

The following Motions and Documents were considered by the Board Learning and Discovery Committee at its Monday, April 24, 2017 meeting:

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

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

Final item: 4b.

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

APPROVED MOTION:

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

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

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

Final item: 5.

OUTLINE OF ISSUE
Action Item

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

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

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

Details

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

Engagement and Routing (Include meeting dates)

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

Alignment/Compliance

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

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

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

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

Proposal Template: Program Suspension, Reactivation and Termination

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

Basic Information

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

A: Suspension

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

B: Reactivation

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

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

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

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

C: Termination

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

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

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

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

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

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

OUTLINE OF ISSUE
Action Item

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

Motion:

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

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

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

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

Details

Responsibility	President and Vice-Chancellor
The Purpose of the Proposal is (please be specific)	Under guidelines from Advanced Education, the University of Alberta has prepared a Comprehensive Institutional Plan (CIP) that incorporates the university’s enrolment plan, research plan, capital plan, and budgets into one comprehensive document. The format and contents of the CIP are specified by Advanced Education guidelines. The CIP fulfills core provincial accountability requirements.
The Impact of the Proposal is	The university is required to submit the Comprehensive Institutional Plan to government in June 2017.
Replaces/Revises	N/A
Timeline/Implementation Date	2017-2020
Estimated Cost /funding source	N/A
Next Steps (ie.: Communications Plan, Implementation plans)	Following approval, the university’s CIP receives professional design and layout and is submitted to the Minister of Advanced Education. After submission, the CIP is made available on the university web site.
Supplementary Notes and context	Note: The Budget and Capital Plan components of the CIP were approved by the Board of Governors on March 17, 2017. The remainder of the document is present for approval during the current governance cycle. Due to formatting requirements, the university’s Enrolment Table is appended to the CIP. The Enrolment Table will be incorporated into the body of the CIP during design and layout.

Engagement and Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p>	<p>Note: the engagement described below refers specifically to development of the CIP; however, the extensive and exhaustive consultation that took place in development of <i>For the Public Good</i> is also relevant, as the core content of the CIP is drawn directly from that document.</p> <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Deans' Council • General Faculties Council (including APC, GFC Exec) • Board Learning and Discovery Committee <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • President's Executive Committee (review of draft), January 26, 2017 and March 16, 2017; • Joint BFPC/Board of Governors/GFC- APC- CIP Briefing – February 3, 2017 <p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • CIP Working Group, including the following representation: <ul style="list-style-type: none"> ○ Office of the President ○ Office of the Provost and Vice-President (Academic) ○ Office of the Vice-President (Research) ○ Office of the Vice-President (Facilities and Operations) ○ Office of the Vice-President (Finance and Administration) ○ Office of the Vice-President (University Relations) ○ Strategic Analysis and Data Warehousing ○ Office of Government and Stakeholder Relations
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Planning Committee (budget / capital plan) – Feb 15, 17 Board Finance & Property Committee (budget / capital plan) - Feb 28, 17 Board of Governors (budget / capital plan) – March 17, 2017</p> <p>GFC Academic Planning Committee (CIP) – April 19, 2017 Board Learning and Discovery Committee (CIP) – April 24, 2017 Board of Governors (CIP) – May 12, 2017</p>
<p>Final Approver</p>	<p>Board of Governors</p>

Alignment/Compliance

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

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

“Business plans

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

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

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

[...]

Access plan

78.1 Each year a board must prepare an access plan in accordance with the regulations and submit it to the Minister on or before the date specified by the Minister.”

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

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

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

1. Planning and Priorities: To recommend to GFC and/or the Board of Governors on planning and priorities with respect to the University's longer term academic, financial, and facilities development.

[...]

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

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	<p>expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.</p> <p>Without limiting the generality of the foregoing the Committee shall: [...] f. undertake studies and review academic matters that pertain to the quality of the educational experience at the University; g. monitor educational and research trends, community expectations and demands; [...] 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; [...] j. consider future educational expectations and challenges to be faced by the University [...] m. review recommendations of GFC Academic Planning Committee concerning the Comprehensive Institutional Plan (CIP) and/or a similar document as required, and make recommendations to the Board in respect thereof; [.] [...]"</p>
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Attachments:

1. Comprehensive Institutional Plan (18 pages) – **for recommendation**
2. Enrolment Table (29 pages) – **for recommendation**
3. Addendum: CIP-*For the Public Good* Alignment (for information only – not to be included with formal CIP submission)

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



COMPREHENSIVE INSTITUTIONAL PLAN 2017-20

DRAFT

APR. 2017

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EXECUTIVE SUMMARY

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

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

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

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

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

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

We are a leading research enterprise.

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

We solve problems.

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

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

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

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

Accessibility

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

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

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

Affordability

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

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

Quality

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

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

Coordination

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

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

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

Accountability

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

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

ACCOUNTABILITY STATEMENT

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

Michael Phair
Chair, Board of Governors

INSTITUTIONAL CONTEXT

University of Alberta Mandate

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

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

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

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

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

Transfer and collaborative degree completion agreements with partner institutions broaden student opportunities and provide rural, northern, and Indigenous communities with access to University of Alberta programs. Similar innovative arrangements centred at the university deliver information and

knowledge resources to post-secondary and government communities through our Libraries and highly-trained librarians using inter-library loans and online access.

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

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

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

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

University of Alberta Mission Statement

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

For the Public Good, approved June 2016

CONSULTATION

This Comprehensive Institutional Plan (CIP) builds upon, and derives its goals from, the recently-adopted Institutional Strategic Plan, *For the Public Good*, which was unanimously approved by the General Faculties Council and the Board of Governors in June of 2016. *For the Public Good* was community-developed, drawing on the experiences, perspectives, and leadership of our students, faculty and staff, and on the many communities and institutions with which the university fosters productive relationships.

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

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

The goals and priority initiatives described in this CIP reflect the input received over many months of consultation on the Institutional Strategic Plan in 2015-16. These goals and initiatives directly support Alberta's Adult Learning System Principles: ensuring the *accessibility* of a wide range of programs and experiences to Albertans and top students from Canada and the world; maintaining the *affordability* of the U of A experience and the sustainability of our programming and infrastructure; delivering research and teaching that has global *quality*, relevance, and impact; promoting *coordination* within and beyond our walls, with partners in education, community, government, and industry; and embracing our *accountability* to government, to our community, and to a wide array of stakeholders within and beyond the academy.

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

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

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

In addition to the consultation process described above, the University of Alberta is in regular communication with the other Comprehensive Academic and Research Institutions (CARI) institutions, and other institutions in Alberta, to share information about our approach to the CIP. The university has also been in regular contact with officials from the Ministry of Advanced Education to ensure full understanding of the CIP Guidelines and to ensure that the CIP includes the information expected from the ministry.

