

The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, June 25, 2014 meeting:

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Agenda Title: **Proposal for the Establishment of the University of Alberta Cardiovascular Translational Science Institute (CTSI)**

CARRIED MOTION: THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal submitted by the Dean of the Faculty of Medicine and Dentistry for the formal establishment of the University of Alberta Cardiovascular Translational Science Institute (CTSI) to be housed in the Faculty of Medicine and Dentistry, as set forth in Attachment 1, to be effective upon final approval.

Final Item: 4

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Agenda Title: **Faculty of Graduate Studies and Research and Faculty of Business Proposal for a (New) Freestanding For-Credit Post-Master's Certificate in Business Fundamentals**

CARRIED MOTION: THAT the GFC Academic Planning Committee recommend to the Board Learning and Discovery Committee the approval of the new freestanding for-credit Post-Master's Certificate in Business Fundamentals, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Business and as set forth in Attachment 1, as amended, for implementation in September, 2015.

Final Recommended Amended Item: 5

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Agenda Title: **Faculty of Graduate Studies and Research and Faculty of Business Proposal for a (New) Freestanding For-Credit Post-Master's Certificate in Innovation and Entrepreneurship**

CARRIED MOTION: THAT the GFC Academic Planning Committee recommend to the Board Learning and Discovery Committee the approval of the new freestanding for-credit Post-Master's Certificate in Innovation and Entrepreneurship, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Business and as set forth in Attachment 1, for implementation in September, 2015.

Final Recommended Item: 6

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Agenda Title: **Faculty of Graduate Studies and Research and Faculty of Business Proposal for a Master of Accounting (MAcc)**

CARRIED MOTION: THAT the GFC Academic Planning Committee recommend to the Board Learning and Discovery Committee the proposal for a (new) Master of Accounting (MAcc) degree program, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Business and as set forth in Attachment 1, for implementation in May, 2015.

Final Recommended Item: 7

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Agenda Title: **Proposed Name Change for the Master of Arts (MA) in Women's and Gender Studies to MA in Gender and Social Justice Studies**

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CARRIED MOTION: THAT the Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal from the Faculty of Graduate Studies and Research and the Faculty of Arts to change the name of the proposed Master of Arts (MA) in Women's and Gender Studies to the MA in Gender and Social Justice Studies, to be effective upon approval.

Final Item: 8

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**FINAL Item No. 4**
**OUTLINE OF ISSUE**

Agenda Title: **Proposal for the Establishment of the University of Alberta Cardiovascular Translational Science Institute (CTSI)**

**Motion:** THAT the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal submitted by the Dean of the Faculty of Medicine and Dentistry for the formal establishment of the University of Alberta Cardiovascular Translational Science Institute (CTSI) to be housed in the Faculty of Medicine and Dentistry, as set forth in Attachment 1, to be effective upon final approval.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Douglas Miller, Dean, Faculty of Medicine and Dentistry
Presenters	Douglas Miller, Dean, Faculty of Medicine and Dentistry; Gary Lopaschuk, Professor, Department of Pediatrics
Subject	Establishment of the University of Alberta Cardiovascular Translational Science Institute (CTSI) in the Faculty of Medicine and Dentistry.

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	<p>The University of Alberta Cardiovascular Translational Science Institute (CTSI) is a pan-university initiative that builds upon existing cardiovascular research strengths in order to enhance the University's cardiovascular translational science capabilities and competitiveness. The CTSI will coordinate existing discovery and applied cardiovascular science assets and build new research capacity and capabilities for trans-disciplinary research bridging. The CTSI will also offer a new MSc in Translational Medicine—training graduate students, fellows and faculty members in the concepts and skills critical to bridging the four pillars of translational research—the first such program to be established in Canada.</p> <p>The CTSI will provide the structural framework needed to facilitate and expand the research programs of our cardiovascular scientists and support the education of their trainees. Primary objectives will be to facilitate the discovery, translation, and dissemination of new knowledge in the broadly-defined area of cardiovascular disease and to increase the University of Alberta's competitive edge on the cardiovascular funding landscape. Membership to the CTSI will be open to all cardiovascular researchers located throughout institution and at the Mazankowski Alberta Heart Institute and other hospitals.</p> <p>The CTSI will develop reasonable depth and breadth of research activities in: (1) basic laboratory, (2) clinical, and (3) prevention, control, and population-based research and have substantial trans-disciplinary research that bridges these scientific areas. It will also demonstrate training, education, and outreach capabilities including dissemination of clinical and public health advances in to the communities they serve. Structured in this way, CTSI creates the opportunity to cohesively address the health needs of Albertans.</p>
The Impact of the Proposal is	See 'Purpose' and the attached proposal.
Replaces/Revises (eg, policies, resolutions)	N/A

**FINAL Item No. 4**

Timeline/Implementation Date	Upon final approval.
Estimated Cost	See attached proposal.
Sources of Funding	See attached proposal.
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<i>Dare to Discover, Dare to Deliver</i> , and the University of Alberta Comprehensive Institutional Plan (CIP)
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA)</b>: The <i>Post-Secondary Learning Act (PSLA)</i> gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over "academic affairs" (Section 26(1)). Section 26(1)(o) provides that GFC may make recommendations to the Board of Governors on a number of matters, including "the budget" and "academic planning." GFC has thus established an Academic Planning Committee (GFC APC), as set out below. GFC delegates certain of its powers to the GFC Academic Planning Committee.</p> <p>The complete wording of the section(s) of the <i>PSLA</i>, as referred to above, and any other related sections should be checked in any instance where formal jurisdiction or delegation needs to be determined.</p> <p>2. <b>University of Alberta Policies and Procedures On-Line (UAPPOL) Academic Centres and Institutes Establishment Procedure:</b></p> <p><b><u>PROCEDURE</u></b></p> <p>1. The proposal to establish an academic centre or institute must define its vision and purpose, explain the need for the unit within the priorities of the Faculty and/or University, and demonstrate that the proposed Centre/Institute does not duplicate other efforts at the University. Centres and Institutes are expected to position the University of Alberta as a national and international leader, therefore, the proposal must demonstrate the established or emerging excellence of the group of faculty involved, and the qualifications of the proposed director. The benefits and risks to the University must be presented, and support from partners within and outside the University must be documented.</p> <p>[...]</p> <p>3. All proposals for establishment of academic centres and institutes shall be submitted initially to the Provost and Vice-President (Academic) for assessment. Proposals deemed to be in good order will be forwarded by the proposer(s) to the GFC Academic Planning Committee (APC) for final approval.</p> <p>When the University of Alberta forms a partnership with another entity in creating an academic centre or institute, full approval processes must be followed with all partner entities prior to operation.</p> <p>The use of the words 'Centre' and 'Institute' are reserved by GFC, therefore, initiatives shall not use these words in public documentation prior to receipt of notice of approval.</p>

**FINAL Item No. 4**

	All academic centres and institutes operating but not approved by APC shall come into compliance immediately or cease to use the reserved titles of 'Centre' or 'Institute'."
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**Routing (Include meeting dates)**

Consultative Route (parties who have seen the proposal and in what capacity)	The consultative route this proposal has taken is outlined in the attached documentation and is reflected in the attached letters of support. In addition, Roger Epp, Vice-Provost (Academic) and Chair of the Centres and Institutes Committee (Office of the Provost) was consulted, and the Centres and Institutes Committee membership reviewed the proposal on June 6, 2014 and provided advice which has been incorporated in the document submitted by the proposers to GFC APC.
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee (June 25, 2014) – for final approval
Final Approver	GFC Academic Planning Committee

Attachments (each to be numbered 1 - <>):

- Attachment 1 (pages 1 – 45) – Proposal for the Establishment of the University of Alberta Cardiovascular Translational Science Institute (CTSI) (with Supporting Documentation)

*Prepared by:* Cindy Watt, Committees Manager, Office of the Provost and Vice-President (Academic), [cindy.watt@ualberta.ca](mailto:cindy.watt@ualberta.ca), 2-6643

Office of the Dean  
2J2.00 WMC  
University of Alberta  
Edmonton · Alberta T6G 2R7  
Telephone: (780) 492-6621  
Fax: (780) 492-7303  
[www.med.ualberta.ca](http://www.med.ualberta.ca)

May 29<sup>th</sup>, 20014

Academic Planning Committee  
University of Alberta  
Edmonton, AB

Dear Colleagues,

**RE: Cardiovascular Translational Science Institute (CTSI)**

Please find attached our proposal to University of Alberta's Academic Planning Committee outlining creation of the Cardiovascular Translational Science Institute (CTSI).

The CTSI builds on existing capacities in cardiovascular research across the University (demonstrated by a recent survey – data available) to create a position of strength and profile in cardiovascular sciences on the provincial, national and international landscape. The institute is designed to foster trans-disciplinary interactions at all levels of research - from Pillar 1 through to Pillar IV - and to accelerate the capture and translation of discoveries and innovations for health and economic benefit.

The organizational framework of the CTSI will help our university to position for greater success in the new funding environment of large-scale 'translational' and 'big science' funding awards, including the new CIHR Foundational Grants Program. Such awards require the development of functioning, multidisciplinary teams, and the CTSI will play a major role in creating the collaborations and platforms necessary for success in this new funding landscape.

The CTSI will focus efforts on four priority areas that span the translational continuum in expertise and capacity from basic discovery to applied research. The themes are:

- Cardiovascular Energetics
- Translational Models of Heart Disease and First in Patient Clinical Trials
- Personalized Medicine and Health Outcomes
- Translational Training/Educational Programs

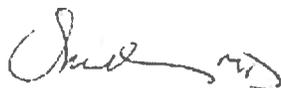
These areas were chosen based on the University's strengths and potential and our pragmatic ability to develop national and global leadership in the field, particularly in areas where global leadership is needed: first-in-patient clinical trials and systematic education in translational cardiovascular medicine.

The CTSI will connect with capabilities that exist within the research entities that will be associated with the CTSI so that members will have access to resources and platforms necessary to undertake a comprehensive translational approach to research and training. Such entities include the Mazankowski Alberta Heart Institute, the Alberta Cardiovascular and Stroke Research Centre, the Cardiovascular Research Centre, and the Canadian VIGOUR Centre. The Faculty of Medicine & Dentistry is also establishing a Translational Medicine Master's Degree training program that the CTSI will play a major role in.

The Faculty of Medicine & Dentistry is committed to the creation and vision of the CTSI and is committing financial support toward the institute over the first 3 years of its operation (\$750K/year for 3 years totaling up to \$2.25 M over 3 years). The CTSI leadership will be expected to leverage this initial investment from the Faculty with provincial and national funding awards and partnering opportunities. The institute is also a fund-raising priority for the Faculty and major efforts will ensue to garner philanthropic support for the CTSI, ideally securing a 'naming endowment'.

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

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Douglas Miller', written in a cursive style.

D. Douglas Miller, MD, CM, MBA, FRCPC  
Dean, Faculty of Medicine & Dentistry  
University of Alberta

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

Proposers will complete and submit this template to the Office of the Provost for approval in accordance with UAPPOL Policy. This template is expandable; the completed template may be up to 8 to 10 pages in length (not including letters of support or other appendices relevant to the proposal). Before developing a proposal and completing this template, please review the UAPPOL Centres and Institutes Policy, as well as associated procedures for academic centres and institutes – [www.uappol.ualberta.ca](http://www.uappol.ualberta.ca).

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**Name and Faculty of Reporting Dean:** D Douglas Miller, Faculty of Medicine & Dentistry

**Signature:**  **Date:** 11 June 2014

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## 1. Name and Detailed Purpose of the Proposed Centre or Institute:

The **University of Alberta Cardiovascular Translational Science Institute (CTSI)** is a pan-university initiative that builds upon existing cardiovascular research strengths in order to enhance the university's cardiovascular translational science capabilities and competitiveness. The CTSI will coordinate existing discovery & applied cardiovascular science assets, and build new research capacity and capabilities for trans-disciplinary research bridging. The CTSI will also offer a new MSc in Translational Medicine – training graduate students, fellows and faculty members in the concepts & skills critical to bridging the four pillars of translational research – the 1<sup>st</sup> such program to be established in Canada.

The CTSI will provide the structural framework needed to facilitate and expand the research programs of our cardiovascular scientists and support the education of their trainees. Given Canada's unique health care needs, the availability and impact of new technology, and the high cost of cardiovascular services - our cardiovascular researchers have a unique opportunity and responsibility to innovate and translate new knowledge in cardiovascular sciences.

Primary objectives will be to facilitate the discovery, translation and dissemination of new knowledge in the broadly defined area of cardiovascular disease – and to increase the University of Alberta's (UofA) competitive edge on the cardiovascular funding landscape. Membership to the CTSI will be open to all cardiovascular researchers located throughout UofA campus, and at the Mazankowski Alberta Heart Institute and other hospitals.

The CTSI will develop reasonable depth and breadth of research activities in: (1) basic laboratory, (2) clinical, and (3) prevention, control and population-based research – and have substantial trans-disciplinary research that bridges these scientific areas. It will also demonstrate training, education and outreach capabilities including dissemination of clinical and public health advances in to the communities they serve.

Structured in this way, CTSI creates the opportunity to cohesively address the health needs of Albertans. This will occur through interdisciplinary collaborations that will be fostered internally and externally, through the training of the new generation of cardiovascular researchers and through the research of individuals and groups formed locally, nationally and internationally. CTSI researchers will have access to

resources, platforms, and collaborative research and training opportunities that either currently exist or will be developed. Such resources and affiliated centres/groups include the Alberta Cardiovascular and Stroke Research Centre (ABACUS), the Cardiovascular Research Centre (CVRC), and the Alberta HEART research program. The result will be greater impact, profile and competitiveness for the UofA.

We will focus efforts on four priority research themes that incorporate all cardiovascular disciplines and that span the translational continuum in expertise and capacity from basic discovery to applied research.

**The CTSI will address 4 Priority Research Platforms:**

- **Cardiovascular Energetics:** Metabolism and mitochondrial biology have emerged as critical areas for the development of biomarkers and therapies in many diseases, from cancer, immune and neurodegenerative diseases, to cardiovascular disease. The UofA-CTSI has the potential to be one of the world's top 3 centers in the translational study of cardiovascular metabolism and a leading core for the development of metabolism-based therapies for acute and chronic coronary diseases, heart failure, vascular disease and transplant medicine
- **Translational Models of Heart Disease and First in Patient Clinical Trials:** Translational research is emerging as a major focus of many major research centres and funding agencies. Fortunately, due to the infrastructure that exists within the Mazankowski Alberta Heart Institute (MAHI) and Alberta Cardiovascular and Stroke Research Centre (ABACUS), the Cardiovascular Research Centre (CVRC), and the Alberta HEART, there is great potential for the CTSI to become one of the premier translational and interdisciplinary research facilities in the world. However, for the CTSI to reach its full potential, key elements must be established that facilitate drug target identification/validation/development and clinical trials. This research platform is a transformative approach that will significantly enhance our researcher's ability to traverse the process of discovery science through to first in patient clinical trials.
- **Personalized Medicine and Health Outcomes:** Personalized Medicine has a distinct advantage of identifying groups of patients who will benefit from tailored application of medical, device and/or lifestyle interventions. A northern Alberta comprehensive personalized medicine approach will allow the CTSI to develop an effective personalized medicine strategy in cardiovascular medicine that is based on biological, clinical and lifestyle variables.
- **Translational Training/Educational Programs:** The current pool of Translational Scientists in Canada and internationally, is severely depleted. We are developing and have begun implementation of Canada's first Translational Training Program in Cardiovascular Medicine to foster the training and career development of basic scientists and clinician-scientists

These platforms were chosen based on our existing strengths, our potential and our pragmatic ability to develop national and global leadership in the field, particularly in areas where global leadership is needed e.g., first-in-patient clinical trials and systematic education in translational cardiovascular medicine).

**The overall CTSI goals are to:**

- Connect researchers and scientific assets across UofA's campus, and beyond
- Foster discovery science programs that translate into better healthcare
- Acquire and sustain necessary infrastructure to fuel key research programs
- Increase the research program funding competitiveness of UofA's cardiovascular investigators

- Positively impact heart disease, patient survival and society at large
- Train the next generation of cardiovascular clinician-scientists
- Advocate for support of cardiovascular research at provincial and national levels

The Faculty of Medicine & Dentistry (FoMD) has long-standing and established areas of research excellence and capacity across the range of cardiovascular diseases and research specialties. However because of the multidisciplinary nature of heart and stroke disease, further research capacity also exists throughout other departments and faculties at UofA.

The integration of cardiovascular researchers at the UofA through the CTSI will enhance our communication, collaboration, and competitiveness. The CTSI will take advantage of the critical mass in cardiovascular research that exists within our academic community, and will integrate these activities to maximize new funding opportunities in biomedical and cardiovascular research that involve cross-pillar and multidisciplinary team activities.

We are entering an era of working towards more personalized medicine. Recent advances in genome technologies and understanding of cardiovascular genomics, patient phenotypes and patient outcomes have accelerated the convergence of discovery science and clinical medicine giving rise to more precise treatments for individual patients: 'Precision Medicine'. This requires a functional 'translational ecosystem' that supports and links 'basic' with 'clinical' - which is what the CTSI will provide. The CTSI is designed to strengthen cardiovascular research at all stages, from basic discovery science through to clinical practice and to position the UofA for increased competitiveness for research funding.

The success of the CTSI will require important partnerships. This includes meaningful relationships with FoMD entities (e.g. Cardiovascular Research Centre, Departmental Graduate Programs, Clinical Investigator Program (CIP) Program, Cancer Research Institute of Northern Alberta, Neurosciences and Mental Health Institute, Alberta Diabetes Institute, Women Children's Health Research Institute, and the Alberta Transplant Institute); UofA entities (NINT, Computational Chemistry, Computer Sciences, Engineering, Sciences, Rehabilitation Medicine, Pharmacy, Nursing, School of Public Health, etc.), local external partners (Alberta Health Services, Mazankowski Alberta Heart Institute, SCN's, Royal Alex C.K. Hui Heart Centre, Primary Care Centres, and Community Health Centres), and international external partners (Harvard Translational Training Program, Cambridge UK Biobank Institute, and Iceland-APPROACH links). The CTSI will spearhead the formation of meaningful and impactful partnerships with these health and research entities on behalf of the cardiovascular research community at the UofA. It will also create collaborative opportunities with individuals at multiple other academic institutions and with the pharmaceutical industry.

The CTSI will achieve its goals through focused planning in the following domains. Please refer to **Appendix 1** for greater detail.

- An organizational structure that promotes collaboration and provides support
- Proactive revenue seeking on behalf of members (large-scale funding awards)
- A robust philanthropy plan in collaboration with central and FoMD Advancement offices
- Priority research themes that span the translational continuum, from basic discovery to applied research
- Leadership in the Faculty's new 'Translational Medicine' graduate program; other training efforts (undergraduate)
- Outreach and advocacy with the public and stakeholders
- Centralized research platforms, available to university CTSI members

- Fostering collaborations with local, national and international stakeholders
- Commercialization and technology transfer (drugs, devices, biomarkers)
- Non-commercialization approaches to knowledge translation (care pathways, policy)

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

### **Faculty of Medicine & Dentistry Priorities – Creation of Translational Science Institutes (TSI's)**

At the institutional, provincial and national levels, efforts to advance foundational scientific discoveries into use in clinical practice – so-called ‘bench to bedside’ translational science – have become a primary focus of many researchers and most biomedical research granting agencies. Successful translational science requires a comprehensive approach that brings together experts from all research fields along the ‘bench to bedside’ continuum (basic discovery to application) in search for new scientific knowledge and potential medical cures.

Further, addressing the challenges implicit to converting massive scientific datasets (e.g., genomic information) into pre-clinical testing, clinical trials and meaningful use in medical practice requires research *teams* that bridge multiple institutions, as well as ‘-omics’, imaging, computing & drug design *platforms* (e.g., advanced technologies (research platforms) plus highly qualified personnel to run them). Because these areas of expertise cross so many disciplines this type of research activity is not something that traditional departmental structures or even faculty structures are well equipped to support on their own.

To face these challenges, the Faculty of Medicine & Dentistry is developing three new Translational Science Institutes (TSI's) designed to seize the many current opportunities in Translational Medicine. We have identified (1) cancer, (2) neurosciences & mental health, and (3) cardiovascular sciences as areas of extant research expertise and focus over the next four years.

Primary goals in creating the TSIs are to increase the funding competitiveness of our faculty/university and accelerate the translation of biomedical discoveries into improved human health. This priority is outlined in the Faculty's new strategic plan<sup>1</sup> that identifies targets for aggressive research growth for 2014-2017 that emphasize translational science. As noted in the plan, the TSI's are also the Faculty's priority areas for pursuing philanthropic investment. This will be done in collaboration with the university's central advancement office.

The Faculty will provide strategic investment into each of the TSI's at a maximum of \$750K/year for 3 years to support translational research themes. Specific requirements for receipt of Faculty funding for TSI's are outlined in **Appendix 2**.

The TSI strategy will improve alignment of UofA's bio-medical research portfolio with federal funding envelopes. The UofA has performed well relative to its peers on large national infrastructure awards, e.g., Canada Foundation for Innovation. However, UofA has not garnered its fair share of large ‘big science’ operating awards from agencies such as Genome Canada (GC) and Networks of Centres of Excellence of Canada competitions. We hope to improve our success on future national ‘big science’

<sup>1</sup> FoMD Strategic Plan (2014 – 2017)

<http://www.med.ualberta.ca/-/media/medicine/AboutUs/sharpening-our-focus-112513-final.pdf>

operating awards by optimizing research efforts and infrastructures under the umbrella of a 'translational science institute',

The TSI's also position the Faculty/University for greater funding success at the provincial level. Senior leadership in the FoMD are currently working with AIHS, U Calgary and U Lethbridge to develop a translational science strategy for the province that includes a plan for investment in 'translational research platforms and highly qualified personnel' across the province. By creating the TSI's our University and Faculty will be well positioned for such funding.

More specifically, the new cardiovascular TSI – CTSI - will provide an entity to undertake 'platform responsibilities' in the areas of cardiovascular energetics, translational models of heart disease and first in patient clinical trials, personalized medicine and health outcomes, and translational training/education programs – each identified as areas of proposed investment for the province via the above noted efforts. This is in keeping with the broader faculty strategy which is to have each TSI responsible for operating and sustaining select platform infrastructures that can be accessible by all faculty and university colleagues. Thus the TSI structure provides leadership for acquisition, stewardship and sustainability of enabling platforms and technologies for the benefit of all.

The TSI's will also participate in the Faculty's new 'Translational Medicine Program' that teaches research concepts and methodology across all the pillars of translational research (basic/preclinical, clinical, outcomes and health services) illustrating the path from molecular discovery to health policy and treatment. In the USA and Europe, there have been intense efforts over the last five years to build such training programs - while in Canada our innovative program is the first to be established. The Translational Medicine Program is open to all graduate students and clinical residents across the Faculty of Medicine and Dentistry - and graduates of this new program are granted a Masters of Science in Translational Medicine. Graduate students from outside of the Faculty of Medicine & Dentistry can also secure academic credits toward MSc or PhD degrees at the University of Alberta.

### **Strategic positioning of CTSI on the Alberta's Cardiovascular Care and Research Landscape**

To provide further context and rationale for creation of the CTSI, the following is an overview of the provincial cardiovascular research and clinical care landscape:

*AHS:* Cardiovascular care in Alberta is primarily delivered under the auspices of the AHS. In Edmonton, the Mazankowski Alberta Heart Institute and the C.K. Hui Heart Centre are the two facilities primarily responsible for specialized cardiovascular care. The CTSI will be strategically aligned with these two facilities in order to optimize its clinical trials activities.

*University of Calgary (UofC):* The UofC has consolidated its research activities under the umbrella of the Libin Cardiovascular Institute of Alberta (Libin). The purpose of the Libin is to coordinate and integrate cardiovascular services in southern Alberta. The Libin is an entity of the AHS and the UofC. It coordinates all cardiovascular science research, education and patient care across Southern Alberta. The CTSI will form a strong partnership with the Libin. Currently, the broader UofA cardiovascular scientific community does not have a mechanism (framework) to articulate with Libin in a meaningful way.

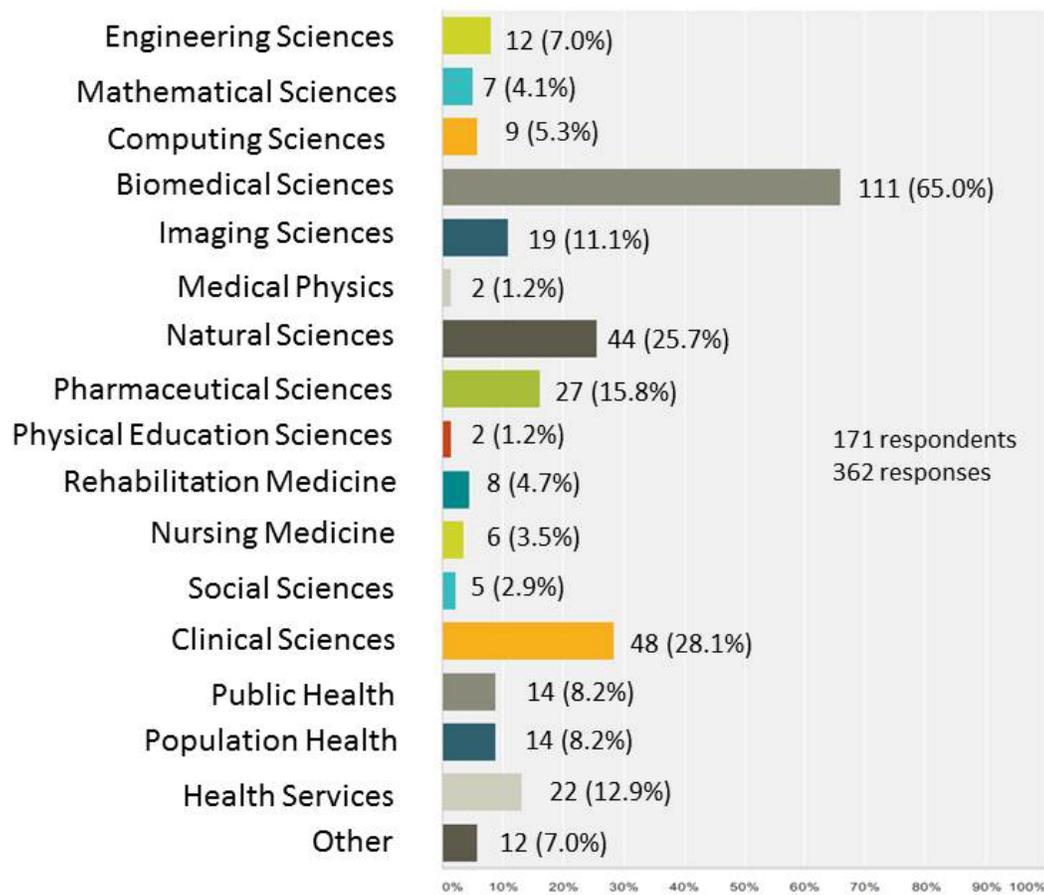
*UofA:* The UofA boasts many accomplishments and areas of research excellence in the cardiovascular research field. As identified in our 2011 FoMD Research Assessment Exercise, UofA has 112 cardiovascular faculty originating from 9 separate UofA faculties. These researchers are successful in

obtaining over \$35 million/annum in research funding. The formation of the CTSI would coordinate the research activities of these and other individuals interested in cardiovascular research (see survey data, below). *The scientific breadth and capacity across our university represents a considerable opportunity in the current landscape of translational and ‘big science’ research (described previously).* The new biomedical research funding model builds teams of excellent researchers across differing disciplines to discover, translate and bring to clinical practice novel interventions.

