

The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, May 08, 2019 meeting:

Agenda Title: **Proposed Termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition, Faculty of Kinesiology, Sport, and Recreation**

CARRIED MOTION:

THAT the GFC Academic Planning Committee recommend to General Faculties Council the termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition, to take effect upon final approval.

Final Item: 4

Agenda Title: **Proposed Name Change to Graduate Embedded Certificates for: Community Based Research and Evaluation, School Administration Leadership, Data Science, Teaching and Learning in Nursing Education, and Communicable Diseases, Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council and as recommended by the GFC Academic Standards Committee, the renaming of the following embedded Graduates Certificates to Graduate Embedded Certificates:

- Graduate Embedded Certificate in Community Based Research and Evaluation
- Graduate Embedded Certificate in School Administration Leadership
- Graduate Embedded Certificate in Data Science
- Graduate Embedded Certificate in Teaching and Learning in Nursing Education
- Graduate Embedded Certificate in Communicable Diseases

as set forth in attachments 1-5, to be effective January 1, 2019.

Final Item: 5

Agenda Title: **Proposed Increases to Minimum English Language Proficiency Entrance Requirements for Graduate Programs, Faculty of Graduate Studies and Research**

CARRIED MOTION:

THAT the GFC Academic Planning Committee recommend that General Faculties Council approve the proposed increases to the minimum English Language Proficiency scores as recommended by the GFC Academic Standards Committee, as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, for implementation for Fall 2020 admissions and to be published in the 2020- 2021 Calendar.

Final Item: 6

Agenda Title: **Proposed University of Alberta International Strategic Plan**

CARRIED MOTION:

THAT the GFC Academic Planning Committee recommend to General Faculties Council the approval of the proposed University of Alberta International Strategic Plan, as proposed by the Provost and Vice-President

(Academic), and as contained in Attachment 1, to be effective upon final approval by the Board of Governors.

Final Item: 7

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

CARRIED MOTION:

THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, recommend that the Board of Governors approve the Comprehensive Institutional Plan 2019-22.

Final Item: 8

Agenda Title: **Proposal for the Establishment of the Construction Innovation Centre (CIC)**

CARRIED MOTION:

THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal to establish the Construction Innovation Centre (CIC), as proposed by the Faculty of Engineering, and as set forth in Attachment 1, to be effective upon final approval.

Final Item: 9

Final Item No. 4

**Governance Executive Summary
Action Item**

Agenda Title	Proposed Termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition, Faculty of Kinesiology, Sport, and Recreation
---------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Motion

<p>THAT the GFC Academic Planning Committee recommend to General Faculties Council the termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition, to take effect upon final approval.</p>

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation (KSR)
Presenter(s)	Angela Bayduza, Associate Dean (Undergraduate Programs), KSR Amanda Schwalbe, Academic Programs Manager, KSR

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	Approval of the proposed termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Admission to these programs was suspended in 2015 and there are currently no students enrolled in the programs. The last student graduates in June 2019.</p> <p>Courses in these areas continue to be offered under a revised specialization (see supplementary notes below) in the Bachelor of Kinesiology and through the Bachelor of Arts in Recreation, Sport, and Tourism.</p>
Supplementary Notes and context	<p>In October 2014, APC approved changes to the Bachelor of Physical Education (BPE) program including:</p> <ul style="list-style-type: none"> • Name change to Bachelor of Kinesiology (BKin) • Suspension of two concentrations in the program (Cultural and Managerial Studies of Sport and Leisure; Activity and Nutrition) • Name changes for a number of other concentrations as follows: <ul style="list-style-type: none"> ○ Active Living, Health and Well-Being to Physical Activity and Health ○ Physical Activity and Sport Performance to Sport performance ○ Sport Coaching to Coaching Studies <p>As part of the proposal, current students and alumni were given the opportunity to apply to receive a new parchment with the new degree name. All students in the concentrations proposed for suspension were given the opportunity to complete their programs.</p>

Item No. 4

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> Angela Bayduza, Associate Dean (Undergraduate Programs), KSR
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> KSR Undergraduate Programs Committee Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)
	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none">
Approval Route (Governance) (including meeting dates)	KSR Undergraduate Programs Committee (March 6, 2019) KSR Executive Committee (March 20, 2019) KSR Faculty Council (March 27, 2019) GFC Academic Planning Committee (May 8, 2019) Executive Committee (May 13, 2019) General Faculties Council (May 27, 2019) Board Learning, and Discovery Committee (May 31, 2019) Board of Governors (June 14, 2019)

Strategic Alignment

Alignment with <i>For the Public Good</i>	GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. 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.		
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success		
Legislative Compliance and jurisdiction	Post-Secondary Learning Act GFC Academic Planning Committee Terms of Reference		

Attachments

- Attachment 1 (page(s) 1 -5) 'Proposal Template: Termination of the termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition'
- Attachment 2 (page 1) 'Approval Letter - 2015 BKin Suspensions'

Prepared by: Angela Bayduza, Associate Dean (Undergraduate Programs), Faculty of Kinesiology, Sport, and Recreation; email - ksradu@ualberta.ca

Proposal Template: Program Termination

SECTION 1: PROPOSAL INFORMATION

1.1 Fill in the table below:

Institution	University of Alberta, Faculty of Kinesiology, Sport, and Recreation (formerly Faculty of Physical Education and Recreation)
Program/specialization name	1) Concentration in Cultural and Managerial Study of Sport and Leisure 2) Concentration in Activity and Nutrition
Credential awarded	(1) BPE with a Concentration in Cultural and Managerial Studies of Sport and Leisure (2) BPE with a Concentration in Activity and Nutrition
Proposed effective date of termination	Upon approval

1.2 Confirm whether:

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

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

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

See attachment.

Approval date of suspension, January 19, 2015

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

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

1.2.2 No active students remain in the program.

Active program students remain in the program.

* Last remaining student in the Cultural and Managerial Study of Sport and Leisure concentration will graduate June 2019

SECTION 2: RATIONALE

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

In accordance with the UAlberta Academic Plan cornerstones of Talented People, Learning, Discovery and Citizenship, and Transformational Organization and Support, as well as the Faculty's own strategic plan objective to provide an exemplary student experience, a review of the undergraduate curriculum was completed in 2013. General goals of the review were to ensure degree content was keeping pace with new developments in knowledge and new career opportunities for graduates, to enhance learner experiences and objectives, and to reduce redundancies among the degree programs. The degree review committee of the time, presented their recommendations for revisions to the BPE program at an Academic Retreat and Town Hall in June of 2013. Final recommendations for revisions to the BPE program included the suspension of two Areas of Concentration in the BPE degree program at that time: (1) Cultural and Managerial Studies of Sport and Leisure, and (2) Activity and Nutrition. Both of these specialization areas had relatively low enrolment and/or completion rates (see table below) and contained redundancies with other parts of the undergraduate curriculum.

Enrolment in BPE concentrations:

(1) Activity & Nutrition, and (2) Cultural & Managerial Studies in Sport & Leisure

Academic Year	Total Students	Activity & Nutrition	Cultural & Managerial Studies
2005-06	384	19 (5%)	26 (7%)
2006-07	326	25 (8%)	24 (7%)
2007-08	301	25 (8%)	24 (8%)
2008-09	291	25 (9%)	23 (8%)
2009-10	308	23 (7%)	23 (7%)
2010-11	312	35 (11%)	14 (4%)
2011-12	343	36 (10%)	13 (4%)
2012-13	350	29 (8%)	13 (4%)
2013-14	326	28 (9%)	7 (2%)
2014-15	406	14 (3%)	7 (2%)
2015-16	387	3 (1%)	2 (1%)
2016-17	445	0	1 (0%)
2017-18	460	0	1 (0%)
2018-19	477	0	1 (0%)

2.2 *Provide specific information about which internal governance body approved the termination, and provide date of approval.*

Recommendations for the suspension of two areas of concentration in the BPE degree program at that time, (1) Cultural and Managerial Studies of Sport and Leisure, and (2) Activity and Nutrition, were presented and finalized through an Academic Retreat and Town Hall process in June of 2013. Final recommendations for the suspension of two areas of concentration in the BPE degree program were presented and approved by the Faculty's Undergraduate Programs Committee (September 13, 2013), Faculty Executive Committee (September 18, 2013), and Faculty Council (September 25, 2013).

Ministerial approval for suspension of the two areas of concentration was received on January 19, 2015.

Final recommendations for termination of the (1) Cultural and Managerial Studies of Sport and Leisure Concentration and the (2) Activity and Nutrition Concentration have been presented and approved by the Faculty's Undergraduate Programs Committee (March 6, 2019), the Faculty's Executive Committee (March 20, 2019), and Faculty Council (March 27, 2019).

SECTION 3: ACCESS

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

There are no anticipated impacts of the two proposed concentration terminations. The Faculty continues to provide course work and opportunity to prepare students in both concentration areas.

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

Not Applicable.

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

As part of the suspension process, discussions with students enrolled at that time, anonymous survey results collected from students, and the governance process within the Faculty also included student participation. As well, the Faculty of Kinesiology, Sport, and Recreation governance process continues to include students at each internal governance level.

SECTION 4: IMPACT

4.1 *Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.*
Not Applicable.

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

During the suspension process, when communicating with external partners, information regarding the proposed suspensions and eventual terminations was provided to the external institutions and internal departments with which we have partnerships with. During discussions and clarifications with the appropriate individual of each partner, assurances were provided to our partners that students associated with each of these partnerships at that time, and/or in the year prior to the year the suspensions took effect, would be permitted to complete their degree program as planned, which included their Area of Concentration. Though we did not continue to accept any enrollments into the suspended concentrations after the approved suspension dates, these concentrations were kept active to provide students who may have taken a leave of absence or to attend part-time from our various partnerships, ample time to complete these concentrations. It was communicated at that time that the Faculty would eventually move to terminate these concentrations once the last student's program, with one of the declared (1) Cultural and Managerial Studies of Sport and Leisure Concentration or (2) Activity and Nutrition Concentration, was completed.

As a result, pertinent partners and audiences are already aware that these two concentrations will be terminated.

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

There are no anticipated reallocation of resources in relation to the proposed termination of either the (1) Cultural and Managerial Studies of Sport and Leisure Concentration or the (2) Activity and Nutrition Concentration since the number of students who have been declared enrolled with either of the concentrations has been very few, and consistently declining. Resources dedicated to advising have been reallocated to other students enrolled in the Faculty.

OTHER CONSIDERATIONS

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

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:



Innovation and
Advanced Education

File

PA12-KIN

c Brenda

Deputy Minister
6th Floor Commerce Place
10155 - 102 Street
Edmonton, Alberta T5J 4L5
Canada
Telephone 780-415-4744
Fax 780-422-1801
www.iae.alberta.ca

AR 45798

January 19, 2015

Dr. Olive Yonge
Interim Provost and Vice-President (Academic)
University of Alberta
2-40 South Academic Building
Edmonton, AB T6G 2G7

Dear Dr. Yonge

Olive

Innovation and Advanced Education has reviewed the University of Alberta's proposal to suspend the Cultural and Managerial Studies of Sport and Leisure and the Activity and Nutrition specializations within the Bachelor of Kinesiology program from September 1, 2015 to September 1, 2020.

The department approves these suspensions on the understanding that the Board of Governors proposes them based on low enrolment and/or completion rates over several years, and given curriculum redundancies with other specializations in the program and other programs at the University of Alberta. Please advise the department, through the Provider and Program Registry System, of the institution's plan to reactivate or terminate the specialization six months prior to the suspension end date.

We appreciate the University of Alberta's commitment to providing high-quality programming and its ongoing program review and renewal processes.

Sincerely,

Marcia Nelson
Deputy Minister



cc: Douglas O. Goss, Q.C., Chair, Board of Governors, University of Alberta

Governance Executive Summary
Action Item

Agenda Title	Proposed Name Change to Graduate Embedded Certificates for: Community Based Research and Evaluation, School Administration Leadership, Data Science, Teaching and Learning in Nursing Education, and Communicable Diseases, Faculty of Graduate Studies and Research
---------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Motion

<p>THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council and as recommended by the GFC Academic Standards Committee, the renaming of the following embedded Graduates Certificates to Graduate Embedded Certificates:</p> <ul style="list-style-type: none"> • Graduate Embedded Certificate in Community Based Research and Evaluation • Graduate Embedded Certificate in School Administration Leadership • Graduate Embedded Certificate in Data Science • Graduate Embedded Certificate in Teaching and Learning in Nursing Education • Graduate Embedded Certificate in Communicable Diseases <p>as set forth in attachments 1-5, to be effective January 1, 2019.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter(s)	Tammy Hopper, Vice-Provost (Programs) Tracy Raivio, Associate Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To rename the existing five embedded Graduate Certificates as Graduate Embedded Certificates to distinguish these from free-standing Graduate Certificates.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>In December 2018, the GFC Academic Planning Committee approved the renaming of free-standing graduate certificates as “Graduate Certificates” in accordance with the Alberta Credentials Framework. These free-standing certificates were previously called post-baccalaureate certificates.</p> <p>In order to distinguish the existing embedded Graduate Certificates from the free-standing Graduate Certificates, it is proposed that they be called Graduate Embedded Certificates.</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation <i>(parties who have</i>	<p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • Office of the Provost and Vice-President (Academic) • Faculty of Graduate Studies and Research • Office of the Vice-Provost and University Registrar
---------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Item No. 5

<p>seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • University Governance • Strategic Analysis and Data Warehousing • Faculty of Extension • Faculté Saint-Jean • Department of Mathematical and Statistical Sciences • Faculty of Nursing • School of Public Health
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Current students enrolled in existing embedded Graduate Certificates • FGSR Council • GFC Academic Standards Committee (April 18, 2018) • GFC Academic Planning Committee (May 8, 2018)
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Standards Committee: April 18, 2019 GFC Academic Planning Committee: May 8, 2019 (final approval)</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></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>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td><input type="checkbox"/> Enrolment Management</td> <td><input checked="" type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input type="checkbox"/> Faculty and Staff</td> <td><input checked="" type="checkbox"/> Reputation</td> </tr> <tr> <td><input type="checkbox"/> Funding and Resource Management</td> <td><input type="checkbox"/> Research Enterprise</td> </tr> <tr> <td><input type="checkbox"/> IT Services, Software and Hardware</td> <td><input type="checkbox"/> Safety</td> </tr> <tr> <td><input type="checkbox"/> Leadership and Change</td> <td><input checked="" type="checkbox"/> Student Success</td> </tr> <tr> <td><input type="checkbox"/> Physical Infrastructure</td> <td></td> </tr> </table>		<input type="checkbox"/> Enrolment Management	<input checked="" type="checkbox"/> Relationship with Stakeholders	<input type="checkbox"/> Faculty and Staff	<input checked="" type="checkbox"/> Reputation	<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise	<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety	<input type="checkbox"/> Leadership and Change	<input checked="" type="checkbox"/> Student Success	<input type="checkbox"/> Physical Infrastructure	
<input type="checkbox"/> Enrolment Management	<input checked="" type="checkbox"/> Relationship with Stakeholders													
<input type="checkbox"/> Faculty and Staff	<input checked="" type="checkbox"/> Reputation													
<input type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise													
<input type="checkbox"/> IT Services, Software and Hardware	<input type="checkbox"/> Safety													
<input type="checkbox"/> Leadership and Change	<input checked="" type="checkbox"/> Student Success													
<input type="checkbox"/> Physical Infrastructure														
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act GFC Academic Standards Committee Terms of Reference GFC Academic Planning Committee Terms of Reference</p>													

Attachments (each to be numbered 1 - <>)

1. Embedded Cert CBRE Name Change RVSD 04.10.19Table (page(s) 1 - 2)
2. Embedded Cert FSJ School Ldrsp Name Change RVSD 04.10.2019 (page(s) 1 - 3)
3. Embedded Cert Math Data Science Name Change RVSD 04.10.2019 (page(s) 1 - 2)
4. Embedded Cert Nursing TLNE Name Change RVSD 04.10.2019 (page(s) 1 - 2)
5. Embedded Cert SPH Com Dis Name Change RVSD 04.10.2019 (page(s) 1 - 2)

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

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

2020-2021 University of Alberta Proposed Calendar Graduate Program Changes: renaming of the Graduate Certificate in CBRE to the Embedded Graduate Certificate in CBRE

Current	Proposed
<p>Graduate Programs</p> <p>Community-Based Research and Evaluation (CBRE) [Graduate]</p> <p>General Information</p> <p>Community Engagement Studies offers an embedded certificate program leading to a Graduate Certificate in Community-Based Research and Evaluation (CBRE). The certificate is designed to increase the capacity of graduate students to participate in and lead community-based research and evaluation projects. Students will gain conceptual, methodological, and experiential competencies in CBRE that can be integrated within a student's specific program of graduate studies.</p> <p>For more information, visit our website at www.extension.ualberta.ca/study/community-engagement-studies/, or e-mail cbrecert@ualberta.ca.</p> <p>Graduate Program Requirements</p> <p>The Graduate Certificate in Community-Based Research and Evaluation [Graduate]</p> <p>Entrance Requirements</p> <p>This is an embedded certificate program. All applicants must be currently registered in the Faculty of Graduate Studies and Research in either a master's or doctoral degree program.</p> <p>Students may apply at any time after admission to a graduate program, but are advised to apply early to accommodate course selection. Application information may be obtained from Community Engagement Studies, Faculty of Extension, 2-356 Enterprise Square. For more information, visit our website at www.extension.ualberta.ca/study/community-engagement-studies/, or e-mail cbrecert@ualberta.ca.</p>	<p>Graduate Programs</p> <p>Community-Based Research and Evaluation (CBRE) [Graduate]</p> <p>General Information</p> <p>Community Engagement Studies offers a Graduate Embedded Certificate in Community-Based Research and Evaluation (CBRE). The embedded certificate is designed to increase the capacity of graduate students to participate in and lead community-based research and evaluation projects. Students will gain conceptual, methodological, and experiential competencies in CBRE that can be integrated within a student's specific program of graduate studies.</p> <p>For more information, visit our website at www.extension.ualberta.ca/study/community-engagement-studies/, or e-mail cbrecert@ualberta.ca.</p> <p>Graduate Program Requirements</p> <p>The Graduate Embedded Certificate in Community-Based Research and Evaluation [Graduate]</p> <p>Entrance Requirements</p> <p>This is an embedded certificate. All applicants must be currently registered in the Faculty of Graduate Studies and Research in either a master's or doctoral degree program.</p> <p>Students may apply at any time after admission to a graduate program, but are advised to apply early to accommodate course selection. Application information may be obtained from Community Engagement Studies, Faculty of Extension, 2-356 Enterprise Square. For more information, visit our website at www.extension.ualberta.ca/study/community-engagement-studies/, or e-mail cbrecert@ualberta.ca.</p>

Program Requirements

Requirements for the **graduate certificate** in CBRE consist of the satisfactory completion of INT D 500 (★3), one ★3 graduate-level course in program planning and evaluation, one ★3 graduate-level course in quantitative research methods, one ★3 graduate-level course in qualitative research methods and a supervised CBRE experience. A graduate-level course in mixed methods (qualitative and quantitative) may be substituted for either the quantitative or qualitative methods course requirement. The courses other than INT D 500 must be selected from a list of approved options available from Community Engagement Studies, Faculty of Extension, 2-410 Enterprise Square. For more information, visit our website at www.extension.ualberta.ca/study/communityengagement-studies/, or e-mail cbrecert@ualberta.ca.