GOALS, PRIORITY INITIATIVES, AND EXPECTED OUTCOMES

Overview

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

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

Alberta's Adult Learning System Principles

Accessibility

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

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

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

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

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

Affordability

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

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

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

Quality

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

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

Coordination

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

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

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

Accountability

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

Financial and Budget Information

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

Enrolment and Programming

The university is rolling out new national and international recruitment plans to ensure that we remain competitive for top students without compromising access for Albertans. Overall, program enrolment is expected to be stable over the next three years, with some small shifts between programs within faculties. Several faculties have the capacity to enrol beyond current targets if funded. In contrast, numerous other programs experience significant application pressure they

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

Research

A unique feature of the CARI sector is the mandate to produce cutting-edge knowledge, technologies, and products through the research enterprise. Across a range of partnerships and initiatives, the university is a major driver of Alberta's research outcomes: a strong economy and effective resource management; environmental stewardship; and supporting the health of Albertans in all of our communities.

The university is also mindful of the need to meet the Grand Challenges facing our world, and we will continue to enthusiastically pursue all funding options to support world-class research and scholarship, including partnerships with industries, organizations, and communities to facilitate knowledge translation.

Community outreach and underrepresented learners

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

Internationalization

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

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

Capital Plan

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

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

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

Information Technology

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

Key outcomes


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

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

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


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

Goals, priority initiatives, and expected outcomes

ACCESSIBILITY			
Type	Description	Expected Completion Date	For the Public Good alignment
			
Goals			
G1	Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive and accessible services and initiatives.	2018	Sustain Obj 19
G2	Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada.	Ongoing	Build Obj 4
G3	Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.	2025	Build Obj 1
G4	Support the recruitment and retention of a diverse and inclusive faculty and non-academic staff to ensure that students have access to a university community reflective of Alberta's diversity.	2025	Build Obj 2, 3
Priority Initiatives			
P1	Develop an integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health, mental health and wellness resources, programs, and services, and promotes resilience and work-life balance.	2017	Sustain Obj 19 Str i
P2	Continue the implementation of top recommendations of the 2016 <i>Review of the University of Alberta's Response to Sexual Assault</i> .	2018	N/A
P3	Increase the opportunities for all undergraduate and graduate students to experience the benefits of living on campus, including guaranteeing the offer of a place in residence to every first-year undergraduate student.	2018	Experience Obj 8 Str i
P4	Build the Maskwa House of Learning as a place of understanding, welcome, and cultural connection, where Indigenous and non-Indigenous students together can grow and celebrate the unique and proud histories of Indigenous peoples and where Indigenous students can access the social, cultural, and spiritual supports that enable their academic success. Improve cultural supports for Indigenous colleagues so they feel an essential part of the fabric of the university and for non-Indigenous colleagues so they can be more inclusive and welcoming and supportive.	2019, pending funding	Build Obj 4 Str ii
P5	Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation.	2020	Build Obj 4 Str i


P6	Review, improve, and implement equity processes and procedures for recruiting and supporting faculty and staff in all categories to ensure a balanced academy and workforce that is representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and peoples with disabilities.	2020	Build Obj 2 Str ii Build Obj 3 Str ii
P7	Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university.	2020	Build Obj 1 Str iii
P8	Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support.	2025	Build Obj 1 Str iv
P9	Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive, research-intensive, multi-campus university offering francophone and rural liberal arts programming.	2025	Build Obj 1 Str i
P10	Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada.	2025	Build Obj 1 Str ii
P11	Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the French/English linguistic duality of Canada as well as the world-wide multi-ethnic francophonie, by positioning the university locally, nationally and internationally as a destination of choice for francophone and bilingual students; and by progressively improving Campus Saint-Jean students' and applicants' access to French-language services.	2025	Experience Obj 9 Str ii
Expected Outcomes			
EO1	Infuse health into everyday operations, business practices and academic mandates through the launch of an integrated health and wellness strategy to support the health, wellbeing and safety of the university community.	2017	Sustain Obj 19 Str i
EO2	An enriched student academic experience through the linkage of learning with other aspects of their lives such as a residential experience through the completion of 760 bed spaces on the Lister Hall site and in East Campus Village. Housing in on-campus residences supports student success and enhances access for rural, Indigenous, under-represented and international students.	2018	Experience Obj 8
EO3	An increased understanding and inclusion of First Nation, Métis and Inuit perspectives in university activities, supported by increased visibility and celebration of Indigenous culture, researchers, and learners.	2020	Build Obj 4
EO4	Enhanced support for equity, diversity and inclusion promotes university values, ensures that the professoriate and university workforce more closely reflect the community at large and enhances the intellectual diversity of the academy.	Ongoing, completed by 2025	Build Obj 2 Str ii Build Obj 3 Str ii
EO5	Renewal of the professoriate to increase diversity. More applications from individuals with diverse backgrounds expand our available conceptual tools, leading to a more creative academy.	2025	Build Obj 2 Str i, ii
EO6	Enhanced diversity of the student body to more closely reflect the demographic diversity of Alberta and Canada while continuing to attract top students and serve the	2025	Build Obj 1

	needs of Alberta learners.		
EO7	Incremental increase in the proportion of Indigenous students to more closely reflect their demographic representation in Alberta’s population. Improved retention of Indigenous students to match retention for other groups in the same cohorts.	2025	Build Obj 1 Str ii
Performance Measures			
PM1	Composition of the student body: percentage of the student body from Alberta (excluding Edmonton) (target: 31% in 2017-18); percentage of students from out-of-province (target: 1.5% increase in annual enrolment by 2020-21); and percentage of Indigenous students (target: 6.0% in 2024-25).	2018-25	Build Obj 1
PM2	Composition of faculty and staff: gender (target: 43% female professoriate by 2025), Indigenous (target: 26 faculty members by 2025), visible minority (target: 25% of faculty members by 2025), disability status. Note: Data is only available for continuing, operating-funded positions; broader data collection and target setting are pending. Data is self-reported.	2025	Build Obj 2 Build Obj 3
PM3	Percentage of full-time students living in purpose-built student housing where there is intentional programming Target: 25% Current: 17.6% Note: Assumes full-time enrolment to be 35,500 in 2018.	2040	Experience Obj 8
An overview of relevant initiatives, activities, partnerships and programs in this area, including a report on the status of university wellness initiatives, will be reported in the narrative section of the Annual Report accompanying this Principle. Employee engagement data is not currently available, pending the development of an employee engagement survey instrument through the implementation of <i>For the Public Good</i> .			

AFFORDABILITY			
Type	Description	Expected Completion Date	<i>For the Public Good</i> alignment 
Goals			
G5	Ensure that the University of Alberta’s campuses, facilities, utilities, and Information Technology infrastructure can continue to meet the needs and strategic goals of the university.	2018	Sustain Obj 23
G6	Secure and steward financial resources to sustain, enhance, promote, and facilitate the university’s core mission and strategic goals.	2020	Sustain Obj 22
G7	Continue to build and support an integrated approach to social, economic, and environmental sustainability that incorporates teaching and learning, research,	2020	Sustain Obj 20