### Broader University of Alberta Priorities

The Executive Committee responsible for establishing CTSI is surveying the university academic community (PI’s, trainees) to assess cardiovascular-related research and education capabilities on campus, to inform the research priorities of CTSI, and to encourage interest, feedback and institute membership. They are also hosting a ‘CTSI Information Session’ to inform the research community of CTSI and to further engagement (scheduled for June 5<sup>th</sup>, 2014).

To date, 171 individuals (cardiovascular researchers including a cohort of trainees) have responded to the survey. The graph shown below represents the range of disciplinary fields involved in cardiovascular research across our campus and confirms a role for the CTSI in supporting and fostering the multidisciplinary efforts of this collective. *The number of faculty and trainees involved with CTSI will increase as the institute becomes operational.*



Creation of CTSI aligns with the University's 'Dare to Deliver 2011-2015' Academic Plan and related strategic planning efforts.<sup>2,3,4,5,6</sup>

The CTSI builds on the existing capacities in cardiovascular research across the UofA to create a position of strength and profile in Alberta and on the national and international landscape. The CTSI provides the organizational framework necessary to actively seek large scale provincial and federal infrastructure and operating awards on behalf of its membership. This is an expectation of the TSI's. Another mandate of the TSI's is to also provide support and management of competitive shared resources and research cores/platforms for the benefit of institute membership and the broader university.

A fundamental objective of CTSI is to foster trans-disciplinary interactions at all levels of research and to *accelerate* the capture and translation of discoveries and innovations for health and economic benefit. Knowledge mobilization will be advanced through commercialization as well as through non-commercialization channels. This will be achieved through engagement with appropriate enablers (e.g., TEC Edmonton, AI-TF, industry) and end-users (e.g., AHS's Strategic Clinical Network in Cardiovascular Sciences, policy makers).

The CTSI will thus create an environment for success that addresses an important area of health for Albertans and for society at large. Once established, a goal of the CTSI is to develop a meaningful national and/or international research-based relationship. This will serve to enhance the university's research reputation and improve the ability to attract and retain quality researchers, educators and clinicians.

In the education portfolio, the CTSI will take a leading role in the Faculty's new Translational Medicine Program. It will also focus on the following educational initiatives:

- Identify and make public (website) to trainees and PI's all cardiovascular-related activities (courses, lectures, seminars) occurring across campus
- Develop educational materials to fill content gaps
- Integrate training programs into one comprehensive cardiovascular track in translational medicine/research
- Develop a two year training track for junior cardiovascular faculty, and enhance existing training program (Alberta HEART STEADI-HF).
- Create a specialized training program and structure for clinician scientists and translational focused basic scientists

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<sup>2</sup> Dare to Deliver 2011-2015. The Academic Plan for the University of Alberta  
<http://www.provost.ualberta.ca/AcademicPlan.aspx>

<sup>3</sup> U of Alberta Strategic Research Plan for CFI/CRC/CERC – March 2012  
<https://docs.google.com/a/ualberta.ca/file/d/0B8B3IXhPHP2gZ1A3T0k4dII2YVvk/edit?pli=1>

<sup>4</sup> University of Alberta Office of the Vice-President (Research) – Research Portfolio Plan and Goals 2012-2016  
[http://www.research.ualberta.ca/OfficeoftheVice-PresidentResearch/~media/vpresearch/Documents/OVPR/research\\_portfolio\\_plan\\_final\\_21j12.pdf](http://www.research.ualberta.ca/OfficeoftheVice-PresidentResearch/~media/vpresearch/Documents/OVPR/research_portfolio_plan_final_21j12.pdf)

<sup>5</sup> University of Alberta Human Health Initiative: A Vision. A Companion Document to the University of Alberta Academic Planning – 2010  
<http://www.provost.ualberta.ca/~media/provost/Documents/Academic%20Plan/HumanHealthInitiative.pdf>

<sup>6</sup> University of Alberta Student Engagement Plan – A DRAFT Companion Document to the 2001-2015 Academic Plan  
<http://www.provost.ualberta.ca/en/~media/provost/Documents/Academic%20Plan/StudentEngagement.pdf>

A statement of benefits to the UofA is as follows:

- Creation of a unique culture and landscape for translational research: a model for innovation that supports and interconnects basic and clinical research
- Unique, interdisciplinary training environment and new training opportunities for undergraduate and graduate students
- Enhanced funding opportunities under ‘translational’, ‘big science’ and cardiovascular portfolios
- A strong philanthropic opportunity for the University
- Profile for the University – locally (with public and government) and internationally
- Increased cooperation and activities between UoA and AHS
- Knowledge translation: technology development, commercialization and IP generation

**Summary:** As presented in this section, creation of the CTSI strategically leverages established strengths on campus to position UofA researchers for success in a complex cardiovascular research and cardiovascular care environment. The CTSI also represents a new way of doing ‘academic business’ at our University, in part through managed and milestone-gated expectations of the new TSI model. The results will be quantifiable scholarly, health and economic impact for the university and province.

**3. Provide a description of the proposed Centre/institute governance structure/reporting lines. Include a diagram of organizational structure.**

The CTSI will be governed by a **Board of Stakeholders** that will adopt core principles of good governance: accountability, leadership, integrity, stewardship and transparency. The Board of Stakeholders will consist of deans from other participating faculties (or their delegates), and potentially senior representation from AHS. The ‘Reporting Dean’ for the CTSI is dean of the Faculty of Medicine & Dentistry (Chair, Board of Stakeholders). This Board will provide information and advice to the CTSI Directors (see below) and will also be apprised of financial reporting and project progress. The Board of Stakeholders will recommend approval of the business plan, the annual budget, the appointment of institute directors, and membership of the management committee (see below). The Board of Stakeholders will report to the Dean of FoMD who has final authority over all decisions.

Composition of the **Board of Stakeholders** will consist of the following (Note: other members may be appointed; UAlberta will maintain majority vote):

- Dean, Faculty of Medicine & Dentistry
- UAlberta Faculty Deans (whose faculty members have a role in the institute)
- UAlberta VPR Representative
- CTSI Directors (non-voting)

A **Management Committee** will assist the institute directors with the overall management of the CTSI. Responsibilities include: ensuring activities of the CTSI are consistent with its mission and objectives and overseeing and advancing the scientific programs of the CTSI; development of the institute’s business plan and annual budgets, and management/oversight of the CTSI’s finances, staff and operations.

Composition of the **Management Committee** will consist of the following (Note: other members may be appointed; UAlberta will maintain majority vote):

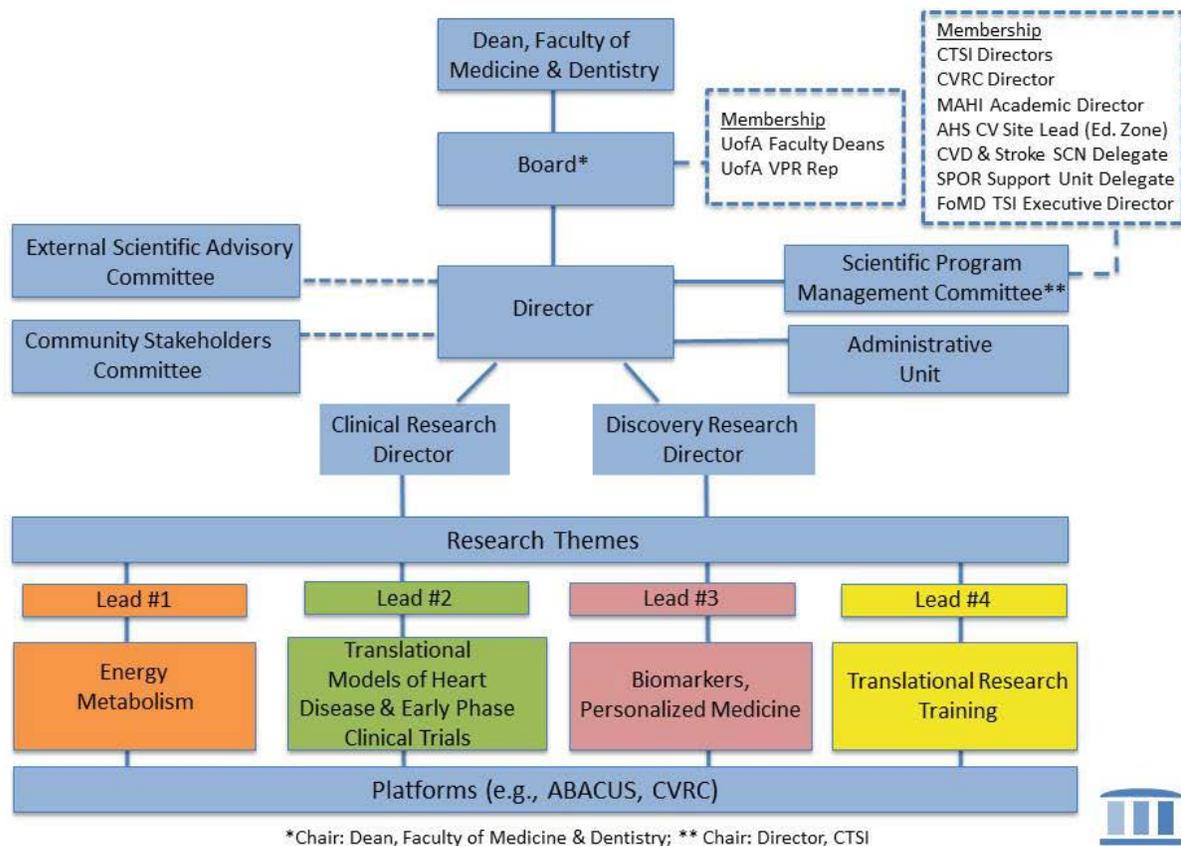
- CTSI Directors (n =3; UofA)
- Cardiovascular Research Centre Director (n = 1; UofA)
- Mazankowski Alberta Heart Institute Academic Director (n = 1; AHS)
- Alberta Health Services Cardiology Site Lead (Edmonton Zone) (n = 1; AHS)

- Cardiovascular Health and Stroke Strategic Clinical Network Delegate (n = 1; AHS)
- Alberta SPOR Support Unit Delegate (n = 1; Alberta Innovates Health Solutions)
- Faculty of Medicine & Dentistry TSI Executive Director (n = 1; UofA)

A leadership team that embodies the range of expertise in translational research – from basic to clinical – will be established (see next section). The Directors will function with guidance from the **Management Committee**, an **External Scientific Advisory Committee**, and a **Community Stakeholders Committee**.

The **External Scientific Advisory Committee** - comprised of internationally recognized scientific leaders representing areas of research focus in the CTSI - will provide input to the Directors and to the research team on 'science and platforms'. The **Community Stakeholder's Committee** will consist of leaders from Alberta's business community and will offer strategic advice to the Directors regarding financial and legal issues and will support the Directors in garnering external funds/gifts for the Institute. This committee will also be a conduit for engagement with the general public regarding public education strategies and community-based participatory research initiatives.

The following diagram shows the CTSI governance relationships:



**4. Provide a statement of the role and qualifications of the Centre/institute lead of the proposed Centre or institute.**

As noted above, a leadership team that embodies the range of expertise in translational research, from basic to clinical, will be established. This will follow a model of: a primary Director, plus a discovery research director and a clinical research director (the 2 latter directors reporting to the primary

director). This approach is being used in most of the translational research centres/institutes across the US and Europe to ensure basic and clinical integration and ‘cross-talk’ among the disciplines. This is intended to optimize efforts to discover and translate.

The role of the Institute Directors is to manage the affairs of the institute, guide its strategic development, and to be the formal channel of communication between the institute and senior officers of the UofA and the external landscape (AHS, AI-HS, SCN’s, SPORs, and government).

The ‘discovery research’ director will likely be a PhD scientist and will lead and represent the basic discovery/pre-clinical research programs in the CTSI and will ensure that a culture of ‘forward translation’ is fostered in the institute. This individual will also be a bridge to stakeholders (AI-HS, government) with respect to the institute’s discovery and pre-clinical work. The ‘clinical research’ director will likely be an MD clinician scientist with early-phase clinical trial experience. This individual will ensure that a culture of ‘backward translation’ is fostered in the institute and will represent the clinical research programs of CTSI to relevant stakeholders and end-users (government, AHS, SCN’s). Together, the two directors will make certain that each translational research theme within the CTSI is highly integrated and populated with projects that span the continuum of translational research (e.g., from basic discovery/pre-clinical, to early first-in-human, to health outcomes and health services research).

The Directors will be recognized international leaders within their field of expertise and will be able to demonstrate substantial administrative leadership skills and experience. Their research and/or clinical programs will be directly linked to one or more of the priority research themes of CTSI.

The approach to establishing CTSI leadership is as follows: An interim leadership team will be appointed for a period of approximately one year. They will be selected by a committee (appointed by the dean) from a cohort of internal candidates who will apply or be nominated. These individuals will be appointed over the next 1-2 months. Currently, the CTSI initiative is being led by *the Executive Planning Committee* as outlined in **Appendix 3**.

Over the next year and under the leadership of the interim directors, CTSI will be established and advanced. The research themes will be refined and a research strategy developed and implemented that includes clear targets for progress. Similar work will occur under the training, outreach, and operational domains of CTSI. The interim directors will focus on securing funding for the institute via granting agencies, philanthropy, and creation of partnerships with stakeholders.

During year one, search and selection committees will be assembled for the overall CTSI directorship position. Position descriptions will be developed and posted. Internal - including interim directors - and external cardiovascular experts will be invited to apply. The period of office for the Directors shall normally be five years. A person who has previously held office as Director shall be eligible for reappointment.

## 5. Employees

- a) Provide a statement of the employment status of employees (i.e., are they UofA employees?)
- b) Specific source(s) of any UoA funding must be identified

Researchers and clinicians directly involved with CTSI are academic employees of the UofA and are paid through various usual/standard operational and base funding sources from a multitude of university

departments and faculties (e.g., Depts of Medicine, Pediatrics, Biochemistry, Chemistry, Computing Sciences, Biological Sciences, etc). This includes the CTSI Director, the CTSI Clinical Research Director, and the CTSI Basic Research Director. CTSI also serves research investigators employed by AHS and located at the Mazankowski Alberta Heart Institute and the Royal Alexandra Hospital. As for the core administrative support team, employment status and responsibility is as follows:

<b>Name</b>	<b>Role</b>	<b>Employment Status</b>	<b>FTE with CTSI</b>	<b>Source of UA funds</b>
Re-assign (in-kind)	APO (Finances, HR)	Dept Medicine, FoMD	0.5 FTE	Operations budget
Re-assign (in-kind)	Admin Assistant	Dept Medicine, FoMD	1.0 FTE	Operations budget
Hire	CTSI Manager	FoMD	1.0 FTE	FoMD funds to CTSI
Hire	SR Grant Writer (shared with TSI's)	FoMD	1.0 FTE	FoMD base budget

c) Personnel expenditures must include adequate provisions for benefit costs, salary settlements, and other escalating factors.

Please refer to the detailed budget, next section.

## 6. Detailed Budget

This budget provides a high-level plan for funding CTSI over the next 5 years. It will evolve with time, efforts, emergence of other opportunities and with funding success and failure. The FoMD is hiring a senior Grant Coordinator/Grant Writer to specifically support CTSI and the other TSI's as they emerge.

### Budget assumptions and high-level sustainability plan/projections:

1. Salaries for the CTSI Director, the CTSI Clinical Research Director, and the CTSI Basic Research Director are not shown in the budget. These individuals will be academic employees of the UofA and will belong to a department. Their salaries will be paid via usual academic salary sources (e.g., base-funded position; endowed research chair; externally funded research chair; other).
2. The **investment from FoMD** (up to \$750K/year for 3 years) allows immediate establishment of CTSI and its research priorities and hiring of a person who will lead leveraging funds.
3. **The CTSI is a philanthropic priority for the FoMD and for UofA central advancement.** The target for the CTSI is to have secured a '**namning donor**' by year 3 (**\$10 Million investment**). A strategy for endowing/spending funds is currently being developed which will also be dependent on donor wishes. *Note:* For the purposes of this budget this donor endowment/revenue is shown as separately and is not included in the net surplus/deficit calculation.
4. In year 2 three team grant applications will be submitted to the **AI-HS** to support the CTSI's translational research themes. Each grant can be funded for up to \$1M/year for 5 years. The target (and the assumption in the budget) is to have 3 team grants funded beginning year 2.
5. Beginning in year 1 (and for each year following) we anticipate funds from the emerging **AI-HS Platform Initiative** to support infrastructure (\$1 M/yr; clinical infrastructure, Imaging, biobanking, etc).
6. **Departments of Medicine/Pediatrics** will support 0.5 FTE APO and 1.0 FTE administrative assistant (in-kind – e.g., reassignment of responsibilities).
7. A large scale infrastructure grant will be submitted in the next **Canada Foundation for Innovation** call for proposals – estimated to occur in year 3 (~\$15 over 3 years; GoA will be the main matching partner).
8. A plan for **industry investment** will be developed. Modest estimates of revenue are shown (\$2 M/yr beginning year 3).
9. Modest amounts of **philanthropy will be sought from local corporation and donors** to support community outreach, travel, hosting, student awards, etc (estimated revenue at \$500K annually)
10. By year 4/5, the CTSI will submit an NCE or GC application (RFP dates unknown) to become a **NCE CECR or GC 'Centre'** - \$15,000,000 shown in year 5.
11. Infrastructure/platform costs appear larger than research operating costs however note that some HQP are assumed/included in the platform cost roll-up.

Note: this is a preliminary budget designed to demonstrate an approach to leveraging and sustainability based on the current cardiovascular funding landscape. A refined and active budget will be developed during the upcoming year that will focus on operational planning.

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>REVENUE/INCOME (sustainability approaches)</b>					
Faculty of Medicine & Dentistry (FoMD) <sup>1</sup>	750,000	750,000	750,000		
Depts Medicine/Pediatrics, FoMD (in kind) <sup>7</sup>	135,000	140,000	145,000	150,000	155,000
AI-HS CRIO Team Grants (operating) <sup>3</sup>			3,000,000	3,000,000	3,000,000
AI-HS Platform Investment (emerging) <sup>4</sup>	1,000,000	1,000,000	1,000,000	1,000,000	1,000,000
CFI (matched by IAE) infrastructure grant <sup>8</sup>			5,000,000	5,000,000	5,000,000
Industry contracts, partnerships, donations <sup>9</sup>			2,000,000	2,000,000	2,000,000
Philanthropy – local donors & corporations <sup>10</sup>	500,000	500,000	500,000	500,000	500,000
NCE or GC grant (match from GoA) <sup>11</sup>					15,000,000
Philanthropy – Endowment (not included) <sup>2</sup>			[10,000,000]		
<b>TOTAL REVENUE/INCOME</b>	<b>\$2,385,000</b>	<b>\$2,390,000</b>	<b>\$12,395,000</b>	<b>\$11,650,000</b>	<b>\$26,655,000</b>
<b>EXPENDITURES</b>					
<b>Direct Costs of Organizational Operations – these are ‘fixed costs/expenditures’</b>					
<b>Personnel: includes base salary, benefits (22%), annual COLA (4%)</b>					
Sr APO (0.5 FTE at \$120K base)	73,200 <sup>7</sup>	76,128 <sup>7</sup>	79,173 <sup>7</sup>	82,340 <sup>7</sup>	85,634 <sup>7</sup>
Admin assistant (1.0 FTE at \$50K base)	61,000 <sup>7</sup>	63,440 <sup>7</sup>	65,978 <sup>7</sup>	68,617 <sup>7</sup>	71,361 <sup>7</sup>
CTSI Project Manager (1.0 FTE at \$100K base )	122,000 <sup>1</sup>	126,880 <sup>1</sup>	131,955 <sup>1</sup>	137,233	142,723
<b>Sub-total personnel</b>	<b>\$256,200</b>	<b>\$266,448</b>	<b>\$277,106</b>	<b>\$288,190</b>	<b>\$299,718</b>
<b>Office supplies</b>					
Admin, promotions, conference calls, etc	25,000	25,000	25,000	25,000	25,000

<b>Sub-total office supplies</b>	<b>\$25,000</b>	<b>\$25,000</b>	<b>\$25,000</b>	<b>\$25,000</b>	<b>\$25,000</b>
<b>Travel, hosting, seminars</b>					
Conferences, business, invited speakers	60,000	60,000	65,000	65,000	70,000
CRINA Retreat	60,000		60,000		60,000
<b>Sub-total travel, etc</b>	<b>\$120,000</b>	<b>\$60,000</b>	<b>\$125,000</b>	<b>\$65,000</b>	<b>\$130,000</b>
<b>Community engagement</b>					
Public seminars, etc	30,000	30,000	30,000	30,000	30,000
<b>Sub-total community engagement</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>\$30,000</b>	<b>\$30,000</b>
<b>Research and Training Operating Costs – these expenditures will vary based on grant/other revenue success</b>					
<b>Training</b>					
Student awards (\$32K; 10, 15, 20, 20, 20)	320,000	480,000	640,000	640,000	640,000
Fellowship awards (\$55K; 5, 10, 15, 15, 15)	275,000	550,000	825,000	825,000	825,000
<b>Sub- total training</b>	<b>\$595,000</b>	<b>\$1,030,000</b>	<b>\$1,465,000</b>	<b>\$1,465,000</b>	<b>\$1,465,000</b>
<b>Research</b>					
Translational Research Theme #1	200,000	1,000,000	1,000,000	1,000,000	1,000,000
Translational Research Theme #2	200,000	1,000,000	1,000,000	1,000,000	1,000,000
Translational Research Theme #3	200,000	1,000,000	1,000,000	1,000,000	1,000,000
<b>Sub- total research operating</b>	<b>\$600,000</b>	<b>\$3,000,000</b>	<b>\$3,000,000</b>	<b>\$3,000,000</b>	<b>\$3,000,000</b>
<b>Research Infrastructure Costs</b>					
Platforms, IT, service – *INCLUDING HQP	1,000,000 <sup>4</sup>	1,000,000 <sup>4</sup> 1,000,000 <sup>6</sup>	1,000,000 <sup>4</sup> 1,000,000 <sup>6</sup> 5,000,000 <sup>8</sup>	1,000,000 <sup>4</sup> 1,000,000 <sup>6</sup> 5,000,000 <sup>8</sup>	1,000,000 <sup>4</sup> 1,000,000 <sup>6</sup> 5,000,000 <sup>8</sup>

<i>Sub- total research infrastructure</i>	\$1,000,000	\$2,000,000	\$7,000,000	\$7,000,000	\$7,000,000
<b>TOTAL EXPENDITURES</b>	<b>\$2,626,200</b>	<b>\$6,411,448</b>	<b>\$11,922,106</b>	<b>\$11,873,190</b>	<b>\$11,949,718</b>
<b>Net Surplus / (Deficit)</b>	<b>(\$241,200)</b>	<b>(\$21,448)</b>	<b>\$472,894</b>	<b>(\$223,190)</b>	<b>\$14,705,282</b>
			Any surplus: back in to research operating	Any surplus: back in to research operating	Surplus distributed as per agency requirements (e.g., NCE)

## **7. Space Requirements.**

Space is required for the administrative unit of CTSI and for the purposes of providing a ‘face’ or footprint for the institute. The FoMD will allocate such space when it becomes available (likely within the year).

## **8. Potential Risks to the University of Alberta**

- a) State any reputational, financial, and/or operational risks to the UofA.
- b) Outline plans to mitigate/manage those risks.
- c) Risk Management Services may be consulted.

Risks are inherent in any endeavor and the CTSI does not impose risk beyond what is consistent with usual university teaching and research activities. A main risk to the CTSI would be a failure to achieve financial sustainability. The CTSI will take steps to minimize risks: its functional governance structure, lines of reporting and accountability serve to minimize risk, as does an aggressive funding and sustainability strategy that will be vigilantly pursued and monitored. The CTSI manager and senior grant writer will support these endeavors. The CTSI will abide by all UofA policies, procedures and ethical codes with regard to research.

## **9. Annual Reporting and Strategic Review: In accordance with UAPPOL Policy**

- a) State a provision for annual reporting to the responsible Dean.
- b) State a provision for annual reporting to the Office of the Provost.
- c) State a provision for strategic and operational review by the responsible Dean (or delegate) at no less frequency than every five years.

The ‘Reporting Dean’ for the CTSI is the Dean, FoMD. The CTSI will submit annual reports to both FoMD and Office of the Provost containing the following elements:

1. Progress towards the goals and objectives of the five year business plan
2. Funding by source
3. Expenditures by major line item
4. Budget variance report
5. Benefits/innovations in care to individuals with cancer
6. Benefits/innovations to the FoMD and the UofA

The Faculty of Medicine will perform metrics-based reviews on all TSI’s (CTSI) at years 3 and 5 following institute establishment. The CTSI will need to demonstrate ‘sustainability’ and impact by this stage (year 3-5). At year 5, the CTSI will also revisit its strategic plan and develop future strategies and operational goals.

## **10. Intellectual Property (IP) and Copyright**

- a) Will any copyright or patentable IP be created, and if so, how will it be handled?**
- b) How will ownership and commercialization of IP be handled?**

All copyright or patentable IP created by CTSI will be handled according to the University’s Patent Policy and Commercialization of Patentable Intellectual Property Procedure in UAPPOL and the University’s Copyright Regulations.