Length of Program

All **program** requirements must be completed during the student's graduate degree program.

Program Requirements

Requirements for the **Graduate Embedded Certificate** in CBRE consist of the satisfactory completion of INT D 500 (★3), one ★3 graduate-level course in program planning and evaluation, one ★3 graduate-level course in quantitative research methods, one ★3 graduate-level course in qualitative research methods and a supervised CBRE experience. A graduate-level course in mixed methods (qualitative and quantitative) may be substituted for either the quantitative or qualitative methods course requirement. The courses other than INT D 500 must be selected from a list of approved options available from Community Engagement Studies, Faculty of Extension, 2-410 Enterprise Square. For more information, visit our website at www.extension.ualberta.ca/study/communityengagement-studies/, or e-mail cbrecert@ualberta.ca.

Length of Program

All **embedded certificate** requirements must be completed during the student's graduate degree program.

Justification:

Approved by:

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

2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Faculté Saint-Jean [Graduate]</p> <p>General Information Faculté Saint-Jean offers graduate work leading to a Master of Education degree specializing in Language and Culture and a Master of Arts degree specializing in Canadian Studies. These multidisciplinary programs recognize the uniqueness of the Faculté and enable students to pursue studies in French at the master's level.</p> <p>Information générale La Faculté Saint-Jean offre des programmes multidisciplinaires de deuxième cycle menant à la Maîtrise en sciences de l'éducation-Études en langue et culture et la Maîtrise en arts en études canadiennes. Les programmes reflètent le caractère unique de la Faculté et permettent aux étudiants de poursuivre leurs études en français au niveau des études supérieures.</p> <p>Graduate Program Requirements</p> <p>The Degree of MEd in Etudes en langue et culture (Faculté Saint-Jean) [Graduate] [...]</p> <p>Program Requirements The MEd may be taken as a course-based program or as a thesis-based program.</p> <p>Students can choose to concentrate in one of three areas: School Administration and Leadership Inclusion, Diversity and Equality Numeracy, Literacy and Curriculum</p> <p>Note: The School Administration and Leadership concentration can lead to a Graduate Certificate in School Administration). For more information, visit the section The Graduate Certificate in School Administration Leadership. [...]</p>	<p>Graduate Programs</p> <p>Faculté Saint-Jean [Graduate]</p> <p>General Information Faculté Saint-Jean offers graduate work leading to a Master of Education degree specializing in Language and Culture and a Master of Arts degree specializing in Canadian Studies. These multidisciplinary programs recognize the uniqueness of the Faculté and enable students to pursue studies in French at the master's level.</p> <p>Information générale La Faculté Saint-Jean offre des programmes multidisciplinaires de deuxième cycle menant à la Maîtrise en sciences de l'éducation-Études en langue et culture et la Maîtrise en arts en études canadiennes. Les programmes reflètent le caractère unique de la Faculté et permettent aux étudiants de poursuivre leurs études en français au niveau des études supérieures.</p> <p>Graduate Program Requirements</p> <p>The Degree of MEd in Etudes en langue et culture (Faculté Saint-Jean) [Graduate] [...]</p> <p>Program Requirements The MEd may be taken as a course-based program or as a thesis-based program.</p> <p>Students can choose to concentrate in one of three areas: School Administration and Leadership Inclusion, Diversity and Equality Numeracy, Literacy and Curriculum</p> <p>Note: The School Administration and Leadership concentration can lead to a Graduate Embedded Certificate in School Administration Leadership). For more information, visit the section The Graduate Embedded Certificate in School Administration Leadership. [...]</p>

Maîtrise en sciences de l'éducation - Études en langue et culture [Graduate]

[...]

Les exigences du programme

Le programme de Maîtrise en sciences de l'éducation (MEd) offre deux voies possibles: l'une avec thèse, l'autre sans thèse (projet).

Les étudiants peuvent choisir de se concentrer dans l'un des trois domaines suivants :

Leadership et administration scolaire

Inclusion, diversité et équité

Littérature, numérotique et curriculum

Note : La concentration Leadership et administration scolaire peut mener à l'obtention d'un certificat **de cycle** supérieur en administration scolaire. Pour plus d'informations, veuillez consulter la section Certificat supérieur en administration scolaire.

[...]

The Graduate Certificate in School Administration Leadership

Entrance Requirements

This is an embedded certificate program. All applicants must be currently registered in the Faculty of Graduate Studies and Research in the Master Education program (MEd) of Faculté Saint-Jean.

Students may apply at any time after admission to the MEd program, but are advised to apply early to accommodate course selection. For more information, visit our website at <https://www.ualberta.ca/campus-saint-jean/programmes/etudes-superieures>, or e-mail maitrise@ualberta.ca.

Program Requirements

Requirements for the **graduate** certificate in School Administration Leadership consist of the satisfactory completion of the following four courses:

- M EDU 540 - Dimensions politiques et administratives de l'éducation bilingue
- M EDU 560 - L'administration de l'éducation
- M EDU 561 - Formation des habiletés de supervision et de leadership
- M EDU 562 - Stage pratique de direction

Maîtrise en sciences de l'éducation - Études en langue et culture [Graduate]

[...]

Les exigences du programme

Le programme de Maîtrise en sciences de l'éducation (MEd) offre deux voies possibles: l'une avec thèse, l'autre sans thèse (projet).

Les étudiants peuvent choisir de se concentrer dans l'un des trois domaines suivants :

Leadership et administration scolaire

Inclusion, diversité et équité

Littérature, numérotique et curriculum

Note : La concentration Leadership et administration scolaire peut mener à l'obtention d'un certificat **intégré** supérieur en administration scolaire. Pour plus d'informations, veuillez consulter la section Certificat **intégré** supérieur en administration scolaire.

[...]

The Graduate **Embedded** Certificate in School Administration Leadership

Entrance Requirements

This is an embedded certificate program. All applicants must be currently registered in the Faculty of Graduate Studies and Research in the Master Education program (MEd) of Faculté Saint-Jean.

Students may apply at any time after admission to the MEd program, but are advised to apply early to accommodate course selection. For more information, visit our website at <https://www.ualberta.ca/campus-saint-jean/programmes/etudes-superieures>, or e-mail maitrise@ualberta.ca.

Program Requirements

Requirements for the **Graduate Embedded** Certificate in School Administration Leadership consist of the satisfactory completion of the following four courses:

- M EDU 540 - Dimensions politiques et administratives de l'éducation bilingue
- M EDU 560 - L'administration de l'éducation
- M EDU 561 - Formation des habiletés de supervision et de leadership
- M EDU 562 - Stage pratique de direction

Length of Program

All **program** requirements must be completed during the student's graduate degree program.

Certificat supérieur en administration scolaire

Conditions d'admission

Ceci est un programme de certificat intégré. Tous les candidats doivent être inscrits à la Faculty of Graduate Studies and Research dans le programme de Maîtrise en sciences de l'éducation (MEd) de la Faculté Saint-Jean. Les étudiants peuvent s'inscrire au certificat à tout moment après leur admission au programme de MEd, mais on conseille de faire la demande tôt pour s'assurer des choix de cours. Pour plus d'informations, visitez notre site Web à <https://www.ualberta.ca/campus-saint-jean/programmes/etudes-superieures>, or e-mail maitrise@ualberta.ca.

Exigences du program

Pour obtenir le certificat supérieur en administration scolaire l'étudiant doit réussir les quatre cours suivants:

- M EDU 540 - Dimensions politiques et administratives de l'éducation bilingue
- M EDU 560 - L'administration de l'éducation
- M EDU 561 - Formation des habiletés de supervision et de leadership
- M EDU 562 - Stage pratique de direction

Durée du programme

Toutes les exigences du certificat doivent être complétées au cours du programme de Maîtrise en sciences de l'éducation (MEd).

Length of Program

All **embedded certificate** requirements must be completed during the student's graduate degree program.

Certificat supérieur **intégré en administration scolaire**

Conditions d'admission

Ceci est un programme de certificat intégré. Tous les candidats doivent être inscrits à la Faculty of Graduate Studies and Research dans le programme de Maîtrise en sciences de l'éducation (MEd) de la Faculté Saint-Jean. Les étudiants peuvent s'inscrire au certificat à tout moment après leur admission au programme de MEd, mais on conseille de faire la demande tôt pour s'assurer des choix de cours. Pour plus d'informations, visitez notre site Web à <https://www.ualberta.ca/campus-saint-jean/programmes/etudes-superieures>, or e-mail maitrise@ualberta.ca.

Exigences du program

Pour obtenir le certificat supérieur en administration scolaire l'étudiant doit réussir les quatre cours suivants:

- M EDU 540 - Dimensions politiques et administratives de l'éducation bilingue
- M EDU 560 - L'administration de l'éducation
- M EDU 561 - Formation des habiletés de supervision et de leadership
- M EDU 562 - Stage pratique de direction

Durée du programme

Toutes les exigences du certificat **intégré** doivent être complétées au cours du programme de Maîtrise en sciences de l'éducation (MEd).

Justification:

Approved by:

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

2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Mathematical and Statistical Sciences [Graduate]</p> <p>Graduate Program Requirements</p> <p>Graduate Embedded Certificate in Data Science (DS) (Mathematical and Statistical Sciences) [Graduate]</p> <p>The growing availability of large data sets in industry and government increases the demand for qualified data analysts. The certificate in DS allows PhD and MSc students in theory based mathematics programs to upgrade their qualifications towards data analysis. The DS certificate is open to registered students in MSc and PhD programs in Mathematics, Applied Mathematics, and Mathematical Physics.</p> <p>For the DS certificate</p> <p>For the DS certificate it is required that students complete the Graduate Teaching and Learning Certificate Level 1 (GTL Level 1) plus ★9 chosen from the following list:</p> <ul style="list-style-type: none"> • BIOL 501 - Applied Bioinformatics • CMPUT 551 - Topics in Artificial Intelligence (this course requires solid programming skills. It is highly recommended to first take CMPUT 174 and CMPUT 175) • CMPUT 659 - Topics in Artificial Intelligence • MATH 508 - Computational Finance • STAT 501 - Directed Study I • STAT 502 - Directed Study II • STAT 503 - Directed Study III • STAT 504 - Directed Study IV • STAT 505 - Directed Study V • STAT 568 - Design and Analysis of Experiments • STAT 575 - Multivariate Analysis • STAT 578 - Regression Analysis 	<p>Graduate Programs</p> <p>Mathematical and Statistical Sciences [Graduate]</p> <p>Graduate Program Requirements</p> <p>Graduate Embedded Certificate in Data Science (DS) (Mathematical and Statistical Sciences) [Graduate]</p> <p>The growing availability of large data sets in industry and government increases the demand for qualified data analysts. The Graduate Embedded Certificate in DS allows PhD and MSc students in theory based mathematics programs to upgrade their qualifications towards data analysis. The DS embedded certificate is open to registered students in MSc and PhD programs in Mathematics, Applied Mathematics, and Mathematical Physics.</p> <p>For the DS embedded certificate</p> <p>For the DS embedded certificate it is required that students complete the Graduate Teaching and Learning Certificate Level 1 (GTL Level 1) plus ★9 chosen from the following list:</p> <ul style="list-style-type: none"> • BIOL 501 - Applied Bioinformatics • CMPUT 551 - Topics in Artificial Intelligence (this course requires solid programming skills. It is highly recommended to first take CMPUT 174 and CMPUT 175) • CMPUT 659 - Topics in Artificial Intelligence • MATH 508 - Computational Finance • STAT 501 - Directed Study I • STAT 502 - Directed Study II • STAT 503 - Directed Study III • STAT 504 - Directed Study IV • STAT 505 - Directed Study V • STAT 568 - Design and Analysis of Experiments • STAT 575 - Multivariate Analysis • STAT 578 - Regression Analysis

Additional Information

Other courses may be approved in consultation with the Associate Chair (Graduate Studies) at the Department of Mathematical and Statistical Sciences.

Upon successful completion of the graduate program, inclusive of the designated DS certificate courses, and the GTL Level 1, the student will be awarded the Embedded Certificate in Data Science in addition to their graduate degree.

Additional Information

Other courses may be approved in consultation with the Associate Chair (Graduate Studies) at the Department of Mathematical and Statistical Sciences.

Upon successful completion of the graduate program, inclusive of the designated DS **embedded** certificate courses, and the GTL Level 1, the student will be awarded the **Graduate** Embedded Certificate in Data Science in addition to their graduate degree.

Justification:

Approved by:

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

2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Nursing [Graduate]</p> <p>General Information The Faculty of Nursing is organized into four broad Areas of Excellence: Nursing Pedagogy; Philosophy, and History (NPPH); Chronicity; Health Equity and Health Systems. This initiative organizes the faculty's research efforts, facilitates the development of research partnerships and interdisciplinary linkages, and directly links with courses in the Master of Nursing (MN) and the PhD.</p> <p>The MN program prepares nurses to fulfil leadership roles in advanced practice nursing; provide health promotion, prevention and specialized care in a variety of health care settings; teach in academic and clinical settings; and contribute to the development of health programs and policies. It provides a solid academic and practice foundation for pursuing a PhD in Nursing.</p> <p>The PhD (Nursing) program is designed to educate for excellence in the development and testing of nursing knowledge and research-based nursing practice. The number and types of courses included in the program will vary according to the individual needs of the student.</p> <p>The embedded Graduate Certificate in Teaching and Learning in Nursing Education is recognition of the completion of three specific graduate level courses in teaching and learning. This certificate is provided to those students who, upon fulfillment of the requirements for either the Master of Nursing or PhD (Nursing) Program, have focused on the practice of teaching and completed the three graduate level teaching and learning courses. Preferably, students will declare an intention to receive the embedded Graduate Certificate in Teaching and Learning in Nursing Education at the beginning of their graduate program.</p>	<p>Graduate Programs</p> <p>Nursing [Graduate]</p> <p>General Information The Faculty of Nursing is organized into four broad Areas of Excellence: Nursing Pedagogy; Philosophy, and History (NPPH); Chronicity; Health Equity and Health Systems. This initiative organizes the faculty's research efforts, facilitates the development of research partnerships and interdisciplinary linkages, and directly links with courses in the Master of Nursing (MN) and the PhD.</p> <p>The MN program prepares nurses to fulfil leadership roles in advanced practice nursing; provide health promotion, prevention and specialized care in a variety of health care settings; teach in academic and clinical settings; and contribute to the development of health programs and policies. It provides a solid academic and practice foundation for pursuing a PhD in Nursing.</p> <p>The PhD (Nursing) program is designed to educate for excellence in the development and testing of nursing knowledge and research-based nursing practice. The number and types of courses included in the program will vary according to the individual needs of the student.</p> <p>The Graduate Embedded Certificate in Teaching and Learning in Nursing Education is recognition of the completion of three specific graduate level courses in teaching and learning. This certificate is provided to those students who, upon fulfillment of the requirements for either the Master of Nursing or PhD (Nursing) Program, have focused on the practice of teaching and completed the three graduate level teaching and learning courses. Preferably, students will declare an intention to receive the Graduate Embedded Certificate in Teaching and Learning in Nursing Education at the beginning of their graduate program.</p>

Graduate Program Requirements

The Graduate Certificate in Teaching and Learning in Nursing Education (Nursing) [Graduate]

Nursing education requires educators who are not only proficient in clinical knowledge and skill but who are also knowledgeable and informed about the process of teaching and learning. The completion of this certificate would reflect the acquisition of the relevant knowledge and skills required to teach in the discipline of nursing. At a glance, this certificate would thus allow for instant recognition of formal preparation in teaching and learning.

Students admitted to either the Master of Nursing or PhD (Nursing) Program may choose to focus on the practice of teaching and learning within the context of nursing education. Students who declare this choice at the beginning of their graduate program will be required to register in and successfully complete the three graduate level courses (NURS 546, NURS 556, NURS 586) focused on teaching and learning in higher education for nursing. Upon successful completion of the graduate program, inclusive of the designated teaching and learning courses, the student will be awarded the **embedded** Graduate Certificate in Teaching and Learning in Nursing Education in addition to their graduate degree. The **embedded** Graduate Certificate in Teaching and Learning in Nursing Education will be noted on the student's transcript.