	outreach, capacity building, and the operations that support them.		
Priority Initiatives			
P1	Seek and secure resources needed to achieve and support institutional strategic goals.	2018	Sustain Obj 22 Str i
P2	Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information, and access to shared, reliable institutional data.	2018	Sustain Obj 21 Str i
P3	Integrate sustainability into teaching, learning, research, and outreach in ways that foster critical, interdisciplinary, long-term, and systems thinking on sustainability.	2020	Sustain Obj 20 Str i
P4	Advance the renewal of the historic Dentistry/Pharmacy Building, taking advantage of excellent architecture and incorporating contemporary building operations and maintenance systems to support contemporary administrative, teaching, learning, and research activities	2025 (multi-phased)	Sustain Obj 23 Str i
P5	Pursue a solution to meeting program outcomes in the Faculty of Arts through one of two identified alternatives: renovation and repurposing of existing space combined with construction of purpose-built space on North Campus or the re-location of Music and Arts and Design within the “Urban Village” concept in downtown Edmonton, a project being led by the Edmonton Galleria Foundation.	2028 (multi-phased)	Sustain Obj 23 Str i
Expected Outcomes			
EO1	Launch of key IT solutions and enhancements that enable the secure, efficient and reliable delivery of high-quality programs and services, including analytics, budgeting and planning, student, financial, and human resource management.	2018	Sustain Obj 23 Str iii
EO2	Continued advancement of the three pillars of sustainability: environmental, economic, and social, through action to “green” U of A activities, reduce energy demands, and promote sustainability across all university activities.	2020	Sustain Obj 20 Str i
EO3	Continued optimization of the university’s financial resources, including the management of endowments, to support long-term institutional sustainability.	2020	Sustain Obj 22 Str ii
EO4	Provision of new teaching, academic and administrative space at the heart of the North Campus through the renewal of the historic Dentistry/Pharmacy building, allowing the university to reuse a significant asset that is currently unoccupied due to its condition.	2025	Sustain Obj 23 Str i
EO5	Continued scoping and advancement of alternatives to meet Faculty of Arts requirements.	2025	Sustain Obj 23 Str i
Performance Measures			
PM1	STARS Rating The Sustainability Tracking, Assessment and Rating System (STARS) is an integrated assessment of institutional sustainability. The university targets a Gold rating.	2017	Sustain Obj 20
PM2	Net Operating Revenues Ratio	2018	Sustain Obj 22

	This is a core measure of financial sustainability and provides an indication of the extent to which the university is generating positive cash flows. Target is not yet established.		
Major infrastructure investments will be reported in the Capital Plan section of the university's Annual Report, as per the 2016 reporting guidelines. Major enhancements in the university's Information Technology and data infrastructure will be reported in the Information Technology section of the university's Annual Report, as per the 2016 reporting guidelines.			

QUALITY			
Type	Description	Expected Completion Date	For the Public Good alignment 
Goals			
G8	Build a portfolio of <i>signature areas of research and teaching excellence</i> where the University of Alberta is, or will be recognized, as a global leader.	2017-20	Excel Obj 12
G9	Enable University of Alberta researchers to succeed and excel.	2020	Excel Obj 13
G10	Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.	2020	Engage Obj 17
G11	Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly-qualified, and diverse academy.	2025	Build Obj 2
G12	Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.	2020	Experience Obj 7
G13	Inspire, model, and support excellence in teaching and learning.	Ongoing	Excel Obj 14
Priority Initiatives			
P1	Develop a process to identify and support established and emerging <i>signature areas of research and teaching excellence</i> .	2017	Excel Obj 12 Str i
P2	Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.	2019	Experience Obj 7 Str i
P3	Expand professional development opportunities for graduate students and post-doctoral fellows.	2019	Experience Obj 7 Str iii
P4	Identify and remove systemic barriers to interdisciplinary collaboration, and where necessary, expand or create policies, resources, infrastructure, and strategies to encourage and reward academic and administrative partnerships and collaborations.	2017-20	Engage Obj 17 Str i
P5	Foster, encourage, and support innovation and experimentation in curriculum	2020	Excel Obj 14 Str i


	development, teaching, and learning at the individual, unit, and institutional levels.		
P6	Provide robust supports, tools, and training to develop and assess teaching quality, using qualitative and quantitative criteria that are fair, equitable, and meaningful across disciplines.	2017-20	Excel Obj 14 Str iii
P7	Attract and retain a diverse complement of faculty and post-doctoral fellows from around the world, with initial attention on increasing the proportion of assistant professors.	Ongoing	Build Obj 2 Str i
P8	Secure and sustain funding for the continuous evolution and operation of research facilities and resources to meet the changing needs of our broad-based research community.	Ongoing	Excel Obj 13 Str iv
Expected Outcomes			
EO1	Defined process identifying “signature”, as well as emerging, areas of teaching and research excellence to be nurtured and strengthened for the future.	2017	Excel Obj 12 Str i
EO2	Through partnerships with the federal and provincial governments, undertaking laboratory renewal projects that will modernize facilities to support research and learning environments on the Augustana Campus and at Campus Saint-Jean (supported by the Post-Secondary Institutions Strategic Investment Fund (SIF).	2017	Excel Obj 13 Str iv
EO3	Implementation of a Good Supervision awareness campaign, and Graduate Student Management System, encouraging collegial models of supervision and mentorship.	2017-18	Excel Obj 14 Str iii
EO4	Increased access to, and use of, professional development opportunities for graduate students and post-doctoral fellows to support their job market competitiveness, including through internship programs, events and workshops, and on-line resources to improve their ability to compete in the global employment market.	2018	Experience Obj 7 Str iii
EO5	Enhanced and strengthened experiential learning opportunities for students achieved through the development of an institutional needs assessment, inventory, and informational resource for students.	2017-19	Experience Obj 7 Str i
EO6	A strong, dynamic research community pursuing excellent, relevant, interdisciplinary, high impact research to address complex problems at the local and global scales.	2020	Build Obj 2 Excel Obj 13
EO7	Development of an action plan for supporting and expanding interdisciplinary activities, beginning with an inventory of successes and challenges, an environmental scan, and a review of best practices.	2017-20	Engage Obj 17 Str i
EO8	Increased instructor access to training and mentorship, and uptake of new models for instructional design, assessment, and teaching by the professoriate.	2017 20	Excel Obj 14 Str i
Performance Measures			
PM1	Student-reported experience with faculty (<i>National Survey of Student Engagement- NSSE</i>) and graduate student satisfaction (<i>Canadian Graduate and Professional Student Survey-CGPSS</i>). Note: NSSE is currently administered in three-year intervals; the next administration will take place in 2017. This administration will be used as a baseline for setting future targets.	2017	Excel Obj 14

PM2	High-Impact Practices (NSSE).	2017	Experience Obj 7
PM3	Sponsored research funding: total and U15 rank (all sources and Tri-Council) (target: top 5)	2018	Excel Obj 13
PM4	Citation impact. Targets not established.	2018	Excel Obj 13
PM5	Employment outcomes two years after graduation: employment rate and mean income by degree level (Alberta Graduate Outcomes Survey-GOS). Note: The GOS is administered biennially. Data from the 2016 administration will be reported when available. This administration will be used as a baseline for setting future targets.	2020	Experience Obj 7
PM6	Incremental increase in proportion of professoriate at rank of Assistant Professors (target: 21% of faculty members at the rank of Assistant Professor by 2021).	2017-25	Build Obj 2
PM7	Research and teaching awards (Canada Research Chairs and 3M Teaching Awards). Targets not established.	Ongoing	Excel Obj 13
<p>An overview of major professional development activities in support of the identified outcomes will be reported in the narrative section of the Annual Report accompanying this principle.</p> <p>Consistent with the 2016 reporting guidelines, the Research, Applied Research, and Scholarly Activities section of the university's Annual Report will report on the launch of the <i>signature areas of research and teaching excellence</i> and on key partnerships and research impacts.</p>			