## 11. Termination Plan/Provisions

a) Exigency plan for termination: If physical and/or financial resources will remain upon termination, a plan for consultation with donors or agencies associated with the centre or institute must be included in the dissolution plan.

**Staff:** Current UofA staff would remain with the UofA as per their individual appointments/agreements. Administrative positions that are on contract would be terminated or reassigned with adequate notice.

**Facilities & Equipment:** Any facilities and equipment designated to and for use by the CTSI would be returned to the FoMD for redistribution at the discretion of the Office of the Dean.

**Financial:** All financial encumbrances and contractual obligations would become the responsibility of the FoMD for resolution, fulfillment or termination through the Office of the Dean. Donor agreements will be honored provided that the gift can continue to be aligned with donor intent. Grants and sponsored research remain the responsibility of the PI under which they are held and will be managed appropriately with input/guidance from the Office of the Dean, Faculty of Medicine & Dentistry.

## 12. Letters of Support

Letter Contributors
<b>Faculty Deans</b>
Dr James Kehrer, Dean, Faculty of Pharmacy and Pharmaceutical Sciences
Dr Jonathan Schaeffer, Dean, Faculty of Sciences
Dr Kue Young, Dean, School of Public Health
Dr Joanne Profetto-McGrath, Dean, Faculty of Nursing
Dr John Kennelly, Dean Faculty of Agriculture, Life and Environmental Sciences
Dr Bob Haennel, Dean, Faculty of Rehabilitation Medicine
<b>Other Stakeholders</b>
Dr Paolo Raggi, Director, Mazankowski Alberta Heart Institute
Dr Todd Anderson, Director, Libin Cardiovascular Institute of Alberta
Dr Cy Frank, CEO, Alberta Innovates Health Solutions
Dr Randall Williams, C.K. Hui Heart Centre
Ms Donna Hastings, CEO, Heart and Stroke Foundation of Alberta
Dr Blair O'Neill, Director, SCN, Cardiovascular Sciences
Dr Barbara Ballerman, Chair, Department of Medicine
Dr Susan Gilmour, Chair, Department of Pediatrics
Dr Douglas Hedden, Chair, Department of Surgery
Dr David Ross, Head, Cardiac Surgery, Edmonton Zone
Dr Jean Rouleau, Director, CIHR CV Institute

Provide, if applicable, any **agreements and/or memoranda of understanding between the University of Alberta and its partner(s)** to establish, fund and operate the proposed academic centre or institute.

N/A

## **Appendix 1: The CTSI will achieve its goals through focused planning in the following domains:**

---

- **Organizational structure**
  - An organizational structure that promotes collaboration (website, cross-faculty seminars) and provides research support (grant writing support, research facilitator)
- **Proactive revenue seeking**
  - On behalf of members (large-scale funding awards)
- **Robust philanthropy plan**
  - In collaboration with central and FoMD Advancement offices
- **Priority research themes** that incorporate all cardiovascular disciplines and that span the translational continuum in expertise/capacity (basic discovery to applied)
  - Theme 1: Cardiovascular Energetics
  - Theme 2: Translational Models of Heart Disease and First in Patient Clinical Trials
  - Theme 3: Personalized Medicine and Health Outcomes
  - Theme 4: Translational Training/Education Programs
- **Educational programming**
  - Leadership in the Faculty's new 'Translational Medicine' graduate program
  - 'Multi-faculty' undergraduate courses in cardiovascular-related topics to guide career options
  - Research experiences in undergraduate courses
  - An graduate student teaching and research awards program
  - PDF awards
  - Research seminar series
- **Outreach and advocacy**
  - Public seminars/community engagement strategy
- **Centralized research platforms**
  - Pre-clinical drug and biomarker development
  - Cell imaging, pathology
  - Animal facility
  - Biobank and clinical data repository
  - Bioinformatics core
  - Imaging platforms
  - Clinical trials unit (phase I, II, III, imaging, investigator initiated)
- **Partnerships with stakeholders** (local, national, international)
  - AHS (MAHI, Royal Alex, SCNs)
  - Libin Heart Institute
  - International research collaborators
  - Industry partnerships, etc
- **Commercialization and technology transfer**
  - Drugs, biomarkers, devices
- **Non-commercialization approaches to knowledge translation**
  - Clinical protocols, policy

## APPENDIX 2: TSI Requirements

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To maximize success of the TSI's and to qualify for direct strategic investment by the Faculty, new TSI's must comply with the following requirements:

### 1. Governance

- a. Functional 'translational' leadership - TSI's will be directed by a leadership team that is representative of both ends of the translational continuum: basic (PhD) and clinical (MD). These may be internal or external appointments, but cannot be sitting department chairs. Director(s) report to the FoMD Dean.
- b. Scientific Advisory Committee – internal and external composition; established in Year 1.

### 2. Membership

- a. Multi-faculty – requires scientists from more than one UA Faculty; membership from other Campus Alberta institutions is actively encouraged.
- b. Research Asset Map – requires participation in annual UA-wide survey for funding renewal (see below).
- c. Benefits – access to translational cores and platforms at a cost-recovery rate, or less. Each TSI is responsible for acquisition and sustainability of core facilities/research platforms for its members.

### 3. Science Programs

- a. At least three (3) translational research domains are required by each TSI.
- b. Key Institute Goals – must be approved by Dean's Office (i.e., 'big science' project funding, first-in-patient trial, etc.).
- c. Masters in Clinical Translational Science (MCTS) – The Faculty has developed a MCTS program. Each TSI must enroll clinician-scientist members and contribute to delivery of MCTS educational content.

### 4. Strategic Funding

- a. FoMD will provide up to \$750K/year/TSI for 3 years.
- b. Carry Forward – annual funding may be carried forward with FoMD Dean approval (annual progress will be reviewed).
- c. Term – renewable for up to 3 years with Year 3 FoMD review of TSI progress towards approved Key Institute Goals. Sustainability expected after 3 years.
- d. Dean's Innovation Fund (DIF) – Executives in the dean's office (Director of Innovative Partnerships; Assistant Dean, Advancement; Senior Grant Writer/Coordinator) available to TSI's for leveraging of other funding sources

### **APPENDIX 3: CTSI Executive Planning Committee Membership**

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- Gary Lopaschuk – Professor, Pediatrics (Committee Co-Chair)
- Evangelos Michelakis - Professor, Medicine (Committee Co-Chair)
- Jason Dyck – Professor, Pediatrics
- Gavin Oudit –Associate Professor, Medicine
- Paolo Raggi – Academic Director, Mazankowski Alberta Heart Institute
- Darren Freed – Associate Professor, Surgery
- Finlay McAlister – Professor, Medicine
- Justin Ezekowitz – Associate Professor, Medicine
- Deborah James – Director Innovation Partnerships, Faculty of Medicine & Dentistry



May 9, 2014

D. Douglas Miller, MD, CM, MBA, FRCPC  
Dean, Faculty of Medicine & Dentistry  
University of Alberta

Dear Doug:

I am very pleased to write this letter in support of establishing a Cardiovascular Translational Science Institute (CTSI) as part of the growing University of Alberta Translational Science Institute (TSI). As you know, the Faculty of Pharmacy and Pharmaceutical Sciences has a number of both basic and clinical scientists involved in cutting-edge cardiovascular research. The CTSI, by building upon existing cardiovascular research strengths across campus, will provide an important structure to facilitate their science capabilities through collaborations, access to resources and platforms, and grant competitiveness, particularly in terms of translational activities.

I look forward to our upcoming meeting to discuss how our cardiovascular-focused faculty members can assist in move this project forward.

I am available to provide any support possible to advance this important initiative.

Sincerely,

James P. Kehrer, Ph.D.  
Professor and Dean



Faculty of Science  
Office of the Dean  
6-189 Centennial Centre for Interdisciplinary Science (CCIS)  
Edmonton, Alberta, Canada T6G 2E1

Tel: 780.492.4757  
Fax: 780.492.9434  
dean.science@ualberta.ca  
www.science.ualberta.ca

Date: May 23, 2014

To: D. Douglas Miller, Dean  
Faculty of Medicine and Dentistry

From: Jonathan Schaeffer, Dean  
Faculty of Science

Re: **The Cardiovascular Translational Science Institute (CTSI)**

---

Thank you for your communication of May 9<sup>th</sup>, 2014 which included detailed documentation relating to the application for the Cardiovascular Translational Science Institute (CTSI) at the University of Alberta. On behalf of the Faculty of Science I am pleased to support this initiative.

The CTSI promotes the University's strengths in cardiovascular research and shares a number of important areas of common interest with the Faculty of Science, which broaden collaboration with internationally recognized researchers at the University of Alberta. The CTSI aligns well with our University's mission statement and institutional research priorities. It is especially supportive to the University's aims to foster activities in support of public policy development and research that connects with and engages communities making a difference to the lives of people provincially, nationally, and internationally. There are researchers in Science working on cardiovascular research topics that will benefit from the critical mass created by the Institute.

I am pleased to extend my support to this initiative and recommend it highly.

Sincerely,

Jonathan Schaeffer  
JS/tb

*Kue Young, CM, MD, FRCPC, DPhil, FCAHS  
Professor and Dean*

3-300 Edmonton Clinic Health Academy  
11405 - 87 Ave  
Edmonton, Alberta, Canada T6G 1C9  
Tel: 780.492.9981  
Fax: 780.492.0364  
kue.young@ualberta.ca  
www.publichealth.ualberta.ca

May 12, 2014

Dr. Douglas Miller  
Dean  
Faculty of Medicine and Dentistry

Re: University of Alberta Cardiovascular Translational Science Institute (CTSI)

Dear Dean Miller,

I am writing to indicate the support of the School of Public Health in the CTSI initiative that you are spearheading. This initiative is timely and needed. It will capitalize on the breadth and depth of cardiovascular research at U of A.

I believe the School of Public Health can contribute to this initiative as we are home to several leading researchers in the field of prevention and knowledge translation, who complement the basic biomedical and clinical researchers in your faculty.

I wish you the very best in securing the necessary approval for this initiative.

Sincerely,



Kue Young, CM, MD, FRCPC, DPhil, FCAHS  
Professor and Dean



Level 3, Edmonton Clinic Health Academy  
11405 – 87 Avenue  
Edmonton, Alberta, Canada T6G 1C9  
Tel: 780.492.6236  
Fax: 780.492.2551  
Deans\_office@ualberta.ca  
www.nursing.ualberta.ca

May 22, 2014

D. Douglas Miller, Dean  
Faculty of Medicine & Dentistry  
University of Alberta  
2J2.01 WMC Building  
Edmonton, AB T6G 2R7

Dear Dr. Miller,

Re: University of Alberta (UofA) Cardiovascular Translational Science Institute

I am writing to you in support for the establishment of the Cardiovascular Translational Science Institute (CTSI), as formal University of Alberta 'academic institute' designation is being sought.

The purpose of CTSI is to provide the structural organization to connect cardiovascular researchers and scientific assets across the university campus and beyond by fostering discovery science programs that translate into better healthcare, increasing the research program funding competitiveness of UofA's cardiovascular investigators, train the next generation of cardiovascular clinician-scientists and positively impact heart disease, patient survival and society at large.

Membership to CTSI will be open to all cardiovascular researchers working across campus, and will foster partnerships for researchers on campus with those located at the Mazankowski Alberta Heart Institute (MAHI), the AHS Cardiovascular Strategic Clinical Network, the Heart and Stroke Foundation of Alberta, Alberta Innovates Health Solutions (AIHS) and the Alberta Academic Health Network (AAHN). The CTSI will also increase collaborative opportunities with the Universities of Calgary and Lethbridge, the Libin Cardiovascular Institute, and other research-intensive organizations - provincially, nationally and internationally. CTSI members will have access to new resources and platforms essential to undertaking comprehensive translational science. The CTSI will also establish advocacy and outreach capabilities, including mechanisms for knowledge dissemination and public health. As the Faculty of Nursing has several researchers engaged in cardiovascular research, we anticipate many opportunities of collaboration and interdisciplinary engagement.

I believe that CTSI provides an extraordinary opportunity to address the cardiovascular health needs of Albertans and Canadians, and I fully support the formation of this institute.

Sincerely,

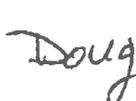
A handwritten signature in black ink that reads "Joanne Profetto-McGrath". The signature is written in a cursive style with a large initial 'J' and 'P'.

Joanne Profetto-McGrath  
Acting Dean and Professor

May 29, 2014

D. Douglas Miller, Dean  
Faculty of Medicine & Dentistry  
University of Alberta  
Edmonton, AB T6G 2R7

Dear Dr. Miller



This letter is to confirm my support of the establishment of the proposed Cardiovascular Translational Science Institute (CTSI). The Division of Nutrition in the Department of Agriculture, Food and Nutritional Science in the Faculty of ALES is home to the 'Metabolic and Cardiovascular Diseases Laboratory' and researchers in this unit (Drs Spencer Proctor, Donna Vine and Rene Jacobs) are interested in fundamental and translational aspects of lipid metabolism in nutrition-related chronic diseases. In particular, their interests lie in discerning how dietary (intestinal) derived lipids and their metabolism contribute to, or alleviate pathways that cause cardiovascular etiology. This team is keen to appreciate how the etiology of early Obesity, Insulin Resistance, Type 2 diabetes and Polycystic Ovarian Syndrome accelerate cardiovascular disease complications and lipid homeostasis. I wish to highlight that their work also includes clinical studies in children and adolescents, and encompass the expertise of collaborators at the UofA in the Depts of Pediatrics, Biochemistry and the School of Public Health. The members of this team are also primary members of the Molecular and Cell Biology of Lipids Group (directed by Dr. Richard Lehner), the Alberta Diabetes Institute and the Alberta Mazankowski Heart Institute. Others in the Department (Dr Jianping Wu and collaborators) perform structure-function studies of bioactive peptides in the context of vascular disease (atherosclerosis, hyperlipidemia) and hypertension.

The CTSI objective is to facilitate the discovery, translation and dissemination of new knowledge in the broadly defined area of cardiovascular disease – and to increase the University of Alberta's competitive edge on the cardiovascular funding landscape. Forming this entity will help to foster research teams and capabilities in cardiovascular translational sciences, and is a timely effort in the current provincial and federal funding landscape where team-based translational research is increasingly a priority.

The CTSI will also offer a new MSc in Translational Medicine – training fellows and faculty members in the concepts & skills critical to bridging the four pillars of translational research – the 1<sup>st</sup> such program to be established in Canada. The Faculty of ALES has a strong focus on undergraduate and graduate training and we look forward to partnering on training activities that will enhance the university's ability to train the next generation of scientists and health professionals.

*I also believe that the UofA is in need of a cohesive approach to strategically align CVD activities on campus and that the CTSI may offer a novel approach to achieve this.*

I look forward to hearing more as the institute develops and fully support its establishment on behalf of my Faculty and our researchers.

Sincerely,

A handwritten signature in black ink, appearing to read "John", with a large, sweeping flourish above the name.

**John J. Kennelly, PhD**  
**Dean, Faculty of Agriculture, Life & Environmental Sciences**

May 22, 2014

Dr. D. Miller, Dean  
Faculty of Medicine and Dentistry  
2J2.00 WC Mackenzie Health Sciences Centre  
Edmonton, Alberta T6G 2R7

Dear Doug,

Thank you for the opportunity to review the proposal for the establishment of a Cardiovascular Translational Science Institute (CTSI) here at the University of Alberta. On behalf of the Faculty of Rehabilitation Medicine I am excited about this intuitive and pleased to express our support for the establishment of this Institute.

The CTSI will help facilitate trans-disciplinary cardiovascular activities ranging from the basic sciences to clinical trials and population-based research. The Institute should help current researchers bridge the gaps and positively impact the cardiovascular health of the people we serve. I'd hope the CSTI would also serve as a beacon to attract talent to both the UofA and to the field of cardiovascular research.

The CTSI's broad research themes (of Cardiovascular Energetics, Translational Models of Heart Disease and First-in-Patient Clinical Trials; Personalized Medicine, and Translational Research Training) span the continuum of UofA expertise and capacity from basic discovery to applied research. I strongly agree with the assertion that the establishment of the CTSI will lead to an increase in the cardiovascular profile and research competitiveness of UofA based research. I am also encouraged by the emphasis placed on engaging key partners from across the research spectrum, ranging from provincial funding agencies to health charities, academic institutions and health research networks.

Under the leadership of the Faculty of Medicine the Institute with a focus on trans-disciplinary research in the four identified themes should enable investigators to capitalize on new funding opportunities. Finally one cannot dismiss the suggestion that the designation of an Institute will markedly strengthen this University's competitive position when seeking research funding from provincial, national and international agencies.

On behalf of the Faculty of Rehabilitation Medicine we look forward to assisting you in any way we can in bringing this institute to fruition.

Sincerely,



R.G. (Bob) Haennel Ph.D. FRCSC  
Professor and Acting Dean

May 20, 2014

Dr. Douglas Miller  
Dean, Faculty of Medicine and Dentistry  
University of Alberta  
2J2.01 Walter MacKenzie Centre  
8440 – 112 Street  
Edmonton, AB T6G 2B7

Dear Dr. Miller, *Douglas*

This letter is in response to your letter dated May 6, 2014. In your communication you provided a detailed description of the proposed Cardiovascular Translational Science Institute (CTSI) structure and function and invited me to express my opinion and provide my support for this new initiative. Having considered all aspects of your proposal and having reflected on the potential outcome of this initiative I am pleased to express my support and wish that the CTSI be a great success for the Faculty of Medicine and Dentistry and the University of Alberta.

It is my understanding that the CTSI is -and will remain in the foreseeable future- a virtual institute and as such will rely heavily on existing infrastructure and current faculty. In this light it is of utmost importance that the Mazankowski Alberta Heart Institute (MAZ) remain an integral part of the CTSI both as the clinical arm of its translational operations and a main voice in the Board of Directors of the CTSI. As we discussed, I particularly appreciate the fact that the funding sources for the academic operations of the MAZ and the CTSI will remain separate. Likewise I appreciate the fact that the CTSI will not require any specific space allotment. I remain unclear, however, as to who will have the leadership over some of the existing areas, such as ABACUS, that traditionally resided under the responsibility of the MAZ director. Additionally, the involvement of several other members of the MAZ and AHS in the future planning phases of the CTSI development is of vital importance to garner universal support for this important initiative. This and several other details of the operations of the new virtual institute will need to be clearly elucidated before the CTSI begins its journey to avoid conflicts and delays along the way.

Once again I renew my support to the development of the CTSI to which I will contribute my best effort and wish you and all others the best of successes with this new institute.

Sincerely yours,



Paolo Raggi, MD, FACC, FACP, FASNC, FSCCT  
Professor of Medicine, University of Alberta  
Capital Health Chair in Cardiac Research

May 15, 2014

D. Douglas Miller, MD, CM, MBA, FRCPC, Dean  
Faculty of Medicine & Dentistry, University of Alberta  
2J2.01, 8440 - 112 Street  
Edmonton, AB T6G 2R7  
Email: [ddouglasmler@ualberta.ca](mailto:ddouglasmler@ualberta.ca)  
Phone: 780.492.9728

Dear Dr Miller,

Re: Letter of support for the CTSI

I am pleased to provide this letter supporting establishment of the University of Alberta Cardiovascular Translational Science Institute (CTSI). Fostering research teams and capabilities in cardiovascular translational sciences is timely in the current provincial and federal funding landscape where team-based translational research is increasingly a priority.

I fully endorse the CTSI approach to governance that includes a primary director plus a basic science co-director and a clinical science co-director, to create a functional 'translational science' leadership model. Further, inclusion of senior Alberta Mazankowski Heart Institute and AHS (Cardiology Site Lead, Edmonton Zone; Cardiovascular Health and Stroke Strategic Clinical Network) representation on the CTSI Scientific Program Management Committee will foster the relationships necessary to support translational research opportunities. In my experience, bridging the academic and clinical environments through shared goals and infrastructures is key to accelerating the translation of new discoveries into clinical care. A clear organizational structure will need to be developed so that it is clear what the roles and responsibilities are for the various leaders in cardiovascular medicine with the University of Alberta system.

There are many prominent researchers in cardiovascular disease at the University of Alberta and the Libin Cardiovascular Institute of Alberta looks forward to increased collaborations with our colleagues in Northern Alberta. We already have an active collaboration in a number of areas that have allowed us to be competitive at a national level. Enhancement of the cardiovascular research infrastructure within our province will benefit all.

Regards



Todd J Anderson

May 9, 2014

Dr. D. Douglas Miller  
Dean, Faculty of Medicine and Dentistry  
University of Alberta  
2J2.01 WMC Building  
Edmonton, Alberta  
T6G 2R7

Sent via email: [ddouglasmiller@ualberta.ca](mailto:ddouglasmiller@ualberta.ca) and [deborah.james@ualberta.ca](mailto:deborah.james@ualberta.ca)

Dear Dr. Miller:

I am pleased to provide this letter in support of the Faculty of Medicine and Dentistry developing a University of Alberta Cardiovascular Translational Science Institute (CTSI). I believe that the development of CTSI will provide an opportunity to address cardiovascular health needs of patients in Edmonton and as a partner with other cardiovascular entities it will help coordinate cardiovascular research from multiple areas within the University of Alberta, and hopefully throughout Alberta.

If I can supply any further information in support of your development of CTSI, please do not hesitate to contact me directly.

Sincerely,



Cy Frank, MD, FRCSC  
President and Chief Executive Officer  
Alberta Innovates - Health Solutions  
Tel: 780-429-9332

CBF/jcc

May 15, 2014

Dean Douglas Miller  
Dean of Medicine and Dentistry  
University of Alberta

Dear Dr. Miller,

I thank you for informing me of the recent initiative from the University of Alberta regarding a cardiovascular translational science institute. By way of this letter, I am letting you know that the CK Hui Heart Centre is fully supportive of the development of a cardiovascular translational science institute at the University of Alberta. As you know, our site has a long and well established history of full participation in important clinical research. With the development of a translational science institute for cardiovascular medicine, not only are we fully supportive but we hope to participate in any clinical or in any research opportunities that may be appropriate for us. As you've outlined, the main research themes would include:

1. Cardiovascular energetics
2. Translational models of heart disease and first in patient clinical trials
3. Personalized medicine
4. Translational research training

We look forward to being partner in any of these initiatives which may be appropriate for our site. As you know, our clinical base is extensive as well as our importance in medical teaching and training is also of longstanding and well established.

In summary, the CK Hui Heart Centre is strongly supportive of the Translational Science Institute in Cardiovascular Medicine at the University of Alberta and we will follow developments closely and be willing participants in any initiatives that may be appropriate for us. Thank you Doug for keeping me informed of this development.

Sincerely,



Randall G. Williams  
Chief of Cardiology  
CK Hui Heart Centre



May 15, 2014

**Dr. Doug Miller, Dean of the Faculty of Medicine and Dentistry  
University of Alberta  
2J2.00 WC Mackenzie Health Sciences Centre  
Edmonton, Alberta T6G 2R7**

Dear Doug,

**Re - Cardiovascular Translational Science Institute (CTSI); a University of Alberta Translational Science Institute (TSI)**

The Heart and Stroke Foundation is committed to continuing with our collaborative and successful partnership with the University of Alberta, including working with the new and innovative Cardiovascular Translational Science Institute (CTSI); a University of Alberta Translational Science Institute (TSI).

As the University has one of the largest and deepest concentrations of cardiovascular scientists in Canada representing a diverse range of disciplinary fields and research interests this is a unique opportunity and responsibility for the Heart and Stroke Foundation to collectively collaborate with CTSI and the cardiovascular researchers so they are positioned to be at the forefront of discovering, developing, innovating and translating scientific knowledge in cardiovascular disease into new approaches and treatments at such a pioneering institute.

The goals of the CTSI directly relate to the Heart and Stroke Foundation's vision and mission of;

*Healthy lives free of heart disease and stroke. Together, we will make it happen.  
Preventing Disease ~ Saving Lives ~ Promoting Recovery*

The goals and approach of the institute to foster discovery science programs that translate into better healthcare, acquire and sustain necessary infrastructure to fuel key research programs, increase the research program funding competitiveness of University of Alberta cardiovascular investigators, positively impact heart disease, patient survival and society at large, train the next generation of cardiovascular clinician-scientists and advocate for support cardiovascular research at provincial and national levels will have a positive impact on the Heart and Stroke Foundation's goals of achieving our mission through:

- Investing in life saving research
- Advocating for healthy public policies
- Engaging Canadians to *"Make Health Last"*
- Ensuring health equity

The Heart and Stroke Foundation is looking forward to supporting, collaborating and expanding our ongoing partnership with the University of Alberta in this new innovative approach to cardiovascular research with the development of the Cardiovascular Translational Science Institute at the University. The partnership that both organisations share and the aligned goals around cardiovascular and cerebrovascular disease research and the impact that this research can provide can only have a positive impact on the health of all Albertans and Canadians.

Congratulations on the development and implementation of the Cardiovascular Translational Science Institute (CTSI); a University of Alberta Translational Science Institute (TSI).

Sincerely,

**Donna Hastings  
Chief Executive Officer, Heart and Stroke Foundation | Alberta, NWT & Nunavut**

May 14, 2014

Dr. Douglas Miller  
Dean, Faculty of Medicine & Dentistry, University of Alberta  
2J2 WMC

Dear Dr. Miller,

It is with pleasure that I offer the support of the Cardiovascular Health and Stroke Strategic Clinical Network to the proposed UofA Cardiovascular Translational Science Institute (CTSI). The goals of this proposed faculty Institute are closely aligned with those of the Cardiovascular Health and Stroke SCN. Our mission is also to provide Albertans with the most advanced and comprehensive prevention, treatment and management strategies for cardiovascular disease. In the context of clinically driven continuing improvement of CV and stroke care in Alberta, we integrate research and innovation and given the burden of heart disease and stroke in our society. The SCN's will be working closely with Alberta Innovates Health Solutions to help partner groups navigate and fully utilize the new SPOR platforms as they come on line. Heart and Stroke Alberta is also represented on our core committee and supports our mission and mandate and those that are aligned to us.

The proposed intent of the CTSI is well aligned with the goals and broad strategic direction of the Cardiovascular Health and Stroke SCN. My only concern would be to recommend alignment and maximal collaboration with the existing Mazankowski Alberta Heart Institute, and I am pleased to see it represented as a partner on the governance committees. I am delighted that our SCN will also be represented there. We will be able to provide maximal strategic input to this nascent institute.