Graduate Program Requirements

The Graduate **Embedded** Certificate in Teaching and Learning in Nursing Education (Nursing) [Graduate]

Nursing education requires educators who are not only proficient in clinical knowledge and skill but who are also knowledgeable and informed about the process of teaching and learning. The completion of this **embedded** certificate would reflect the acquisition of the relevant knowledge and skills required to teach in the discipline of nursing. At a glance, this **embedded** certificate would thus allow for instant recognition of formal preparation in teaching and learning.

Students admitted to either the Master of Nursing or PhD (Nursing) Program may choose to focus on the practice of teaching and learning within the context of nursing education. Students who declare this choice at the beginning of their graduate program will be required to register in and successfully complete the three graduate level courses (NURS 546, NURS 556, NURS 586) focused on teaching and learning in higher education for nursing. Upon successful completion of the graduate program, inclusive of the designated teaching and learning courses, the student will be awarded the Graduate **Embedded** Certificate in Teaching and Learning in Nursing Education in addition to their graduate degree. The Graduate **Embedded** Certificate in Teaching and Learning in Nursing Education will be noted on the student's transcript.

Justification:

Approved by:

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

2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Public Health [Graduate]</p> <p>Graduate Program Requirements</p> <p>Certificates (Public Health) [Graduate]</p> <p>Embedded Graduate Certificate in Communicable Diseases</p> <p>General Information The embedded Graduate Certificate in Communicable Diseases will provide courses to learn: 1) the characteristics of specific communicable diseases; 2) how to control communicable diseases, and; 3) about methods to monitor and study communicable diseases. Students pursue the Certificate in Communicable Diseases by fulfilling their degree requirements and by completing the following course requirements (★9) as part of their electives.</p> <p>Entrance Requirements The certificate is open to students enrolled in an MSc degree in the School of Public Health (SPH), with a particular interest in Communicable Diseases. This certificate will also be available to students in other graduate degrees in the SPH, as well as other Faculties.</p> <p>Students must be in good academic standing at the time of application for the certificate.</p> <p>Students in the SPH MSc programs will be required to register for the certificate no later than September 30 of their second year, or at completion of ★12 if studying part-time.</p> <p>For information on the application process for the certificate, refer to the School of Public Health at www.ualberta.ca/public-health.</p>	<p>Graduate Programs</p> <p>Public Health [Graduate]</p> <p>Graduate Program Requirements</p> <p>Certificates (Public Health) [Graduate]</p> <p>Graduate Embedded Certificate in Communicable Diseases</p> <p>General Information The Graduate Embedded Certificate in Communicable Diseases will provide courses to learn: 1) the characteristics of specific communicable diseases; 2) how to control communicable diseases, and; 3) about methods to monitor and study communicable diseases. Students pursue the embedded certificate in Communicable Diseases by fulfilling their degree requirements and by completing the following course requirements (★9) as part of their electives.</p> <p>Entrance Requirements The embedded certificate is open to students enrolled in an MSc degree in the School of Public Health (SPH), with a particular interest in Communicable Diseases. This certificate will also be available to students in other graduate degrees in the SPH, as well as other Faculties.</p> <p>Students must be in good academic standing at the time of application for the embedded certificate.</p> <p>Students in the SPH MSc programs will be required to register for the embedded certificate no later than September 30 of their second year, or at completion of ★12 if studying part-time.</p> <p>For information on the application process for the embedded certificate, refer to the School of Public Health at www.ualberta.ca/public-health.</p>

Program Requirements

Students must complete the following:

Required courses (★9):

- SPH 697 - Epidemiology and Control of Infectious Diseases

One of:

- SPH 696 - Epidemiology Methods II
- MDCH 646 Introduction to Public Health Surveillance (University of Calgary: accessible through Western Dean’s Agreement);
- Another graduate level (★3) methods course relevant to Communicable Disease approved by student’s Supervisory Committee

Any Three Topics in Public Health:

- SPH 561 - Topics in Public Health
- Topics
- HIV: a Public Health Perspective;
- Hospital Epidemiology and Infection Control;
- Tuberculosis;
- Malaria;
- Vaccine-Preventable Diseases and Immunization Programs;
- Outbreak investigation

Note:

The certificate will be awarded at the time the students earn their degree.

Program Requirements

Students must complete the following:

Required courses (★9):

- SPH 697 - Epidemiology and Control of Infectious Diseases

One of:

- SPH 696 - Epidemiology Methods II
- MDCH 646 Introduction to Public Health Surveillance (University of Calgary: accessible through Western Dean’s Agreement);
- Another graduate level (★3) methods course relevant to Communicable Disease approved by student’s Supervisory Committee

Any Three Topics in Public Health:

- SPH 561 - Topics in Public Health
- Topics
- HIV: a Public Health Perspective;
- Hospital Epidemiology and Infection Control;
- Tuberculosis;
- Malaria;
- Vaccine-Preventable Diseases and Immunization Programs;
- Outbreak investigation

Note:

The **embedded** certificate will be awarded at the time the students earn their degree.

Justification:

Approved by:

Governance Executive Summary
Action Item

Agenda Title	Proposed Increases to Minimum English Language Proficiency Entrance Requirements for Graduate Program, Faculty of Graduate Studies and Research
---------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------

Motion

<p>THAT the GFC Academic Planning Committee recommend that General Faculties Council approve the proposed increases to the minimum English Language Proficiency scores as recommended by the GFC Academic Standards Committee, as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, for implementation for Fall 2020 admissions and to be published in the 2020-2021 Calendar.</p>

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research
Presenter(s)	Tracy Raivio, Associate Dean, Faculty of Graduate Studies and Research

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to increase the minimum FGSR acceptable English Language Proficiency scores for TOEFL, MELAB, CAEL and Pearson.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>FGSR is proposing to raise the minimum internet-based TOEFL score to 90, and raise the minimum band score to 21; add a minimum MELAB band score of 80, and a minimum score of 3 on the speaking component; raise the minimum CAEL overall score to 70; and raise the minimum Pearson overall score to 61 and add a minimum band score of 60.</p> <p>The increases are proposed in order to align FGSR minimum ELP requirements with the undergraduate values. Graduate students at this University should meet the same English Language proficiency requirements as the undergraduate students that many of them will be teaching. It is also important for FGSR to stay competitive with other top universities in Canada.</p> <p>Higher ELP scores will ensure graduate students are better prepared to undertake graduate studies and research in English.</p> <p>This increase is being proposed for implementation for Fall 2020 admissions.</p>
Supplementary Notes and context	<p>GFC approved increases to English Language Proficiency scores for undergraduate admission in September 2017.</p> <p>Approved FGSR minimum English Language Proficiency requirements will be reflected in Calendar entries for all graduate programs as appropriate. Other programs will continue to use higher requirements, as approved.</p>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> Policy Review Committee (sub-committee of FGSR Council), which includes GSA representation and the Graduate Ombudsman
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> GFC Academic Standards Committee
	<u>Those who have been informed:</u> <ul style="list-style-type: none">
Approval Route (Governance) (including meeting dates)	FGSR Council - March 20, 2019 GFC Academic Standards Committee - April 18, 2019 GFC Academic Planning Committee - May 8, 2019 General Faculties Council – September 23, 2019

Strategic Alignment

Alignment with <i>For the Public Good</i>	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.		
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.		
	<table border="0"> <tr> <td> <input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success		
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference		

Attachments (each to be numbered 1 - <>)

- Attachment 1 (page(s) 1 - <>) FGSR Calendar Change Request form.
- Attachment 2 (page(s) 1 - <>) Comparison chart

Prepared by: Maria Chia, Graduate Calendar project, mchia@ualberta.ca

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

2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:

FGSR is proposing the following changes to the minimum acceptable English Language Proficiency scores:

- **Raise the minimum internet-based TOEFL score to 90, and raise the minimum band score to 21;**
- **Add a minimum MELAB band score of 80, and a minimum score of 3 on the speaking component;**
- **Raise the minimum CAEL overall score to 70;**
- **Raise the minimum Pearson overall score to 61 and add a minimum band score of 60.**

These changes are proposed to bring FGSR minimum ELP scores in line with the minimum acceptable undergraduate scores, and are for implementation for Fall 2020 admissions.

Current	Proposed
<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>English Language Requirement</p> <p>[...]</p> <p>The minimum acceptable scores are:</p> <ul style="list-style-type: none"> • TOEFL: total score of 88 with a score of at least 20 on each of the individual skill areas (internet-based) or equivalent • MELAB: 85 • Academic IELTS: 6.5, with at least 5.5 on each test band. • CAEL: overall 60 with at least 60 on each subtest. • PTE Academic: 59. <p>[...]</p>	<p>Regulations of the Faculty of Graduate Studies and Research</p> <p>[...]</p> <p>English Language Requirement</p> <p>[...]</p> <p>The FGSR minimum acceptable scores are:</p> <ul style="list-style-type: none"> • TOEFL: total score of 90 with a score of at least 21 on each of the individual skill areas (internet-based) or equivalent • MELAB: 85 with a minimum band score of 80 and a minimum score of 3 on the speaking component • Academic IELTS: 6.5, with at least 5.5 on each test band. • CAEL: overall 70 with at least 60 on each subtest. • PTE Academic: 61 with a minimum band score of 60. <p>[...]</p>
<p>Justification: To bring the FGSR minimum ELP requirements in line with undergraduate values. Graduate students at this University should meet the same English Language proficiency requirements as the undergraduate students that many of them will be teaching. It is also important for FGSR to stay competitive with other top universities in Canada.</p> <p>Approved by: FGSR Council March 21, 2019</p>	

	Current undergrad ELP (2019-2020 Calendar)	Current FGSR ELP (2019-2020 Calendar)	Proposed change	UBC Graduate admissions	University of Toronto graduate admissions	McGill graduate admissions	McMaster Graduate admissions	Waterloo graduate admissions	U Calgary graduate admissions
TOEFL (ibt)	90 minimum band score of 21	88 minimum band score of 20	Raise minimum TOEFL to 90 Raise minimum band score to 21	90 22 (reading, listening) and 21 (writing, speaking)	93 22 in writing, speaking	86 no band less than 20	92	90 25 in writing and speaking	86 no band score less than 20
IELTS	6.5 minimum band score of 5.5	6.5 minimum band score of 5.5 *	No change required	6.5 6.0 each component	7.0 at least 6.5 for each component	6.5	6.5 5.5 in each section	7.0 6.5 in writing and speaking	6.5 no section less than 6.0
MELAB	85 minimum band of 80, minimum score of 3 on speaking	85 No minimum band score	Add minimum band score of 80, minimum of 3 on speaking	81		85	85	85 80 in each section, 3 in speaking	80
CAEL	70 minimum band score of 60	60 minimum band score of 60	Raise minimum CAEL to 70	60			70	70 60 per band, 70 writing and speaking	
Pearson	61 minimum of 60 on each skill	59 No minimum band score	Raise minimum Pearson to 61, add minimum band score of 60	59			63 (70 for engineering)	63 65 in writing and speaking	59

*Increase in IELTS minimum band score from 5.0 to 5.5 approved by Academic Planning Committee December 12, 2018 for implementation for Fall 2019 admissions.

Governance Executive Summary
Action Item

Agenda Title	Proposed University of Alberta International Strategic Plan
---------------------	--------------------------------------------------------------------

Motion

THAT the GFC Academic Planning Committee recommend to General Faculties Council the approval of the proposed University of Alberta International Strategic Plan, as proposed by the Provost and Vice-President (Academic), and as contained in Attachment 1, to be effective upon final approval by the Board of Governors.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter(s)	Steven Dew, Provost and Vice-President (Academic) Tammy Hopper, Vice-Provost (Programs) Cen Huang, Interim Vice-Provost & Associate Vice-President (International)

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To present the University of Alberta International Strategic Plan for discussion and recommendation to General Faculties Council.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	The proposed University of Alberta International Strategic Plan contains 11 specific institutional objectives directly linked to the five themes within <i>For the Public Good</i> , as well as a number of strategies to build upon the University's well-established leadership in international engagement and to guide such initiatives into the future. The objectives and strategies within the International Strategic Plan were developed during a broad 24 month consultation process with members of the University community.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • Office of the President • Office of the Provost and Vice-President (Academic) • University of Alberta International (UAI)
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> • Office of the President • Office of the Provost and Vice-President (Academic) • University of Alberta International (UAI) • Students' Union (SU) • Graduate Students' Association (GSA) • Office of the Vice-President (Research) • Office of Advancement • Office of the Registrar • University Governance • University Libraries

Item No. 7

	<ul style="list-style-type: none"> • Faculty of Graduate Studies and Research • Deans' Council • Vice-Provosts' Council • GFC Academic Planning Committee • Board Learning and Discovery Committee • President's Committee on International Strategies (PCIS) • International Steering Committee (ISC) • Associate Deans, all Faculties
Approval Route (Governance) (including meeting dates)	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • <p>GFC Academic Planning Committee: May 8, 2019 GFC Executive Committee: May 13, 2019 General Faculties Council: May 27, 2019 Board Learning and Discovery Committee: May 31, 2019 Board of Governors: June 14, 2019</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>VISION 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.</p> <p>MISSION 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.</p> <p>VALUES The University of Alberta community of students, faculty, staff, and alumni rely on shared, deeply held values that guide behaviour and actions. These values are drawn from the principles on which the University of Alberta was founded in 1908 and reflect a dynamic, modern institution of higher learning, leading change nationally and internationally</p> <p>The International Strategy was developed to reflect all five goals within <i>For the Public Good</i>: Build, Experience, Excel, Engage, and Sustain.</p>			
Alignment with Institutional Risk Indicator	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	<p>Post-Secondary Learning Act (PSLA) GFC APC Terms of Reference</p>			

Item No. 7

	GFC Executive Committee Terms of Reference GFC Terms of Reference BLDC Terms of Reference
--	-------------------------------------------------------------------------------------------------

Attachment:

1. Proposed University of Alberta International Strategic Plan

Prepared by: Andrea Patrick, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic), apatrick@ualberta.ca

University of Alberta

International Strategic Plan

April 18, 2019

The University of Alberta's vision, as articulated in our Institutional Strategic Plan, *For the Public Good*, is to inspire the human spirit through outstanding achievements in learning, discovery and citizenship in a creative community, building one of the world's great universities for the public good. Indeed, we are leaders in international engagement, with a strong track record of accomplishments at home and abroad. To build upon these strengths, and to guide us as we look to the future, we have developed this International Strategic Plan.

This document is aligned with and organized along the five strategic goals in *For the Public Good*: **Build, Experience, Excel, Engage** and **Sustain**. Each section reiterates the overarching goal and provides a number of supporting international objectives, including some specific strategies to achieve them. An implementation plan with appropriate metrics is being developed to allow measurement of progress towards our objectives over the next five years.

I. BUILD

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

International Objective 1: Build a diverse community of exceptional undergraduate and graduate students from all parts of the world.

UAlberta's internationally diverse student population contributes to the institution's overall quest to attract students of outstanding talent and ambition. International students enrich the academic and cultural diversity of UAlberta and contribute to building more meaningful and relevant learning experiences for *all* students. UAlberta has seen, in recent years, a rapid growth in the numbers of international students, and the university has reached its overall recruitment targets of 20% of international students and fulfilled sub-targets of 15% of international students at the undergraduate level and 35% of international students at the graduate level. While these targets may evolve, in the interim international student recruitment efforts will primarily aim at enhancing diversity and ensuring consistently high academic quality in the international student population. The increasing intensity of national and global competition for international undergraduate and graduate students will compel us to not only maintain our recruitment efforts but to refine them, expand their reach, manage their cost and improve their efficiency. UAlberta remains committed to equity and fairness in our international recruitment.

Strategy 1.1 Develop and implement international recruitment plans for undergraduate and graduate students such that all faculties enroll highly performing international students from around the world, optimizing diversity and balance in the composition of the international student population. Regularly revisit our international targets and how they are framed to ensure they reflect the dynamic tension between international opportunity and domestic accountability

Strategy 1.2 More fully develop synergies between undergraduate and graduate recruitment plans and between these plans and other strategic areas in UAlberta's internationalization (e.g. international alumni strategies, post-doctoral fellow recruitment plans). Ensure that recruitment plans satisfy the highest professional and ethical standards whilst ensuring best possible return on investment and cost efficiency

- Strategy 1.3** Collaborate with external stakeholders such as the City of Edmonton, Government of Alberta, Government of Canada, and other peer institutions on strategies to support their efforts to expand international student recruitment and build/improve talent acquisition strategies that fit the needs of both the province and the country
-
- Strategy 1.4** Grow the Sponsored Student Program by expanding professional and efficient interaction with sponsoring partners, their students and supervising professors
-
- Strategy 1.5** Enhance the availability of scholarship and bursary funding for international students and ensure that such use is regularly evaluated for its impact and appropriateness

**International
Objective 2:
Build a community of
exceptional faculty
members and scholars at
the university with
backgrounds in many
parts of the world.**

UAlberta is home to scholars from a wide range of countries. Almost 50% of professors at UAlberta have obtained an academic degree at a university outside of Canada. Scholars with an international background enrich teaching and research at our university. Scholars with backgrounds in countries outside of Canada are natural champions of internationalization and can act as ambassadors of their home country at our university and of our university in their home country. We want to encourage and supports all scholars at UAlberta, whether they are from Canada or from any other part of the world, to build their international network, globally connect with leading colleagues and leverage the most advanced resources available anywhere in the world.

