Good* | Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports. |
| Alignment with Institutional Risk Indicator | Please note the specific institutional risk this proposal is addressing |
| Legislative Compliance and jurisdiction | Cite reference to relevant legislation, policy, and governance committee(s) [title only is required]. |

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>)
2. Attachment 2 (page(s) 1 - <>)

*Prepared by:* <Name, Title, e-mail address>

U:\GO01 Governance - General\OUT\2017 - transformation\Governance Executive Summary Template-Action-March'2018.docx

ACTION

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

**Governance Executive Summary**
**Advice, Discussion, Information Item**

Agenda Title: (**in Bold**)

**Item**

| | |
|---|---|
| Proposed by | |
| Presenter | |

**Details**

| | |
|---|---|
| Responsibility | *<insert lead portfolio or other administrative unit>* |
| The Purpose of the Proposal is (please be specific) | The proposal is before the committee because…. |
| Executive Summary (*outline the specific item– and remember your audience*) | While you are preparing the governance briefing note, consider why this item is before the committee and what you are asking of the committee.<br>Focus the briefing information so that you receive the feedback you are looking for from this committee/audience.<br>Consider including questions you would like the committee members to consider so that they can provide meaningful feedback<br>Include timeline and next steps.<br>*Ideally, the briefing note should be no more than two pages.* |
| Supplementary Notes and context | *<This section is for use by University Governance only to outline governance process.>* |

**Engagement and Routing** (Include proposed plan)

| | |
|---|---|
| Consultation and Stakeholder Participation | Include information about your consultation and stakeholder participation process *<For further information see the link posted on the* Governance Toolkit section Student Participation Protocol> |

**Strategic Alignment**

| | |
|---|---|
| Alignment with *For the Public Good* | Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports. |
| Alignment with Institutional Risk Indicator | Please note the specific institutional risk this proposal is addressing |
| Legislative Compliance and jurisdiction | Cite reference to relevant legislation, policy, and governance committee(s) [title only is required]. |

Attachments (each to be numbered 1 - <>)

1. Background information/relevant reference documents (page(s) 1 - <>)

*Prepared by:* <Name, Title, e-mail address>
Revised: *3/9/2018*
U:\GO01 Governance - General\OUT\2017 - transformation\Governance Executive Summary Template-ADI - Advice-Discussion-Information-March'2018.docx

Advice, Discussion, Information

| BOARD APPROVAL ITEMS | CURRENT PRACTICE | | PROPOSED PRACTICE | BOARD WORKING GROUP COMMENTS |
|---|---|---|---|---|
| | Board | Consent Agenda | | |
| **Administrative Appointments** | | | | |
| President | X | | Board | |
| President (Renewal) | X | | Board | |
| President Performance Goals & Objectives | X | | Board | |
| Vice-President | X | | Board | |
| Vice-President (Renewal) | X | | Board | |
| Deans | X | | BHRCC | Comfortable delegating to committee-level. |
| Deans (Renewal) | X | | BHRCC | |
| **Tuition and Other Fees** | | | | |
| General Tuition Fees | X | | *Board | *Could be on Consent Agenda if set by Government Mandate<br>**Board could approve delegation to Administration within a certain parameter, but it would return outside of that parameter (could be considered for all fees if students agreed to parameters) |
| International Tuition Fees | X | | *Board | |
| Mandatory Instructional Fees | | X | *Board | |
| Residence Rental Rates | | X | **Administration | |
| Residence Meal Rates | X | | **Administration | |
| Parking Rates | | X | **Administration | |
| Collection of University of Alberta Students' Union Fees | | X | BFPC | Comfortable delegating to at least committee-level. |
| Collection of Graduate Students' Association Fees | | X | BFPC | |
| **Financial Statements and Other Reports** | | | | |
| Comprehensive Institutional Plans (budget and capital plan) | X | | Board | |
| Comprehensive Institutional Plan | X | | Board | |
| Annual Audited Financial Statements | X | | Board | |
| Annual Report | | X | Board Consent | |
| Capital Expenditure Authorization Requests (CEAR) | | X | Board Consent | Delegations already in place based on $ values established in policy |