Respectfully yours,



Blair O'Neill, MD, FRCPC, FACC\*  
Professor of Medicine  
Senior Medical Director, Cardiovascular Health & Stroke SCN  
Alberta Health Services



Shelley Valaire, MA (c)  
Provincial Lead (VP), Cardiovascular Health and Stroke SCN  
Alberta Health Services

May 23, 2014

D. Douglas Miller, M.D.  
Dean, Faculty of Medicine and Dentistry  
University of Alberta13-103 Clinical Sciences Building  
11350 – 83 Ave  
Edmonton, Alberta, Canada T6G 2G3  
Tel: 780.248.1861  
Fax: 780.248.1637  
ballermannadmin@ualberta.ca  
www.medicine.med.ualberta.ca

Dear Dr. Miller,

*Doug,***Re: University of Alberta Cardiovascular Translational Science Institute (CTSI)**

This is to indicate my enthusiastic support for the establishment of the University of Alberta Cardiovascular Translational Science Institute. Dr. Evangelos Michelakis, who currently serves as the Department of Medicine Associate Chair, Research, has kept me informed about the planning and the strategic alignment of this potential institute with the University's and the Faculty's future positioning.

I believe that well-structured Institutes that cut across the usual Departmental and Faculty silos have substantial potential of enhancing cross-fertilization of research, and therefore should enhance our ability to generate team-based funding. In the cardiovascular field, specifically, there is a lot of fragmentation of talent, which could benefit from the TSI. Finally, strong core platforms also would enhance the research capacity of CTSI investigators.

There is substantial strength in cardiovascular science in the Department of Medicine, both at the basic discovery level and in translational research. For instance, Evangelos Michelakis, Gavin Oudit, Sean McMurtry, Ian Paterson and Paolo Raggi in the Division of Cardiology and Branko Braam in the Division of Nephrology would find a natural home in this institute. All are scientists who combine discovery research with translational studies. Individuals with a strong interest in micro-vascular disease include Allan Murray, myself, Nadia Jahroudi (all in Nephrology) as well as Juan Gonzalez-Albrades in Gastroenterology. David Broadhurst, an expert in computational analysis and Bruce Ritchie with his bio bank would also be able to contribute. I expect that the CTSI would enhance the ability of these Department of Medicine members to establish collaborative ties with others from across our campus and beyond.

The Department of Medicine would be able to bring several elements to the CTSI. Most important would, of course, be the strength of some of our investigators. The Department also has a well-developed graduate training program that now contains a new specialization (MSc) in Translational Medicine – that has developed substantial momentum in this past year. We would be happy to open this program to students in the CTSI. Another advantage I see is the Department would be able to tailor some positions in the AARP for clinician scientists that might be recruited jointly by the Department and the CTSI.

I believe that a well-functioning CTSI should harness the energies of investigators across campus and bring their expertise to bear on cardiovascular problems. Development of platforms that would make CTSI investigators more competitive for team-based grants would be very desirable from the Department of Medicine's perspective. I would also be extremely pleased if the CTSI would develop an outstanding external speaker program. A vibrant CTSI should establish an outstanding training environment where some of our very best students could find their path into the future.

Therefore, I am very supportive of the development of the CTSI. I would do what I can to help develop good processes that would enable a mutually reinforcing working relationship between this Department and the new CTSI.

Sincerely yours,

Barbara J. Ballermann, M.D.  
Professor and Chair, Department of Medicine

Edmonton Clinic Health Academy  
3-468, 11405 87 Avenue  
Edmonton, AB T6G 1C9  
Tel: 780.248.5409  
Fax: 1.888.353.1548  
www.pediatrics.med.ualberta.ca

13 May 2014

Dr. D. Douglas Miller  
Dean  
Faculty of Medicine & Dentistry  
University of Alberta  
2J2 Walter MacKenzie Health Sciences Centre  
Edmonton AB T6G 2R7

Dear Dr. Miller:

**RE: UNIVERSITY OF ALBERTA CARDIOVASCULAR TRANSLATIONAL SCIENCE INSTITUTE**

Thank you very much for your letter dated 06 May 2014 requesting a letter of support for the University Of Alberta Cardiovascular Translational Science Institute (CTSI) for the General Faculty Council submission. It is with great pleasure that I write this letter confirming the Department of Pediatrics' strong and unconditional support for this institute application.

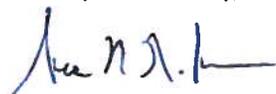
The Department of Pediatrics has long been a significant contributor and leader in discovery science and clinical science in cardiovascular research. Our discovery scientists, Drs. Gary Lopaschuk, Jason Dyck, and Dr. Richard Schulz, continue to be international leaders in their field. The Division of Pediatric Cardiology also has an outstanding academic record in fetal cardiac imaging, pediatric cardiac imaging, heart failure and health systems approaches to the transitioning adolescent with a history of congenital heart disease.

The CTSI goal, focus, vision and governance are well aligned with the Department of Pediatrics.

The Department of Pediatrics looks forward to contributing towards new research capacity and capabilities for trans-disciplinary research bridging and in a new graduate program for translational medicine.

Thank you very much for allowing the Department to articulate its strong support for this translational science initiative.

I remain yours sincerely,



**Susan Gilmour, MD, MSc, FRCP(C)**  
Professor and Chair, Department of Pediatrics  
University of Alberta  
Stollery Children's Hospital

SMG/hk

cc: Dr. Gary Lopaschuk  
Professor, Pediatrics  
Faculty of Medicine & Dentistry  
Cardiovascular Translational Science Institute Planning Committee Chair

Douglas M Hedden, MD, FRCSC  
Walter Stirling Anderson Professor and Chair  
2D2.24 WC Mackenzie Health Sciences Centre  
Edmonton, AB T6G 2B7  
Tel: 780.407.6605  
Fax: 780.407.6606  
[www.surgery.ualberta.ca](http://www.surgery.ualberta.ca)

May 22, 2014

Dr Douglas Miller  
Dean, Faculty of Medicine and Dentistry  
University of Alberta

Dear Dr. Miller:

Please accept this letter as an indication of support for the Cardiovascular Translational Science Institute.

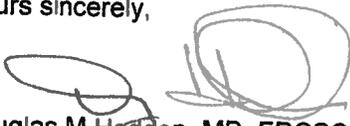
Members of our Department are already significantly involved in all aspects of activities related to the care of cardiovascular disease. We have significant research activities related to cardiovascular disease, most notably but not exclusively, in the area of transplantation. We are also involved with the training of students at all levels; undergraduate, postgraduate medical students and graduate students at the MSc and PhD level.

Through our clinical practices, we are also ideally positioned to be the ones translating new discoveries in to practice.

Our department already has close ties to many other Departments and the development of the TSI will strengthen those ties and open new opportunities.

We look forward to the potential added value of this TSI to our department and will work collaboratively to ensure its success which of course, will be our success as well.

Yours sincerely,



Douglas M Hedden, MD, FRCSC  
Walter Stirling Anderson Professor and Chair;  
Zone Clinical Department Head of Surgery

May 29, 2014

Pediatric & Adult Cardiac Surgeon  
Director & Head, Division of Cardiac Surgery  
Clinical Professor

Dr. Douglas Miller,  
Dean, Faculty of Medicine & Dentistry,  
University of Alberta  
2J2 Walter C Mackenzie Centre  
Edmonton, Alberta  
T6G 2R7

Re: Cardiovascular Translational Science Institute at the University of Alberta

Dear Dr. Miller;

I am writing to express my strong support for the development of the cardiovascular translational science institute. I relocated to the University of Alberta in 2001 due largely to the breadth, depth and overall quality of the cardiovascular team ranging from basic scientists to the clinical services. After my arrival, it became even more clear to myself that there was an amazingly deep well of outstanding scientists, clinicians and clinician scientists present at our university. In the intervening decade, this has only become stronger through key recruitments.

In our own division of cardiac surgery we have gone from having no surgeons with PhDs to three surgeons and one clinical epidemiologist, out of a total of nine surgeons, with PhDs. Two of these four are involved in basic science, two in clinical outcomes studies. I therefore completely agree with the goals of the cardiovascular translational science institute which include connecting researchers and clinicians, training the next generation of cardiovascular clinician scientists and most importantly, positively impacting patients with cardiovascular diseases.

The CTSI will link the numerous basic scientists with the outstanding clinicians we have in our state of the art facility at the Mazankowski Alberta Heart Institute.

This is an exciting development for Edmonton and for all of Alberta.

The division of cardiac surgery completely supports this initiative and is excited to have one of our newest recruits, Dr. Darren Freed, on the executive committee of the planning group. I look forward to seeing this institute develop and evolve and I am certain that it has the potential to make a very positive contribution to cardiovascular research and care in Alberta and beyond.

Kind regards.

Sincerely,



Dr. David B. Ross MD, FRCS  
Pediatric & Adult Cardiac Surgeon  
Divisional Director, Division of Cardiac Surgery,  
Department of Surgery, University of Alberta

May 20, 2014

Dr. D. Douglas Miller  
Dean, Faculty of Medicine & Dentistry,  
University of Alberta  
Edmonton, Alberta

Dear Dr. Miller,

I understand that the University of Alberta's (UofA) Faculty of Medicine & Dentistry and its partners are considering a plan to launch a Cardiovascular Translational Science Institute (CTSI). Since becoming Scientific Director of the CIHR Institute of Circulatory and Respiratory Health (ICRH) in 2010, I have travelled across the country and internationally speaking with leaders in our field and, along with the ICRH, keenly studied the cardiovascular research environment, thus I believe the time is prime for a research enterprise such as the proposed CTSI. Such a development would help leverage the talent already in place at the UofA and serve as a magnet to attract and assure the success of a host of new talent in this important field.

Translational research, in its broadest sense, is more necessary than ever. From basic discovery to applied research, from prevention to treatment, from the individual to populations, the research paradigm has changed and only through collaborative, trans-disciplinary research can we bridge these gaps to address challenges that continue to impact the cardiovascular health of Canadians. Therefore, the ICRH is pleased to see how well the plan for the CTSI aligns with the 2013-2016 ICRH Strategic Plan, in particular, two of our Strategic Priorities (described below) and also with the CIHR Strategy for Patient-Oriented Research.

The CTSI aims to connect people and assets, and to provide the infrastructure to support a critical mass of researchers and programs of outstanding technical and scientific expertise, all of which aligns precisely with the **ICRH Strategic Priority 1 to 'Enhance Capacity, Competitiveness, and Impact through Networking.'**

Importantly, with a focus on translational training/educational programs and a goal to address the challenge of fostering the career path of clinician-scientists, the CTSI will align with **ICRH's Strategic Priority 2 to 'Promote Capacity Building and Early Career Development.'**

As the CIHR Strategy for Patient-Oriented Research (SPOR) champion in Clinical Trials, I have also identified an imminent need to look at new and progressive models for conducting clinical trials that will allow Canadian researchers to lead and collaborate in clinical trials that address the questions of greatest importance to Canadians. Therefore, I fully support the goal of the CTSI to develop a transformative approach to supporting clinical research in Alberta, and most importantly, to create a culture of discovery that is embraced by patients.

Finally, I congratulate the cardiovascular research community at the UofA for engaging partners from across the entire research spectrum; from provincial funding organizations, health charities, local academic institutions and key existing health research Networks. In today's research environments, partnerships are essential and will help keep focus on priorities with the greatest potential for impact.

On behalf of myself and the CIHR Institute of Circulatory and Respiratory Health, I fully support the efforts of the University of Alberta and partners on this innovative undertaking, which will not only address the present challenges, but will help play a key role in driving forward cardiovascular research in Alberta, across Canada and internationally.

I wish you all the best in its future development and look forward to hearing of your progress.

With best regards,



Jean-Lucien Rouleau, MD, FRCPC, FACC  
Scientific Director - CIHR Institute of Circulatory and Respiratory Health (ICRH)

cc: Dr. Gary Lopaschuk  
Dr. Pierre Boyle



UNIVERSITY OF ALBERTA

June 23, 2014

Dean Douglas Miller MBA FRCP CM MD

Dear Doug

Further to our discussions regarding the CTSI I can report we at CVC support the overall goals of the CTSI which are well aligned with our own.

Your plan to engage both Justin Ezekowitz and Finlay McAlister in the detailed planning of this effort is key to our enthusiasm for the project since this will give us an opportunity to revisit the initial proposed themes and together explore the key role of the necessary partners critical to its success.

With kind regards,

A handwritten signature in black ink, appearing to read "P. Armstrong".

Paul W. Armstrong, MD



---

Distinguished University Professor – Medicine (Cardiology)  
Director, Canadian VIGOUR Centre  
2-132 Li Ka Shing Centre for Health Research Innovation Edmonton AB, Canada T6G 2E1  
p. (780) 492-0591 or (800) 707-9098 e. paul.armstrong@ualberta.ca

(For the GFC Academic Planning Committee Meeting of June 25, 2014)

## TRANSLATIONAL SCIENCE INSTITUTES – LETTERS OF SUPPORT SUMMARY

CANCER RESEARCH INSTITUTE OF NORTHERN ALBERTA	NEUROSCIENCE AND MENTAL HEALTH INSTITUTE	CARDIOVASCULAR TRANSLATIONAL SCIENCE INSTITUTE
<b>Internal (UA &amp; FoMD) Letters of Support</b>		
<p><b>Faculty/School Deans</b></p> <ol style="list-style-type: none"> <li>Faculty of Pharmacy and Pharmaceutical Sciences (Dr James Kehrer)</li> <li>Faculty of Sciences (Dr Jonathan Schaeffer)</li> <li>School of Public Health (Dr Kue Young)</li> <li>Faculty of Nursing (Dr Joanne Profetto-McGrath, Acting)</li> <li>Faculty of Agriculture, Life and Environmental Sciences (Dr John Kennelly)</li> <li>Faculty of Physical Education and Recreation (Dr Kerry Mummery)</li> <li>Faculty of Rehabilitation Medicine (Dr Bob Haennel, Acting)</li> </ol> <p><b>Department Chairs (Planning Committee Members)</b></p> <ol style="list-style-type: none"> <li>Dept of Biochemistry, FoMD (Dr Charles Holmes)</li> <li>Dept of Oncology, FoMD (Dr Sandy McEwan)</li> </ol>	<p><b>Faculty/School Deans</b></p> <ol style="list-style-type: none"> <li>Faculty of Science (Dr Jonathan Schaeffer)</li> <li>Faculty of Physical Education and Recreation (Dr Wendy Rodgers; Vice Dean)</li> <li>Faculty of Rehabilitation Medicine (Dr Bob Haennel, Acting)</li> </ol> <p><b>Department Chairs and Centre Directors</b></p> <ol style="list-style-type: none"> <li>Dept of Physiology, FoMD (Dr James Young)</li> <li>Neurochemical Research Unit (Drs Glen Baker and Ian Winship)</li> <li>Peter S. Allen Magnetic Resonance Research Centre (Dr. Christian Beaulieu)</li> <li>Centre for Prions and Protein Folding Disease (Dr David Westaway)</li> <li>Multiple Sclerosis Centre (Dr Christopher Powers)</li> <li>Sensorimotor and Rehabilitation Neuroscience Group (Dr Karim Fouad)</li> </ol>	<p><b>Faculty/School Deans</b></p> <ol style="list-style-type: none"> <li>Faculty of Pharmacy and Pharmaceutical Sciences (Dr James Kehrer)</li> <li>Faculty of Sciences (Dr Jonathan Schaeffer)</li> <li>School of Public Health (Dr Kue Young)</li> <li>Faculty of Nursing (Dr Joanne Profetto-McGrath, Acting)</li> <li>Faculty of Agriculture, Life and Environmental Sciences (Dr John Kennelly)</li> <li>Faculty of Rehabilitation Medicine (Dr Bob Haennel, Acting)</li> </ol> <p><b>Department Chairs</b></p> <ol style="list-style-type: none"> <li>Dept of Medicine, FoMD (Dr Barbara Ballermann)</li> <li>Dept of Pediatrics, FoMD (Dr Susan Gilmour)</li> <li>Dept of Surgery, FoMD (Dr Douglas Hedden)</li> </ol>
<b>External Letters of Support</b>		
<p><b>Institutes (SACRI), Institutions (AIHS, ACF, AHS, JCCC)</b></p> <ol style="list-style-type: none"> <li>Director, Southern Alberta Cancer Research Institute (Dr Gregory Carincross)</li> <li>CEO, Alberta Innovates Health Solutions (Dr Cy Frank)</li> <li>CEO, Alberta Cancer Foundation (Ms Myka Osinchuk)</li> <li>Senior VP and Senior Medical Director, CancerControl Alberta, AHS (Dr Paul Grundy)</li> <li>Director, Clinical/Translational Research, Jonsson Comprehensive Cancer Centre; Executive Director, Translational Research in Oncology (Dr Dennis Slamon)</li> </ol>	<p><b>Institutions (AHS, CDRIN, CIHR)</b></p> <ol style="list-style-type: none"> <li>Senior Provincial Executive Director, SCN in Mental Health and Addiction (Dr Cathy Pryce)</li> <li>Director, Canadian Depression Research and Intervention Network (Dr Zul Merali)</li> <li>Director, CIHR Institute of Neurosciences, Mental Health &amp; Addiction (Dr Anthony Phillips)</li> </ol>	<p><b>Institutes/Centres (MAHI, Libin, VIGOR), Institutions (AIHS, HSF, AHS, CIHR)</b></p> <ol style="list-style-type: none"> <li>Director, Mazankowski Alberta Heart Institute, AHS (Dr Paolo Raggi)</li> <li>Director, Libin Cardiovascular Institute of Alberta, UofC (Dr Todd Anderson)</li> <li>Director, Canadian VIGOUR Centre (Dr Paul Armstrong)</li> <li>CEO, Alberta Innovates Health Solutions (Dr Cy Frank)</li> <li>CEO, Heart and Stroke Foundation of Alberta (Ms Donna Hastings)</li> <li>Senior Medical Director, Cardiovascular Health and Stroke SCN, AHS (Dr Blair O'Neill)</li> <li>Chief of Cardiology, CK Hui Heart Centre, Royal Alexandra Hospital (Dr Randall Williams)</li> <li>Head, Cardiac Surgery, EZ, AHS (Dr David Ross)</li> <li>Director, CIHR Institute of Circulatory and Respiratory Health (Dr Jean Rouleau)</li> </ol>

**OUTLINE OF ISSUE**

Agenda Title: **Faculty of Graduate Studies and Research and Faculty of Business Proposal for a (New) Freestanding For-Credit Post-Master's Certificate in Business Fundamentals**

**Motion:** THAT the GFC Academic Planning Committee recommend to the Board Learning and Discovery Committee the approval of the new freestanding for-credit Post-Master's Certificate in Business Fundamentals, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Business and as set forth in Attachment 1, as amended, for implementation in September, 2015.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Joseph Doucet, Dean, Alberta School of Business; Joan White, Associate Dean, Alberta School of Business
Presenters	Nat Kav, Vice-Chair, GFC Academic Standards Committee (ASC); Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Joan White, Associate Dean, Alberta School of Business
Subject	Freestanding For-Credit Post-Master's Certificate in Business Fundamentals

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To introduce a new Post-Master's freestanding for-credit certificate program in Business Fundamentals.
The Impact of the Proposal is	See 'Purpose'.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	For implementation in September, 2015.
Estimated Cost	See proposed budget.
Sources of Funding	This will be a revenue-generating program.
Notes	The GFC Academic Standards Committee (ASC) will review and be asked to recommend on this proposed certificate program at its June 19, 2014 meeting. Its recommendation will be reported by the Vice-Chair of GFC ASC to GFC APC on June 25.

**Alignment/Compliance**

Alignment with Guiding Documents	<i>Dare to Discover, Dare to Deliver</i> , Faculty of Business Academic Plan
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA)</b>: The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. <b>PSLA</b>: The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and provides that GFC may make recommendations to the Board of Governors on a number of matters including the budget, academic planning, and related matters (Section 26(1)(o)). GFC has thus</p>

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established an Academic Planning Committee (GFC APC), as set out in the GFC APC Bylaws.

3. **UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

4. **UAPPOL Admissions Procedure:**

**“PROCEDURE**

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

5. **UAPPOL Academic Standing Policy:** “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the *University Calendar*.”

6. **UAPPOL Academic Standing Regulations Procedures:** “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with

other individuals and offices.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”

**7. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):** “GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC). (GFC 31 MAY 2005) (EXEC 12 JAN 2009)” (3.G.).

**8. GFC Academic Planning Committee (APC) Terms of Reference (Mandate):** Following GFC ASC’s recommendation to GFC APC, APC’s *Mandate* states: “Where additional funding and/or space is required to support the offering of a proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) the certificate required Government approval, ASC would provide a recommendation on the (proposed) initiative to APC. APC, in turn, would have the GFC delegated authority to give final approval for the proposal in those cases where Government approval of the certificate is not required; in cases where Government approval is required, APC would provide recommendation on the proposal to the Board of Governors (or delegate body). (GFC 31 MAY 2005). (3.8.d.)

**9. Board Learning and Discovery Committee (BLDC) Terms of Reference:** “[...]”

### 3. MANDATE OF THE COMMITTEE

Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall:  
[...]

c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters[.]  
[...]

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**Routing** (Include meeting dates)

<p>Consultative Route (parties who have seen the proposal and in what capacity)</p>	<p>Alberta School of Business  Cost-recovery proposals are to be reviewed by the Registrar's Advisory Committee on Fees (RACF), with any recommendation on the cost-recovery component of the proposal to be forwarded to the Provost and Vice-President (Academic) for final approval.</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty of Graduate Studies and Research Council (May, 2014) – for recommendation; GFC Academic Standards Committee (June 19, 2014) – for recommendation; GFC Academic Planning Committee (June 25, 2014) – for recommendation; Board Learning and Discovery Committee (September 29, 2014) – for final approval</p>
<p>Final Approver</p>	<p>Board Learning and Discovery Committee</p>

Attachments:

- Attachment 1 (pages 1 – 11) - Faculty of Graduate Studies and Research and Faculty of Business Proposal for a (New) Freestanding For-Credit Post-Master's Certificate in Business Fundamentals

*Prepared by:* Kathleen Brough, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) ([kathleen.brough@ualberta.ca](mailto:kathleen.brough@ualberta.ca))

**Program Approval Template  
Free-Standing Credit Certificates and Diplomas**

This template is to be used for proposals calling for the establishment of new University of Alberta free-standing credit certificates and diplomas. Free-standing credit certificates and diplomas are not offered as a part of any degree program at the University of Alberta. Students in free-standing credit certificate and diploma programs are not required to be current University of Alberta students in order to gain admission. (Example: Certificate in Stroke Rehabilitation offered by the Faculty of Rehabilitation Medicine)

Governance: Free-standing credit certificates and diplomas are approved by the following route: Faculty Council, GFC Academic Standards Committee (ASC) Sub-committee on Standards (SOS), GFC ASC, GFC APC and the Minister of Advanced Education and Technology.

All free-standing credit certificate and diploma programs at the University of Alberta have a cost-recovery fee structure. Proposed fees are approved by the Provost and Vice-President (Academic) after review by the Registrar's Advisory Committee on Fees (RACF). This approval process is separate from the program approval process outlined above.

