

The following Motions and Documents were considered by the Board of Governors during the Open Session of its Friday, June 16, 2023 meeting:

Agenda Title: **University Strategic Plan (USP)**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of General Faculties Council, approve the *University of Alberta Strategic Plan 2023-2033* (USP), as set forth in Attachment 1, and empower the Interim Provost and Vice-President (Academic) to make any editorial changes to the USP, as needed, as long as the changes do not have the force of policy.

Final Item: 3.

Agenda Title: **Investment Management Agreement (2023-24 and 2024-25)**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property and Board Learning, Research and Student Experience Committees, approve the 2023-24 and 2024-25 Investment Management Agreement targets, thresholds, and weightings, as presented in Attachment 1.

Final Item: 4.

Agenda Title: **Land Review Protocol**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve a Land Review Protocol as outlined in Attachment 1.

Final Item: 10c.

Agenda Title: **Envision Energy Management Program - Phase Five Borrowing Resolution**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, execute a Borrowing Resolution requesting approval of financing the fifth and final phase of the *Envision* energy management program in an amount not to exceed eight million dollars (\$8,000,000.00) in Canadian funds for a term not to exceed fifteen (15) years at an interest rate of not more than seven percent (7%); and make an application to the Minister of Advanced Education for the required approval.

Final Item: 10d.

Agenda Title: **Strategic Initiatives Fund Allocations**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the following allocations from the Strategic Initiatives Fund:

- \$2 million to an internally restricted Universities Academic Pension Plan (UAPP) risk management reserve;
- \$21 million for capital renewal initiatives;
- \$1.2 million for a research information management system;

continued...

- \$500,000 for the Innovation Fund; and
- \$100,000 for on-campus transportation alternatives.

Final Item: 10e.

Agenda Title: **2022-23 University of Alberta Annual Report**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Reputation and Public Affairs and Audit and Risk Committees, approve and adopt the draft 2022-23 University of Alberta Annual Report, as set forth in Attachment 1, and empower the Vice-President (External Relations) to make any editorial changes to the Report, as needed, as long as the changes do not have the force of policy.

Final Item: 10f.

Agenda Title: **Delegation of Authority for Program Termination**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee, delegate to General Faculties Council approval of terminations for programs suspended prior to 2019, to take effect upon final approval.

Final Item: 10g.

Agenda Title: **Faculté Saint-Jean (FSJ) Proposal: Maîtrise en sciences**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee and General Faculties Council, approve the Maîtrise en sciences in the Faculté Saint-Jean, as per attachment 1, for implementation upon final approval.

Final Item: 10h.

Agenda Title: **Faculté Saint-Jean (FSJ) Proposal: Doctorat Etudes Transdisciplinaires**

APPROVED MOTION: THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee and General Faculties Council, approve the Doctorat Etudes Transdisciplinaires in the Faculté Saint-Jean, as per attachment 1, for implementation upon final approval.

Final Item: 10i.



ITEM NO. 3

Decision **Discussion** **Information**

ITEM OBJECTIVE: The item is before the Board of Governors to approve the University Strategic Plan (USP).

DATE	June 16, 2023
TO	Board of Governors
RESPONSIBLE PORTFOLIO	President and Vice-Chancellor

MOTION: THAT the Board of Governors, on the recommendation of General Faculties Council, approve the *University of Alberta Strategic Plan 2023-2033* (USP), as set forth in Attachment 1, and empower the Interim Provost and Vice-President (Academic) to make any editorial changes to the USP, as needed, as long as the changes do not have the force of policy.

EXECUTIVE SUMMARY:

The University Strategic Plan (USP) process was launched to the university community with a town hall on November 2, 2022.

Consultation on the draft University Strategic Plan (USP)

A consultation draft USP was presented to the Board of Governors for discussion at a special meeting on April 14, 2023. The consultation draft was discussed by General Faculties Council (GFC) on April 17, and released to the university community for input on April 20.

Key themes from the feedback include:

- In general, there was strong support for the plan’s three major pillars, and the draft plan was viewed as successfully balancing the multiple interests of a comprehensive university while also articulating areas of focus.
- There was strong support for the plan’s emphasis on impact and communities. Several respondents also emphasized that our educational impact is holistic – we educate the whole person.
- We heard that the consultation draft did not do enough to articulate the integral role of the humanities and fine arts to the university and its impact.
- There was strong support for the statement that our people are the foundation of our success, and we heard a desire for that theme to come through more strongly throughout the document (in the text and also in the final design).
- We heard a desire for the plan’s narrative sections to be more inspirational and accessible in their language, to be more concise, and to have less repetition.
- The importance of our alumni and their contributions should have greater emphasis.
- We received mostly supportive comments on the goals around enrolment, online learning, and experiential and work-integrated learning – with a strong emphasis that these need to be pursued in a manner emphasizing quality, sustainability, and compatibility with our academic mission.
- There were also numerous helpful suggestions about language and terminology.

ITEM NO. 3

The Steering Committee has revised the USP based on feedback received and is submitting the proposed USP for approval (Attachment 1).

Next steps

Following approval, a formally designed version of the document will be released to the community as part of a broader launch in September. A sample of the design concept is provided in attachment 2 for illustrative purposes. This will provide the concept for the designed document as well as the full multimedia presentation of the plan, including dynamic web and video components.

The strategic plan will be followed by a three-year implementation plan. Work on the implementation plan will begin immediately following approval of the USP by the Board, with the implementation plan to be completed by January 2024.

The implementation plan will provide an institutional framework for advancing the USP. It will identify initial priorities and key initiatives at the university level, set out relevant accountabilities, and link with other university-level plans (such as: *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*; the Strategic Plan for Research and Innovation (SPRI), and the Student Experience Action Plan, both underway; and action plans in areas such as equity, diversity and inclusion, international, and others).

Risks

The university is expected to face both risks and substantial social and demographic change over the next decade. The strategic plan will provide overall directional guidance to the university as it anticipates and responds to risk and change.

Opportunities

As the university continues to implement its new operating model and prepares to respond to emerging opportunities, the strategic plan will be instrumental in helping us to build and then deliver on a shared vision for the institution's future.

Supporting Materials:

1. University Strategic Plan (19 pages) – **for approval**
2. Consultation, overview, and sample design concept slidedeck (18 pages)

*See Schedule A at the end of this item for an overview of consultation and stakeholder participation.

University of Alberta Strategic Plan 2023-2033

The following document is presented to the Board of Governors for approval. Following approval, a formally designed version of the document will be released to the university community in conjunction with a broader launch in September.

The University of Alberta, its buildings, labs and research stations are primarily located on the territory of the Néhiyaw (Cree), Niitsitapi (Blackfoot), Métis, Nakoda (Stoney), Dene, Haudenosaunee (Iroquois) and Anishinaabe (Ojibway/ Saulteaux), lands that are now known as part of Treaties 6, 7 and 8 and homeland of the Métis. The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems and cultures of all First Nations, Métis and Inuit nations.

One of the world's great public universities.

Every generation is called upon to build a university poised to tackle the challenges of today and tomorrow. We meet those challenges grounded by our roots – yet spurred forward by our responsibility to seek truth, solve problems and shape the future.

At the University of Alberta, we seek out challenges so we can create change. We question, test the status quo and then innovate.

Our leadership is grounded in relationships. We are collaborators, we are partners, we are embedded in communities and integral to industries. We lead together, overcoming barriers so that ideas can collide and grow.

We have a role as educators of Indigenous students, as researchers with and for communities, as advocates, and as partners with much to learn. And we are committed to continuing the journey and taking responsibility for our historical role in sustaining barriers to Indigenous communities' success. We acknowledge that universities have played a role in Canada's colonial history, including through research and teaching that devalued Indigenous worldviews, knowledge and traditions. And we are committed to addressing the ongoing impacts of this legacy and to holding ourselves accountable for doing so.

We were founded in 1908 to deliver higher education to Albertans. While holding strong to that original mission, we have grown into one of the world's great public universities.

Today we advance education and research to the benefit of Alberta and beyond. We foster and bridge all areas of inquiry – including the natural and applied sciences, humanities and social sciences, fine arts, health sciences and more. And we do so with a fundamental commitment to truth and reconciliation alongside and in partnership with First Nations, Métis and Inuit communities.

Now, in a rapidly changing environment, we are called upon to leverage our history, strengths and expertise to greater effect. And, informed by deep engagement with our community, we know that we can and must do things differently.

“A university with transformational impact.”

That's how we expect people to describe the University of Alberta by 2033.

And that's what “**Leading with Purpose**” means to us: educating, researching and engaging in deliberate, purposeful ways – in order to make a lasting, positive difference.

Our north star is *impact*.

Inspired by our long-standing desire to uplift the whole people, the University of Alberta will be distinguished in 2033 for its power to improve lives and communities in Alberta, in Canada and around the world. We will be at the forefront of educating a growing province with global ambitions.

We will continue to be a university with global reach – one that's a magnet for ambitious students, expert staff and talented faculty who are leaders in their fields. We will effectively leverage that reach – igniting all corners of our university, our alumni and our partners to tackle the complex social, economic and environmental challenges facing us all. We will galvanize world-leading expertise in our areas of excellence. And we will be recognized globally, ranked among the top three universities in Canada and top 50 in the world.

Never being satisfied with the “now,” we will be known for always seeking, always challenging, always searching for solutions that make our world healthier, safer,

stronger and more just. The knowledge our university builds and shares will remain guided by its dedication to truth.

We will be internationally recognized as a university of change makers, community builders and world shapers – one that prepares creative, collaborative and confident global citizens who aspire to make their mark on the world.

- More than **44,000 students from 156 different countries**
- More than **300,000 alumni in 140 countries** carry on the university's vision
- Collectively our **alumni have founded more than 70,000 organizations globally**
- **130+ active spinoff companies**
- **Total economic impact of nearly \$19.4 billion** in 2021/22
- **Ranked #7 in the world for impact**, based on Times Higher Education Impact Rankings assessing universities against the United Nations Sustainable Development Goals
- **2020 Nobel Prize** awarded to Dr. Michael Houghton for the discovery of the hepatitis C virus
- U of A discoveries are the **foundation for Alberta's oil and gas industry** – and now, to emergent sectors like **environmental reclamation, energy transition, AI and machine learning**
- Research at the U of A saved Alberta's canola industry, **today worth \$20 billion to Canada's economy**
- **The Edmonton Protocol** for Type 1 diabetes, developed at the University of Alberta, is used around the world to save and improve lives
- Programs like **Walls to Bridges** and **Humanities 101** bring higher learning to correctional and shelter settings, building community and learning together

The path to 2033.

In recent years, the University of Alberta has undertaken a bold evolution, including the development of a new academic structure. We stand ready for the future.

Over the next 10 years, we will leverage our new structure and align our resources to achieve deeper and more transformational impacts across all areas of our university's mission.

Extensive engagement with our community has informed this strategic plan.

Many clear expectations and aspirations emerged from their valuable input, including that we:

- Leverage the rapid technological progress affecting teaching, learning and research
- Work to be and remain sustainable amid climate change and other global instability
- Build on our strengths to foster exceptional education
- Become more innovative, more focused and more responsive to the communities we serve
- Focus more directly on our strongest areas of research excellence
- Expand our enrolment to meet the needs of a growing province
- Continue to deepen and live out our commitments to Indigenization
- Move forward as one university, with a genuine commitment to equity, diversity and inclusion

People at the heart of what we do.

Our strategic plan is grounded in people. Our talented faculty, staff and students are the foundation for our university's past achievements and our future ambitions.

We must therefore take deliberate steps to support our people and create a culture where everyone can achieve their full potential.

This means being an institution where:

- Faculty, staff and students want to be, where they can develop professionally and personally and access the support they need to succeed
- Many different perspectives are valued and integrated into decision-making
- The safety, health, well-being and flourishing of faculty, staff and students underpin the implementation of this strategic plan – in every initiative of every size

Deliberate, purposeful action on three major fronts.

Our strategic plan calls for action across the three core aspects of our mandate: education, research and community engagement.

Each aspect is pursued more purposefully to generate more transformational impacts for students, communities, alumni and partners.

- **Education with Purpose** – Delivering innovative, flexible learning and experiences that prepare students as global citizens who make impacts on the world.
- **Research with Purpose** – Reinforcing and enhancing our research, innovation and creative activities to make impacts that solve the complex challenges facing the world.
- **Engagement with Purpose** – Fulfilling our responsibility as a leader and convenor to help shape and positively impact communities in Alberta, in Canada and worldwide.

Living up to our core commitments.

As we realize this strategic plan, we will embed the following key core commitments in everything we do:

- **Indigenization and decolonization.** We incorporate Indigenous identities, languages, cultures and worldviews across the university. This includes working to dismantle systemic barriers and celebrating the diversity, strength, complexity, resilience and beauty of Indigenous Peoples, cultures, languages and knowledge systems. *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan* is a crucial foundation for our next decade.
- **Equity, diversity and inclusion.** We work to achieve a more diverse, equitable, accessible and inclusive environment for all who work, learn and live within our community. We value academic freedom and welcome and celebrate a diversity of perspectives and experiences.
- **Safety.** We are committed to our people's physical, psychological and cultural safety, and to providing a safe and healthy work and study environment that enables high-quality education and research.
- **Sustainability.** We strive to be a sustainable institution because we know the well-being of our people depends on our long-term viability. We lead through the prudent stewardship of resources and by stewarding our environment and the lands on which we reside.
- **Creativity.** We embrace opportunities to innovate to make things better. While coming together as one university to reach new heights, we break down barriers, transform systems and remain flexible to create the conditions that support our students, faculty and staff to flourish.
- **Collaboration.** We succeed by working together, within and beyond the university and across traditional boundaries. We prize relationships, and we create opportunities for mutual benefit. We celebrate each other's achievements and help each other to thrive.

Education with Purpose.

We prepare creative, collaborative and confident global citizens who are inspired to make their mark on the world.

Today's students expect their university degrees to represent more than an accumulation of course credits. They want to be meaningfully prepared for the professional and personal goals they will pursue, with learning experiences that reflect the realities of today's world and the uncertainties of tomorrow's. They want to be global citizens who make a tangible impact on Alberta, on Canada and around the world.

Our university will respond to these expectations by purposefully evolving how we craft, structure and deliver learning experiences for our students.

In doing so, we will leverage our strength in harnessing insights and inquiry from a comprehensive range of disciplines. We will sustain an outstanding range of programming, spanning the social sciences and humanities, natural and applied sciences, health sciences, professional programs, fine arts and more. All of these areas are critical in preparing the thinkers, creators and leaders of tomorrow. Our new college structure will be an asset, enabling us to develop and deliver innovative programs that transcend traditional disciplinary boundaries while building on our disciplinary strengths.

Significantly, all of our programs will meaningfully integrate our commitments reflected in *Braiding Past, Present and Future* – including Indigenous ways of knowing, thoughtful community engagement and support for and value of Indigenous research.

We will also draw on our extensive experience to deliver education that meets the changing needs of learners, particularly by:

- Applying the considerable technological expertise of our faculty and staff to enhance teaching in all programs
- Remaining a leader in experiential and work-integrated learning, with further expansion across all program areas
- Strategically integrating hybrid and online delivery with in-person programs to support access and flexibility

- Enhancing our portfolio of leading online courses and programs in areas of distinct strength
- Thoughtfully leveraging our expertise in continuing education to support a wider range of credentials and pathways into the university for lifelong learners

As we continue to provide academic excellence, we will enable students to have excellent university experiences overall.

We will develop campus environments and student services that support belonging, learning, wellness and personal growth to give our students rich, memorable and meaningful experiences at our university. We will deliver transformational opportunities where students can flourish through thriving residence communities, athletics and recreation, creative activity, volunteer opportunities, international experiences and more. We will work to become a leading example in accessibility, addressing systemic ableism, championing equity and celebrating our diversity. We will integrate diverse ways of knowing and doing within and beyond the classroom. Our campuses will be inclusive of diverse student needs and backgrounds through many aspects of barrier-free access. We will provide dedicated and appropriate support to help Indigenous students thrive. We commit to ensuring that everyone who chooses the U of A will feel included and valued. This commitment also includes optimizing existing campus infrastructure, where funding is available, as we grow to provide 21st-century learning environments and accessible spaces.

Along the way, we will aspire to grow.

As a young and dynamic province, Alberta will experience consistently increasing demands for post-secondary education – including the innovations and highly skilled graduates it generates.

We embrace our role in delivering higher education to Albertans and welcome the opportunity to expand to meet Alberta's needs while sustaining outstanding academic quality. Undertaken thoughtfully, enrolment growth can enable us to better serve students from across rural and urban Alberta and support more lifelong learners than ever before. We will furnish our province with a stronger future-ready workforce, ambitious entrepreneurs and business, social and cultural leaders. We will enhance access to education and foster a more diverse and dynamic student body across all our campuses. Integral to our growth, we will expand our complement of graduate

researchers and faculty to increase our teaching and research impact and create more opportunities for advanced study.

In collaboration with key partners and with the right conditions in place, we will carefully pursue opportunities for growth. This will include deliberate efforts to expand Indigenous enrolment.

It will also include deliberate efforts to welcome and engage international students, many of whom remain in Alberta upon graduation, to build their lives and contribute to the growth and diversity of our economy and society. The participation of international students enriches our learning environment, fosters greater multicultural interactions and understanding and helps us develop global citizens who are more engaged with the world.

The Transformational Impacts:

- Preparation of well-rounded graduates who are positioned to drive change, think and engage critically, lead in new and emerging fields and enhance connections between Alberta and the world
- Innovative and flexible pedagogical approaches meeting the needs to diverse learners across their lives and careers
- A portfolio of leading online courses and programs in areas of distinct strength
- A wider range of credentials and pathways into the university, enabling better access for diverse learners throughout their lifetimes
- Experiential and work-integrated learning that positively contributes to communities while empowering students with future-ready skills
- Increased participation in post-secondary education by Indigenous students, helping contribute to reconciliation
- Strategic enrolment growth among domestic and international learners, enabling more skilled young people to stay in Alberta and contribute to building the province
- An outstanding student experience within an inclusive environment, bolstered by effective supports, contributing to higher rates of student completion

Key Indicators*

Total enrolment and total Indigenous enrolment: Headcount enrolment (undergraduate and graduate)

Preliminary target: 50,000 total headcount by fall 2026; 60,000 total headcount by fall 2030 (contingent on provincial funding support)

Student completion rate: Percentage of students who complete their degree within the designated period (six years for undergraduate, five years for master's, nine years for PhD)

Preliminary target: Meet or exceed U15 benchmarks

Graduate employment rate: Percentage of students employed in a field related to their studies two years after graduation (Graduate Outcomes Survey)

Preliminary target: >90%, with performance benchmarked against other Alberta post-secondary institutions

Experiential learning: Students completing experiential learning as part of their program (National Survey of Student Experience)

Preliminary target: Meet or exceed U15 benchmarks

Student satisfaction: Overall student-reported satisfaction (National Survey of Student Experience and other survey mechanisms)

Preliminary target: Meet or exceed U15 benchmarks

**Key indicators may be supplemented or modified through the implementation planning process. Qualitative reporting will also be essential.*

Research with Purpose.

We mobilize and energize our research, innovation and creative activities to solve our planet's toughest challenges.

A recognized global leader in health, disease prevention and life-course approaches to care and well-being...

A hub for forward-leaning discourse and action on migration, race, intersectionality, decolonization and poverty...

A renowned leader in energy and climate change research, at the forefront of developing innovative solutions for stable, reliable and sustainable energy sources...

An institution undertaking critical research in areas ranging from housing policy and policing to equity in education and refugee settlement...

These are just some of the many ways to describe how the University of Alberta generates research, innovation and creative activities that have profound influence locally, nationally and globally.

Our university has a proud legacy of high-impact research and creativity across a wide range of disciplines. These accomplishments are underpinned by the extraordinary contributions of staff, students and post-doctoral researchers.

Today, our deep disciplinary knowledge is needed more than ever.

A Legacy of High-Impact Research at the U of A

- Ground-breaking work by Dr. James Collip leads to the discovery of insulin, markedly enhancing quality of life for people around the world.
- Dr. Michael Houghton wins the 2020 Nobel Prize for discovering the hepatitis C virus, enabling development of blood tests and medications that save millions of lives.
- Ways to separate oil from sand are developed, giving rise to an entirely new industry that generates jobs, wealth and secure energy supplies for North America.
- The quantum canola strain is developed, saving Canada's multi-billion dollar canola industry from the threat of blackleg disease and propelling agriculture forward.
- Canada's first Faculty of Native Studies is founded, contributing to generations of leaders and experts in Indigenous research, community engagement and relationships.
- The C-Leg is created, giving the world a bionic leg with a fully microprocessor-controlled knee, helping over 70,000 people walk more easily, safely and naturally.
- The U of A establishes nationally renowned expertise in feminism and intersectionality, with ongoing influence in policy, education, pedagogy and research practice.
- The Chinook program is developed and becomes the first to win a human World Checkers Championship, setting a new trajectory for AI and machine learning.

Many of the challenges we face are global in scale yet have distinct local impacts. Addressing these challenges requires deep engagement in our local context, but with a global perspective founded on partnership and collaboration with researchers worldwide.

With a bold new academic structure, our university is well positioned to bring together multi-disciplinary expertise around shared problems for the benefit of Alberta and the world.

This means advancing high-impact research and innovation across all disciplines while strengthening what we are best known for.

These include **areas of Global Excellence**, where our university has already demonstrated its internationally ranked institutional strength over the past many years, **and areas reflecting Growth**, where we are making major contributions and have the potential to reach global significance in the next 10 years.

In conjunction with a more dynamic and collaborative academic structure, we will make focused, long-term investments in these areas to foster transformational achievements.

Key among these will be deliberate initiatives to reinforce and enhance our university's overall research, innovation and creative climate, including:

- Continuing to attract and retain leading researchers in their fields
- Increasing the numbers of and supporting our graduate students and post-doctoral researchers to develop the next generation of research leaders
- Identifying, nurturing and welcoming researchers from historically

Global Excellence

- Energy Solutions - Energy systems, resilience and climate change mitigation
- Artificial Intelligence - Artificial intelligence, machine learning and data science
- Health and Well-being - Health, disease prevention and life-course approaches to care and well-being

Growth

- Indigenous Research - Indigenous research, community engagement and relationships
- Agriculture and Food - Sustainable agriculture, food security and animal science
- Reducing Social Disparities – Transformative approaches to social disparities in the 21st century

**note these areas will continue to be refined through engagement with our research community*

underrepresented and equity-denied groups, which will better position our academy to explore issues from a broader lens and allow ideas and creativity to flourish through diversity

- Ensuring our researchers benefit from high-impact research spaces and supports, including expert staff
- Examining ways to incentivize and reward all forms of research, innovation, entrepreneurship and creative work to promote greater impact
- Building capacity to support and incentivize community-based research

Importantly, our initiatives will meaningfully integrate our commitments reflected in *Braiding Past, Present and Future* and our commitments to equity, diversity and inclusion. This includes how we conceive, design and conduct research, recognizing the importance of genuine community engagement and participation.

Our efforts will also recognize that addressing global challenges requires global collaboration. To that end, we will enhance partnerships with international researchers and institutions. This will amplify our world-leading strengths while building our profile and helping us attract outstanding talent and innovation to Alberta.

The result will be an environment that empowers our university's talented researchers and innovators to secure funding, enter into partnerships, engage with communities, generate new insights, capitalize on research opportunities and achieve transformational impacts for Alberta and the world.

Quantifying Research Strengths and Successes

- \$200M+ in funding for precision health, intelligent medical devices, therapeutics and women and children's health research
- Top 10 university globally for energy systems research
- Top three globally for AI and machine learning research for more than 30 years
- Leading innovation in smart and digital agriculture, and driving cellular agriculture research
- \$24M for research in health and well-being of Indigenous communities and environments
- Top 11 global leader in achieving the UN's Sustainable Development Goals

The Transformational Impacts:

- Increased number of large-scale, multidisciplinary research initiatives that stimulate community-engaged research and impact
- Development of innovations that tangibly address major social, economic and environmental challenges facing Alberta, Canada and the world
- More robust and comprehensive research capacity through the durable embedding of Indigenous community engagement and Indigenous ways of knowing into research practices
- Spinoff and other commercialization activities that bring new products and services to the world
- Increased representation and research success among researchers from historically underrepresented and equity-denied groups
- Markedly higher research, innovation and creative collaboration across disciplines, through realized potential of the college structure
- Improvement in the quality of life for millions of people in communities across Alberta, Canada and the world

Key Indicators*

International ranking: The University of Alberta's overall standing in international rankings of research universities

Preliminary target: Among the top 50 internationally ranked research universities by 2033

U15 sponsored research ranking: Ranking within the U15 in annual sponsored revenue

Preliminary target: Top three by 2033

Annual sponsored research revenue: Total annual sponsored research revenue from all sources

Preliminary target: Increase from \$550 million to \$650 million by 2028

**Key indicators may be supplemented or modified through the implementation planning process. Qualitative reporting will also be essential.*

Engagement with Purpose.

We lead, convene and collaborate with partners to help uplift individuals and communities throughout Alberta, across Canada and around the world.

While we are an international university, we always acknowledge and honour our special and unique position in this province. As the first university established in Alberta, the University of Alberta has had, and continues to have, a profound influence on Alberta's development.

Our situation on Treaties 6, 7 and 8 and the homelands of the Métis is fundamental to our identity, and we are deeply committed to building and sustaining relationships of trust, respect and mutuality with Indigenous communities.

We are an extraordinary contributor to the Edmonton region, enhancing culture, quality of life and economic opportunities while serving as a magnet for talented people. Our Campus Saint-Jean, unique in western Canada, is at the heart of Alberta's Francophone community and a vital partner in French-language education across many fields. Our Augustana Campus in Camrose helps ensure that the university remains strongly embedded in rural Alberta, now and in the future, offering students a unique educational experience grounded in liberal arts and sciences. And we continue to embrace our longstanding relationships with the North.

Across Alberta, our faculty, staff, students and alumni enrich the social and cultural lives of communities. Our contributions to the creative arts, athletics and all areas of civic life are fundamental.

Located throughout the world, our alumni are integral to the social, cultural and economic fabric of our communities. We, in turn, benefit greatly from the support of our proud alumni and donors, who help us flourish and provide direct benefit to our communities.

Through the students, faculty and staff we welcome, to the research and creative activities we pursue, to the graduates we produce, to our world-spanning alumni, our university helps connect Alberta to the entire country and the broader world.

This privileged and influential position comes with a keen responsibility. Our university's knowledge, networks and expertise can be of deeper and more meaningful service to Albertans. To this end, we will engage with the broader community more purposefully.

We will take a leading role in confronting issues of importance to communities across Alberta – such as energizing and diversifying economic development, improving healthcare delivery, reducing poverty, addressing community safety and enhancing sustainability. This means being more than a participating stakeholder, but rather a driving force, leveraging our capacity to convene diverse individuals and communities to pursue shared, positive outcomes. But this also means engaging with humility, recognizing we need to understand community needs, build trust and develop lasting, reciprocal relationships.

Taking up this role more fully will involve deliberate actions, including:

- Proactively engaging with private, public and non-profit partners and with Indigenous communities to identify how our university can best advance the quality of life for all Albertans
- Sustaining and deepening our commitment to Indigenous communities, and embracing our responsibilities under the calls to action of the Truth and Reconciliation Commission of Canada
- Building capacity and incentives for our faculty, staff and students to collaborate and engage with communities, industry and social and cultural organizations
- Developing strategic partnerships, locally and internationally, to contribute to the United Nations Sustainable Development Goals

We will specifically invest in building stronger connections between our research enterprise and the business community, working more purposefully to solve industry problems and supporting commercialization and entrepreneurship to help translate our innovations into real-world impact.

Our alumni are essential to our success. They are our community and business leaders, our cultural champions, our innovators, our artists and thinkers. We will engage, celebrate, support and collaborate with them to the benefit of all.

Our global connectedness will be key in engaging more purposefully. Through international partnerships and engagement, we will bring global knowledge to bear on local challenges and opportunities, while making major contributions to global solutions. We will also help our local industry and community partners achieve global scale and impact.

While undertaking a more energetic posture beyond our campuses, we will also make it easier for individuals and communities to connect with our university. This includes:

- Streamlining access to the university for our current and future partners, creating an open door for those who want to partner with us
- Creating more opportunities for students to experience education at Campus Saint-Jean and Augustana Campus
- Continuing to support access to our facilities, events and activities for the public
- Simplifying ways for communities to identify their needs and connect with researchers

Our hallmark of success will be the quality of our relationships and their productivity in realizing goals that benefit everyone.

The Transformational Impacts:

- Enhanced relationships and partnerships with First Nations and Métis communities within Alberta and an increase in Indigenous community-engaged research
- Deeper integration between our university and the business community, resulting in further growth and diversity for Alberta
- Expanded economic impact for the province including higher employment, wealth generation and technological advancement
- Expanded recognition of the university's importance in supporting thriving communities, driving change, enriching arts and culture and making a difference in people's day-to-day lives
- Headway on achieving the United Nations Sustainable Development Goals locally, globally and at all levels.

Key Indicators*

Impact ranking: The University of Alberta's international ranking in advancing Sustainable Development Goals

Preliminary target: 7th globally (current ranking)

Relationships with business community: Increase in the value of partnerships annually

Preliminary target: TBD

National and international reputation: Comprehensive improvement across reputational rankings

Preliminary target: Top three in Canada and top 50 in the world

Experiential learning: Students completing experiential learning as part of their program (National Survey of Student Experience) (also noted under Education with Purpose)

Preliminary target: Meet or exceed U15 benchmarks

**Key indicators may be supplemented or modified through the implementation planning process. Qualitative reporting will also be essential.*

Moving forward.

We are excited about tomorrow.

Our university's recent evolution leads the way for the rest of Canada and positions us to do things fundamentally differently going forward. We are eager to transcend boundaries, create new ways of working together, and foster more collaboration.

Enriched by talented people and committed to building a thriving culture, our university is ready to generate maximum impact for the world around us. Impact is not something we do for communities. It is something we achieve *together*.

Living up to this aspiration will require diligent and considered actions in line with this strategic plan across all areas of the university. These will be identified and pursued through a series of implementation plans that are created alongside students, faculty, staff, partners and supporters of our university.

Importantly, our implementation work will reflect and integrate *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan*, which provides a roadmap to ensuring our work on Indigenization and decolonization is embedded across the institution.