COORDINATION			
Type	Description	Expected Completion Date	For the Public Good alignment 
Goals			
G14	Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations.	2017-20	Engage Obj 18
G15	Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.	2017-20	Experience Obj 9
G16	Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections.	2021 and ongoing	Engage Obj 16
G17	Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.	Ongoing	Sustain Obj 21
Priority Initiatives			

P1	Provide leadership in Alberta’s post-secondary sector and support integration, collaboration, and partnership across the province’s six-sector model through collaborations including but not limited to: project management support for Norquest college capital expansion; hosting of Olds College PeopleSoft financial system; coordinated commercialization activities between TEC Edmonton and NAIT.	Ongoing	Engage Obj 18 Str i
P2	Maintain and pursue partnerships across the global academy to expand research and/or funding opportunities for our researchers and thus increase their capacity for success.	Ongoing	Excel Obj 13 Str ii
P3	Work closely with key provincial partners and government agencies, including members of Campus Alberta, Alberta Health Services, Alberta Innovates, The Alberta Library, NEOS, etc., to undertake mutually beneficial research, and where possible, coordinate, streamline, and deliver shared systems, services, and processes to the benefit of all Albertans.	2017-19	Engage Obj 18 Str v
P4	Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges, building on the success of collaborative projects like the Future Energy Systems).	2020	Engage Obj 16 Str iii
P5	Welcome increased community access, participation, and engagement at all University of Alberta sites, such as our downtown campus at Enterprise Square and our sports facilities at South Campus.	2017-20	Experience Obj 9 Str iii Engage Obj 16 Str v
P6	Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university.	2017-20	Experience Obj 9 Str i
P7	Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems; reduce duplication and complexity; and encourage cross-institutional administrative and operational collaboration.	Ongoing	Sustain Obj 21 Str iv
Expected Outcomes			
EO1	Identification of specific opportunities for new and/or enhanced shared administrative services through discussions with the Government of Alberta and Campus Alberta institutions.	Ongoing	Engage Obj 18 Str i
EO2	Enhancement of research partnerships supporting resource management, environmental stewardship, and healthy communities (see Appendix C).	2020	Engage Obj 18 Excel Obj 13 Str ii
EO3	Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement (including formal partnerships with provincial government bodies and the City of Edmonton, ongoing relationships with over 150 Community Service-Learning partners, and expanded alumni outreach to graduates from the past decade).	2020	Engage Obj 16
EO4	Development of an action plan to identify and strengthen the unique opportunities presented by our multi-campus environment through connections, communication, and	2020	Experience Obj 9

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

ACCOUNTABILITY			
Type	Description	Expected Completion Date	For the Public Good alignment
			
Goals			
G18	Build and support an integrated, cross-institutional strategy to demonstrate and enhance the University of Alberta’s local, national and international story, so that it is shared, understood, and valued by the full University of Alberta community and its many stakeholders.	2019	Build Obj 6
G19	Ensure responsible and accountable stewardship of the university’s resources and demonstrate to government, donors, alumni, and community members the efficient and careful use of public and donor funds.	2020	Sustain Obj 22 Str iii
Priority Initiatives			
P1	Develop a set of equitable, meaningful, and relevant measures to monitor our progress towards strategic goals and develop the tools required to report on them.	2018	Sustain Obj 21 Str v

P2	Communicate, using both quantitative and qualitative evidence, how the University of Alberta serves as a cornerstone of the community bringing widespread economic and societal benefits to all Albertans, as well as to national and international partners and stakeholders.	2019	Build Obj 6 Str iii
P3	Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement.	2019	Sustain Obj 22 Str ii
Expected Outcomes			
EO1	Enables the university to satisfy accountability requirements and expectations for key stakeholder communities.	Ongoing	Sustain Obj 21 Str v
EO2	Demonstration of strong financial stewardship through the implementation of a revised budget model to demonstrate the alignment of financial resources with university objectives.	2019	Sustain Obj 22 Str ii, iii
EO3	Increased community awareness of the university and its social, economic, and historical contributions to the province, the country and the world.	2019	Build Obj 6
EO4	Ongoing advocacy and increased pride in the institution among key stakeholders and the community at large, achieved through engagement with and exposure to U of A scholars and the work of the university.	2021	Build Obj 6
Performance Measures			
PM1	Media impact: mentions and reach. These metrics will be supplemented through relevant web analytics and qualitative reporting related to stakeholder relationship impact. These metrics are newly established and baselines are being established to inform future target setting.	2019	Build Obj 6 Str iii
PM2	Financial stewardship. The university's Audited Financial Statements and accompanying analysis are the foundational reporting and accountability mechanisms for goals and initiatives related to financial stewardship. Operational efficiency is reported under Affordability (PM2)	2018	Sustain Obj 21

APPENDIX A: FINANCIAL AND BUDGET INFORMATION

2017-18 Consolidated Budget

The purpose of the University of Alberta's consolidated budget is to lay out a financial plan for the coming fiscal year and to project forward for three years, the allocation of the university's resources in support of its strategic plan, *For the Public Good*. Through the implementation of its strategic plan, the university is contributing to the achievement of the ministry's priorities of accessibility, affordability, quality, coordination and accountability. As a major economic driver in the province, with government's commitment of stable and predictable funding, the university will play a critical role in buffering the Alberta economy from other sectors currently facing challenges.

The U of A's 2017-18 consolidated budget (see Table 1) reflects the entire enterprise, including unrestricted and restricted funds. Funding for general operations is fully unrestricted within the consolidated budget. Funding for ancillary operations remains within those entities while the majority of research revenues, philanthropic sources of revenue, and capital project funding are fully restricted. In an effort to provide full transparency of the university's budgets, Table 2, on page 11, provides a breakdown of the consolidated budget by fund.

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

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

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

Consolidated revenue

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

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

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

The federal and other government revenue of \$216.8 million largely reflects the funding received by the university in support of its research mandate, and is its third largest source of revenue. This revenue is budgeted to be \$33.2 million higher than the 2016-17 budget. This increase in research funding is driven primarily by the federal government's investment in higher education through the Post-secondary Strategic Initiatives Fund (SIF) program. The balance of the budgeted research funding is directly linked to the university's overall success in securing Tri-Council research grants and grants from other organizations and entities.