<b>Section A: Basics</b>		
<b>Program Name</b>	Post-Master's Certificate in Business Fundamentals	
<b>Credential</b> Select one. (See definitions below)	<input type="checkbox"/> University Certificate (Admission requirement: high school) <input type="checkbox"/> University Certificate (Admission requirement: baccalaureate degree) <input type="checkbox"/> University Diploma (Admission requirement: high school) <input type="checkbox"/> University Diploma (Admission requirement: baccalaureate degree) <input type="checkbox"/> Post-Baccalaureate Certificate <input checked="" type="checkbox"/> Post-Master's Certificate <input type="checkbox"/> Post-Doctoral Certificate	
<b>Sponsoring Faculty/ Academic Unit</b>	Alberta School of Business, University of Alberta. Graduate programs are offered through the Faculty of Graduate Studies and Research, University of Alberta.	
<b>Contact information</b>	Name and Title	Dr. Joan White, Associate Dean, MBA Programs, Alberta School of Business
	Phone	780 492-5412
	Email	jwhite@ualberta.ca
<b>Institution(s)</b> If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.	University of Alberta	
<b>Program length – years</b>	Four *3 graduate level courses (12 credits), typically completed over two years	
<b>Program Synopsis</b> Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	The Post-Master's Certificate Program in Business Fundamentals is based on a subset of core business courses delivered in the MBA Program. The certificate program is aimed at doctoral students at the University of Alberta to provide students with a toolkit of core business foundations. The certificate program may cover a variety of topics, including a basic introduction to the accounting framework and "the language of business," examining the role of marketing in business practice, developing a sustainable differential advantage, understanding decision making practices, effective promotion, effective management of people, communication skills (oral, written and presentation skills), leadership skills	

	<p>(decision making and strategic thinking), knowledge management (creativity and innovation, critical thinking), interpersonal skills, change management, and organization awareness and understanding.</p> <p>The Certificate consists of a total of 12 credits, 3 required courses (Financial Accounting, Managing People, and Marketing) and one elective chosen from a set list (Introductory Finance, Management Accounting or Leadership Skills).</p> <p>The certificate program would be of potential interest to those students for whom knowledge of business foundations would supplement their thesis research, for those working or supervising others in a lab, as well as doctoral students writing grant proposals. The certificate program would provide students with knowledge that could bridge the gap between highly specialized training and career opportunities that require business knowledge. Graduates of the certificate program have the opportunity to apply the certificate courses toward completion of an MBA degree.</p>
<p><b>Provider Comments</b> Include information about brokering arrangements, status of program accreditation or approval by an outside body, etc.</p>	<p>The Alberta School of Business is an AACSB (Association to Advance Collegiate Schools of Business) accredited institution.</p>
<p><b>Section B: Detailed System Coordination Analysis</b></p>	
<p><b>Relationship to existing programs at the institution</b> How does the proposed program fit with other programs at the institution, in terms of program type, student mix, and instructional expertise? What are the anticipated impacts (positive or negative) on existing programs?</p>	<p>The Post-Master's Certificate in Business Fundamentals complements doctoral programs. The certificate courses are currently taught in the MBA program as part of the core MBA courses. Certificate students would integrate with MBA students to provide a dynamic, interactive environment which would blend theory with hands-on participation and solution-driven application. The exchange of scientific and technical knowledge with business fundamentals and applications would be of significant benefit for doctoral students and MBA students alike.</p>
<p><b>Similarity or relationship to other programs</b> How does the program fit within Alberta's post-secondary system? Which programs does it complement/compete with? If there is duplication, how is it warranted? What are the laddering opportunities to/from the program? What features make the program unique?</p>	<p>This certificate program is unique in Alberta. There are very few certificate programs targeted to doctoral students that span business foundations. The certificate program provides enhanced opportunities for doctoral students in both an academic and non-academic environment.</p> <p>The certificate builds on the strengths of the core courses in the MBA Program. Students completing the certificate program have the option to apply the certificate credits toward completion of an MBA degree.</p>
<p><b>Consultation with other Alberta institutions offering similar programs</b> What consultations have taken place with institutions that offer similar programs or that may be affected by the implementation of the program? What are the potential student transfer arrangements?</p>	<p>N/A</p>
<p><b>What alternatives exist and why is this proposal the best strategy for the system?</b></p>	<p>This certificate program builds on a subset of the core business foundation courses in the MBA Program. The program is using existing resources. The benefit to students completing the certificate program is in being part of a planned program</p>

<p>Why is a new program being developed rather than brokering or expanding an existing program? How will the system benefit from establishing the proposed program?</p>	<p>with academic credentials, and in the knowledge and knowledge transfer possibilities due to the integration of students.</p>
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<b>Section C: Marketability Assessment</b>	
<p><b>Results of student demand analysis</b> What steps have been taken to assess student demand (Application Submission Initiative data; student inquiries, surveys, wait lists, etc.)? What are the qualitative/quantitative results? What is the institution's plan for student recruitment and selection?</p>	<p>Each year, between 5 and 10% of students applying to an MBA Program have completed a PhD and indicate their desire to add business acumen to their skill set. When funding has been available, up to 20% of the incoming full-time MBA student class have been recent PhD graduates. Many students have indicated that they would have welcomed the opportunity to complete the certificate program while completing their doctoral studies. There were also many applicants who were not successful in gaining funding for the full MBA program who indicated that they would have welcomed the opportunity to complete business courses. Information about the certificate program would be linked to all relevant faculties on the website.</p>
<p><b>Results of economic demand analysis</b> What steps have been taken to assess regional, provincial and national labour market demand (employer surveys, job ads, labour market statistics, etc.)? What are the qualitative/quantitative results? If the program does not lead directly to employment, what are the long-term economic benefits for graduates?</p>	<p>PhD graduates who went on to complete a general MBA program have done well in the employment market. Graduates have found rewarding careers, integrating specialized knowledge and training with business foundations. The certificate program provides doctoral graduates with opportunities beyond an academic career.</p>
<p><b>Evidence of support from industry, employers, professional organizations, other institutions</b> Which employers, professional associations, regulatory bodies and institutions were consulted, and which of them will be submitting letters in support of the program? If work experience is part of the program, which employers are willing to provide placements?</p>	<p>Individuals with PhDs who have completed the MBA Program have been successful in careers spanning both their specialized training and business skills.</p>

<b>Section D: Demonstration of Financial Viability</b>	
<p><b>Annual Budget and funding sources</b> Provide detailed budget information in the Funding section. If necessary, use this section to include additional information.</p>	<p>Budget information is attached. In the initial years, when enrollments are building, excess capacity in current MBA courses will be used to fulfill demand for some courses.</p>
<p><b>Anticipated impact on internal resources</b></p>	<p>Library resources are already in place. The Library Impact Statement is attached. There will be initial start-up costs until the program is in steady state at which time</p>

<p>If institutional resources will be a source of revenue, what is the source of funding (e.g.: fundraising, re-allocation)? What will the impact be on other programs and service areas (e.g.: student services, library, facilities)?</p>	<p>the certificate will not require additional resources as tuition revenue will cover costs.</p>
<p><b>Anticipated financial impact on students and Students Finance</b>  How does the tuition fee compare with similar programs at the institution and across the system?  What is the anticipated percentage of students who will seek SF support?</p>	<p>The proposed cost per course, \$1625, is similar to the cost of an MBA graduate course.</p>

<p><b>Section E: Additional Questions – University of Alberta</b></p>	
<p><b>Vision and Academic Plan</b>  How does the proposed program connect to the University’s vision <i>Dare to Discover</i>? How does the program further the University’s Academic Plan?</p>	<p>The proposed certificate program is consistent with the University’s vision <i>Dare to Discover</i> in that it provides students with a transformative experience. The certificate program provides individuals with the knowledge and skills to strive for excellence in either an academic and non-academic career.</p>
<p><b>Consultation</b>  Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.</p>	<p>Consultations have taken place the Office of the Registrar, the Graduate Students Association, members of FGSR Council.</p>

<p><b>Appendices</b></p>	
<p><b>Appendix A – curriculum and program structure</b>  List course names, numbers, credits/hours; practicum credits/hours; course descriptions; and total instructional hours. Include draft content for the University Calendar.</p>	
<p><b>Appendix B – other</b>  Include any additional information in support of the proposal including the Library Impact Statement and letters of support.</p>	

**Enrolment**

List proposed enrolment data. If program implementation will occur over a number of years, provide data for each year up to full implementation. If part-time students are anticipated, convert part-time enrolments and include in full-time enrolment projections.

<b>Proposed Enrolment</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Annual Ongoing</b>
<b>• Total Part-Time head count</b>	10	25	30	30	30
• Part-Time Year 1	10	15	15	15	15
• Part-Time Year 2		10	15	15	15
• Part-Time Year 3					
• Part-Time Year 4					
<b>• Total FLE</b>	3	8	10	10	10
• FLE Year 1		5	5	5	
• FLE Year 2		3	5	5	
• FLE Year 3					
• FLE Year 4					
<b>• Anticipated Number of Graduates</b>	0	15	15	15	15
<b>Provider Comments</b> Provide clarification of or additional information about the data in the enrolment table.					

### **Funding**

Provide the program budget, including the applicable sources of revenue. If program implementation will occur over a number of years, provide data for each year up to full implementation. All free-standing credit certificates and diplomas at the University of Alberta have a cost-recovery fee structure so the program budget should include the anticipated student fee. Note that the fees are approved by the Provost and Vice-President (Academic) after review by the Registrar's Advisory Committee on Fees (RACF).

APPENDIX A:

**Post-Master's Certificate in Business Fundamentals Program Requirements**

The Post-Master's Certificate in Business Fundamentals consists of 12 credits, as follows:

Required courses (9 credits):

**\*3 - ACCTG 501 - Introduction to Financial Reporting and Analysis**

Accounting information's role in recording and reporting on economic and business events including the primary financial statements: balance sheet, income statement, and cash flow. Concepts and purposes underlying financial reporting. Selection of accounting policies and their informational effects for external users. The course begins to develop students' abilities to evaluate and interpret financial information through basic financial analysis.

**\*3 - MARK 502 - Principles of Marketing Management**

This course commences with an examination of core marketing concepts, including strategic marketing planning, segmentation and the marketing mix (product, price, place, and promotion) and the integration of these concepts into a marketing plan. Specific focus is then provided to developing pragmatic skills regarding marketing effectiveness.

**\*3 - SMO 500 - Managing People**

Introduces students to organizational behaviour (OB) and human resource management (HRM), and how to generate energy and commitment in employees. Examines options relevant to staffing, performance management, reward systems, leadership, motivation, decision making, communication, labour relations, and current issues in the field of management.

Elective courses (one course chosen from a set list) (3 credits):

**\*3 - ACCTG 523 - Accounting Information and Internal Decision Making**

Accounting concepts used by managers in planning and decision-making. The course introduces concepts of cost and profit behaviour, contribution margin, and activity-based costing, as well as relevant costs and revenues for production, marketing and capital budgeting decisions. The course also introduces students to the management planning and control system and its components - budgets, variance analysis, performance evaluation in centralized and decentralized organizations, and management compensation plans. The importance of designing a system to fit the organizations' strategy is emphasized.

**\*3 - FIN 501 - Managerial Finance**

Fundamental concepts in asset valuation are discussed within the context of simple asset pricing models and efficient financial markets. This course introduces the valuation of financial assets such as bonds and stocks. Further topics include the issuing of financial securities, leverage, dividend policy, cash management, and derivative securities.

**\*3 - SMO 652 - Leadership Skills**

The purpose of this course is to increase the student's understanding of leadership roles and skill in exercising those roles. These include team building, mentoring, managing conflict, delegating, managing participative decision making, creative problem solving, and time and stress management.

**DRAFT University Calendar Description:**

**205.9.XX Post-Master's Certificate in Business Fundamentals**

The Post-Master's Certificate in Business Fundamentals is a free-standing certificate program targeted to doctoral students at the University of Alberta and would be of potential interest to those students for whom knowledge of business foundations would supplement their thesis research, for those working or supervising others in a lab, as well as doctoral students writing grant proposals. The certificate program would provide students with knowledge that could bridge the gap between highly specialized training and career opportunities that require business knowledge. Graduates of the certificate program have the opportunity to apply the certificate courses toward completion of an MBA degree. The certificate consists of a total of 12 credits, 3 required courses and one elective course chosen from a set list.

Doctoral students and post-doctoral fellows at the University of Alberta may apply to pursue the Post-Master's Certificate in Business Fundamentals. Admission decisions will be made by the MBA Program Office on the basis of the student's letter of intent and letter of support from their academic advisor.

**Certificate Requirements**

Students are required to complete the following requirements:

- (1) ★9 required courses
- (2) One ★3 elective course from a set list.

Students will be required to achieve a cumulative GPA of 2.7 and upon completion of the above certificate requirements, will receive the Post-Master's Certificate in Business Fundamentals.

**Length of Program**

Students enrolled in the Post-Master's Certificate in Business Fundamentals will typically complete the requirements over two years. Students must complete all certificate requirements within four years.

APPENDIX B:

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Total Number of Students Enrolled <sup>1</sup>	10	25	30
Course Tuition	\$1250	\$1250	\$1250
Non-Instructional Fees (estimate) <sup>2</sup>	375	375	375
<b>Total Revenue</b>	<b>\$32,500</b>	<b>\$81,250</b>	<b>\$97,500</b>
Revenue (tuition less non-instructional fees)	25,000	62,500	75,000
University Overhead @ 15%	(4,875)	(12,188)	(14,625)
<b>Net Revenue</b>	<b>20,125</b>	<b>50,312</b>	<b>60,375</b>
<b>Expenses</b>			
Recruitment	10,000	5,000	5,000
Program Delivery <sup>3</sup>	--	20,000	20,000
Program Administration <sup>4</sup>	10,000	10,000	10,000
<b>Total Expenses</b>	<b>20,000</b>	<b>35,000</b>	<b>35,000</b>
<b>Net Surplus/(Deficit)</b>	<b>\$125</b>	<b>\$15,312</b>	<b>\$25,375</b>

Notes:

<sup>1</sup>It is anticipated that students would complete two courses each year.

<sup>2</sup> 2013-14 instructional fees are used

<sup>3</sup> Existing course capacity will be used for the first year

<sup>4</sup> Support staff, .15

## Credit Certificate and Diploma Framework

The information contained below is taken from the Advanced Education and Technology Post-Degree Credit Certificate and Diploma Framework.

<b>Credential</b>	<b>Minimum Credits</b>	<b>Admission</b>	<b>Intent</b>
University Certificate	30	High School	<ul style="list-style-type: none"> <li>• An individual would like to acquire skills and experience at the undergraduate level.</li> <li>• Intent of the credential is to recognize a general understanding of the subject matter that defines a discipline or specialization, and the credential may ladder to an undergraduate diploma or an undergraduate degree.</li> </ul>
University Certificate	15	Bachelor's Degree	<ul style="list-style-type: none"> <li>• An individual may require skills and expertise at the undergraduate level; for example, a teacher wanting to learn a language.</li> <li>• Intent of the credential is to recognize a basic level of education in the discipline, and the credential may ladder to an undergraduate diploma or a second baccalaureate degree.</li> </ul>
University Diploma	60	High School	<ul style="list-style-type: none"> <li>• An individual would like to acquire skills and expertise at the undergraduate level.</li> <li>• Intent of the credential is to recognize an intermediate level of education in the discipline or specialization, and the credential may ladder to a baccalaureate degree.</li> </ul>
University Diploma	30	Bachelor's degree	<ul style="list-style-type: none"> <li>• An individual may require skills and expertise at the undergraduate level; for example, a teacher wanting to learn a language.</li> <li>• Intent of the credential is to recognize an intermediate level of education in the discipline, and the credential may ladder to a second baccalaureate degree.</li> </ul>
Post-Baccalaureate Certificate	9	Bachelor's Degree	<ul style="list-style-type: none"> <li>• An individual would like to pursue graduate-level coursework, without committing to a master's degree.</li> <li>• Intent of the credential is to recognize specialized education in the discipline, and the credential may ladder to a post-baccalaureate diploma or master's degree.</li> </ul>
Post-Master's Certificate	9	Master's degree	<ul style="list-style-type: none"> <li>• An individual would like to pursue graduate-level coursework, without committing to a doctoral degree.</li> <li>• Intent of the credential is to recognize specialized education in the discipline,</li> </ul>

			and the credential may ladder to a post-master's diploma or doctoral degree.
Post-Doctoral Certificate	9	Doctoral degree	<ul style="list-style-type: none"> <li>• An individual would like to pursue doctoral-level coursework.</li> <li>• Intent of the credential is to recognize specialized education in the discipline, and the credential may ladder to a post-doctoral diploma.</li> </ul>

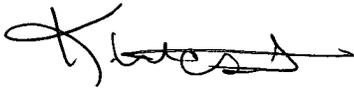
## NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT

### Proposal Graduate Certificate in Business Fundamentals

The School of Business is proposing a certificate programme in business fundamentals for doctoral students at the University of Alberta. The program will provide students from other faculties across campus with some basic business knowledge. Students will take 4 courses which are currently taught in the MBA program (i.e. no new courses are being developed for the program). At full implementation 40 students are expected in the program. Associate Dean MBA Programmes, Joan White, has indicated that the students will be enrolled in existing classes. In the future the School may need to add additional sections of existing courses depending upon enrollment in the MBA and Certificate programmes. The School anticipates that students will complete two courses a year.

The University of Alberta Libraries is currently supporting these courses and we do not anticipate additional resources being required.

Submitted by:



Kathy West  
Head, Winspear Business Library

Date: *March 7/14*

Signed by:



Gerald Beasley  
Vice-Provost and Chief Librarian

*March 17, 2014*

Date:

**OUTLINE OF ISSUE**

Agenda Title: **Faculty of Graduate Studies and Research and Faculty of Business Proposal for a (New) Freestanding For-Credit Post-Master’s Certificate in Innovation and Entrepreneurship**

**Motion:** THAT the GFC Academic Planning Committee recommend to the Board Learning and Discovery Committee the approval of the new freestanding for-credit Post-Master’s Certificate in Innovation and Entrepreneurship, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Business and as set forth in Attachment 1, for implementation in September, 2015.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Joseph Doucet, Dean, Alberta School of Business; Joan White, Associate Dean, Alberta School of Business
Presenters	Nat Kav, Vice-Chair, GFC Academic Standards Committee (ASC); Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Joan White, Associate Dean, Alberta School of Business
Subject	Freestanding For-Credit Post-Master’s Certificate in Innovation and Entrepreneurship

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To introduce a new Post-Master’s freestanding for-credit certificate program in Innovation and Entrepreneurship.
The Impact of the Proposal is	See ‘Purpose’.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	For implementation in September, 2015.
Estimated Cost	See proposed budget.
Sources of Funding	This will be a revenue-generating program.
Notes	The GFC Academic Standards Committee (ASC) will review and be asked to recommend on this proposed certificate program at its June 19, 2014 meeting. Its recommendation will be reported by the Vice-Chair of GFC ASC to GFC APC on June 25.

**Alignment/Compliance**

Alignment with Guiding Documents	<i>Dare to Discover, Dare to Deliver, Faculty of Business Academic Plan</i>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. <b>PSLA:</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and provides that GFC may make recommendations to the Board of Governors on a number of matters including the budget, academic planning, and related matters (Section 26(1)(o)). GFC has thus</p>

established an Academic Planning Committee (GFC APC), as set out in the GFC APC Bylaws.

3. **UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the *University Calendar*. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the *University Calendar*.

The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

4. **UAPPOL Admissions Procedure:**

**“PROCEDURE**

1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

5. **UAPPOL Academic Standing Policy:** “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the *University Calendar*.”

6. **UAPPOL Academic Standing Regulations Procedures:** “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with

other individuals and offices.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”

**7. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):** “GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC). (GFC 31 MAY 2005) (EXEC 12 JAN 2009)” (3.G.).

**8. GFC Academic Planning Committee (APC) Terms of Reference (Mandate):** Following GFC ASC’s recommendation to GFC APC, APC’s *Mandate* states: “Where additional funding and/or space is required to support the offering of a proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) the certificate required Government approval, ASC would provide a recommendation on the (proposed) initiative to APC. APC, in turn, would have the GFC delegated authority to give final approval for the proposal in those cases where Government approval of the certificate is not required; in cases where Government approval is required, APC would provide recommendation on the proposal to the Board of Governors (or delegate body). (GFC 31 MAY 2005). (3.8.d.)

**9. Board Learning and Discovery Committee (BLDC) Terms of Reference:** “[...]”

### 3. MANDATE OF THE COMMITTEE

Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall:  
[...]

c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters[.]  
[...]

**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Alberta School of Business  Cost-recovery proposals are to be reviewed by the Registrar's Advisory Committee on Fees (RACF), with any recommendation on the cost-recovery component of the proposal to be forwarded to the Provost and Vice-President (Academic) for final approval.
Approval Route (Governance) (including meeting dates)	Faculty of Graduate Studies and Research Council (May, 2014) – for recommendation; GFC Academic Standards Committee (June 19, 2014) – for recommendation; GFC Academic Planning Committee (June 25, 2014) – for recommendation; Board Learning and Discovery Committee (September 29, 2014) – for final approval
Final Approver	Board Learning and Discovery Committee

Attachments:

- Attachment 1 (pages 1 – 11) - Faculty of Graduate Studies and Research and Faculty of Business Proposal for a (New) Freestanding For-Credit Post-Master's Certificate in Innovation and Entrepreneurship

*Prepared by:* Kathleen Brough, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) ([kathleen.brough@ualberta.ca](mailto:kathleen.brough@ualberta.ca))

**Program Approval Template  
Free-Standing Credit Certificates and Diplomas**

This template is to be used for proposals calling for the establishment of new University of Alberta free-standing credit certificates and diplomas. Free-standing credit certificates and diplomas are not offered as a part of any degree program at the University of Alberta. Students in free-standing credit certificate and diploma programs are not required to be current University of Alberta students in order to gain admission. (Example: Certificate in Stroke Rehabilitation offered by the Faculty of Rehabilitation Medicine)

Governance: Free-standing credit certificates and diplomas are approved by the following route: Faculty Council, GFC Academic Standards Committee (ASC) Sub-committee on Standards (SOS), GFC ASC, GFC APC and the Minister of Advanced Education and Technology.

All free-standing credit certificate and diploma programs at the University of Alberta have a cost-recovery fee structure. Proposed fees are approved by the Provost and Vice-President (Academic) after review by the Registrar's Advisory Committee on Fees (RACF). This approval process is separate from the program approval process outlined above.

<b>Section A: Basics</b>		
<b>Program Name</b>	Post-Master's Certificate in Innovation and Entrepreneurship	
<b>Credential</b> Select one. (See definitions below)	<input type="checkbox"/> University Certificate (Admission requirement: high school) <input type="checkbox"/> University Certificate (Admission requirement: baccalaureate degree) <input type="checkbox"/> University Diploma (Admission requirement: high school) <input type="checkbox"/> University Diploma (Admission requirement: baccalaureate degree) <input type="checkbox"/> Post-Baccalaureate Certificate <input checked="" type="checkbox"/> Post-Master's Certificate <input type="checkbox"/> Post-Doctoral Certificate	
<b>Sponsoring Faculty/ Academic Unit</b>	Alberta School of Business, University of Alberta. Graduate programs are offered through the Faculty of Graduate Studies and Research, University of Alberta.	
<b>Contact information</b>	Name and Title	Dr. Joan White, Associate Dean, MBA Programs, Alberta School of Business
	Phone	780 492-5412
	Email	jwhite@ualberta.ca
<b>Institution(s)</b> If multiple institutions are involved, specify the nature of the collaboration. Identify which institution(s) will award the credential.	University of Alberta	
<b>Program length – years</b>	Four *3 graduate level courses (12 credits), typically completed over two years	
<b>Program Synopsis</b> Describe the program. Include curriculum content, target student group, target employment, further education options, etc.	The Post-Master's Certificate Program in Innovation and Entrepreneurship is based on our MBA Specialization in Innovation and Entrepreneurship in which students gain the competencies to manage technology innovation and commercialization processes as well as to generate business plans and ideas. The certificate program focuses on innovation management, from idea generation through feasibility studies all the way to market launch. The program focusses on knowledge and skill development in the areas of identifying opportunities, facilitating innovation and development, managing intellectual property, understanding innovation systems and processes, and building new organizations and markets. The certificate would	

	<p>consist of a total of 12 credits, 2 required courses (Strategic Management of Innovation &amp; Entrepreneurship, New Venture Creation) and two elective courses chosen from a set list (From Science to Business: Translational and Entrepreneurial Challenges, Technology Commercialization, Knowledge and Organizations, Venture Capital, Clean Technology, Intellectual Property Law and Commercialization, Fundamentals of Marketing Management, Marketing Research). The certificate is targeted primarily to doctoral students and post doctoral fellows (PDFs), and would be of particular interest to students in the Faculties of Science, Engineering, Medicine and Dentistry, Pharmacy and Pharmaceutical Sciences, Nursing, Rehabilitation Medicine, and Agricultural, Life and Environmental Sciences. Whether a graduate continues in academia or pursues an entrepreneurial opportunity, this certificate program would provide graduates with the foundation to commercialize new ventures or technologies. Graduates of the certificate program have the opportunity to apply the certificate courses toward completion of an MBA degree.</p>
<p><b>Provider Comments</b> Include information about brokering arrangements, status of program accreditation or approval by an outside body, etc.</p>	<p>The Alberta School of Business is an AACSB (Association to Advance Collegiate Schools of Business) accredited institution.</p>
<p><b>Section B: Detailed System Coordination Analysis</b></p>	
<p><b>Relationship to existing programs at the institution</b> How does the proposed program fit with other programs at the institution, in terms of program type, student mix, and instructional expertise? What are the anticipated impacts (positive or negative) on existing programs?</p>	<p>The Post-Master’s Certificate in Innovation and Entrepreneurship complements doctoral programs and post-doctoral training. The certificate courses are currently taught in the MBA program as part of the Innovation and Entrepreneurship Specialization. Certificate students would integrate with MBA students to provide a dynamic, interactive environment which would blend theory with hands-on participation and solution-driven innovation. The exchange of scientific and technical knowledge with business fundamentals and applications would be of significant benefit for doctoral students, PDFs and MBA students. The certificate program has the potential to attract strong doctoral and PDF candidates to the University of Alberta.</p>
<p><b>Similarity or relationship to other programs</b> How does the program fit within Alberta’s post-secondary system? Which programs does it complement/compete with? If there is duplication, how is it warranted? What are the laddering opportunities to/from the program? What features make the program unique?</p>	<p>This certificate program is unique in Alberta. A number of institutions in Canada and the US offer certificate programs in innovation and/or entrepreneurship, most often at the professional development level. Only a handful of programs, such as the University of California at Davis’ Business Development Certificate program, target doctoral students. This certificate program provides enhanced opportunities for PDFs and doctoral students in both an academic and non-academic environment.</p> <p>The certificate builds on the strengths of the Innovation and Entrepreneurship MBA Specialization. Students completing the certificate program have the option to apply the certificate credits toward completion of an MBA degree.</p>
<p><b>Consultation with other Alberta institutions offering similar programs</b> What consultations have taken place with institutions that offer similar programs or that may be affected by the implementation of the program? What are the potential student transfer arrangements?</p>	<p>N/A</p>

<p><b>What alternatives exist and why is this proposal the best strategy for the system?</b>  Why is a new program being developed rather than brokering or expanding an existing program?  How will the system benefit from establishing the proposed program?</p>	<p>This certificate program builds on the Innovation and Entrepreneurship MBA Specialization. The program is using existing resources. The benefit to students completing the certificate program is in being part of a planned program with academic credentials, and in the knowledge and knowledge transfer possibilities due to the integration of students.</p>
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<p><b>Section C: Marketability Assessment</b></p>	
<p><b>Results of student demand analysis</b>  What steps have been taken to assess student demand (Application Submission Initiative data; student inquiries, surveys, wait lists, etc.)? What are the qualitative/ quantitative results? What is the institution’s plan for student recruitment and selection?</p>	<p>When funding has been available, up to 20% of the incoming full-time MBA student class have been science PhD graduates who wanted to complete the Technology Commercialization specialization (now renamed Innovation and Entrepreneurship). Many students have indicated that they would have welcomed the opportunity to complete the certificate program while completing their doctoral studies. There were also many applicants who were not successful in gaining funding for the full MBA program who indicated that they would have welcomed the opportunity to complete the specialization courses that are included in the certificate program.</p> <p>This certificate program also provides the University of Alberta with an opportunity to attract exceptional doctoral and PDF candidates to the institution.</p> <p>For recruitment, information about the certificate program could be linked to all relevant faculties on the website. It is anticipated that demand would build over time with word of mouth helping to build demand. Graduate coordinators in the various faculties listed above may also provide information to prospective students and PDFs to help encourage strong individuals to come to the University of Alberta.</p>
<p><b>Results of economic demand analysis</b>  What steps have been taken to assess regional, provincial and national labour market demand (employer surveys, job ads, labour market statistics, etc.)? What are the qualitative/ quantitative results? If the program does not lead directly to employment, what are the long-term economic benefits for graduates?</p>	<p>PhD graduates who went on to complete an MBA with a specialization in Technology Commercialization have done exceptionally well in the employment market, in a wide range of opportunities. Graduates have found rewarding careers, integrating science knowledge and training with innovation and commercialization expertise. The certificate program provides doctoral graduates with opportunities beyond an academic career.</p>
<p><b>Evidence of support from industry, employers, professional organizations, other institutions</b>  Which employers, professional associations, regulatory bodies and institutions were consulted, and which of them will be submitting letters in support of the program? If work experience is part of the program, which employers are willing to provide placements?</p>	<p>Individuals with science-based PhDs who have completed the Technology Commercialization MBA Specialization have been successful in careers spanning both their technical and entrepreneurial skills.</p>

<b>Section D: Demonstration of Financial Viability</b>	
<p><b>Annual Budget and funding sources</b> Provide detailed budget information in the Funding section. If necessary, use this section to include additional information.</p>	Budget information is attached. In the initial years, when enrollments are building, excess capacity in current MBA courses will be used to fulfill demand for some courses.
<p><b>Anticipated impact on internal resources</b> If institutional resources will be a source of revenue, what is the source of funding (e.g.: fundraising, re-allocation)? What will the impact be on other programs and service areas (e.g.: student services, library, facilities)?</p>	Library resources are already in place. The Library Impact Statement is attached. There will be some initial start-up costs until the program is in steady state at which time the certificate will not require additional resources as tuition revenue will cover costs.
<p><b>Anticipated financial impact on students and Students Finance</b> How does the tuition fee compare with similar programs at the institution and across the system? What is the anticipated percentage of students who will seek SF support?</p>	The proposed cost per course, \$1625, is similar to the cost of an MBA graduate course.