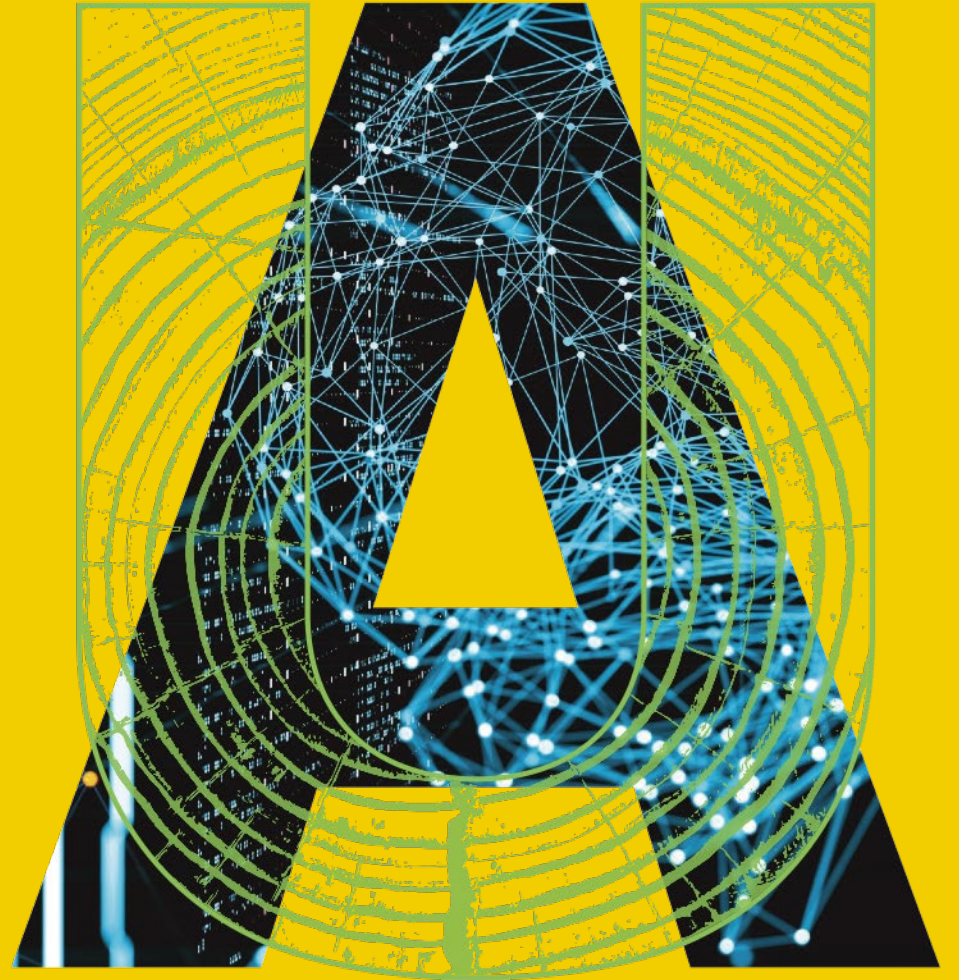
As we take those next steps together, we are committed to building a university of tomorrow for students, educators, researchers, alumni and community partners — here in Alberta and around the world.

In all we do, we are committed to Leading with Purpose as never before.

University of Alberta Strategic Plan 2023-2033



UNIVERSITY
OF ALBERTA



Meet the Steering Committee

Chair: Dr. Verna Yiu, Interim Provost & Vice-President (Academic)

Aminah Robinson Fayek, Vice-President (Research & Innovation)

Todd Gilchrist, Vice-President (University Services & Finance)

Greta Cummings, College Dean, College of Health Sciences

Joe Doucet, College Dean, College of Social Sciences and Humanities

Matina Kalcounis-Rueppell, College Dean, College of Natural & Applied Sciences

Demetres Tryphonopoulos, Dean, Augustana Campus

Cen Huang, Vice-Provost and Associate Vice-President (International)

Heather Bruce, Professor, Faculty of ALES, AASUA representative to the Board of Governors

Carrie Smith, Vice-Provost (EDI)

Sara Dorow, Professor, Faculty of Arts

Andy Knight, Professor, Faculty of Arts

Jessica Kolopenuk, Assistant Professor, Faculty of Native Studies

Valentina Kozlova, Teaching Professor, Faculty of Arts

Hanne Ostergaard, Professor, Faculty of Medicine and Dentistry

Hongbo Zheng, Professor, Faculty of Engineering

Wayne Clark, Executive Director, Indigenous Health Initiatives, Faculty of Medicine and Dentistry

Sydney Tancowny, NASA representative

Christian Fotang, Vice-President (External), Students' Union

Janmejaya Rao, Vice-President (External), Graduate Students' Association

Randa Kachkar, AASUA representative

Consultation overview

- Internal community:
 - Roundtable discussions: faculty, staff and students across the university
 - General Faculties Council, Board of Governors, Students' Council, GSA Council
 - Written input
- External community:
 - Alumni Council, Senate, Advisory Councils
 - Partners and stakeholders from community, industry, funders, government, research agencies, and other thought leaders
- Informed by the deep engagement on *Braiding Past, Present and Future*

Consultation draft released in April

Feedback received through town halls, roundtables, online input, discussions at BoG, GFC, APC, GSA, SU, and more

Feedback on the draft USP

- Strong support for the major pillars, grounded in the academic mission
- Strong support for emphasis on people, impact, and communities
- Community is strongly committed to *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan?*
- Need to reflect the integral role of the humanities, fine arts, creative endeavours to our university
- Narrative should be inspirational, accessible, and more concise

University of Alberta
Strategic Plan
2023-2033



**UNIVERSITY
OF ALBERTA**

Introduction

- Our faculty, staff, and students are fundamental to our success – culture and support for well-being and flourishing will underpin the USP
- Embedded commitments:
 - Indigenization and decolonization
 - Equity, diversity, and inclusion
 - Safety
 - Sustainability
 - Creativity
 - Collaboration

Education with Purpose

- Evolving programs and teaching for the future
 - Leveraging our new structure as we develop innovative and interdisciplinary programs
 - Portfolio of online courses and programs in areas of distinct strength
 - Leader in experiential and work-integrated learning
 - Support a wider range of credentials and pathways into PSE
 - Embedding commitments under *Braiding Past, Present and Future*
 - Embracing equity, diversity and inclusion
- Central importance of an outstanding student experience
- Intentional and sustainable growth

Research with Purpose

- Informed by the *Strategic Plan for Research and Innovation (SPRI)* – under development in parallel through broad engagement with the research community
- Vision to reinforce and enhance our research, innovation, and creative climate, including through emphasis on:
 - Indigenization
 - Equity, diversity, and inclusion
 - International partnerships
 - Developing the next generation of scholars and research leaders, including by increasing and supporting graduate and post-doctoral researchers
 - High-impact research spaces and supports
- Defining priority areas to enhance capacity and multidisciplinary collaboration
 - Areas of Global Excellence and areas of Growth

Engagement with Purpose

- Embracing our distinct relationships with Indigenous, Francophone, urban and rural communities
- Becoming a stronger leader and convenor within the communities we serve
- Strengthening bridges between industry and our research and innovation
- Streamlining access to the university for communities and partners
- Incentivizing and supporting community-based research and scholarly work

Next steps

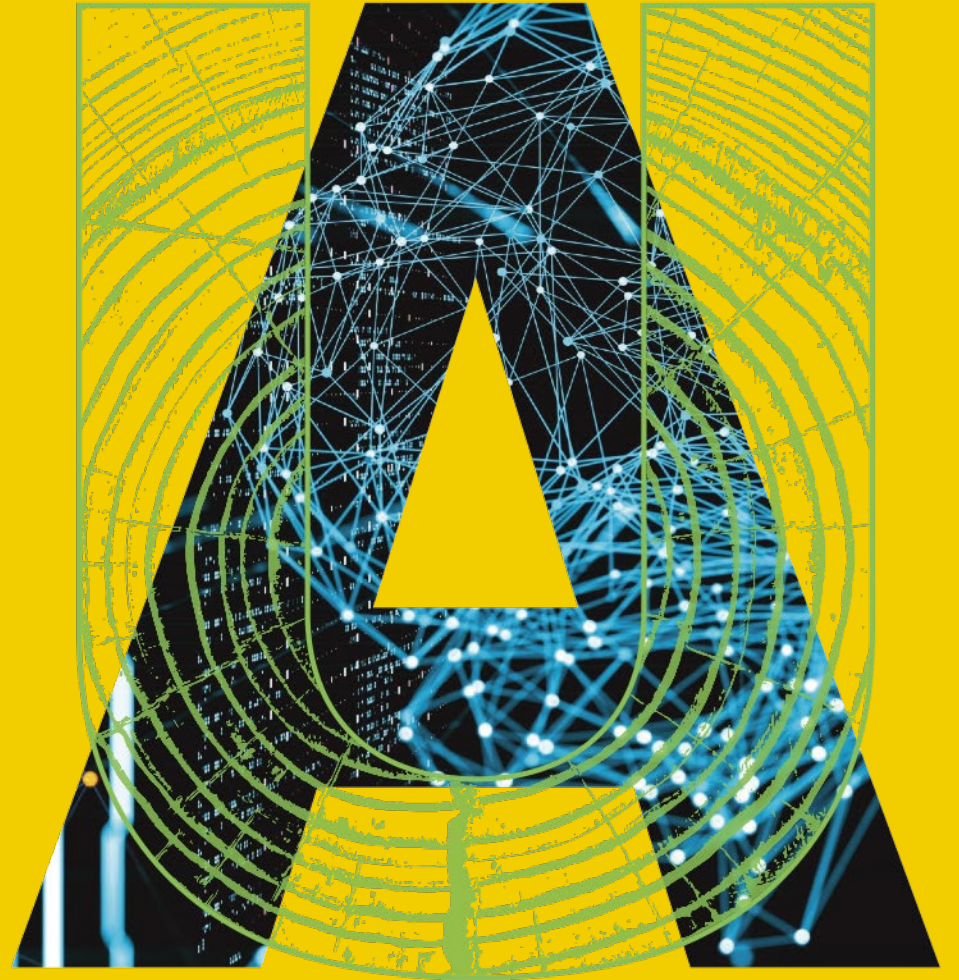
- Plan to be launched in September in conjunction with U of A Days
- Implementation planning already getting underway, with three-year implementation plan to be finalized by January 2024
- Embedding the USP into goals and accountabilities across the university

University of Alberta Strategic Plan 2023-2033

Design concept preview



UNIVERSITY
OF ALBERTA



SHAPE

**A STRATEGIC PLAN
OF IMPACT**

WHY SHAPE?

Because at the University of Alberta, we shape **futures** through top-tier education and research. We shape **ideas** through impressive innovations and renowned discoveries. And we shape **trust** through the relationships and experiences we build every day. Each person's contribution to the University of Alberta gives shape to what we offer the world, and how we offer it.

We want this plan to shape the work we all do — the work that will shape the future of the university for the next 10 years.

Inspired by our long-standing desire to uplift the whole people, the University of Alberta will be distinguished in 2033 for its power to improve lives and communities in Alberta, in Canada and around the world. We will be at the forefront of educating a growing province with global ambitions.

AND THAT'S WHAT LEADING WITH PURPOSE MEANS TO US:

educating, researching and engaging in deliberate, purposeful ways — in order to make a lasting, positive difference.

We will continue to be a university with global reach — one that's a magnet for ambitious students, expert staff and talented faculty who are leaders in their fields. We will effectively leverage that reach — igniting all corners of our university, our alumni and our partners to tackle the complex social, economic and environmental challenges facing us all.

We will galvanize world-leading expertise in our areas of excellence. And we will be recognized globally, ranked among the top three universities in Canada and top 50 in the world.

Never being satisfied with the "now," we will be known for always seeking, always challenging, always searching for solutions that make our world healthier, safer, stronger and more just. The knowledge our university builds and shares will remain guided by its dedication to truth.

We will be internationally recognized as a university of change makers, community builders and world shapers — one that prepares creative, collaborative and confident global citizens who aspire to make their mark on the world.

Ranked #7
in the world for impact,
based on Times Higher
Education Impact Rankings
assessing universities
against the United Nations
Sustainable Development
Goals

Research at the U of A
saved Alberta's canola
industry, today worth
\$20 billion
to Canada's economy

U of A discoveries are the
foundation for Alberta's oil
and gas industry — and now,
to emergent sectors like
environmental reclamation,
energy transition, AI and
machine learning

**2020
Nobel Prize**
awarded to
Dr. Michael Houghton
for the discovery of the
hepatitis C virus

MOMENTS OF IMPACT

Ranked #3
in the world
for AI and machine learning,
driving breakthroughs in
wildfire prediction, cancer
detection, decision making
and more.

More than
44,000
students from
156 different
countries

Programs like
Walls to Bridges and
Humanities 101 bring higher
learning to correctional and
shelter settings, building
community and learning
together

More than
300,000
alumni in
140 different
countries

Collectively
our alumni have
founded more than
70,000
organizations
globally

130+
active spinoff
companies

Total economic
impact of nearly
\$19.4 billion
in 2021/22

The problems facing our society... are not going to be solved by partial, disciplinary perspectives.

JESSICA KOLOPENUK

AHS Chair - Indigenous Health,
Cree Researcher and U of A professor

ENGAGEMENT WITH PURPOSE

We lead, convene and collaborate with partners to help uplift individuals and communities throughout Alberta, across Canada and around the world.

While we are an international university, we always acknowledge and honour our special and unique position in this province. As the first university established in Alberta, the University of Alberta has had, and continues to have, a profound influence on Alberta's development.

Our situation on Treaties 6, 7 and 8 and the homelands of the Métis is fundamental to our identity, and we are deeply committed to building and sustaining relationships of trust, respect and mutuality with Indigenous communities.

We are an extraordinary contributor to the Edmonton region, enhancing culture, quality of life and economic opportunities while serving as a magnet for talented people. Our Campus Saint-Jean, unique in western Canada, is at the heart of Alberta's Francophone community and a vital partner in French-language education across many fields.

Our Augustana Campus in Camrose helps ensure that the university remains strongly embedded in rural Alberta, now and in the future, offering students a unique educational experience grounded in liberal arts and sciences. And we continue to embrace our longstanding relationships with the North.

Across Alberta, our faculty, staff, students and alumni enrich the social and cultural lives of communities. Our contributions to the creative arts, athletics and all areas of civic life are fundamental.

Located throughout the world, our alumni are integral to the social, cultural and economic fabric of our communities. We, in turn, benefit greatly from the support of our proud alumni and donors, who help us flourish and provide direct benefit to our communities.

Through the students, faculty and staff we welcome, to the research and creative activities we pursue, to the graduates we produce, to our world-spanning alumni, our university helps connect Alberta to the entire country and the broader world.

This privileged and influential position comes with a keen responsibility. Our university's knowledge, networks and expertise can be of deeper and more meaningful service to Albertans. To this end, we will engage with the broader community more purposefully.

Our global connectedness will be key in engaging more purposefully.



WE COMMIT TO ENSURING

THAT EVERYONE WHO CHOOSES

THE U OF A WILL FEEL

INCLUDED AND VALUED.

EDUCATION WITH PURPOSE THE TRANSFORMATIONAL IMPACTS

- Preparation of well-rounded graduates who are positioned to drive change, think and engage critically, lead in new and emerging fields and enhance connections between Alberta and the world
- Innovative and flexible pedagogical approaches meeting the needs to diverse learners across their lives and careers
- A portfolio of leading online courses and programs in areas of distinct strength
- A wider range of credentials and pathways into the university, enabling better access for diverse learners throughout their lifetimes
- Experiential and work-integrated learning that positively contributes to communities while empowering students with future-ready skills
- Increased participation in post-secondary education by Indigenous students, helping contribute to reconciliation
- Strategic enrolment growth among domestic and international learners, enabling more skilled young people to stay in Alberta and contribute to building the province
- An outstanding student experience within an inclusive environment, bolstered by effective supports, contributing to higher rates of student completion

KEY INDICATORS

- **TOTAL ENROLMENT AND TOTAL INDIGENOUS ENROLMENT:** Headcount enrolment (undergraduate and graduate)
PRELIMINARY TARGET: 50,000 total headcount by fall 2026; 60,000 total headcount by fall 2030 (contingent on provincial funding support)
 - **STUDENT COMPLETION RATE:** Percentage of students who complete their degree within the designated period (four years for undergraduate, five years for master's, nine years for PhD)
PRELIMINARY TARGET: Meet or exceed U15 benchmarks
 - **EXPERIENTIAL LEARNING:** Students completing experiential learning as part of their program (National Survey of Student Experience)
PRELIMINARY TARGET: Meet or exceed U15 benchmarks
 - **GRADUATE EMPLOYMENT RATE:** Percentage of students employed in a field related to their studies two years after graduation (Graduate Outcomes Survey)
PRELIMINARY TARGET: >90%, with performance benchmarked against other Alberta post-secondary institutions
 - **STUDENT SATISFACTION:** Overall student-reported satisfaction (National Survey of Student Experience and other survey mechanisms)
PRELIMINARY TARGET: Meet or exceed U15 benchmarks
- ▶ Key indicators may be supplemented or modified through the implementation planning process. Qualitative reporting will also be essential.



PEOPLE ARE AT THE HEART OF WHAT WE DO

LARA MAHAL

Director of the Glycomics Institute of Alberta and
Canada Excellence Research Chair in Glycomics

LARA'S STORY

Headed by a world-leading expert, the Glycomics Institute of Alberta will foster collaboration, communication and education in a critical yet understudied area of science. As director of the new Institute, Lara Mahal wants to shape connections among experts and researchers who may not realize the impact glycomics could have on their work.

New knowledge and innovation in the field of glycomics could play a critical role in solving health challenges related to cancer, infectious diseases, neurodegenerative illnesses like Alzheimer's and more.

"Glycosylation is incredibly strong here at the University of Alberta. It is a central science to all sorts of different areas – biology, medicine, agricultural health," says Mahal.

The current membership in the Glycomics Institute of Alberta already includes researchers from the departments of chemistry, biology and pharmacology, and Mahal anticipates that as membership grows, more departments and faculties will be represented.

"Part of it is helping everyone's research by giving them the connections and the resources to figure out how to incorporate these really critical aspects into their work. We want to educate the larger biomedical community about the importance of sugars, which has really been undervalued," Mahal notes.

Mahal has examined diseases like influenza, finding that high levels of a certain sugar in the lungs are linked with more severe and even fatal outcomes. "If we can make it so that when we get sick with the flu from a horrible pandemic strain that would normally kill 50 per cent of the population, but we now know



Glycosylation plays a critical role in every major disease, and yet it is probably one of the most understudied areas of science.

how to prevent it from killing any of us, that's enormous. And sugars might really tell us that."

"I want people to walk away with an idea that sugars aren't just the stuff that you eat. This interesting code is telling us lots of information and controlling things, and as a result can really help us shape to get to the next generation of drugs and biomarkers that will help with human health.

▶ There is so much more to this story!
Read the full article at
[INSERTURLHERE](#)

Leading with Purpose.



UNIVERSITY
OF ALBERTA



SCHEDULE A:

Engagement and Routing

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

Those who are actively participating:

The USP process is guided by a Steering Committee, chaired by the Interim Provost & Vice-President (Academic). The Steering Committee includes broad representation from across the university, including college and faculty deans, faculty members, staff, and students. Membership is available [here](#).

Those who have been consulted:

Phase one (November-December 2022):

- University-wide town hall
- 30 roundtable discussions (with sessions offered for each faculty and central portfolio, as well as for students and for support staff)
- Online feedback form
- Faculty councils (on invitation)
- Deans' Council
- Chairs' Council
- Academic Planning Committee
- General Faculties Council
- Board of Governors
- The university also contracted with a third party to conduct interviews with stakeholders external to the university, including governments, community organizations, research agencies, research partners, employers, and other leaders within higher education.

Phase two (January-February 2023):

- Targeted surveys for faculty, staff and students
- Follow-up discussions occurred at the Board/GFC/Senate summit in January and the Board Strategy Session in February

Phase three (February-March 2023):

- Release of "What We Heard" consultation summary document
- Online feedback form
- Town hall and roundtable sessions in each college and stand-alone faculty
- Indigenous Advisory Council
- Students' Council
- Graduate Students' Association
- Students' Council
- General Faculties Council
- Board of Governors



ITEM NO. 3

Phase four (April-May 2023):

- Release of consultation draft USP
- University-wide town halls
- Online feedback form
- Special consultation sessions requested by units and constituencies: support staff, Augustana Campus, Dean of Students portfolio
- Graduate Students' Association
- Students' Council
- Deans' Council
- Chairs' Council
- Academic Planning Committee
- General Faculties Council
- Board of Governors

Approval Route:

- General Faculties Council, May 29, 2023 (for recommendation)
- Board of Governors, June 16, 2023 (for approval)

ITEM NO. 4

 Decision Discussion Information

ITEM OBJECTIVE: Obtain Board of Governors approval of the Fiscal Year 2023-24 and 2024-25 Investment Management Agreement targets, thresholds, and weightings.

DATE	June 16, 2023
TO	Board of Governors
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic) Vice-President (University Services and Finance)

MOTION: That the Board of Governors, on the recommendation of the Board Finance and Property and Board Learning, Research and Student Experience Committees, approve the 2023-24 and 2024-25 Investment Management Agreement targets, thresholds, and weightings, as presented in Attachment 1.

EXECUTIVE SUMMARY:

The Government of Alberta (the Government) requested the Fiscal Year (FY) 2023-24 and 2024-25 Investment Management Agreement (IMA) targets be submitted informally before April 30, 2023. In preparation for formal submission, the IMA targets require approval by the Board of Governors.

The FY 2023-24 and 2024-25 IMA metrics have 25% and 40%, respectively, of the Operating and Program Support Grant (OSG) at risk. In addition to the metrics included in the original 2022-25 IMA, the Government has added two new funding metrics: Research Commercialization and Administrative Expense Ratio.

Table 1 summarizes the FY 2023-24 and 2024-25 targets¹. Further details on targets, metric weighting, and tolerance bands are in Attachment 1. Domestic Enrolment increases recognize funded enrolment growth, namely Targeted Enrolment Expansion (TEE) funding. Targets for the Job Relatedness and Grad Employment rate are only required for FY 2024-25, given that they are based on a biennial survey, with the next survey and results release set to be in late 2024.

Table 1. Funding Metrics, 2023-24 and 2024-25 IMA Targets

Year / Target	Work Integrated Learning	Domestic Full Load Equivalent	Job Relatedness	Research Commercialization	Administrative Expense Ratio
FY 2023-24	95%	31,324	N/A	\$105.4M	6%
FY 2024-25	95%	31,919	95%	\$110.7M	6%

¹ The Government has indicated verbally that 2024-25 targets can be revisited next year. Targets have been set conservatively to minimize funding risk.

GOVERNANCE OUTLINE

ITEM NO. 4

Additionally, targets have been set for four transparency metrics (see Table 2), which do not have any at-risk funding. Note that the Government only requires one transparency metric (international enrolment) to be submitted, but targets have been set for three of the metrics in case this requirement changes.

Targets have not been set for the revenue dependency metric as the way this metric is calculated makes it relatively unpredictable, and counter-intuitive. Specifically, this metric includes all Government revenue so items such as large capital grants can make it fluctuate significantly.

It is recommended that the U of A continue to report only International Full-Load Equivalent (FLE) enrolment as its one transparency metric.

Table 2. Transparency Metrics, 2023-24 and 2024-25 IMA Targets

Year / Target	International FLE Enrolment²	Indigenous FLE Enrolment³	Domestic Graduate Employment Rate	Revenue Dependency
FY 2023-24	7,894	1,466	N/A	N/A
FY 2024-25	7,894	1,466	92%	N/A

Background

In the spring of 2020, the Government of Alberta introduced performance-based funding for post-secondary institutions in the form of an Investment Management Agreement (IMA). Implementation of the IMAs was to begin in fiscal 2020-21, however, this was delayed due to the COVID pandemic.

The IMAs were implemented in 2021-22 with one measure: proportion of programs with work-integrated learning (WIL). The U of A met its 2021-22 target of 78% of programs with WIL for which 5% of our funding is at risk with a 2021-22 actual of 99% of programs with work-integrated learning.

The 2022-23 IMA involved 3 mandatory funding measures with 15% of operating funding at risk across:

- proportion of programs with work-integrated learning,
- domestic enrolment, and
- proportion of employed graduates in jobs related to their programs.

² Future targets are set conservatively at steady state from the 2022-23 target, due to the following reasons:

- Downward pressure on international applications in the current admission cycle.
- The global environment is currently unstable, with potential geopolitical tensions that may affect international student mobility.
- Possible additional VISA processing delays due to the recent federal labour disruption.

³ The target for 2023-24 has been set conservatively, based on the following reasons:

- 2022-23 total Indigenous enrolment has seen an annual decrease, driven by a drop in the number of graduate students as well as the exit of a large undergraduate graduating class, resulting in lowered FLE.
- Significant decrease in Indigenous undergraduate and graduate applications for the current admission cycle.
- The target has been set based on these observed trends plus a safety margin of 3%.

ITEM NO. 4

Based on preliminary data, the U of A has met each of its targets for the mandatory funding measures and the one transparency metric, international enrolment.

Table 3. 2022-2023 IMA Metric Target and Actual

Metric	Target	Actual⁴
Work-integrated Learning	89%	99%
Domestic Full-Load Equivalent	30,704	33,350
Job Relatedness	95%	95%
International Full-Load Equivalent ⁵	7,894	8,357

Consultation

The FY 2023-24 and 2024-25 targets were endorsed by the President’s Executive Committee - Strategic at their April 20, 2023, meeting. The targets set in consultation with subject matter experts from the following areas:

- Deputy Provost, Student and Enrollment
- Deputy Provost, Academic
- Research Services Office
- Office of the Registrar
- Provost Office staff, including Work Integrated Learning Lead
- Finance, Procurement and Planning
- Performance, Analytics and Institutional Research

Risk Discussion / Mitigation of the Risk

With up to 25% of the OSG at risk in fiscal year 2023-24 and 40% of grant at risk in fiscal year 2024-25, it is imperative that the funding metric targets set are reasonably achievable. If targets are not met and grant funding is subsequently reduced, it will be increasingly challenging for the university to deliver on the core missions of teaching and research. To mitigate this risk, targets have been set taking into account historical achievement and current trends.

Next Steps

Our Government colleagues have indicated that next steps are dependent on the appointment of a new minister for Advanced Education. One potential path is that the IMAs will continue as conceived, in which case board approval and sign-off for submission to the Advanced Education minister is required.

Supporting Materials:

1. Investment Management Agreements (IMAs) Government of Alberta template (7 pages) – **for approval**

⁴ Preliminary data as of April 25, 2023

⁵ Transparency Metric

Investment Management Agreements (IMAs)

Funding and Transparency Metrics

Notes

- 1 Please provide values for all highlighted cells coloured yellow for the funding metrics (green tabs).
- 2 All four transparency metrics have been provided for information (blue tabs). Select at least one to be included in the IMA, and provide values for the highlighted cells for your selected transparency metric(s).
- 3 Please submit completed Excel file to Emma Kamanja at emma.kamanja@gov.ab.ca.
- 4 The 2024-25 targets are submitted with the proviso that Advanced Education has indicated institutions can revisit these in the spring of 2024.

FUNDING PERFORMANCE METRIC

Proportion of In-Scope Approved Programs with a Work Integrated Learning (WIL) Opportunity by School Year1

Source: 2021-22 and 2022-25 Signed IMA.

The University of Alberta supports the GOA goal to have 100% of programs with WIL and are proud of our accomplishments in support of that goal. We have increased our target from 89% to 95% in recognition of the fact that we are currently working with AE to make adjustments to our PAPRS data, which may impact the WIL calculation. Once PAPRS is adjusted we can revisit this target.

Provider	2020-21 Actual	2021-22 Target	2021-22 Actual	2022-23 Target2	2023-24 Target3	2024-25 Target4
University of Alberta	62%	78%	99%	89%	95%	95%
		Tolerance Threshold	4%	5%	7%	7%
		Metric Weighting5	5%	4%	9%	9%

Notes:

- 1 In-scope programs exclude: open studies, second language learning, academic upgrading, adult basic education.
- 2 Actuals to be validated against PAPRS data as of July 1, 2023.
- 3 2023-24 target should be equal to or greater than the 2022-23 target plus the 2023-24 tolerance threshold, but not required.
- 4 2024-25 target should be equal to or greater than the 2023-24 target plus the 2024-25 tolerance threshold, but not required.
- 5 Metric weighting is the percent of at-risk funding tied to this metric. Total at-risk funding is 5% in 2021-22, 15% in 2022-23, 25% in 2023-24, 40% in 2024-25.
- 6 All metric weightings add up to 15% for 2022-23. Minimum: 2%, Maximum: 8% for any one metric.
- 7 All metric weightings add up to 25% for 2023-24. Minimum: 3%, Maximum: 13% for any one metric.
- 8 All metric weightings add up to 40% for 2024-25. Minimum: 5%, Maximum: 22% for any one metric.

FUNDING PERFORMANCE METRIC

FLE Enrolment for "Domestic" learners, excluding apprenticeship, by School Year¹

Source: LERS Cubes (filtered on select Legal Status - see notes and excluding "Journeyman" Program Type)

We have set our targets to reflect TEE growth over and above our most recent target.
As context, across Alberta, our colleagues have seen the domestic market softening.

Provider	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Estimate	2021-22 Actual	2022-23 Target ²	2023-24 Target ³	2024-25 Target ⁴	
University of Alberta	28,769	29,112	31,029	31,970	32,886	30,704	31,324	31,919	
						Tolerance Threshold	921	2%	2%
						Metric Weighting ⁵	8% ⁶	10% ⁷	16% ⁸

Notes:

- 1 International Learners are Non-Canadian learners attending an approved program within Alberta, and therefore require a visa to attend.
- 2 Actuals to be validated against data in LERS in summer 2023.
- 3 2023-24 target should be equal to or greater than the 2022-23 target plus the 2023-24 tolerance threshold, but not required.
- 4 2024-25 target should be equal to or greater than the 2023-24 target plus the 2024-25 tolerance threshold, but not required.
- 5 Metric weighting is the percent of at-risk funding tied to this metric. Total at-risk funding is 5% in 2021-22, 15% in 2022-23, 25% in 2023-24, 40% in 2024-25.
- 6 All metric weightings add up to 15% for 2022-23. Minimum: 2%, Maximum: 8% for any one metric.
- 7 All metric weightings add up to 25% for 2023-24. Minimum: 3%, Maximum: 13% for any one metric.
- 8 All metric weightings add up to 40% for 2024-25. Minimum: 5%, Maximum: 22% for any one metric.

FUNDING PERFORMANCE METRIC

Proportion of Employed Graduates in Jobs Related to their Programs¹

Source: Graduate Outcome Survey

U of A graduates continue to excel in the labour market.

Given the unpredictability of the employment market, and our lack of direct control over it, we are suggesting a steady state target.

Provider	2018 Actual	2020 Actual	2022 Target	2022 Actual ²	2024 Target ³
University of Alberta	95%	97%	95%	95%	95%
		Tolerance Threshold	8%	8%	10%
		Metric Weighting⁴	3%	3% ⁵	5% ⁶

Notes:

- 1 Proportion of domestic graduates from approved programs who state their current job is very or somewhat related to the general skills and abilities acquired by program two years after graduating.
- 2 Actuals were provided to PSIs in January 2023.
- 3 2024 target should be equal to or greater than the 2022 target plus the 2024 tolerance threshold, but not required.
- 4 Metric weighting is the percent of at-risk funding tied to this metric. Total at-risk funding is 5% in 2021-22, 15% in 2022-23, 25% in 2023-24, 40% in 2024-25.
- 5 All metric weightings add up to 15% for 2022-23. Minimum: 2%, Maximum: 8% for any one metric.
- 6 All metric weightings add up to 40% for 2024-25. Minimum: 5%, Maximum: 22% for any one metric.

FUNDING PERFORMANCE METRIC

Administration Expense Ratio¹

Source: FIR reporting from Data Collection and Reporting System

The U of A runs an administratively lean organization and is targeting to maintain its administrative expense ratio.

Provider	2020-21 Actual	2021-22 Actual	2022-23 Estimate ²	2023-24 Target ³	2024-25 Target ⁴
University of Alberta	6%	6%	TBD	6%	6%
			Tolerance Threshold	2%	2%
			Metric Weighting⁵	3% ⁶	5% ⁷

Notes:

- 1 Expressed as administration expense divided by (total expense - extraordinary expense)
- 2 Please provide an estimate for 2022-23.
- 3 2023-24 target can be similar to previous years.
- 4 2024-25 target can be similar to previous years.
- 5 Metric weighting is the percent of at-risk funding tied to this metric. Total at-risk funding is 25% in 2023-24, 40% in 2024-25.
- 6 All metric weightings add up to 25% for 2023-24. Minimum: 3%, Maximum: 13% for any one metric.
- 7 All metric weightings add up to 40% for 2024-25. Minimum: 5%, Maximum: 22% for any one metric.