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

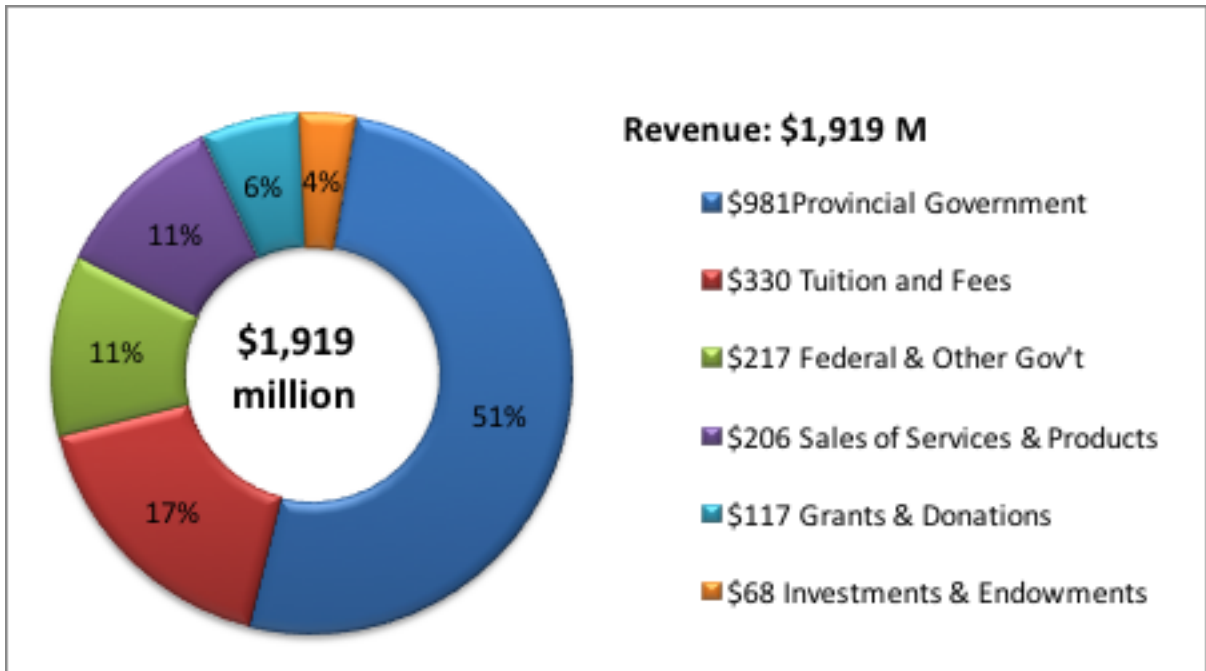
Through extensive consultation with students, the university developed an agreed to Academic Price Index (API). The API is a prospective calculation used in determining the increasing costs of the university's operations. The API is a weighted calculation based on the major operating fund expenditure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

The fourth-largest source of revenue is sales of services and products at \$206.1 million. The majority of sales of services and products are generated through the university's ancillary operations such as parking and the university's housing and food service operations. Increased revenue through ancillary operations is driven by forecast growth such as increased residence capacity as well as rate increases for residence services and parking as approved by the Board

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

The other sources of consolidated revenue for 2017-18 include grants and donations of \$117 million and investment income of \$68.2 million. Changes in donations are directly tied to the university’s philanthropic activities and can be influenced significantly by large single donations and economic conditions. It is important to note that the majority of donations are restricted and can only be used for the purposes designated. Investment income is driven by the overall value of the university’s restricted endowments, its short-term investments as well as changes in interest rates and the performance of the university’s investment portfolios.

Figure 1. Consolidated Revenue Budget 2017-18 by source



Consolidated expense

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

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

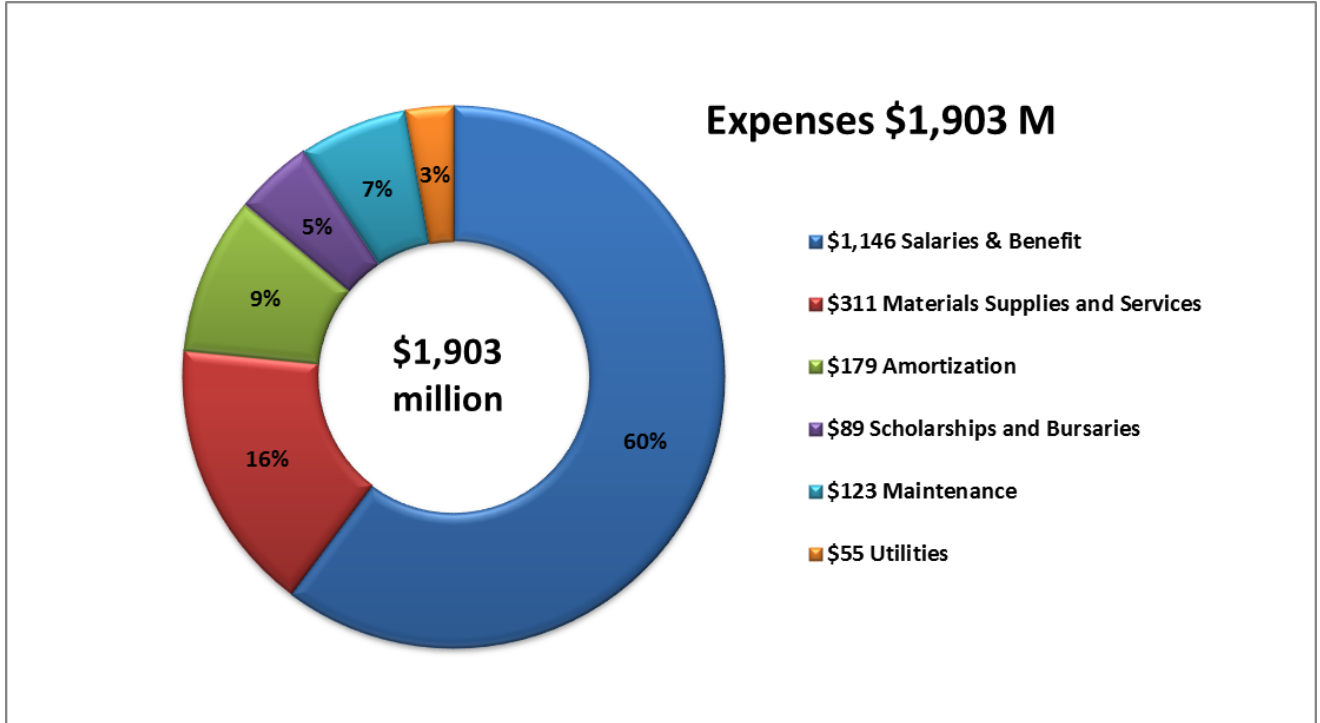
The university’s next largest expense is materials, supplies, and services. Budgeted at \$311.3 million, these expenses provide essential support across the campuses, including Information Services and Technology, research expenditures, library resources, and central expenditures such as insurance premiums.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

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

A further significant expense in the consolidated budget is \$178.5 million for the amortization of capital assets. Amortization is an annual expense that is calculated based on the estimated useful life of the asset. These assets include buildings, scientific and computing equipment, software, and learning resources.

For 2017-18, scholarships and bursaries expenses are budgeted at \$89.2 million. This represents a \$2.1 million, or 2.4 per cent increase, over the 2016-17 budget and the university's continuing commitment to invest in its students—particularly those who require financial assistance to attend the university.

Figure 2. Consolidated Expense Budget 2017-18 by type



Operating fund investment priorities

The operating fund (see Table 2) is used to support the primary teaching and learning activities of the university. It is also within the operating fund that strategic investments are made to advance *For the Public Good* and its five strategic goals of: Build, Experience, Excel, Engage and Sustain.