<b>Section E: Additional Questions – University of Alberta</b>	
<p><b>Vision and Academic Plan</b> How does the proposed program connect to the University's vision <i>Dare to Discover</i>? How does the program further the University's Academic Plan?</p>	The proposed certificate program is consistent with the University's vision <i>Dare to Discover</i> in that it provides students and PDFs with a transformative experience. The certificate program provides individuals with the knowledge and skills to strive for excellence in innovation and entrepreneurial opportunities.
<p><b>Consultation</b> Describe any consultation and/or potential impacts on service units of the University, including the Office of the Registrar and Student Awards, Academic Information and Communication Technologies (AICT), Library Administration, Facilities and Operations, Student Services, etc.</p>	Extensive consultations have taken place with the Office of the Vice President Research. Discussions have also taken place with the Office of the Registrar, the Graduate Students Association, and members of FGSR Council. A Library Impact Statement is attached.

<b>Appendices</b>	
<p><b>Appendix A – curriculum and program structure</b> List course names, numbers, credits/hours; practicum</p>	

credits/hours; course descriptions; and total instructional hours. Include draft content for the University Calendar.	
<b>Appendix B – other</b> Include any additional information in support of the proposal including the Library Impact Statement and letters of support.	

### Enrolment

List proposed enrolment data. If program implementation will occur over a number of years, provide data for each year up to full implementation. If part-time students are anticipated, convert part-time enrolments and include in full-time enrolment projections.

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Annual Ongoing
• <b>Total Part-Time head count</b>	10	25	30	30	30
• <b>Part-Time Year 1</b>	10	15	15	15	15
• <b>Part-Time Year 2</b>		10	15	15	15
• <b>Part-Time Year 3</b>					
• <b>Part-Time Year 4</b>					
• <b>Total FLE</b>	3	8	10	10	10
• <b>FLE Year 1</b>		5	5	5	5
• <b>FLE Year 2</b>		3	5	5	5
• <b>FLE Year 3</b>					
• <b>FLE Year 4</b>					
• <b>Anticipated Number of Graduates</b>	0	10	15	15	15
<b>Provider Comments</b> Provide clarification of or additional information about the data in the enrolment table.					

### Funding

Provide the program budget, including the applicable sources of revenue. If program implementation will occur over a number of years, provide data for each year up to full implementation. All free-standing credit certificates and diplomas at the University of Alberta have a cost-recovery fee structure so the program budget should include the anticipated student fee. Note that the fees are approved by the Provost and Vice-President (Academic) after review by the Registrar's Advisory Committee on Fees (RACF).

## APPENDIX A:

### **Post-Master's Certificate in Innovation and Entrepreneurship Program Requirements**

The Post-Master's Certificate in Innovation and Entrepreneurship consists of 12 credits, as follows:

Required courses (6 credits):

**\*3 - SMO 659 - The Strategic Management of Innovation and Entrepreneurship**

This course addresses business principles at the interface of organization and technological change. It is intended for future managers and entrepreneurs, and provides the strategic frameworks needed to manage and profit from technological innovation. This course is designed in three parts, starting with an examination of innovation in the context of historical patterns of technological change. Second, it will address the organizational challenges in creating and managing innovation. To close, the course will integrate this knowledge and introduce strategies for commercialization and business development. Case studies and a final project will create opportunities to apply the frameworks.

**\*3 - SMO 631 - New Venture Creation and Organization**

This course concentrates on the development of a new enterprise and the management of an existing small business. Casework and projects enable students to assess the opportunities, risks, and capabilities necessary for entrepreneurial success. The course emphasizes managerial and strategic problems during the early years of business formation and growth, including business planning. The course emphasizes the interface between theory and practice.

Elective courses (two courses chosen from a set list) (6 credits):

\*3 – SMO 600 – From Science to Business: Translational and Entrepreneurial Challenges

\*3 – SMO 658 – Technology Commercialization, Knowledge and Organizations

\*3 – FIN 635 – Venture Capital

\*3 – SMO 655 – Clean Technology

\*3 – BLAW 658 - Intellectual Property Law & Commercialization

\*3 – MARK 502 – Fundamentals of Marketing Management

\*3 – MARK 612 – Marketing Research

### **DRAFT University Calendar Description:**

## **205.9.XX Post-Master's Certificate in Innovation and Entrepreneurship**

The Post-Master's Certificate in Innovation and Entrepreneurship is a free-standing certificate program targeted primarily to doctoral students and post-doctoral fellows (PDFs), and would be of particular interest to students in the Faculties of Science, Engineering, Medicine and Dentistry, Pharmacy and Pharmaceutical Sciences, Nursing, Rehabilitation Medicine, and Agricultural, Life and Environmental Sciences. The certificate program would provide individuals with the competencies to manage technology innovation and commercialization processes as well as to generate business plans and ideas. The certificate program focuses on innovation management, from idea generation through feasibility studies all the way to market launch. The program focusses on knowledge and skill development in the areas of identifying opportunities, facilitating innovation and development, managing intellectual property, understanding innovation systems and processes, and building new organizations and markets. The certificate consists of a total of 12 credits, 2 required courses and two elective courses chosen from a set list. Students completing the certificate program have the option to apply the certificate credits toward completion of an MBA degree.

Doctoral students and post-doctoral fellows at the University of Alberta may apply to pursue the Post-Master's Certificate in Innovation and Entrepreneurship. Admission decisions will be made by the MBA Program Office on the basis of the student's letter of intent and letter of support from their academic advisor, in the case of doctoral students, or the supervising faculty member in the case of the post-doctoral fellow.

## **Certificate Requirements**

Students are required to complete the following requirements:

- (1) ★6 required courses
- (2) Two ★3 elective courses from a set list.

Students will be required to achieve a cumulative GPA of 2.7 and upon completion of the above certificate requirements, will receive the Post-Master's Certificate in Innovation and Entrepreneurship.

## **Length of Program**

Students enrolled in the Post-Master's Certificate in Innovation and Entrepreneurship will typically complete the requirements over two years. Students must complete all certificate requirements within four years.

APPENDIX B:

	<b>2014-15</b>	<b>2015-16</b>	<b>2016-17</b>
Total Number of Students Enrolled <sup>1</sup>	10	25	30
Course Tuition	\$1250	\$1250	\$1250
Non-Instructional Fees (estimate) <sup>2</sup>	375	375	375
<b>Total Revenue</b>	<b>\$32,500</b>	<b>\$81,250</b>	<b>\$97,500</b>
Revenue (tuition less non-instructional fees)	25,000	62,500	75,000
University Overhead @ 15%	(4,875)	(12,188)	(14,625)
<b>Net Revenue</b>	<b>20,125</b>	<b>50,312</b>	<b>60,375</b>
<b>Expenses</b>			
Recruitment	10,000	5,000	5,000
Program Delivery <sup>3</sup>	--	20,000	20,000
Program Administration <sup>4</sup>	10,000	10,000	10,000
<b>Total Expenses</b>	<b>20,000</b>	<b>35,000</b>	<b>35,000</b>
<b>Net Surplus/(Deficit)</b>	<b>\$125</b>	<b>\$15,312</b>	<b>\$25,375</b>

Notes:

<sup>1</sup>It is anticipated that students would complete two courses each year.

<sup>2</sup> 2013-14 instructional fees are used

<sup>3</sup> Existing course capacity will be used for the first year

<sup>4</sup> Support staff, .15

## Credit Certificate and Diploma Framework

The information contained below is taken from the Advanced Education and Technology Post-Degree Credit Certificate and Diploma Framework.

<b>Credential</b>	<b>Minimum Credits</b>	<b>Admission</b>	<b>Intent</b>
University Certificate	30	High School	<ul style="list-style-type: none"> <li>• An individual would like to acquire skills and experience at the undergraduate level.</li> <li>• Intent of the credential is to recognize a general understanding of the subject matter that defines a discipline or specialization, and the credential may ladder to an undergraduate diploma or an undergraduate degree.</li> </ul>
University Certificate	15	Bachelor's Degree	<ul style="list-style-type: none"> <li>• An individual may require skills and expertise at the undergraduate level; for example, a teacher wanting to learn a language.</li> <li>• Intent of the credential is to recognize a basic level of education in the discipline, and the credential may ladder to an undergraduate diploma or a second baccalaureate degree.</li> </ul>
University Diploma	60	High School	<ul style="list-style-type: none"> <li>• An individual would like to acquire skills and expertise at the undergraduate level.</li> <li>• Intent of the credential is to recognize an intermediate level of education in the discipline or specialization, and the credential may ladder to a baccalaureate degree.</li> </ul>
University Diploma	30	Bachelor's degree	<ul style="list-style-type: none"> <li>• An individual may require skills and expertise at the undergraduate level; for example, a teacher wanting to learn a language.</li> <li>• Intent of the credential is to recognize an intermediate level of education in the discipline, and the credential may ladder to a second baccalaureate degree.</li> </ul>
Post-Baccalaureate Certificate	9	Bachelor's Degree	<ul style="list-style-type: none"> <li>• An individual would like to pursue graduate-level coursework, without committing to a master's degree.</li> <li>• Intent of the credential is to recognize specialized education in the discipline, and the credential may ladder to a post-baccalaureate diploma or master's degree.</li> </ul>
Post-Master's Certificate	9	Master's degree	<ul style="list-style-type: none"> <li>• An individual would like to pursue graduate-level coursework, without committing to a doctoral degree.</li> <li>• Intent of the credential is to recognize specialized education in the discipline,</li> </ul>

			and the credential may ladder to a post-master's diploma or doctoral degree.
Post-Doctoral Certificate	9	Doctoral degree	<ul style="list-style-type: none"> <li>• An individual would like to pursue doctoral-level coursework.</li> <li>• Intent of the credential is to recognize specialized education in the discipline, and the credential may ladder to a post-doctoral diploma.</li> </ul>

# NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT

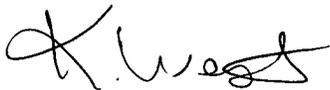
## Graduate Certificate in Innovation and Entrepreneurship

The School of Business is proposing a graduate certificate programme in Innovation and Entrepreneurship targeted at University of Alberta doctoral students. It is based on the existing MBA Specialization in Innovation and Entrepreneurship. The certificate program focuses on innovation management, from idea generation through feasibility studies all the way to market launch. A total of 4 courses will be required. All of the courses already exist and are offered as part of the MBA programme.

At full implementation 40 students are expected in the program. Associate Dean MBA Programmes, Joan White, has indicated that the students will be enrolled in existing classes. In the future the School may need to add additional sections of existing courses depending upon enrollment in the MBA and Certificate programmes. The School anticipates that students will complete two courses a year.

The University of Alberta Libraries is currently supporting these courses with existing resources. However, it should be noted that in the past couple of years the UA Libraries has received requests from researchers from the science/engineering/medical side of campus to obtain subscriptions to expensive industry research database products (e.g. BCC Research, Medical e-track), that provide market information that would be very useful when looking at commercializing STEM research endeavors. This certificate programme could increase the demand for this type of subscription. The University of Alberta Libraries has not had the funds to acquire these expensive products. Library resource requirements will need to be revisited in the future should students in this certificate programme require access to these types of database products.

Submitted by:



Kathy West  
Head, Winspear Business Library

Date: March 7, 2014

Signed by:



Gerald Beasley  
Vice Provost & Chief Librarian

Date: March 17, 2014



**OUTLINE OF ISSUE**

Agenda Title: **Faculty of Graduate Studies and Research and Faculty of Business Proposal for a Master of Accounting (MAcc)**

**Motion:** THAT the GFC Academic Planning Committee recommend to the Board Learning and Discovery Committee the proposal for a (new) Master of Accounting (MAcc) degree program, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Business and as set forth in Attachment 1, for implementation in May, 2015.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Joseph Doucet, Dean, Alberta School of Business; Joan White, Associate Dean, Alberta School of Business
Presenters	Nat Kav, Vice-Chair, GFC Academic Standards Committee (ASC); Mazi Shirvani, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Joan White, Associate Dean, Alberta School of Business
Subject	Proposed New Degree of Master of Accounting (MAcc) to be Offered by the Alberta School of Business

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To offer a Master of Accounting (MAcc) program to provide the required competencies of the new CPA (Chartered Professional Accountant) designation.
The Impact of the Proposal is	There are currently no similar programs which exist in the Campus Alberta system.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	For implementation in May, 2015.
Estimated Cost	N/A
Sources of Funding	This will be a revenue-generating program.
Notes	The GFC Academic Standards Committee (ASC) will review and be asked to recommend on the proposed admission and academic standing requirements (highlighted in yellow on page 21 of the Attachment) for the MAcc program at its June 19, 2014 meeting. Its recommendation will be reported by the Vice-Chair of GFC ASC to GFC APC on June 25.

**Alignment/Compliance**

Alignment with Guiding Documents	Aligns with <i>Dare to Deliver</i> ; <i>Dare to Discover</i> Values: enrich the student experience; foster new joint degree programs that unite academic units/professional schools; promote interdisciplinary collaboration, create learning opportunities for students and creative collaborations to address global challenges and initiatives; provide an intellectually superior educational environment for students; diverse, yet inclusive, dynamic collegial community that welcomes change.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and	1. <b>Post-Secondary Learning Act (PSLA):</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules



<p>include identifying section numbers)</p>	<p>respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> <p>2. <b>PSLA:</b> GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</p> <p>3. <b>PSLA:</b> The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>4. <b>PSLA:</b> The <i>PSLA</i> gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p>5. <b>UAPPOL Admissions Policy:</b> “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)</p> <p>The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the <i>University Calendar</i>. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the <i>University Calendar</i>.</p> <p>The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</p> <p>6. <b>UAPPOL Admissions Procedure:</b></p> <p><b>“PROCEDURE</b></p> <p>1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS</p> <p>Following approval by GFC:</p> <p>a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the <i>University Calendar</i> for one full year (i.e., effective the second year that the information is published in the <i>University Calendar</i>). [...]</p>
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b. Where changes to admission regulations are deemed by the approving body to be “advantageous to students”, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

**7. GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):** The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC’s terms of reference provide that “the term ‘substantial’ refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept” (3.A.ii).

Further, “ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing.” (3.B.iv)

**8. GFC Academic Planning Committee (APC) Terms of Reference (Mandate/Establishment/Termination of Academic Programs):**

“NOTE: APC deals with major program matters; minor program matters are dealt with through the GFC-mandated course/program approval process. The Provost and Vice-President (Academic) decides what is major or minor.

a. To approve the establishment of new academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions.” (3.8.)

**9. Board Learning and Discovery Committee (BLDC) Terms of Reference:**

“3. MANDATE OF THE COMMITTEE

Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the *Post-Secondary Learning Act*, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall:  
[...]

c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters[.] [...]

**4. LIMITATIONS ON DELEGATION BY THE BOARD**

	<p>This general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Board shall make all decisions with respect to: [...]</p> <p>b. program approvals involving the creation or abolition of a degree program (but not specializations of an existing degree).”</p> <p>10. <b>PSLA:</b> “The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master’s or doctoral degree other than a degree in divinity.” (Section 109(1))</p>
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**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	<p>Alberta School of Business</p> <p>Cost-recovery proposals are to be reviewed by the Registrar’s Advisory Committee on Fees (RACF), with any recommendation on the cost-recovery component of the proposal to be forwarded to the Provost and Vice-President (Academic) for final approval.</p>
Approval Route (Governance) (including meeting dates)	<p>Faculty of Graduate Studies and Research Council (May, 2014) – for recommendation;</p> <p>GFC Academic Standards Committee (June 19, 2014) – for recommendation on the admission and academic standing criteria only;</p> <p>GFC Academic Planning Committee (June 25, 2014) – for recommendation;</p> <p>Board Learning and Discovery Committee (September 29, 2014) – for recommendation;</p> <p>Board of Governors (October 24, 2014) – for final approval</p>
Final Approver	Board of Governors

Attachments:

Attachment 1 (pages 1 – 31) - Faculty of Graduate Studies and Research and Faculty of Business Proposal for a Master of Accounting (MAcc)

Prepared by: Janice Hurlburt, Functional Analyst, Faculty of Graduate Studies and Research,  
[janice.hurlburt@ualberta.ca](mailto:janice.hurlburt@ualberta.ca)

## New Degree Proposal Template (Part A: System Coordination Review)

The following template outlines the information required by Advanced Education and Technology to support System Coordination Review, the first of the two stages in the review process for new degree programs and new specializations in existing degree programs. Completed templates are to be submitted electronically through the ministry's Program and Provider Registry System.

The guiding premise of System Coordination Review is to ensure that the program adds value to Campus Alberta. This stage of review will focus on the institution's assessment of student and employer demand; the situation of the program in the context of Campus Alberta; and the financial viability of the program, including implications for students and taxpayers.

Given a positive outcome from System Coordination Review, the proposed program will be recommended to the Minister for referral to Campus Alberta Quality Council for quality assessment, the second stage of review. Please refer to the council's publication, CAQC Handbook: Quality Assessment and Assurance, for further information. This publication is available on the Council's website <http://caqc.gov.ab.ca>.

### **Basic Information**

<b>Institution</b>	<b>University of Alberta</b>
<b>Program/specialization title</b>	<b>Master of Accounting</b>
<b>Credential awarded</b>	<b>M Acc</b>
<b>Proposed Implementation Date</b>	<b>May 2015</b>

## **SECTION 1: PROGRAM OVERVIEW**

### **1.1 Type of Initiative**

Master of Accounting – new graduate degree program

### **1.2 Program Description**

The Master of Accounting (MAcc) program is intended to provide the required competencies of the new CPA (Chartered Professional Accountant) designation. The CPA designation replaces the CA, CMA and CGA designations and unifies the accounting bodies into one national organization. The proposed MAcc curriculum will largely reflect the new core, elective and capstone modules of the CPA program with additional courses being added to increase managerial knowledge and skills. Students who have completed a BCom or MBA at the University of Alberta and have all of the accounting prerequisites will take the program over two summers, allowing them to work and gain professional experience during the remaining part of the year. Similarly,

students from Campus Alberta who have completed a BCom or MBA with the required prerequisites will follow the same path. Students who have a BCom or MBA from the U of A, from another Canadian institution or have international credentials but lack the accounting prerequisites will be required to take additional courses to fulfill any deficiencies.

### 1.3 Enrolment Plan

We anticipate starting with a small cohort of 25-40 students with the expectation of eventually enrolling approximately 80 students each year. Students who apply to the MAcc program with the required accounting prerequisites will typically be working full-time September through April in an accounting position and will complete the MAcc program over two consecutive May through August periods on a full-time basis. Generally students who are admitted and without all of the prerequisites completed may either complete the prerequisite accounting courses on a full-time or a part-time basis prior to completing the core MAcc courses. (Note: The accounting prerequisite courses as currently determined by the CPA are listed in the Appendix.) It is anticipated that the attrition rate once the accounting prerequisites have been met, will be no greater than 5%.

*Include assumptions and explanatory notes (e.g., attrition, part-time enrolment). Also:*

- *If program implementation will occur over a number of years, provide data for each year to full implementation.*
- *If internal reallocation of existing resources is proposed, describe any anticipated decrease in enrolment in other programs that would result.*

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
<b>Total head count</b>	0	0	0	0	0	0
• Full-Time Year 1	30	40	60	80	80	80
• Full-Time Year 2	0	30	40	60	80	80
<b>Total FLE</b>	0	0	0	0	0	0
• FLE Year 1	30	40	60	80	80	80
• FLE Year 2	0	30	40	60	80	80
• FLE Year 3	0	0	0	0	0	0
• FLE Year 4	0	0	0	0	0	0
<b>Anticipated No. of Graduates</b>	0	30	40	60	80	80

## SECTION 2: DEMAND

### 2.1 Student Demand Analysis

*Analysis should be supported by relevant data for the region and for Campus Alberta, as might be derived from: systematic questionnaire surveys of target audiences; application and enrolment summaries and trends for similar programs currently offered by other institutions; tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events; demographic projections for relevant sub-populations.*

Individuals who want to complete the CPA designation will need to complete a specific set of requirements beyond the accounting courses completed in a BCom or MBA program. The MAcc program will deliver the CPA required courses. Enrollment in the undergraduate accounting major at the University of Alberta has been very strong (it is the largest major within the Bachelor of Commerce program), with 700 students graduating each year from the undergraduate program of which approximately 250 pursue an accounting designation.

There are a few programs across Canada that deliver content similar to that proposed in the MAcc program. The University of Saskatchewan typically has over 300 applications for admission to their program each year; however, they only admit approximately 88 students. Many of the applicants are from Alberta. The University of Toronto also turns away approximately two-thirds of their applicants.

## **2.2 Labour Market Analysis**

*Analysis should be supported by relevant data and placed in the context of the target occupational/regional labour market(s). Relevant data sources include systematic surveys of prospective employers; occupational supply/demand projections from government or industry sources; tabulations of job postings/'help wanted' advertising; surveys of recruitment and graduate employment rates of similar programs; and demographic projections (i.e. for relevant regions and sub-populations.) Describe anticipated employment outcomes.*

As with most professions in Alberta, employment prospects for accountants are strong. A recent Government of Alberta Occupational survey indicates that there will be a cumulative shortfall of over 900 accountants over the next seven years. In addition to employment in Alberta, accountants are typically in demand both within Canada and internationally. The CPA is the standard accounting designation internationally.

## **2.3 Support**

*Provide evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.*

CPA Canada has indicated they would like universities to provide graduate level education programs as they move towards increasing the education requirements to become a CPA. Starting in 2019 it is likely that an undergraduate business degree will be insufficient to cover the required competencies and many post-secondary institutions will no longer meet the requirements for accreditation. We have also had strong indications of support from the accounting practitioner community in Edmonton for a masters degree program since many firms send their staff to the University of Saskatchewan for graduate training and would rather have the program available in Edmonton.

## **2.4 Clinical or Work Experience**

*If clinical or work experience is an essential part of program delivery:*

While work experience is a necessary requirement to obtain the CPA designation, there is no work experience or internship requirement in the MAcc program. Most students will already be hired by accounting firms or will have a position in an accounting training office. For those students who are admitted to the MAcc program without some or all of the accounting prerequisite courses and/or for international students who move to Edmonton to complete the program, career services will be available. The Alberta School of Business has an excellent relationship with accounting firms in Alberta and both the undergraduate and graduate business career offices are successful in placing students in relevant positions. At the MBA level, 90-95% of students have attained full-time employment three months post-graduation. The Career Management Centre provides education and coaching to students when they seek employment. It is anticipated that students will be attaining full-time positions and will not be in an internship position.

2.4.1 *Provide evidence that the placements will be available when needed.*

2.4.2 *Describe the student's role in securing placements.*

2.4.3 *Explain how the institution will supervise/monitor the learning experience of students in off-site settings?*

2.4.4 *Identify potential employer/employee liability related to this aspect of the program, and how the institution intends to manage this liability.*

## **SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT**

### **3.1 Institutional Strategy**

*How does the proposed program align with the institution's strategic priorities and the Comprehensive Institutional Plan?*

The proposed MAcc program is consistent with the University's vision *Dare to Discover* in connecting communities by "fostering partnerships with business and industry to advance mutual goals for supporting talented people through employment and internship opportunities for our students and access to life-long learning." The MAcc Program will provide individuals with the requirements to complete the CPA designation while remaining in Alberta.

### **3.2 Institutional Programs**

*Explain how the proposed program fits with existing programs at the institution, and the anticipated positive or negative impacts on other programs.*

The Alberta School of Business is the largest provider of accounting graduates in Alberta from their undergraduate business degree program. With the change to the CPA designation, the requirements to attain an accounting designation have changed. The MAcc program provides individuals with the ability to stay in Alberta to complete the requirements of the CPA designation within an academic setting. The Alberta School of Business has strong expertise in delivering accounting knowledge and skills. The MAcc program is a natural fit within the School.

### **3.3 Internal Review and Approval**

1) Business Council, Alberta School of Business; 2) FGSR (Faculty of Graduate Studies and Research) Council; 3) Academic Standards Committee; 4) Academic Planning Committee on delegated authority of General Faculties Council; 5) BLDC; 6) Board of Governors

### **3.4 Campus Alberta Programs/Initiatives**

This will be the first Master of Accounting program offered in Alberta. No other Campus Alberta institution currently offers this type of program. The MAcc program will allow residents of Alberta who would have had to leave the province to complete the CPA designation requirements, with the opportunity to remain in Alberta while completing the CPA requirements.

### 3.5 Consultation

*Summarize the type and outcomes of consultations with other institutions offering related programs. Attach copies of relevant documents (e.g. letters, meeting summaries). Discuss the potential for inter-institutional collaboration.*

Discussions and consultations have been held with the newly formed CPA Canada. Universities have been encouraged to provide graduate level education programs as CPA Canada move towards increasing the educational requirements to become a CPA.

### 3.6 Learner Pathways

3.6.1 *Identify potential pathways from work to school (where applicable).*

For individuals working in an accounting position and wanting to pursue the CPA designation, the MAcc program will provide the final level of accounting requirements. For those individuals who are deficient in some of the accounting prerequisite courses, these courses can be completed as part of the program. For those individuals without any of the accounting prerequisite courses, we are potentially looking at creating a combined MBA/MAcc degree program for those with prior degrees outside of business.

3.6.2 *Identify potential opportunities for transfer/laddering into the proposed program from other institutions or other programs within the institution; and for transfer/laddering from the proposed program to other programs within the institution or at other institutions. List any formal agreements for internal or inter-institutional transfer/laddering that have been negotiated to this point.*

Individuals who have completed a BCom or MBA from the University of Alberta, or a BCom from other Campus Alberta institutions who have completed the accounting stream or major will more closely meet the requirements for admission. We are potentially looking at creating a combined MBA/MAcc degree program for those with prior degrees outside of business and who have limited or no accounting background for entry into the MAcc program.

3.6.3 *Estimate the portion of graduates who can be expected to proceed to further education directly. At a later stage in their careers. What types of programs/credentials would they be most likely to pursue?*

The vast majority of our graduates will pursue careers as professional accountants so it will be a small proportion of students who will proceed to higher education. Some may pursue further professional specialization designations such as CBV, CFA or tax specialists. While this is a professional degree program, we anticipate that some students may pursue a PhD in Accounting which is offered at many institutions.

## SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY

### 4.1 Annual Budget and Funding Sources

*Identify annual and one-time expenditures and annual revenue for the program in the budget tables below. If program implementation will take place over more than one year, provide estimates for each year until full implementation. Provide explanatory notes for all budget assumptions, such as inflation and per student tuition.*

*(For proposals without significant impacts on institutional costs, revenues or enrolment, a detailed budget presentation will not normally be required (please confirm with the department). Such proposals will satisfy all of the following tests:*

1. The proposal is for a new specialization in an existing program, consisting of an innovative combination of existing curricula.
2. Overall enrolment capacity in the program is maintained.
3. Excepting incidental administrative and promotional costs, no start-up or incremental operations costs are incurred.)

	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
<b>Revenue</b>						
Tuition and Related Fees	\$555,000	\$1,295,350	\$1,872,605	\$2,671,321	\$3,078,480	\$3,078,448
Re-allocation from Existing Programs <sup>1</sup>	\$0	\$0	\$0	\$0	\$0	\$0
Other Internal Sources <sup>2</sup>	\$0	\$0	\$0	\$0	\$0	\$0
External (Third Party) Sources <sup>3</sup>	\$0	\$0	\$0	\$0	\$0	\$0
GOA (Identify source) <sup>4</sup>	\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Revenue</b>	\$555,000	\$1,295,350	\$1,872,605	\$2,671,321	\$3,078,480	\$3,078,448
<b>Operational Costs</b>						
Salaries, Wages and Benefits	\$195,525	\$322,950	\$346,238	\$476,663	\$614,850	\$614,850
Materials and Contracted Services	\$87,000	\$169,000	\$235,000	\$317,000	\$364,000	\$364,000
Other Direct Costs	\$83,250	\$194,303	\$280,891	\$400,698	\$461,767	\$461,767
Indirect Costs	\$3,000	\$7,000	\$10,000	\$14,000	\$16,000	\$16,000
<b>Total Operational Costs</b>	\$365,775	\$693,253	\$872,128	\$1,208,361	\$1,456,617	\$1,456,617

Notes:

1. Program Costs Canadian Student: \$36,000 Tuition plus Non-Instructional Fees; this program is a revenue generation program
2. Program Costs International Student: \$50,400 Tuition plus Non-Instructional Fees; this program is a revenue generation program
3. It is anticipated that International students will not be aware of the program for the first two years. In year three, 5% of the students will be international; in years 4 and 5 and on-going, 10% will be international students.
4. Non-Instructional Fees (approximately \$500 in 2014) plus an annual increase of 1% per year
5. No re-allocation of revenue from existing programs
6. No revenue from other sources is anticipated
7. Salaries include Instructors, Teaching Assistants, Administrative support and Student recruitment
8. Materials include course materials and textbooks, recruitment brochures and costs, course delivery costs
9. Direct costs include University overhead
10. Indirect costs include soft-skill development and career services as required
11. All other Canadian Schools (Toronto, Waterloo, Saskatchewan) offering a Master of Accounting program have higher tuition for international students. Part of the rationale for the increase in tuition is based on the extra services required for these students. Significantly more career services resources are required for international students, as well as additional soft skill development.

One-time expenditures	Amount	Revenue Source	Details
Facilities	\$0		
Equipment and IT	\$0		
Curriculum Development	\$70,000	School of Business	Curriculum development for 7 new courses
Marketing and Promotion	\$40,000	School of Business	Brochure, website development, online advertising and recruitment
Faculty Recruitment and Establishment	\$10,000	School of Business	One additional faculty member will be required
Library Enhancements	\$0		
Other	\$0		

## 4.2 Impact

4.2.1 There are currently no similar programs which exist in the Campus Alberta system. The tuition costs at similar programs across Canada are: University of Toronto, \$60,400 (Canadian residents), \$81,060 (International); University of Waterloo, \$27,300 (Canadian residents), \$36,100 (International); University of Saskatchewan, \$30,000 (Canadian residents), \$45,000 (International).

4.2.2 Students entering the job market generally have very good job prospects with above average salaries. Those currently employed by accounting firms may be able to use educational allowances commonly granted to them by their employer.

4.2.3 *If program funding includes internal reallocation, evaluate the impact of this reallocation on the institution's operations and overall financial position.*

## RECOMMENDATION (FOR DEPARTMENT USE)

### Do Any Issues or Information Gaps Remain?

### Recommendation(s)

### Reviewer(s)

### Date Completed

## **APPENDIX:**

### **Master of Accounting Courses**

#### First-Year Courses:

1. ACCTG 601 (Case Studies in Accounting) - **NEW**  
\*3 (fi 6) (either term, 3-0-0)  
Develops students' competence in analyzing case studies in financial and managerial accounting. Topics covered include identification of financial and managerial reporting needs, preparation of financial reports, planning budgeting and forecasting, governance, and enterprise risk management. Open to students enrolled in the MAcc program only.
2. FIN 625 - Finance in Professional Accounting - **NEW**  
\*3 (fi 6) (either term, 3-0-0)  
Intended for students pursuing the CPA designation, this course looks at derivatives, hedging and risk management. Open to students enrolled in the MAcc program only.
3. ACCTG 625 - Performance Management - **NEW**  
\*3 (fi 6) (either term, 3-0-0)  
Addresses advanced topics in performance management including identification of organizational reporting systems to meet strategic goals, cost management, and measurement of performance on both an organizational and individual level. Open to students enrolled in the MAcc program only.
4. OM 604 – Bargaining and Negotiations  
\*3 (fi 6) (either term, 3-0-0)  
This course is a blend of both experiential learning and theory with the objective of making the student more effective in all types of bargaining. A study of positive theories on how to improve negotiation skills will be combined with analytical models of the game theoretic structure of bargaining. Through this mix of theories and several case studies and bargaining exercises, students will see both the opportunities for joint gain (win-win) and the constraints which can lead to inferior outcomes.
5. SMO 610 (Manager as Strategist)  
\*3 (fi 6) (either term, 3-0-0)  
This is a two week intensive course designed to develop critical thinking skills for executives. The course provides an overview of the substantive areas of management including human resources, leadership, organizational behaviour and strategy skills.
6. OM 624 - Project Management - **NEW**  
\*3 (fi 6) (either term, 3-0-0)  
Examines project management including investigation and analysis, scope definition, resource analysis and estimation, timing estimation, cost estimation, scheduling, monitoring, and implementation.

## **Second-Year Courses:**

### **7. ACCTG 657 - Advanced Auditing - NEW**

\*3 (fi 6) (either term, 3-0-0)

Covers advanced topics in internal control/audit, external assurance engagements, audit and assurance service planning, and preparation of financial reports. Analysis of accounting policies and transactions and the role of audit committees and other corporate governance mechanisms will be discussed. Open to students enrolled in the MAcc program only.

### **8. ACCTG 662 (Strategic Tax Planning)**

\*3 (fi 6) (either term, 3-0-0)

The course provides a general economic background to embed the consideration of tax provisions in organizational decision-making. The concepts learnt should be applicable and transferable to different tax regimes. Applications include showing how better decisions can be made by applying tax planning concepts and knowledge of specific tax regimes to investment decisions, compensation planning, choice of organizational form, and mergers and acquisitions. International tax planning is also covered.

### **9. ACCTG 630 (Valuation)**

\*3 (fi 6) (either term, 3-0-0)

Develops students' competence in analyzing financial statements and using financial information to make investment decisions, both equity and debt. The primary thrust of the course is aimed at equity investments. Students learn a five step process of analysis for equity investments: (1) An examination of the firm's industry, markets and strategy, (2) An evaluation of the firm's accounting policies and their impact on the financial reports, (3) Applying fundamental analysis to assess financial strengths and weaknesses, (4) Forecasting future earnings and cash flows, and (5) Applying valuation models to assess the current price.

### **10. ACCTG 688 - CPA Capstone 1 - NEW**

\*3 (fi 6) (either term, 3-0-0)

Covers topics as required for the Capstone 1 module of the CPA Professional Education Program. Open to students enrolled in the MAcc program only.

### **11. ACCTG 689 - CPA Capstone 2 - NEW**

\*6 (fi 6) (either term, 3-0-0)

Covers topics as required for the Capstone 2 module of the CPA Professional Education Program. Open to students enrolled in the MAcc program only.

## **Accounting Prerequisite Courses:**

ACCTG 614 – Intermediate Financial Accounting I

ACCTG 615 – Intermediate Financial Accounting II

ACCTG 618 – Seminar in Advanced Accounting Issues

ACCTG 624 – Seminar in Management Accounting

ACCTG 656 – Auditing History, Theory and Current Thought

ACCTG 667 – Basic Income Tax

ACCTG 668 – Corporate Taxation

## Part B: Campus Alberta Quality Council Review

As noted at the beginning of Part A, given a positive outcome from the System Coordination Review, the Minister may refer the proposed program to the Campus Alberta Quality Council for quality assessment, the second stage of review.

The onus is on the applicant institution to satisfy Council that the level of learning to be achieved is consistent with that which is expected at the proposed degree level, that the program has sufficient breadth and rigour to meet national and international standards as outlined in, for example, the Canadian Degree Qualifications Framework (CDQF), and that the program is comparable in quality to similar programs (if any) offered in Alberta and elsewhere. The program proposal should demonstrate how Council's program quality standards and any applicable guidelines have been addressed and describe any unique dimensions that set the program apart from similar programs thus providing new educational opportunities for students.

NOTE: Part A of the program proposal may undergo changes as a result of the System Coordination Review. It is important that Part A be up-to-date and complete before it is forwarded to Council. Building on the information provided in Part A, the program proposal that is sent to Council should contain the following additional information. When possible, links to existing policy documents and institutional policies should be provided, rather than recopying them in response to questions.

### SECTION 5: PROGRAM SPECIFICS

#### 5.1 Program Structure and Learning Outcomes

5.1.1 *Describe the program's learning outcomes and how they were established. How will the achievement of the learning outcomes be evaluated? Providing a mapping of the courses to the learning outcomes, particularly in professional programs, is helpful.*

The Alberta School of Business has general learning outcomes for the undergraduate and masters level programs. These learning outcomes are adapted for each specific program. There are five learning outcomes, described below. The learning outcomes will be evaluated primarily in the capstone courses.

- **Professional Accounting Knowledge.**  
Students will be well grounded in advanced accounting knowledge and will have sufficient awareness of the concepts of accounting and tax to recognize problems and concerns that may require further research.
- **Critical Thinking.**  
Students will have the ability to analyze, integrate and communicate complex accounting, tax and financial information to arrive at reasoned conclusions and make informed decisions.
- **Communication Skills.**  
Students will develop their abilities to communicate effectively both in oral presentations and in written documents.

- **Ethical Awareness.**  
Students will develop a high degree of ethical awareness and will develop strategies to recognize and deal with ethical problems.
- **Teamwork.**  
Students will understand and be able to use teamwork and collaborative techniques to accomplish group tasks, and will develop the tools and skills to be both effective leaders and followers.

Curriculum Map – Attached in Appendix A

5.1.2 *Students are expected to demonstrate independent scholarly activity applicable to the degree level and expectations of its graduates (see the CDQF). Describe the academic culture that will nurture and support student scholarly and creative activity.*

Students will build on the prerequisite technical accounting knowledge gained at the undergraduate level and will apply theory and knowledge to advanced accounting problems and issues. Students will critically analyze and evaluate case studies and present both quantitative and qualitative solutions. The capstone course will provide an integrative experience, building on the knowledge gained throughout the program. Students will be expected to provide a research-informed analysis of a complex issue and be able to support and justify their analysis.

5.1.3 *For undergraduate degrees, demonstrate (in a table, if possible) how the program meets the relevant section of CAQC’s Expectations for Design and Structure of Undergraduate Degrees.*

Graduate program – Not Applicable

5.1.4 *Provide an outline of the program structure and requirements (major, minor, cognates, core, general education, etc.) including credits in each category, and a summary description of the curriculum. Note any new courses. Course outlines must be available for reviewers but are NOT to be included with the proposal. (See sample table below - note that this is provided as a guideline only for a typical baccalaureate program, and will be different for other baccalaureate and graduate programs).*

**Program structure**

Component <sup>1</sup>		Junior courses (maximum)	Credits	Senior courses (minimum)	Credits
Major requirements	Specified courses	0 courses	0 credits	11 courses	36 credits
	Electives	0 courses	0 credits	0 courses	0 credits
Total		0 courses	0 credits	11 courses	36 credits

<sup>1</sup> The names of the components in this column are only applicable to some programs at some institutions, and should be modified accordingly for the proposed program.

This program is designed to exceed the requirements of the CPA Canada Professional Educational Program (PEP). The PEP program consists of a total of six modules (two “core”, two “elective” and two “capstone” courses). For the elective modules, the PEP program allows students to select two modules from: Assurance, Performance Management, Tax or Finance. The proposed MAcc program will require

all graduates to complete the competencies from all of the core and elective modules. The two capstone modules have course content that is provided to the post-secondary institution for delivery within the program. Students will also be required to write the national exams in order to obtain the CPA designation.

*To assist in demonstrating that the program curriculum is clear and well integrated with the objectives and outcomes, provide one or more typical student programs by year of program (see sample table below).*

### Typical student program

	Summer				
	Course number	Course title	Course level	Role in program	Credits
1 <sup>st</sup> YEAR	ACCTG 601	Case Studies in Accounting*	S	Major	3
	FIN 625	Finance in Professional Accounting*	S	Major	3
	ACCTG 625	Performance Management*	S	Major	3
	OM 604	Negotiations	S	Major	3
	SMO 610	Manager as Strategist	S	Major	3
	OM 624	Project Management*	S	Major	3
	Summer				
2 <sup>nd</sup> YEAR	ACCTG 657	Advanced Auditing*	S	Major	3
	ACCTG 662	Strategic Tax Planning	S	Major	3
	ACCTG 630	Valuation	S	Major	3
	ACCTG 688	CPA Capstone 1*	S	Major	3
	ACCTG 689	CPA Capstone 2*	S	Major	6

\*Indicates a course that is new.

## 5.2 Criteria / Requirements for Admission and Academic Progression

*State the admission criteria (including any provision for prior learning assessment), residency requirements, academic performance progression requirements, and graduation requirements applicable to the program, along with the grading scheme. Note any program specific regulations (e.g., for doctoral programs, note any candidacy or dissertation requirements, examination requirements, time to completion requirements, etc.).*

We anticipate admitting students from two streams:

- 1) Graduates of the University of Alberta Bachelor of Commerce or Master of Business Administration program who have completed the necessary pre-requisite courses. Applicants will be required to have a minimum GPA of 3.0 on a 4.0 scale. The GMAT will be waived for University of Alberta graduates.
- 2) Other students holding a minimum of an undergraduate degree with an emphasis in accounting. Students in this category will include those University of Alberta graduates who have completed most, but not all of the necessary CPA pre-requisite courses, applicants from other post-secondary institutions and foreign trained

accountants. The minimum GPA will be 3.0/4.0 or equivalent. Students admitted in this stream will have their transcripts evaluated to determine any deficiencies in their accounting background. Students with deficiencies would be required to take additional courses prior to taking the core MAcc courses. For instance, international applicants would most likely be required to take two additional taxation courses to ensure they have the necessary competencies in Canadian taxation prior to enrolling in the MAcc courses. Applicants with degrees not granted by the University of Alberta will be required to have a minimum GMAT of 550 and demonstrate proficiency in the English language.

Students will be required to achieve a cumulative GPA of 2.7 to meet graduation requirements with no course grade being below a C+. Students must complete all degree requirements within six years.

### **5.3 Engaged and Active Learning / Delivery Methods**

5.3.1 *Demonstrate the ways in which the institution identifies and attends to the learning of students in the program and what pedagogies will be used to encourage their engaged and active learning, as per Council's program quality assessment standard #5 (Program delivery).*

Instructors in the MAcc program will use a variety of pedagogies to encourage active learning. While the technical material will be delivered primarily in a lecture format, the majority of the learning will be through application of knowledge to an issue or problem and through discussion. Team-based learning will be encouraged in most courses. Case studies will be used extensively and guest speakers will be brought in to enhance the learning experience. In the capstone courses, students will be required to research an issue, critically analyze the issue and present their findings to their peers or a panel of experts. Students will be asked to evaluate each course in terms of effectiveness of course delivery and teaching methods. Exit interviews will also be conducted at the conclusion of a student's program.

5.3.2 *Include a description of the teaching/learning approaches to be used, a description of the rationale for using the approach and evidence of adequate support for the approach. Where applicable, demonstrate how CAQC's Additional Quality Assessment Standards for Programs Delivered in Blended, Distributed or Distance Modes will be met.*

The MAcc program is designed to exceed the CPA requirements. The program includes a mix of technical accounting courses, soft skill development and integration of knowledge in strategy courses. The MAcc program prepares students for a career in professional accounting where individuals must have strong technical accounting expertise and the ability to apply this knowledge in complex accounting and organizational problems. To be successful, students must have strong qualitative and quantitative skills and must be able to communicate a solution effectively. Upon completion of the MAcc program, students must successfully complete an examination through CPA Canada to receive the CPA designation.

### **5.4 Program Comparison**

5.4.1 *Provide a comparative analysis of the proposed program (curriculum, structure, admission requirements, etc.) with similar programs offered elsewhere (if any), especially in Alberta and Canada (see sample table below). What process was used to determine which programs were deemed to be the most comparable? Illustrate the similarities and differences.*

Program component	Applicant institution	University of Saskatchewan	University of Toronto	University of Waterloo
Name of credential	Master of Accounting	Master of Professional Accounting	Master of Management and Professional Accounting	Master of Accounting
Entrance requirements	Prior business degree with sufficient accounting focus and acceptable GPA	Prior four year bachelors degree with sufficient understanding of Canadian accounting	– Generally a four year undergraduate degree is required. Program may be shortened if prior business degree has been completed	Four year undergraduate degree at the University of Waterloo with required accounting and management courses Varies
Areas of study / Curriculum	Accounting	Accounting	Accounting and Management	Accounting – sub-specializations (i.e., tax, information systems) are available
Graduation requirements	Successful completion of all courses with a minimum course average of 70%	Successful completion of courses and thesis	Successful completion of courses	Successful completion of courses with a 70% average.
Total credits	36	39	Varies depending on individual student background	51

5.4.2 There are currently no existing programs that provide this program at the University of Alberta.

## 5.5 Other elements affecting quality

CPA Canada has determined specific requirements for attainment of the CPA designations. The MAcc program includes all of the core and elective requirements of the CPA program, as well as soft skill development which have been identified as desirable for graduates by professional accounting firms.

## SECTION 6: IMPLEMENTATION AND RESOURCES

### 6.1 Program Implementation Plan

*Provide a program implementation plan by academic year (start to maturity) that includes any elements to be phased in (e.g., new academic staff hires, courses, minors, co-op option). If introduction of this program is dependent on a similar program being phased out, the implementation plan should include how both programs are being supported until the phase out and start up are completed.*

We anticipate enrolling our first cohort starting in May of 2015. Students will take the first six courses outlined in section 5.1. In year 2 the first cohort would begin taking the second year courses in May of 2016 and complete their degree, while the second cohort would take the initial six courses.

## 6.2 Staffing Plan

6.2.1 *Show how the number (head count and FTE), distribution and qualifications of teaching staff meet Council's requirements and the objectives of the program as a whole (as described in s. 1.6 above). Include the academic staff expertise to be recruited, if new staff are contemplated. Provide summary information of current academic staff and new hires who will be teaching in the proposed program in the following format (see sample table below).*

### Courses taught by academic staff by credential and specialization

Courses	NAME	Earned credentials and specialization <sup>1</sup>	Professional designation (if applicable)	Academic staff status
ACCT 601 Case Studies in Accounting	Maier, Michael	PhD (Accounting/Finance)	CGA	Tenure Track (full-time)
ACCTG 625 Performance Managements	King, Jocelyn	BCom (Accounting)	CA	Sessional (full-time)
ACCTG 630 Financial Statement Analysis	Esplin, Adam	PhD (Accounting/Finance)		Tenure Track (full-time)
ACCTG 657 Advanced Auditing	Marshall, Erin	BCom (Accounting)	CA	Graduate Student <sup>1</sup>
ACCTG 662 Strategic Tax Planning	Sprysak, Christopher	BCom (Accounting), LL.M. (Law)	CA	Tenured (full-time)
ACCTG 688 CPA Capstone 1	Maier, Michael	PhD (Accounting/Finance)	CGA	Tenure Track (full-time)
ACCTG 689 CPA Capstone 2 – Exam Preparation Module	Dewald, Kristie	BCom (Accounting)	CA	Sessional (full-time)
FIN 625 Finance in Professional Accounting	Smith, Gary	PhD (Finance)	CFA	Sessional (full-time)
OM 604 Negotiations	Jamal, Karim	PhD (Accounting)	FCA (Fellow of Chartered Accountants)	Tenured (full-time)
OM 624 Project Management	New Hire	PhD (Business Administration)		Tenure Track
SMO 610 Manager as Strategist	Washington, Marvin	PhD (Organizational Behavior and Sociology)		Tenured (full-time)

1 Erin Marshall is currently a PhD Candidate at the University of Alberta and is expected to defend her thesis prior to Fall 2014. She has secured a tenure track position as an Assistant Professor starting July 1, 2014.

Include only highest *earned* credential; if faculty member is enrolled in a graduate program, indicate in a footnote. For new hires, indicate the desired credential and specialization.

\* Currently enrolled in a [Name of Program] at [Institution]. Expected to graduate in [Date].

6.2.2 *Include brief explanations of academic staff categories (e.g., continuing, sessional, term) and workload expectations.*

These courses will normally not be considered as part of the regular workload for academic staff. Since this will be a cost-recovery program most courses will be contracted with individual instructors on a per section basis.

6.2.3 *Provide a proposed teaching rotation that outlines the academic staff at launch and to maturity of the program (see sample table below) and shows clearly the plan for any cycling of courses. List also any non-academic staff who will teach in the program.*

**Proposed four year teaching rotation for required courses in the major/specialization**

Summer Year 1	Instructor	Summer Year 2	Instructor
ACCTG 601	Maier	ACCTG 601	Maier
FIN 625	Smith	FIN 625	Smith
ACCTG 625	King	ACCTG 625	King
OM 604	Jamal	OM 604	Jamal
SMO 610	Washington	SMO 610	Washington
OM 624	New Hire	OM 624	New Hire
		ACCTG 657	Marshall
		ACCTG 630	Esplin
		ACCTG 688	Maier
		ACCTG 689	Dewald
Summer Year 3	Instructor	Summer Year 4	Instructor
ACCTG 601	Maier	ACCTG 601	Maier
FIN 625	Smith	FIN 625	Smith
ACCTG 625	King	ACCTG 625	King
OM 604	Jamal	OM 604	Jamal
SMO 610	Washington	SMO 610	Washington
OM 624	New Hire	OM 624	New Hire
ACCTG 657	Marshall	ACCTG 657	Marshall
ACCTG 630	Esplin	ACCTG 630	Esplin
ACCTG 688	Maier	ACCTG 688	Maier
ACCTG 689	Dewald	ACCTG 689	Dewald

6.2.4 *For graduate programs, provide a detailed plan to organize the academic advising, supervision and monitoring of graduate students, and state the credentials, graduate teaching experience, master’s committee work/supervision and PhD supervision experience of academic staff. For doctoral programs, a summary table such as the following would be helpful.*

Since this is a course based graduate program there are no graduate projects to supervise.

6.2.5 *Include CVs of core academic staff teaching in the program as well as key administrators (see CAQC’s CV template). Be sure their permission has been given.*

### 6.3 Scholarly and Creative Activity

6.3.1 *Describe what constitutes scholarship and/or creative activity for academic staff teaching in this program, and summarize the institutional expectations of academic staff with respect to scholarship and professional development as well as how these are assessed. Describe plans for supporting scholarly activities and professional development of academic staff (see Council’s expectations regarding scholarship, research and creative activity in s. 3.7.3 of Council’s Handbook).*

There are two types of academic staff who will be teaching in the proposed MAcc program: full-time tenured or tenure track academics or contract academic staff (sessional). For full-time tenured or tenure-track individuals the expectation is that they will be encouraged to conduct research and publish in the Financial Times 45 list of peer reviewed journals so that they may satisfy the tenure and promotion criteria of the Alberta School of Business. These academics are also subject to annual review by the Alberta School of Business Faculty Evaluation Committee (FEC) which makes recommendations as to whether an individual is continuing to meet the established scholarly research standards. Because this program is professional in nature, academics are also expected to research new and evolving professional practice standards and guidelines in their area of expertise. A professional designation is highly desirable.

While sessional staff typically have reduced research requirements, they are still encouraged to engage in scholarly activities. These activities may include: writing articles for professional journals or magazines, attending or presenting at conferences on changes to accounting standards, investigations into new teaching techniques and/or creating original case materials which fairly represent issues in the rapidly changing professional accounting environment. It is expected that sessionals who are teaching in this program will have a professional accounting designation. Sessional staff are evaluated on their teaching, research and professional activities on an annual basis by their department chair and the FEC.

Support for scholarly activities for both groups generally takes the form of financial support. All staff are provided with professional expense allowances which can cover the costs associated with the production and dissemination of research results. Funds are also available for travel to conferences for professional development. The University of Alberta has a strong library system and all academic staff have access to a variety of databases for research purposes. Tenured and tenure-track faculty are also encouraged to apply for external grants which can provide further financial support for their research.

6.3.2 *For doctoral proposals, include a tabular summary of research grants held by key academic staff involved in the program, both (i) in aggregate form, and (ii) by academic staff member, years of tenure of each grant, and source and amount of the grant.*

Not applicable

## **6.4 Physical and Technical Infrastructure**

*Describe the facilities, laboratory and computer equipment (as applicable) available to meet the specialized demands of the program, as well as plans to address any deficiencies in what might be required.*

As this program will be provided primarily during summer sessions it is anticipated that existing facilities will be adequate to meet the needs of this program as attendance in our other program BCom and MBA are primarily in session during the remaining portions of the year.

## **6.5 Information Services**

*Provide an inventory and analysis of information resources to support the program (using standard library reference guides) and plans to deal with any deficiencies, and a description of student access to other information services.*

It is not anticipated that additional library resources will be required. The University of Alberta has extensive library resources and supports the research interests and teaching requirements of academic and doctoral student research in accounting.

## **SECTION 7: CONSULTATION AND ASSESSMENT**

### **7.1 Program Evaluation**

*Describe the criteria and methods which will be used to ensure the ongoing quality of the program. Include mechanisms for periodic review using external evaluation. Include the expected outcomes, key performance indicators and performance targets for the program.*

The key value driver for this program will be achieving accreditation by the CPA Canada. This program will be subject to periodic accreditation review (every 3-5 years).

The MAcc program will also be part of the AACSB (Associate to Advance Collegiate Schools of Business) review every five years which includes an assessment of the learning goals of the programs. The Alberta School of Business is the longest, continuously accredited business school in Canada.

### **7.2 Consultation / Accreditation or Regulatory Approval**

*7.2.1 Building on s. 2.3, outline the consultation that has occurred with other institutions, organizations or agencies, including advisory bodies formed by the applicant institution to assist in program design, implementation and evaluation. This should include, where appropriate, professional associations, regulatory agencies and/or accrediting bodies, and prospective employers.*

The program design has been largely influenced by the requirements of the new Chartered Professional Accountants (CPA) program (see CPA National Recognition and Accreditation Standards for Post-Secondary Institutions). We are seeking a level “D” accreditation with the CPA which will allow us to deliver all of the advanced standing programs required by the CPA profession.

*7.2.2 If the program is subject to accreditation or approval of a regulatory body, provide a description of the review process, requirements of the body and timing of the review (if in process). If possible, a chart or table may be useful to outline accreditation or regulatory approval requirements.*

We have already received accreditation for our undergraduate program which exceeds the entry requirements for the CPA Professional Education Program. We are awaiting a decision on our Master of Business Administration degree program. Discussions have commenced with CPAs to receive the appropriate accreditation for this program. We believe our proposal will exceed the accreditation requirements of CPA Canada.

*7.2.3 If not already covered in 7.2.2., indicate how graduates will meet professional or regulatory expectations.*

All graduates will be required to complete the required national CPA exams and work experience requirements prior to receiving the CPA designation.

### **7.3 Reports of Independent Academic Experts**

*CAQC views external peer review, which can be both formative and summative, as foundational to ensuring the quality of academic programs. In order to strengthen the proposal, before the proposal is finalized, the institution should consult with one or more independent academic experts it selects from outside the institution to provide advice regarding all aspects of the program. The report(s) of these external independent academic*

*experts should be provided, along with the institution's response to the report(s). If an institution wishes a program proposal to be exempted from the normal requirement of an assessment by an external expert, it must provide a compelling case as part of its request for a Fully Expedited Review. Short résumés of the academic experts involved and a rationale as to why they were selected should be provided (see CAQC's guidelines with respect to the selection and use of Independent Academic Experts in Appendix I of the CAQC Handbook).*

## **SECTION 8: OTHER**

### **8.1 Adverse Claims or Allegations**

*Disclose any adverse claims or allegations that might affect this application or be of concern to Council.*

N/A

### **8.2 Statement of Institutional Integrity**

*Include a signed Statement of Institutional Integrity (see Council template on web site).*

### **8.3 Other documentation**

*Provide any other supporting documents such as the Graduate Program Handbook, Faculty Handbook, current calendar, cyclical review of programs policy, etc. that would add support to the applicant's case and would help reviewers (provide website links, if available).*

The Alberta School of Business is an accredited business school. The AACSB (Association to Advance Collegiate Business Schools) requires programs to be reviewed every five years.

Calendar description attached in Appendix B.

## APPENDIX A:

### Macc - Curriculum Map

	Professional Accounting Knowledge	Critical Thinking	Communication Skills	Ethical Awareness	Teamwork
ACCTG 601 Case Studies in Accounting	S	S	R	S	R
FIN 625 - Finance in Professional Accounting	S				
ACCTG 625 - Performance Management	S			R	R
OM 604 - Negotiations		S	R		
SMO 610 - Manager as Strategist		S	R		S
OM 624 - Project Management		S			R
ACCTG 657 - Advanced Auditing	S	R		R	
ACCTG 662 - Strategic Tax Planning	S	R	R	R	
ACCTG 630 - Valuation	S	R		R	
ACCTG 688 - CPA Capstone 1	R	A	A	A	A
ACCTG 689 - CPA Capstone 2	A	A		A	

Key:

S = Skill or knowledge acquired

R = Skill or knowledge applied or reinforced

A = Skill or knowledge assessed

## **APPENDIX B: Calendar Description**

### **205.9.XX Degree of Master of Accounting**

The Master of Accounting (MAcc) prepares students with the required competencies of the CPA (Chartered Professional Accountant) designation.

#### **Entrance Requirements**

Admission to the program is based on the applicant's undergraduate grades, accounting courses completed, three letters of reference, a statement of purpose explaining how the MAcc relates to the applicant's career goals, the applicant's Graduate Management Admission Test score, and a personal interview. The GMAT will be waived for graduates of the University of Alberta BCom and MBA programs who have completed the necessary prerequisite accounting courses. Applicants should have relevant business or professional experience and a relevant undergraduate degree.

#### **Program Requirements**

Students will be required to achieve a cumulative GPA of 2.7 to meet graduation requirements with no course grade being below a C+.

The course requirements are as follows:

- (1) ★27 MAcc courses
- (2) ACCTG 688 (capstone 1)
- (3) ACCTG 689 (capstone 2)

#### **Length of Program**

Students enrolled in the MAcc program can complete the requirements over two summers (May to August), allowing students to work and gain professional experience during the remaining part of the year. Students must complete all degree requirements within six years.

May 8, 2014

Joseph A. Doucet  
Stanley A Milner Professor and Dean  
Alberta School of Business  
University of Alberta  
4-40G Business Building  
Edmonton, Alberta, T6G 2R6

Dear Mr. Doucet,

This is a letter of support for the development of a new Masters in Accounting degree, at the Alberta School of Business, for students who wish to become Chartered Professional Accountants.

Alberta remains a growing and dynamic economic marketplace with a need for trusted business professionals, possessing a high degree of technical competency and broad-based business skills. There are approximately 25,000 designated accountants in Alberta who are unifying as CPAs. With a strong Alberta marketplace and the imminent retirement of baby boomers, the profession plans to grow its membership in the near and long term future. A Masters in Accounting degree is a potential alternative education delivery mechanism into the CPA.

Successful collaboration existed between the legacy accounting designations and the Alberta School of Business. CMA Alberta and the Alberta School of Business offered an accredited CMA/MBA Combined Program. As well, a MBA & CGA Combination Program was offered through CGA Alberta and the Alberta School of Business. The Alberta Accountants Unification Agency (AAUA) will continue to build on the relationship that exists between the accounting profession and the Alberta School of Business.

While the AAUA supports the development of a new Masters in Accounting degree, the program must demonstrate coverage of both the technical and enabling competencies required by the CPA Competency Map and recognize the requirements as per section 6.3.1 of the CPA National Recognition and Accreditation Standards.

We look forward to working with you and the Alberta School of Business faculty.

Please contact me at 403-299-1334 or at [jcarpenter@albertaaccountants.org](mailto:jcarpenter@albertaaccountants.org) if you have any questions.

Regards,

A handwritten signature in black ink, appearing to read 'John S. Carpenter', with a stylized flourish at the end.

John S. Carpenter MBA, FCGA, ICD.D  
Chief Executive Officer  
Alberta Accountants Unification Agency

May 7, 2014

Joseph A Doucet  
Stanley A Milner Professor and Dean  
Alberta School of Business  
4-40G Business Building  
University of Alberta  
Edmonton AB T6G 2R6

Dear Joseph:

*SENT VIA COURIER*

**Subject: Masters degree in Accounting program**

I am writing this letter to express my support for a Masters degree in Accounting program in Alberta for the new CPA profession.

In my opinion, this program is much needed and I would recommend it without hesitation to my staff. I feel it is important to balance technical knowledge (CPA) with the soft skills offered by the MBA program and see this innovative program as filling a gap in the marketplace and meeting the demand for professional accountants.

In closing, I believe that having alternative education delivery mechanisms in place for the CPA education program can only help to increase enrolment numbers. A Masters degree in Accounting program would be another way of achieving that.

Sincerely,



Leland Oberst  
Managing Partner  
Deloitte Edmonton

LO/cm



May 9, 2014

Joseph Doucet, Ph.D, ICD.D  
Dean, Alberta School of Business  
University of Alberta  
Office 4-40, Business Bldg.  
Edmonton, AB T6G 2R6

Dear Dr. Doucet:

I am writing to provide comments on behalf of the Alberta CA profession with respect to the proposed Master's degree in Accounting currently being pursued by the Alberta School of Business.

From the perspective of the designated accounting profession, I believe that this proposed Master's degree will serve prospective CPAs and the Alberta business sector effectively. As proposed, the degree program will provide students with a comprehensive and rigorous new path to obtain their designations.

In this respect, the proposal is similar to the MPAcc program currently offered by the University of Saskatchewan. The MPAcc program has proven to be a notable success in Saskatchewan; it prepares students exceptionally well for careers in accounting and also provides the marketplace with well-trained and well-educated designated professionals. Given Alberta's strong economy and the growing demands for accounting professionals to serve the needs of Alberta business, it would be of tremendous benefit to have that type of program here in Alberta.

As I understand it, your proposed Master's program would complement the traditional CPA educational path by providing students with MBA-style training in "soft skill" areas such as management, negotiation, and strategic thinking. These added dimensions in students' training will serve them well, and will also be of interest and value to Alberta businesses, the public sector and even the educational sector. In fact, I can foresee graduates of this proposed program choosing in many instances to pursue careers in the post-secondary sector. That would be a very welcome development. The need for skilled and dedicated accounting educators is high in Alberta; addressing that need is vital in order to ensure the numbers of trained CPAs in the future align with market demand.

I anticipate that this program would be very well-received by the accounting profession and the Alberta business community. Both the public practice and industry sides of the profession would welcome the opportunity to utilize graduates from the program, and I expect they would also support current staff members who wish to augment their skills and education by pursuing the Master's option while still employed. I believe that the proposed program will be attractive to working Albertans seeking to earn the CPA designation.

In summary, I am delighted to offer the support of the Institute of Chartered Accountants of Alberta for this proposed Master's degree in Accounting. One of the overarching principles of the national move to unification of the designated accounting professions under the umbrella of the CPA designation has been to increase access for qualified individuals to earn their designations and pursue their preferred career options. Another principle has been to ensure that the marketplace and the public are well-served by



qualified, appropriately educated and trained professionals who bring the highest standards of technical competencies and ethical conduct to their work. Your proposed program would help the profession deliver on those principles, to the benefit of the province and those Albertans who choose careers as CPAs.

I wish the Alberta School of Business success in receiving approval for this proposed program.

Yours sincerely,

Rachel Miller FCA  
CEO and Executive Director  
Email: [r.miller@icaa.ab.ca](mailto:r.miller@icaa.ab.ca)



**KPMG LLP**  
**Chartered Accountants**  
10125 – 102 Street  
Edmonton AB T5J 3V8  
Canada

Telephone (780) 429-7300  
Fax (780) 429-7379  
Internet [www.kpmg.ca](http://www.kpmg.ca)

Dr. Joseph A. Doucet  
Stanley A Milner Professor and Dean  
Alberta School of Business  
4-40G Business Building  
University of Alberta  
Edmonton, AB T6G 2R6

May 9<sup>th</sup>, 2014

Dear Joseph:

I am writing this letter in support of the proposal by the Alberta School of Business to offer a Masters in Accounting degree as an alternate path for students pursuing the CPA designation. In comparison to the traditional online module-based learning, this proposed Masters program would enable students to complete all prerequisite courses in the CPA program (prior to the final examination) through full-time attendance at in-classroom sessions over two summer terms.

The Masters program will not only cater to students with various learning styles, but will also balance the technical requirements of the CPA program with the soft skills emphasized in a traditional MBA program. The Masters in Accounting will leverage the content of the MBA program to develop students' knowledge of topics such as strategy, project management, and negotiation. This broad skill set will be valuable in building well-rounded professionals who will be successful in the industry.

I have witnessed similar programs in other provinces achieve tremendous success in recent years. In light of the recent unification in the accounting profession there will be an increase in market demand for a Masters in Accounting, which creates a need and an opportunity to establish a successful program in Alberta. I believe that the proximity of this proposed program to students in Alberta combined with the diversity of the curriculum will make this an attractive option to prospective CPA candidates.

I am fully supportive of students having the option to choose from multiple paths to pursue a CPA designation. Locally, KPMG's decisions related to CPA exam preparation for our students are aligned with the policies dictated by our National office. As a result, financial

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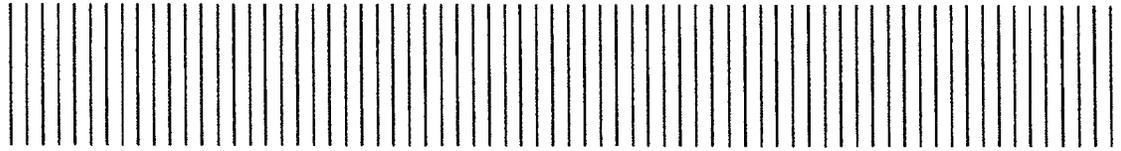
support for KPMG students in Edmonton to attend the Masters program offered by the Alberta School of Business will depend on congruency of the program's cost and timing with resourcing decisions made by KPMG nationally. These policies are currently being drafted with respect to the 2015 CPA final examination.

I would be pleased to discuss this matter further should you have any questions on the above.

Yours truly,

A handwritten signature in black ink, appearing to read 'Borrelli', with a stylized flourish at the end.

Robert Borrelli, CA, CBV, CFA  
Office Managing Partner  
KPMG LLP



May 12, 2014

Dr. Joseph A Doucet  
Stanley A Milner Professor and Dean  
Alberta School of Business  
4-40G Business Building  
University of Alberta  
Edmonton, Alberta T6G 2R6

Dear Dr. Doucet,

RE: Masters of Accounting degree at the University of Alberta School of Business

Further to our recent discussion, I am writing this letter in support of the development of a Masters of Accounting degree at the University of Alberta School of Business (U of A SOB). In my previous role as Office Managing Partner at PwC in Edmonton, I was often curious about why a significant number of our articling students would travel to another Province to take courses which would enable them to attain a degree, while at the same time accessing the prerequisite requirements to write the Uniform Final Examination in order to become a Chartered Accountant. It seemed reasonable to me that articling students from both our Edmonton and Calgary offices would be well served by a comparable program in their Province of residence. From an economics perspective in our business (and to the students, for that matter) it would clearly be financially beneficial to have our articling students obtain such training in Alberta.

Additionally, as a member of the Business Advisory Council of U of A SOB, I would often note the available capacity of professors and facilities during the spring and summer sessions at the school.

What a great idea to combine these two notions, by having well regarded accounting department and business school faculty at the U of A SOB provide all the courses necessary for the new CPA program, when the facilities of the U of A SOB are otherwise underutilized. This seems to be a highly rational solution to the need for CPA training, particularly when the unification of the accounting groups in Alberta has resulted in the need for high quality educational program delivery for the hundreds of accounting professionals needing competencies to fulfill the demanding expectations of our buoyant economy.

I have no doubt that the U of A SOB can and will deliver this training in a seamless manner. It is essential, since the training must be provided to articling students to become a CPA. It is logical, since we already have the infrastructure in place to satisfy this important need.

Yours very truly,



Barry L. James, B.Comm, FCA, ICD.D  
Chief Corporate Development Officer, Lloyd Sadd Insurance Brokers Ltd.  
Retired Partner, PricewaterhouseCoopers LLP

17413-107 Avenue  
Edmonton, AB T5S 1E5  
Ph: (780) 483-4544  
Fax: (780) 484-5727  
Toll Free: 1-800-665-5243  
www.lloydsadd.com

## NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION

Submitted to the Academic Development Committee  
Proposal for Master in Accounting  
Proposed implementation date: May 2015

The Library has examined the proposal for the new Master of Accounting program (MAcc) in the Alberta School of Business submitted by the Associate Dean, MBA Programs, Joan White. We anticipate that the new program will not incur any additional costs for Library acquisitions.

The Master of Accounting (MAcc) program is intended to provide the required competencies of the new CPA (Chartered Professional Accountant) designation. The CPA designation replaces the CA, CMA and CGA designations and unifies the accounting bodies into one national organization. The proposed MAcc curriculum will largely reflect the new core, elective and capstone modules of the CPA program with additional courses being added to increase managerial knowledge and skills. Students who have completed a BCom or MBA at the University of Alberta and have all of the accounting prerequisites will take the program over two summers, allowing them to work and gain professional experience during the remaining part of the year. Students who have a BCom or MBA from another Canadian institution or international credentials but lack the accounting prerequisites may be required to take additional courses to fulfill any deficiencies.

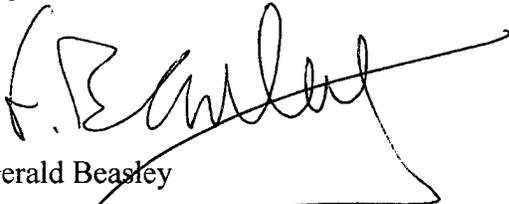
The University of Alberta Libraries has a strong research collection that supports accounting and finance requirements for the current undergraduate, graduate and research streams of the Alberta School of Business. The proposed MAcc courses will be supported by many databases subscribed to currently by the UA Libraries: CCH TaxWorks, Knotia, Taxnet Pro, Mergent, Thomson One, Orbis, ABI and Business Source Complete, are examples of the depth of the collection to support the Alberta School of Business' new program.

This proposed program should have no impact on Library staff/hours, classes will be held during daytime, or collection resources. We support the creation of the proposed program and look forward to working with its instructors and students in the years to come.

Executive summary of costs:

<b>Total Costs</b>	<b>Start Up</b>	<b>On going (expected annual maintenance costs)</b>
Collections budget	0	0
Capital budget	0	0
Operating/staffing budget	0	0
Incremental Cost for Licensed Resources	0	0
<b>Total Costs: Summary</b>	<b>0</b>	<b>0</b>

Signed:



Gerald Beasley  
Chief Librarian



Kathy West  
Head, Winspear Business Library

Dated: *May 9, 2014*

**FINAL Item No. 8**

**OUTLINE OF ISSUE**

Agenda Title: **Proposed Name Change for the Master of Arts (MA) in Women’s and Gender Studies to MA in Gender and Social Justice Studies**

**Motion:** THAT the Academic Planning Committee approve, under delegated authority from General Faculties Council, the proposal from the Faculty of Graduate Studies and Research and the Faculty of Arts to change the name of the proposed Master of Arts (MA) in Women’s and Gender Studies to the MA in Gender and Social Justice Studies, to be effective upon approval.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Faculty of Graduate Studies and Research, Faculty of Arts
Presenters	Mazi Shirvani, Dean, Faculty of Graduate Studies and Research; Michael O’Driscoll, Associate Dean (Graduate Studies), Faculty of Arts; Lise Gotell, Chair, Department of Women’s and Gender Studies
Subject	Changing the name of the proposed Master of Arts (MA) in Women’s and Gender Studies to the MA in Gender and Social Justice Studies

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	On June 27, 2012, GFC APC approved a proposal from the Faculty of Graduate Studies and Research (FGSR) and the Faculty of Arts to establish a new MA in Women’s and Gender Studies. The proposal was subsequently forwarded to the Ministry of Enterprise and Advanced Education (EAE) (now Innovation and Advanced Education (IAE)) to begin the two-stage process of government review. On September 9, 2013, the Ministry informed the University that the proposal would not be forwarded to the Campus Alberta Quality Council (CAQC) for the second stage of review. After consulting with representatives of EAE (IAE) in the past year, Faculty representatives have been encouraged to resubmit the proposal with further justification and responses to concerns expressed in EAE’s letter. One of the outcomes of the consideration of EAE’s concerns is this proposal to change the name of the program to Gender and Social Justice Studies.
The Impact of the Proposal is	Minimal. The content of the program remains unchanged from what was originally approved by GFC APC.
Replaces/Revises (eg, policies, resolutions)	The name MA in Women’s and Gender Studies, as approved by GFC APC on June 27, 2012.
Timeline/Implementation Date	The proposal, with the new nomenclature, will be resubmitted to the Ministry (now Innovation and Advanced Education) upon approval by GFC APC.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	The original proposal, as noted above, worked through a governance process in 2011-2012, as outlined below:  Women’s Studies Executive Committee (December 13, 2011) – for recommendation; Women’s Studies Council (January 13, 2012) – for recommendation; Faculty of Arts Executive Committee (February 9, 2012) – for recommendation; Faculty of Graduate Studies and Research Council (May 16, 2012) – for

**FINAL Item No. 8**

	<p>recommendation; GFC Academic Standards Committee (June 21, 2012) – for recommendation on the admission/transfer and academic standing/graduation requirements; GFC Academic Planning Committee (June 27, 2012) – for final approval</p>
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**Alignment/Compliance**

Alignment with Guiding Documents	<p><i>Dare to Discover, Dare to Deliver</i>; University of Alberta Comprehensive Institutional Plan (2014)</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<ol style="list-style-type: none"> <li>1. <b>Post-Secondary Learning Act (PSLA)</b>: The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)).</li> <li>2. <b>PSLA</b>: GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</li> <li>3. <b>PSLA</b>: The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (Section 29(1)(c)).</li> <li>4. <b>PSLA</b>: The PSLA gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</li> <li>5. <b>GFC Academic Planning Committee (APC) Terms of Reference (Section 3./Mandate)</b>: <ul style="list-style-type: none"> <li>“Existing Undergraduate and Graduate Programs: <ul style="list-style-type: none"> <li>- Extension and/or Substantive Revision of Existing Programs</li> <li>- Revisions to or Extension of Existing Degree Designations</li> </ul> </li> </ul> <p>All proposals for major changes to existing undergraduate and graduate programs (eg, new degree designation, new curriculum) shall be submitted to the Provost and Vice-President (Academic).</p> <p>[...]</p> <p>The Provost and Vice-President (Academic), after consultation with relevant Offices, committees or advisors[,] will place the proposal before APC. APC has the final authority to approve such proposals unless, in the opinion of the Provost and Vice-President (Academic), the proposal should be forwarded to GFC with an attendant recommendation from APC. [...]” (3.13)</p> </li> <li>6. <b>PSLA</b>: “The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master’s or doctoral degree other than a degree in divinity.” (Section 109(1))</li> </ol>

**FINAL Item No. 8**

**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Office of the Provost and Vice-President (Academic); Ministry of Innovation and Advanced Education; Vice-Provosts' Council; Women's and Gender Studies Department Council
Approval Route (Governance) (including meeting dates)	Faculty of Graduate Studies and Research Council (May 20, 2014) – for recommendation; GFC Academic Planning Committee (June 25, 2014) – for final approval
Final Approver	GFC Academic Planning Committee

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (pages 1 – 2): Briefing Note on the Proposed Name Change for the Existing Master of Arts (MA) in Women's and Gender Studies

*Prepared by:* Kathleen Brough, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic), [kathleen.brough@ualberta.ca](mailto:kathleen.brough@ualberta.ca)

**Motion:**

To change the name of the proposed MA program in Women's and Gender Studies, initially approved by FGSR Council on May 16, 2012 and by APC on June 27, 2012, to MA in Gender and Social Justice Studies.

**Background:**

The proposal was submitted to Enterprise and Advanced Education (EAE) (now Innovation and Advanced Education (IAE)) in August 2012. On September 9, 2013, the Ministry informed the University of Alberta that the proposal would not be forwarded to Campus Alberta Quality Council (CAQC) for review.

The University of Alberta has been since been told that the proposal can be resubmitted, with further justification and responses to queries addressed in a cover letter.

On November 7, 2014, in response to feedback from Vice Provosts Council, the Women's and Gender Studies Department Council voted to rename the proposed program MA in Gender and Social Justice Studies.

**Rationale:**

The intellectual emphasis of the scholarly field originally know as "Women's Studies" has undergone a significant shift in the past decade. No longer confined to the exclusive goal of making women's experiences visible, this interdisciplinary field has expanded to include an analysis of gender, sexuality, race, disability and religion. Shifts in the pedagogical and research emphases of the unit reflect the discipline's contemporary focus on gender and sexual diversity, masculinities and sexuality studies.

When we initially proposed an MA program, we chose a degree name that coincided with the name of our Department and that reflected the degree name adopted by some of our comparators (for example, the University of Toronto offers an MA in Women's and Gender Studies). There is, however, considerable diversity in the names of graduate degree programs in our field: Women's Studies and Feminist Research (Western); Gender Studies (Queen's); and Gender, Race, Sexuality and Social Justice (University of British Columbia).

EAE's decision not to forward our proposal to CAQC was, in part, based on the proposed program's perceived overlap with the Multidisciplinary MA with a Concentration in Women's and Gender Studies offered by the University of Lethbridge. Our proposed MA program would be the first stand-alone MA in the field in the Prairie Provinces, and the first program in Alberta to offer the option of a 12-month course-based route (the University of Lethbridge MA is a thesis-based 24-month program). In the past months, we have negotiated an agreement with the Department of Women's and Gender Studies at Lethbridge to collaborate to enrich graduate education in our field, including: by allowing students to take courses as visiting students; by sitting on supervisory committees to expand the areas of research expertise available to our respective students; by creating research conversations; and in the future, by planning the development of

online courses in our field. These kinds of collaborations are already available to us through the Western Deans Agreement.

Changing the name of the proposed degree program to Gender and Social Justice Studies would help to distinguish our program within the Campus Alberta framework. We believe that “Gender and Social Justice Studies” more fully expresses the scope of proposed degree. This degree name reflects the program’s analytic commitment to intersectional analysis, according to which gender is a central, but not the only, axis along which in/equality is structured, represented, and experienced. Given the analytical expansion that comes with an intersectional analysis, we want the degree program name to emphasize the central commitment of the field, which is to social justice. We believe that the addition of “social justice studies” to the degree name will have a wide professional and scholarly appeal. Given the ever-changing nature of the field, “Gender and Social Justice Studies” is also an elastic enough term to capture future scholarly developments.

### **Impact**

The proposed degree program, approved by FGSR Council on May 16, 2012 and by APC on June 26, 2012, remains unchanged except for the name of the degree, and editorial changes in the University Calendar Description (changing “Women’s and Gender Studies” to “Gender and Social Justice Studies”).

Lise Gotell,  
Chair  
Department of Women’s and Gender Studies  
Lise.gotell@ualberta.ca