FUNDING PERFORMANCE METRIC

Research Commercialization¹

Source: Technology and Innovation annual survey of CARUs

The U of A has been successful in its research commercialization, however, this metric can fluctuate quite substantially. In setting our target we first removed the last two years, as these include amounts related to COVID research, which are anticipated to decrease. Given that this metric is subject to fluctuation, we set our 2023-24 target to the lowest year during the 2016-17 to current period. As this is a key area for the U of A, we have set a growth target for 2024-25.

Provider	2020-21 Actual (Mil)	2021-22 Actual (Mil)	2022-23 Estimate ²	2023-24 Target ³	2024-25 Target ⁴
University of Alberta	139.76	167.15	118.7M	105.4M	110.7M
			Tolerance Threshold	5%	5%
			Metric Weighting⁵	3% ⁶	5% ⁷

Notes:

- 1 Expressed as sponsored research revenue from industry and non-profit sectors
- 2 Please provide an estimate for 2022-23.
- 3 2023-24 target should be equal to or greater than the 2022-23 estimate plus the 2023-24 tolerance threshold, but not required.
- 4 2024-25 target should be equal to or greater than the 2023-24 target plus the 2024-25 tolerance threshold, but not required.
- 5 Metric weighting is the percent of at-risk funding tied to this metric. Total at-risk funding is 25% in 2023-24, 40% in 2024-25.
- 6 All metric weightings add up to 25% for 2023-24. Minimum: 3%, Maximum: 13% for any one metric.
- 7 All metric weightings add up to 40% for 2024-25. Minimum: 5%, Maximum: 22% for any one metric.

TRANSPARENCY METRIC

FLE Enrolment for International Learners by School Year1

Source: LERS Cubes (filtered on select Legal Status of "Visa" or "Other Visa")

The U of A has targeted a steady state for international enrolment.

The global environment is currently unstable, with potential geopolitical tensions that may affect international student mobility and there will be VISA processing delays due to the federal labour disruption. Given this situaion, it will be particularly important to revisit the 2024-25 metric for this target.

Provider	2020-21 Actual	2021-22 Estimate	2021-22 Actual	2022-23 Target 2	2023-24 Target	2024-25 Target
University of Alberta	7,609	7,894	7,894	7,894	7,894	7,894

REVISE

Notes:

- 1 International Learners are Non-Canadian learners attending an approved program within Alberta, and therefore require a visa to attend.
- 2 Actuals to be validated against data in LERS in summer 2023.
- 3 U of A figures do not include "off-shore" students, who had previously been included.



ITEM NO. 10c

Decision **Discussion** **Information**

ITEM OBJECTIVE: A refined Land Review Protocol is presented to members for approval. The protocol outlines a process whereby surplus university lands could be identified, evaluated, and prioritized for potential transfer to the University of Alberta Properties Trust for the purposes of generating a stream of long-term revenue for the institution.

DATE	June 16, 2023
TO	Board of Governors
RESPONSIBLE PORTFOLIO	Andrew Sharman, Vice-President (Facilities and Operations)

MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve a Land Review Protocol as outlined in Attachment 1.

EXECUTIVE SUMMARY:

Background

The University of Alberta Properties Trust (UAPT) was formed by the University of Alberta to develop or re-develop lands deemed as surplus to the university with a view of distributing net revenues back to the university (its sole shareholder). The Board of Governors directed the establishment of clear protocols for land decision-making to ensure a fulsome assessment of potential lands was regularly conducted and that appropriate oversight mechanisms were in place.

The Land and Asset Review Protocol White Paper completed in November 2022 outlined the vastness of the university’s land holdings and that new opportunities for land development will emerge for consideration as an alternate source of revenue to the institution. The paper also proposed a governance framework to ensure clear lines of accountability and transparency while leveraging the expertise of the UAPT in seeking revenue opportunities for the U of A. The Board Finance and Property Committee reviewed, and provided feedback on, a draft Land and Asset Review Protocol in November 2022 and March 2023. In this final iteration, reference to “Asset” has been removed to reflect the UAPT’s role as exclusively that of land development.

Analysis/Discussion

The University of Alberta and the UAPT proposes to implement an annual process, or protocol, consisting of three distinct phases:

- *Classification* - Looks holistically and objectively at the university’s land inventory with a view to broadly classifying land parcels as either destined to remain within the university’s direct control versus those that will be considered for development. This phase explicitly does not endorse or approve land for disposition; it only identifies where further exploration of opportunities may be warranted.
- *Assessment and Prioritization* - Transparently conducts feasibility assessments of individual land parcels, which may lead to a plan with specific recommendations related to lands that are mutually seen as potential candidates for transfer to the UAPT.

GOVERNANCE OUTLINE



ITEM NO. 10c

- *Execution* - For land parcels having received the approval of both governing bodies, the university and the UAPT can undertake the steps necessary to transfer the land, pursue development opportunities, and generate acceptable economic returns to the institution.

The Asset Management Master Plan (AMMP), which is under development, will present a single master plan for asset utilization (including undeveloped lands), space optimization, and investment prioritization that brings the Integrated Asset Management Strategy (IAMS) to life. The overall objective of the AMMP is to ensure long-term infrastructure asset sustainability. It will be imperative that the annual outcomes borne from the Land Review Protocol are directly aligned with the plans articulated in the AMMP. Specific recommendations related to lands that are mutually seen as potential candidates for transfer to the UAPT will come in the form of an annual appendix to the AMMP.

Engagement/Consultation

The protocol was developed jointly between Facilities and Operations and the UAPT and includes contributions from the two members who sit on both governing bodies.

Risk Discussion/Mitigation

The following risks are mitigated by implementation of a Land Review Protocol:

- *Transparency/reputation* - The absence of a protocol with clearly defined principles and objectives that allow both the Governors of the University of Alberta and the UAPT appropriate oversight on all decisions regarding land and asset decision-making will hamper transparency on land development decisions and negatively impact the institution's credibility.
- *Relationship with stakeholders* - Revealing early thinking with respect to some land assets' potential for monetization may incite negative reactions from people (internal and external to the university) who disagree with even consideration of a particular land asset. Careful consideration will need to be given to how the products from the joint sessions are received.
- *Resource management* - Not pursuing potential land development opportunities as an alternate source of revenue unnecessarily deprives the institution of a sustainable alternate revenue source.

Relevant Legislation/Policy

- Board Finance and Property Committee Terms of Reference Section 2t

Next Steps

It is anticipated that the first joint working session will take place in June 2024 after the AMMP is finalized at the end of 2023.

Supporting Materials:

1. Land Review Protocol, May 2023 (1 page) – **for approval**

LAND REVIEW PROTOCOL

To identify, evaluate, and prioritize surplus university lands for potential transfer to the University of Alberta Properties Trust (UAPT) to generate a stream of long-term revenue for the institution.

CLASSIFICATION

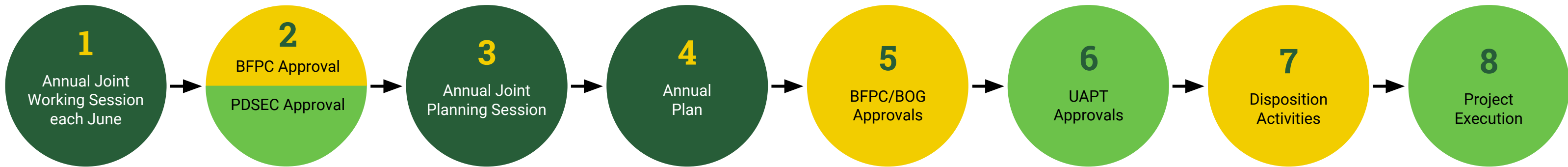
- Objective evaluation of university land inventory
- Identify land parcels to consider for transfer

ASSESSMENT AND PRIORITIZATION

- Transparently conduct feasibility assessments for land that may have potential for transfer
- Develop plan with specific recommendations (subject to amendment), if needed

EXECUTION

- Transfer the land and undertake development
- Generate economic returns to the institution


1

- Potential lands for transfer are identified
- Feasibility of potential land development opportunities will inform discussion

3

- Planning session to collaborate, and agree, on annual land development plan priorities

5

- Land development plan approved by BFPC and the BOG as an annual appendix to the Asset Management Master Plan (under development)

7

- Where necessary, approved lands are submitted to the Government of Alberta for Ministerial approval of disposition
- Lands approved for disposition as part of the land development plan are transferred to UAPT

2

- Respective committee approvals of initial land classification each September
- Does not endorse or approve land for disposition, only for further exploration of opportunities

4

- Plan provides details on lands assessed for development, including timelines, and includes a recommendation to transfer land parcel(s)
- If land will be transferred within the fiscal year, a land development plan will be presented to BFPC and the BOG in March

6

- Land development plan receives final approval from UAPT Board of Directors, considering development performance and methodologies, and current market conditions

8

- Land development activities commence

Initiatives contained within any year's annual plan may have spent considerable time (potentially years) under consideration as part of the Classification phase.





Decision **Discussion** **Information**

ITEM OBJECTIVE: To secure financing to fund the implementation of the fifth phase and final phase of the *Envision* energy management program.

DATE	June 16, 2023
TO	Board of Governors
RESPONSIBLE PORTFOLIO	Andrew Sharman, Vice-President (Facilities and Operations)

MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, execute a Borrowing Resolution requesting approval of financing the fifth and final phase of the *Envision* energy management program in an amount not to exceed eight million dollars (\$8,000,000.00) in Canadian funds for a term not to exceed fifteen (15) years at an interest rate of not more than seven percent (7%); and make an application to the Minister of Advanced Education for the required approval.

EXECUTIVE SUMMARY:

Background

A series of energy management programs have been in place at the University of Alberta since the mid-1970s which have generated an accumulated cost avoidance exceeding \$463 million. Despite a campus that has grown considerably in that time, overall energy intensity, considering electricity, steam, and chilled water consumption per unit area, has decreased and the program has also resulted in substantial cumulative emissions reductions.

In the simplest terms, energy management programs allow the university to invest in initiatives that will reduce energy consumption to offset future energy costs. Investments are made into infrastructure initiatives (often built into larger maintenance or renewal projects) with a view to reducing future energy costs. Monies made available by avoided utility costs are reinvested into subsequent energy and climate initiatives for the life of the loan. Once the debt is satisfied, savings are retained by the university for use in any other priority area.

Envision was developed in 2011 and identified \$35 million in energy management initiatives over five phases. The Board of Governors approved the program based on borrowing a set amount of money from Treasury Board and Finance for each phase. Prior to the pandemic, the university implemented phase four and is now ready to launch phase five.

Analysis/Discussion

Continued implementation of the *Envision* program is necessary to keep the university's energy use as low as is cost effectively feasible. Major initiatives within phase five include demand-based laboratory ventilation; enterprise energy analytics; and LED lighting retrofits and controls. These projects build on previously implemented energy projects and, as audited, have demonstrated substantial financial performance. Other benefits of continued implementation of *Envision* are

GOVERNANCE OUTLINE



ITEM NO. 10d

reduced operating and maintenance costs; improved facilities conditions; infrastructure renewal to address deferred maintenance; reduction of greenhouse gas emissions; and support of, and commitment to, sustainable development.

The successes of prior phases have demonstrated how financial gains can accrue to the university even when using leveraged funds. To establish an upper limit for borrowing purposes, an analysis and cash flow projection was performed to determine the effect of inflationary pressures. The 15-year amortization financial model can support interest rate increases up to 7% with a 1.5% escalation in utility rates beyond 2022-23.

Engagement/Consultation

Officials within Advanced Education have reviewed the *Envision* energy management program phase five business case and have confirmed it meets the ministry's requirements for long-term borrowing. Further, the university's Investments and Treasury unit is aware of this borrowing request and have included it in their annual planning.

Risk Discussion/Mitigation

The following risks will be mitigated by approving financing to fund *Envision* phase five:

- Reputation/relationship with stakeholders - With its significant infrastructure and utility operations, the University of Alberta has both an obligation and opportunity to show leadership in the area of energy management. Lack of a clear and ongoing commitment to emissions reductions and environmental sustainability will negatively impact the university's overall reputation, and its relationship with stakeholders and members of the community.
- Funding and resource management - The program objective and financing approach will result in cost savings for the university.
- Physical infrastructure - Contributions under the *Envision* umbrella are frequently leveraged in a way that increases the financial viability of a particular building renewal.

Relevant Legislation/Policy

- Post-secondary Learning Act (PSLA)
- Board Finance and Property Committee Terms of Reference Section 2g

Next Steps

A formal request for borrowing will be submitted to the Minister of Treasury Board and Finance.

Supporting Materials:

1. [Energy and Climate Action: Envision Phase 5 Energy Management Program Business Plan, January 2023](#) (23 pages) – by link
2. Board Resolution for Borrowing (2 pages)

RESOLUTION OF
THE BOARD OF GOVERNORS OF THE UNIVERSITY OF ALBERTA

("Board of Governors")

WHEREAS the Board of Governors, to carry out the purposes of the University of Alberta, considers it appropriate and necessary to proceed with the implementation of the fifth phase of the five-phase *Envision* energy management program at a currently budgeted cost of Eight Million Dollars in Canadian funds (\$8,000,000.00) ("Project"); and

WHEREAS the Board of Governors considers it appropriate and necessary to borrow funds from the lender described in this resolution.

IT IS HEREBY RESOLVED THAT:

1. Pursuant to Section 73 of the *Post-secondary Learning Act* and subject to the prior approval of the Minister, the Board of Governors, for the purposes of the University of Alberta, authorizes and approves the borrowing of an amount to fund the Project not to exceed Eight Million Dollars (\$8,000,000.00) in Canadian funds ("Loan").
2. The Loan be:
 - (a) from a lender which is Treasury Board and Finance ("Lender") in an amount not to exceed Eight Million Dollars (\$8,000,000.00) in Canadian funds;
 - (b) for a term not to exceed fifteen (15) years;
 - (c) at an interest rate not to exceed seven percent (7%) per annum;

And that within the parameters set out in this section 2, the establishment of the amount, term and interest rate be made by the Vice-President (University Services and Finance).

3. To secure the repayment of the Loan, the University of Alberta grant to the Lender such security as may be required by the Lender and agreed to by the Vice-President (University Services and Finance).
4. The Vice-President (University Services and Finance) be and is hereby authorized for and on behalf of the University of Alberta to:
 - a) Negotiate, execute and deliver to the Lender such notes, bonds, debentures or other securities in such form, with or without seal, and

containing such terms and conditions related to amount, denomination, time and place of payment, principal and interest and redemption as the Lender requires as a condition of the Loan;

- b) Include in the security the Lender requires as a condition of the Loan all such securities, debentures, charges, pledges, mortgages, conveyances, assignments and transfers to or in favour of the Lender of all or any property, real or personal, moveable or immovable, owned by the University of Alberta or in which it may have an interest as the Lender may require;
- c) Give the Lender any other documents or contracts necessary to give or furnish to the Lender the security or securities required by the Lender including without limiting the generality of the foregoing, all or any receivables, book debts due or growing due, stocks, bonds, insurance policies, promissory notes, bills of exchange and securities of all kinds.

5. All agreements, securities, documents and instruments proposing to be signed, made, drawn, accepted, executed or endorsed as provided in this resolution shall be valid and binding on the University of Alberta.

6. The Lender shall be furnished with a signed copy of this resolution.

I hereby certify that this resolution has full force and effect on the _____ day of _____, 2023.

Chair of The Board of Governors of the
University of Alberta



Decision X Discussion **Information**

ITEM OBJECTIVE: To obtain Board of Governor’s approval to allocate funds from the Strategic Initiatives Fund to fund university initiatives as outlined below.

DATE	June 16, 2023
TO	Board of Governors
RESPONSIBLE PORTFOLIO	Vice-President (University Services and Finance)

MOTION: THAT the Board of Governors, on the recommendation of the Board Finance and Property Committee, approve the following allocations from the Strategic Initiatives Fund:

- \$2 million to an internally restricted Universities Academic Pension Plan (UAPP) risk management reserve;
- \$21 million for capital renewal initiatives;
- \$1.2 million for a research information management system;
- \$500,000 for the Innovation Fund; and
- \$100,000 for on-campus transportation alternatives.

EXECUTIVE SUMMARY:

In accordance with the Board-approved University Funds Investment Policy, all realized investment income not required for current budget purposes will be reinvested in an investment income reserve.

For the year ending March 31, \$37 million was transferred to the investment income reserve bringing its balance to \$108 million. As at March 31, the value of the Non-Endowed Investment Pool’s investments exceeded their underlying obligations by 25.5% or \$243 million. The \$108 million is included in the \$243 million and remains fully invested and at risk.

The University Funds Investment Policy permits appropriations from the investment income reserve to the Strategic Initiatives Fund (SIF) when the value of the investments exceeds the underlying obligations by more than 17%, currently \$162 million.

As such, it is now possible to make appropriations from the reserve to a strategic initiatives fund because the total market value of the investments exceeds the cost by greater than 17% (a defined threshold in the UAPPOL policy). The amount that could be appropriated for this fiscal year ranges from \$0 to \$81 million (\$243 million - \$162 million).

The FY 2023 year end financial statements note an appropriation of \$30.064 million to the SIF from the investment income reserve bringing the total in the SIF to \$40.064 million.

Administration now requests that the Board of Governors approve of a total of \$24.8 million of allocations from the SIF as follows:

- \$2 million for the UAPP pre-1992 unfunded liability risk management reserve,
- \$21 million for capital renewal,

GOVERNANCE OUTLINE



ITEM NO. 10e

- \$1.2 million for research information management,
- \$500,000 for the Innovation Fund, and
- \$100,000 for on-campus transportation alternatives.

Following the above detailed BFPC recommendations and BG approvals, \$15.264 million would remain as an appropriation in the SIF for future allocation.

Background

The following provides further detail on the initiatives listed above.

UAPP pre-1992 unfunded liability

Willis Towers Watson (WTW) provided the university with an independent assessment of the risk associated with the UAPP pre-1992 unfunded liability that could impact future contribution rates. It was estimated that an annual \$2 million contribution to an internally restricted UAPP risk management reserve earning 4% would be sufficient to fund potential incremental employer contributions required to offset the combined impact of contributions being 1% lower, benefit payments 0.5% higher, and investment returns 1% lower, thus mitigating this risk to an acceptable level.

Capital renewal

An investment of \$21 million into capital renewal would meaningfully improve the conditions within which our students, faculty, and staff work.

Seed funding for a STEM centre major renovation (\$10 million)

The university intends to transform the Biological Sciences Building into a centre of STEM excellence. This is the number one priority in our 2023 capital plan submission to the Government of Alberta, approved by the Board of Governors on March 24. Seeding this \$500 million project with an initial contribution of \$10 million will demonstrate the university's commitment to attracting the brightest academic minds, undergoing world-leading research activities, and educating the next generation of change-makers. Immediate and tangible benefits include: redeveloping (maximizing space utilization) an existing building rather than constructing new; addressing a significant deferred maintenance liability; reducing operating and maintenance costs by integrating smart building systems; and reducing emissions with a much lower carbon footprint.

Two related changes have been made to the 2023 capital plan. The project scope has been redefined resulting in a reduction in total project cost from \$750 to \$500 million, and the \$10 million in seed funding from the university has been reflected.

Replace the electrical vault in the Heritage Medical Research Centre (HMRC) (\$8 million)

The HMRC contains a significant number of high service research labs as well as animal research laboratory space. This project will replace all electrical switchgear and central equipment as well as renewing the vault interior to ensure modern, code-required clearances, and maintenance needs are accommodated. This project will reduce the university's deferred maintenance liabilities in the building by \$2.9 million.



ITEM NO. 10e

Elevator replacements in the South Academic Building and Education North (\$3 million)

Elevators are crucial; not only as a means of conveyance, but, more importantly, as a means of ensuring universal access. Between the two buildings, six elevators are beyond their useful life and the frequent downtime is significantly impacting building operations. This project will reduce the university's deferred maintenance liability by \$1.4 million.

Research and academic information management tool

The implementation of a research and academic information management tool would require a two-year window and a number of term-limited staff positions (project manager, data integration specialist, and profile editors) along with support from staff from various units, specifically PAIR, IST, Provost's Office, VPRI, the Library, and potentially others. A reasonable cost estimate (including initial software costs) would be \$600,000 to \$800,000 annually for this two-year implementation window. Ongoing costs would largely consist of dedicated staff support – three positions, minimum, to handle technical, data integrity, and support issues and, and potentially annual software licensing fees, estimated at \$250,000. In summary, a fixed one-time investment of \$1.2 to 1.6 million for the two-year implementation with ongoing costs of \$600,000 per year thereafter.

Innovation Fund

An additional \$500,000 of investment by the university into the innovation fund will total a \$1 million commitment (loan) and provide the following benefits:

- A larger initial injection from the university would allow FundCo to be more proactive in obtaining funding for investment.
- By providing a larger initial injection of funds, FundCo would have more resources at its disposal to pursue investment opportunities actively. With a larger capital base, FundCo can potentially attract more investors and demonstrate a stronger financial position, which could make it easier to secure additional funding for future investments.
- By increasing the funds under management in the first year, the overall size of the investment portfolio would be larger thereby not relying on donors' money to go to operations of the FundCo.
- Additional funds would lead to a faster launch of the fund and a more self-sustaining model sooner. This goes hand-in-hand with the fund being able to show donors that the university really supports this venture as a priority which would attract further confidence from donors and even a quicker self sustaining model.
- Year one all donations go to investments, this would be a significant benefit to early donors and is an incentive to donate sooner than later.
- An injection provides more resources to compensate the team and retaining a loyal employee base including attracting some paid students (whose salaries would be matched by MITACS).

On-campus Transportation Alternatives

Following recent changes to the Alberta Traffic Safety Act, the university is pursuing alternative on-campus transportation. On-campus transportation is utilized by several groups across campus to facilitate mobility around campus (typically for special events). The cost to purchase and to implement training for alternative on-campus transportation is approximately \$100,000.



ITEM NO. 10e

Risk Discussion / Mitigation of the Risk The appropriation of funds provides the university the opportunity to fund key initiatives that otherwise would remain unfunded. The remaining available balance can be used to address unanticipated in year initiatives. The Investment Income Reserve Fund will maintain a balance above the required 17% over obligation ensuring a cushion in case of reduced returns.

Where applicable, list the legislation that is being relied upon

1. BFPC Terms of Reference Section 2c
2. [University Funds Investment Policy](#)



Decision **Discussion** **Information**

ITEM OBJECTIVE:

To seek the Board’s approval of the 2022-23 Annual Report. The institutional annual report is mandated under the *Post-Secondary Learning Act* and is posted on the university website, so all information contained in the report is publicly available.

DATE	Friday, June 16, 2023
TO	Board of Governors
RESPONSIBLE PORTFOLIO	External Relations

MOTION: THAT the Board of Governors, on the recommendation of the Board Reputation and Public Affairs and Audit and Risk Committees, approve and adopt the draft 2022-23 University of Alberta Annual Report, as set forth in Attachment 1, and empower the Vice-President (External Relations) to make any editorial changes to the Report, as needed, as long as the changes do not have the force of policy.

EXECUTIVE SUMMARY:

Background

The submission of the University of Alberta’s Annual Report is an annual accountability requirement of the Government of Alberta. The report must adhere to government guidelines and include (among other routine requirements) the institution’s financial statements, capital plan, and key updates on core mission goals and performance measures. The document must also demonstrate how the U of A’s annual performance aligns with government priorities and responds to key environmental factors and thus the annual report also serves as an important opportunity to showcase the U of A as a partner in achieving these goals.

In 2022, the Board Audit and Risk Committee (BARC) asked that future iterations of the Annual Report come to BARC for recommendation to the Board of Governors from a financial and risk perspective. This is in addition to the report being considered and recommended by the Board Reputation and Public Affairs Committee within its mandate over university reputation, identity, strategic communication, and community engagement.

The primary audience of the report is the Government of Alberta and it must be submitted no later than September 30, 2023.

Analysis / Discussion

Key highlights in the report include:

- Enrolment growth success – including the addition of more than 2,600 students in in-demand programs in health care, engineering and business, the total population is now more than 44,000, including more than 1,900 Indigenous students.
 - Growth due to funding from the Government of Alberta’s Targeted Enrolment Expansion is also highlighted.

GOVERNANCE OUTLINE



ITEM NO. 10f

- Continued transformation of the institution, guided by the University of Alberta for Tomorrow (UAT), which allows the U of A to focus its resources where they matter most – on our students.
 - Engagement for *Leading with Purpose: New University Strategic Plan* and *Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan* are highlighted as additional transformative initiatives that will guide the U of A to long-term success.
- High participation in work-integrated and other forms of experiential learning, and the employability of graduates.
- \$621.1M total sponsored research revenue.
- \$137.2 M total funds raised.
- Local community engagement and continued engagement with the worldwide alumni network.
- Progress on the ongoing Space Optimization Strategy and detailed progress on the objectives outlined in the U of A's 2022-23 Capital Plan.
- NOTE: At the time of this draft, audited financial figures are not available, and will be added in once approved (and before final review and submission of the report).

Risk Discussion / Mitigation of the Risk

- Risk: Reputational risk due to improper reporting
 - Mitigation: An extensive review process is ongoing to ensure that all facts and figures have been validated, and all explanations are truthful. Subject-matter experts have been consulted, as have experts from Performance, Analytics and Institutional Research (PAIR). All Vice-Presidents have been consulted as part of the review process to ensure that the info is correct and presented in a correct manner.
- Risk: Improper financial reporting
 - Mitigation: An extensive review process is ongoing to ensure that all financial reporting is validated. The Audited Financial Figures that make up Appendix A in the final Annual Report will be included once they have been validated and approved by the Board of Governors. No additional editing will occur once approved.
- Risk: Reputational risk due to missed submission deadline (September 30, 2023).
 - Mitigation: To ensure timely submission of the Annual Report, timelines have been expedited as compared to the 2021-22 report. The report is being shared with committees and the board during the 2022-23 cycle, allowing sufficient time to make edits as needed. The report will then be designed according to guidelines & re-shared "for information only" prior to submission to the Government of Alberta.
- Risk: Reputational risk due to misalignment of institutional and government priorities.
 - Mitigation: The goals and performance measures listed in the 2022-23 Annual Report are directly pulled from UAT, aligning with institutional and provincial priorities.
- Risk: Mis-use or misrepresentation of the U of A brand.
 - Mitigation: To maintain consistent branding, we will re-use the overall design from the 2021-22 Annual Report with an update to select images and facts and figures.



ITEM NO. 10f

Where applicable, list the legislation that is being relied upon

- Provincially:
 - The *Post-Secondary Learning Act* requires public institutions to submit an annual report to the Minister of Advanced Education (the Minister). The annual report must include their audited financial statements and any other information required by the Minister.
 - The *Fiscal Planning and Transparency Act* also provides for these documents in its accountability framework.
 - BRPAC Terms of Reference Section 2k

Next Steps

- Design and editing of the annual report will occur in July and August.
- Final edits, if needed, will conclude in mid-September; a final version (including design) will be shared with BRPAC and the BG as an information item before it is submitted to the Government of Alberta.
- Final submission will be Thursday, September 28, 2023 so that it is submitted in advance of the deadline and prior to the National Day for Truth and Reconciliation (observed on Friday, September 29, 2023).

Supporting Materials:

1. 2022-23 Annual Report (draft) – 34 pages (**for approval**)

*See Schedule A at the end of this item for an overview of consultation and stakeholder participation.



University of Alberta Annual Report 2022-23:

Draft - May 31

Table of Contents

[University of Alberta Annual Report 2022-23 \(draft\):](#)

- [Table of Contents](#)
- [List of Figures and Tables](#)
- [Treaty Acknowledgement](#)
- [Accountability Statement](#)
- [Management's Responsibility for Reporting](#)
- [Public Interest Disclosure](#)
- [Message from the President](#)
- [Operational Overview](#)
- [Goals and Performance Measures](#)
 - [University of Alberta for Tomorrow](#)
 - [Successful Transformation](#)
 - [Financial Sustainability](#)
 - [Enhanced Student Experience](#)
 - [Enhanced Staff Engagement](#)
 - [Increased Innovation and Entrepreneurship](#)
 - [Community Engagement](#)
- [Capital Report](#)
 - [Top Capital Priorities](#)
 - [Current and Exploratory Initiatives](#)
- [Utilities](#)
- [Appendix 1: Audited Financial Statements](#)

List of Figures and Tables

- Table X: Student Enrolment Growth
 - Table X: Student Completion Rates
 - Table X: Sponsored Research Revenue, 2022-23
 - Table X: Sponsored Research Income, 2016-2023
 - Table X: Top Capital Priorities
 - Table X: Current and Exploratory Initiatives
-

Treaty Acknowledgement

The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, a traditional gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene, Ojibway/ Sauteaux/Anishinaabe, Inuit, and many others whose histories, languages, and cultures continue to influence our vibrant community.

[page break]

Accountability Statement

The University of Alberta's Annual Report for the year ended March 31, 2023 was prepared under the Board's direction in accordance with the Fiscal Planning and Transparency Act and ministerial guidelines established pursuant to the Post-Secondary Learning Act. All material economic, environmental or fiscal implications of which we are aware have been considered in the preparation of this report.

Management's Responsibility for Reporting

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

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

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

Public Interest Disclosure

There were no disclosures reported this past year.

[page break]

Message from the President

For more than a century, the University of Alberta has been the premier post-secondary institution in the province. We have built a strong tradition of educating leaders and inspiring entrepreneurs and big thinkers, and we have a well-deserved reputation for using innovation and creativity to enact economic, social and cultural change.

I'm proud to say this tradition of success continues today. We are a world-class post-secondary institution with known excellence in research, education and teaching, and we continue to be a destination of choice for students and world-renowned researchers. At the University of Alberta, we are always looking for ways to harness our collective, deep and varied expertise to work collaboratively to solve the world's most pressing problems. Together, we meet challenges head on as we look to build a better world for the good of everyone.

Although this past year has not been without its challenges, it has also been a year of growth, transformation and revitalization for our institution.

This fall, we welcomed students back to our campuses, as we saw a return to full in-person learning due to the easing of health restrictions related to COVID-19. We welcomed students back in record numbers. Thanks in part to our partnership with the province, we added more than 2,600 students to in-demand programs in health care, engineering and business, bringing our student population to more than 44,000 students, including more than 1,900 Indigenous students.

Our ambitious plans for growth continue. We're aiming to grow our enrolment to more than 60,000 students by 2030 to meet the demographic boom and so that even more young Albertans can get a world-class education right here at home. As we grow, we remain focused on areas of student and industry demand so that we can help ensure Alberta has the talented leaders it needs to succeed, now and in the future.

To sustain the high-quality education Albertans have come to expect from the U of A, we continue to transform our institution so that we can focus our resources where they matter most – on our students. The ongoing institutional transformation continues to be guided by the University of Alberta for Tomorrow (UAT) initiative. Launched in 2020, this bold five-year plan addresses the successive major reductions in government funding while reaffirming our commitment to excellence and student success. We are finalizing a new strategic plan that will boldly guide the institution's enrolment growth and teaching and research excellence, landing the University of Alberta in the top 50 internationally recognized post-secondary institutions.

As this 2022-23 Annual Report demonstrates, the U of A is continuing to forge a bold path forward – one where we lead with purpose. As we reflect on this past year and look ahead to the next, one thing remains certain: we continue to be the province’s partner in prosperity. We will continue driving discovery and innovation, forging strong collaborative partnerships in the community and with industry, educating tomorrow’s workforce, and meeting the challenge of building a better future for all.