| BOARD APPROVAL ITEMS | CURRENT PRACTICE | | PROPOSED PRACTICE | BOARD WORKING GROUP COMMENTS |
|---|---|---|---|---|
| | Board | Consent Agenda | | |
| **Policy (examples)** | | | | |
| University Endowment Pool Spending Policy | X | | *Board | Depends on nature of policy and changes being made. Policies/ changes with significant institutional impact should be approved by the Board / Board Committee. Operational policies should be delegated to Administration. |
| Sexual Violence Policy | | X | Board | |
| Infectious Diseases Regulation | | X | Administration | |
| Parking and Traffic Management Policies | | X | Board Consent | |
| **Dispositions or Acquisitions of Land** | | | | |
| Sale or Lease (>5 years) of lands or buildings | | X | Board Consent | Could delegate to Committee based on financial threshold |
| Acquisition of lands or buildings by purchase or lease | | X | BFPC | Could delegate to administration based on financial thresholds |
| **Miscellaneous** | | | | |
| Capitalization of Investment Funds | | X | BFPC | |
| Termination of Academic Programs | | X | General Faculties Council | With the understanding that the Board would consider suspension of programs |

# Principles for Board of Governors Delegation of Authority

## Introduction

Governance is understood as the process through which an organization defines and achieves its mandate, which includes making decisions with regard to the structures, policies, and practices of decision-making; the exercise of authority; and the mechanisms of accountability. The Board of Governors has employed a structure that relies upon the delegation of its provincially-mandated authorities to its standing committees, the President or other members of Administration and other campus bodies. Delegation is essential to ensure timely and efficient decision-making in smaller forums with access to appropriate resource people, while allowing the Board to focus on substantive and strategic issues of broad relevance to the university community. The following offers guidance to this delegation structure and helps maintain accountability, transparency, and efficiency in board governance at the University of Alberta.

## Retained Authority

The Board shall pursue major policy and strategic issues that include:

- strategic and institutionally significant policy issues related to the business affairs of the university;
- any matter involving the alteration of the mandate, terms of reference, membership, or structure of a Board standing committee; and
- those matters that a standing committee, body, or officer holding delegated authority from the Board considers to be of major strategic significance or long-term impact on the university.

## Principles

1. Delegations of authority must be reasonable in scope and appropriate to the character and capacity of the body (e.g. board or committee) or officer receiving the delegated authority.

2. An officer or body acting with delegated authority is accountable to the body which delegated the authority and must report to that body in a timely and sufficiently detailed fashion on actions taken under the delegated authority.

3. An officer or body is responsible to be alert to situations where, for example, there is uncertainty as to whether an item falls within the intended delegation or the significance of an issue and the division of opinion on the issue suggest it is prudent to refer the issue or decision to the delegating body for consideration. When there is uncertainty as to whether an item falls within the intended delegated authority, or if there is clear division of opinion, the officer or body with delegated authority will refer the item to the body that delegated the authority along with a recommendation.

4. Delegations should be recorded in written form and curated in a transparent manner.

5. A body delegating authority may impose restrictions on that authority -- including restrictions on the authority to sub-delegate -- so long as the restrictions allow sufficient authority for the delegation to be meaningful.

6. All delegations of authority should be reviewed at regular intervals (ideally once every three years) to ensure they remain appropriate.

7. Withdrawal of delegated authority should be considered judiciously based on the best interest of the institution and cannot be done retroactively.

8. An officer or body is not compelled to exercise delegations. The fact that a delegation is held does not oblige the officer or body to exercise the delegation if, in the opinion of the delegate, some special or unusual circumstances are involved which make it sensible that the issue should receive consideration at a more senior level.

Approved by the Board of Governors: <insert date>

*Note: In determining how to develop a stand-alone Principles of Delegation for the Board of Governors, the working group reviewed the final report prepared by the Ad Hoc Committee on Academic Governance Including Delegated Authority and determined that the Principles for GFC delegation that were endorsed by the academic body with slight modifications can apply to the Board of Governors as well. Given our bi-cameral governance model it also seemed appropriate that the two documents align and complement each other.*

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

**BOARD WORKING GROUP**
BOARD AD HOC GROUP ON COMMITTEE MANDATES & MEMBERSHIP

For approval:

## Goals and Outcomes

To drive the implementation of committee-restructuring recommendations made by the Board Working Group, by:

1. proposing, in consultation with Senior Administration and General Counsel, mandates for Board Standing Committees and limitations on delegation by the Board of Governors;

2. developing a template for future Terms of Reference for Board Standing Committees;

3. drafting Principles on Board Standing Committee Composition; and

4. proposing a committee composition framework for each Board Standing Committee, based on the Board-approved Principles on Board Standing Committee Composition

all for final approval by the Board of Governors, on or before December 14, 2018.