- Strategy 2.1** Ensure that the special contributions of scholars with international backgrounds and scholars with active international relationships and engagement are recognized, celebrated, and supported
-
- Strategy 2.2** Encourage and support associations and informal groups that bring together scholars from or with a special interest in a given country or region to advance the university's goals and reputation there
-
- Strategy 2.3** Develop a plan to recruit international post-doctoral fellows from targeted institutions
-
- Strategy 2.4** Facilitate international contacts and engagement in international collaboration notably for early career scholars

International Objective 3: 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 our many stakeholders.

The University of Alberta is an international university with global impact. An international perspective is critical to telling the UAlberta story. This is true whether we are sharing our research discoveries with an international audience, articulating the contributions and benefits our international activity brings to our campus and local communities, or celebrating the many ways we are bringing a global perspective to our teaching and learning. Building our reputation globally and locally as a university with a strong global perspective is of major importance as we seek to share our story with community, governments, funding bodies, and international partners. As the university develops its comprehensive brand platform, international storytelling and reputation-building are key.

- | | |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategy 3.1 | Develop a comprehensive communications strategy that profiles the university’s strengths and achievements in international learning, discovery, and citizenship initiatives |
| Strategy 3.2 | Communicate to internal and external audiences the benefits of internationalization |
| Strategy 3.3 | Develop and enhance the use of mechanisms for communicating international opportunities in research, teaching, learning and service to the internal campus community |

II. EXPERIENCE

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

International Objective 4: Ensure inclusion of international students into the campus community; support them in their pursuit of their academic, personal, and professional goals; facilitate lasting relationships for international students with their Canadian peers, the university, the City of Edmonton, the Province of Alberta, and Canada.

International students join the University of Alberta to pursue their academic interests, expand their knowledge of the world, develop skills and competencies, gain independence and personal development, advance their career prospects, and build lifelong friendships and networks. Upon graduation, students' goals include pursuing further studies or careers in Canada, in their home country or in a new destination.

We are committed to offering our international students the best possible support throughout their academic career at the University of Alberta and to helping them achieve their goals, including those inspired by their experience of living and studying at the University of Alberta. In engaging with their Canadian peers, inside and outside of the classrooms and research spaces, international students contribute to the global perspective that elevates learning, research, and community service outcomes of the University of Alberta.

Strategy 4.1 Enhance services and programs that ensure academic success for international students

Strategy 4.2 Ensure international students have opportunity to learn about the history of Indigenous peoples of Canada and about Canada's commitment to actions that promote reconciliation

Strategy 4.3	Coordinate and align the efforts of all relevant internal as well as external stakeholders to ensure the broadest range of support and integration of our international student community
Strategy 4.4	Increase intercultural learning opportunities for the campus community (faculty, staff, and students) and ensure active participation of international students in such learning
Strategy 4.5	Expand opportunities for international students to engage in career development through work-integrated learning activities and other programs designed to increase understanding of and transition to the Canadian workplace

International Objective 5: Introduce international dimensions in the learning experiences of all students to enrich their academic achievements, broaden their understanding of the world, educate them as global citizens, and facilitate their career success in a globalized economy.

We are committed to providing domestic and international students with ways to better understand the world and to develop the interest and ability to interact respectfully and effectively with people from diverse cultural, linguistic, religious, and ethnic backgrounds. We will foster a sense of global citizenship and responsibility in our students. Our undergraduate and graduate students in all faculties will acquire the necessary skills and competencies to pursue varied career opportunities in an increasingly global labour market.

Strategy 5.1	Increase participation of undergraduate students in education and work abroad programs while maintaining or enhancing the learning outcomes of these experiences
Strategy 5.2	Expand international experiences for graduate students including participation in joint or dual degree programs, research collaborations, summer schools or internships abroad
Strategy 5.3	Enhance availability of financial support for all forms of international learning
Strategy 5.4	Enhance the range and number of for-credit international learning experiences and improve the transfer credit outcomes for learning undertaken abroad
Strategy 5.5	Increase participation in certificates that recognize students' achievements in global learning such as the Certificates in International Learning (CIL), Sustainability and Global Citizenship

III. EXCEL

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

International Objective 6: Strengthen, expand, and effectively support the international dimension of research and innovation.

International collaboration in research and innovation enhances research excellence and improves the visibility of the UAlberta research enterprise and its reputation. International research collaboration yields an improved ability to tackle larger scale projects and to pool resources, notably also with regard to research infrastructure and expertise. With enhanced international visibility comes an enhanced institutional attractiveness for global talent. Joining forces with research partners abroad can facilitate access to wider funding opportunities.

- | | |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategy 6.1 | Establish an inventory of existing major international collaborations for research and innovation at UAlberta to give evidence of existing depth and breadth of international engagement and guide future strategy development at faculty and at central levels. Develop mechanisms to appropriately evaluate existing partnerships and measure potential of any new opportunities. |
| Strategy 6.2 | Use the signature areas and other areas of research excellence as the key strategic drivers in determining selection of institutional research partners; develop mutually beneficial and complementary programs of joint research, training and researcher mobility |
| Strategy 6.3 | Match interests and expertise between international research initiatives in the university with strategic plans and priorities of all levels of government to contribute to shared goals, and leverage government support in promoting our research capabilities internationally |
| Strategy 6.4 | Streamline communication and coordination between faculties, VP Research, VP Advancement, Alumni Relations, Government Relations, and University of Alberta International (UAI) to identify larger scale international funding opportunities that can foster major research initiatives, especially in the context of the signature areas |
| Strategy 6.5 | Support researchers in identifying funding opportunities in an international context and facilitate grant writing in that context |

**International
Objective 7:
Establish, grow, and
consolidate priority
partnerships with a
select number of
institutions in countries
of particular relevance
to our university.**

Through decades of active international engagement, manifold relationships and collaborative linkages have developed, many of which started at the individual level. Among the more successful and sustainable partnerships are those that evolved from the collaboration of individuals to broader engagement of departments, faculties or the university and which have expanded beyond the original scope of activity.

Partnerships that integrate efforts between faculties and other units across campus allow us to build and maintain some truly high-level interactions. We are committed to developing comprehensive priority partnerships that include a range of international activities, from major research collaboration to student mobility, and include opportunities to attract or leverage new funding, build profile and create innovative academic programming.

Priority partnerships will typically develop in countries and regions with which UAlberta has an existing network of relations including: China, Germany, India, USA, and Mexico / Brazil / Pacific Alliance countries. Other places may be of particular relevance to individual faculties and be of priority for one specific dimension of the international agenda, such as recruitment or education abroad. In our priority partnerships, however, we will aim at a broader range of disciplines and types of interaction.

- | | |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strategy 7.1 | Establish a framework for identifying and supporting institutional priority partners. Develop a process for ongoing review of institutional partnerships to evaluate progress, cost-benefit and strategic alignment |
| Strategy 7.2 | Develop a work plan for each priority partner which identifies key internal stakeholders, outlines priority activities and targets, creates opportunities to diversify the partnership and establishes communication strategies for internal and external audiences |
| Strategy 7.3 | Engage external stakeholders in various levels of government, the corporate sector, other Campus Alberta institutions, and community organizations in partnership activities, and communicate the benefits of such partnerships to a broad range of domestic and international audiences |
| Strategy 7.4 | Identify possibilities for bridge building and cluster development between priority partners to further expand reach and strengthen visibility |

IV. ENGAGE

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.

International Objective 8: Strengthen active participation in international networks, membership associations, and consortia to learn from partners abroad and to profile our university as an institution that is focused on collaboration.

Institutions of higher education and research operate in an environment of increasing complexity and accelerating change. As we grow more and more closely together in a world of powerful communication technology and relatively convenient travel, we better recognize our partners near and far as great sources of learning and inspiration. We see the various opportunities to join forces with partners to pool resources, broaden the reach of our capabilities, and open new doors of understanding. We discover the potential for strengthening the voice of higher education and research nationally and internationally through partnerships within our global community.

-
- Strategy 8.1** Maintain and enhance engagement with some key national and global membership organizations that enrich the scholarly agenda and profile UAlberta as a globally minded institution.
-
- Strategy 8.2** Encourage university members at all levels to engage in international organizations, both for academic purposes and for purposes relating to governing and managing the university
-
- Strategy 8.3** Create more opportunities for our alumni who are living at home or abroad (international and Canadian) to contribute to UAlberta's international agenda

**International
Objective 9:
Encourage UAlberta’s
involvement with
initiatives to benefit
communities around the
world that strive to
better the lives of their
citizens, to build peace,
and to secure a
sustainable future.**

The University of Alberta has a long tradition of engagement in projects and initiatives that have contributed to improving the human condition in economically underprivileged parts of the world, in zones of conflict, and in areas affected by natural disaster or major public health challenges. Such activities have been successful because of contributions of many different faculties, student groups, and dedicated individual members of our university. This spirit of global responsibility and commitment to “uplifting of the whole people” is as alive as ever in our community.

As members of the world community, we face a range of challenges of unprecedented size and complexity. Solving these global challenges will require the contributions of institutions and organizations from around the world. Universities will have a paramount role in developing ground breaking new ideas. UAlberta will honour our commitment to act “For the Public Good” and will do so guided by the UN Sustainable Development Goals (SDG) and in close cooperation with national and international partners. UAlberta will feature itself as a university with a strategic focus on the SDGs and commitment to using them as lead principles for many sectors of our international agenda.

Strategy 9.1	Support and celebrate faculty and student projects and initiatives that advance UN SDGs
Strategy 9.2	Develop and cultivate relationships with international development organizations at the national and international level
Strategy 9.3	Develop strategic geographical and topical areas of focus to concentrate the university’s efforts; connecting and contributing to the UN SDG’s at both the local and global level
Strategy 9.4	Improve mechanisms to better connect UAlberta expertise to international initiatives on global challenges with major policy and funding organizations
Strategy 9.5	Highlight opportunities for engagement and funding sources for international development work

V. SUSTAIN

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

International Objective 10: Ensure clarity of roles and responsibilities for all stakeholders in designing and implementing University of Alberta’s international agenda and facilitate institutional collaboration and alignment.

The University of Alberta pursues internationalization with an integrated and coordinated approach. As internationalization is pervasive across many dimensions of the university, stakeholders from all parts of the campus are encouraged to collaborate. The various dimensions of scholarly pursuits at the university – teaching, research, and service – all play a role in building relationships around the world and creating international impact. An international strategy relies first and foremost on the faculties and their vision, capabilities and needs, balanced with institutional aspirations and parameters. UAI aims at supporting faculty initiatives and, where possible and productive, connecting faculty-based initiatives with other university-wide activities. Other Central level units also shape and facilitate overall institutional brand development and the cultivation of high-level relations for priority projects/programs.

Strategy 10.1 Ensure university-wide communication relating to: international projects and initiatives; news on relevant government trends and developments; information on higher education and research in other parts of the world; good practice information from within UAlberta, the Province of Alberta, Canada, and abroad; in addition to timely information on funding opportunities

Strategy 10.2 Develop and maintain governance structures for the various dimensions of our international agenda and ensure these structures are effectively coordinated so that they form a dynamic, creative, and efficient international ecosystem

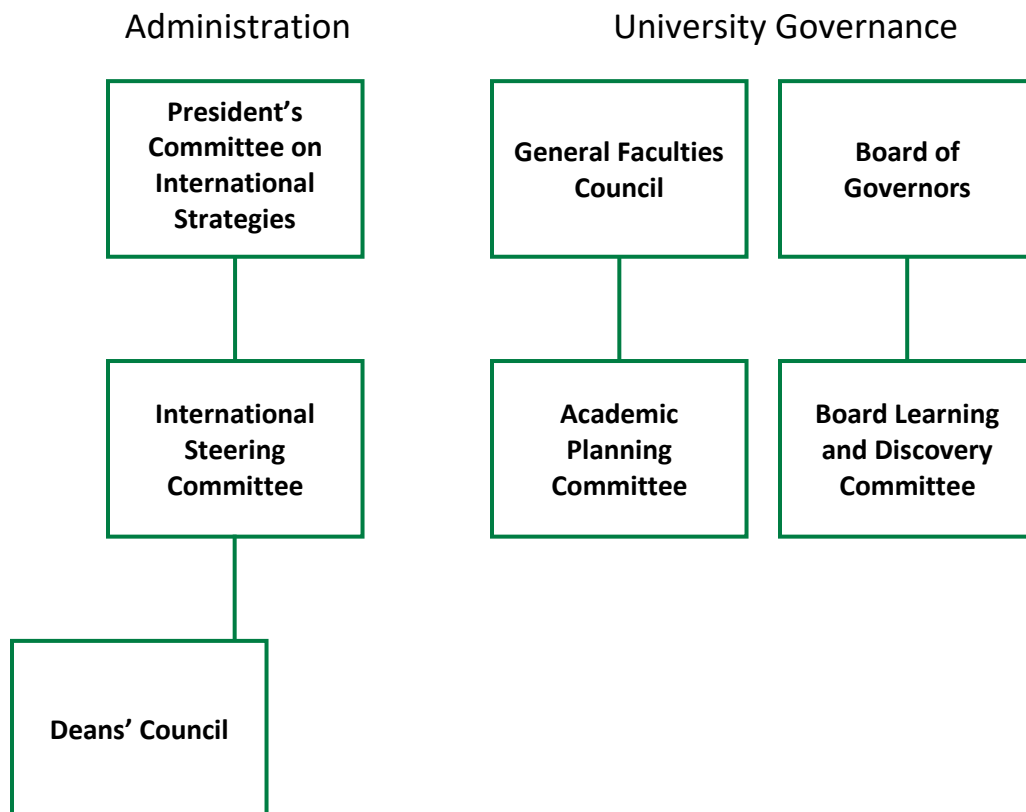
**International
Objective 11:
Ensure effective,
efficient, as well as
sustainable delivery of
international projects
and programs.**

International plans and strategies are being turned into institutional value-add by way of programs and projects that are efficiently, flexibly, and imaginatively designed and managed. We build and cultivate the necessary skills and competencies, we establish and preserve appropriate organizational infrastructure and resources, and we are committed to a culture of accountability and ongoing evaluation in our international activities at all levels of the university.

-
- Strategy 11.1** Develop and enhance structured tools and processes for the delivery of international projects, programs, and initiatives at all levels of the university
-
- Strategy 11.2** Develop and ensure financial resources to support international activities in the Faculties, UAI and other units.
-
- Strategy 11.3** Create and disseminate information on opportunities for professional development relating to the international dimension of teaching, research, and university services, including for improved intercultural communication skills, for professors, staff, and students

OVERSIGHT AND ACCOUNTABILITY

The implementation of UAlberta’s International Strategy unfolds in the environment of a large and complex institution that is aiming to fulfill multiple objectives and operates with numerous stakeholders internally and externally. In such an environment, it is key to keep international activities closely connected to core institutional targets and to ensure ongoing involvement of all relevant stakeholders. UAlberta has thus established an “international ecosystem” that serves as the backbone for all the planning, implementation, and evaluation of the international strategic plan. Annual reports for the comprehensive international strategy and its implementation will be submitted to the relevant stakeholders indicated in the graphic below, as well as to external communities as appropriate.



Governance Executive Summary
Action Item

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

Motion

<p>THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, recommend that the Board of Governors approve the Comprehensive Institutional Plan 2019-22.</p>

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Steven Dew, Provost & Vice-President (Academic)
Presenter(s)	Wendy Rodgers, Deputy Provost

Details

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

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Office of the Provost and Vice-President (Academic) • Office of the Vice-President (Facilities & Operations) • Office of the Vice-President (Research) • Disclosure, Assurance, and Institutional Research
-----------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Item No. 8

<p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<ul style="list-style-type: none"> • Office of the Dean of Students • Office of the Registrar • Government and Community Relations • Financial Planning • University of Alberta International • Information Services and Technology
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • President’s Executive Committee – Strategic • Deans’ Council • Alberta Advanced Education
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> •
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Academic Planning Committee – May 8, 2019 Board Finance and Property Committee – May 28, 2019 Board Learning and Discovery Committee – May 31, 2019 Board of Governors – June 14, 2019</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	The CIP reflects the goals and objectives established in <i>For the Public Good</i> .	
Alignment with Institutional Risk Indicator	Submission satisfies core accountability requirements for the Government of Alberta.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	<i>Fiscal Management Act</i> <i>Postsecondary Learning Act</i>	

Attachments (each to be numbered 1 - <>)

1. Draft Comprehensive Institutional Plan, 2019-22 (page(s) 1 - <>)
2. Complete Enrolment Table (page(s) 1 - <>)

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



COMPREHENSIVE INSTITUTIONAL PLAN 2019-22

DRAFT

TABLE OF CONTENTS

EXECUTIVE SUMMARY

Executive Summary

Mandate and Mission Statement

Accountability Statement

GOALS, PRIORITY INITIATIVES, AND EXPECTED OUTCOMES

APPENDICES

Appendix A: Financial and Budget Information

Appendix B: Enrolment Plan and Proposed Programming Changes

Appendix C: Research, Applied Research, and Scholarly Activities

Appendix D: Underrepresented Learners

Appendix E: Community Initiatives and Regional Stewardship

Appendix F: Current Ministry Initiatives

Appendix G: Internationalization

Appendix H: Capital Plan

Appendix I: Information Technology

LIST OF FIGURES AND TABLES

Figure 1. Consolidated revenue by source

Figure 2. Consolidated expense by type

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

Table 1. Budgeted tuition rates

Table 2. Budgeted consolidated statement of operations by function

Table 3. Budgeted consolidated statement of operations by object

Table 4. Budgeted consolidated statement of cash flows

DRAFT

EXECUTIVE SUMMARY

DRAFT

EXECUTIVE SUMMARY

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

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

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

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

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

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

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

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

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

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

MANDATE AND MISSION STATEMENT

INSTITUTIONAL MANDATE

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

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

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

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

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

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

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

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

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

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

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

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

MISSION STATEMENT

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

For the Public Good, approved June 2016.

ACCOUNTABILITY STATEMENT

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

Michael Phair
Chair, Board of Governors

DRAFT

GOALS, PRIORITY INITIATIVES, AND EXPECTED OUTCOMES

GOALS, PRIORITY INITIATIVES, AND EXPECTED OUTCOMES

ACCESSIBILITY

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

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

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

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

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

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

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

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

AFFORDABILITY

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

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

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

QUALITY

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

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

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

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

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

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

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

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

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

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

COORDINATION

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

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

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

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

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

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

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

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

ACCOUNTABILITY

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

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

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

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

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

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

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

DRAFT

GOALS, PRIORITY INITIATIVES, AND EXPECTED OUTCOMES

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

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

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

	<p>and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada. (2025)</p> <p>2017-P11. Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the French/English linguistic duality of Canada as well as the world-wide multi-ethnic Francophonie, by positioning the university locally, nationally and internationally as a destination of choice for francophone and bilingual students; and by progressively improving Campus Saint-Jean students' and applicants' access to French-language services. (2025)</p>	<p>Recruitment Strategy Year 3 complete and KPIs for Years 2 and 3 complete.</p>		
<p>2017-G4. Support the recruitment and retention of a diverse and inclusive faculty and non-academic staff to ensure that students have access to a university community reflective of Alberta's diversity. (2025)</p>	<p>2017-P6. Review, improve and implement equity processes and procedures for recruiting and supporting faculty and staff in all categories to ensure a balanced academy and workforce that is representative of women, visible minorities, sexual and gender minorities, Indigenous peoples and peoples with disabilities. (2020)</p>	<p>2017-EO4. Enhanced support for equity, diversity and inclusion promotes university values, ensures that the professoriate and university workforce more closely reflect the community at large and enhances the intellectual diversity of the academy. (ongoing, complete by 2025) 2019 update: Strategic Plan for Equity, Diversity, and Inclusivity launched; review of recruitment policies and processes underway.</p> <p>2017-EO5. Renewal of the professoriate to increase diversity. More applications from individuals with diverse backgrounds expand our available conceptual tools, leading to a more creative academy. (2025) 2019 update: enhanced demographic data collection underway to support benchmarking.</p>	<p>2017-PM2. Composition of faculty and staff: gender (target: 43% female professoriate by 2025; 2018/19: 38%), Indigenous (target: 26 faculty members by 2025), visible minority (target: 25% of faculty members by 2025), disability status. Note: Data are only available for continuing, operating-funded positions; broader data collection and target setting are under development.</p> <p>Data are self-reported.</p>	<p>Build, Objective 2, 3</p>
Affordability				
Goals	Priority Initiatives	Expected Outcomes	Performance Measures	
<p>2017-G6 updated to: 2019-G6. Ensure robust student financial support in the context of financial stewardship to sustain, enhance,</p>	<p>2017-P1. Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support (2025)</p> <p>2017-P2. Encourage</p>	<p>2019-EO1. Enhanced tracking and reporting on student merit-based and needs-based awards. (2018) Completed</p> <p>2019 update: Provided almost \$63 million in needs-</p>	<p>2019-PM1. Student Financial Aid Report</p> <p>2017-PM2 updated to: 2019-PM1. Financial sustainability. The university reports on financial sustainability through numerous</p>	<p>Sustain, Objective 22</p>

<p>promote and facilitate the university's core mission and strategic goals. (2020)</p>	<p>transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information and access to shared, reliable institutional data. (2018) Completed</p>	<p>based student aid in 2017/18. Continued enhancements to Annual Student Financial Supports Report; implementing mechanisms for enhanced cost transparency for international students.</p> <p>2017-EO3. Continued optimization of the university's financial resources, including the management of endowments, to support long-term student affordability and institutional sustainability. (2020) 2019 update: Joint tuition and budget consultation mechanism with students in place; new budget model, budgeting system, and multi-year planning framework in development and implementation.</p>	<p>established mechanisms, notably the Audited Financial Statements.</p>	
<p>2017-G7. Continue to build and support an integrated approach to social, economic and environmental sustainability that incorporates teaching and learning, research, outreach, capacity building and the operations that support them. (2020) Completed</p>	<p>2017-P3. Integrate sustainability into teaching, learning, research and outreach in ways that foster critical, interdisciplinary, long-term and systems thinking on sustainability. Completed</p>	<p>2017-EO2. Continued advancement of the three pillars of sustainability: environmental, economic and social, through action to "green" U of A activities, reduce energy demands and promote sustainability across all university activities. (2020) Completed</p> <p>2019 update: Fully integrated physical sustainability functions into operational units; broad range of sustainability-related research and teaching in place, supported through the Sustainability Council.</p>	<p>2017-PM1. STARS Rating The Sustainability Tracking, Assessment and Rating System (STARS) is an integrated assessment of institutional sustainability. The university targets a Gold rating (2017: Gold rating achieved).</p>	<p>Sustain, Objective 20</p>
<p>2017-G5.-Removed – capital and information technology priorities are addressed in relevant appendices.</p>				
<p>Quality</p>				
Goals	Priority Initiatives	Expected Outcomes	Performance Measures	
<p>2017-G8. Build a portfolio of Signature Areas of Research and Teaching Excellence where the University of Alberta is, or will be recognized, as a global leader. (2017-20)</p>	<p>2017-P1. Develop a process to identify and support established and emerging Signature Areas of Research and Teaching Excellence. (2018) Completed</p> <p>2018-P1. Identify governance and oversight mechanisms for</p>	<p>2017-EO1. Defined process identifying "signature", as well as emerging, areas of teaching and research excellence to be nurtured and strengthened for the future. (2017) 2019 update: university endorses three Signature Areas of Research and Teaching: Precision Health,</p>		<p>Excel, Objective 12</p>

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

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

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

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

Accountability

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

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

APPENDIX A: FINANCIAL AND BUDGET INFORMATION

DRAFT

APPENDIX A: FINANCIAL AND BUDGET INFORMATION

OVERVIEW

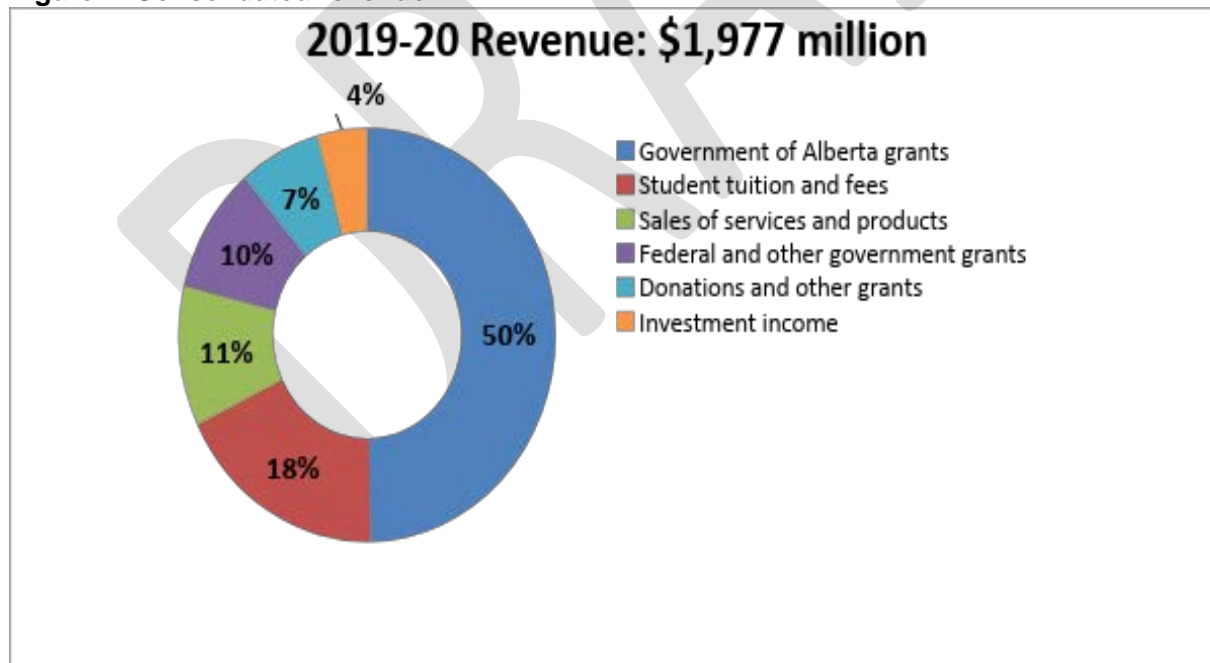
The 2019-20 budget was approved by the Board of Governors on March 15, 2019.

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

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

CONSOLIDATED REVENUE

Figure 1. Consolidated revenue



Government of Alberta grants

Government of Alberta grants are the largest source of funding for the university's activities. These grants are budgeted to be \$983.1 million or 50 per cent of consolidated revenues in 2019/20.

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

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

Federal and other government grants

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

Student tuition and fees

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

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

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

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

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

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

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

Sales of services and products

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

Donations and other grants

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

Investment income

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

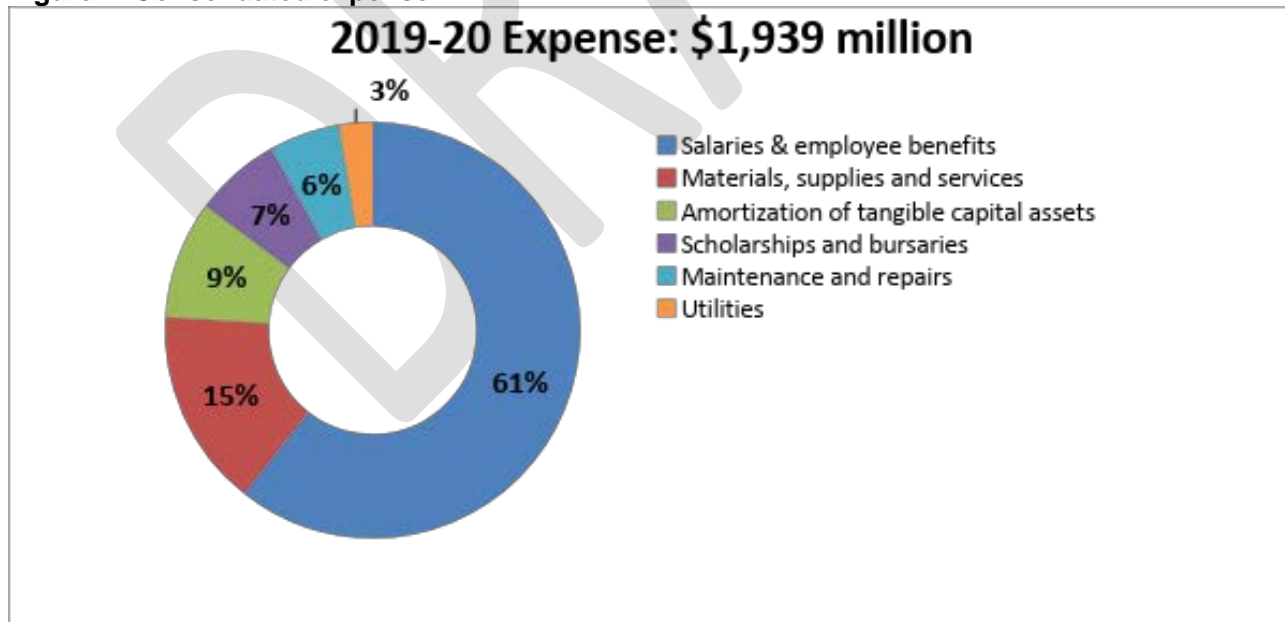
Revenue decline mitigation strategies

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

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

EXPENSE

Figure 2. Consolidated expense



Salaries and benefits

Salaries are budgeted to be \$976.4 million or 51 per cent of consolidated expenses in 2019/20. And benefits are budgeted to be \$199.1 million or 10 per cent of consolidated expenses in 2019/20.

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

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

Materials, supplies, and services

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

Scholarships and bursaries

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

Maintenance and repairs

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

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

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

Utilities

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

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

Amortization of tangible capital assets

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

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

Expenditure increase mitigation strategies

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

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

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

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

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

BUDGETED FINANCIAL STATEMENTS

TABLE 2 Budgeted Consolidated Statement of Operations by Function

For the Years Ending March 31

(thousands of dollars)

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

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

	2017-18	2018-19		2019-20	2020-21	2021-22
	Actual	Budget	Forecast	Budget	Projection	Projection
Revenue						
Government of Alberta grants	\$ 955,344	\$ 1,021,681	\$ 1,000,999	\$ 983,086	\$ 971,503	\$ 973,463
Federal and other government grants	196,782	190,510	204,393	196,265	203,299	211,404
Student tuition and fees	336,129	341,218	353,970	359,053	365,156	363,478
Sales of services and products	215,471	218,863	211,148	215,928	220,090	226,442
Donations and other grants	153,900	115,244	143,641	138,061	142,494	148,286
Investment income	72,098	70,984	83,327	84,682	84,788	84,493
Total revenue	1,929,724	1,958,500	1,997,478	1,977,075	1,987,330	2,007,566
Expense						
Salaries	944,064	992,918	969,378	976,351	976,987	981,247
Employee benefits	192,156	193,909	190,510	199,075	201,832	211,710
Materials, supplies and services	270,994	310,552	285,291	298,588	302,473	308,913
Maintenance and repairs	125,318	92,566	121,972	107,061	99,219	102,985
Scholarships and bursaries	120,039	116,417	125,623	130,124	135,244	140,544
Utilities	52,214	55,904	49,503	50,174	49,264	48,459
Amortization of tangible capital assets	172,139	181,878	179,582	177,953	179,601	184,594
Total expense	1,876,924	1,944,144	1,921,859	1,939,326	1,944,620	1,978,452
Annual operating surplus	\$ 52,800	\$ 14,356	\$ 75,619	\$ 37,749	\$ 42,710	\$ 29,114

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

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

APPENDIX B: ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

DRAFT

APPENDIX B: ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

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

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

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

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

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

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

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

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

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

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

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

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

The university anticipates submitting requests for the termination of:

- Bachelor of Science in Mathematical Sciences
- Bachelor of Kinesiology in Cultural and Managerial Study of Sport and Leisure
- Bachelor of Kinesiology in Activity and Nutrition
- Bachelor of Education in Adult Education
- Bachelor of Education in Adult Vocational Education
- Bachelor of Education in High School Vocational Education

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

APPENDIX C: RESEARCH, APPLIED RESEARCH, AND SCHOLARLY ACTIVITIES

DRAFT



APPENDIX C: RESEARCH, APPLIED RESEARCH, AND SCHOLARLY ACTIVITIES

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

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

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

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

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

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

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

STRATEGIC RESEARCH PRIORITIES

Future Energy Systems

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

Artificial Intelligence

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

Signature Areas of Research and Teaching

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

Signature Area: Energy Systems

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

Specific areas of focus include:

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

Signature Area: Intersections of Gender

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

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

Signature Area: Precision Health

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

The university's PH initiatives span the key components of the precision health ecosystem:

- Research and discovery
- Development and validation
- Evidence development and commercialization
- Integration, knowledge transfer, and practice

INTERNATIONAL RESEARCH COLLABORATION

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

Global engagement is vital to high-quality research efforts.. The development of multi-national research networks expands institutional capacity to address global issues in robust and efficient ways. Creative

solutions to complex problems can be readily shared across communities and nations through collaborations with other academic organizations, businesses and industry, non-profits, and government agencies. The university carefully assesses and implements robust risk management strategies in association with each of its international partnerships, collaborations, and other programs, attending to an array of nation-specific and general international risks. By identifying and establishing key collaborations, the University of Alberta's global research projects include big data, heritage, low carbon energy, and ecosystem and resource informatics:

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

APPENDIX D: UNDERREPRESENTED LEARNERS

DRAFT

APPENDIX D: UNDERREPRESENTED LEARNERS

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

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

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

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

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

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

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

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

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

APPENDIX E: COMMUNITY INITIATIVES AND REGIONAL STEWARDSHIP

DRAFT

APPENDIX E: COMMUNITY INITIATIVES AND REGIONAL STEWARDSHIP

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

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

Enhancing learner outcomes through community engagement

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

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

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

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

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

Community engagement and partnerships supporting pathways to access

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

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

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

Making U of A scholars and research accessible to the community

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

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

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

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

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

Addressing identified community needs through teaching and research

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

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

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

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

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

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

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

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

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

Community Engagement Consultation

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

APPENDIX F: CURRENT MINISTRY INITIATIVES

DRAFT

APPENDIX F: CURRENT MINISTRY INITIATIVES

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

STUDENT MENTAL HEALTH

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

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

Current areas of focus:

Improving student access to services:

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

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

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

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

Community mental health literacy and capacity building:

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

Partnership and collaboration across Campus Alberta:

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

SEXUAL VIOLENCE PREVENTION

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

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

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

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

APPENDIX G: INTERNATIONALIZATION

DRAFT

APPENDIX G: INTERNATIONALIZATION

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

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

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

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

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

FUTURE STRATEGIC PRIORITIES:

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

Build

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

Experience

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

Excel

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

Engage

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

Sustain

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

APPENDIX H: CAPITAL PLAN

DRAFT

APPENDIX H: CAPITAL PLAN

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

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

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

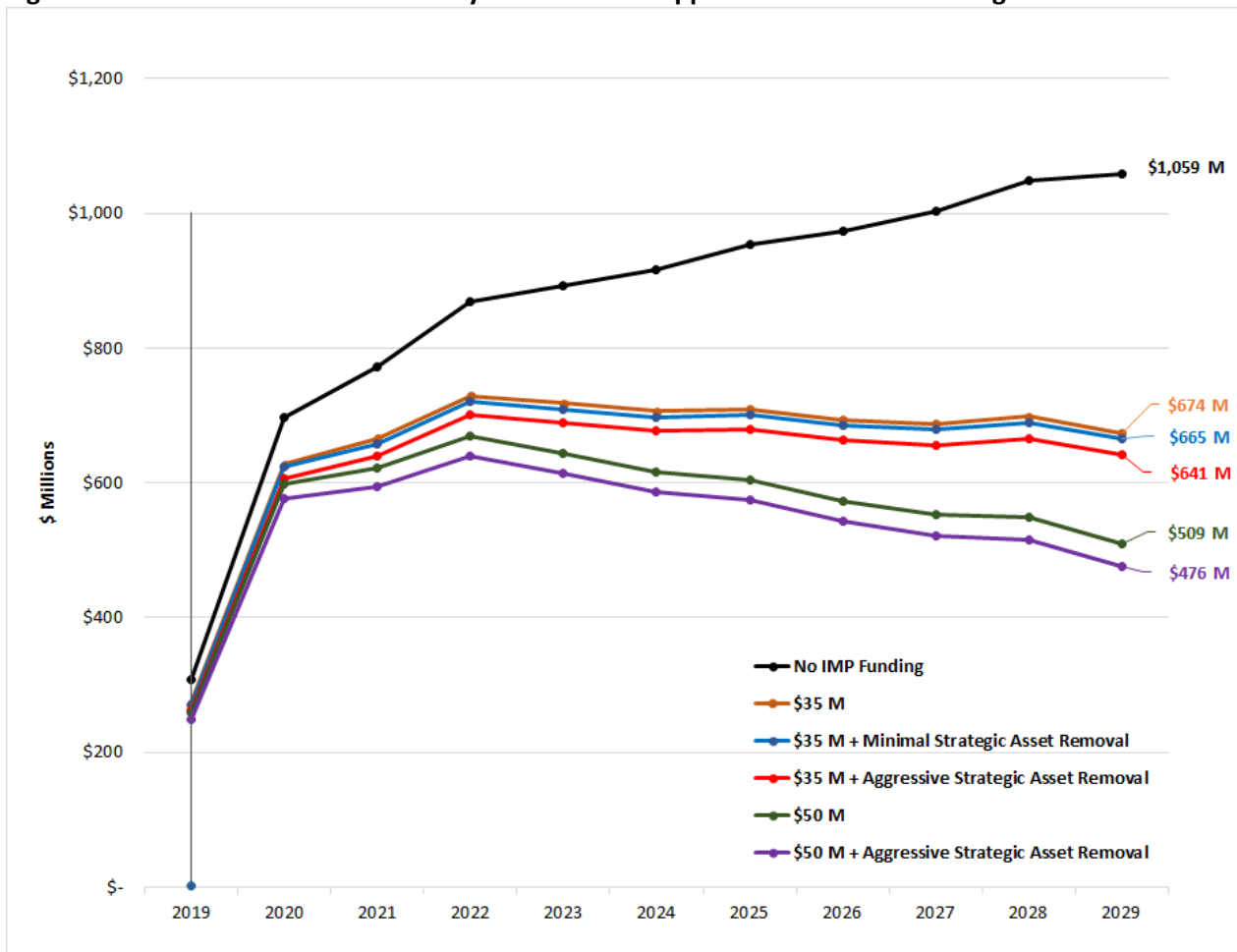
The University of Alberta is not unique in that the cost of maintaining a large inventory of infrastructure exceeds available resources. This is exacerbated by ongoing and changing space needs, changing expectations of users, and increased innovation in building design and delivery. What will be unique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

Deferred Maintenance

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

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

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



Capital Plan

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

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

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

Top Three

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

Projects and Funding Sources				
Type	Description	Cost	Funding	Governme

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

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

Augustana Campus

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

Campus Saint-Jean

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

North Campus

Type	Description	Cost	Funding Sources	Government Approval Received?
New	Maskwa House of Learning	\$28 million	100% GoA	
New	Alberta School of Business	\$185 million	\$165 million GoA \$20 million philanthropy	No
Expansion	Mechanical Engineering Building	\$90 million	100% GoA	No
Renewal	Convocation Hall	\$9.9 million	100% GoA	No
Expansion	Earth Sciences Building	\$19 million	100% GoA	No
Preservation	Universiade Pavilion (Building Envelope)	\$17 million	100% GoA	No
Preservation	Medical Sciences (Phase 1)	\$26 million	100% GoA	No
Preservation	Biological Sciences (Phase 1)	\$59.6 million	100% GoA	No
Preservation	Biological Sciences (Aquatics)	\$24.4 million	100% GoA	No
Preservation	Clinical Sciences (Building Envelope)	\$18 million	\$15 million GoA \$3 million	No

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

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

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

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

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

APPENDIX I: INFORMATION TECHNOLOGY

DRAFT

APPENDIX I: INFORMATION TECHNOLOGY

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

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

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

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

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

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

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

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

COMPLETE ENROLMENT TABLES

DRAFT



FLE ENROLMENT, CREDENTIAL, PROGRAM, AND SPECIALIZATION

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

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

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

DRAFT

FLE INTERNATIONAL ENROLMENT

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

International Student Enrolment

Data as of January 31, 2019

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

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

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

		Master of Forestry				
		Renewable Resources	17.096	11.958		
		Master of Science				
		Agricultural, Food, and Nutritional Science	200.115	194.061		
		Human Ecology	20.891	26.113		
		Renewable Resources	97.617	86.317		
		Rural Economy	33.900	35.400		
PhD			220.308	214.314	215	215 not available
	Degree					
		Doctor of Philosophy				
		Agricultural, Food, and Nutritional Science	131.382	127.588		
		Human Ecology	11.665	11.899		
		Renewable Resources	67.761	65.827		
		Rural Economy	9.500	9.000		
Arts						
	Undergraduate		4,801.886	5,184.653	4,871	4,871 not available
	Degree					
		Bachelor of Arts				
		Ancient and Medieval History	5.700	11.200		
		Anthropology	118.133	125.900		
		Art and Design	124.667	164.000		
		Art History	21.400	26.200		
		Arts General	835.883	835.182		
		Chinese Language and Literature	1.800	0.400		
		Classics	21.833	29.600		
		Classics/Greek/Latin Combination	1.500	1.300		
		Combined Chinese/Japanese	0.300			
		Combined French/Spanish	5.400	5.100		
		Comparative Literature	12.100	11.700		
		Drama	77.100	72.852		
		East Asian Languages and Literature	3.700	0.100		
		East Asian Studies	66.500	58.900		
		Economics	709.100	763.837		
		English	219.800	237.166		
		Film and Media Studies	29.900	41.900		
		French Language and Literature	19.400	24.000		
		German Language and Literature	22.233	12.100		
		History	150.800	166.600		
		Human Geography	68.200	53.400		
		Latin American Studies	5.200	5.700		
		Linguistics	100.350	111.867		
		Mathematics (Arts)	68.700	87.800		
		Music	19.200	25.050		
		Philosophy	63.200	57.350		
		Planning	43.600	48.700		
		Political Science	402.533	449.900		
		Psychology (Arts)	769.717	930.733		
		Religious Studies	9.900	10.500		
		Romance Languages	1.000	1.800		
		Scandinavian Language and Literature	1.100	1.100		
		Sociology	276.900	279.733		
		Spanish Language and Literature	15.000	11.300		
		Women's and Gender Studies	33.800	32.000		
		Bachelor of Arts in Criminology				
		Criminology	41.000	46.200		

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

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

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

		Business PhD	48.600	50.200			
Education	Undergraduate	Degree	2,626.485	2,709.450	2,561	2,561	not available
		Bachelor of Arts in Drama/Bachelor of Education Secondary					
		Drama	11.100	9.000			
		Drama Education		4.500			
		Bachelor of Education Elementary					
		Elementary Education	1,237.066	1,347.700			
		Bachelor of Education Secondary					
		Art	51.600	54.600			
		Biological Sciences Education	151.533	132.600			
		Chemistry Education	47.100	55.800			
		CTS: Business, Administration and Finance	3.400	3.300			
		CTS: Computer Science	47.000	47.800			
		CTS: Human Sciences	57.400	46.600			
		CTS: Natural Resources		1.300			
		CTS: Recreation		0.100			
		Drama Education	28.400	26.300			
		English Language Arts	205.087	207.350			
		General Science	69.200	58.400			
		Mathematics Education	131.300	153.750			
		Music Education	25.000	27.700			
		Physical Education	58.800	53.300			
		Physical Sciences Education	17.600	18.100			
		Physics Education	41.600	28.200			
		Second Language - Cree		0.600			
		Second Language - French	34.500	35.300			
		Second Language - German	5.733	3.400			
		Second Language - Italian	1.800	0.300			
		Second Language - Japanese	12.100	10.800			
		Second Language - Spanish	25.400	21.800			
		Second Languages - Other	1.500	0.600			
		Social Studies	249.150	251.400			
		Combined Bachelor of Education (Elementary)/Bachelor of Arts in Native Studies					
		Elementary Education	1.100	1.000			
		Native Studies	1.000	0.400			
		Native Studies and Elementary Education	1.300	3.800			
		Combined Bachelor of Education (Secondary)/Bachelor of Arts in Native Studies					
		Art	0.900	0.200			
		Physical Education	0.800	1.400			
		Second Language - Cree	1.100	2.400			
		Social Studies	1.700	2.600			
		Combined Bachelor of Education Elementary/Bachelor of Kinesiology					
		Generalist	3.500	7.100			
		Physical Educ and Elementary Educ	2.900	3.100			
		Combined Bachelor of Education Secondary/Bachelor of Kinesiology					
		Physical Education and Health	32.000	28.400			
		Physical Education and Secondary Education		9.300			
		Combined Bachelor of Education/Bachelor of Music					
		Music	8.500	5.300			
		Music and Secondary Education		4.800			
		Music Education	2.366				
		Combined Bachelor of Education/Bachelor of Science					
		Biological Sciences Education	7.650	9.650			

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

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

Extension

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

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

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

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

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

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

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

Final Item No. 9

Governance Executive Summary
Action Item

Agenda Title	Proposal for the Establishment of the Construction Innovation Centre (CIC)
---------------------	-----------------------------------------------------------------------------------

Motion

<p>THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal to establish the Construction Innovation Centre (CIC), as proposed by the Faculty of Engineering, and as set forth in Attachment 1, to be effective upon final approval.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	J. Fraser Forbes, Dean, Faculty of Engineering
Presenter(s)	Simaan M. AbouRizk, Chair, Department of Civil and Environmental Engineering, Faculty of Engineering Aminah Robinson Fayek, Professor, Department of Civil and Environmental Engineering, Faculty of Engineering

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	To discuss and present for approval the proposed Construction Innovation Centre (CIC), the Faculty of Engineering's newest academic centre. The primary objective of the CIC will be to provide strategic direction for and maximize the impact of construction-related research at the University of Alberta.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The Faculty of Engineering at the University of Alberta is proud of its strength and expertise in construction-related disciplines. To continue building upon the international stature of our construction research and education activities, and in concert with our industrial partners, we will establish the Construction Innovation Centre (CIC). The CIC will increase the support for our existing construction initiatives, pioneer new areas of construction innovation, and create unparalleled opportunities for our partners.</p> <p>The CIC will be administered from within the Department of Civil and Environmental Engineering, but will reach Faculty-wide and beyond. We already have the essential foundational elements in place, including:</p> <ul style="list-style-type: none"> • More than 30 established faculty members in construction engineering, building science, masonry, and steel, who are already providing strong leadership; • Long-term, sustained funding for crucial research and education initiatives in areas such as construction engineering and management; building sciences and engineering; creating sustainable and healthy communities; HVAC Engineering; industrialization, automation, robotics, advanced manufacturing; construction materials (e.g., steel, masonry, wood); energy efficiency, renewable energy and smart grid integration, etc.; • Deep industry connections in Edmonton, Alberta, and beyond. <p>These lay the foundation that will ensure that the CIC becomes the place where academia, industry and government come together to meet the grand challenges facing the construction industry and create high-impact</p>

Item No. 9

	<p>innovations across the construction engineering spectrum.</p> <p>The CIC, with its partners, will identify strategic directions for innovation and education, and provide the unifying platform required to coordinate the activities and resources of the wide-range of University of Alberta research groups in a manner that maximizes impact for our construction industry, Albertans and Canadians. Specifically, the CIC will:</p> <ul style="list-style-type: none"> • Shape and finance strategic, large-scale research and educational programs; • Advance, with our partners, the reputation and importance of the construction industry to Alberta and Canada; • Develop and coordinate annual forums, workshops, networking opportunities, and short courses; • Create practical guides, reports, and other communications designed to increase awareness and implementation of technologies and tools developed within the CIC umbrella; • Establish sustained funding for CIC initiatives; • Support the management and administration of funded projects; <p>Gathering our expertise and various initiatives under one umbrella will drive the CIC to become a singular force for construction innovation within Canada and beyond.</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • J. Fraser Forbes, Dean, Faculty of Engineering
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • The Department of Civil and Environmental Engineering • Ledcor Group, PCL, COAA, CW Carey, Ltd.; Landmark Homes; Supreme Steel; and Scorpio Masonry • Randy Goebel, Associate Vice-President (Research) and Associate Vice-President (Academic); Chair, Centres and Institutes Committee • Centres and Institutes Committee • Andrea Patrick, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) • The Faculty of Engineering
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee (May 8, 2019)

Strategic Alignment

Alignment with <i>For the Public Good</i>	As detailed in the attached proposal, the Construction Innovation Centre is aligned with <i>For the Public Good</i> – Excel: Objectives 12–13 and <i>For</i>
-------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------

Item No. 9

	<i>the Public Good – Engage: Objectives 15–17.</i>	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and Jurisdiction	PSLA GFC APC Terms of Reference Academic Centres and Institutes Establishment Procedure (UAPPOL)	

Attachment:

1. Proposal for the Establishment of the Construction Innovation Centre (CIC) (with supporting documentation)

Prepared by: Aminah Robinson Fayek, Professor, Department of Civil and Environmental Engineering, aminah@ualberta.ca

University of Alberta Template for Proposals to Establish New Academic Centres and Institutes

Proposers will complete and submit this template to the Office of the Provost for approval in accordance with UAPPOL Policy. This template may be used in two ways:

- 1) As a cover document attached to a completed proposal which has already been approved by the University for submission for external funding. In this case, the template must present the academic arguments for establishing an academic centre or institute, and provide required information that is absent from the original proposal.
- 2) As an expandable template to be completed. In this case, the completed template may be up to 8 to 10 pages in length (not including letters of support or other appendices relevant to the proposal).

Before developing a proposal and completing this template, please contact the Office of the Provost to discuss the scope of the proposed initiative and to discuss steps for review under the UAPPOL Centres and Institutes Policy, as well as associated procedures for academic centres and institutes –

www.uappol.ualberta.ca .

1. **Faculty Dean Signature**

Signature:



Date:

Apr 23, 2019

2. **Name of the Proposed Centre or Institute**

Construction Innovation Centre (CIC)

3. **Academic Justification for Establishment of a Centre or Institute**

- Define the vision and purpose of the proposed unit
- Demonstrate that the proposed Centre/Institute does not duplicate other efforts at the University
- Document the emerging or established excellence of the group of faculty involved, and describe how the proposed Centre or Institute will position the University of Alberta as a national and international leader

The Faculty of Engineering at the University of Alberta is proud of strength that has been built in construction-related disciplines within the Department of Civil and Environmental Engineering and other departments. To continue building upon the international stature of our construction research and education activities, in concert with our industrial partners, we will establish the **Construction Innovation Centre (CIC)**. The CIC will integrate the constellation of research and education activities currently occurring within the existing schools and groups, which are focused on serving the construction industry. We are establishing a unified umbrella that will increase the support for our existing construction initiatives, pioneer new areas of construction innovation, and create unparalleled opportunities for our partners.

The CIC will be administered from within the Department of Civil and Environmental Engineering but will reach faculty-wide and beyond. We already have the essential foundational elements in place, including:

- More than 30 established faculty members in construction engineering, building science, masonry, and steel, who are already providing strong leadership;
- Long-term, sustained funding for crucial research and education initiatives in areas such as construction engineering and management; building sciences and engineering; creating sustainable and healthy communities; HVAC Engineering; industrialization, automation, robotics, and advanced manufacturing; construction materials (e.g., steel, masonry, wood); energy efficiency, renewable energy and smart grid integration; and so forth;
- Deep industry connections in Edmonton, Alberta, and beyond.

The **vision** of the CIC is to be an internationally recognized centre for research, teaching, and industry training in engineering, constructing, and servicing the built environment - the focal point for academia, industry and government to come together and meet the grand challenges facing the construction industries and to create high-impact innovations across the construction engineering spectrum.

To achieve this vision, the **mission statement** of the CIC is as follows:

“To conduct breakthrough research, education, and training with direct benefit and application to the construction industry that leads to sustainable and economic development of Canada’s built environment and provides a competitive advantage to Canada.”

The **purpose** of the CIC is to bring various initiatives related to the construction industry* under one umbrella, including the Hole School of Construction Engineering (HSCE), Nasserri School of Building Science and Engineering, Masonry group, Steel group, among others (**Figure 1**).

*(*Note that construction industry is used in the broader context encompassing engineering, constructing, and servicing the built environment.)*

CIC, with its partners, will identify strategic directions for innovation and education, and provide the unifying platform required to coordinate the activities and resources of the wide-range of University of Alberta research groups in a manner that maximizes impact for our construction industry, Albertans, and Canadians. Specifically, the CIC will:

- Shape and finance strategic, large-scale research and educational programs, above and beyond the current initiatives and faculty programs. For example, the CIC will help in providing industry training and technology transfer, student training in new and emerging cross-disciplinary research areas, and professional development opportunities for trainees;
- Advance, with our partners, the reputation and importance of the construction industry to Alberta and Canada;
- Develop and coordinate annual forums, workshops, networking opportunities, and short courses;
- Create cross-disciplinary professional development opportunities for the undergraduate and graduate students and postdoctoral fellows in the CIC to prepare them for the specific challenges facing the construction industry;
- Create practical guides, reports, and other communications designed to increase awareness and implementation of technologies and tools developed within the CIC umbrella;
- Establish sustained funding for CIC initiatives;
- Support the management and administration of funded projects.

Gathering our expertise and various initiatives under one umbrella will drive the CIC to become a singular force for construction innovation within Canada and beyond.

Underlying Principles

The Centre will incorporate the programs shown below into a single umbrella organization, and therefore *does not duplicate* other efforts at the University, but rather enhances them. In the future, programs beyond these that are complementary to the vision and scope of the CIC may join. The CIC will abide by the following principles:

- CIC will not dilute the value of any of the current initiatives but, rather, will amplify their impact.
- CIC will adhere to the terms of reference for the participating initiatives and will not negatively impact their operations.
- The participating initiatives will not have to provide any financial contribution from their operating budgets to the CIC.
- Participation is voluntary and open to other individuals or initiatives with aligned interests.
- The CIC will be an institute without walls and provide meaningful support to its participating groups.

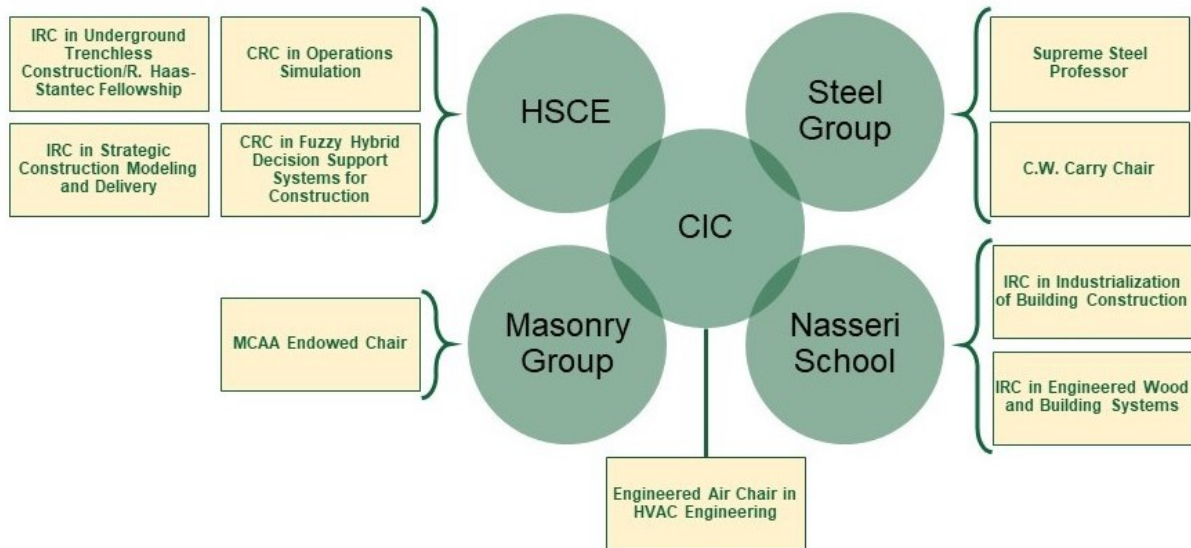


Figure 1 – Initiatives included in the Construction Innovation Centre

Objectives

- Provide strategic directions to the various initiatives under its umbrella that are consistent with the Faculty's objectives and with input from leaders within the construction industry.
- Harmonize various activities to maximize potential returns to the University (e.g. pursuit of funding that involves more than one of the initiatives, delivery of industry training workshops, delivery of an annual forum/conference).
- Provide seed funding and matching money to university-industry projects (sourced from some of the eligible endowments).
- Identify and pursue opportunities for sustainable funding in construction. In particular, work with the Advancement Office in the Faculty of Engineering to generate significant endowments (chairs, professorships, etc.).

Excellence of group of faculty involved

The faculty members in these initiatives are established researchers and educators at the University of Alberta, including two Canada Research Chairs (CRCs), four NSERC Industrial Research Chairs (IRCs), and several endowed chairs, as detailed in **Appendix A**. Each faculty member has a long history of peer-reviewed funding from NSERC and other respected organizations, as well as strong ties with the construction industry.

By bringing together these initiatives and leveraging collective resources, the CIC will create one of the largest centres in construction research, education, and training in North America. The Centre will have resources to disseminate the latest research results beyond academia – promoting its members, the University, and its collaborators. Centralized services will allow faculty members and student researchers to fully concentrate on solving problems, while still providing solutions and best practices to its partners and public.

The positioning of the CIC at the University of Alberta, with its strong industry relationships, provides the advantage of industry participation, funding, and exploitation of research, further enhancing the CIC's reputation. The Centre will serve as the *central focus* for industry – offering one place to find answers to complex, interdisciplinary questions in construction. In the future, the CIC will extend its operations nationally and internationally to include researchers at other institutions in Canada and abroad. Its annual forum will set the stage to engage colleagues in construction, building science, masonry, and steel researchers from around Canada and the world.

4. **Provide a statement of the priority of the proposed centre or institute within the overall priorities of the Faculty and/or the University of Alberta. Include a statement of benefits the University of Alberta could expect to receive through creation of the proposed centre or institute, including benefits to students.**

University of Alberta's strategic plan *For the Public Good* "is meant to empower and enable each member of the University of Alberta to build, experience, excel, engage, and sustain."¹ The CIC is aligned with several of the plan's objectives:

¹ *For the Public Good*: <https://www.ualberta.ca/strategic-plan>

Excel

*“To **excel** and achieve our full potential as an institution and as individuals, the University of Alberta will **sustain** a learning and research culture that inspires, supports, and champions high professional standards and outstanding achievements in basic and applied research and scholarship, creative activity, administration, and governance. We will ensure that learning **experiences** at our university are of the highest quality, based on a practice of continuous improvement and innovation in teaching. From our broad-based strength as a comprehensive, research-intensive public university, we will highlight current and emerging areas of global distinction and leadership by **building** a portfolio of signature areas that distinguish us from among our peer institutions and exemplify the University of Alberta’s capacity to **engage** in big questions and global challenges.”²*

The CIC is poised to become a signature research and teaching area, bringing together more than 30 faculty members in the Faculty of Engineering – many of whom already have established relationships with industry partners, including Leducor, PCL construction, Canadian Institute of Steel Construction, Collins Steel, and others. Having various construction engineering initiatives under one umbrella will facilitate rapid dissemination of research results and knowledge transfer to the industry. The CIC will capitalize on the interdisciplinary collaborations already established within the Nasser School of Building Science and Engineering, which brings together researchers from various departments within the Faculty of Engineering and from other Faculties. (See **Appendix A** for details.)³

The CIC will expand services and support for its researchers by centralizing administrative, financial, and communication resources. Consolidating such resources will allow for agile response to changing needs of the construction industry and provide one point-of-contact for future funding initiatives.⁴

Engage

*“To serve the public well, the University of Alberta will **excel** at listening, connecting, and collaborating with key partners across all sectors of society. We will strive to be relevant as well as excellent and actively disseminate what we learn and discover for the benefit of the public good. We will **engage** across disciplines, campuses, faculties, and units to create interdisciplinary learning **experiences** for our students that prepare them to face the complex nature of today’s challenges and workplaces. We will continue to **build** and deepen mutually beneficial and reciprocal partnerships with local, provincial, national, and international communities, agencies, industries, businesses, and organizations. In doing so, we will expand and **sustain** the University of Alberta’s leadership in major national and international initiatives and networks that increase our reach and influence as one of Canada’s leading research universities.”⁵*

One of the primary deliverables of the CIC will be annual workshops to provide networking and professional development opportunities for CIC highly qualified personnel (HQP) – undergraduate and graduate students and postdoctoral fellows – as well as members of the construction industry. HQP will be able to hone transferable skills needed for their engineering careers, and industry will benefit from receiving the most current research outcomes and best practices and fulfilling their Continuing Professional Development hours.⁶ Industry representatives will be able to engage University of Alberta researchers in the most relevant challenges facing construction engineering. Annual workshops will support and enhance existing partnerships with the construction industry and will provide new opportunities to build partnerships with new local, national, and international enterprises.⁷

5. Provide a description of the proposed centre/institute governance structure/reporting lines. Include a diagram of organizational structure.

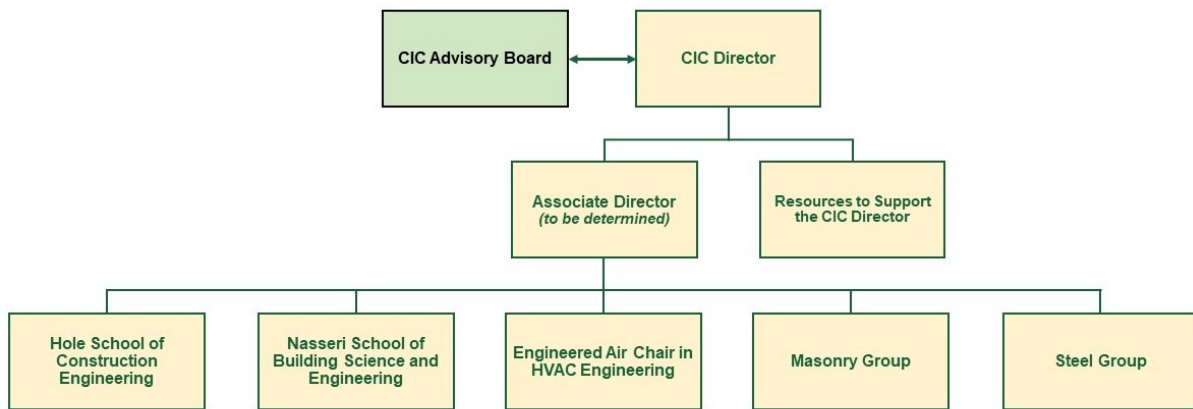


Figure 2 – Organizational structure for Construction Innovation Centre

- The CIC Director will report to the Chair of the Department of Civil and Environmental Engineering, who in turn reports to the Dean of the Faculty of Engineering. Due to the size of the Faculty of Engineering and its departments, the Dean has delegated the operational oversight of the CIC to the Department Chair. The CIC Director is responsible for preparing and submitting the CIC’s annual report to the Dean.
- The CIC Director will make decisions based on consultations with the CIC Advisory Board, which will be chaired by the Dean of the Faculty of Engineering. The CIC Advisory Board will consist of seven members – three permanent members and four appointed members. The three permanent members include the Dean, the Chair of the Department of Civil and Environmental Engineering, the CIC Director. The four appointed members include one faculty member from the constituent initiatives (i.e. HSCE, Nasser School, Steel and Masonry groups, HVAC engineering chair, etc.) and three members external to the University. Those external to the University will include two members from a private sector corporation (contractor, supplier, or owner) and one from an association or the government. Nominations for the appointed members of the CIC Advisory Board will be put forward by the CIC Director and the Department Chair, after soliciting input from involved initiatives. The Dean will hold final authority for appointing the members of the CIC Advisory Board. The appointed members of the CIC Advisory Board will serve 2-year terms, renewable up to one additional term. However, the initial appointments will consist of two members appointed for 1-year terms, and two members appointed for 2-year terms, to maintain overlap and continuity on the CIC Advisory Board. All subsequent appointments will be for 2-year terms. Terms of Reference for the CIC

² For the Public Good – Excel: <https://www.ualberta.ca/strategic-plan/overview/excel>

³ For the Public Good – Objectives 12

⁴ For the Public Good – Objective 13

⁵ For the Public Good – Engage: <https://www.ualberta.ca/strategic-plan/overview/engage>

⁶ Association of Professional Engineers and Geoscientists of Alberta (APEGA), Continuing Professional Development Program: <https://www.apega.ca/members/cpd/>

⁷ For the Public Good – Objectives 15–17

Advisory Board will be drafted according to these conditions and to ensure that the University retains control of the CIC Advisory Board.

- Resources to support the CIC director may include a project manager; financial administrator; communications/technical writer; and/or a training, workshop, and forum coordinator. These resources may be shared Departmental resources or reallocated from among the initiatives involved in the CIC.
- All initiatives (i.e. HSCE, Nasser School, Steel and Masonry groups, HVAC engineering chair, etc.) will continue to have their own coordinators; current faculty members involved in each initiative are listed in **Appendix A**. They will be within the CIC umbrella with no formal reporting relationships, except for CIC-supported initiatives.

6. **Provide a statement of the role and qualifications of the centre/institute lead of the proposed centre or institute.**

CIC Director

The proposed CIC Director is Dr. Aminah Robinson Fayek, a tenured professor in the Department of Civil and Environmental Engineering at the University of Alberta. Since joining the department in 1997, Dr. Robinson Fayek has built an internationally-recognized research program, developing decision support systems and software tools that account for human expertise and that have changed how construction practitioners make decisions. Her research has improved the planning, execution, and control of construction projects, leading to increases in efficiency across the industry. Her work has also positioned the University of Alberta programs in construction modeling and decision making as the top Canadian program and one of the top international programs.

Dr. Robinson Fayek is a world expert in the development and application of fuzzy logic techniques for decision support in construction. She holds a Tier 1 Canada Research Chair in Fuzzy Hybrid Decision Support Systems for Construction, and she is in her third term of the NSERC Industrial Research Chair in Strategic Construction Modeling and Delivery. She is the editor of a first-of-its-kind book on the topic of fuzzy hybrid computing in construction engineering and management, and she has provided longstanding editorial services on two leading academic journals in construction engineering and management (*Journal of Construction Engineering and Management* and *Canadian Journal of Civil Engineering*).

Dr. Robinson Fayek has received a number of prestigious career awards, including a Killam Annual Professorship, the ASCE Peurifoy Construction Research Award, the CSCE Walter Shanly Award, and the Association of Professional Engineers and Geoscientists of Alberta Excellence in Education Award, all of which recognize her outstanding contributions to research, education, and the advancement of construction engineering practice. Her contributions to scientific advisory committees, such as the NSERC Advisory Committee on University-Industry Grants (ACUIG) and the President's Advisory Committee on Senior Academic Appointments (PACSAA), further demonstrate her academic stature.

Associate Director

The Associate Director of the CIC will be a tenured faculty member who may also a member of one of the Centre's initiatives (i.e. HSCE, Nasser School, Steel and Masonry groups, etc.).

7.	<p><u>Employees</u></p> <ul style="list-style-type: none"> a) Provide a statement of the employment status of employees (i.e., are they University of Alberta employees?) b) Specific source(s) of any “University funding” must be identified c) Personnel expenditures must include adequate provisions for benefit costs, salary settlements, and other escalating factors. <ul style="list-style-type: none"> a) All employees of the existing initiatives are University of Alberta employees. However, new personnel may be hired to support activities specific to the CIC. b) Sources of University funding include returns from existing endowments currently totaling in excess of \$29M (return approx. \$1.2M/year) and income from the annual forum, workshops, and memberships (\$0.3M/year), as detailed below in the Financial Plan c) Personnel expenditures: Please refer to the Financial Plan below.

8.

Financial Plan

- a) Include key sources of operating funds, and include revenue sources and expenditures for [ideally] 5 years projected.
- b) State specific source(s) of any “University funding”
- c) Provide a plan for the sustainable funding of the operation of the centre or institute (salaries, equipment and maintenance, IT support [data management, web design, etc.]
- d) Escalation factors must be built into expenditure projections (i.e. escalation due to inflation, future salary settlements, etc.)
- e) If in-kind support is identified, the specifics of that support must be listed separately.

The CIC will be funded through a combination of revenue from existing endowments (see below), income from the annual forum and workshops, and in-kind contributions from the University (i.e. space, IT services, centralized human resources, etc.). The revenue stream from returns on existing endowments will help ensure sustainability of the CIC. Additional industry funding will be sought to help grow the CIC. Additionally, projects funded through the CIC will seek matching grants from the provincial or federal governments (e.g. NSERC Collaborative Research and Development Grants).

The expenses include the salaries and benefits for any needed support personnel (i.e., operating expenses), expenses related to the annual form and training workshops, and seed funding and matching grants for research projects. Administrative personnel and resources will be the same as those currently used for the existing initiatives and may be reorganized for efficiency.

Expected annual income		\$1.5 M
Returns from existing endowments, currently totaling in excess of \$29M	\$1.2 M	
Income from other sources, including annual forum, workshops, memberships, etc.	\$0.3 M	
Expected annual expenses		\$1.5 M
Operating expenses	\$0.4 M	
Delivery-related expenses (e.g., hosting annual forum, speakers for workshops, etc.)	\$0.1 M	
Project-related expenses (e.g., seed funding and matching grants, facilities or laboratory equipment, etc.)	\$1.0 M	

The existing endowments (listed in the table below) have all provided funds for uses under the construction umbrella. While each has its specific scope within construction (e.g. the Nasser School is to promote building industrialization in construction, the Masonry Chair is to promote masonry materials in construction, the CW Carry Chair is to promote the use of steel in construction), the terms of reference for all the endowments include provisions to allow funding for related initiatives at the

University's discretion. These endowments currently total in excess of \$29M. The revenue projections for these endowments are aligned with University policies and procedures and represent approximately 4% return on their current values. As of November 2018, the combined value of these returns was approximately \$1.2M.

Endowment	Notes on Terms of Reference
Construction Engineering and Management Education and Research	To promote construction research and education in a broad sense
CW Carry Chair in Steel Structures	To promote the use of steel in construction
Construction Research Institute	To advance construction research throughout Canada
Nasseri School of Building Science and Engineering	To foster research and education in building and construction sciences
Ledcor Professorship in Construction Engineering	To improve methods and practices in the Canadian construction industry
Supreme Steel Professorship	To promote growth and development of steel in the construction industry
Christenson Professorship in Building Sustainable and Healthy Communities	To educate the next generation of engineers to construct sustainable and healthy communities
MCAA Masonry Chair in Masonry Systems	To promote the use of masonry materials in construction
Engineered Air Chair HVAC Engineering	To promote heating, ventilation and air conditioning (HVAC) advancements in construction
RRMHEEF-Cross Country Insulation	To advance insulation techniques in new construction
R Haas/Stantec Fellowship in Civil Engineering	To recognize early-career researchers in construction engineering
Hole Family Endowment	Support for the HSCE, one of the initiatives in the umbrella of the CIC

The proposed faculty members of the CIC are accomplished researchers with proven track records for securing research funding. In 2017–2018 alone, the faculty members in Department of Civil and Environmental Engineering (**Appendix A**) secured more than \$3 million in funding from NSERC, with 72% (\$2.2 million) from the Research Partnerships Program [i.e. Collaborative Research and Development (CRD), Engage, and Connect grants, as well as Industrial Research Chairs (IRC)]; published over 55 peer-reviewed papers; and won a dozen prestigious awards. The CIC will capitalize

on the reputation of its members to secure additional funding streams and improve visibility for the construction engineering at the University and in Alberta. The CIC will also work with the Office of Advancement to secure further endowments and memberships that lead to a sustainable Centre.

9. **Space Requirements.**
Space required? Yes No
If “No” selected, where is current space? _____

The CIC will be housed in the Department of Civil and Environmental Engineering, in space currently allocated its faculty members and its constituent initiatives (i.e. HSCE, Nasser School, Steel and Masonry groups, etc.) Any necessary reallocation of space for the CIC will proceed in accordance with Departmental policies.

If “Yes” selected, complete the following:

- On-site at the University of Alberta**
- Awaiting allocation**
- Rent/lease required**

If rent/lease is required, has this been budgeted for? Yes No

Is funding required? Yes No Reasons: _____

Address the following questions:

- a) If rent/lease or license is required, what is the University of Alberta’s commitment?**
- b) If new space or modifications to existing space are required, has Facilities and Operations been contacted and has this been included in the budget?**

10. **Potential Risks to the University of Alberta**
a) State any reputational, financial, and/or operational risks to the University of Alberta.
b) Outline plans to mitigate/manage those risks.
c) Risk Management Services may be consulted.

Risks are inherent in any endeavor; however, the CIC does not impose any risks beyond those that are part of usual university research and teaching activities. One potential risk for the Centre is not achieving financial sustainability. As such, the CIC will minimize this through its governance structure, lines of reporting, and accountability. Furthermore, the Centre will abide by all University policies, procedures, and ethical codes with regard to research.

11. **Annual Reporting and Strategic Review: In accordance with UAPPOL Policy**
a) State a provision for annual reporting to the Reporting Dean
b) State a provision for annual reporting to the Office of the Provost
c) State a provision for strategic and operational review by the Reporting Dean (or delegate) at no less frequency than every five years.

	<ul style="list-style-type: none"> a) Annual report of CIC activities, projects, and outputs will be provided to the Dean of Engineering through the Chair of the Department of Civil and Environmental Engineering. b) Same annual report will be provided to the Office of the Provost. c) CIC will be subject to a strategic and operational review by the Dean of Engineering at a frequency determined by the Dean and at no less frequency than every five years.
12.	<p><u>Intellectual Property (IP) and Copyright</u></p> <ul style="list-style-type: none"> a) Will any copyright or patentable IP be created, and if so, how will it be handled? b) How will ownership and commercialization of IP be handled? <ul style="list-style-type: none"> a) Copyright and patentable IP may be created and will be governed by the existing initiatives' respective IP agreements. For new projects created by the CIC that obtain external matching funding, copyright and IP will be governed by agreements with the funding agencies that also comply with University IP policies and procedures. For new projects created and funded solely by the CIC, copyright and patentable material will be governed by University policies and procedures. b) Ownership and commercialization of IP created by existing initiatives will be owned according to their respective IP agreements. For new projects created by the CIC that obtain external matching funding, ownership and commercialization of IP will be governed by the agreements noted above. For new projects created and funded solely by the CIC, ownership and commercialization of IP by University policies and procedures.
13.	<p><u>Termination Plan/Provisions</u></p> <ul style="list-style-type: none"> a) Exigency plan for termination: If physical and/or financial resources will remain upon termination, a plan for consultation with donors or agencies associated with the centre or institute must be included in the dissolution plan. <p>Staff: Current University staff would remain with the University as per their individual appointments/agreements. Positions that are on contract would be terminated or reassigned with adequate notice.</p> <p>Facilities and Equipment: Any facilities and equipment designated to and for use by the CIC would be returned to the Department of Civil and Environmental Engineering for redistribution at the discretion of the Department Chair.</p> <p>Financial: Upon termination, all financial resources from endowments will remain in the endowments. Physical and financial resources created by the CIC outside of endowments will be retained by the Faculty of Engineering.</p>
14.	<p><u>Letters of Support:</u> Attach letters from relevant on- and off-campus sources</p>

	<p>Letters of Support from:</p> <ol style="list-style-type: none"> 1. Dean of the Faculty of Engineering, University of Alberta 2. Chair, Department of Civil and Environmental Engineering 3. Industry support letters: Construction Owners Association of Alberta, Ledcor Group, Landmark Group
15.	<p><u>Provide, if applicable, any agreements and/or memoranda of understanding between the University of Alberta and its partner(s) to establish, fund and operate the proposed academic centre or institute.</u></p> <p>All the initiatives within the umbrella of the CIC are currently part of the Faculty of Engineering and report to the Dean.</p> <p>A separate memorandum of understanding for the CIC may be developed by the Dean of Engineering, if required.</p>

U:\AD02\CEN\CIC FORMS.Templates.Examples.checklists\Proposal Templates - CURRENT\CURRENT-CIC Academic centre establishment FORM-27Nov2014 PROPOSED REVISION.docx

Appendix A – Faculty members in the CIC initiatives (as of March 2019)

CIC membership is open to any faculty member with aligned interest.

Hole School of Construction Engineering:

Simaan M. AbouRizk

Canada Research Chair in Operations Simulation

Professor, Civil and Environmental Engineering

Aminah Robinson Fayek

Canada Research Chair in Fuzzy Hybrid Decision Support Systems for Construction

NSERC Industrial Research Chair in Strategic Construction Modeling and Delivery

Ledcor Professor of Construction Engineering

Professor, Civil and Environmental Engineering

Mohamed Al-Hussein

NSERC Industrial Research Chair in the Industrialization of Building Construction

Professor, Civil and Environmental Engineering

Alireza Bayat

NSERC Associate Industrial Research Chair in Underground Trenchless Construction

Professor, Civil and Environmental Engineering

Yasser Mohamed

Professor, Civil and Environmental Engineering

Ming Lu

Professor, Civil and Environmental Engineering

Shih-Chung (Jessy) Kang

Professor, Civil and Environmental Engineering

Ahmed Hammad

Associate Professor, Civil and Environmental Engineering

Leila Hashemian

Assistant Professor, Civil and Environmental Engineering

Nasseri School of Building Science and Engineering:

Mohamed Al-Hussein

NSERC Industrial Research Chair in the Industrialization of Building Construction

Professor, Civil and Environmental Engineering

Ying-Hei Chui

NSERC Industrial Research Chair in Engineered Wood and Building Systems

Professor, Civil and Environmental Engineering

Shih-Chung (Jessy) Kang

Professor, Civil and Environmental Engineering

Abdulahkem Elezzabi

Professor, Electrical and Computer Engineering

Petr Musilek

Professor, Electrical and Computer Engineering

Pierre Mertiny

Professor, Mechanical Engineering

Ioanis Nikolaidis

Professor, Computing Science

Ahmed Bouferguene

Professor, Campus Saint-Jean

Mustafa Gül
Associate Professor, Civil and Environmental Engineering

Yuxiang Chen
Assistant Professor, Civil and Environmental Engineering

Ali Khajehoddin
Assistant Professor, Electrical and Computer Engineering

Rafiq Ahmad
Assistant Professor, Mechanical Engineering

Ahmed Qureshi
Assistant Professor, Mechanical Engineering

Lexuan Zhong
Assistant Professor, Mechanical Engineering

Omid Ardakanian
Assistant Professor, Computing Science

Masonry Group:

Carlos Cruz Noguez
MCAA Endowed Chair on Masonry Systems
Assistant Professor, Civil and Environmental Engineering

Yuxiang Chen
Assistant Professor, Civil and Environmental Engineering

Yong Li
Assistant Professor, Civil and Environmental Engineering

Douglas Tomlinson
Assistant Professor, Civil and Environmental Engineering

Steel Group:

Robert Driver
Supreme Steel Professor of Structural Engineering Education and Innovation
Professor, Civil and Environmental Engineering

J. J. Roger Cheng
C.W. Carry Chair of Steel Structures
Professor, Civil and Environmental Engineering

Leijun Li
Professor, Chemical and Materials Engineering

Ali Imanpour
Assistant Professor, Civil and Environmental Engineering

Yong Li
Assistant Professor, Civil and Environmental Engineering

Douglas Tomlinson
Assistant Professor, Civil and Environmental Engineering

9-201 Donadeo Innovation Centre for Engineering
9211-116 Street, University of Alberta
Edmonton, Alberta, Canada T6G 1H9
Tel: 780.492.0503
enggdean@ualberta.ca

February 25, 2019

Centres and Institutes Committee
University of Alberta
Edmonton, AB

Re: Construction Innovation Centre (CIC) Proposal

Dear committee members,

Please find our attached proposal to the Centres and Institutes Committee outlining the creation of the Construction Innovation Centre (CIC).

The CIC brings together the Hole School of Construction Engineering, Nasserri School of Building Science and Engineering, Masonry Centre, and Steel Centre under one umbrella, and it will be open to other initiatives aligned with the construction industry, as we develop them. The CIC is designed to support our existing construction initiatives and create new opportunities for the University, our partners, our city, province and beyond.

By bringing together these initiatives and capitalizing on existing resources, the CIC will create one of the largest centres in construction research, education, and training in North America. The CIC will foster interdisciplinary collaboration, allowing for increased interactions between our University and industry. The CIC will drive innovative solutions to the increasingly complex problems facing the construction industry. In the future, the CIC plans to extend its operations nationally and internationally to include researchers at other institutions in Canada and abroad. Our centre will develop well-funded, interdisciplinary research teams that will confront the challenges of the built environment today and for a sustainable future.

The CIC will be administered within the Department of Civil and Environmental Engineering where we already have the core group of very productive researchers with expertise in all areas of construction engineering and building science. Together these faculty members already run successful teams, centres, and schools, and they all have strong ties with the construction industry. As such, the CIC will not receive support beyond what currently exists and will leverage existing resources to build further financial resources.

We look forward to discussing in more detail the strategic value of this important initiative. Thank you for considering this request.

Sincerely,



J. Fraser Forbes
Dean, Faculty of Engineering

7-224 Donadeo Innovation Centre for Engineering
9211-116 Street, University of Alberta
Edmonton, Alberta, Canada T6G 1H9
Tel: 780.492.7620

civchair@ualberta.ca

uab.ca/civil

February 22, 2019

Centres and Institutes Committee
University of Alberta
Edmonton, AB

Re: Construction Innovation Centre (CIC) Proposal

Dear committee members,

I am writing on behalf of the Hole School of Construction Engineering, Nasserri School of Building Science and Engineering, Masonry Centre, and Steel Centre to express our full support for establishing the Construction Innovation Centre (CIC).

The purpose of the CIC is provide a unified platform to coordinate the activities of all the construction-related research groups in the Department of Civil and Environmental Engineering. With the various initiatives working together, the CIC will be able to accomplish more than each operating independently. The CIC will increase awareness and implementation of the tools and technologies developed within the CIC umbrella, providing an essential service to participating faculty members, as well as our industry partners. The CIC will enhance the efficiency and reputation of its participating initiatives with resources to support the management and administration the mandates of these initiatives.

In addition, the Department of Civil and Environmental Engineering fully supports the establishment of the CIC. The Centre will be housed in the Department, in laboratory and office space in the Markin/CNRL Natural Resources Engineering Facility and the Donadeo Innovation Centre for Engineering. The CIC will also have access to centralized human resources and financial administration, as well as technical staff.

We believe the CIC provides an extraordinary opportunity to address the full spectrum of engineering, constructing, and servicing the built environment and to become a singular force for construction innovation within Canada and beyond. We enthusiastically endorse the creation of Construction Innovation Centre.

Sincerely,



Simaan M. AbouRizk, PhD, PEng, FRSC, FCAE, NAC
Distinguished University Professor, Construction Engineering and Management
Chair, Department of Civil and Environmental Engineering and School of Mining and Petroleum Engineering
Canada Research Chair in Operations Simulation

On behalf of the Hole School of Construction Engineering, Nasserri School of Building Science and Engineering, Masonry Centre, and Steel Centre.

March 29, 2019

Centres and Institutes Committee
University of Alberta
Edmonton, AB

Re: Construction Innovation Centre Proposal

Dear Committee Members,

On behalf of the Construction Owners Association of Alberta (COAA), I am writing to support the proposal to establish the Construction Innovation Centre in the Department of Civil and Environmental Engineering at the University of Alberta.

COAA provides leadership that enables the construction industry in Alberta to be successful in safe, effective, and timely project execution. For more than 20 years, COAA has supported construction engineering research at the University. During this time, the relationship between COAA and the University has provided meaningful improvements in performance and productivity improvements that have been implemented in our member companies. The partnership has ensured that University research priorities align with the industry's strategic goals. The Construction Innovation Centre will strengthen this relationship, expanding its impact from COAA's member organizations to the construction industry as a whole.

The province is tremendously fortunate to have a critical mass of construction research expertise at the University of Alberta. The Construction Innovation Centre will enhance University-Industry partnerships, leading to more productive collaborations in the future. Therefore, I am strongly supportive of the proposed Construction Innovation Centre.

Sincerely,



Neil Shelly, P.Eng.
Executive Director



Ledcor Contractors Ltd.
7008 Roper Road NW, Edmonton,
Alberta, Canada T6B 3H2

March 27, 2019

Centres and Institutes Committee
University of Alberta
Edmonton, AB

Dear Committee Members:

Re: Creating the Construction Innovation Centre

I am pleased to offer this letter to demonstrate Ledcor's support for the proposed Construction Innovation Centre at the University of Alberta.

In 2008, Ledcor endowed a professorship and annual scholarships in Construction Engineering and Management. The vision for this partnership between Ledcor and the University was to improve methods and practices within the Canadian construction industry, enhance the University's already stellar reputation, and support the future of Alberta's construction industry. The Construction Innovation Centre is perfectly aligned with this vision.

Ledcor believes in sharing knowledge, experiences, and innovation across the construction industry, and its partnership with the University of Alberta enables this mission. The company looks forward to continuing its collaboration with the University through the Construction Innovation Centre, and it is committed to participating in the Centre's initiatives, forums, and workshops. This Centre is poised to become the focal point of construction research in Canada, and I fully endorse its creation.

Sincerely,

LED COR CONTRACTORS LTD.

A handwritten signature in black ink, appearing to read "Quentin Huillery".

Quentin Huillery
Chief Operating Officer



Beautiful & Efficient Homes
LandmarkHomes.ca

March 26, 2019

Centres and Institutes Committee
University of Alberta
Edmonton, AB

Re: Support for the Construction Innovation Centre

Dear committee members,

I am writing to express my support for the proposed Construction Innovation Centre at the University of Alberta, as well as to endorse the inclusion of the Nasseri School of Building Science and Engineering as a foundational member of the Centre.

In 2014, the Nasseri School of Building Science and Engineering was formed with the goal of improving the use of materials and energy in the construction and design of homes and commercial buildings. The School touches on all aspects of building science and engineering with the goal of creating sustainable building and construction practices. Its vision is to emerge as a nerve centre for innovation, industry collaboration, and the training of future building engineers. Moreover, the vision for the Construction Innovation Centre is an extension of the School's, enabling our impact to reach far beyond the University and the province.

For over a decade, my company Landmark Homes has had collaborations with the University. The impact on the company has been remarkable, allowing Landmark Homes to become a sustainable company and find ways to reduce waste and greenhouse gas emissions. This would simply not have been possible without researchers at the University, who will become members of the proposed Construction Innovation Centre. The Centre will aid in the adoption our sustainable, environmentally friendly practices throughout the building construction industry worldwide.

As an alumnus of the University, as well as longtime supporter of the Faculty of Engineering, I urge you to establish the Construction Innovation Centre. The Centre has the potential to make Alberta the global leader in building construction, and I wholeheartedly endorse its creation.

Sincerely,

Reza Nasseri CEO

A handwritten signature in black ink, appearing to be "Reza Nasseri", written in a cursive style.