Original signed by
Bill Flanagan
President and Vice-Chancellor

[page break]

Operational Overview

Alberta has witnessed a remarkable economic rebound and recovery over the last 12 months, thanks to broad-based economic growth and stronger-than-expected energy prices. In 2022, the province’s real GDP grew by 4.8 per cent – the highest rate in Canada. With this growth, the economy has surpassed the 2014 peak, and has fully recovered from the worldwide economic recession caused by COVID-19. This growth is expected to continue at a more modest pace, with real GDP growth forecast to rise 2.8 per cent, once again leading the country in 2023.

After successive years of fiscal restraint designed to get per capita spending in line with other jurisdictions, the Government of Alberta was able to present a balanced budget in 2022-23 – only the second such budget in more than a decade. With the provincial books in order, the government continued on its focus to build a talented workforce with the skills and knowledge to succeed in today’s economy, as well as the changing economy of tomorrow. As the province’s flagship research-intensive post-secondary institution, the University of Alberta will be an integral partner in achieving these lofty provincial goals.

As this annual report demonstrates, the U of A is positioned for growth, attracting and educating the province’s talented and skilled workforce, increasing innovation and commercialization activities, and expanding national and international partnership and investment. In addition to educating the next generation of leaders and forward-thinkers, the U of A continues to be a gateway through which Albertans and Alberta industry can access the world. With every innovation, every discovery, every global partnership formed, every alumnus working in the international market, the U of A advances the province’s global brand in a marked and meaningful way.

[page break]

COVID-19 recovery

In September 2022, the University of Alberta embarked on a safe and measured return to full in-person classes on all its campuses. Following the easing of provincial health directives, students, faculty and staff returned to all campuses, resuming normal operations.

Inflationary pressures

Since early 2021, higher prices for gasoline, shelter, food and consumer goods have put upward pressure on consumer inflation. By mid-2022, consumer inflation had accelerated to its fastest pace in 40 years, peaking at 8.1 per cent in June; while the inflation rate eased in late 2022 as gasoline prices fell, prices for food and shelter remained high.

As inflation ramped up throughout the year, many Albertans – and many students – reported they were affected by rising food prices, transportation costs and housing. Similarly, institutional costs have increased, adding additional budgetary pressures.

[page break]

Enrolment Growth

Although Alberta saw strong economic growth and a decline in the provincial unemployment rate, the province's continued success is dependent on all Albertans finding opportunities to build their skills, pursue their passions and support themselves and their families. It's estimated that over the next decade, two-thirds of Canadian jobs will require post-secondary education.

In Alberta, this need for additional post-secondary spaces was exacerbated in the last year, as the province continued to face a tight labour market. In October 2022, the Government of Canada's Labour Market Bulletin for Alberta warned: "While the province has been experiencing an economic windfall recently, labour shortages in key sectors, especially the health-care sector, continue to threaten growth." In addition to the known shortage of health-care workers, by 2030 experts predict an acute need for more engineering, science and business professionals, too. The Government of Alberta also anticipates a need for more teachers, information systems analysts and consultants, accounting technicians, and graphic designers.

In total, the government forecasts that we will need more than 34,000 new post-secondary seats by 2030 to meet demands and to ensure that Albertans have the skills and education needed to prosper.

Due to demographic growth, Alberta will have the young people to fill all these new seats. Statistics Canada reports that Alberta is home to a young population, and that population is

growing. By 2030, the number of people between 18 and 24 in Alberta is expected to grow by more than 20 per cent. We need to ensure these young Albertans see their future in our province. We must support them with access to the educational opportunities they seek and provide them with the opportunity to stay in Alberta to raise their families, start a business or work in the many areas of our economy facing labour shortages.

The U of A has an integral role to play to ensure this growing number of young people have access to post-secondary opportunities. As a destination of choice for students across the province, the U of A currently teaches and trains approximately one in every four students within the province's post-secondary system, and interest in studying at the U of A is growing. In the last five years, applications have gone up by 22 per cent; in 2022-23 alone, applications were up 8 per cent over the previous year.

To ensure the future success of this demographic boom – and of the province – the University of Alberta has responded by increasing enrolment. In partnership with the province, we've been actively investing in enrolment growth to support these areas of greatest demand. As of the record-high enrolment, with over 44,000 students, including over 1,900 Indigenous students. The institution's ambitious plans for growth continue, with an aim to grow enrolment to more than 60,000 students by 2030 so that even more young Albertans can get a world-class education.

The university's enrolment growth strategy targets programs in high demand by both students and industry, which will ensure graduates have the competencies to support Alberta's plans for a stronger, more diverse economy. Enrolment growth will be achieved through a variety of approaches:

- Domestic undergraduate enrolment
- International undergraduate enrolment
- Online program delivery
- Continuing and professional education (non-credit)
- Professional graduate education (grad certificates, course-based master's)
- Thesis-based graduate enrolment

Through the Targeted Enrolment Expansion program, originally announced in February 2022, the U of A received \$48.3 million over three years, which funded an additional 2,600 students in five undergraduate and graduate programs in the Faculties of Science, Engineering, Business and Nursing over this past year. To support this increase, 74 faculty members were hired, along with additional administrative staff.

In February 2023, the Government of Alberta announced an additional \$111 million in enrolment funding; of this amount, \$87 million is directed to continued funding to support the enrolment growth already announced in last year's budget, including funding for year four of degree programs and year two of diploma programs across the province. Only \$24 million will be directed in support of new enrolment growth for the province, funding a total of 1,400 new seats for

students province wide. To support our growth goals, the University of Alberta is applying for a share of this amount.

[page break]

Alberta 2022-23 Post-Secondary Financial and Governance Context

With global markets beginning to recover following two years of pandemic slow down, in 2022 the Alberta economy continued to gain momentum, in part due to a stronger labour market and rising commodity prices. Budget 2022-23, entitled *Moving Forward*, predicted not only a return to balanced budgets beginning in 2022, but also a small surplus for each of the following three years. Specifying a focus on health care investments, support for labour market expansion, and fiscal responsibility, Budget 2022 predicted strong economic growth for the province, mirrored by the Conference Board of Canada, Desjardins, and TD, whose projections showed Alberta leading the nation in economic growth in 2022.

Points of continuity in Budget 2022-23 with previous years included a focus on health care investments as well as the fiscal restraint in other government expenditures recommended in the 2019 MacKinnon Report. In line with the report, beginning in Budget 2020-21, base operating grants for institutions were decreased by an average of 6 per cent. The University of Alberta, specifically, faced a total reduction of \$222 million over four years. 2022 marked the third of three years of these budgetary reductions in base operating funding for the university. \$54 million, or 10.7 per cent, was cut from the University of Alberta's Campus Alberta Grant. This remained a significant challenge for the institution, however the reduction was anticipated and the university had planned for the cut. Budget 2022-23 also saw the introduction of Targeted Enrolment Expansion funding, which made \$171 million available to Alberta post-secondary institutions to create 10,000 additional spaces in high-demand programs in key economic areas.

Other changes in funding included the development of performance measures and metrics for each institution's Investment Management Agreement (IMA). The three-year IMA ties a growing proportion of the institution's Base Operating Grant to these performance metrics. The intention is to identify and incentivize progress towards the vision and goals of *Alberta 2030: Building Skills for Jobs*, which continues to guide the government's vision for post-secondary education in the province. Metrics include growing work integrated learning opportunities for students, highly relevant employment post-graduation, and others, over the 2022-2025 period.

Looking to address funding shortfalls and create new revenue streams, as per the MacKinnon Report, together with its peer institutions, the University of Alberta continued to advocate for deconsolidating research intensive institutions' finances from the province's ledger. Sustained advocacy from the sector had resulted in a strong understanding within government of the numerous advantages in providing institutions with greater ability to become more entrepreneurial and pursue revenue generating opportunities. Legislative and regulatory amendments required

across departments to enable this were being examined, with an eye to necessary changes being introduced in a legislative session sometime in 2022. Political developments, including the resignation of Premier Jason Kenney and the subsequent leadership race, had the net effect of shortening legislative sessions, and limiting their scope. Despite a strong understanding within government of the fiscal flexibility that deconsolidation from the government's ledger would provide Alberta's research-intensive institutions, there was not sufficient space in constrained legislative agendas to enact deconsolidation. This will remain a key advocacy objective for the institution following the May 2023 general election.

National Environment

Throughout much of 2022, the federal government was focused on addressing the ongoing impacts of COVID-19, as well as international events that contributed to significant economic and inflationary pressures. Affordability for Canadians was the central concern and focus of the governing party, as well as opposition.

The Russian invasion of Ukraine sent ripples throughout the international community, with the Government of Canada denouncing these actions and implementing a series of sanctions. The University of Alberta acted quickly in support of Ukraine – prioritizing support for Ukrainian students and scholars in need of assistance, including waiving tuition and establishing an emergency fund to support areas of greatest need for those impacted.

The Government of Canada's Budget 2022 was entitled, *A Plan to Grow Our Economy and Make Life More Affordable*, and was focused on economic recovery and affordability for Canadians. The Budget plan focused on the following themes:

1. Making Housing More Affordable
2. A Strong, Growing, and Resilient Economy
3. Clean Air and a Strong Economy
4. Creating Good Middle Class Jobs
5. Canada's Leadership in the World
6. Strong Public Health Care
7. Moving Forward on Reconciliation
8. Safe and Inclusive Communities
9. Tax Fairness and Effective Government

Budget 2022 contained a number of investments for universities, including a commitment to waiving interest on Canada Student Loans, funding for additional Canada Excellence Research Chairs (CERCs) and for the implementation of federal research security measures. Despite these important targeted investments, the federal Granting Councils did not receive an increase to their base grant funding in line with inflation.

There was a continued federal focus on funding initiatives in pursuit of achieving net-zero by 2050. In December 2022, the Government of Canada released the [Canadian Critical Minerals](#)

[Strategy](#), supported by \$3.8 billion in federal funding allocated in Budget 2022, containing a relevant commitment to partnering with academic and research institutions as key to developing a sustainable pipeline of innovative mineral development projects in Canada.

The Government of Canada also continued to set up a series of [Regional Energy and Resource Tables \(Regional Tables\)](#) in pursuit of tailored federal-provincial collaboration to develop region-specific action plans to achieve a net-zero economy. With the goal of having the regional tables established with every province and territory by early 2023.

In direct alignment with these goals, the University of Alberta gathered together a Pan-Canadian consortium with other post-secondary institutions and industry partners that will build on and advance energy and environment research across the country, seeking solutions to these global energy challenges. This initiative is currently being reprofiled in order to meet the urgent emerging needs of our energy industry partners.

The Government of Canada also continued to implement *Canada's Biomanufacturing and Life Sciences Strategy*, to grow a strong, competitive domestic life sciences sector, with cutting-edge biomanufacturing capabilities and ensure Canada is prepared for future pandemics. In alignment with this, the University of Alberta made significant progress in advocating for the Canadian Critical Drug Initiative, or CCDI, an important research, development and manufacturing cluster that will serve as Canada's first line of defence for small molecule drug development, and support securing future Canadian drug supply resilience.

The proposal, jointly developed by Applied Pharmaceutical Innovation and the University of Alberta's Li Ka Shing Applied Virology Institute, went on to secure \$80.5 million in federal funding in 2023, in addition to previous support of both the Government of Alberta and the Edmonton region.

This advocacy was also couched in a larger advocacy effort to secure support for an overarching Prairies research hub for pandemic preparedness (called the 'PRAIRIE' Hub), led by the University of Alberta - bringing together experts, research facilities and training programs from major partners across the prairies region— all in a coordinated effort to accelerate the development and commercialization of vaccines, antivirals and diagnostics. This hub also later went on in 2023 to be named one of the five hubs funded by the Canada Biomedical Research Fund.

[page break]

Partners in Prosperity

Since its founding in 1908, the University of Alberta and the province have had a strong, symbiotic relationship: they have always grown and succeeded together. From launching an energy industry and the development of global leadership in artificial intelligence to a 2020 Nobel Prize in Medicine and the strengthening of the domestic pharmaceutical supply chain, the U of A community has been integral to Alberta's prosperity and achievements. Together, we have pushed forward discoveries that have changed the world, created opportunities and opened up industries. For more than a century, the University of Alberta has been an engine of innovation, driving social, cultural and economic prosperity within the province and across the country.

Through bold action, we are forging a new direction for the University of Alberta. We are strengthening our core teaching, research and community engagement mission and enriching the student experience while addressing fiscal challenges. We are unleashing innovation by creating new knowledge, products and partnerships. We are training the workforce – and leaders – of tomorrow and we are creating and strengthening the industries that will propel the province's economy for generations. We are, and have always been, a ready partner in building Alberta's future prosperity.

[page break]

Goals and Performance Measures

University of Alberta for Tomorrow

In June 2020, the University of Alberta embarked on a period of major transformation, proactively responding to significant reductions in government funding by building on its long history of leadership in the province and in Canada's post-secondary sector. Called the U of A for Tomorrow initiative (UAT), the university's goal is to strengthen its core teaching, research, and community engagement mission and enhance student experience, while ensuring financial sustainability and administrative efficiency.

UAT is a five-year initiative. This report reviews progress from April 1, 2022 to March 31, 2023, focussing on the achievement of the following short-term strategic UAT goals:

- **Successful transformation**
- **Financial sustainability**
- **Enhanced student experience**
- **Enhanced staff engagement**
- **Increased innovation and entrepreneurship**

Goal: Successful Transformation

UAT is the largest restructuring effort in the university's history, involving transformational change to both academic and administrative structures. The transformation and associated savings achieved in the last three years are larger in scope and speed than that achieved by any other post-secondary institute in Alberta or Canada. The strategic goals of UAT align with key Government of Alberta expectations as outlined in the MacKinnon Report and Alberta 2030. Of particular note is the decrease in administrative costs per student. By the end of fiscal year 2022-23, the U of A's provincial funding per student (full load equivalent) was \$10,392 representing a 42 per cent reduction from 2019 levels. This places the U of A below the U15 average, and this funding is considerably lower than other universities in western Canada.

Leading with Purpose: New University Strategic Plan

Throughout the 2022-23 academic year, the University of Alberta engaged with the community in a planning process to develop a new university strategic plan (USP) that will guide the institution's continued transformation and lead to sustained long-term success. The strategic plan will articulate the collective ambition of the university, and will summarize priorities and broad actions while still allowing the University of Alberta the flexibility to adapt and respond to significant emerging opportunities and a changing provincial and global landscape.

Over the last 12 months, the University of Alberta conducted a series of strategic planning consultations to gain feedback and additional insight for the USP. To obtain this important feedback, key informant interviews with U of A community members, external stakeholders, community and industry, U of A staff and student roundtable sessions, student and staff surveys, U of A Board of Governors, General Faculties Council, Senior Leadership retreats and a joint GFC-Senate-Board of Governors session were held throughout the year.

In March 2023, an updated *What We Heard* report was published reflecting feedback obtained from the U of A community. The consultations on the USP continued throughout the remainder of the fiscal year, as the report continued to be refined.

College Model Review

Another core element of the UAT transformation was the creation of the College Model, which brought together 13 of 16 faculties into three colleges: the College of Health Sciences, the College of Natural and Applied Sciences, and the College of Social Sciences and Humanities.

The establishment of these three colleges was an integral part of the U of A's revised operating model. Under this new structure, the colleges act as important integrators and accelerators, creating economies of scale and providing high-quality administrative services at a much lower cost. As important, the college model has led to increased university-wide collaboration,

facilitating the development and growth of interdisciplinary and multidisciplinary teaching and research programs that benefit students and work towards the greater public good.

Upon the request of the Board of Governors, the U of A conducted an 18-month review of the college model during the 2022-23 academic year. Led by former faculty member and Deputy Provost Dr. Dru Marshall, the review highlights the success of the transformation, which is especially impressive given its scope and the necessary speed at which it took place.

The review also notes that the college model holds major opportunities for research, teaching and learning, promoting interdisciplinarity and breaking down silos. Realizing this potential will now become a key part of the university's focus moving forward.

New College Deans

Another integral part of the U of A's transformation during the 2022-23 academic year was the appointment of college deans, who have the authority and decision-making power to implement all aspects of their respective college. This includes providing common administrative, professional and academic services and driving the alignment of resources, such as budget, space, strategic hiring, research and education program planning, and enrolment planning.

Key to the success of the college model is the expanded responsibility of the faculty dean to seek opportunities to synergize faculty-level initiatives and priorities with those of the other faculties within the college. At each college, the dean supports the success of the faculties by coordinating cross-faculty services and by ensuring that resources are appropriately aligned across the college to support both the common and unique needs of the faculties.

On January 31, 2023, the University of Alberta announced the appointment of permanent new leadership for each of the three colleges:

- Dr. Brenda Hemmelgarn will take on the position of College Dean and Vice-Provost of the College of Health Sciences for a five-year term effective July 1, 2023. Dr. Hemmelgarn will also retain her role as Dean of the Faculty of Medicine & Dentistry.
- Dr. Matina Kalcounis-Rueppell extended her leadership role as College Dean and Vice-Provost of the College of Natural and Applied Sciences (CNAS) for a five-year term effective February 1, 2023.
- Dr. Marvin Washington is returning to the University of Alberta as College Dean and Vice-Provost of the College of Social Sciences and Humanities (CSSH) for a five-year term effective July 1, 2023.

Indigenous Initiatives and Equity, Diversity and Inclusivity

Throughout UAT, the university has maintained its focus on building an accessible, equitable, and inclusive community of students, faculty, and staff that supports a learning environment shaped

by curiosity, rigorous inquiry, evidence-based decision-making, respect for diversity and expression of ideas, and human rights. Highlights from the 2022-23 academic year include:

- In June 2022, The University of Alberta launched a strategic plan to respond to the calls to action in the Truth and Reconciliation Commission of Canada’s Final Report. **Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan** aims to dismantle colonial structures in the university that have long “disenfranchised Indigenous Peoples of their legal, social, cultural, religious and ethnic rights.” The plan includes concrete measures to reclaim Indigenous identity, languages, cultures and worldviews. Foregrounding the right to self-determination, the plan also makes clear that its goals — along with all Indigenous initiatives at the University of Alberta — must be Indigenous led. Under the direction of **Florence Glanfield**, vice-provost of Indigenous programming and research, and the Indigenous Advisory Council, the release of Braiding Past, Present and Future followed more than two years of broad dialogues with First Nations, Métis and Inuit communities and organizations, along with representatives from all university faculties and portfolios.
- On November 15, 2022, **Dr. Carrie Smith** began her five-year term as Vice-provost of Equity, Diversity and Inclusion. Reporting to the Deputy Provost (Academic), Dr. Smith’s portfolio will include Helping Individuals At Risk, the Office of Safe Disclosure & Human Rights, the Sexual Violence Response Coordinator, and the Senior Advisor on Equity and Human Rights. Additional key priorities for Dr. Smith include: advancing racial justice initiatives in partnership with campus leaders; supporting well-being and inclusion of all students as the population grows; championing hiring and retention of faculty and staff from underrepresented equity-deserving groups; and addressing accessibility and universal design in built and virtual environments.
- In alignment with our institutional commitment to the Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education, and continuing our work to champion equity, diversity and inclusion at the University of Alberta, the University of Alberta created a new position: Provost Fellow in Black Excellence and Leadership. ON January 1, 2023, **Dr. W. Andy Knight** began a two-year term in this new and important role. Working in collaboration with Dr. Carrie Smith, Dr. Knight will work to address Anti-Black Racism in the academy. He will assist in a variety of projects, including developing a strategy and plan for Black excellence recruitment and retention, helping to identify and address inequities, and supporting the development of training and curriculum in Black Studies, the Black lived experience and countering anti-Black racism.
- As part of the U of A’s response to the Scarborough Charter, a new faculty hiring initiative commenced to attract leading Black scholars to the U of A. The **Black Academic Excellence Cohort** increases the complement of Black scholars on campus as well as supports inclusive research excellence and promotes access and achievement among

Black students. This year, the U of A welcomed the following 12 members of the Black Academic Excellence Cohort to the institution:

- **Dr. Josephine Godwyll**, Assistant Professor, Faculty of Kinesiology, Sport & Recreation
- **Dr. Elizabeth Onyango**, Assistant Professor, School of Public Health
- **Dr. Victor Ezeugwu**, Assistant Professor, Department of Physical Therapy, Rehabilitation Medicine
- **Dr. Oluwakemi (Kemi) Amodu**, Assistant Professor, Nursing
- **Dr. Osezua Ibadode**, Assistant Professor, Department of Mechanical Engineering, Faculty of Engineering
- **Dr. Olubukola Alimi**, Assistant Professor, Faculty of Engineering
- **Dr. Domale Keys**, Assistant Professor, Department of Women's and Gender Studies, Faculty of Arts
- **Dr. Giselle Thompson**, Assistant Professor, Department of Educational Policy Studies, Faculty of Education
- **Dr. Faith Majekolagbe**, Assistant Professor, Faculty of Law
- **Dr. Godwin Dzah**, Assistant Professor, Faculty of Law
- **Dr. Michael Omoge**, Assistant Professor, Department of Fine Arts/Humanities, Augustana Campus
- **Dr. Charlie Mballa**, Assistant Professor, Faculté Saint-Jean

Goal: Financial Sustainability

A critical key to the ongoing success of the U of A is the unprecedented savings achieved by the university over the last three years. Due to a series of successive provincial budget cuts, the U of A has been faced with a 34 per cent reduction to its provincial grant, amounting to \$222 million over three years. While tuition increases have mitigated the impact, the university faced the challenge of reducing spending by \$131 million by March 31, 2023.

As a result of restructuring efforts of faculties and units across the university, we are on track to meet or exceed the financial challenge by the end of this fiscal year.

The breakdown of financial savings to March 31, 2023 includes:

- **\$66.9 million in administrative restructuring:** This involved the implementation of a new operating model and the reduction of approximately 860 (headcount) administrative positions. The focus throughout was on preserving frontline services and staff.
- **\$29.5 million in non-labour spend:** The university updated its approach to procurement in order to reduce expenditures and ensure consistency across the institution. By centralizing and redesigning guidelines and streamlining processes and procedures, the university reduced workarounds, corrected inefficiencies and improved the speed of communication and decision-making.

- **\$5.5 million in space and facilities:** These savings were achieved largely through operational efficiencies such as reduced lease space, lower operating spend, reduced janitorial standards, etc.

Budget Model 2.0

The past few years have marked a seismic shift for the University of Alberta, in terms of funding mix and cost structure. The aforementioned provincial budget cuts (amounting to 34 per cent of the operating and program support grant) have made one thing apparent: the current budget model we are operating under no longer meets the needs of the post-secondary institution. Over the past 12 months we began creating a new operating budget model, **Budget Model 2.0**, to achieve our One University vision.

The design process for Budget Model 2.0 was launched in January 2023, and is expected to be completed in time for implementation in 2024-25. The new budgetary model will look to control costs in certain areas, reduce the U of A's exposure to external funding shocks, and provide increased transparency and clarity that will enable fully informed decision making at all levels.

To ensure that the new model meets the needs of all areas of the university community, an extensive engagement process has commenced.

Space Optimization

In 2021-22, the U of A started to implement a new Space Optimization Strategy (SoS) across its campuses to reduce its volume of buildings and leases, strategically invest in modernizations and renewals, and address the burgeoning deferred maintenance liability. These actions have eliminated \$5.5 million in annual building operating costs. The U of A's 2022-25 Capital Plan (discussed in full in pages **XX-XX**) is aligned with the SoS, as well as the university's overarching *Integrated Asset Management Strategy*.

Fundraising

In 2022-23, the U of A raised a total of \$137.2 million from individuals, corporations, foundations and organizations. These funds support the core mission and mandate of the university in the following areas:

- **\$67.1 million** to advance research and discovery
- **\$40.8 million** to enhance teaching, experiential learning and student research opportunities
- **\$25.6 million** to reduce financial barriers for students and help them achieve their potential
- **\$3.7 million** to build and enhance buildings, labs, libraries and learning spaces

Goal: Enhanced Student Experience

The University of Alberta prides itself on being a beacon of higher education and research, attracting the best and brightest students from across Alberta and around the world. We believe that our students are our most valuable resource, and as a key part of the institution's UAT

transformation is to ensure our students receive a high-quality education that prepares them to be tomorrow's leaders, and to lead with purpose.

Student Experience Action Plan

As part of UAT, student services leaders across the U of A worked collaboratively with students, faculty, staff and alumni throughout 2022-23 on the continued development of the Student Experience Action Plan.

Once completed, the action plan will :

1. Define what an exceptional student experience looks like for students
2. Identify and implement steps to deliver that student experience.
3. Track and report on specific metrics to monitor success.

Following a number of engagement sessions with staff and students in January and February 2023, a "What We Heard" summary was prepared. From this document, three major themes emerged.

Relationships, connection and belonging: Students highly value opportunities the university provides to connect with other students. There is an appreciation for a diversity of views and forging relationships through shared experiences, be it through classroom activities, clubs and events. Students value the university as being a place where they can show up as themselves and express and explore their identity, but loneliness and difficulty making friends is a prominent issue. Many students want to be heard, and they value opportunities to be participants in shaping the future of the university.

Beautiful and accessible campuses: Students appreciate having a variety of beautiful and accessible spaces to meet their diverse needs: quiet study spaces, loud study spaces, variety of food options, clean spaces, libraries, bright sunny windows, working elevators, reliable wifi, push button doors, gym access, and prayer spaces. Students report that key student areas in the university, such as dining locations and hallways are crowded, and that there is inconsistent care and attention to the renovation and maintenance of different spaces.

Academic success, agency and flexibility: Students value opportunities for experiential/hands-on learning like co-ops, apprenticeships and exchanges. There is also a push for flexibility and agency, be it scheduling breaks in their day or extending a program over a longer period of time. Many students also stress the importance of hybrid options or components to classes where they can access materials when they are ill or have a need to participate in classes outside the regularly scheduled time.

Student Support Highlights

- **Changes in Counselling and Clinical Services (CCS):** In the past few years there has been an increased demand for a variety of mental health services at the university. As the U of

A's enrolment grows, this demand is projected to increase. To ensure that students have access to the support services they need, the Office of the Provost provided additional operational funding so that CCS can add up to nine clinicians to its team to better meet the needs of the community. These changes will improve access to mental health support when and where students need it most.

- **Expansion of the Sexual Assault Centre education program:** In 2022-23, the U of A's Sexual Assault Centre has launched its latest initiative in the work of creating community-based approaches to end sexual violence. The programs help faculty, staff and students learn how they can address and prevent sexual violence. A new online course, *Building a Culture of Consent on Campus: Addressing Sexual Violence in the University Context*, was launched in 2022-23, and replaces the previous foundational workshops that were offered in classrooms. Two new virtual workshops – *Consent in Practice* and *Supporting Survivors of Sexual Violence* – have also been added by the centre to help members of campus understand consent, preventing sexual violence, and how to support survivors.

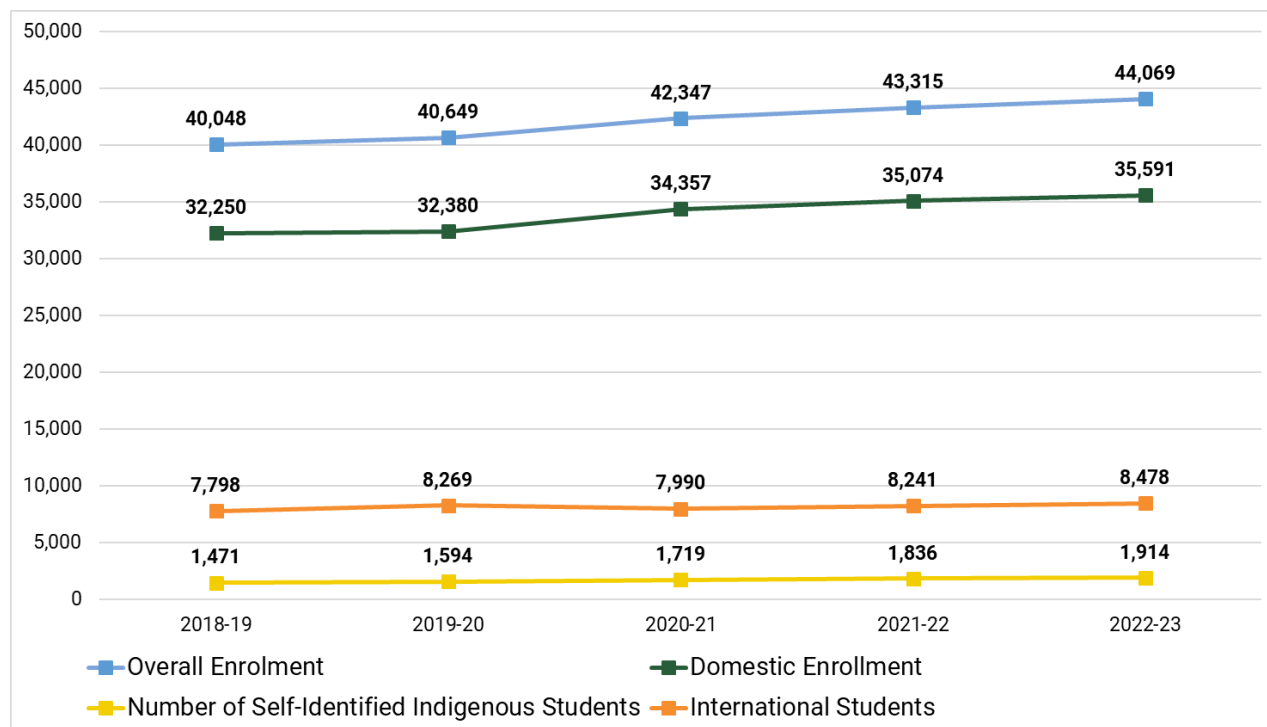
Enrolment, Completion and Employability

At the U of A, students learn the skills, knowledge and competencies needed by businesses and industry within an inclusive, vibrant and supportive environment. Because of the quality learning experience at the U of A, an increasing number of undergraduate and graduate students are seeking admission to the university and more students are completing their degrees and finding employment relevant to their education.

Enrolment Growth

Total enrolment rose to 44,069 students, including 35,591 (or 80.8 per cent) domestic students and 8,478 (or 19.2 per cent) international students. Indigenous enrolment reached a historical high of 1,914 for 2022-23.