## Proposed Membership

Members:

| | |
|---|---|
| Michael Phair, | Chair, Board of Governors (General Public) |
| Reed Larsen | Member, Board of Governors (President, Students' Union) |
| Sheri Somerville | Member, Board of Governors (General Public) |
| Dick Wilson | Governor Emeritus |

Advisors

| | |
|---|---|
| David Turpin | President and Vice-Chancellor |
| Brad Hamdon | General Counsel |

Resources
University Governance staff

For information/discussion:

## Timeline (tentative)

- June 15, 2018 Board Meeting:
  - Approval of the establishment of the Board Ad Hoc Group on Committee Mandates and Membership
  - Approval from the Board regarding the goals and outcomes of the Board Ad Hoc Group
  - Guidance from the Board regarding what will success look like and how will we know we are there

- October 12, 2018 Board Meeting:
  - Approval of Principles on Board Standing Committee Composition;
  - Approval of mandates for Board Standing Committees; and
  - Update on Ad Hoc Group progress

- December 14, 2018 Board Meeting:
  - Approval of limitations on delegation by the Board of Governors for Board Standing Committees;
  - Approval of template for future Terms of Reference for Board Standing Committees; and
  - Approval of committee composition framework for each Board Standing Committee

With the recommendation that the following next steps take place by June 2019:
  - Finalization of Terms of Reference for Board Standing Committees
  - Determination of Board Standing Committee membership for 2019-2020

*Development of Board Bylaws, including but not limited to:*

- Member Roles and Responsibilities
- Standing Committee Composition and Structure
- Role of Board Chair and Vice-Chair
- Role of Committee Chairs and Vice-Chairs
- Meeting Procedures
    - Open/Regular, Closed, *In camera*
    - Recording Policy
    - Quorum
    - Robert's Rules of Order
- Meeting Schedules and Notice
- Reporting to/from the Board
    - Reports to GFC/Senate/Alumni Council
    - Constituency Reports
    - Reports from Committees to the Board
- Curator of the Corporate Record
- Link to President Employment Procedures
- Link to Operational Seal Procedure
- Link to Travel/Expense Reimbursement Procedures
- A mechanism whereby Board members who are not members of particular committees can be notified of discussions at those committees and/or attend committee meetings on a non-voting basis to participate in the discussion.

*Consideration of Orientation and Board Member Development, including but not limited to:*

- Member Handbook
- Board Member Services
- Ongoing Education and Development
- Member Engagement/Events

**Governance Executive Summary**
**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 | ☒Approval ☐Recommendation |
| Proposed by | Mr Michael Phair, Chair, Board of Governors |
| Presenter(s) | Michael Phair, Board Chair |

**Details**

| | |
|---|---|
| Responsibility | Chair of the Board of Governors |
| The Purpose of the Proposal is (*please be specific*) | To consider revisions to the annual appointment roster to Board Committees. |
| Executive Summary (*outline the specific item– and remember your audience*) | The Board of Governors annually reviews the recommendations of the Board Chair for appointments to Board Standing and other committees at its June meeting. While future changes will be necessary following the implementation of recommendations of the Board Working Group, the Board Chair is making these recommendations in preparation for the 2018-19 Board year:<br><br>Other than the extension of current members, recommended appointments include:<br>• Jon Chia, President and CEO of MacLab Properties Group; former Board Audit Committee member<br>• Maria Holowinsky, Director of Research, CWB Wealth Management; former President and CEO of Adroit Investment Management |
| Supplementary Notes / context | Replaces the 2017-2018 Committee Membership List approved by the Board on May 11, 2018. |

**Engagement and Routing** (Include meeting dates)

| | |
|---|---|
| Consultation and Stakeholder Participation<br>(parties who have seen the proposal and in what capacity)<br><br><For information on the protocol see the Governance Toolkit section Student Participation Protocol> | *Those who are actively **participating**:*<br>• Board Chair<br>• University Governance |
| | *Those who have been **consulted**:*<br>• Board members<br>• Board Committee Chairs |
| | *Those who have been **informed**:* |
| Approval Route (Governance) | Board of Governors – for approval – June 15, 2018 |

**Strategic Alignment**

| | |
|---|---|
| Alignment with *For the Public Good* | **Institutional Strategic Plan - *For the Public Good***<br>*SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of* |

| | |
|---|---|
| | *all.*<br><br>*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.* |
| Alignment with Institutional Risk Indicator | Leadership and Change |
| Legislative Compliance and jurisdiction | • Board of Governors General Terms of Reference for Board Standing Committees – Sections 3 and 4<br>• Board Finance and Property Committee Terms of Reference – Section 2(a6)<br>• Board Investment Committee Terms of Reference – Section 2(a2) |

Attachments:

1. Proposed 2018-2019 Board of Governors Committee Membership (1 page) – for approval

*Prepared by:* Juli Zinken, Board Secretary and Manager of Board Services, juli.zinken@ualberta.ca, 780-492-4715

UNIVERSITY OF ALBERTA

# BOARD OF GOVERNORS
## 2018-2019 Committee Membership List

Chair of the Board of Governors: Michael Phair
Vice Chair: Lynn Parish

### AUDIT COMMITTEE

Chair: Dominique Grégoire
Vice-Chair: Charlene Butler
~~*Jon Chia (June 30, 2018)~~
*Shenaz Jeraj (June 30, ~~2018~~ 2019)
*Barry Kaiser (June 30, 2019)
*Stuart Lee (August 30, 2019)
Owen Tobert

### FINANCE & PROPERTY COMMITTEE

Chair: Owen Tobert
Vice-Chair David Cooper
Matthew Barnett
Reed Larsen
Glenn Stowkowy
Claudette Tardif
Sasha van der Klein
~~*<vacant>~~ *Jon Chia (June 30, 2021)

### HUMAN RESOURCES & COMPENSATION COMMITTEE

Chair: Ray Muzyka
Vice-Chair: Lynn Parish
*Robert Teskey (June 30, 2019)
Zahra Somani

### INVESTMENT COMMITTEE

Chair: *Dave Lawson (June 30, 2020)
Vice-Chair: *Jim Drinkwater (June 30, 2019)
*Derek Brodersen (June 30, 2019)
Charlene Butler
*John Butler (June 30, 2019)
*Gordon Clanachan (June 30, 2019)
*Maria Holowinsky (June 30, 2021)
~~*Allister McPherson (June 30, 2018)~~
*Sandy McPherson (June 30, ~~2018~~ 2021)
*Peter Pontikes (June 30, 2019)
<vacant>

** Denotes External Member on a Board Committee*

### LEARNING AND DISCOVERY COMMITTEE

Chair: Lynne Paradis
Vice-Chair: Mary Pat Barry
David Cooper
Reed Larsen
Kirk MacLeod
Ray Muzyka
Sasha van der Klein

### SAFETY, HEALTH & ENVIRONMENT COMMITTEE

Chair: Zahra Somani
Vice-Chair: *Gordon Winkel (June 30, 2019)
Matthew Barnett
Katherine Binhammer
*Fahed Elian
Levi Flaman
*****David Rust (June 30, 2020)
Sheri Somerville
Glenn Stowkowy
*<vacant>

### UNIVERSITY RELATIONS COMMITTEE

Chair: Mary Pat Barry
Vice-Chair: Sheri Somerville
Matthew Barnett
Katherine Binhammer
Levi Flaman
*Catrin Owen (June 30, 2020)
Lynne Paradis
Sasha van der Klein
*<vacant>

### *Ex Officio* Members on all Board Committees:

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

### BOARD REPRESENTATION ON UNIVERSITY COMMITTEES

Senate: Lynne Paradis, Sherri Somerville

Edmonton Community Foundation Nominating Committee: Mary Pat Barry

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