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

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

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

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

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

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

Consolidated budget highlights and sensitivities

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

2017-18 budget highlights

Key revenue highlights include:

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

Key expenditure highlights include:

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

2017-18 budget sensitivities

Revenue Approximate Value

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

Expense Approximate Value

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

Forecast budget assumptions 2018-19 to 2020-21

The university has used the following forecast budget assumptions.

Revenue assumptions:

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

Expenditure assumptions:

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

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

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

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

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

Institutional budget risks

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

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

Systemic Risks

Revenue

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

Expenditures

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

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

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

2017-18 Budget Risks

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

Capital and ancillary budgets

Capital

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

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

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

	Actuals to Date (prelim)	2017-18 + Recommended Budget	+ Forecast to Complete	= Total Estimated Project Budget
Capital Projects				
Agricultural Research Infrastructure - St Albert / Kinsella / Mattheis	12,247	200	-	12,447
CME Renewal - Levels 2, 3 & 7	20,900	100	-	21,000
Devonian Botanic Garden - Infrastructure Upgrades	1,211	8,000	3,789	13,000
Devonian Botanic Garden - Islamic Garden	8,000	11,000	1,420	20,420
East Campus Village - Phase 3	3,090	20,000	12,260	35,350
East Campus - Infill	6,913	264	-	7,177
Edmonton Clinic Health Academy	378,504	3,559	-	382,062
HRIF Project (Li Ka Shing / Katz Group) Fit Outs	114,544	1,826	-	116,370
Ice Cores - South Academic Building	1,730	100	-	1,830
Lister Tower #5	3,322	20,000	17,178	40,500
Peter Lougheed Hall (formerly Leadership College)	43,766	200	-	43,966
Research & Collections Resource Facility (formerly BARD II)	43,444	13,768	100	57,312
Footle Field - Air Supported Structure (Dome)	3,779	3,328	-	7,106
SIF Electrical & Computer Engineering Research Facility (ECERF)	5,000	18,000	2,000	25,000
SIF Biological Sciences & Earth and Atmospheric Sciences	-	13,514	1,000	14,514
SIF Clinical Sciences Building (CSB)	-	2,533	500	3,033
SIF Medical Sciences Building (MSB)	-	6,959	500	7,459
Chemistry Electrical Vault Renewal	1,000	5,000	8,000	14,000
Other Capital Projects	30,153	312	-	30,465
Total - Projects Underway / Proceeding	677,602	128,722	46,747	853,071
Annual Capital Programs :				
Infrastructure Maintenance Program Grant		23,572		
Energy Management		4,418		
Total Annual Capital Programs		27,990		
TOTAL	677,602	+ 156,712	+ 46,747	= 853,071

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

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

Ancillaries

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

Ancillary Services

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

Bookstore

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

Enterprise Square

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

University Health Centre

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

Utilities

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

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

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

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

Conclusion

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

Statement of Operations and Cash Flow

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

Table 5. Statement of operations and expenses by function

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

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

Table 6. Statement of Cash Flows

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

APPENDIX B

ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

Enrolment plan

The strength of the University of Alberta is founded on the quality and diversity of its people, programming, research, and resources. The U of A remains committed to attracting outstanding undergraduate and graduate students, post-doctoral fellows, and professors from Alberta, across Canada, and abroad. Our academy represents and contributes to Canada's and Alberta's cultural diversity and is an inclusive community that values the perspectives of all genders, Indigenous people, under-represented groups, and people from rural and northern communities. Along with an exceptional professoriate and highly-skilled technical and professional staff, these individuals create an integrated environment of teaching, learning, research, and creative activities. The U of A aims to provide enriched and transformative student experiences, resulting in graduates who are engaged global citizens, prepared to contribute to the social and economic wellbeing of the province, the nation, and the world.

Access to programs at the U of A evolves in response to student demand, workforce needs, and the availability of resources. The University of Alberta values its relationships with other Campus Alberta institutions, and continues to engage in productive inter-institutional collaborations supporting transfer and learner mobility.

Programs listed in the table below are drawn from the Provider and Program Registry System (PaPRS). It is important to note that there is not perfect alignment between the programs listed in PaPRS and those listed in the University Calendar. There are a number of historical and systems-related reasons for this incongruity, but university staff and staff from Advanced Education are collaborating to create better alignment.

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

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

International enrolment, reported here as per the CIP guidelines, varies widely across programs, especially between undergraduate and graduate programs. Overall, the university's proportion of international students (graduate and undergraduate) is approximately 17 per cent, with the proportion for the undergraduate student body at 14 per cent. International enrolment within individual programs is driven by a variety of factors, including, in many cases, specific arrangements with governments in foreign countries. Graduate programs tend to have a higher proportion of international enrolment than undergraduate programs. This is consistent with other major research universities, and reflects the university's contribution to attracting outstanding future researchers, innovators, and professionals to Alberta. Graduate students pursue advanced degrees based on where they can work with key scholars, or in internationally known programs. A strong majority of international students will remain in Alberta post-graduation. According to the *2012 Graduate Outcomes Survey*, 84 per cent of Alberta students who lived outside Canada at the time they applied to school remained in Alberta after graduation. At the U of A in particular, more than 70 per cent of international PhD students who entered the U of A between 2004 and 2006 had become Permanent Residents or citizens of Canada by the time they graduated.

Proposed programming changes

Quality Degree Programs

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

Alongside traditional degree programs, there is growing interest in, and need for, combined degrees, interdisciplinary programs, and cross-disciplinary embedded certificates. One of the fastest-growing credential types is the Course-Based Master's degree, reflecting the need in industries and communities for workers prepared with advanced degrees. Learning is a lifelong process, and the complexity of today's economy means that learners return to the university for new credentials throughout their careers. Diversity is captured in new programs and content and in approaches to studying problems and implementing solutions. New approaches to higher education include regular evaluation of programs—allowing for refreshing and phasing out of programs not sufficiently responsive to current educational, economic, and scientific needs alongside the development of new ones—and the development of traditional credentials (e.g., professional programs) to meet evolving learner needs.

The university anticipates submitting the following new program proposals for approval during the 2017-18 and 2018-19 years:

Course-based Master of Arts in the History of Art, Design and Visual Culture (HADVC)	Post-Baccalaureate Certificate (PBC) in Indigenous Business
Course-based Master of Arts in Native Studies	University Certificate in Teaching Complex Communication Needs Students
Course-based Master of Science in Genetic Counselling	Bachelor of Arts in Recreation Therapy
Course-based Master of Arts in Digital Humanities	Bachelor of Arts in Modern Languages and Cultural Studies

Course-based Master of Arts in Policy Studies	Certificate in Education à la Petite enfance (Child Development Worker)
PhD in Oral Medicine (Medical Sciences-Oral Medicine)	Diploma in Education à la Petite enfance (Child Development Supervisor)
Post-Baccalaureate Certificate (PBC) in Communications and Technology	Certificate in Préposé en soins de santé (Health Care Aide)
Post-Baccalaureate Certificate (PBC) in Accounting	Diploma in Techniques en Travail social et Santé mentale (Techniques in Social Work and Mental Health)
Post-Baccalaureate Certificate (PBC) in Health Care Leadership	Diploma in Infirmière auxiliaire (Licensed Practical Nurse)
Post-Baccalaureate Certificate (PBC) in Environmental Monitoring	

The university anticipates submitting requests for the termination of:

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

The university anticipates submitting requests for the suspension:

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

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

Experiential Learning

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

Professional Education

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

ENROLMENT TABLE APPENDED SEPARATELY

APPENDIX C

RESEARCH, APPLIED RESEARCH, AND SCHOLARLY ACTIVITIES

As one of Canada's top research-intensive institutions, the U of A leads the province in world-class research outcomes and student experiences that drive innovation and enhance social, cultural, and economic development. The university offers research and doctoral programs across seven thematic areas: humanities and fine arts, social structure and systems, science and technology, energy, environment, food and bio-resources, and health and wellness. This full spectrum of learning and inquiry positions the U of A's academy and its graduates to make the comprehensive contributions towards scientific, social, and cultural innovations needed to support Alberta's post-secondary system principles and its identified provincial outcomes: effective resource and environmental management, a broadened economic base, and resilient and healthy individuals and communities.