Table 01: Student enrolment growth



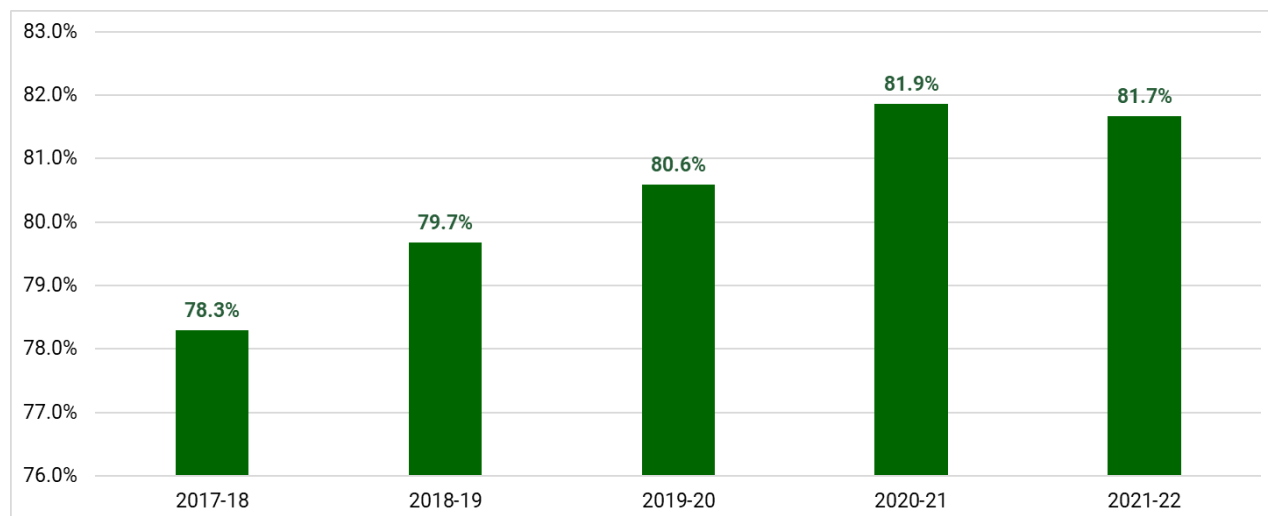
Source: Acorn Institutional Data Warehouse, Student Headcount and FLE, as of March 09, 2023

Notes: Overall Enrollment, Overall Domestic Enrollment, Indigenous and International data are reported in fall headcount and include Medical/ Dental Residents and all academic careers. Numbers of Indigenous students include those who have ever self-identified as Indigenous. Domestic is defined as Canadian Citizenship, Permanent Residency and students with a National Status of Not Reported.

Completion

Completion rates experienced a slight decrease in 2022-23 compared to the previous year, after multiple years of increases. The completion rate in 2021-22 was 81.7 per cent, down from 81.9 per cent in 2020-21.

Table 02: Student completion rates



Source: Acorn Data Warehouse, Student Completion Rates, as of February 24, 2023

Notes: On-time is six years for direct entry high school admits, five years for post-secondary transfers, secondary programs, Master's and nine years for PhDs.

Employability

The vast majority of U of A graduates – nearly 85 per cent – stay in the province and find employment in every sector. One in five Albertans work for businesses and organizations founded by U of A alumni. Highlights include:

- 96 per cent of U of A students are employed two years post-graduation, Alberta Graduate Outcomes Survey (GOS) 2022
- 95.2 per cent of U of A graduates are working in a field related to general skills and abilities acquired through their education, according to the same survey
- 80 per cent of PhD students find employment before graduation
- U of A is 5th among Canadian universities for employability *2022 QS Graduate Employability Rankings

Work Integrated Learning and Other Forms of Experiential Learning

Students and graduates need to be equipped with the skills and experiences to succeed in a rapidly changing labour market. To ensure students build these skills and have experiences that increase their employability, the U of A offers a range of experiential learning opportunities including work-integrated learning (WIL), community service-learning, co-ops and internships. These innovative learning opportunities are available in every one of the U of A's faculties.

World Rankings

U of A's ranking in the world is on the rise and students benefit from studying at one of very few universities in the world with the excellence and breadth to play a lead role in solving the full range of global challenges and helping to create a more sustainable, just and equitable world.

For example, in the 2023 QS World Rankings by Subject, 18 subjects were in the top 100 worldwide – an increase of three more subjects than in the previous rankings. The University of Alberta remains the best place in Canada to study nursing and petroleum engineering, according to the 2023 QS World University Rankings by Subject.

The institution as a whole climbed 16 spots to rank fourth in Canada and 110th internationally out of 1,597 institutions ranked. The U of A's rankings improved in all five broad subject areas reviewed – life science and medicine (69th), engineering and tech (93rd), natural sciences (112th), social sciences and management (152nd) and arts and humanities (171st).

The U of A also ranked in the top 100 for the first time in the Academic Ranking of World Universities, coming in at number 92 in the world; the Times Higher Education Impact Rankings positioned the U of A as 11th in the world.

Goal: Enhanced Staff Engagement

The University of Alberta has undergone significant changes over the past few years – developing and implementing the vision and outcomes outlined in UAT required broad and active engagement from staff and faculty. The University of Alberta's excellence and leadership starts with our people – the more than 13,000 individuals who work tirelessly everyday to ensure the U of A remains a leader in research and education. We value the engagement from all staff and faculty, and feedback from these important groups is invaluable as we continue to forge a path forward as a top institution in Canada and around the world.

In February 2023, the U of A announced plans for an updated Faculty and Staff Engagement Survey, which will solicit invaluable feedback to help guide the university forward.

Launch of new Staff Service Centre portal

In July 2022, Shared Services, which includes the Staff Service Centre, transitioned to a new service portal. Whether staff have a general question or a specific request or form to submit, this portal is a new and convenient way to contact the Staff Service Centre. Through the portal, staff can track a summary of all their requests and inquiries in one place, and they will receive email notifications on the status of their request as it progresses. Staff can currently use the service portal to submit an inquiry or request related to human resources or finance services.

Faculty and staff renewal and growth

Following multiple years of restructuring due to successive reductions in provincial funding, 2022-23 marked a turning point for the U of A, as the institution began to look towards the future, and continued growth. In addition to welcoming more than 2,600 new students to the university, the U of A added 74 faculty members to fill vacancies and replace retirements.

Following the Government of Alberta's announcement of Budget 2023, plans were put in place to hire up to 100 new faculty members in faculties like engineering, science, business and nursing, to assist with the university's anticipated enrolment growth. Additional investments in Academic Teaching Staff and support services also began in 2022-23.

Goal: Increased Innovation and Entrepreneurship

The U of A is one of Canada's top five research-intensive universities, ranking among the very best in the world in broad and diverse areas ranging from energy, engineering and nursing to Indigenous studies, and education. The university has a renowned reputation for bringing innovative and world-changing ideas to life, creating new economic, environmental and social benefits for the good of Albertans and people around the world.

In 2022-23, the university continued to build on its leadership in areas of global excellence, such as energy solutions, health and well-being and artificial intelligence – where we are ranked third in the world over the last 20 years. Our excellence also includes Indigenous research, agriculture and food, and reducing social disparities.

Across all faculties and areas of research, the U of A attracted a total of more than \$621 million in external research funding, an increase of \$23.7 million (or almost 4 per cent) over 2021-22 levels.

Research Funding

The U of A receives federal funding through the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council, and the Social Sciences and Humanities Research Council (collectively termed Tri-Council funding) to support both basic and applied research as well as research infrastructure. In addition, the university attracts substantial research funding support from other international, regional, and private sector partners. 2022-23 research funding results shows that U of A's capacity to attract major grants in partnership with a variety of funding is rising, attracting important investment and partnership to the province.

Table 03: Sponsored Research Revenue

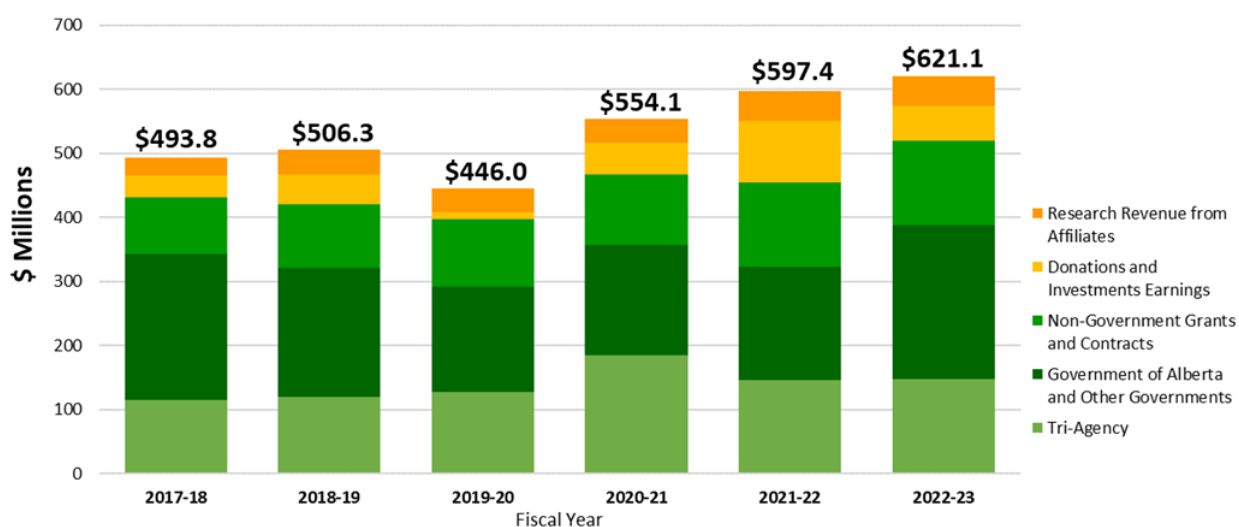
Research Revenue	2022-23
*Tri-Agency	\$147,764,475
Government of Alberta and Other Governments	\$240,566,959
Non-Government Grants and Contracts	\$131,257,293
Donations and Investments Earnings	\$54,297,565
**Research Revenue from Affiliates	\$47,212,623
TOTAL	\$621,098,915

*Tri-Agency grants include Research Support Funds from the federal government.

**Revenue from affiliates for 2023 is estimated using the 2022 income as it is not available at the time when the report is prepared.

Table 04: Sponsored Research Income

Sponsored Research Income



From lab bench to marketplace: the commercialization of knowledge

Transforming research ideas and discoveries into viable products, services and companies that produce social and economic impacts is a core strategic goal for the U of A. From nurturing and developing students' ideas and entrepreneurial ambitions to providing technology transfer services to faculty members ready to patent and spin off discoveries into companies, the U of A's innovation ecosystem continues to grow and produce results. With global leadership in areas such as artificial intelligence and machine learning, alternative energies, biotechnology, and precision medicine, the university is responding to the needs of government, industry and

communities in generating the new products, treatments, companies and jobs that will diversify and expand Alberta's future economy.

In 2022-23, U of A researchers and students reported:

- 13 new spinoffs and startups;
 - Companies created based on UAlberta patentable IP: E3 Therapeutics Inc., Metabolomics Innovations Inc., OligomicsTx Inc., Pavonis Diagnostics Inc., YEG Scientific
 - Researcher-founded startups based on non-patentable technology / expertise, self reported by researchers in FY22-23 (may have been founded in previous years): BackSCNR, Dark Matter Materials, Fabri Sciences, GAMA (Gaze and Movement Analysis), Naiad Labs (Formerly MedRoad), Precision Glycosciences, Virtual Gym, ZeroPoint Cryogenics
- 72 new inventions
- 82 patent applications filed (all countries)
- 31 patents granted (17 U.S.)
- 52 revenue agreements executed (e.g., licences, royalties, options)

Community Engagement

Our strength as a research and teaching institution and our ability to innovate and drive change to deepen education and learning, is dependent on a vast network of partnerships and connections with communities near and far. Working with post-secondary and industry partners, non-profit organizations, communities, and government, we create reciprocal and mutually beneficial collaborations. These connections promote joint solutions to shared problems, facilitate knowledge translation, and magnify the reach and impact of U of A research, education and scholarship.

Highlights of Community-Engaged Teaching and Research

- Theme: People and Culture
 - **Lighting the way to help 2SLGBTQ+ youth become resilient adults.** Street life can feel dangerous for youth who are homeless and 2SLGBTQ+, but there's a safe haven for them – with counselling, Indigenous peer support, clothing, food and legal guidance – at an Edmonton drop-in centre operated by the U of A's Fyrefly Institute for Gender and Sexual Diversity. About 10,000 Albertans have been helped by the non-profit's programs over the past two decades. Fyrefly turns research into community services thanks to a variety of community partners, says project co-ordinator Corey Wyness. Fyrefly's achievements include health-related initiatives, such as an Edmonton LGBTQ+ Wellness Centre (a "one-stop shop" for services), and a study with the School of Public Health about how trans women experience discrimination in the health system. "It's trying to get a dentist who will

treat you with respect, or just getting medication for an ear infection,” says Wyness. “Those things are often insurmountable.”

- Theme: Research and Innovation
 - **Great researchers feel at home here.** All eyes were on the U of A in 2020 when Michael Houghton became co-recipient of a Nobel Prize for his work on the discovery of the hepatitis C virus. Houghton’s achievement is also a win for the university, acting like a magnet to attract top-notch researchers as prospective students and faculty. It’s not a new phenomenon: when a U of A professor receives a major grant or is named a Canada Research Chair, there’s a boost in reputation, resources and new talent to Alberta. In fact, Houghton came to Alberta based on a successful virology research program led by Lorne Tyrrell, a superstar virologist in his own right. The ripple effect stretches beyond campus, with Edmonton’s highly skilled workforce getting the attention of startups seeking a home. “If we’re going to remain competitive internationally, which we all want to be,” Tyrrell says, “you need great people.”
- Theme: Sustainability
 - **Safely pushing urban coyotes out of residential neighbourhoods.** Be big, be loud, and carry a tennis ball filled with sand. With urban coyotes becoming increasingly brazen, the U of A worked with Edmonton neighbourhoods on safe ways to push them out. About 120 residents volunteered for the community studies in aversive conditioning, led by biology master’s student Gabrielle Lajeunesse. In analyzing the effectiveness of hazing practices, like yelling or throwing weighted balls, Lajeunesse found that about two-thirds of coyotes retreated when a volunteer got within 40 metres, and that 95 per cent of the animals took off when hazing tactics were used. Volunteers also documented the presence of coyote attractants like compost, garbage, fruit trees and bird feeders. Lajeunesse says coyotes are mainly interested in scavenging or building dens but they will attack pets and occasionally bite people. Volunteers were grateful for what they learned, she adds. “They liked being able to participate in wildlife management.”
- Theme: Student Community and Outreach
 - **A literacy Rx for youngsters with reading difficulties.** A U of A-designed literacy program is putting Alberta’s youngest students back on track after their reading skills suffered during the pandemic. Professor George Georgiou and doctoral student Kristy Dunn created a targeted, back-to-basics program and field-tested it with 362 elementary students in four Edmonton-area school divisions. The intensive program, funded by an Alberta Education research partnership grant, consisted of 30-minute, small-group sessions scheduled four times a week. The lessons focused on phonics, irregular words and reading books to reinforce the Grade 2 and 3 students’ recognition of letter combinations. When the program started, their reading skills were almost a year below their grade level; within five months, 80 per cent saw a dramatic improvement. “It’s like every child has their own reading doctor,” says Georgiou. Even better, participating schools can continue

delivering the program even though the research work is complete, Georgiou says. “The school divisions that have the interventions have them forever.”

- Theme: Community Engagement
 - **Edmonton is Canada’s first UNESCO ‘Learning City.’** Bolstered by U of A initiatives, Edmonton has been named a “learning city” by the United Nations Educational, Scientific and Cultural Organization (UNESCO) – the first such designation for a Canadian city. As a member of UNESCO’s Global Network of Learning Cities, Edmonton can share inspiration, know-how and best practices with the network’s 293 other members. Edmonton’s application included numerous U of A endeavours, including U School, the Indigenous Canada massive open online course, and world-leading research in biotechnology and artificial intelligence. With more than half of humanity living in urban areas, UNESCO says local commitments to education are vital. Edmonton hopes the designation will attract inhabitants keen on new ideas and emerging technologies; U of A president Bill Flanagan says the university is ready for them. “The world’s most innovative, entrepreneurial centres all have one thing in common – at their heart is a world-leading, research-intensive university. And that’s what we have in Edmonton.”

Alumni Engagement

Alumni Engagement

A full line-up of compelling lectures and a variety of large scale community events such as U of A Days, Science Fun Day, and the Canadian Business Leaders Award engaged over 54,000 alumni and friends – representing an nearly 150 percent increase over last year. Programming featured over 140 U of A faculty members and over 170 alumni guest speakers, showcasing U of A discoveries and offering personal and professional development for graduates. To advance the Indigenous Strategic Plan, seven Sharing Circles were held across all faculties to explore the lived experience of students and their future connections as alumni.

Engagement highlights for the year include:

- Over 31,000 people attended in-person events and over 22,000 participated virtually, a 155 per cent increase compared to last year.
- Over 14,000 total volunteer hours donated by over 1,300 volunteers, a 41 per cent increase over last year.
- The Annual Giving program successfully raised over \$981,000 through direct response activity, \$154,000 through Giving Day and \$193,000 through crowdfunding campaigns, for a total of more than \$1.3M raised.

Capital Report

The University of Alberta competes in a global market for the best and brightest students, researchers, and faculty. Providing and maintaining buildings and spaces that are capable of meeting 21st century needs and expectations is an important part of its competitive advantage.

Buildings and, indeed, all university spaces must be safe and functional to support where students learn, where faculty undertakes world-leading research, where staff work each day, and where the community engages with the institution. This requires targeted investments in modernization and increased financial commitment for maintenance and life-cycle renewal as our buildings age. Without targeted new investment in maintaining our infrastructure, the university faces significant risks to its financial and environmental sustainability, and more importantly, to its education, research, and student success mission.

Out of necessity, right-sizing or “optimizing” the university’s infrastructure footprint to best support its sustainability, learning, and research environments has become an obsession for the University of Alberta. This means decisions related to new space management initiatives, changes to space use, and consolidating space must ensure the institution can continue to afford existing infrastructure, that infrastructure will continue to meet industry quality and quantity standards, and that enrollment growth can be accommodated.

As of March 31, 2023, the U of A owns or leases 411 buildings and structures, which remains one of the largest inventories among Canadian post-secondary institutions. The U of A also has the greatest volume of high service labs and a larger administrative office footprint compared to other U15 post-secondary institutions. With the university’s size comes operational and maintenance costs that are growing due to inflation, carbon tax increases, and rising utility costs. While these factors make right-sizing as well as maintaining and upgrading infrastructure a priority, the university must ensure its efforts do not hamper its enrollment and research opportunities, a challenging balance.

A strategy to support right-sizing was developed in 2021 and has been reviewed, refined, and finalized throughout 2022 across all U of A campuses. The foundation of the Space Optimization Strategy (SOS) is to support an optimal learning and research environment through the review and increased efficiencies in space use. The SOS will also help to increase accessibility through appropriately identifying spaces for collaboration and sharing, capitalizing on hybrid models of work and learning, and ensuring there are strong criteria in place for external entities’ use of U of A facilities.

Key SOS actions were undertaken in 2022-23, including investments in key buildings (e.g. University Commons, Biological Sciences, Morrison Structures Lab, the Edmonton Clinic Health Academy, and the School of Business) consolidation of faculties’ and administrative space, and the removal of some buildings from the university’s inventory. Two governance committees, the Facilities Optimization Oversight Committee and the Facilities Optimization Implementation Team,

made strides in foundational change management around the culture of space and how it is managed. From 2019 to 2023, the university's actions in exiting external leases and disposing of buildings incapable of serving the institution into the future led to annual savings of \$2.1 million; funds that have been reallocated to better support other infrastructure.

The following tables detail progress towards the objectives in the University of Alberta's 2022-23 Capital Plan.

Table 05: Top Capital priorities

Biological Sciences Complex Modernization					
Type	Description	Total Cost	Funding		
			Sources	Received	Revised
Preservation	<p>Project Scope: This project seeks to completely renew, modernize, and optimize the Biological Sciences Complex (constructed in 1969) into a purpose-built, modular, and robust laboratory building for STEM teaching, research, and commercialization.</p> <p>Update: A \$31.5 million project to renew four floors of Zoology is in the design phase.</p>	\$500 million	100% Government of Alberta	-	-

Education Complex Redevelopment					
Type	Description	Total Cost	Funding		
			Sources	Received	Revised
Preservation	<p>Project Scope: A full modernization of the building's central systems followed by a modernization and optimization of the complex to allow for renewed and optimized space in the Education North tower to be available for new occupants.</p> <p>Update: The \$7.5 million electrical vault renewal project is currently underway as a first step to renewing the remainder of the facility.</p>	\$124 million	100% Government of Alberta	-	-

Medical Sciences Building Redevelopment					
Type	Description	Total Cost	Funding		
			Sources	Received	Revised
Preservation	<p>Project Scope: The full modernization of both infrastructure and the redevelopment of the Medical Sciences Building floor plans will enable the university's growth in the volume and quality of health research. In addition, by optimizing and modernizing the floor plates of the building, more labs will be created to sustain growth in research.</p> <p>Update: Progress has been limited due to absence of funding. MSB redevelopment is currently being reimagined with ideas that will be predicated on a new Health Sciences Sector Master Plan.</p>	\$162 million	100% Government of Alberta	-	-

Central Academic Building Retrofill					
Type	Description	Total Cost	Funding		
			Sources	Received	Revised
Preservation	<p>Project Scope: As the Department of Mathematical Sciences is moved to University Commons upon completion of the building, there is an opportunity to retrofill the upper floors of the Central Academic Building with elements of study space to enable the consolidation of the Cameron Library building.</p> <p>Update: Planning is underway. This project is predicated on the completion of, and moving of occupants into University Commons.</p>	\$30 million	100% Government of Alberta	-	-

Computing Science Centre/Athabasca Hall Redevelopment					
Type	Description	Total Cost	Funding		
			Sources	Received	Revised
Preservation	Project Scope: Occupants of the	\$90 million	100%	-	-

	<p>Computing Science Center (CSC) and Athabasca Hall are slated for relocation to the new University Commons. This decanted space offers the opportunity for CSC and Athabasca Hall to be redeveloped as a new classroom and academic office building that is space optimized to accept new occupants.</p> <p>Update: Planning is underway. This project is predicated on the completion of, and moving of occupants into University Commons.</p>		Government of Alberta		
--	---	--	-----------------------	--	--

South Academic Building Retrofill					
Type	Description	Total Cost	Funding		
			Sources	Received	Revised
Preservation	<p>Project Scope: As the various office and administrative offices move into University Commons, portions of the South Academic Building (SAB) can be redeveloped into modernized, purpose-built space. In particular, SAB's laboratory spaces can be decanted to contribute to the university's overall efforts to modernize and right-size laboratory space.</p> <p>Update: Planning is underway. This project is predicated on the completion of, and moving of occupants into University Commons.</p>	\$30 million	100% Government of Alberta	-	-

Chemistry East Teaching Lab Renewals					
Type	Description	Total Cost	Funding		
			Sources	Received	Revised
Preservation	<p>Project Scope: This project will renew the teaching labs of Chemistry East, to complete the full renewal of the Chemistry Complex.</p> <p>Update: A \$4 million lab ventilation exhaust system renewal project is underway.</p>	\$50 million	100% Government of Alberta	-	-

Animal Research Lab Renewals					
Type	Description	Total Cost	Funding		
			Sources	Received	Revised
Preservation	<p>Project Scope: Several animal research laboratories require modernization and renewal for improved research outcomes, and to maintain compliance requirements. This is also an opportunity to densify and optimize their design and location.</p> <p>Update: A Canadian Council on Animal Care (CCAC) survey of infrastructure requirements has been undertaken and a revised program of \$14.6 million has been developed to address CCAC requirements.</p>	\$17.2 million	100% Government of Alberta	-	-

Fine Arts Studio Space Consolidation and Renewal					
Type	Description	Total Cost	Funding		
			Sources	Received	Revised
Preservation	<p>Project Scope: This project would see the optimization and modest expansion of the Fine Arts Building (FAB) to accommodate fine arts research studio and workshop space across North Campus. By creating modern, well-ventilated, and optimized space in FAB, several spaces could be consolidated including Industrial Design Studio, Varsity Trailers, North Power Plant, and some parts of HUB Mall.</p> <p>Update: The Fine Arts Building has undergone a central mechanical and electrical renewal program.</p>	\$30 million	100% Government of Alberta	-	-

Universiade Pavilion (Butterdome) Building Envelope Renewal					
Type	Description	Total Cost	Funding		
			Sources	Received	Revised
Preservation	<p>Project Scope: This project seeks to renew the building envelope of the Universiade Pavilion that is beyond life cycle and has begun to fail.</p> <p>Update: Progress has been limited due to absence of funding. Mitigation measures including additional inspections and pedestrian safety measures have been put into practice to manage the situation until funding becomes available.</p>	\$22 million	100% Government of Alberta	-	-

Table 06 - Current and Exploratory Initiatives

Building	Proposed Use	Status	Revision
Initiatives Underway			
Administration	Removal	Not started, pending occupation of University Commons.	-
ECV Houses (6)	Removal	Complete	-
Human Ecology	Removal	Not started	Contingent on master planning.
Research Transition Facility	Removal	Move out in progress	-
Ring Houses (4)	Removal	Complete	-
Exploratory Initiatives			
Cameron Library	Removal/Repurpose	Not started	Contingent on master planning.
Clinical Sciences	Partnerships	Not started	Contingent on master planning.
Earth Sciences	Removal	Not started	Contingent on master planning.

Humanities Centre	Partnerships	Not started	Contingent on master planning.
-------------------	--------------	-------------	--------------------------------

Appendix 3: Capital Budget

	2022-23 (\$000's)	2022-23 (\$000's)	2023-24 (\$000's)	2024-25 (\$000's)	2025-26 (\$000's)
Project	Budget	Forecast	Budget	Projection	Projection
Dentistry Pharmacy Renewal & Repurpose	48,971	27,838	36,395	42,231	-
Biological Sciences - Zoology Wing	8,500	2,250	10,750	15,000	-
UA District Energy System	6,228	9,528	4,443	-	-
Lister Centre Classic Towers - Kelsey Hall	5,123	9,096	750	-	-
CAB Renovation (East)	3,850	5,687	100	-	-
Morrison Structures Lab	3,747	7,358	328	-	-
Health Science Infrastructure Optimization	3,741	9,792	1,931	-	-
Diwan Pavilion	2,370	2,379	-	-	-
HUB Mall Phases 7, 8, and 9	2,000	2,800	-	-	-

Lister Centre Classic Towers - Henday Hall	1,134	1,096	160	-	-
Subtotal	85,664	77,824	54,857	57,231	-
Other Capital Projects	18,439	41,027	40,412	16,835	10,993
CMR Capital*	29,803	20,911	26,961	3,905	22,150
Total tangible capital acquisitions	133,906	139,762	122,230	77,971	33,143
*CMR projects included in both maintenance and TCA.					
Projects only shown 3 years spending projections, projects can be spanned over multiple years.					
Forecast was prepared with 6 months actuals and 6 month forecasts data					

Note: CMR projects are included in both maintenance and TCA. Projects only show 3 years spending projections, projects can span over multiple years. Forecast was prepared with 6 month actuals and 6 month forecast data.

Appendix 1: Audited Financial Statements (to be added once completed)

Note: Once completed, they must be included as is, so no editing required.

SCHEDULE A:**Engagement and Routing**

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

Those who are actively participating:

- Vice-President (External Relations)
- Vice-President (Facilities & Operations)
- Vice-President (Research & Innovation)
- Vice-President (University Services and Finance)
- Provost
- President

Those who have been consulted:

- External Relations Senior Leadership Team (ERSLT)
- President's Executive Committee-Strategic

Approval Route:

- For discussion, review and approval of draft and content:
 - BARC on May 29 – for recommendation
 - BRPAC on June 2 – for recommendation
 - Board of Governors on June 16 – for approval
- Shared as an FYI (including design) before submission on September 28:
 - BRPAC
 - Board of Governors

All requested final editorial changes will be incorporated prior to submission to the Government of Alberta.

Supplementary Notes / Context:

The Annual Report was considered by BARC and BRPAC; a number of typos were identified which have been corrected; BRPAC members suggested some changes to wording, which the VP (External Relations) explained was intentional.

Decision **Discussion** **Information**

ITEM OBJECTIVE: To delegate the authority to approve a set of terminations for programs suspended prior to 2019 to General Faculties Council.

DATE	June 16, 2023
TO	Board of Governors
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee, delegate to General Faculties Council approval of terminations for programs suspended prior to 2019, to take effect upon final approval.

EXECUTIVE SUMMARY:

Background

Academic programs are defined as a set of courses, a number of which may be mandatory and of a specialized nature, leading toward a particular credential.

When a Faculty decides that a program will no longer be offered, the normal governance path is to first suspend the program (which ends the process of admitting students to the program) and then, following completion by all registered students (normally 5 years), terminate the program.

Prior to 2019, program suspensions were approved by GFC and, following the 5-year suspension period, program terminations were approved by both GFC and the Board of Governors. In 2019, the Board of Governors decided that suspensions should be approved by the Board, in recognition that suspending a program is the more weighty decision, because of the student impact. At the same time, the Board determined that, going forward, terminations, which are normally more administrative in nature and have no student impact, would only require GFC approval

As a part of this decision, the Board agreed to a grandparenting process for programs that had already been suspended prior to 2019, in which terminations of those programs would continue to advance to both GFC and the Board for approval. Since then, terminations of these grandparented programs have been handled through consent agendas with minimal comment, indicating that the full governance process under this grandparented structure, which includes five separate governance committees, may be unnecessary.

Current Proposal

The Office of the Provost expects that 23 program suspensions (the remaining set of pre-2019 programs) will come forward for termination in 2024. Under current authority, these 23 program terminations would all require board approval because they were suspended by GFC prior to the 2019 board decision. Given the number coming forward, and In order to reduce the process for these routine and administrative decisions, we are recommending that the Board delegate authority to GFC for terminating those programs suspended prior to the 2019 decision.

GOVERNANCE OUTLINE

ITEM NO. 10g

Current Governance Routing for terminating programs suspended before July 1, 2019: GFC Programs Committee → GFC Academic Planning Committee → GFC → Board Learning, Research and Student Experience Committee → Board of Governors

Proposed Governance Routing for terminating programs suspended before July 1, 2019: GFC Programs Committee → GFC Academic Planning Committee → GFC

Note: This routing aligns with the Board's decision in 2019 for termination of all programs.

Risk

Programs suspended prior to 2019 that are now coming forward for termination have not been admitting students, meaning there will be no registered students in the programs when they are terminated. The approval of terminations of programs that have duly undergone the teach-out period carries little risk because there are no impacts on current students. General Faculties Council has the authority to approve programs of study and is well-placed to make the final decision on program terminations. The Board is able to delegate its powers in these matters. Proceeding with this delegation will allow the Board and BLRSEC to focus on strategic and institutionally significant policy issues.

Legislation

Post-Secondary Learning Act Section 26 (1) (l)

BLRSEC Terms of Reference Section 2d

[Principles for Board of Governors Delegation of Authority](#)



ITEM NO. 10h

Decision **Discussion** **Information**

ITEM OBJECTIVE: The Faculté Saint-Jean is proposing a new Maîtrise en sciences, for implementation upon final approval along with the corresponding calendar changes (which were approved by the GFC Programs Committee).

DATE	June 16, 2023
TO	Board of Governors
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee and General Faculties Council, approve the Maîtrise en sciences in the Faculté Saint-Jean, as per attachment 1, for implementation upon final approval.

EXECUTIVE SUMMARY:

The Master of Science program at Campus Saint-Jean offers a high-level graduate education in French in the scientific disciplines organized along the CSJ's major research axes. It offers students the chance to choose their research topic from several science disciplines. Students can choose amongst the following general research areas:

- health sciences, biology, chemistry, and psychology;
- data sciences, mathematics, statistics, and computing sciences; and
- earth sciences, physics, and environment.

Established to meet the professional needs of the 21st century, in a world of close linguistic contact and in a minority language situation (francophonie), this program, offered in an innovative and personalized manner, constitutes an essential environment for disciplinary and interdisciplinary scientific research that offers a unique opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality.

Professors in the sciences division at FSJ hold NSERC funding, they work in various fields across the university with lab spaces in the the fields of Engineering, Biology, Physics and Medicine. FSJ professors in the sciences hold adjunct status with various departments and collaborate on research projects, various KMP activities, as well as training the HQP. However, because FSJ does not have its own MSc, these professors contend with being co-supervisors. This proposal addresses this equity issue to ensure that all professors at the UofA have equal privileges to supervise and hold funds.

Because of the interdisciplinary nature of the program, we have built an innovative individualized Masters program that gives the student and the supervisor flexibility to choose specific courses besides the two required courses. Students have to address the learning outcomes of the program by developing a study plan during the first semester of study. They also have WIL in the form of a Work-based learning internship, which includes the development of a proposal for the community or a possible employer, and 4-8 months of work to complete the proposal project. To

GOVERNANCE OUTLINE



ITEM NO. 10h

ensure academic rigor, there is a written comprehensive exam on the basic knowledge of the study plan field. Students will submit and defend a thesis.

We will work in collaboration with colleagues and programs in the College of Health Sciences, College of Natural and Applied Sciences, and also with the College of Social Sciences and Humanities and the standalone faculties: Augustana and Native Studies. We will solidify our network of collaboration with other Francophone institutions and French programs across Canada through the Institut nationale de recherche scientifique (INRS), the Association canadienne des collèges et universités de la francophonie canadienne (ACUFC) and ACFAS- Association canadienne francophone pour le savoir.

Risk Discussion / Mitigation of the Risk

If this program is not approved, faculty members will not be able to supervise their own graduate students and would limit opportunities for graduate students interested in pursuing graduate studies in French. Both of these impacts would harm the quality of the learning environment at Campus Saint-Jean.

Supplementary Note

The full proposal, including consultation and alignment with the university's strategic plan, can be found in the [April 17, 2023 meeting of General Faculties Council agenda and documents \(Item 6\)](#).

Supporting Materials:

1. Proposition de MSc-FSJ (23 pages) – **for approval**

Proposal Template: New Master’s and Doctoral Degree Programs (Part A: System Co-ordination Review)

Complete this template for proposals for new master’s and doctoral degree programs or specializations.

Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” in cases where questions are not relevant to the particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

SECTION A: PROPOSAL OVERVIEW

Basic Information *(Complete the table below)*

Institution	University of Alberta, Faculté Saint-Jean
Program Name	Master of Science
Specialization Name	Études interdisciplinaires en sciences
Credential Awarded	Master of Science
Proposed Effective Date	July 1, 2024

1. Type of Initiative *(Answer the following questions)*

This is a proposal for (select one from the drop-down menu):

New master's program

SECTION B: OVERVIEW OF PROPOSED PROGRAM OF STUDY

1. Program Description *(Answer the following questions)*

a. Attach (as an appendix to this proposal) a concise program description document that includes:

See Appendix

- 3-4 sentence calendar description

Le programme de maîtrise en sciences au Campus Saint-Jean offre (CSJ), en français, une éducation universitaire au deuxième cycle de haut niveau dans les disciplines scientifiques organisées selon les grands axes de recherche de CSJ. Établi pour répondre aux besoins professionnels du 21ème siècle, dans un monde de contact linguistique étroit et en situation linguistique (francophonie) minoritaire, ce programme, offert de façon innovative personnalisée, constitue un milieu incontournable pour la recherche scientifique disciplinaire et interdisciplinaire qui offre une occasion unique aux étudiants d’approfondir leurs connaissances et compétences dans la recherche au sein de la dualité linguistique du Canada.

The Master of Science program at Campus Saint-Jean offers a high-level graduate education in French in the scientific disciplines organized along the CSJ's major research axes. Established to meet the

professional needs of the 21st century, in a world of close linguistic contact and in a minority language situation (francophonie), this program, offered in an innovative and personalized manner, constitutes an essential environment for disciplinary and interdisciplinary scientific research that offers a unique opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality

- whether the program is course-based or thesis-based
Thesis based
- a proposed program of study including course names, descriptions, credits and prerequisites, by year of study,

Déroulement du programme	Course of the program
<p>Le programme comprend:</p> <ul style="list-style-type: none"> • Deux cours obligatoires (1^{er} semestre académique) • Développement d'un plan d'étude (1^{er} semestre académique) • Un examen de synthèse écrit sur les connaissances de base du domaine du plan d'étude (fin du 2^e semestre) • Une proposition de la recherche (fin du 2^e semestre académique) • Temps de recherche (à partir du 2e semestre jusqu'à la fin) • Stage apprentissage en milieu de travail – développement d'une proposition pour la communauté ou un employeur possible et travail de 4 à 8 mois pour compléter le projet de proposition. Le tout entamé dans le cadre d'un projet MITACS ou autres (optionnel). • Rédaction d'une thèse (fin 5^e / début 6^e semestre académique) • Une soutenance de thèse (6 au 9^e semestre académique) 	<p>The program includes:</p> <ul style="list-style-type: none"> • Two required courses (1st academic semester) • Development of a study plan (1st academic semester) • A written comprehensive exam on the basic knowledge of the study plan field (end of 2nd semester) • A research proposal (end of 2nd academic semester) • Research time (starting at the 2nd term until the end of the program) • Work-based learning internship - development of a proposal for the community or a possible employer and 4-8 months of work to complete the proposal project. All initiated as part of a MITACS or other project (optional). • Writing a thesis (end of 5th / beginning of 6th academic semester) • A thesis defense (6th to 9th academic semester)

Structure du programme de MSc

<p>Step 1: Year 1</p>	<p>a. In the first week of fall term, students will be welcomed into the program and will take part in the following activities:</p> <ul style="list-style-type: none"> - Cohort building; - Orientation; - Workshops about the use of eclass, online-delivery, teaching and research assistant training, filling forms and claims, submission of forms, learning to use GSMS and other LMS, applying for grants; - Required training in indigenous research spaces in Canada, and in EDI in scientific research; - Personal portfolios; - Using the library; - Meeting with the supervisor, if selected already; - Registering for classes. <p>b. Academic advisory team: given the dual disciplinary and interdisciplinary nature of the program, students will meet with an advisory committee, composed of the supervisor, the Grad program administrator and the Grad Program Advisor/ADgrad and a member of the CES. They will answer students’ questions about courses and the nature of their research work. This will be the initial stage of the “<i>feuille de route</i>,” or roadmap. Students will start working on their work plan “<i>plan d’études</i>,” or program plan.</p> <p>c. Course work Fall/Winter,</p> <p style="padding-left: 40px;">Fall 1 year 1: two required Course (FSJ-ES 500 and 505) and either a directed studies course and/or another regular course of interest to the student with supervisor agreement.</p> <p style="padding-left: 40px;">Winter 2 year 1: either a directed studies course and /or a regular course of interest to the student with supervisor agreement.</p> <p style="padding-left: 40px;">The two required courses pertain to conducting research in scientific fields. These courses will be taught every year.</p> <p style="padding-left: 40px;">In consultation with the student, the supervisory committee will decide on the topics of the directed studies courses and if any additional formal courses will be required.</p> <p style="padding-left: 40px;">Under certain circumstances, students may take one of their courses during the spring & summer of the first year. This has to be approved by the supervisor.</p>	
<p>Step 2: Year 1</p>	<p>a. Development of a WIL plan with the supervisor and the graduate office team. The grad office will provide a list of all stakeholders in the WIL, will connect and assist students with work placement and their WIL advisor (<i>encadrant</i>).</p>	

		<ul style="list-style-type: none"> b. Each year, FGSR Supervisory guideline requirements are completed, and a copy is submitted with the professor’s annual report to FEC. Student and supervisor sign off on this document as per FGSR requirements. NB: Professors/supervisors submit the first meeting form to the FEC as well. c. Early winter semester, students are given a list of readings to prepare for their comprehensive exam (<i>examen de synthèse</i>). d. Students, in collaboration with the Graduate coordinator and the supervisor start working on their Professional Development requirement. e. Students work on their research plan in collaboration with the supervisor. f. Given the bilingual nature of this program, Francophone students will have the option to take a non-credit ALS course to improve their English, especially their reading and writing skills. 	
	<p>Step 3: Year 1</p>	<p>At the end of spring term of the first year, students take their “<i>examen de synthèse</i>”</p> <ul style="list-style-type: none"> - Part one: because of the interdisciplinary nature of the program, students will sit for a comprehensive exam about specific topics related to their field(s) of research and study. - Supervisory committee prepares the question for the comprehensive exam. - Comprehensive examination will be scheduled during a three-day period. This can be modified as needed. - Part two: students submit to the supervisory committee a detailed research proposal with a research plan. - Part three: Oral presentation of the research proposal with a detailed outline and timeline of work (two hours meeting with the supervisory committee). 	
	<p>Step 4: Year 2</p>	<ul style="list-style-type: none"> a. Research work (summer and fall terms). b. WIL and internship of 4-8 months. 	
	<p>Step 5: Year 2</p>	<ul style="list-style-type: none"> a. Writing the thesis. b. Completing the learning outcomes forms. c. Students start to prepare manuscript and dissemination activities: conference papers, journal papers, field-specific organizations, etc). 	

<p>STEP 6:</p> <p>Year 2</p>	<p>a. Thesis defense takes place at the end of year 2.</p> <p>b. Final evaluation and report on the WIL.</p> <p>c. Exit survey and interview completed.</p>
<ul style="list-style-type: none"> program location (i.e., campus locations), and delivery mode (i.e., face-to-face, online, or blended); and <p>The program will be delivered in various formats: online; face-to-face, virtual; and hybrid. Students are connected via various online course delivery platforms and interact with professors, classmates and course materials through Moodle, the learning management system used by the university.</p> <ul style="list-style-type: none"> program learning outcomes. See Appendix A for a description of each learning outcomes with indicators for progress and assessment purposes 	
<p>b. Identify any special requirements for accreditation/certification of the program.</p> <p>Not applicable</p>	
<p>c. Where applicable, identify any collaborations with other institutions/organizations and whether there are synergies with other graduate programs at your institution.</p> <p>We will work in collaboration with colleagues and programs primarily in the College of Health Sciences, College of Natural and Applied Sciences, and also with the College of Social Sciences and Humanities and the standalone faculties: Augustana and Native Studies, of the University of Alberta. We will also build a network of collaboration with other Francophone institutions and French programs across Canada through the ACUFC and the <i>Institut nationale de recherche scientifique</i> (INRS). In the attached letters of supports for this program, we have already established a collaboration with these faculties and institutes for research collaboration, co-supervision of students and researchers (both students and professors) mobility</p>	
<p>Reviewer's Comment:</p>	
<p>2. Work Integrated Learning (WIL) (e.g. internships, clinical placements) (If applicable, answer the following questions)</p>	
<p>a. Specify which program learning outcomes map into WIL components of the program.</p> <ul style="list-style-type: none"> Competencies demonstrated through learning from an internship within a work environment. The following table presents the learning outcomes of the program: 	

Résultats d'apprentissage visé par la MSc interdisciplinaire

Interdisciplinary MSc Learning Outcomes

Attribut de finissant Graduate Attributes	Résultats d'apprentissage Learning outcomes	Indicateurs Indicators
Niveau et profondeur des connaissances Level and depth of knowledge	<ul style="list-style-type: none"> ● Approfondir leurs connaissances dans les domaines [premier domaine], [deuxième domaine]...[autres domaines] du programme individuel disciplinaire ou interdisciplinaire [nom du domaine] ● Développer des compétences de base en recherche en complétant un cours méthodes de recherche et méthodes statistiques. ● Compréhension systématique et critique de la littérature et/ou états des connaissances du sujet de recherche ● Connaissance approfondie du domaine de spécialisation. ● La défense du projet et l'achèvement du cours [THES 90X] ● Deepen their knowledge in the [first area], [second area]...[other areas] of the disciplinary or interdisciplinary individual program [name of area] ● Develop basic research skills by completing a research methods and statistical methods course. ● Systematic and critical understanding of the literature and/or states of knowledge of the research topic. ● Thorough knowledge of the area of specialization. ● Project defense and course completion [THES 90X]. 	<ul style="list-style-type: none"> ● Compléter le cours de méthodes de recherches FSJ ES 500 et méthodes expérimentales et statistiques FSJ ES 505. ● Développement d'un plan d'étude individuel avec le comité de supervisions approuvé par le/la vice doyen.ne aux études supérieures. Le plan doit inclure des connaissances au point de vue des : <ul style="list-style-type: none"> ○ Statistiques ou mathématiques nécessaires pour la recherche dans le domaine ○ Des domaines du programme d'étude (révision et synthèse de livres, d'articles, d'œuvres créatives ...) ○ Des méthodes de recherche et/ou technique/outils de pointe dans les domaines du programme d'étude ○ Complété durant le cours FSJ ES 509 ● Évaluer par <ul style="list-style-type: none"> ○ un examen de synthèse écrit à la fin du 2^e semestre sur la liste de sujet dans le plan d'étude ○ Les résultats des cours ○ La revue de littérature du projet final ○ La défense orale du projet final ● Completion of FSJ ES 500 Research Methods and FSJ ES 505 Experimental and Statistical Methods. ● Development of an individual plan of study with the supervisory committee approved by the Associate Dean of

		<p>Graduate Studies. The plan must include knowledge in the areas of:</p> <ul style="list-style-type: none"> ○ Statistics or mathematics needed for research in the field ○ of the field (review and synthesis of books, articles, creative works ...) ○ Advanced research methods and/or technique/tools in the curriculum areas ○ Completed during FSJ ES 509 ● Evaluate by <ul style="list-style-type: none"> ○ a written synthesis exam at the end of the 2nd semester on the list of topics in the study plan ○ Course results ○ The literature review of the final project ○ Oral defense of the final project
<p>Compétence de recherche et érudition</p> <p>Research competence and scholarship</p>	<ul style="list-style-type: none"> - Capacité de développer des arguments logiques. - Compréhension conceptuelle des cadres théoriques, des méthodologies et/ou de la conception expérimentale permettant une évaluation critique des résultats de la recherche. - Capacité à concevoir de nouvelles expériences ou de nouveaux modèles. - Capacité à évaluer de nouvelles informations dans le contexte des connaissances actuelles dans le domaine. - Conscience des limites des cadres théoriques, des méthodologies et/ou de la conception expérimentale dans le développement d'une interprétation alternative pour tirer des conclusions. - Capacité à produire une recherche ou un projet original d'une qualité suffisante pour satisfaire à l'examen par les pairs et mériter une publication et/ou démontrer un impact pour un public cible. 	<ul style="list-style-type: none"> ● Développement d'un plan de recherche de moins de 10 pages, approuvé par le comité de supervision, qui inclu : <ul style="list-style-type: none"> ○ Introduction ○ Synthèse de la littérature ○ Objectifs ○ Méthodes de recherche propre au domaine pour obtenir les résultats ○ Résultats escomptés ○ Format du projet final ○ Nombre et format de transfert de connaissances originaux (article et/ou conférences, œuvres, public cible et transfert des connaissances) ○ Budget ○ Diagramme de Gantt ○ Citations (pas incluse dans le nombre de pages) ○ Appendices (pas incluse dans le nombre de pages) ● Transfert de connaissance en fin de programme : publication originale et créative propre au domaine (article de revue, conférence, manuscrit, création artistique...) ● Défense du projet final

	<p>Ability to develop logical arguments. Conceptual understanding of theoretical frameworks, methodologies, and/or experimental design allowing for critical evaluation of research results. Ability to design new experiments or models. Ability to evaluate new information in the context of current knowledge in the field. Awareness of the limitations of theoretical frameworks, methodologies and/or experimental design in developing an alternative interpretation for drawing conclusions. Ability to produce an original research or project of sufficient quality to satisfy peer review and merit publication and/or demonstrate impact for a target audience.</p>	<ul style="list-style-type: none"> ● Development of a research plan of less than 10 pages, approved by the supervisory committee, which includes: <ul style="list-style-type: none"> ○ Introduction ○ Synthesis of the literature ○ Objectives ○ Field-specific research methods to obtain results ○ Expected results ○ Format of the final project ○ Number and format of original knowledge transfer (papers and/or conferences, works, target audience and knowledge transfer) ○ Budget ○ Gantt chart ○ Citations (not included in page count) ○ Appendices (not included in page count) ● Knowledge transfer at the end of the program: original and creative publication specific to the field (journal article, conference, manuscript, artistic creation...) ● Defense of the final project
<p>Habiliter d'appliquer les connaissances</p> <p>Empower to apply knowledge</p>	<p>Compétences démontrées dans le processus de recherche par l'application d'un ensemble de connaissances existantes à l'analyse critique d'une nouvelle question ou d'un problème spécifique dans un nouveau contexte, évaluée au moins une fois par an avec le superviseur ou le comité de supervision et au moment de la défense du projet.</p> <p>Compétences démontrées dans le contexte d'une expérience d'apprentissage en milieu de travail</p> <p>Demonstrated competence in the research process through the application of an existing body of knowledge to the critical analysis of a new question or specific problem in a new context,</p>	<ul style="list-style-type: none"> ● Évaluation formelle du progrès de programme et/ou de projet au moins 2 fois par année par le/la superviseur.e et une fois par année par le comité de supervision ● Défense du projet final ● Développement du portfolio d'apprentissage en milieu de travail ● Utilisation de leurs connaissances durant un stage d'apprentissage en milieu de travail ● Formal evaluation of program and/or project progress at least twice a year

	<p>assessed at least annually with the supervisor or supervisory committee and at the time of the project defense.</p> <p>Skills demonstrated in the context of a work-based learning experience</p>	<p>by the supervisor and once a year by the supervisory committee</p> <ul style="list-style-type: none"> ● Defense of the final project ● Workplace Learning Portfolio Development ● Use of their knowledge during a work-based learning placement
<p>Compétence en communication</p> <p>Communication skills</p>	<ul style="list-style-type: none"> - Communiquer efficacement les résultats de la recherche sous forme écrite et orale selon les normes du domaine par la création d'un projet final et sa défense orale. - Communiquer les résultats de la recherche dans des présentations orales conformes aux normes de la recherche. - Capacité à composer des manuscrits de style recherche qui sont acceptables pour l'examen par les pairs. - Communiquer efficacement des connaissances générales dans le domaine de [nom du domaine] par le biais d'activités d'assistantat à l'enseignement. <ul style="list-style-type: none"> - Effectively communicate research findings in written and oral form according to the standards of the field through the creation of a final draft and its oral defense. - Communicate research findings in oral presentations consistent with research standards. - Ability to compose research style manuscripts that are acceptable for peer review. - Effectively communicate general knowledge in the field of [name of field] through teaching assistantship activities. 	<ul style="list-style-type: none"> ● Communication écrite par le biais : <ul style="list-style-type: none"> ○ du plan d'étude, ○ du plan de recherche, ○ les communications propres au domaine de recherche (article, manuscrit, etc.) s'il y a lieu ○ Le document du projet final s'il y a lieu ● Communication orale par le biais <ul style="list-style-type: none"> ○ de présentations dans les rencontres de comité de supervision, ○ présentations durant des conférences ou autres propres au domaine (diffusion, exhibition) ○ Défense du projet final ● L'habilité de communiquer les connaissances du domaine par le biais d'assistantat à l'enseignement ● Complétion du portfolio personnel et WIL <ul style="list-style-type: none"> ● Written communication through: <ul style="list-style-type: none"> ○ the study plan, ○ the research plan, ○ Communications specific to the research area (article, manuscript, etc.) if applicable ○ Final project document if applicable ● Oral communication through

		<ul style="list-style-type: none"> ○ presentations at supervisory committee meetings ○ presentations at conferences or other events specific to the field (dissemination, exhibition) ○ Defense of the final project ● Ability to communicate domain knowledge through teaching assistantship ● Completion of personal portfolio and WIL
<p>Capacité professionnelle et autonomie</p> <p>Professional capacity and autonomy</p>	<ul style="list-style-type: none"> - Faire preuve d'un comportement éthique dans la recherche et les études. - Faire preuve d'initiative et de responsabilité personnelle. - Atteindre un niveau d'indépendance suffisant pour prendre des décisions correctes dans des scénarios complexes. - Faire preuve de développement professionnel en matières EDI et réconciliation - Demonstrate ethical behavior in research and study. - Demonstrate initiative and personal responsibility. - Achieve a level of independence sufficient to make correct decisions in complex scenarios. - Demonstrate professional development in EDI and reconciliation 	<ul style="list-style-type: none"> ● Ne pas contrevenir le code des étudiants ● Compléter le cours d'éthique de FGSR ● Compléter un plan de développement professionnel ● Compléter des ateliers de développement professionnel sur les préjugés inconscients, l'intersectionnalité, la réconciliation ● Not violate the student code ● Complete the FGSR ethics course ● Complete a professional development plan ● Complete professional development workshops on unconscious bias, intersectionality, reconciliation
<p>Leadership et collaboration</p>	<p>Démontrer des compétences en gestion de projet en menant à bien le projet de recherche et en obtenant le diplôme dans les délais prévus (2 ans). Travailler efficacement au sein d'une équipe de recherche</p>	<ul style="list-style-type: none"> ● Plan de recherche et achèvement du projet dans un délai de deux ans ● Travail en équipe durant l'apprentissage en milieu de travail, dans l'équipe de recherche, avec le comité de supervision

<p>Leadership et collaboration</p>	<p>Demonstrate project management skills by successfully completing the research project and graduating within the expected time frame (2 years).</p> <p>Work effectively as part of a research team</p>	<ul style="list-style-type: none"> ● Atelier de développement professionnel sur le travail d'équipe et de leadership ● Un membre actif de la communauté du Campus Saint-Jean ● Participation active dans les instituts et groupe de recherche du superviseur de programme ● Research plan and completion of project within two years ● Teamwork during work-based learning, on the research team, with the supervisory committee ● Professional development workshop on teamwork and leadership ● An active member of the Campus Saint-Jean community ● Active participation in the program supervisor's institutes and research group
<p>b. Identify the number of placements required in the program (including evidence that placements will be available when needed).</p> <ul style="list-style-type: none"> ● One placement of 40 hours will be required The students will be responsible to work with their supervisors and to network with community members/partners to develop, as part of their program, a research proposal that meets MITACS (funding organization https://www.mitacs.ca/en) requirements that will then be completed within the working environment of the community partner. 		
<p>c. Comment on whether/how WIL placements in other programs may be impacted as a result of this program.</p> <ul style="list-style-type: none"> ● Not applicable – since the research collaboration or contract-based opportunities, MITACS programs will be of a French or a bilingual nature. 		
<p>Reviewer's Comment:</p>		

SECTION C: ENROLMENT PLANNING

1. (a) Projected Student Enrolment (Complete the table below as applicable).

Proposed Enrolment	1 st Year of Implementation	2 nd Year of Implementation	3 rd Year of Implementation	4 th Year of Implementation	5 th Year of Implementation	Annual Ongoing
Total Headcount						
• 1 st Year of Study	5	8	10	10	10	10
• 2 nd Year of Study	0	13	18	20	20	20
Anticipated No. of Graduates	0	5	8	10	10	10
Reviewer's Comment:						

<p>a. Indicate the percentage of international students in the enrolment projections and provide a rationale regarding how the percentage was established.</p> <ul style="list-style-type: none"> We did not include international students in the calculation. We are basing our numbers solely on domestic students and current minimum capacity of faculty members to supervise graduate students. It is expected that this program will attract a greater number of students based on its flexibility and ability to tackle uniquely interdisciplinary research projects that meet societal needs. Furthermore, as the only such innovative French science program in Western Canada, with a robust marketing strategy, it is expected that the program will interest students from all of the Francophonie. We expect 4-5 international students per year in addition to the domestic numbers but these will not be factored into the budget. 						
<p>b. Briefly comment upon whether the program is primarily designed to:</p> <table border="1"> <tbody> <tr> <td>i. cater to graduates of your institution</td> <td rowspan="4"> <ul style="list-style-type: none"> Initially, the program first and foremost meets a CSJ need for graduate students in the broad set of research activities, both disciplinary and interdisciplinary, at the campus. As an innovative approach leading to new disciplinary boundary definitions (uniquely-, inter- and/or trans-disciplinary), student-focused and self-directed program, it will attract students locally, nationally and internationally. This is a unique program that offers students flexibility in coursework, in research integrated within a WIL component, as well as concretely addressing learning outcomes that map to the Alberta Credential Framework. </td> </tr> <tr> <td>ii. to meet a local demand</td> </tr> <tr> <td>iii. to meet a national demand</td> </tr> <tr> <td>iv. meet an international demand</td> </tr> </tbody> </table>		i. cater to graduates of your institution	<ul style="list-style-type: none"> Initially, the program first and foremost meets a CSJ need for graduate students in the broad set of research activities, both disciplinary and interdisciplinary, at the campus. As an innovative approach leading to new disciplinary boundary definitions (uniquely-, inter- and/or trans-disciplinary), student-focused and self-directed program, it will attract students locally, nationally and internationally. This is a unique program that offers students flexibility in coursework, in research integrated within a WIL component, as well as concretely addressing learning outcomes that map to the Alberta Credential Framework. 	ii. to meet a local demand	iii. to meet a national demand	iv. meet an international demand
i. cater to graduates of your institution	<ul style="list-style-type: none"> Initially, the program first and foremost meets a CSJ need for graduate students in the broad set of research activities, both disciplinary and interdisciplinary, at the campus. As an innovative approach leading to new disciplinary boundary definitions (uniquely-, inter- and/or trans-disciplinary), student-focused and self-directed program, it will attract students locally, nationally and internationally. This is a unique program that offers students flexibility in coursework, in research integrated within a WIL component, as well as concretely addressing learning outcomes that map to the Alberta Credential Framework. 					
ii. to meet a local demand						
iii. to meet a national demand						
iv. meet an international demand						
Reviewer's Comment:						

<p>2. Learner and Labour Market Demand (Answer the following questions)</p>			
<p>a. Provide evidence of labour market demand for graduates, detailing how such demand was forecasted and substantiated regionally and provincially. (Append supporting documentation, as appropriate.)</p> <ul style="list-style-type: none"> ● Labour markets in STEM and STEAM, worldwide, demand highly qualified graduates who are broadly trained to tackle interdisciplinary projects, who are leaders, critical thinkers, life-long learners, who can work in teams, have great communication skills and are adaptive. ● Labour markets in Canada are recruiting bilingual individuals, with typically greater starting salaries, that expand their ability to broaden their markets base. ● The federal government only recruits bilingual, highly qualified experts (Tri-council agencies, NRC patent office), with broad field expertise and exceptional competencies. A number of studies demonstrated these requirements (Seward et al 2018, ACUFC) ● Students will also have the opportunity to undertake a similarly designed PhD program at CSJ afterwards. ● Unique to FSJ sciences faculty: They all hold NSERC funds and in the past had to content themselves with co-supervising students in other faculties as FSJ did not have its own MSc. On an annual basis, we received a dozen requests from students all over Western Canada and the world asking for a graduate program in the sciences. ● An informal search of an employment database shows over 750 postings for an MSc and, of those, 44 require a bilingual individual. The need for broadly trained MSc graduates is on the rise. An undergraduate degree is no longer competitive and sufficient in an innovative knowledge-based economy. 			
<p>b. Identify which stakeholder groups were consulted regarding demand/need for this program:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Student/learners <input type="checkbox"/> Faculty <input type="checkbox"/> Program advisory committee <input type="checkbox"/> Regulator and/or accreditation bodies </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Employers and professional associations <input type="checkbox"/> Community organizations <input type="checkbox"/> Other post-secondary institutions <input type="checkbox"/> Other FGSR </td> </tr> </table>		<input type="checkbox"/> Student/learners <input type="checkbox"/> Faculty <input type="checkbox"/> Program advisory committee <input type="checkbox"/> Regulator and/or accreditation bodies	<input type="checkbox"/> Employers and professional associations <input type="checkbox"/> Community organizations <input type="checkbox"/> Other post-secondary institutions <input type="checkbox"/> Other FGSR
<input type="checkbox"/> Student/learners <input type="checkbox"/> Faculty <input type="checkbox"/> Program advisory committee <input type="checkbox"/> Regulator and/or accreditation bodies	<input type="checkbox"/> Employers and professional associations <input type="checkbox"/> Community organizations <input type="checkbox"/> Other post-secondary institutions <input type="checkbox"/> Other FGSR		
<p>c. Summarize the results of the identified consultations and attach supporting documentation (e.g., minutes of meetings, letters of support, etc.), when available.</p> <ul style="list-style-type: none"> ● All consultations with external parties have led to positive support and endorsement of the proposal (attached letters of support). French based organizations, research institutes have been waiting for such graduate program opportunities in Western Canada. ● This program and proposal were developed after consultation with experts in sciences and FGSR, the Faculty of Sciences, the Faculty of Engineering, The Faculty of Medicine, The faculty of Pharmacy, and College of Natural and applied sciences. These consultations have ensured that the content and process of the programs meet similar masters of Science. ● There has been an active demand at CSJ for graduate programs that meet the STEAM-based investigators’ graduate student requirements who currently must (officially) co-supervise students that they fund in other faculties; this program addresses a serious equity matter at CSJ. 			
<p>d. Provide evidence of student demand for the program. (e.g., survey results, waitlists, demand in similar programs at other institutions etc.)</p>			

- Students graduating from this program will have the same skills and competencies as those in the current MSc across UofA and other programs in Western Canada and beyond. The notable difference is that they will be working in both official languages.
- MSc programs are in great demand; the Faculty of Science, UofA, has over 700 Masters students, demonstrating student demand for the MSc program. Of these 700 students, there are a few who are supervised by CSJ faculty (please see the CV of the professors for more information about supervision).
- CSJ professors already fund more graduate students than is suggested under the proposed enrolment for the new program in other programs outside of CSJ. This is because students want to work with our professors, and in our faculty. However, they are registered in the faculty of science. We expect that the recognition and support for our graduate student teaching will encourage professors to increase their research activities and lead to graduate student enrollment growth.

e. Identify and discuss any additional factors that may impact student demand for this proposed program.

- Statistics Canada has found a substantial establishment of Francophone newcomers to Alberta.

f. Comment on the overall sustainability of learner demand for this program over the longer term.

- Because of its programs and structure, CSJ will always have STEM- and STEAM-based professors who are required to train graduate students. The sustainability of this program is assured.

g. Describe how the enrolment plan takes into account relevant labour market demand and societal benefit factors.

This program offers students the chance to choose their research topic from among several science disciplines, or combine several disciplines. Students can choose amongst the following general research areas to answer directly to needs identifies in the society:

- health sciences, biology, chemistry, and psychology;
- data sciences, mathematics, statistics, and computing sciences; and
- earth sciences, physics, and environment.

There are plenty of opportunities for graduates in any field that need highly qualified personnel with interdisciplinary training and prior work experience. An informal search of one employment database shows over 750 postings for an MSc and, of those, 44 require a bilingual individual. The need for broadly trained MSc graduates is on the rise. An undergraduate degree is no longer competitive and sufficient in an innovative knowledge-based economy.

Reviewer's Comment:

SECTION D: GRADUATE OUTCOMES AND PATHWAYS

1. Employment Outcomes (*Answer the following questions*)

a. Are the majority of graduates expected to enter directly into the labour market upon graduation or continue on to further study? (Elaborate as needed).

- We expect a 50/50 split between graduates entering the labour market and those continuing to a PhD.
- We will also receive people who are already working and are pursuing professional development and continuing education.

b. What types of academic/professional positions does the proposed program prepare graduates for?

- Due to the nature of the program, graduates are expected to be specialists in their field such as physics, chemistry, biology, and mathematics; but, in many cases, will redefine boundaries of their research field to tackle broader research questions, which will open doors to a broad set of possible academic and professional positions.
- Continue to a PhD for an academic or research career.
- They can work in government ministries, research labs, advisory positions, consultant companies, start-ups, banking and economics world, stock market (mathematics, statistics, and computing sciences), environmental practices (biology, chemistry, etc), and education. Education is in dire need for STIM trained graduates who can be the sciences subjects and math teachers as well as the subject matter experts in Alberta Education and the various school boards.

c. Identify program supports that assist graduates to successfully transition from university to employment.