The University of Alberta's ground-breaking research focuses on redefining the social, cultural, environmental, and technological contexts that we will need in the future. Teacher education, for example, must evolve to address new demands in schools where increased population diversity, as well as shifts in employment and industry, are influencing what and how we teach our children. Similar demographic changes are influencing the delivery of health care and health information. Increased use and fast-paced changes in communications technology are influencing how people access, consume, and critically examine information—all skills that university graduates need.

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

Accessibility

Accessibility and diversity

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

A, in partnership with other post-secondaries, must address this education gap at the undergraduate level by recruiting and offering appropriate supports to Indigenous students—one of the Calls to Action in the Truth and Reconciliation Commission report.

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

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

Graduate education and post-doctoral fellows

Over 200 graduate programs, attended by over 7,000 graduate students and nearly 600 post-doctoral trainees, are intricately entwined with the U of A's learning, teaching, and discovery mandate. Individuals educated to the PhD level enable large-scale, visionary, and ambitious research agendas that have the potential for big impact results. They drive innovation and research within and beyond the university, including in industrial, community, and social settings. They are key to shifting Alberta to a learning-based society that welcomes intellectual and economic diversity.

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

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

Quality

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

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

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

A Strong Economy and Effective Resource Management

Future Energy Systems

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

SCENEREI

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

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

Helmholtz (HAI)

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

Environmental Stewardship

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

Supporting Healthy Albertans in all of our Communities

Addictions and mental health

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

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

Health and life sciences

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

Coordination

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

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

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

APPENDIX D

COMMUNITY OUTREACH AND UNDER-REPRESENTED LEARNERS

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

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

Community Outreach and Engagement

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

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

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

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

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

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

Institutional marketing and communications strategy

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

Supporting community through campuses and infrastructure

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

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

Experiential and community-engaged learning

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

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

Under-represented and Indigenous learners

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

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

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

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

Indigenization and reconciliation

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

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

APPENDIX E

INTERNATIONALIZATION

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

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

Specific priorities for 2017-20 include exploring strategic options to further diversify the university's population of international students while maintaining the overall proportion of international students among the student body. A large majority of Alberta's international students will remain in Alberta post-graduation (84 per cent, according to the *2012 Graduate Outcomes Survey*), and international students educated at the U of A provide the province with additional highly-skilled, innovative, and entrepreneurial professionals. They also bring cultural diversity together with global connections, insights, and perspectives on shared issues and challenges.

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

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

CAPITAL PLAN

Capital planning considerations: strategic investment and long-range planning

Background

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

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

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

Deferred maintenance

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

Objectives:

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

Planning

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

Objectives:

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

Capital projects, BLIMS and investment priorities

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

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

Investments are broken down by campus as follows:

Augustana Campus

Table 1. Augustana Capital Project Priority

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

Table 2. Augustana BLIMS Project Priorities:

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

Campus Saint-Jean

Table 3. Campus Saint-Jean Capital Project Priority

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

Table 4. Campus Saint-Jean BLIMS Project Priority

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

North Campus

Table 5. North Campus Capital Project Priorities

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

Table 6. North Campus BLIMS Project Priorities:

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

South Campus

Table 7. South Campus Capital Project Priorities:

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

Table 8. South Campus BLIMS Project Priority

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

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

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

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

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

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

Ancillary Services Capital and Maintenance Investment

Housing

Table 9. Housing

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

Parking

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

Hospitality Services

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

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

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

Cameron Library

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

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

Universiade Pavilion - Butterdome

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

Green Labs Program

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

South Campus District Energy System

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

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

Highlights

Summary of ongoing major capital projects

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

Energy Management

Energy Management Program

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

Sustainability

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

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

Utilities

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

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

APPENDIX G

INFORMATION TECHNOLOGY

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

Institutional data and reporting

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

Budgeting and Planning

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

Finance and Student Systems Upgrades

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

Student Life-Cycle Review

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



UNIVERSITY OF
ALBERTA



FLE Enrolment, Credential, Program and Specialization

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

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

In addition to the information requested by the GOA, the table includes U of As faculty and academic career. These have been included so that faculty FLE targets can be shown in the table. The targets are summarized at the end of each faculty's listing of undergraduate, masters and PhD programs.

Nursing program loads reflect the load change as submitted to Advanced Education through PAPRS on March 31, 2017.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Petroleum Engineering Co-op

88.531

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

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

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

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

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

Law
Juris Doctor
Juris Doctor

2.700
541.748

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

560

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

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

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

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

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

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

Physical Education & Recreation			Recreation, Sport and Tourism	149.700	141	is projected. The faculty has experienced increased demand for the Bachelor of Kinesiology program (despite increasing the admission average for a third consecutive year, last year the faculty was only able to accept 43% of applicants). Should dedicated funding be available, the faculty could reduce application pressure in this program and accommodate higher enrolment.			
			Bachelor of Kinesiology						
			Adapted Physical Activity	43.900	61				
			Individualized Concentration	8.400	15				
			Physical Activity and Health	57.000	109				
			Physical Education and Health	2.000	1				
			Physical Education and Recreation General	70.100	42				
			Sport Coaching	8.500	12				
			Sport Performance	150.500	155				
			Bachelor of Science in Kinesiology						
			Kinesiology	251.100	249				
			Combined Bachelor of Physical Education/Bachelor of Education Elementary						
			Generalist	9.033	18				
			Combined Bachelor of Physical Education/Bachelor of Education Secondary						
			Physical Education and Health	6.257	1				
			Physical Education and Secondary Education	46.217	56				
<i>Physical Education & Recreation</i>	<i>Masters & Other GS</i>	<i>Subtotal</i>		<i>75.742</i>	<i>81</i>	<i>55</i>	<i>55</i>	<i>55</i>	
		Degree	Master of Arts						
Physical Education & Recreation	Masters and Other GS		Physical Education and Recreation	36.827	41				
			Master of Coaching						
			Coaching	9.200	8				
			Master of Science						
			Physical Education and Recreation	29.715	32				
<i>Physical Education & Recreation</i>	<i>PhD</i>	<i>Subtotal</i>		<i>75.314</i>	<i>79</i>	<i>56</i>	<i>56</i>	<i>56</i>	
	PhD	Degree	Doctor of Philosophy						
Physical Education & Recreation			Physical Education and Recreation	75.314	79				
<i>Public Health</i>	<i>Masters & Other GS</i>	<i>Subtotal</i>		<i>203.459</i>	<i>194</i>	<i>147</i>	<i>147</i>	<i>147</i>	
Public Health	Masters and Other GS	Degree	Master of Public Health			No substantial change in enrolment is anticipated. Note that the School of Public Health only grants MPH, MSc and PhD degrees. "Public Health Sciences" and "Health Promotion"			
			Public Health Sciences	98.041	90				
			Master of Science						
			Health Promotion	5.331	5				

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

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

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

Notes:

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

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

FLE International Enrollment

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

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

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




The numbers of international students in each program are reported in the "2015-16 Actual FLE column". Given that U of A does not have targets for international program enrolment the CIP working group recommended projecting out a steady state. Similarly, the projections of international enrolment as a percent of total enrolment is simply a reflection of 2015-16 actuals.

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


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

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



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

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


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




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(Obj 4, Str i)	student, staff, and faculty participation in reconciliation	Inuit perspectives. Increased awareness, understanding and commitment to find the path forward in a complicated relationship with Indigenous peoples.		
Build the Maskwa House of Learning (Obj 4, Str ii)	Build the Maskwa House of Learning as a place of understanding, welcome, and cultural connection, where Indigenous and non-Indigenous students together can grow and celebrate the unique and proud histories of Indigenous peoples, and where Indigenous students can access social, cultural, and spiritual supports that enable their academic success.	Construction of the Maskwa House of Learning, pending receipt of funding.	2019	Accessibility G2, P4, EO3


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Objective 6: Build and support an integrated, cross-institutional strategy to demonstrate and enhance the University of Alberta's local, national, and international story, so that it is shared, understood, and valued by the full University of Alberta community and its many stakeholders.				
Strategy	Description	Expected Outcomes	Expected Completion Date	CIP Alignment
Communicate the impact of the University of Alberta (Obj 6, Str iii)	Communicate, using both quantitative and qualitative evidence, how the University of Alberta serves as a cornerstone of the community bringing widespread economic and societal benefits to all Albertans, as well as to national and international partners and stakeholders	Increased community awareness of the university and its social, economic, and historical contributions to the province, the country and the world. Ongoing advocacy and increased pride in the institution among key stakeholders and the community at large, achieved through engagement with and exposure to U of A scholars and the work of the University.	2019	 Accountability G18, P2, EO3, EO4
Performance Measures				
Media impact: mentions and reach. These metrics will be supplemented through qualitative reporting and relevant web analytics and qualitative reporting related to stakeholder relationship impact.				Accountability PM1

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

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<p>Employment outcomes two years after graduation: employment rate and mean income by degree level (Alberta Graduate Outcomes Survey – GOS) Note: The GOS is administered biennially. Data from the 2016 administration will be reported when available. This administration will be used as a baseline for setting future targets.</p> <p>An overview of professional development opportunities and resources available to graduate students and postdoctoral fellows will be reported in the narrative section of the Annual Report accompanying this Goal.</p>				
<p>Objective 8: Create and facilitate co-curricular and extracurricular learning experiences for undergraduate and graduate students that enable their self-discovery and give them the skills to use their talents, creativity, and curiosity to contribute as future citizens and leaders.</p>				
Strategy	Description	Expected Outcome	Expected Completion Date	CIP  Alignment
More residential spaces for students (Obj 8, Str i)	Increase the opportunities for all undergraduate and graduate students to experience the benefits of living on campus, including guaranteeing the offer of a place in residence to every first-year undergraduate student	An enriched student academic experience through the linkage of learning with other aspects of their lives such as a residential experience through the completion of 760 bed spaces on the Lister Hall site and in East Campus Village. Housing in on-campus residences supports student success and enhances access for rural, Indigenous, under-represented and international students.	2018	Accessibility P3, EO2
<p>Performance Measures</p>				
Percentage of full-time students living in purpose-built student housing where there is intentional programming				Accessibility PM3





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

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

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

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




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


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


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GOAL 4: ENGAGE communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.				
Objective 16: Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections.				
Strategy	Description	Expected Outcomes	Expected Completion Date	 CIP Alignment
Engage with partners to address shared challenges (Obj 16, Str iii)	Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges, building on the success of collaborative projects like the Future Energy Systems Research Initiative (FESRI).	Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement (including formal partnerships with provincial government bodies and the City of Edmonton, ongoing relationships with over 150 community service-learning partners, and expanded alumni outreach to graduates from the past decade).	2020	Coordination G16, P4, EO3
Welcome community access (Obj 16, Str v)	Welcome increased community access, participation, and engagement at all University of Alberta sites, such as our downtown campus at Enterprise Square and our sports facilities at South campus.	Development of shared infrastructure to foster the health, talent, skills and creativity of Edmonton's people, benefitting both the university and its community partners. Exploration of opportunities for expanding art, design and music education and	2021	Coordination G16, P5, EO5

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

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Objective 18: Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations.				
Strategy	Description	Expected Outcome	Expected Completion Date	CIP  Alignment
Leadership within the post-secondary sector (Obj 18, Str i)	Provide leadership in Alberta's post-secondary sector and support integration, collaboration, and partnership across the province's six-sector model to the benefit of all Albertans, through collaborations including but not limited to: project management support for Norquest college capital expansion; hosting of Olds College PeopleSoft financial system; coordinated commercialization activities between TEC Edmonton and NAIT.	Identification of opportunities for new and/or enhanced shared administrative services through discussions with the Government of Alberta and Campus Alberta institutions.	Ongoing	Coordination G14, P1, EO1
Engage provincial partners and government agencies (Obj 18, Str v)	Work closely with key provincial partners and government agencies, including members of Campus Alberta, Alberta Health Services, Alberta Innovates, The Alberta Library, NEOS, etc., to undertake mutually beneficial research, and where possible, coordinate, streamline, and deliver shared systems, services, and	Enhancement of research partnerships supporting resource management, environmental stewardship, and healthy communities (see Appendix C)	2019	Coordination G14, P3, EO2

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

 				
GOAL 5: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.				
Objective 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive and accessible services and initiatives.				
Strategy	Description	Expected Outcome	Expected Completion Date	CIP  Alignment
Institutional health and wellness strategy (Obj 19, Str i)	Develop an integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health, mental health and wellness resources, programs, and services, and promotes resilience and work-life balance.	Infuse health into everyday operations, business practices and academic mandates through the launch of an integrated health and wellness strategy to support the health, wellbeing and safety of the university community.	2017	Accessibility G1, P1, EO1
Performance Measures				
An overview of relevant initiatives, activities, partnerships and programs in this area, including a report on the status of university wellness initiatives, will be reported in the narrative section of the Annual Report accompanying this Goal.				
Objective 20: Continue to build and support an integrated approach to social, economic, and environmental sustainability that incorporates teaching and learning, research, outreach, capacity building, and the operations that support them.				


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

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

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

FOR THE PUBLIC GOOD - CORRESPONDING TO THE 2017 – 2020 COMPREHENSIVE INSTITUTIONAL PLAN

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