- This is multifaceted support:
 - supervisors play an important role in this transition;
 - CSJ has the support from “*la Centrale*,” which plays an important part in this transition through formal preparation programs. *La Centrale* is CSJ’s academic support services centre (mentoring, tutoring, wellness etc.).
 - The WIL experience will provide networking opportunities to aid the transition.
 - The office of Graduate studies offers extensive support for students to succeed: the provide an extensive list of potential bilingual employers, they carry out the initial contacts and maintain communication, provide the supervisors with template and timelines, check in progress and keep a record of formative evaluation.

Reviewer’s Comment:

2. Societal Benefits and Pathways (*Answer the following questions*)

<p>a. In cases where labour market demand is not the primary reason for this program, identify anticipated social and community benefits (in addition to employment outcomes) within local, national or international contexts.</p> <ul style="list-style-type: none"> ● It is incumbent on CSJ leadership to ensure equity to our community of learners, professors and French/bilingual highly trained individuals by providing these programs. <ul style="list-style-type: none"> ○ From a societal context, offering to the French linguistic minority a unique-to-Western-Canada graduate program in the STEM/STEAM areas is an important equity issue for the University of Alberta that has equity, diversity and inclusivity (EDI) as a strategic priority. ○ Canada, a bilingual country, needs well-trained bilingual experts with an in depth knowledge of the issues confronting Western Canada (oil and gas sector, forestry, agriculture, etc) and who understand the advantages of pan-Canadian partnerships and networks that will benefit Alberta's and Canada's knowledge-based economies. As such, we will offer students the opportunity to continue learning English so that by the time they graduate, they can be fully functional in both official languages.
<p>b. Comment on how the program creates opportunities for graduates in areas such as entrepreneurship, innovation, and/or social/community development.</p> <p>This program, as detailed in its learning outcomes and competencies, trains students to meet needs of these key areas. Students must create WIL proposals that hone entrepreneurial skills focusing on community or employer needs, leading to innovative solutions. The students are trained in their fields of interest, providing them a broader set of skills and knowledge, preparing them to be catalysts of innovation.</p>
<p>c. Indicate whether the proposed program offers new or expanded pathway opportunities for students in the Alberta Adult Learning System. (Elaborate as needed).</p> <p>This program offers a new pathway through a unique and quality program. By providing post-secondary education to those who speak French, including the Métis students, this program benefits all Albertans.</p>
<p>Reviewer's Comment:</p>

SECTION E: FINANCIAL VIABILITY AND SUSTAINABILITY

1. Budget and Funding Sources *(Answer the following questions)*

- a. Describe how the institution plans to finance the program, including any applicable sources of funds such as tuition, grants etc.:
 - The program requires very few resources as there are only two courses that are also required by other programs. Tuition will mostly flow towards student services and support for their research, professional development, WIL and other activities. CSJ has a student support system that will be further tailored to support graduate students.
- b. Discuss risk mitigation plans should full revenue(s) not be achieved or should costs exceed amounts budgeted.
 - The program will not add any new costs to CSJ. CSJ has a graduate coordinator and the required infrastructure and current ability to teach the needed courses. This program is one of a set of graduate programs offered or being proposed. The sources of costs are shared between all these programs. It is anticipated that the added revenues will support current graduate program activities. If revenues are not achieved, mitigation of costs will be undertaken and resources found in other operational revenues to sustain the program.

Reviewer's Comment:

<p>2. Financial Aid and Support for Students <i>(If funding support is provided to students, answer the following questions)</i></p>
<p>a. Indicate the percentage of students who are likely to receive funding (fully-funded, partially funded, or un-funded)?</p> <ul style="list-style-type: none"> ● It is expected, but not mandatory, that all students will be funded.
<p>b. Estimate the typical level of funding provided to students admitted into the proposed program. (Indicate if there is a minimum).</p> <ul style="list-style-type: none"> ● Students should be fully funded by supervisors at \$14,000 per annum. ● Students will have other funding opportunities such as teaching assistantships.
<p>c. Identify external awards (e.g., SSHRC or NSCHRC fellowships) that students are eligible for and can reasonably expected to be awarded.</p> <ul style="list-style-type: none"> ● Tri-council scholarships, MITACS, Alberta Excellence Graduate Scholarships, Association des collèges et universités de la francophonie canadienne (ACUFC)
<p>Reviewer's Comment:</p>
<p>3. Tuition and Student Cost Considerations <i>(Answer the following questions)</i></p>
<p>a. Document tuition and fee projections for students (specify domestic student tuition fees, international student tuition fees, compulsory student fees, and other costs likely to be incurred by students (texts, equipment, equipment, travel for research or conference etc.). Provide rationale where appropriate such as comparisons with similar programs. (Consult with the Ministry as needed.):</p> <ul style="list-style-type: none"> ● Both domestic and international students will pay University of Alberta graduate program tuition and students fees. ● Domestic: <ul style="list-style-type: none"> ○ Instructional fees - \$4,192.80 ○ Non-instructional fees - \$1213.31 ● International <ul style="list-style-type: none"> ○ Instructional fees - \$8,700.00 ○ Non-instructional fees - \$1213.31 ● Conference and other costs are expected to be covered by the supervisor and through awards available through GSA. ● The two mandatory courses will not require texts or other costs.
<p>b. Does the proposed program align with the Tuition and Fees Regulation? <input type="checkbox"/> Yes; or <input type="checkbox"/> No</p>
<p>c. Please elaborate on above answer, if necessary.</p> <ul style="list-style-type: none"> ● This is a typical graduate program that meets TFR.

Reviewer's Comment:

SECTION F: INSTITUTIONAL IMPACT

1. Institutional Mandate, Strategy Alignment, and Capacity *(Answer the following questions)*

a. Briefly describe how the proposed program aligns with the institution's mandate and government priorities.

The proposed program aligns with the Comprehensive Institutional Plan with respect to attracting and retaining talented students, provides access to innovative learning opportunities, and advances connections with the Francophone and bilingual communities. The program will also support the University's mandate that graduates will be prepared, through an innovative learning environment, to think critically, to act entrepreneurially, to create cultural and technical innovation, to be successful in the global marketplace, and to assume positions of leadership in public and private sectors. The proposed program will provide the students with these skills.

In addition to the above, the proposed program is in alignment with the Comprehensive Institutional Plan in the following areas.

- Facilitate, build and support disciplinary, interdisciplinary, cross-faculty and cross-unit engagement and collaboration.
- 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.
- Increase graduate 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.
- Increase access to, and use of, professional development opportunities for graduate students 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.
- Inspire, model and support excellence in teaching and learning.
- Expand professional development opportunities for graduate students.
- Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels.
- 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.
- Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the University's reach, and effectiveness.
- Work closely with key provincial partners and government agencies.

- Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges.
- Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems
- Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.
- The program aligns very closely with the University of Alberta’s mandate of offering innovative programs that meet the needs of the community. It further aligns with the equity, diversity and inclusion strategic plan by offering a program to an important linguistic minority at CSJ highlighted in the strategic plan. The proposed program will bring equity to the professors at CSJ who have seen their research, funding and supervisory efforts under-recognized and under-rewarded for far too long.
- It aligns with the calls to action on reconciliation and EDI as the program includes required professional development in the area.

The proposed certificate is in alignment with the *For the Public Good* strategic plan in the following areas:

OBJECTIVE: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.

- i. Strategy: 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 with options for Francophone and rural liberal arts education.

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

- ii. Strategy: Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for Francophone and bilingual students, and by progressively improving Faculté Saint-Jean students’ and applicants’ access to French-language services.

This program is uniquely situated to advance the Comprehensive Institutional Plan and *For the Public Good* among highly trained graduates in Canada’s second official language. Employers in Western Canada (British Columbia, Alberta and Saskatchewan) have looked to FSJ which, for five decades now, has played a pivotal role in training citizens in French.

It aligns with government priorities that all programs should include work-integrated learning opportunities. This program includes such opportunities and most research programs will include additional hands-on, practical learning that will greatly prepare graduates for employment or postdoctoral fellowships.

<p>b. To what extent does the program build on the institution’s existing programs, infrastructure, resources and experience from offering programs in related fields?</p> <ul style="list-style-type: none"> • The program builds on the need for graduate programs at CSJ. Our professors have been supervising students in other faculties as a result of not having such programs at CSJ. These professors have strong, long-established working relationships with partners at the University of Alberta and at other institutions, which creates a very strong learning environment that opens doors for students to build a broader portfolio of knowledge, competencies, and networks vital for their post-program successes.
<p>Reviewer’s Comment:</p>
<p>2. Internal Review and Approval</p>
<p>a. Indicate which internal governance body recommended approval and specify date of approval.</p> <ul style="list-style-type: none"> • Conseil de la Faculté Saint-Jean • Faculty of Graduate Studies and Research Council • General Faculties Council (GFC) Programs Committee • GFC
<p>Reviewer’s Comment:</p>

SECTION G: SYSTEM IMPACT

<p>1. Impact on Alberta Adult Learning System (Answer the following questions)</p>
<p>a. How does this program support provincial priorities for the Alberta post-secondary system?</p> <ul style="list-style-type: none"> • The proposed program improves access to education for our linguistic minority and improves the student experience by employing student-focused research and learning. • By including WIL and competency-based education, the program ensures that students develop skills for jobs. • The interdisciplinary nature of the program aligns fully with the aim to support innovation and strengthens opportunities for partnerships that can lead to commercialization. • CSJ plays an important role in la Francophonie, and is a major partner with a number of institutions. These programs will allow for exchange programs with partner institutions, which will allow us to strengthen internationalization. • The program supports professors’ efforts to obtain research funds, train exceptional students and produce exceptional research which improves CSJ’s (as a faculty) sustainability and uses existing tuition and minimum funding guidelines to ensure affordability. • Direct investment of professor effort and student tuition into CSJ strengthens our governance system by reducing paper work, and difficult-to-verify accountabilities in the research/graduate student supervision. Offering our own programs ensures equity in the system.
<p>b. Describe what distinguishes the proposed program from similar or related programs in the Alberta Adult Learning system.</p>

<ul style="list-style-type: none"> • This program is similar to other MSc programs offered in the Alberta Adult Learning system. • It is unique by being in French and by allowing for and encouraging clear interdisciplinarity and collaboration among disciplines in scientific inquiry. • It includes work integrated learning which few, if any programs, structurally include in the program
<p>c. If proposed program/specialization potentially constitutes program duplication, explain why such duplication is appropriate and beneficial in this circumstance.</p> <ul style="list-style-type: none"> • The program is not a duplication but is similar to the existing MSc in the Faculty of Science at the University of Alberta. However, it is important to note both that our program is offered entirely in French, and the dual disciplinary and interdisciplinary nature of the proposed program versus the field-specific programs offered in the Faculty of Science.
<p>d. Summarize the outcomes of consultations with other institutions offering related programs. (Attach copies of relevant documents – e.g. letters, meeting summaries, etc.).</p> <ul style="list-style-type: none"> • Not applicable – this program is unique and offered in French, which no other provincial or western Canadian institutions can offer.
<p>Reviewer’s Comment:</p>

SECTION H: OTHER CONSIDERATIONS

<p>Other considerations</p>
<p>a. Are there other factors or considerations the Ministry should take into account when reviewing this proposal?</p> <p>There is an increasing need to prepare Alberta’s workforce in STEM-related competencies for employment. Providing a unique opportunity to do this for the bilingual population of Alberta is an important factor for ensuring quality and equity of work for Albertans, and for attracting international and national investors in the province's economy. It has been found that a bilingual employee has a greater economic impact than a unilingual one: in Alberta, where ~2% of the population is bilingual, using both official languages, this same demographic generates 6.6% of Alberta’s gross domestic product.</p>
<p>Reviewer’s Comment:</p>

REVIEW COMPLETE: RECOMMENDATION (FOR DEPARTMENT USE)

<p>Recommendation(s):</p>

Rationale for Recommendation:
Reviewer(s):
Date Completed:



Decision **Discussion** **Information**

ITEM OBJECTIVE: The Faculté Saint-Jean is proposing a new PhD in transdisciplinary studies (Doctorat en Etudes Transdisciplinaires), for implementation upon final approval along with the corresponding calendar changes (which were approved by the GFC Programs Committee).

DATE	June 16, 2023
TO	Board of Governors
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

MOTION: THAT the Board of Governors, on the recommendation of the Board Learning, Research and Student Experience Committee and General Faculties Council, approve the Doctorat Etudes Transdisciplinaires in the Faculté Saint-Jean, as per attachment 1, for implementation upon final approval.

EXECUTIVE SUMMARY:

For over a decade, Campus Saint-Jean has been working to create its own doctoral program. It is an equity issue that Faculté Saint-Jean (FSJ, as an academic unit) has its own doctoral program in order to offer a complete university degree program in French across Alberta and in Western Canada. In their final recommendation, The Quality Assurance Review (QAR) committee of independent reviewers concluded:

“The Committee was impressed with the expertise, insights and commitment of those involved in these (graduate) programs. The M.A. and the M.Ed. are both good programs bringing together fine professors and students. Because there are not many French-language master’s programs in Western Canada, they are of importance that exceeds their modest number of enrollments. The programs do not require any significant overhaul in content or orientation. The Committee believes that the development of a doctoral program is a legitimate goal for a faculty within a U15 university. As the sole francophone doctoral program in Alberta, such a program could well have a significant academic and social impact.”

In 2017-2018, we conducted an extensive survey among our graduate alumni to seek their feedback and input into our existing programs and potential new programs. The large majority of our graduates had a positive experience and they would like to see a complete university program offered in French at the UofA.

We have developed an innovative doctoral program that is the result of extensive consultation and feedback locally, provincially, and nationally from various stakeholders. Within the program, students will have a personal portfolio as well as a WIL plan integrated into the program. Besides the two required courses, the student and the supervisory committee will have the possibility to craft an individualized plan of study and research.

We have mobilized various groups (Business, agencies, NGO, etc) to assist students in work placements and in conducting research.

GOVERNANCE OUTLINE



ITEM NO. 10i

The program is built with open collaboration for supervision and/or for both the comprehensive examination as well as the candidacy with colleagues from across the university. Built into the program is an openness to collaborate and work in interdisciplinary groups.

The cohort model that we propose in this program will train the student at the start of their academic journey to ensure that Indigenous perspectives as well as EDI in research is implemented and taught at the very core of the program. We are also planning several team building activities and orientations that provide the students with peer and administrative support for their overall well-being.

Campus Saint-Jean offers a unique fostering environment for students to learn and interact with professors and students in other fields and disciplines that will give them a chance to broaden their perspective of research.

Once approved, we have everything in place to start receiving students. Bibliothèque Saint-Jean of UA Libraries is one of the best collections of French resources outside of Winnipeg. Our professors collaborate with colleagues from across the university, the country, and beyond.

Woven into the program are specific learning outcomes, implemented from the very beginning of the program with clear measurable indicators for success. The LOs will provide a solid backbone for a rigorous and unique academic program.

Risk Discussion / Mitigation of the Risk

Currently,

1. Professors at FSJ cannot fully engage in supervisory duties of their own doctoral students
2. French speaking students in the province seek other institutions to continue their higher education in French
3. It is difficult to attract and retain professors without such a program

With a Doctoral program at FSJ, the University of Alberta will gain an international pool of students and researchers in various fields in the Applied and Natural Sciences, in the Humanities and Social sciences, as well as in health and the environment by opening doors for graduate education in the Francophone world, especially in Africa.

Supplementary Note

The full proposal, including consultation and alignment with the university's strategic plan, can be found in the [April 17, 2023 meeting of General Faculties Council agenda and documents \(Item 7\)](#).

Supporting Materials:

1. Complete PhD Proposal. Version Feb1, 2023 (23 pages) – **for approval**

Proposal Template: New Master’s and Doctoral Degree Programs (Part A: System Co-ordination Review)

Complete this template for proposals for new master’s and doctoral degree programs or specializations.

Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” in cases where questions are not relevant to the particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

SECTION A: PROPOSAL OVERVIEW

Basic Information *(Complete the table below)*

Institution	Faculté Saint-Jean of the University of Alberta
Program Name	Doctor of Philosophy
Specialization Name	Études Transdisciplinaires (Transdisciplinary studies)
Credential Awarded	Doctor of Philosophy
Proposed Effective Date	July 1, 2024

1. Type of Initiative *(Answer the following questions)*

This is a proposal for (select one from the drop-down menu):

New doctoral program

SECTION B: OVERVIEW OF PROPOSED PROGRAM OF STUDY

1. Program Description *(Answer the following questions)*

a. Attach (as an appendix to this proposal) a concise program description document that includes:

- 3-4 sentence calendar description

Le programme de doctorat au Campus Saint-Jean offre, en français, une éducation universitaire au troisième cycle de haut niveau dans plusieurs domaines des sciences, santé, sciences sociales et humaines, organisés sous ces trois grands axes de recherche. Établi pour répondre aux besoins professionnels du 21ème siècle, dans un monde de contact linguistique étroit et en situation linguistique (francophonie) minoritaire, ce programme constitue un milieu incontournable pour la recherche transdisciplinaire intégrée qui offre une occasion unique aux étudiants d’approfondir leurs connaissances et compétences dans la recherche au sein de la dualité linguistique du Canada.

The doctoral program at Campus Saint-Jean offers, in French, a high-level post-graduate education in several fields of science, health, social sciences and humanities, organized under these three main research orientations. Established to meet the professional needs of the 21st century, in a world of close linguistic contact and in a minority language situation-Francophonie, this program constitutes an essential environment for integrated transdisciplinary research that offers a unique opportunity for students to deepen their knowledge and skills in research within Canada's linguistic duality.

- whether the program is course-based or thesis-based
Thesis based
- a proposed program of study including course names, descriptions, credits and prerequisites, by year of study,
The structure of the program is detailed in the following table:

Step 1	<p>a. First week of fall term, students will be welcomed into the program and will take part in the following activities:</p> <ul style="list-style-type: none"> ● Cohort building; ● Orientation; ● Workshops on the use of the eClass Learning Management System (LMS), online-delivery, teaching and research assistant training, filling forms and claims, submission of forms, learning to use Graduate Student Management System (GSMS) and other LMS, applying for grants and awards; ● Personal portfolios; ● Workshop and training on EDI in research ● Using the library; ● Meeting with the academic advisory team; ● Registering for classes after consultation with and approval of the supervisor. ● Workshop and training on indigenous perspective in research and graduate learning with a visit to Métis Crossing. <p>Upon their admission, students should have scheduled a meeting with their supervisor. The supervisory appointment form must be signed at this stage and submitted to the FSJ Graduate office and Faculty of Graduate Studies and Research (FGSR)</p> <p>b. Orientation/Meeting: During their orientation week, students will attend a training session. Where appropriate, PhD students will have an affiliation with The Institut Marcelle et Louis Desrochers for Transdisciplinary Research in Canadian and International Francophonies (IMELDA) and will participate in various activities of the institute.</p> <p>c. Residency is not required in this program. However, we encourage students to attend this first meeting. Professors who fund students through their own research grants may require residency of the student. Financing will not be mandatory.</p> <p>d. Academic advisory team: given the nature of the program, students will meet with an advisory committee, composed of the supervisor, the Grad Program Administrator and the Associate Dean Graduate programs and a member of the Comité des études supérieures-CES. They will answer students' questions about courses and the nature of their research work. This will be the initial stage of the "feuille de route."</p>
Step 2	<p>a. Course work Fall/Winter, potentially Spring and/or Summer Fall 1 Year 1: Two required courses (FSJ-ES 600 and 605- Appendix C), and if required/advised by the supervisory committee a directed-studies course. Winter 2 Year 1: Directed studies courses.</p> <p>The two required courses pertain to conducting research in disciplinary and interdisciplinary fields. These two courses will be taught every year.</p> <p>The program is based on self- and supervisor-directed studies. The supervisory committee (Appendix D.1 and D.2), in consultation with the student, can decide on additional formal courses to be taken in the program if necessary.</p> <p>b. Development of a Work Integrated Learning (WIL) plan with the supervisor and the graduate office team, in addition to a staff member of the Career Center of the UA. The graduate office will provide a list of all partners and stakeholders in the WIL, will connect and assist students with work placement and their WIL advisor (<i>encadrant</i>).</p> <p>c. Each year, FGSR supervisory guideline requirements are completed, and a copy is submitted with the supervisor's annual report to FEC. Student and supervisor sign off on this document as per FGSR requirement. NB: professors/supervisor submit the first meeting form from Step 1 above to Faculty Evaluation Committee along with their annual report.</p>

<p>Step 3</p>	<p>a. Meeting with supervisor and graduate administration team to establish timeline for research work, Individual Progress Plan (IPP) and Professional Development (PD). Forms are finalized and added to the students' files.</p> <p>For the IDP and PD, approved by the supervisor and the ADG, students will abide by FGSR requirements.</p> <p>b. When necessary, students can enroll in the English language modules. These modules do not count as credits for the required courses in the program (18 course credits). Students take an English language test, and are placed according to their language proficiency into the appropriate module. They follow these modules offered online by FSJ and when they are finished, they receive an FSJ certification of completion.</p> <p>c. Students start to fill their WIL plan and fill their personal portfolio. The personal portfolio will serve as their professional doctoral progress report where they reflect on their progress, display/showcase their work, and engage with the program for their future work endeavors. A major part of their personal portfolio is addressing and fulfilling the doctoral learning outcomes of the program. Students keep artifacts of their progress in this portfolio.</p> <p>d. Implementation of WIL. A progress evaluation form will be developed and used by the supervisor, the work "encadrant," and the graduate program coordinator to ensure proposed progress within the WIL setting. Note: This step will repeat every semester for the first two years.</p> <p>e. Spring, Year 1: As we seek to train students, they will attend the teaching assistant training offered in collaboration with the Center of Teaching and Learning. CTL offers this training and grants a certificate afterwards; we will work with CTL to provide a French version of this training.</p>
<p>Step 4</p>	<p>a. Student meets with the supervisory committee and start preparation for the Candidacy exam.</p> <ul style="list-style-type: none"> - First meeting with the supervisory committee should be scheduled during the first year, preferably first term: identifying members, defining the roles, and timelines of research work. - A List of readings is provided to the students during the summer of year 1. <p>b. Year 2: For the first teaching assistantship work, students will assist a professor in a course.</p> <p>c. WIL continues.</p> <p>d. Achievement of learning outcomes and development of personal portfolio continue.</p>
<p>Step 5</p>	<p>a. Winter, Year 2: candidacy exam</p> <ul style="list-style-type: none"> - Part one: because of the interdisciplinary nature of the program, students will sit for a comprehensive exam about specific topics related to their field(s) of research. - Supervisory committee prepares the questions for the comprehensive exam. - Comprehensive examinations will be scheduled during a three-day period. This can be modified as needed. <p>b. Winter, Year 2: candidacy exam</p> <ul style="list-style-type: none"> - Part two: student submits to the supervisory committee a detailed research proposal with an extensive bibliography. <p>c. Winter/Spring, Year 2: candidacy exam</p> <ul style="list-style-type: none"> - Part three: oral defense of the proposal with a detailed outline and timeline of work (three hours with the supervisory committee). <p>d. WIL continues.</p> <p>e. Learning outcomes and personal portfolio continues.</p> <p>f. As appropriate for the project, students start to participate actively in IMELDA or other organizations: preparing events and dissemination activities (conference, congress, journal papers, field-specific organizations, etc).</p>

<p>Step 6</p>	<p>a. For Year 3, the focus is on finalizing research pertaining to the dissertation. Note: research has been underway since the beginning, but it is in earnest at this stage.</p> <p>b. During Year 3 and Year 4, students assume full teaching responsibilities for first and second year courses.</p> <p>c. Students play a role in mentorship of the junior doctoral students as well the Master’s students, they organize the graduate students’ colloquium, and they help with the initiation meeting of entering cohorts (Step1).</p> <p>d. WIL continues.</p> <p>e. Achievement of learning outcomes and development of personal portfolio continue.</p> <p>f. Active and broad participation in preparing events and dissemination activities.</p>
<p>Step 7</p>	<p>a. End of Year 3 or Year 4, depending on progress in dissertation writing, thesis defense will take place. For students in the creative arts stream--music & drama--in addition to the defense of their thesis, The supervisory committee will determine and schedule a performance organized by the student.</p> <p>b. Presentation of the personal portfolio – engagement and collaboration.</p> <p>c. Final evaluation and report on WIL.</p> <p>d. Exit survey and interview completed.</p>

- program location (i.e., campus locations), and delivery mode (i.e., face-to-face, online, or blended); and

The program will be delivered in various formats: online; face-to-face (both physically in class in virtually); and hybrid. Students are connected via various online course delivery platforms and interact with professors, classmates and course materials through Moodle, the learning management system (LMS) used by the university.

In addition, and since we aim to offer this program in different modalities to accommodate learners’ needs, we will integrate our delivery with our satellite campuses in the province (Lethbridge, Calgary, Red Deer and Grand -Prairie), and in the Northwest Territories.

Currently, we offer a cohort to our students in Calgary, we do orientations for these students, they meet face-to-face with the professors and the program administrators. For the doctoral students, we plan to organize orientation at the beginning of the program with the professors and the administrator staff to ensure that students are well informed and have a clear understanding and procedure of the program. Furthermore, in 2020, we were launching our first summer on campus program, but it was halted during COVID. In addition and upon request from the graduate students in our current program who come from various parts of the province, we will hold a three weeks orientation in the *La Résidence Saint-Jean*. This summer program has been discussed and approved with ancillary services in 2018-2019 and we are ready to offer this cohort and team building to all our students: most of these students will be professionals and offering them as intense two-three weeks sessions

where they get to fully understand the program, meet their supervisors and have the chance to be part of FSJ would be a valuable asset to the program both academically and linguistically.

We also plan to work with other organizations such as school boards, Alberta learning consortia, the Francophone community agency and Indigenous Education Council for further satellite delivery across the province.

- Program learning outcomes.

The program outcomes are inspired by and in-line with the Alberta Credentials Framework (ACF). **Appendix A** provides detailed of these learning outcomes for our doctoral programs. All these outcomes will be measured longitudinally and in a formative way through the personal portfolios of the students and through a Work-Integrated Learning (WIL) protocol as stated in the structure of the program above.

We identified 6 graduate attributes that serves of essential competencies of the program. The Learning outcomes of the program are nested within each of the graduating attributes; and each learning outcome has a clear indicator of its achievement, and which will direct our assessment of these learning outcomes. The 6 graduating attributes are as follow:

<i>Niveau et profondeur des connaissances</i>	Level and depth of knowledge
<i>Compétence de recherche et érudition</i>	Research skills and scholarship
<i>Habiliter d'appliquer les connaissances</i>	Empower to apply knowledge
<i>Compétence en communication</i>	Communication skills
<i>Capacité professionnel et autonomie</i>	Professional capacity and autonomy
<i>Leadership et collaboration</i>	Leadership et collaboration

Additionally, the program will address specific linguistic learning outcomes as well as global learning outcomes to create a unique learning environment. The following goals will be addressed.

- Prepare future researchers with a unique set of transversal, cross-disciplinary skills that will help to develop community leadership qualities and support the application of foundational knowledge in disciplinary and/or interdisciplinary research.
- Focus on the Francophone and linguistic minority perspectives by creating a deeper understanding of, and response to, broad societal needs.
- Fulfill the requirement of the provincial and federal governments in matters pertaining to French as an official language

<p>- Establish new collaborations with potential for a higher-education network, as well as fostering effective relationships with bilingual and Francophone institutions in Canada, and around the world.</p>
<p>d. Identify any special requirements for accreditation/certification of the program.</p> <p>The program meets the requirements for bilingualism at all federal and provincial levels, which allows for special funding opportunities.</p>
<p>e. Where applicable, identify any collaborations with other institutions/organizations and whether there are synergies with other graduate programs at your institution.</p> <p>The program will be unique at UofA, in Alberta, and in Western Canada, and there will be ample opportunities for collaboration with all faculties at the UofA, for research, for supervision, for candidacy exams, and for training. CSJ Professors are multidisciplinary : in social science and humanities, in sciences, in engineering, in health sciences, we foresee collaborations at the three colleges level, as well the faculties level, and with specific departments and programs within these units: psychology, sociology, political sciences, economics, physics, Mathematics, biology, history, communication and media studies, music, computing sciences, medical microbiology and immunology, business, finance, secondary education, elementary education, policy studies in education, educational psychology, modern languages and cultural studies, african studies program, sustainability, Métis and indigenous studies, etc.</p> <p>Professors are also part of the various signature areas of the UofA, for instance: AI4 society (Dr. ElAtia) Situated Knowledges: Indigenous Peoples and Place (CRC in Métis studies : Dr. Gauget, Dr. Lemaire), Intersections of Gender (Dr. Donia Moncef, Dr. Lapointe Gagnon, Dr. Sauwert) , Energy Systems (Dr. Wilson and Dr.Ghoul), precision Health (Dr. Lemieux, Dr. Ferdaouissi, Dr. Safouhi)</p> <p>We will seek to work in collaboration within the UofA, with other Francophone institutions and French programs across Canada through the <i>Medouest</i> agreement: <i>Le consortium des établissements universitaires de l'Ouest canadien</i>: https://ustboniface.ca/medouest (francophone WDA), and through other agreements, such as <i>Institut nationale de recherche scientifique</i> (INRS), University of Ottawa, University of Moncton, and Laval University; with whom we already have working agreements.</p>
<p>Reviewer's Comment:</p>
<p>2. Work Integrated Learning (WIL) (e.g. internships, clinical placements) (If applicable, answer the following questions)</p>
<p>a. Specify which program learning outcomes map into WIL components of the program.</p> <p>Students will be required to do internships through the course of their studies, and not only at the end. Students will also have opportunities to take a variety of courses/certificates that require a job-shadowing component. Since 2007, our master's programs (both the MA and the MEd) have successfully offered the integration of job-shadowing opportunities for students within their courses. All our alums have successfully integrated work upon completing their degrees. Students are placed within a selected</p>

working environment where they develop their own work plan, and collaboratively work with a WIL supervisor to fulfill course objectives that are linked to their research program.

For the Doctoral program, we will build this requirement into coursework and throughout the four-year program, as stated in the structure of the program above. Because of our strong ties to the community and the faculty research enterprise, we have built a solid network that can welcome our students for these valuable experiences. We have compiled a database for all the professional and community partners with whom we will collaborate for the WIL plan (Appendix E)

1. CSJ Program outcomes: Establish new collaborations with new potential horizons for a higher-education network, as well as fostering effective relationships with bilingual and francophone institutions in Canada and around the world.
2. Faculty of Graduate Studies and Research (FGSR)-Doctoral learning outcomes 4: Professional Capacity and Autonomy. Many of the future students enrolled in this program will be professionals. They are already integrated in the designated workplace while they are pursuing their degree.
3. Specific outcome under Application of knowledge « *Démontrée par l'application d'un ensemble de connaissances existantes à un problème spécifique dans un contexte d'apprentissage en milieu de travail.* » (translation: Demonstrated by applying an existing body of knowledge to a specific problem in a work-based learning context)

We have consulted with various community stakeholders on the design of the curriculum and the learning outcomes of the graduate programs at CSJ in general, and the proposed PhD program in particular. These on-going consultations ensure the alignment with the needs of the workplace and build on the experiences of the professionals working in interdisciplinary bilingual contexts. These consultations were carried out with the following stakeholders:

- Institut nationale de recherche scientifique (INRS)
- Association Canadienne Française de l'Alberta (ACFA)
- Acfas-Canada
- Accès-emploi
- Conseil de développement économique de l'Alberta
- La coalition des femmes francophones de l'Alberta
- La fédération des conseils scolaire de l'Alberta
- Canadian Parents for French
- Conseil scolaire centre nord
- College of Alberta School Superintendents
- Alberta Teachers Association

- b. Identify the number of placements required in the program (including evidence that placements will be available when needed).

We are planning two placements:

1. The first placement will be an initiation to work environment and would take place ideally in Spring of the first year of the program.

2. The second placement will be an in-depth experience and would take place in the Summer of year 1, and at the beginning of year 2.

c. Comment on whether/how WIL placements in other programs may be impacted as a result of this program.

We do not foresee any impacts on other programs. Our program is unique, it is the only transdisciplinary program offered in French, and focuses on student-guided learning; there is no other similar program that we can compare it to in the province.

Reviewer's Comment:

SECTION C: ENROLMENT PLANNING

1. (a) Projected Student Enrolment *(Complete the table below as applicable).*

Proposed Enrolment	1 st Year of Implementation	2 nd Year of Implementation	3 rd Year of Implementation	4 th Year of Implementation	5 th Year of Implementation	Annual Ongoing
Total Headcount	3	8	13	18	24	45
• 1 st Year of Study	3	5	5	5	8	10
• 2 nd Year of Study	0	3	5	5	5	10
• 3 rd Year of Study	0	0	3	5	5	10
• 4 th Year of Study	0	0	0	3	5	10
• 5 th Year of Study	0	0	0	0	1	5
• 6 th Year of Study	0	0	0	0	0	0
Anticipated No. of Graduates	0	0	0	2	5	10
Reviewer's Comment:						

a. Indicate the percentage of international students in the enrolment projections and provide a rationale regarding how the percentage was established.

We predict that about 1/3 of new students will be international students (35%). This projection is based on the international students’ admission and enrollment rate that we have seen in the last three years in our MEDU and MA programs.

We also based our projection on data from doctoral programs that have been approved by Alberta Advanced Education over the last 10 years.

Additionally, we receive from prospective students, on average, ten requests per year for a doctoral program. Also, individual professors at CSJ receive direct requests from international students.

b. Briefly comment upon whether the program is primarily designed to:

i. cater to graduates of your institution	This program is designed to cater to graduates from our institution as well as from across Alberta first, and Western Canada second. It should also be attractive to international students who would like to work and study in a bilingual integrated inclusive transdisciplinary environment.
ii. to meet a local demand	
iii. to meet a national demand	
iv. meet an international demand	

Reviewer’s Comment:

2. Learner and Labour Market Demand (Answer the following questions)

a. Provide evidence of labour market demand for graduates, detailing how such demand was forecasted and substantiated regionally and provincially. (Append supporting documentation, as appropriate.)

There is a continuous demand for highly trained individuals in the knowledge economy. PhDs are in demand for academic, research, and policy-based positions, among many others (Shin et al 2018; Wiley Education Services 2021). This program prepares graduates to meet the challenges of the future by providing them a uniquely tailored training program. The nature of the program prepares them to work in a wide variety of fields. A clear advantage is a multilingual graduate who can bridge the needs of employers in a bilingual country and in an international market. According to recent news outlets and government reports, more francophone newcomers are choosing to settle in Alberta. In 2022, Canada reached for the first time its target of 4.4% francophone immigrants settling outside of Quebec: 16300 French speaking newcomers (Le devoir, January 24, 2023)

For example, University Affairs posts hundreds of Canadian-based academic positions to which our graduates could apply every year. There is no shortage of demand for our graduates. Currently (December 2022: there are 696 positions posted on University Affaires, with 78 in Alberta, and 74 across Canada that require French.

b. Identify which stakeholder groups were consulted regarding demand/need for this program:

<input type="checkbox"/> Student/learners	<input type="checkbox"/> Employers and professional associations
<input type="checkbox"/> Faculty	<input type="checkbox"/> Community organizations

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Program advisory committee <input type="checkbox"/> Regulator and/or accreditation bodies | <ul style="list-style-type: none"> <input type="checkbox"/> Other post-secondary institutions (Peter Dorrington, Université de Saint-Boniface; Aline Germain-Rutherford, University of Ottawa; Rémi Léger, Simon Fraser University, Donald Ipperciel, York University) <input type="checkbox"/> Other (please identify) |
|---|---|

c. Summarize the results of the identified consultations and attach supporting documentation (e.g., minutes of meetings, letters of support, etc.), when available.

We held several meetings with various offices at the University and community stakeholders (see **Appendix B**). All those consulted supported our proposal and attached to this proposal are letters of support for this program from these stakeholders.

The Quality Assurance Review (QAR) conducted in 2020-2021 recommended that the University of Alberta and Faculté Saint-Jean have a complete post-secondary set of programs, from Bachelor to Doctoral degrees. The QAR committee of independent reviewers concluded:

“The Committee was impressed with the expertise, insights and commitment of those involved in these (graduate) programs. The M.A. and the M.Ed. are both good programs bringing together fine professors and students. Because there are not many French-language master’s programs in Western Canada, they are of importance that exceeds their modest number of enrollments. The programs do not require any significant overhaul in content or orientation. The Committee believes that the development of a doctoral program is a legitimate goal for a faculty within a U15 university. As the sole francophone doctoral program in Alberta, such a program could well have a significant academic and social impact.”

Formal and informal discussions with students graduating from our master’s program indicate a desire for a PhD program. We find that our graduates are currently either going to the UofA North campus or to other post-secondary institutions to obtain their PhD.

d. Provide evidence of student demand for the program. (e.g., survey results, waitlists, demand in similar programs at other institutions etc.).

In a survey (**Appendix G** conducted in 2018-2019 among graduates of the program, 25% of respondents continued their doctoral studies. Another 38% pursued other graduate programs.

Among the respondents, 80% stated that they would recommend the graduate program at CSJ and if they have a chance they would pursue more graduate studies at CSJ.

The only drawback was the lack of variety in the courses. Since then, CSJ has developed new graduate courses that we are implementing now. The results of the survey revealed that graduates of the program benefited tremendously from their education at CSJ for (a) their own professional development, (b) the content covered in the program and the courses, (c) intellectual endeavor, (d) personal and professional growth, and (e) career choices.

e. Identify and discuss any additional factors that may impact student demand for this proposed program.

CSJ offers a unique environment that will improve graduate student completion rates, since they will have a chance to actively collaborate and work in teams within a supportive environment. Students will have a chance to interact closely with researchers and participate in various research activities on campus. Over the last 5 year period, the completion rate for students in our full-time masters program is very high (only one student in the MA program who did not finish in time, and only 1 person in the MEd program did not finish on time and in both cases these students faced challenges due to COVID pandemic).

f. Comment on the overall sustainability of learner demand for this program over the longer term.

Training PhD students is an integral part of the mission of a research intensive university such as the UofA, a U15 university in Canada and one of the top 100 research-intensive institutions in the world. CSJ is an integral part of UofA. There is no reason to believe that this program cannot be sustainable: (a) with the growth of the French immersion programs and the linguistic dual identity of young Canadians (Statistics Canada 2020) , (b) the maintain of Francophone communities in the minority context and the support of the Francophone newcomers -with a steady rise of settlement of this population in Alberta (Government of Alberta 2021) , and (c) attracting international Francophone students from around the world to study in a world-class university. At its very core, this interdisciplinary program allows professors to supervise a doctoral student without the constrains of field-specific program: it thus allows the disciplinary and interdisciplinary nature of CSJ, and minimizes required resources to ensure the viability of the program. All current faculty members can and should have at least one PhD student, thus ensuring its viability.

To meet participant, community and CSJ needs, we are proposing an innovative program with both bilingualism and multi-disciplinary research at its core.

- Canadians are more open to mastering both official languages than ever before (Statistics 150 Canada, 2017).
- Canadians are also better positioned in their work environment when they can function in field specific or inter- and trans-disciplinary capacity (Human Wanted Report 2018. They are not working exclusively in their fields.

Through our community and research partners (INRS, Acfas, Accès emplion, FCSF, etc.) we will ensure that all learning outcomes will be met.

g. Describe how the enrolment plan takes into account relevant labour market demand and societal benefit factors.

The proposed program is not linked to a single, distinct discipline that can make it difficult for graduates to find jobs. Its nature allows graduates to respond to numerous employment postings, be entrepreneurial, create spin-offs to tackle unique societal challenges and meet labour market demands. Graduates will create their own opportunities, as well as meet labour market demand to benefit society at large.

Reviewer's Comment:

SECTION D: GRADUATE OUTCOMES AND PATHWAYS

1. Employment Outcomes (Answer the following questions)

a. Are the majority of graduates expected to enter directly into the labour market upon graduation or continue on to further study? (Elaborate as needed).

Graduates from this program will be expected to enter directly into the labour market. We anticipate that a majority (2/3) of students coming to this program will have work experience or be employed, and thus be readily (re)employable. Further, the program is structured such that students will have work placement in their specific field of study and research during the course of their studies. Students who have not had relevant work experience will therefore acquire that experience through their studies. The experience will be valuable for students in building relationships and networks, and in preparing them for the labour market.

The Graduate office and *La Centrale*, the students academic and personal support center at CSJ (Please see **Appendix F** attached to this document for details about *la Centrale*), as well as all the infrastructure available at the University to Alberta and FGSR that support graduate students will play a pivotal role in preparing students for the demands of their work search. They have information about possible jobs, and help students prepare their academic CV, or resume, and a work portfolio.

Students will benefit from the close mentorship that the program will offer as stated in the structure of the program in

b. What types of academic/professional positions does the proposed program prepare graduates for?

The Office of Graduate Studies at CSJ has compiled an extensive list (see Appendix G attached) of potential offices, agencies, NGO, and businesses that can host our students. Some partners in this list have welcomed some of our students in the MA and MEd programs, the others are willing to welcome our students in the future. Discussions with MITACS, as one example, showed the openness to support student placement and research opportunities with various partners. We have developed a formal work-plan and professional portfolio that allows students to gather various artifacts to demonstrate that they have fulfilled the learning outcomes of the program.

For this program, we primarily seek to prepare doctoral students for leadership, research, and entrepreneurial positions outside of academia. They will also be formidable and highly competitive candidates for academic positions. The proposed program will have such a

breadth of skill embedded in it, that it will provide students with various competencies for a diverse suite of positions:

- research leaders in NGO, government based (Innovtech, NRC), private organizations;
- education and various educational leadership positions;
- business, banking, economics;
- leadership and research positions within community/bilingual agencies;
- global affairs and international relations;
- media and communication;
- public health; and
- entrepreneurship and partners with international francophone agencies/business.

In addition, like graduates from other programs, students may choose to pursue academic positions in other institutions.

c. Identify program supports that assist graduates to successfully transition from university to employment.

For this program, we created a professional internship with a personal portfolio and a WIL plan that starts from Year 1, and continues in Years 2 and 3. Students will work closely with their supervisor and the WIL mentor to bridge what is learned during formal learning and research activities and its application in the workplace. The program sets out a clear set of competencies that students will develop and be able to transfer to the labour market.

Reviewer’s Comment:

2. Societal Benefits and Pathways *(Answer the following questions)*

a. In cases where labour market demand is not the primary reason for this program, identify anticipated social and community benefits (in addition to employment outcomes) within local, national or international contexts.

This program offers a unique opportunity for Albertans, Canadians, and international participants to seek graduate education in French, and develop their bilingual skills that will open doors to various opportunities across Canada and around the world.

Among the Francophone communities outside of Quebec, this doctoral program will be a beacon in disciplinary, and inter- and trans-disciplinary research. CSJ offers a unique opportunity in that it is strongly connected to the Franco-Albertan community and is an integral part of the University of Alberta, a leading research institution in Canada and the world.

The ability of CSJ professors to build research and educational networks in Alberta, Canada, and the world is an excellent asset for the university and the province. Local, national and international students will benefit tremendously from the opportunity to work with students

and professors from the University community in both official languages. They will be uniquely prepared for a world that requires such linguistic abilities.

In an era of globalization, the program will be unique in offering an environment where students conduct research from a big-picture perspective. They will also benefit from greater personalized learning opportunities, and consistent interactions with various colleagues, staff and fellow students.

Many institutions across Canada are attempting to meet the need for bilingual or French postsecondary education, including Simon Fraser University, and the University of Regina, signaling that there is a need and a demand for a program. The population of bilingual Canadians that want to have a choice in their higher education is growing.

- b. Comment on how the program creates opportunities for graduates in areas such as entrepreneurship, innovation, and/or social/community development.

Within their individualized plan, each student will engage in diverse opportunities with Francophone and bilingual stakeholders. There are ample opportunities for collaboration with all faculties at the UofA, for research, for supervision, for candidacy exams and for training. Our ties with the community ensure that students will have opportunities to better appreciate local and global needs, in the context of their interdisciplinary work. They will be able to work closely with stakeholders during and after their degree to tackle societal challenges. The listed competencies of the program prepare students for current needs in the labour market. The WIL program will immerse students in situations in which they are required to market themselves, their skills, be entrepreneurial, and stand out.

- c. Indicate whether the proposed program offers new or expanded pathway opportunities for students in the Alberta Adult Learning System. (Elaborate as needed).

Within Campus Alberta, this French program, that allows for disciplinary as well as inter- and trans-disciplinary PhD, unique in Canada, will be a vital bridge to complete the educational pathway for students in the adult learning system: the first doctoral program in French in Alberta. This is a paramount step in ensuring equity and inclusivity in post secondary education in the province. Campus Alberta would offer to all Albertans a complete educational landscape in both official languages.

Reviewer’s Comment:

SECTION E: FINANCIAL VIABILITY AND SUSTAINABILITY

1. Budget and Funding Sources (Answer the following questions)

- a. Describe how the institution plans to finance the program, including any applicable sources of funds such as tuition, grants etc.:

The new program revenues will be generated through tuition over and above current student quotas. The new PhD program will use the current graduate program capacity. Any additional cost should not exceed revenues. The additional costs will be limited to assistantship funding and administrative support costs. The additional assistantship costs will serve to offset instructor's costs that would otherwise be incurred. CSJ has access to other granting programs that target French in a minority setting programs- Programmes d'appui aux langues officielles/ Official Languages Support Programs (PLOE).

The PhD program will be considered a new program. However, it is not expected to affect the larger budget significantly. No additional teaching costs will be incurred, and the additional costs will consist mainly of student funding, which may eventually be funded through external research funding.

The faculty will continue to cover the costs of additional administrative support services (i.e. coordination costs) and support the program through internal sources if the full revenues are not achieved.

- b. Discuss risk mitigation plans should full revenue(s) not be achieved or should costs exceed amounts budgeted.

As detailed earlier, it is part of faculty member's work requirements to train graduate students. Currently, faculty members are required to co-supervise their fully-funded students in other faculties. This is an equity issue, as they do not receive the support and recognition for their efforts. This proposed program provides opportunities for students and faculty members to work primarily at CSJ. Risk is further minimized insofar as CSJ already has graduate program staff that are funded and can support students and supervisors, as well as the infrastructure to support research activities. Therefore, revenue from additional students will flow to support program activities at CSJ.

Reviewer's Comment:

2. Financial Aid and Support for Students (If funding support is provided to students, answer the following questions)

- a. Indicate the percentage of students who are likely to receive funding (fully-funded, partially funded, or un-funded)?

As it is part of their work requirements, it is expected that faculty members obtain research grants that will support their students. However, noting the diversity of research areas amongst faculty members, and the difficulty in some cases in obtaining research funds, PhD funding will not be mandatory. Many students will be part time because of existing employment. It is expected that 50% of students will be funded.

- b. Estimate the typical level of funding provided to students admitted into the proposed program. (Indicate if there is a minimum).

It is expected that funded students will receive \$18,000/yr.

Graduate student assistantship funding will be offered to all full time students for the duration of the program. Other funding opportunities may be available through research funding to be pursued by professors.

Students will be offered opportunities for:

- Teaching assistantships;
- Research assistantships;
- Work in the library;
- Work in *La Centrale*;
- Work as lab assistants;
- Work in Marcelle and Louis Desrochers Institute for Heritage Studies and Transdisciplinary Research on Francophonies (IMELDA) and other institutes in the UofA;
- WIL activities may be remunerated in some instances .

c. Identify external awards (e.g., SSHRC or NSCHRC fellowships) that students are eligible for and can reasonably expected to be awarded.

Students at CSJ will be eligible for standard awards administered by FGSR and will pursue, with their supervisors' support, external funding opportunities that all students at the University of Alberta apply for, such as Tri-Council, MITACS, and Alberta Graduate Scholarships.

Reviewer's Comment:

3. Tuition and Student Cost Considerations *(Answer the following questions)*

a. Document tuition and fee projections for students (specify domestic student tuition fees, international student tuition fees, compulsory student fees, and other costs likely to be incurred by students (texts, equipment, equipment, travel for research or conference etc.). Provide rationale where appropriate such as comparisons with similar programs. (Consult with the Ministry as needed.):

- Campus Alberta Grant is assumed at \$12,000 per student.
- Both domestic and international students will pay University of Alberta graduate program tuition and students fees.
- Domestic:
 - Instructional fees - \$4,192.80
 - Non-instructional fees - \$1,213.31
- International
 - Instructional fees - \$8,700.00
 - Non-instructional fees - \$1,213.31
- Conference and other costs are expected to be covered by the supervisor and through awards available through the Graduate Students' Association (GSA).
- The two mandatory courses will not require other costs.

b. Does the proposed program align with the Tuition and Fees Regulation? Yes; or No

c. Please elaborate on above answer, if necessary.

- This is a typical graduate program that meets the TFR.

Reviewer's Comment:

SECTION F: INSTITUTIONAL IMPACT

1. Institutional Mandate, Strategy Alignment, and Capacity *(Answer the following questions)*

a. Briefly describe how the proposed program aligns with the institution's mandate and government priorities.

The proposed program aligns with the Comprehensive Institutional Plan with respect to attracting and retaining talented students, providing access to innovative learning opportunities, and advancing connections with Francophone and bilingual communities, as well as, in some cases, Alberta Education. The proposed program will also support the mandate that University of Alberta graduates will be prepared, through an innovative learning environment, to think critically, to act entrepreneurially, to create cultural and technical innovation, to be successful in the global marketplace, and to assume positions of leadership in public and private sectors. The proposed program will provide the students with these skills.

In addition to the above, the proposed program is in alignment with the Comprehensive Institutional Plan in the following areas.

- Facilitate, build and support interdisciplinary, cross-faculty and cross-unit engagement and collaboration.
- 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.
- Increase graduate 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.
- Increased access to, and use of, professional development opportunities for graduate students 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.
- Inspire, model and support excellence in teaching and learning.
- Expand professional development opportunities for graduate students and post-doctoral fellows.
- Foster, encourage and support innovation and experimentation in curriculum development, teaching and learning at the individual, unit and institutional levels.
- 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.

- Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community engaged research and scholarship that will extend the reach, effectiveness.
- Work closely with key provincial partners and government agencies.
- Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges.
- Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems
- Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement.
- The program aligns very closely with the University of Alberta's mandate of offering innovative programs that meet the needs of the community. It further aligns with the equity, diversity and inclusion strategic plan by offering a program to an important linguistic minority at CSJ highlighted in the strategic plan.
- It aligns with the calls to action on Reconciliation and EDI as the program includes required professional development in these areas.

The proposed certificate is in alignment with the *For the Public Good* strategic plan in the following areas:

OBJECTIVE: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.

- i. Strategy: 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 with options for Francophone and rural liberal arts education.

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

- ii. Strategy: Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for Francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services.

The graduate program at Faculté Saint-Jean is uniquely situated to advance the Comprehensive Institutional Plan and *For the Public Good* among highly trained graduates in the second official language of Canada. Employers in Western Canada (British Columbia, Alberta and Saskatchewan) look to CSJ which, for 5 decades now, has played a pivotal role in training citizens in French as the sole institution to provide, for example, graduate degrees for K-12 educators who want to become school principals.

The proposed program aligns with government priorities that all programs should include work integrated learning opportunities. This program includes such opportunities and most research programs will include additional hands-on, practical learning that will prepare graduates for employment or postdoctoral fellowships.

b. To what extent does the program build on the institution’s existing programs, infrastructure, resources and experience from offering programs in related fields?

The program builds on the series of undergraduate and existing and proposed graduate programs providing a pathway to complete a full post-secondary education at CSJ, from the collegiate to the PhD. We have enough space to receive students and we have the human resources capacity to assist and supervise the students:

- graduate students office space;
- academic program coordinator;
- IMELDA;
- *La Centrale*;
- Bibliothèque Saint-Jean;
- laboratories;
- sus services;
- meeting spaces;
- examination spaces;
- the Francophone provincial archives; and
- proximity to the Cité Francophone.

Reviewer’s Comment:

2. Internal Review and Approval

a. Indicate which internal governance body recommended approval and specify date of approval.

See **Appendix B** for the consultations and the process of governance

Reviewer’s Comment:

SECTION G: SYSTEM IMPACT

1. Impact on Alberta Adult Learning System (Answer the following questions)

a. How does this program support provincial priorities for the Alberta post-secondary system?

There are two elements that distinguish this program from others across Alberta: language and flexibility in disciplinarity. The program will be completely in French, from the admission process, the required courses, the research, and the writing process. The second feature is the

transdisciplinary nature of the program: it is built into the program from its conception. Graduates will take a mandatory course on conducting interdisciplinary research. They will work within interdisciplinary research teams and their research and dissertation will be conducted within interdisciplinary perspectives/research angles. We will build a collaborative learning environment for our students where various research perspectives can be addressed and developed.

- The proposed program **improves access to education** for our linguistic minority and **improves the student experience** by employing student-focused research and learning.
- By including WIL and competency-based education, the program ensures that students **develop skills for jobs**.
- The interdisciplinary nature of the program aligns fully with the aim to **support innovation and** strengthens opportunities for partnerships that can lead to **commercialization**.
- CSJ plays an important role in *la Francophonie*, and is a major partner with a number of institutions. These programs will allow for exchange programs with partner institutions thanks to **strengthening internationalization**.
- The program supports professors' efforts to obtain research funds, train exceptional students, and produce exceptional research which **improves CSJ's** (as a faculty) **sustainability** and uses existing tuition and minimum funding guidelines to ensure **affordability**.
- Direct investment of professor efforts and student tuition into CSJ **strengthens our governance system** by reducing paper-work and difficult-to-verify accountabilities in the research/graduate student supervision. The current situation of supervision in other programs on North campus prevents appropriate oversight of supervision and duplication of administrative efforts by our graduate program staff. Offering our own programs and ensures equity in the system

b. Describe what distinguishes the proposed program from similar or related programs in the Alberta Adult Learning system.

Language is the first distinguishing feature; the program will be completely in French--the admission process, the required courses, the research, and the writing process. The second is the transdisciplinary nature of the program: Professors, supervisors and students will be interacting with each other in an integrated interdisciplinary way: this feature is built into the program from its conception even if individual work may disciplinary in nature. The program opens up to new collaboration that allows for communication and learning opportunities from various disciplines

c. If proposed program/specialization potentially constitutes program duplication, explain why such duplication is appropriate and beneficial in this circumstance.

Given the unique content of inter- and disciplinary research and the bilingual/ Francophone foundation of the programs, there is no duplication of this program.

d. Summarize the outcomes of consultations with other institutions offering related programs. (Attach copies of relevant documents – e.g. letters, meeting summaries, etc.).

Throughout the consultation process, we received encouragement and support for the PhD program: be it from current students and alumni, from employers, from all different

organizations in Alberta that we work with as well from national agencies and institutions. They all highly support such a program and praise our efforts to develop them for the students, the campus and the Francophonie. Our university partners (colleges and faculties) welcome such an initiative because it will open new research opportunities by emphasizing the bilingual collaboration among researchers across the university.

See attached support letters and implementation timeline

Reviewer’s Comment:

SECTION H: OTHER CONSIDERATIONS

Other considerations

a. Are there other factors or considerations the Ministry should take into account when reviewing this proposal?

Guiding Principles for A Complete Graduate Program at FSJ

Principes directeurs pour établir un programme compréhensif d’études supérieures FSJ

In 2020-2021, our graduate programs underwent an independent quality assurance review that concluded:

“The Committee was impressed with the expertise, insights and commitment of those involved in these (graduate) programs. The M.A. and the M.Ed. are both good programs bringing together fine professors and students. Because there are not many French-language master’s programs in Western Canada, they are of importance that exceeds their modest number of enrollments. The programs do not require any significant overhaul in content or orientation. The Committee believes that the development of a doctoral program is a legitimate goal for a faculty within a U15 university. As the sole francophone doctoral program in Alberta, such a program could well have a significant academic and social impact.”

Based on this recommendation, and taking in consideration a survey conducted among our graduates in 2018, FSJ is finalizing two proposals: one for a PhD; and one for an MSc. With these two new degrees, CSJ will be able to offer a complete post-secondary set of university programs that will meet the needs of its community, champion minority language post-secondary education opportunities, and allow students from across Alberta and Western Canada to continue their education, uninterrupted, in both official languages. The guiding principles for these programs are as follow:

- | | |
|--|--|
| <ul style="list-style-type: none"> ● Donner des opportunités de supervision aux professeurs au 2e et 3e cycles; ● S’assurer que les efforts des professeurs soient reconnus pleinement; ● Que les efforts rapportent à la réputation et la place Campus Saint-Jean au sein; ● Donner aux étudiants francophones et/ou bilingues les opportunités de faire des études | <ul style="list-style-type: none"> ● Provide supervision opportunities to professors at the 2nd and 3rd cycles; ● Ensure that the efforts of teachers are fully recognized; ● That the efforts relate to the reputation and place Campus Saint-Jean within; ● Give French-speaking and/or bilingual students the opportunity to pursue innovative graduate studies at the Saint- |
|--|--|

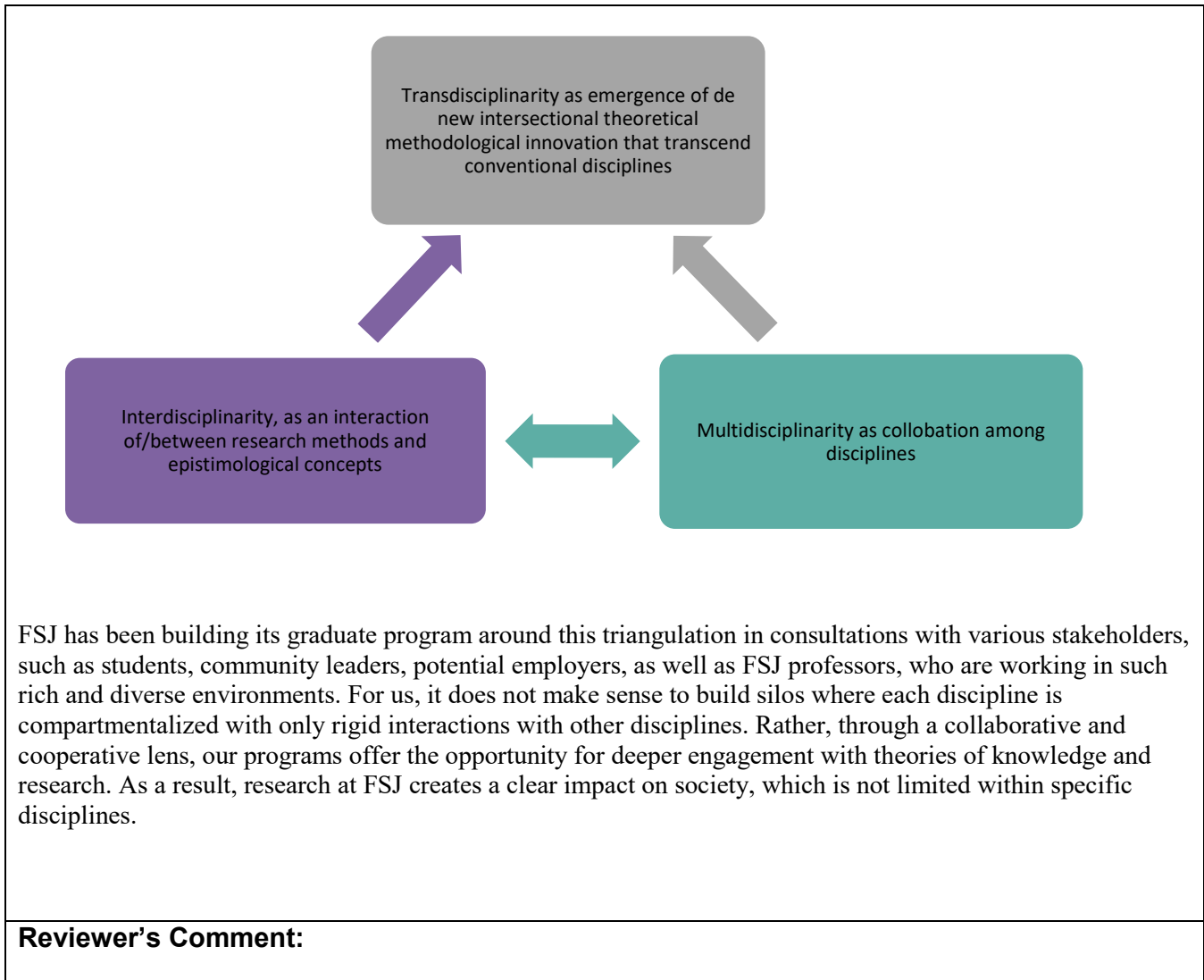
<p>supérieures, innovateurs au campus Saint-Jean;</p> <ul style="list-style-type: none"> ● Donner aux étudiants des compétences pratiques; ● De préparer la prochaine génération de cerveaux francophone et francophile en Alberta; ● De créer l'opportunité aux professeurs de faire des demandes de subventions qui payeront pour ces étudiants et soutiendront leurs recherches; ● De pouvoir amener plus de fond de recherche au campus saint-jean de rencontrer les métriques nécessaires pour augmenter les budgets du campus; ● Rapporter des revenus au campus; ● De minimiser les coûts nécessaires pour offrir les programmes. 	<p>Jean campus;</p> <ul style="list-style-type: none"> ● Give students practical skills; ● To prepare the next generation of Francophone and Francophile brains in Alberta; ● To create the opportunity for professors to apply for grants that will pay for these students and support their research; ● To be able to bring more research funds to the Saint-Jean campus to meet the metrics necessary to increase campus budgets; ● Report revenue to campus; ● To minimize the costs necessary to deliver the programs.
--	---

Bilingualism

Our graduate program is unique: it is anchored in collaboration amongst our faculty members and various faculty members across the UA for all matters, including research proposals, grants, student supervision, candidacy exams. The unique opportunity to pursue graduate education in French faculty, at a French campus, nestled in a world-class university will attract many students, especially from francophone Africa. It is a tremendous opportunity for students to pursue their graduate education while mastering English. Bilingualism and the bilingual nature of our programs and partnership with other faculties is a unique feature not only for the U of Alberta, but for Alberta as a whole. Faculté Saint-Jean encompasses the transversal linguistic, historical, political, special and cultural realities of Alberta, of Western Canada, of Canada, and of the *Francophonies internationales*.

The philosophy of our programs in FSJ.

These programs are anchored in a transdisciplinary approach to research and graduate education that integrates and goes beyond traditional interdisciplinary work. To create our transdisciplinary approach, we build on the interdisciplinary foundation of the interaction between methods and concepts, and add the collaboration that is essential to multi-disciplinary work. This transdisciplinary education has a vertical and horizontal approach to research that encompasses both inter and multidisciplinary approaches.



REVIEW COMPLETE: RECOMMENDATION (FOR DEPARTMENT USE)
Recommendation(s):
Rationale for Recommendation:
Reviewer(s):
Date Completed: