

COMPREHENSIVE INSTITUTIONAL PLAN



Table of Contents

EXECUTIVE SUMMARY	6
ACCOUNTABILITY STATEMENT	11
INSTITUTIONAL CONTEXT	12
University of Alberta Mandate	12
Mission Statement	13
CONSULTATION	14
GOALS, PRIORITY INITIATIVES, AND EXPECTED OUTCOMES	16
APPENDICES	
Appendix A: Financial and Budget Information	33
Appendix B: Enrolment Plan and Proposed Programming Changes	54
Appendix C: Research, Applied Research, and Scholarly Activities	60
Appendix D: Community Outreach and Under-represented Learners	66
Appendix E: Internationalization	72
Appendix F: Capital Plan	74
Appendix G: Information Technology	86
Appendix H: Full Enrolment Tables	89

List of Figures and Tables

Figure 1	Consolidated Revenue Budget 2017–2018 by source	36
Figure 2	Consolidated Expense Budget 2017–2018 by type	37
Table 1	2017–2018 Consolidated Budget (\$,000)	42
Table 2	2017–2018 Consolidated Budget by Fund (\$,000)	43
Table 3	2017–2018 Capital Budget (\$,000)	46
Table 4	2017–2018 Ancillary Budget by Operation (\$,000)	48
Table 5	Statement of Operations Budget for the Years Ending March 31, 2018 to 2021 (\$,000)	52
Table 6	Statement of Cash Flows Budget for the Years Ending March 31, 2016 to 2019 (\$,000)	53
Table 7	Augustana Capital Project Priority	78
Table 8	Augustana BLIMS Project Priorities	78
Table 9	Campus Saint-Jean Capital Project Priority	79
Table 10	Campus Saint-Jean BLIMS Project Priority	79
Table 11	North Campus Capital Project Priorities	79
Table 12	North Campus BLIMS Project Priorities	80
Table 13	South Campus Capital Project Priorities	80
Table 14	South Campus BLIMS Project Priority	80
Table 15	Housing	82
Table 16	University of Alberta: Enrolment Targets Measured in FLEs (Does not include PGME/DE)	90



COMPREHENSIVE INSTITUTIONAL PLAN

EXECUTIVE SUMMARY

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

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

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

WE ARE A DIVERSE AND INCLUSIVE COMMUNITY WITH A FAR-REACHING IMPACT

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

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

Universities strive to open and change minds, to hear and to articulate diverse points of view and to develop new ideas. Diversity of the university community—including international perspectives of students, faculty, and staff are critical to the success of graduates who will live and work in circumstances affected by global cultures, languages, economies, and governments. Personal experience and relationships with students from other countries better prepares global citizens.

WE ARE A LEADING RESEARCH ENTERPRISE

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

WE SOLVE PROBLEMS

Across a wide range of issues, the university takes a multi-faceted approach to solving relevant problems. A \$14 million facility in Edmonton is building on research based in the Faculty of Agricultural, Life & Environmental Sciences to deploy innovative technologies that use crops to produce nutraceuticals, pharmaceuticals, and cosmetics, increasing economic diversity and investment in the agricultural sector. The Alberta Cell Therapy Manufacturing facility, the only facility of its kind in western Canada, will produce clinical grade human cell and tissue products—offering hope for a host of regenerative treatments for diseases ranging from cancer to cardiovascular disease to neurological disorders. A breakthrough technology using feed stock—animal fat, beef tallow, restaurant grease—has been pioneered, allowing this waste to be converted into the next generation of renewable fuels and creating value-added products for Alberta’s economy. The U of A’s Protective Clothing and Equipment Research Facility tests and develops fabrics for extreme environments, such as forest fire-fighting, and the Western Partnership for Wildland Fire Science studies the fires themselves—each aspect supporting the work of the other as well as the work of Albertans handling real crises in the province.

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

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

ACCESSIBILITY

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

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

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

AFFORDABILITY

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

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

A key outcome in the near future is to streamline programs and their administration and IT support to maximize clarity and quality of learning outcomes and fiscal efficiency. Support is needed to streamline program approvals at all levels (including government) to allow for better responsiveness to student needs and economic trends.

QUALITY

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

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

COORDINATION

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

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

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

ACCOUNTABILITY

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

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



ACCOUNTABILITY STATEMENT

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

Original signed by Michael Phair

Michael Phair
Chair, Board of Governors

INSTITUTIONAL CONTEXT

University of Alberta Mandate

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

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

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

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

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

Transfer and collaborative degree completion agreements with partner institutions broaden student opportunities and provide rural, northern, and Indigenous communities with access to University of Alberta programs. Similar innovative arrangements centred at the university deliver information and knowledge resources to post-secondary and government communities through our Libraries and highly-trained librarians using inter-library loans and online access.

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

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

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

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

University of Alberta Mission Statement

Within a vibrant and supportive learning environment, the University of Alberta discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative

activity, community involvement, and partnerships. The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront.

For the Public Good, approved June 2016

CONSULTATION

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

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

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

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

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

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

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

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

GOALS, PRIORITY INITIATIVES, AND EXPECTED OUTCOMES

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

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

Alberta's Adult Learning System Principles

ACCESSIBILITY

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

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

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

Our accessibility goals are supported by a commitment to the health and wellness of our students, faculty, and staff. The key to great programs is great people offering and participating in them. The university is launching an institution-wide Healthy University Strategy, and continues to improve services for victims of sexual assault in response to a comprehensive review conducted in 2015.

AFFORDABILITY

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

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

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

QUALITY

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

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

COORDINATION

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

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

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

ACCOUNTABILITY

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

FINANCIAL AND BUDGET INFORMATION

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

ENROLMENT AND PROGRAMMING

The university is rolling out new national and international recruitment plans to ensure that we remain competitive for top students without compromising access for Albertans. Overall, program enrolment is expected to be stable over the next three years, with some small shifts between programs within faculties. Several faculties have the capacity to enrol beyond current targets if funded. In contrast, numerous other programs experience significant application pressure they cannot accommodate within their current funding envelopes—these include Computer Science, Kinesiology, Augustana B.Sc. programs, the Collaborative Nursing program, all programs in Pharmacy (being one of only two PharmD programs in Canada), the BCom in Accounting and Finance and the MBA in Business, all Engineering, the Education collaborative program with Red Deer College, and the Aboriginal Teacher Education Program. With additional dedicated funding, capacity in these programs could be increased to address unmet demand from qualified applicants.

RESEARCH

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

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

COMMUNITY OUTREACH AND UNDERREPRESENTED LEARNERS

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

INTERNATIONALIZATION

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

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

CAPITAL PLAN

We must continue to ensure infrastructure of a level and quality commensurate with our current global position and ambitious goals. Our Capital Plan emphasizes renewal and repurposing, ensuring that previous investments are respected and preventing expensive and unnecessary new builds. Renewal and repurposing keeps pace with the changing world and needs of our students, faculty, and staff, while increasing sustainability and reducing our carbon footprint. Our highest priorities are campus-specific.

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

INFORMATION TECHNOLOGY

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

Key outcomes

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

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

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

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

ACCESSIBILITY

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	FPG ALIGNMENT
GOALS			
G1	Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive and accessible services and initiatives.	2018	Sustain, Objective 19
G2	Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada.	Ongoing	Build, Objective 4
G3	Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world.	2025	Build, Objective 1
G4	Support the recruitment and retention of a diverse and inclusive faculty and non-academic staff to ensure that students have access to a university community reflective of Alberta's diversity.	2025	Build, Objective 2, 3
PRIORITY INITIATIVES			
P1	Develop an integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health, mental health and wellness resources, programs, and services, and promotes resilience and work-life balance.	2017	Sustain, Objective 19 Str i
P2	Continue the implementation of top recommendations of the 2016 Review of the University of Alberta's Response to Sexual Assault.	2018	N/A
P3	Increase the opportunities for all undergraduate and graduate students to experience the benefits of living on campus, including guaranteeing the offer of a place in residence to every first-year undergraduate student.	2018	Experience, Objective 8 Str i
P4	Build the Maskwa House of Learning as a place of understanding, welcome, and cultural connection, where Indigenous and non-Indigenous students together can grow and celebrate the unique and proud histories of Indigenous peoples and where Indigenous students can access the social, cultural, and spiritual supports that enable their academic success. Improve cultural supports for Indigenous colleagues so they feel an essential part of the fabric of the university and for non-Indigenous colleagues so they can be more inclusive and welcoming and supportive.	2019, pending funding	Build, Objective 4 Str ii
P5	Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation.	2020	Build, Objective 4 Str i
P6	Review, improve, and implement equity processes and procedures for recruiting and supporting faculty and staff in all categories to ensure a balanced academy and workforce that is representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and peoples with disabilities.	2020	Build, Objective 2 Str ii Build, Objective 3 Str ii

FOR THE PUBLIC GOOD (FPG)

Strategic Plan of University of Alberta

- Build
- Experience
- Excel
- Engage
- Sustain

ACCESSIBILITY

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	FPG ALIGNMENT
P7	Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university.	2020	Build, Obj 1 Str iii
P8	Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support.	2025	Build, Obj 1 Str iv
P9	Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive, research-intensive, multi-campus university offering francophone and rural liberal arts programming.	2025	Build, Obj 1 Str i
P10	Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada.	2025	Build, Obj 1 Str ii
P11	Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the French/English linguistic duality of Canada as well as the world-wide multi-ethnic francophonie, by positioning the university locally, nationally and internationally as a destination of choice for francophone and bilingual students; and by progressively improving Campus Saint-Jean students' and applicants' access to French-language services.	2025	Experience, Obj 9 Str ii
EXPECTED OUTCOMES			
E01	Infuse health into everyday operations, business practices and academic mandates through the launch of an integrated health and wellness strategy to support the health, wellbeing and safety of the university community.	2017	Sustain, Objective 19 Str i
E02	An enriched student academic experience through the linkage of learning with other aspects of their lives such as a residential experience through the completion of 760 bed spaces on the Lister Hall site and in East Campus Village. Housing in on-campus residences supports student success and enhances access for rural, Indigenous, under-represented and international students.	2018	Experience, Objective 8
E03	An increased understanding and inclusion of First Nation, Métis and Inuit perspectives in university activities, supported by increased visibility and celebration of Indigenous culture, researchers, and learners.	2020	Build, Objective 4
E04	Enhanced support for equity, diversity and inclusion promotes university values, ensures that the professoriate and university workforce more closely reflect the community at large and enhances the intellectual diversity of the academy.	Ongoing, completed by 2025	Build, Objective 2 Str ii Build, Objective 3 Str ii
E05	Renewal of the professoriate to increase diversity. More applications from individuals with diverse backgrounds expand our available conceptual tools, leading to a more creative academy.	2025	Build, Objective 2 Str i, ii

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	FPG ALIGNMENT
E06	Enhanced diversity of the student body to more closely reflect the demographic diversity of Alberta and Canada while continuing to attract top students and serve the needs of Alberta learners.	2025	Build, Objective 1
E07	Incremental increase in the proportion of Indigenous students to more closely reflect their demographic representation in Alberta's population. Improved retention of Indigenous students to match retention for other groups in the same cohorts.	2025	Build, Objective 1 Str ii
PERFORMANCE MEASURES			
PM1	"Composition of the student body: percentage of the student body from Alberta (excluding Edmonton) (target undergoing validation in 2017-18); percentage of students from out-of-province; and percentage of Indigenous students (target: Indigenous student population is proportionate to the Indigenous population in Alberta).	2018-25	Build, Objective 1
PM2	Composition of faculty and staff: gender (target: 43% female professoriate by 2025), Indigenous (target: 26 faculty members by 2025), visible minority (target: 25% of faculty members by 2025), disability status. Note: Data is only available for continuing, operating-funded positions; broader data collection and target setting are pending. Data is self-reported.	2025	Build, Objective 2 Build, Objective 3
PM3	Percentage of full-time students living in purpose-built student housing where there is intentional programming Target: 25% Current: 17.6% Note: Assumes full-time enrolment to be 35,500 in 2018.	2040	Experience, Objective 8

ACCESSIBILITY

FOR THE PUBLIC GOOD (FPG)

Strategic Plan of University of Alberta

- Build
- Experience
- Excel
- Engage
- Sustain

An overview of relevant initiatives, activities, partnerships and programs in this area, including a report on the status of university wellness initiatives, will be reported in the narrative section of the Annual Report accompanying this Principle. Employee engagement data is not currently available, pending the development of an employee engagement survey instrument through the implementation of For the Public Good.

AFFORDABILITY

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	FPG ALIGNMENT
GOALS			
G5	Ensure that the University of Alberta's campuses, facilities, utilities, and Information Technology infrastructure can continue to meet the needs and strategic goals of the university.	2018	Sustain, Objective 23
G6	Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.	2020	Sustain, Objective 22
G7	Continue to build and support an integrated approach to social, economic, and environmental sustainability that incorporates teaching and learning, research, outreach, capacity building, and the operations that support them.	2025	Sustain, Objective 20
PRIORITY INITIATIVES			
P1	Seek and secure resources needed to achieve and support institutional strategic goals.	2018	Sustain, Objective 22 Strategy i
P2	Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information, and access to shared, reliable institutional data.	2018	Sustain, Objective 21 Strategy i
P3	Integrate sustainability into teaching, learning, research, and outreach in ways that foster critical, interdisciplinary, long-term, and systems thinking on sustainability.	2020	Sustain, Objective 20 Strategy i
P4	Advance the renewal of the historic Dentistry/Pharmacy Building, taking advantage of excellent architecture and incorporating contemporary building operations and maintenance systems to support contemporary administrative, teaching, learning, and research activities	2025 (multi-phased)	Sustain, Objective 23 Strategy i
P5	Pursue a solution to meeting program outcomes in the Faculty of Arts through one of two identified alternatives: renovation and repurposing of existing space combined with construction of purpose-built space on North Campus or the re-location of Music and Arts and Design within the "Urban Village" concept in downtown Edmonton, a project being led by the Edmonton Galleria Foundation.	2028 (multi-phased)	Sustain, Objective 23 Strategy i

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	FPG ALIGNMENT
EXPECTED OUTCOMES			
E01	Launch of key IT solutions and enhancements that enable the secure, efficient and reliable delivery of high-quality programs and services, including analytics, budgeting and planning, student, financial, and human resource management.	2018	Sustain, Objective 23 Strategy iii
E02	Continued advancement of the three pillars of sustainability: environmental, economic, and social, through action to “green” U of A activities, reduce energy demands, and promote sustainability across all university activities.	2020	Sustain, Objective 20 Strategy i
E03	Continued optimization of the university’s financial resources, including the management of endowments, to support long-term institutional sustainability.	2020	Sustain, Objective 22 Strategy ii
E04	Provision of new teaching, academic and administrative space at the heart of the North Campus through the renewal of the historic Dentistry/ Pharmacy building, allowing the university to reuse a significant asset that is currently unoccupied due to its condition.	2025	Sustain, Objective 23 Strategy i
E05	Continued scoping and advancement of alternatives to meet Faculty of Arts requirements.	2025	Sustain, Objective 23 Strategy i
PERFORMANCE MEASURES			
PM1	STARS Rating The Sustainability Tracking, Assessment and Rating System (STARS) is an integrated assessment of institutional sustainability. The university targets a Gold rating.	2017	Sustain, Objective 20
PM2	Net Operating Revenues Ratio This is a core measure of financial sustainability and provides an indication of the extent to which the university is generating positive cash flows. Target is not yet established.	2018	Sustain, Objective 22

AFFORDABILITY

FOR THE PUBLIC GOOD (FPG)

Strategic Plan of University of Alberta

- Build
- Experience
- Excel
- Engage
- Sustain

QUALITY

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	FPG ALIGNMENT
GOALS			
G8	Build a portfolio of signature areas of research and teaching excellence where the University of Alberta is, or will be recognized, as a global leader.	2017-20	Excel, Objective 12
G9	Enable University of Alberta researchers to succeed and excel.	2020	Excel, Objective 13
G10	Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration.	2020	Engage, Objective 17
G11	Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly-qualified, and diverse academy.	2025	Build, Objective 2
G12	Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.	2020	Experience, Objective 7
G13	Inspire, model, and support excellence in teaching and learning.	Ongoing	Excel, Objective 14
PRIORITY INITIATIVES			
P1	Develop a process to identify and support established and emerging signature areas of research and teaching excellence.	2017	Excel, Objective 12 Str i
P2	Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.	2019	Experience, Objective 7 Str i
P3	Expand professional development opportunities for graduate students and post-doctoral fellows.	2019	Experience, Objective 7 Str iii
P4	Identify and remove systemic barriers to interdisciplinary collaboration, and where necessary, expand or create policies, resources, infrastructure, and strategies to encourage and reward academic and administrative partnerships and collaborations.	2017-20	Engage, Objective 17 Str i
P5	Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels.	2020	Excel, Objective 14 Str i
P6	Provide robust supports, tools, and training to develop and assess teaching quality, using qualitative and quantitative criteria that are fair, equitable, and meaningful across disciplines.	2017-20	Excel, Objective 14 Str iii
P7	Attract and retain a diverse complement of faculty and post-doctoral fellows from around the world, with initial attention on increasing the proportion of assistant professors.	Ongoing	Build, Objective 2 Str i
P8	Secure and sustain funding for the continuous evolution and operation of research facilities and resources to meet the changing needs of our broad-based research community.	Ongoing	Excel, Objective 13 Str iv
EXPECTED OUTCOMES			
E01	Defined process identifying "signature", as well as emerging, areas of teaching and research excellence to be nurtured and strengthened for the future.	2017	Excel, Objective 12 Str i

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	FPG ALIGNMENT
E02	Through partnerships with the federal and provincial governments, undertaking laboratory renewal projects that will modernize facilities to support research and learning environments on the Augustana Campus and at Campus Saint-Jean (supported by the Post-Secondary Institutions Strategic Investment Fund (SIF).	2017	Excel, Objective 13 Str iv
E03	Implementation of a Good Supervision awareness campaign, and Graduate Student Management System, encouraging collegial models of supervision and mentorship.	2017-18	Excel, Objective 14 Str iii
E04	Increased access to, and use of, professional development opportunities for graduate students and post-doctoral fellows to support their job market competitiveness, including through internship programs, events and workshops, and on-line resources to improve their ability to compete in the global employment market.	2018	Experience, Objective 7 Str iii
E05	Enhanced and strengthened experiential learning opportunities for students achieved through the development of an institutional needs assessment, inventory, and informational resource for students.	2017-19	Experience, Objective 7 Str i
E06	A strong, dynamic research community pursuing excellent, relevant, interdisciplinary, high impact research to address complex problems at the local and global scales.	2020	Build, Objective 2 Excel, Objective 13
E07	Development of an action plan for supporting and expanding interdisciplinary activities, beginning with an inventory of successes and challenges, an environmental scan, and a review of best practices.	2017-20	Engage, Objective 17 Str i
E08	Increased instructor access to training and mentorship, and uptake of new models for instructional design, assessment, and teaching by the professoriate.	2017 20	Excel, Objective 14 Str i
PERFORMANCE MEASURES			
PM1	Student-reported experience with faculty (National Survey of Student Engagement- NSSE) and graduate student satisfaction (Canadian Graduate and Professional Student Survey-CGPSS). Note: NSSE is currently administered in three-year intervals; the next administration will take place in 2017. This administration will be used as a baseline for setting future targets.	2017	Excel, Objective 14
PM2	High-Impact Practices (NSSE).	2017	Experience, Objective 7
PM3	Sponsored research funding: total and U15 rank (all sources and Tri-Council) (target: top 5)	2018	Excel, Objective 13
PM4	Citation impact. Targets not established.	2018	Excel, Objective 13
PM5	Employment outcomes two years after graduation: employment rate and mean income by degree level (Alberta Graduate Outcomes Survey-GOS). Note: The GOS is administered biennially. Data from the 2016 administration will be reported when available. This administration will be used as a baseline for setting future targets.	2020	Experience, Objective 7
PM6	Incremental increase in proportion of professoriate at rank of Assistant Professors (target: 21% of faculty members at the rank of Assistant Professor by 2021).	2017-25	Build, Objective 2
PM7	Research and teaching awards (Canada Research Chairs and 3M Teaching Awards). Targets not established.	Ongoing	Excel, Objective 13

QUALITY

FOR THE PUBLIC GOOD (FPG)

Strategic Plan of University of Alberta

- Build
- Experience
- Excel
- Engage
- Sustain

An overview of major professional development activities in support of the identified outcomes will be reported in the narrative section of the Annual Report accompanying this principle. Consistent with the 2016 reporting guidelines, the Research, Applied Research, and Scholarly Activities section of the university's Annual Report will report on the launch of the signature areas of research and teaching excellence and on key partnerships and research impacts.

COORDINATION

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	FPG ALIGNMENT
GOALS			
G14	Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations.	2017-20	Engage, Objective 18
G15	Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.	2017-20	Experience, Objective 9
G16	Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections.	2021 and ongoing	Engage, Objective 16
G17	Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.	Ongoing	Sustain, Objective 21
PRIORITY INITIATIVES			
P1	Provide leadership in Alberta's post-secondary sector and support integration, collaboration, and partnership across the province's six-sector model through collaborations including but not limited to: project management support for Norquest college capital expansion; hosting of Olds College PeopleSoft financial system; coordinated commercialization activities between TEC Edmonton and NAIT.	Ongoing	Engage, Objective 18 Str i
P2	Maintain and pursue partnerships across the global academy to expand research and/or funding opportunities for our researchers and thus increase their capacity for success.	Ongoing	Excel, Objective 13 Str ii
P3	Work closely with key provincial partners and government agencies, including members of Campus Alberta, Alberta Health Services, Alberta Innovates, The Alberta Library, NEOS, etc., to undertake mutually beneficial research, and where possible, coordinate, streamline, and deliver shared systems, services, and processes to the benefit of all Albertans.	2017-19	Engage, Objective 18 Str v
P4	Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges, building on the success of collaborative projects like the Future Energy Systems).	2020	Engage, Objective 16 Str iii
P5	Welcome increased community access, participation, and engagement at all University of Alberta sites, such as our downtown campus at Enterprise Square and our sports facilities at South Campus.	2017-20	Experience, Objective 9 Str iii Engage, Objective 16 Str v

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	FPG ALIGNMENT
P6	Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university.	2017-20	Experience, Objective 9 Str i
P7	Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems; reduce duplication and complexity; and encourage cross-institutional administrative and operational collaboration.	Ongoing	Sustain, Objective 21 Str iv
PRIORITY INITIATIVES			
E01	Identification of specific opportunities for new and/or enhanced shared administrative services through discussions with the Government of Alberta and Campus Alberta institutions.	Ongoing	Engage, Objective 18 Str i
E02	Enhancement of research partnerships supporting resource management, environmental stewardship, and healthy communities (see Appendix C).	2020	Engage, Objective 18 Excel, Objective 13 Str ii
E03	Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement (including formal partnerships with provincial government bodies and the City of Edmonton, ongoing relationships with over 150 Community Service-Learning partners, and expanded alumni outreach to graduates from the past decade).	2020	Engage, Objective 16
E04	Development of an action plan to identify and strengthen the unique opportunities presented by our multi-campus environment through connections, communication, and collaborations.	2020	Experience, Objective 9
E05	Development of shared infrastructure to foster the health, talent, skills and creativity of Edmonton's people, benefitting both the university and its community partners: exploration of opportunities for expanding art, design and music education and research in the core of Edmonton; and development of the South Campus Community Arenas project to provide needed space for academic, varsity and recreational sport activities.	2021	Engage, Objective 16 Str v
PERFORMANCE MEASURES			
PM1	Student-reported citizenship development (NSSE). Note: NSSE is currently administered on three-year intervals; the next administration will take place in 2017. This administration will be used as a baseline for setting future targets.	2017	Engage, Objective 16
PM2	Delivery of Capital Plan priorities: South Campus Community Arenas project; scoping to meet Faculty of Arts needs through renewal and/or development of an "urban village" concept in downtown Edmonton.	2021	Engage, Objective 16 Str v
PM3	Development of action plan for leveraging multi-campus environment	2020	Experience, Objective 9

COORDINATION

FOR THE PUBLIC GOOD (FPG)

Strategic Plan of University of Alberta

- Build
- Experience
- Excel
- Engage
- Sustain

Major initiatives in support of P1 will be reported in the narrative section of the Annual Report accompanying this Goal. Key community engagement activities will be reported in the Community section of the university's Annual Report, as per the 2016 reporting guidelines. Major infrastructure investments will be reported in the Capital Plan section of the university's Annual Report, as per the 2016 reporting guidelines.

ACCOUNTABILITY

FOR THE
PUBLIC GOOD
(FPG)Strategic Plan of
University of Alberta

- Build
- Experience
- Excel
- Engage
- Sustain

TYPE	DESCRIPTION	EXPECTED COMPLETION DATE	FPG ALIGNMENT
GOALS			
G18	Build and support an integrated, cross-institutional strategy to demonstrate and enhance the University of Alberta's local, national and international story, so that it is shared, understood, and valued by the full University of Alberta community and its many stakeholders.	2019	Build, Objective 6
G19	Ensure responsible and accountable stewardship of the university's resources and demonstrate to government, donors, alumni, and community members the efficient and careful use of public and donor funds.	2020	Sustain, Objective 22 Str iii
PRIORITY INITIATIVES			
P1	Develop a set of equitable, meaningful, and relevant measures to monitor our progress towards strategic goals and develop the tools required to report on them.	2018	Sustain, Objective 21 Str v
P2	Communicate, using both quantitative and qualitative evidence, how the University of Alberta serves as a cornerstone of the community bringing widespread economic and societal benefits to all Albertans, as well as to national and international partners and stakeholders.	2019	Build, Objective 6 Str iii
P3	Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement.	2019	Sustain, Objective 22 Str ii
EXPECTED OUTCOMES			
E01	Enables the university to satisfy accountability requirements and expectations for key stakeholder communities.	Ongoing	Sustain, Objective 21 Str v
E02	Demonstration of strong financial stewardship through the implementation of a revised budget model to demonstrate the alignment of financial resources with university objectives.	2019	Sustain, Objective 22 Str ii, iii
E03	Increased community awareness of the university and its social, economic, and historical contributions to the province, the country and the world.	2019	Build, Objective 6
E04	Ongoing advocacy and increased pride in the institution among key stakeholders and the community at large, achieved through engagement with and exposure to U of A scholars and the work of the university.	2021	Build, Objective 6
PERFORMANCE MEASURES			
PM1	Media impact: mentions and reach. These metrics will be supplemented through relevant web analytics and qualitative reporting related to stakeholder relationship impact. These metrics are newly established and baselines are being established to inform future target setting.	2019	Build, Objective 6 Str iii
PM2	Financial stewardship. The university's Audited Financial Statements and accompanying analysis are the foundational reporting and accountability mechanisms for goals and initiatives related to financial stewardship. Operational efficiency is reported under Affordability (PM2)	2018	Sustain, Objective 21



APPENDIX A: FINANCIAL AND BUDGET INFORMATION

2017-18 CONSOLIDATED BUDGET

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

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

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

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

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

CONSOLIDATED REVENUE

Budgeted revenue for 2017-18 is \$1,919.1 million. As illustrated in Figure 1, 51.1 per cent or \$980.9 million comes from the Government of Alberta, mostly through the Campus Alberta Grant, sponsored research funding, and capital funding. Of the \$980.9 million, \$628 million represents the Campus Alberta Grant, the primary source of unrestricted funding for the university's day-to-day operating activity and as reflected in the operating fund (see Table 2). The 2017-18 budget has been prepared based on an assumption of a two per cent increase to the Campus Alberta Grant or the equivalent of \$12.3 million.

This increase reflects government's tremendous commitment to support higher education and the university's importance to diversifying the provincial economy.

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

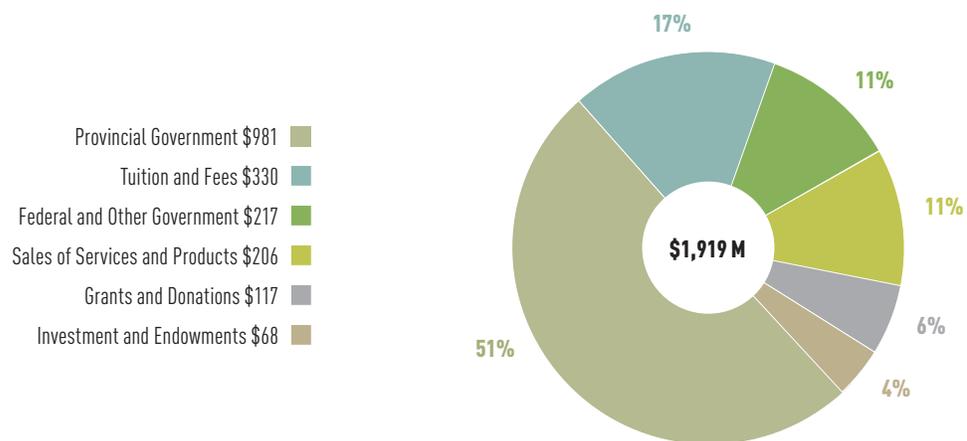
Tuition and related fees are budgeted at \$329.9 million and, at 17.2 per cent, represent the second-largest source of consolidated revenue and is budgeted to be slightly higher than 2016-2017 budgeted revenue. Tuition and related fees include all instructional fees, market modifiers, program fee differentials,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

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

The fourth-largest source of revenue is sales of services and products at \$206.1 million. The majority of sales of services and products are generated through the university's ancillary operations such as parking and the university's housing and food service operations. Increased revenue through ancillary operations is driven by forecast growth such as increased residence capacity as well as rate increases for residence services and parking as approved by the Board in December, 2016. However, the demand for residence spaces is starting to soften in response to rental market conditions, which could impact revenues from ancillary operations.

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

FIGURE 1 CONSOLIDATED REVENUE BUDGET 2017-18 BY SOURCE (\$MILLION)



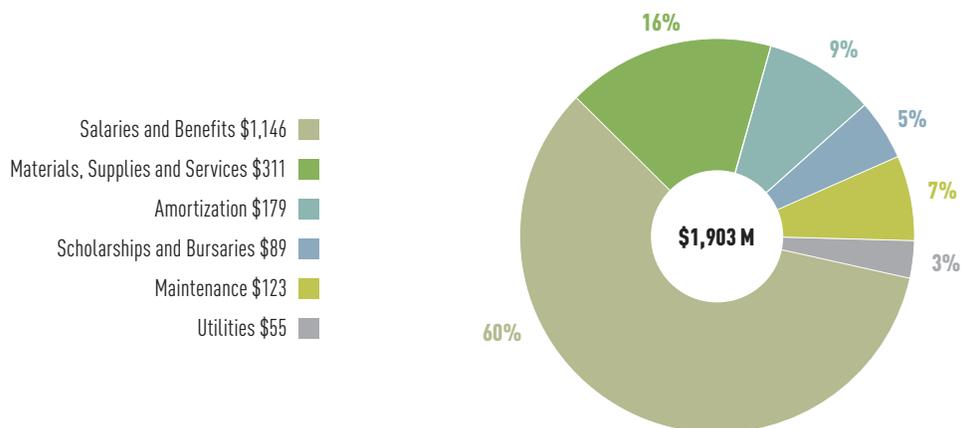
CONSOLIDATED EXPENSE

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

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

The university's next largest expense is materials, supplies, and services. Budgeted at \$311.3 million, these expenses provide essential support across the campuses, including Information Services and Technology, research expenditures, library resources, and central expenditures such as insurance premiums. This expense line also includes the costs of goods sold and recovered, largely within ancillary operations. In budgeting for these expense items, the university continues to face the challenge whereby inflation within higher education as reflected by the Academic Price Index (API), significantly exceeds general inflationary increases as represented by the Alberta Consumer Price Index (CPI). Reasons why the API is higher than the CPI include library collections, which are not only impacted by general inflationary increases but also the value of the Canadian dollar relative to the US dollar, in which most library purchases are made. For 2017-18 the library estimates serial and monograph inflation of between 2.5 and 6.0 per cent (on a \$25 million collections budget) and an additional currency impact of \$1.7 million. Information Technology is forecasting inflation increases of 6.2 per cent on contracts and Facilities and Operations is forecasting average inflation increases of 5.0 per cent including the impact of the increased minimum wage. The university has estimated that for the 15-month period of January 1, 2017 to March 31, 2018, the carbon levy will increase the university's utility costs by a minimum of \$2.5 million. When fully implemented the carbon levy will increase the university's utility costs by an estimated \$6 million or the equivalent of a one per cent grant adjustment to the university's 2017-18 Campus Alberta Grant.

FIGURE 2 CONSOLIDATED EXPENSE BUDGET 2017-2018 BY TYPE (\$MILLION)



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

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

OPERATING FUND INVESTMENT PRIORITIES

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

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

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

Within the operating fund, priority areas identified for support include sustaining ongoing commitments to faculty recruitment and retention, partial funding of inflationary pressures associated with the university's library collections, and base fundraising support to sustain current operations and resulting donation levels. Final allocation decisions will not be made until after the ministry formally confirms the adjustment to the university's Campus Alberta Grant.

The university's budget development process also considered scenarios in which the university would receive less than a two per cent grant increase. In the event that the university received less than a two per cent grant increase or saw its grant is reduced, the university would need

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

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

CONSOLIDATED BUDGET HIGHLIGHTS AND SENSITIVITIES

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

2017-18 budget highlights

Key revenue highlights include:

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

Key expenditure highlights include:

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

2017-18 BUDGET SENSITIVITIES**Revenue Approximate Value**

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

Expense Approximate Value

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

FORECAST BUDGET ASSUMPTIONS 2018-19 TO 2020-21

The university has used the following forecast budget assumptions.

Revenue assumptions:

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

Expenditure assumptions:

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

TABLE 1 2017-18 CONSOLIDATED BUDGET (\$'000'S)

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

TABLE 2 2016-17 CONSOLIDATED BUDGET BY FUND (\$000'S)

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

INSTITUTIONAL BUDGET RISKS

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

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

Systemic Risks

REVENUE

Campus Alberta Grant. The grant continues to be the university's primary source of unrestricted revenue. The provincial government's current fiscal situation, along with the ongoing funding review, place any increase to the grant and the longer-term value of the grant at a high risk.

Tuition Revenue. Tuition revenue is a factor of quantity, mix and price. The university requires the ability to adjust enrolment numbers and mix to align with demand as well as adjust tuition levels in response to cost increases as well as market demand and conditions. This is particularly true regarding graduate and international student tuition fee levels. As well, if there are constraints on the Campus Alberta Grant, the university must have the flexibility to generate tuition revenue to fulfill its academic mission and sustain the quality of the learning experience. As the tuition regulation is currently under review by government, this revenue source may be at a high risk.

Student Enrolment Quantity and Mix. Total tuition revenue is driven by tuition levels and a complex mix of student type and degree program. A broad range of external environmental or geopolitical issues can impact the university's quantity and mix of students.

Interest Rates. Interest income is an important source of revenue on the margin. With a continuation of low oil prices and the sluggish Canadian economy, there continues to be downward pressure on the Bank of Canada rate. Low interest rates continue to impact the ability of university to grow, on the margin, unrestricted revenue.

Alternative Revenue. The university must increase its capacity to generate alternative sources of revenue to offset constraints to grant funding, tuition revenue limitations, and low investment income returns. However, the government has yet to approve the transfer of land to the land trust and several academic initiatives that could generate new sources of revenue.

Exchange Rates. The Canadian dollar continues to hover around \$0.75 to the US dollar. Although a lower Canadian dollar benefits the provincial government in terms of oil and gas revenue, and reduces some international students' cost of tuition, a declining Canadian dollar also increases the university's costs for many of the goods and services produced in the US or purchased in US dollars.

EXPENDITURES

Compensation. The single largest expenditure for the university is employee compensation. The greatest challenge faced by the university is the fact that total compensation continues to increase at a faster rate than the university's Campus Alberta Grant and tuition, its primary sources of operating funding.

Unfunded Pension Plan Liabilities. The university is carrying a large unfunded liability in its pension plans. The high contribution rates and the overall level of the unfunded liability present significant risk to the university.

Academic Price Index. The costs within the university (Academic Price Index) are rising at a faster rate than general inflation (Consumer Price Index) and the overall rate of increase in the university's operating revenues. The university's API is also being negatively impacted by the carbon levy as well as the increases to minimum wage. The overall rate of increase in the API continues to put significant pressure on ability of the university to balance its operating fund.

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

2017-18 BUDGET RISKS

Campus Alberta Grant: High. Given the current fiscal position of the provincial government receiving a two per cent increase the grant is considered high risk.

NASA Collective Agreement: Medium. The NASA collective agreement is subject to a wage re-opener if the Alberta government and its employees negotiate a general wage increase. This could result in an increase to the university's salary expenditures.

Impact of ATB and Merit: Medium to High. Each faculty and unit is responsible to fund their cost of ATB and merit. Each unit has a different capacity to meet these commitments. Depending on the unit, this may require a re-alignment of budgets including position eliminations and staff layoffs.

Salary equity Issues: Medium. The university is continuing its review of data to assess whether salary equity issues are present within the academic workforce. If salary equity issues are identified they will need to be addressed by the university.

CAPITAL AND ANCILLARY BUDGETS

TABLE 3 2017-18 CAPITAL BUDGET (\$000's)

	ACTUALS TO DATE PRELIMINARY	2017-2018 RECOMMENDED BUDGET	FORECAST TO COMPLETE	TOTAL ESTIMATED PROJECT BUDGET
Capital Projects				
Agricultural Research Infrastructure - St Albert / Kinsella / Mattheis	12,247	200	-	12,447
CME Renewal - Levels 2, 3 7	20,900	100	-	21,000
Devonian Botanic Garden - Infrastructure Upgrades	1,211	8,000	3,789	13,000
Devonian Botanic Garden - Islamic Garden	8,000	11,000	1,420	20,420
East Campus Village - Phase 3	3,090	20,000	12,260	35,350
East Campus - Infill	6,913	264	-	7,177
Edmonton Clinic Health Academy	378,504	3,559	-	382,062
HRIF Project (Li Ka Shing / Katz Group) Fit Outs	114,544	1,826	-	116,370
Ice Cores - South Academic Building	1,730	100	-	1,830
Lister Tower # 5	3,322	20,000	17,178	40,500
Peter Lougheed Hall (formerly Leadership College)	43,766	200	-	43,966
Research & Collections Resource Facility (formerly BARD II)	43,444	13,768	100	57,312
Footo Field - Air Supported Structure (Dome)	3,779	3,328	-	7,106
SIF Electrical & Computer Engineering Research Facility (ECERF)	5,000	18,000	2,000	25,000
SIF Biological Sciences & Earth and Atmospheric Sciences	-	13,514	1,000	14,514
SIF Clinical Sciences Building (CSB)	-	2,593	500	3,093
SIF Medical Sciences Building (MSB)	-	6,959	500	7,459
Chemistry Electrical Vault Renewal	1,000	5,000	8,000	14,000
Other Capital Projects	30,153	312	-	30,465
Total - Projects Underway / Proceeding	677,602	128,722	46,747	853,071
Annual Capital Programs:				
Infrastructure Maintenance Program Grant		23,572		
Energy Management		4,418		
Total Annual Capital Programs		27,990		
TOTAL	677,602	156,712	46,747	853,071

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

CAPITAL

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

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

TABLE 3 Continued 2016-17 CAPITAL BUDGET (\$000's)

	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Future Capital Projects					
Academic Student Support Space - Student Residence	900	4,000	2,000	-	-
Augustana Science Labs & Classroom Building	-	10,000	10,000	-	-
Campus Saint-Jean Science Labs	-	1,000	8,000	10,000	-
Dentistry Pharmacy Functional Renewal	-	13,000	30,000	34,000	13,000
Earth Science Building - Central System Upgrades	-	-	-	-	-
ECO Center Devonian Garden	-	500	6,000	1,500	-
Engineering Backfill ETLC	-	8,000	2,000	-	-
Faculty of Arts	-	6,500	33,000	31,000	28,000
High Performance Training and Research Centre and Community Arenas - South Campus	1,000	25,000	25,000	14,000	-
Maskwa House of Learning	500	13,750	13,750	-	-
Mechanical Engineering Building Renewal	-	-	-	-	-
Natural Resources Engineering Facility	-	15,000	15,000	-	-
North Campus Electrical Services Expansion and Garneau Substation 15kV Switchgear Upgrade	-	3,000	14,000	10,000	-
School of Business	-	-	-	-	-
Science Backfill	-	6,000	7,000	3,000	-
South Campus Basic Infrastructure	-	15,600	-	-	-
South Campus Infrastructure Utilities/District Energy Plant	-	-	-	-	-
Total Future Capital Projects	2,400	121,350	165,750	103,500	41,000

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

ANCILLARIES

The university runs several large ancillary operations: Ancillary Services (Residence Services, Hospitality Services, Parking, Real Estate and Commercial Property Management Services, ONEcard) the Bookstore, Enterprise Square, the University Health Centre, and Utilities.

All of the university's ancillaries must generate the required revenues to support their operating and ongoing capital requirements as well as maintain both operating and capital reserves.

TABLE 4 2017-18 ANCILLARY BUDGET BY OPERATION (\$,000)

	2016-17		Budget 2017-18	Projections		
	Budget	Forecast		2018-19	2019-20	2020-21
Ancillary Services						
Revenues	77,257	74,245	77,025	84,493	89,427	92,862
Expenses (Net Amort, Capital Acqn., Debt Rpymt.)	79,033	77,635	81,328	84,824	101,200	86,645
Net Operations	(1,776)	(3,390)	(4,303)	(331)	(11,773)	6,217
Reserve Balances, Closing						
Operating	3,104	452	(1,750)	(4,124)	(2,443)	1,802
Capital	20,662	21,713	19,612	21,655	8,201	10,173
Total Reserve Balance	23,766	22,165	17,862	17,531	5,758	11,975
Augustana: Residence, Conferencing, and Food						
Revenues	3,615	3,421	3,490	3,560	3,630	3,703
Expenses (Net Amort, Capital Acqn., Debt Rpymt.)	4,042	3,530	3,428	3,485	3,546	3,607
Net Operations	(427)	(109)	62	75	84	96
Reserve Balances, Closing						
Operating	940	886	948	1,000	1,000	1,000
Capital	3,637	4,558	4,558	4,581	4,665	4,761
Total Reserve Balance	4,577	5,444	5,506	5,581	5,665	5,761
Bookstore						
Revenues	14,304	13,599	13,230	12,979	12,979	12,979
Expenses (Net Amort, Capital Acqn., Debt Rpymt.)	14,314	13,451	13,112	12,814	12,859	12,905
Net Operations	(10)	148	118	164	119	73
Reserve Balances, Closing						
Operating	(1,203)	(1,057)	(939)	(775)	(655)	(582)
Capital	-	-	-	-	-	-
Total Reserve Balance	(1,203)	(1,057)	(939)	(775)	(655)	(582)

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

	2016-17		Budget	Projections		
	Budget	Forecast		2017-18	2018-19	2019-20
University Health Services						
Revenues	6,600	6,636	4,800	4,835	4,870	4,905
Expenses (Net Amort, Capital Acqn., Debt Rpymt.)	6,497	6,599	4,800	4,835	4,870	4,905
Net Operations	103	37	-	-	-	-
Reserve Balances, Closing						
Operating	366	300	200	200	200	200
Capital	100	100	200	200	200	200
Total Reserve Balance	466	400	400	400	400	400
Utilities*						
Revenues	81,469	80,501	87,099	89,209	83,864	88,209
Expenses (Net Amort, Capital Acqn., Debt Rpymt.)	81,469	80,501	87,099	89,209	83,864	88,209
Net Operations	-	-	-	-	-	-
Reserve Balances, Closing						
Operating	4,742	614	614	614	614	614
Capital	4,281	9,585	9,585	9,585	9,585	9,585
Total Reserve Balance	9,023	10,199	10,199	10,199	10,199	10,199
TOTAL						
Revenue	183,245	178,402	185,644	195,076	194,770	202,657
Expenses	185,355	181,716	189,767	195,167	206,340	196,271
Net Operations	(2,110)	(3,314)	(4,123)	(92)	(11,570)	6,386
Reserve Balances, Closing						
Operating	7,948	1,195	(927)	(3,085)	(1,285)	3,034
Capital	28,680	35,956	33,955	36,021	22,651	24,719
Total Reserve Balance	36,628	37,150	33,027	32,936	21,366	27,752

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

ANCILLARY SERVICES

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

BOOKSTORE

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

ENTERPRISE SQUARE

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

UNIVERSITY HEALTH CENTRE

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

UTILITIES

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

CONCLUSION

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

STATEMENT OF OPERATIONS AND CASH FLOW

TABLE 5 STATEMENT OF OPERATIONS BUDGET FOR THE YEARS ENDING MARCH 31, 2018 TO 2021 (\$,000)

	Estimated Actual 2016	Budget March 31, 2017	Forecast March 31, 2018	Forecast March 31, 2019	Forecast March 31, 2020
REVENUE					
Government of Alberta grants	\$963,838	\$980,957	\$1,000,717	\$1,026,602	\$1,045,744
Federal and other government grants	192,314	216,832	193,232	196,262	203,057
Student tuition and fees	324,936	329,954	343,465	347,336	355,044
Sales of services and products	200,557	206,144	216,178	221,680	228,409
Donations and other grants	107,770	116,989	121,873	125,894	129,917
Investment income	66,982	68,196	71,190	73,962	74,804
	1,856,397	1,919,072	1,946,655	1,991,736	2,036,975
EXPENSE					
Learning	1,134,924	1,170,107	1,193,700	1,226,477	1,246,995
Research	461,768	474,856	493,009	511,499	530,743
Facility operations and maintenance	128,942	159,329	118,689	115,402	117,865
Ancillary services	95,707	98,363	103,516	103,537	104,931
	1,821,341	1,902,655	1,908,914	1,956,915	2,000,534
Annual operating surplus	35,056	16,417	37,741	34,821	36,441
Endowment contributions	18,087	18,630	19,375	20,150	21,158
Endowment capitalize investment income	-	-	-	-	-
Annual surplus	18,087	18,630	19,375	20,150	21,158
Accumulated surplus, beginning of year	53,143	35,047	57,116	54,971	57,599
Accumulated surplus, end of year	1,540,519	1,593,662	1,628,709	1,685,825	1,740,796
	\$1,593,662	\$1,628,709	\$1,685,825	\$1,740,796	\$1,798,395

TABLE 6 STATEMENT OF CASH FLOWS BUDGET FOR THE YEARS ENDING MARCH 31, 2016 TO 2019 (\$,000)

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



APPENDIX B: ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

ENROLMENT PLAN

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

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

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

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

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

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

Proposed programming changes

QUALITY DEGREE PROGRAMS

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

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

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

Course-based Master of Arts in the History of Art, Design and Visual Culture (HADVC)	Post-Baccalaureate Certificate (PBC) in Indigenous Business
Course-based Master of Arts in Native Studies	University Certificate in Teaching Complex Communication Needs Students
Course-based Master of Science in Genetic Counselling	Bachelor of Arts in Recreation Therapy
Course-based Master of Arts in Digital Humanities	Bachelor of Arts in Modern Languages and Cultural Studies
Course-based Master of Arts in Policy Studies	Certificate in Education à la Petite enfance (Child Development Worker)
PhD in Oral Medicine (Medical Sciences-Oral Medicine)	Diploma in Education à la Petite enfance (Child Development Supervisor)
Post-Baccalaureate Certificate (PBC) in Communications and Technology	Certificate in Préposé en soins de santé (Health Care Aide)
Post-Baccalaureate Certificate (PBC) in Accounting	Diploma in Techniques en Travail social et Santé mentale (Techniques in Social Work and Mental Health)
Post-Baccalaureate Certificate (PBC) in Health Care Leadership	Diploma in Infirmière auxiliaire (Licensed Practical Nurse)
Post-Baccalaureate Certificate (PBC) in Environmental Monitoring	

The university anticipates submitting requests for the termination of:

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

The university anticipates submitting requests for the suspension:

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

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

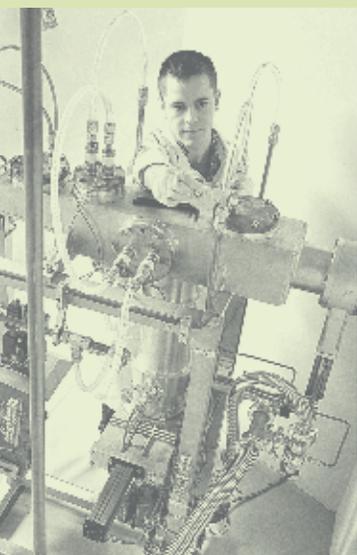
EXPERIENTIAL LEARNING

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

PROFESSIONAL EDUCATION

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

NOTE: the university's full Enrolment Table is provided at the end of the CIP document.



APPENDIX C: RESEARCH, APPLIED RESEARCH, AND SCHOLARLY ACTIVITIES

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

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

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

Accessibility

ACCESSIBILITY AND DIVERSITY

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

BALANCE OF PROFESSORS, POST-DOCTORAL FELLOWS, GRADUATE STUDENTS AND UNDERGRADUATE STUDENTS

In 2015-16, the U of A was home to over 36,000 students (almost 30,000 undergraduate and over 7,000 graduate), over 2,000 full-time faculty members, close to 600 post-doctoral fellows, and over 900 contract academic staff. Maintaining the right balance among professors, post-doctoral fellows, graduate, and undergraduate students is critical to the university's ability to offer access to a world-class education and an environment that nurtures and supports the full educational and career lifecycle of all U of A members.

GRADUATE EDUCATION AND POST-DOCTORAL FELLOWS

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

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

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

Quality

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

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

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

A Strong Economy and Effective Resource Management

FUTURE ENERGY SYSTEMS

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

SCENEREI

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

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

HELMHOLTZ (HAI)

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

ENVIRONMENTAL STEWARDSHIP

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

Supporting Healthy Albertans in all of our Communities

ADDICTIONS AND MENTAL HEALTH

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

HEALTH AND LIFE SCIENCES

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

Coordination

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

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

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



APPENDIX D: COMMUNITY OUTREACH AND UNDER-REPRESENTED LEARNERS

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

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

Community Outreach and Engagement

SHOWCASING THE VALUE AND IMPACT OF THE U OF A, ITS SCHOLARS, AND ITS ALUMNI

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

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

The University of Alberta's alumni showcase the positive impacts of its graduates on communities locally and abroad. The university will build on past successes as it expands outreach initiatives with graduates at all stages of their post-university life, with particular emphasis on encouraging graduates from the last decade to re-engage with the university to help connect with their communities and participate in outreach and volunteer initiatives. Alumni engagement in 2017 will include conducting an alumni needs assessment to ensure that programs, services, and benefits align with the interests of the alumni community.

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

INSTITUTIONAL MARKETING AND COMMUNICATIONS STRATEGY

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

SUPPORTING COMMUNITY THROUGH CAMPUSES AND INFRASTRUCTURE

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

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

EXPERIENTIAL AND COMMUNITY-ENGAGED LEARNING

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

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

Under-represented and Indigenous learners

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

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

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

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

INDIGENIZATION AND RECONCILIATION

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



APPENDIX E: INTERNATIONALIZATION

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

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

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

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

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



APPENDIX F: CAPITAL PLAN

Capital planning considerations: strategic investment and long-range planning

BACKGROUND

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

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

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

DEFERRED MAINTENANCE

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

OBJECTIVES:

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

PLANNING

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

OBJECTIVES:

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

Capital projects, BLIMS and investment priorities

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

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

Investments are broken down by campus as follows:

AUGUSTANA CAMPUS

TABLE 7. AUGUSTANA CAPITAL PROJECT PRIORITY

DESCRIPTION	APPROXIMATE COST	COMPLETION	FOR THE PUBLIC GOOD AND ADULT LEARNING SYSTEM ALIGNMENT
Science Lab/Classroom Renewal (initial Phase 1 of a 3-phased renewal project)	\$20M Funding Strategy: Grants	2019-20	Objective 1/S1, 9/S2, 13, 19/S3, 23/S1 Coordination

TABLE 8. AUGUSTANA BLIMS PROJECT PRIORITIES

DESCRIPTION	PRIORITY	APPROXIMATE COST
Augustana Science Building and Classroom Phase 2 and Phase 3 (post Phase 1 renewal phase)	Expansion 1	\$40M and \$30M
Augustana Auxiliary Building Repurpose	Minor Preservation 16	\$2.2M

CAMPUS SAINT-JEAN

TABLE 9. CAMPUS SAINT-JEAN CAPITAL PROJECT PRIORITY

DESCRIPTION	APPROXIMATE COST	COMPLETION	FOR THE PUBLIC GOOD AND ADULT LEARNING SYSTEM ALIGNMENT
Renewal and Repurposing—functional renewal of classroom, lab and administrative space	\$19M Funding Strategy: Grants	2019-20	Objective 1/S1, 6/S3, 9/S2, 13, 19/S3, 23/S1 Coordination

TABLE 10. CAMPUS SAINT-JEAN BLIMS PROJECT PRIORITY

DESCRIPTION	PRIORITY	APPROXIMATE COST
Campus Electrical Upgrade—complete renewal of site electrical primary distribution for increased capacity to meet building requirements.	Minor Preservation 11	\$3.1M

NORTH CAMPUS

TABLE 11. NORTH CAMPUS CAPITAL PROJECT PRIORITIES

DESCRIPTION	APPROXIMATE COST	COMPLETION	FOR THE PUBLIC GOOD AND ADULT LEARNING SYSTEM ALIGNMENT
Maskwa House of Learning	\$28M Funding Strategy: Philanthropic and Grants	2018-19	Objective 1/S1&S2, 4/S2, 13, 20/S1 Accessibility
Dentistry/Pharmacy Refurbishment and Multi-phased Renewal and Building Repurposing	\$249M Funding Strategy: Grants	2025	Objective 1/S1, 6/S3, 13, 16, 19/S3, 23/S1 Affordability
Faculty of Arts, Multi-phased Renewal and Building(s) Repurposing	\$191M Funding Strategy: Grants	2028	Objective 1/S1, 6/S3, 13, 16, 19/S3, 23/S1 Coordination
School of Business Renewal and Construction	\$185M Funding Strategy: Philanthropic and Grants	2028	Objective 1/S1, 6/S3, 13, 16, 23/S1 Coordination
North Campus Electrical Service Expansion and Garneau Substation Upgrade	\$27M Funding Strategy: Grants	2020	Objective 1/S1, 6/S3, 13, 19/S3, 23/S1 Coordination
Natural Resources Engineering Facility redevelopment	\$30M Funding Strategy: Grants	2018-19	Objective 1/S1, 6/S3, 13, 19/S3, 23/S1 Affordability

TABLE 12. NORTH CAMPUS BLIMS PROJECT PRIORITIES

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

SOUTH CAMPUS

TABLE 13. SOUTH CAMPUS CAPITAL PROJECT PRIORITIES

DESCRIPTION	APPROXIMATE COST	COMPLETION	FOR THE PUBLIC GOOD AND ADULT LEARNING SYSTEM ALIGNMENT
High Performance Training and Research Centre and South Campus Community Arenas (SCCA)	\$25M (Ask) (Total Project Cost \$65M) Funding Strategy: Grants and Philanthropic	2019-20	Objective 1/S1, 6/S3, 13, 16, 23/S1 Coordination
Translational Laboratory (As a core integrated element (~6,500sq m) of the Alberta Health sponsored Edmonton Clinical Laboratory Hub project)	Funding Strategy: Alberta Health sponsored	2022	Objective 1/S1, 6/S3, 13, 16, 23/S1 Coordination
South Campus Basic Infrastructure	\$15.6M Funding Strategy Grants	2019	1/S1, 23/S1 Coordination
South Campus Infrastructure Utilities/District Energy Plant	\$132.2 Funding Strategy Grants	See Note 1	1/S1, 13, 23/S1 Coordination
South Campus Electrical Service Upgrade and Expansion	\$7.5M Funding Strategy Grant	2020	1/S1, 23/S1 Coordination

TABLE 14. SOUTH CAMPUS BLIMS PROJECT PRIORITY

DESCRIPTION	PRIORITY	APPROXIMATE COST
Agri-Food Discovery Place - replacement of cracked floor slab.	Minor preservation 22	\$2M

SUMMARY OF POST-SECONDARY STRATEGIC INVESTMENT FUND (SIF) INVESTMENT IMPACTS

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

- **Electrical & Computer Engineering Research Facility:** \$25 million (GOA \$7 million),
 - Impact: eliminate the current BLIM request
- **Chemistry - Lab Modernization and Renewal:** \$21.35 million (GOA \$7.04 million)
 - Impact: eliminate the current BLIM request and reduce the deferred maintenance liabilities
- **Chemical Materials Engineering Building:** \$22 million (GOA \$7 million)
 - Impact: eliminate the current BLIM request and reduce the deferred maintenance liabilities
- **Biological Science and Earth and Atmospheric Sciences:** \$22 million (GOA \$5.5 million)
 - Impact: eliminate the current BLIM request and reduce the deferred maintenance liabilities in the Biological Sciences building but this project does not reduce the deferred maintenance liability for the Earth and Atmospheric Sciences building as an additional floor is required for mechanical in order for this building to continue as lab space.
- **Innovation and Incubator Space:** \$3.5 million, there will be no impact to BLIM submissions
- **Research Network Infrastructure Upgrade:** \$20 million
 - Impact: reduce the Infrastructure submission requirements
- **Augustana - Science Lab renewal:** \$2.34 million
 - Impact: reduce the BLIM submission carried in previous submission (Note: this will require a revisit of the design program for the Augustana Science / Classroom Building)
- **Campus Saint Jean - Science Lab renewal:** \$3.10 million
 - Impact: reduce the BLIM submission carried. (Note: This will redefine the approach to the building renewal program)
- **Clinical Sciences Building renewal:** \$7.7 million
 - Impact: reduce the BLIM submission and reduce the deferred maintenance liabilities
- **Medical Science Building renewal:** \$5 million
 - Impact: reduce the BLIM submission and reduce the deferred maintenance liabilities. (Note: As work phases on this project have proceeded, this facility has been found to be more difficult to work in than expected. The deferred maintenance value will increase based on difficulty).

ANCILLARY SERVICES CAPITAL AND MAINTENANCE INVESTMENT

HOUSING

TABLE 15. HOUSING

DESCRIPTION	APPROXIMATE COST	COMPLETION	FOR THE PUBLIC GOOD AND ADULT LEARNING SYSTEM ALIGNMENT
Lister 5 adds 460 new bed spaces for early-year undergraduate students	\$39.8M Funding Strategy: Debt Financing	2018	Objective 8 Accessibility Quality
East Campus Village 9 adds 300 new bed spaces for middle to upper year undergraduate and graduate students	\$35.3M Funding Strategy: Debt Financing	2018	Objective 8 Accessibility Quality
Lister Community Plan redevelopment of main floor spaces in Lister Centre into student success areas	TBD Funding Strategy: Debt Financing	TBD Phased	Objective 8 Accessibility Quality

PARKING

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

HOSPITALITY SERVICES

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

POTENTIAL PROJECTS WITH CARBON REDUCTION OPPORTUNITIES IN SUPPORT OF ALBERTA'S CLIMATE LEADERSHIP PLAN

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

CAMERON LIBRARY

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

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

UNIVERSIADE PAVILION - BUTTERDOME

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

GREEN LABS PROGRAM

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

SOUTH CAMPUS DISTRICT ENERGY SYSTEM

The U of A proposes building a District Energy System (DES), incorporating combined heat and power (CHP), to meet the energy requirements of new facilities and to transition existing facilities to the DES. It will have the ability to service government facilities in the future as the opportunity becomes available. DES, including CHP, can make significant contributions to reducing GHG emissions.

HIGHLIGHTS

SUMMARY OF ONGOING MAJOR CAPITAL PROJECTS

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

ENERGY MANAGEMENT

ENERGY MANAGEMENT PROGRAM

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

SUSTAINABILITY

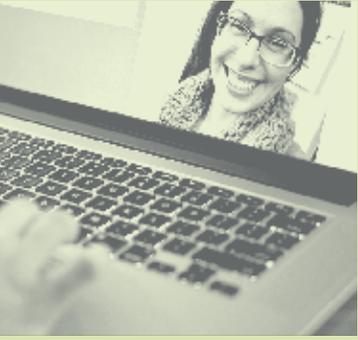
The U of A's Sustainability Commitment and Guiding Principles articulate our commitment to a continuous effort to instill sustainability into the many aspects of university life, on our campuses, in our institution, and in the larger community of which we are part. The U of A strives to manage all resources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

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

UTILITIES

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

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



APPENDIX G: INFORMATION TECHNOLOGY

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

INSTITUTIONAL DATA AND REPORTING

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

BUDGETING AND PLANNING

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

FINANCE AND STUDENT SYSTEMS UPGRADES

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

STUDENT LIFE-CYCLE REVIEW

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



APPENDIX H: FULL ENROLMENT TABLES

U OF A INFORMATION

GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
Agric, Life & Environ Sciences	Undergraduate	Degree	Bachelor of Arts in Environmental Studies
			Bachelor of Science in Agricultural/Food Business Management
			Bachelor of Science in Agriculture
			Bachelor of Science in Animal Health
			Bachelor of Science in Environmental and Conservation Sciences
			Bachelor of Science in Forest Business Management
			Bachelor of Science in Forestry
			Bachelor of Science in Human Ecology

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
	1245.707	1261.998	1227	1227	1227
Environmental Studies	27.100	29.800			
Agricultural Business Management	33.000	24.581			
Agricultural/Food Business Management	3.400	4.763			
Food Business Management	14.300	13.400			
Agriculture	18.991	23.102			
Agriculture and Resource Economics	22.627	22.932			
Animal Science	59.314	66.015			
Crop and Horticultural Science	27.656	0			
Crop Science	0	30.859			
Range and Pasture Management	0	0			
Sustainable Agricultural Systems	15.838	17.138			
Companion Animal Health	115.700	128.800			
Food Animal Health	15.300	19.300			
Food Safety and Quality	3.300	1.300			
Conservation Biology	119.776	124.844			
Environmental and Conservation Sciences	1.426	3.320			
Environmental Economics and Policy	35.281	27.731			
Human Dimensions of Environmental Management	20.625	15.913			
Land Reclamation	106.082	96.062			
Northern Systems	13.600	13.000			
Wildlife and Rangeland Conservation	11.913	12.182			
Forest Business Management	7.006	6.259			
Forest Management	0	0			
Forest Resources	0	0			
Forestry	51.345	54.513			
Clothing, Textiles and Material Culture	52.825	46.314			
Family Ecology	76.951	94.678			
Human Ecology	5.256	3.170			

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Dietetics	0	32.700			
Food Science and Technology	35.500	27.800			
Nutrition	113.643	74.105			
Nutrition and Food	116.517	65.978			
Nutrition and Food Science	104.428	173.857			
Car and Tech Studies:Human Ecology	11.969	3.500			
Human Dimensions in Environmental Management	5.038	4.082			
	445.234	461.817	225	225	225
Agricultural, Food, and Nutritional Science	0	0.476			
Renewable Resources	0.572	0.858			
Rural Economy	2.716	1.001			
Human Ecology	10.218	13.722			
Agricultural, Food, and Nutritional Science	0.905	0.572			
Renewable Resources	5.716	10.578			
Agricultural, Food, and Nutritional Science	193.619	186.618			
Human Ecology	15.946	20.169			
Renewable Resources	158.229	172.672			
Rural Economy	57.313	55.151			
	369.024	370.140	215	215	215
Agricultural, Food, and Nutritional Science	234.724	234.153			
Human Ecology	22.940	20.910			
Renewable Resources	92.032	95.752			
Rural Economy	19.328	19.325			

TARGETS

GOA SPECIALIZATION	TARGETS				
	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
	4764.729	4733.726	4871	4871	4871
Ancient and Medieval History	4.700	7.300			
Anthropology	118.800	103.900			
Art and Design	121.500	108.100			
Art History	21.000	15.300			
Arts General	846.402	845.020			
Chinese Language and Literature	7.400	4.700			
Classics	24.000	20.500			
Classics/Greek/Latin Combination	1.000	2.600			
Combined Chinese/Japanese	3.000	1.700			
Combined French/Italian	0	0			
Combined French/Spanish	7.300	4.600			
Combined German/Scandinavian	0	0			
Combined Italian/Spanish	0	0			
Combined Polish/Russian	0	0			
Combined Russian/Ukrainian	0	0			
Comparative Literature	6.900	9.600			
Drama	60.300	82.733			
East Asian Languages and Literature	21.200	7.600			
East Asian Studies	46.302	65.300			
Economics	866.600	734.454			
English	220.500	219.300			
Film and Media Studies	22.600	23.200			
French Language and Literature	27.200	29.400			
German Language and Literature	18.900	19.666			
History	141.750	147.000			
Human Geography	68.400	76.150			
Italian Studies	0	0			
Japanese Language and Literature	0	0			
Latin American Studies	5.400	3.600			
Linguistics	107.650	105.533			
Mathematics (Arts)	40.200	67.200			
Middle Eastern and African Studies	1.100	0			
Music	19.800	24.750			
Philosophy	56.500	57.800			
Planning	53.300	45.100			
Political Science	369.500	373.666			

U OF A INFORMATION

GOA INFORMATION

FACULTY

**CAREER LEVEL
GROUP**

**GOA
CREDENTIAL**

GOA PROGRAM

Bachelor of Arts in Criminology

Bachelor of Arts in Drama/Bachelor of Education Secondary

Bachelor of Arts in Environmental Studies

Bachelor of Design

Bachelor of Fine Arts in Art and Design

Bachelor of Fine Arts in Drama

Bachelor of Music

Combined Bachelor of Music/Bachelor of Education

TARGETS

GOA SPECIALIZATION	TARGETS				
	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Psychology (Arts)	686.000	716.850			
Religious Studies	8.800	11.200			
Romance Languages	0.500	0			
Russian Language and Literature	0	0			
Scandinavian Language and Literature	6.200	3.800			
Sociology	286.600	295.700			
Spanish Language and Literature	21.200	17.800			
Ukrainian Folklore	0	0			
Ukrainian Language and Literature	0.500	0			
Women's and Gender Studies	28.700	37.050			
Women's History	0	0			
Criminology	41.900	40.900			
Drama	35.150	32.200			
Environmental Studies	5.600	7.900			
Business/Marketing Route	30.966	37.539			
Computing Science Route	0.800	0.600			
Design Engineering Route	12.614	20.376			
Design General Route	62.828	63.191			
Printmaking Route	1.419	0			
Social Sciences Route	8.400	8.847			
Art and Design	71.000	81.100			
Acting	34.707	33.984			
Technical Theatre	28.061	29.019			
Theatre Design	9.637	13.170			
Composition and Theory	1.091	1.183			
General Route	34.142	39.597			
Music History	0	0			
Performance	16.004	14.367			
School Music	0	0			
Music	22.706	21.581			
Music and Secondary Education	0	0			

U OF A INFORMATION GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
Arts	Masters & Other GS	Degree	Combined Master of Arts/Master of Library Information Studies
			Master of Arts
			Master of Arts in Humanities Computing
			Master of Design
			Master of Fine Arts
			Master of Music

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
	438.717	462.021	393	393	393
Humanities Computing	11.566	10.300			
Anthropology	24.659	34.989			
Art and Design	14.497	12.996			
Comparative Literature Program	2.332	0.666			
Drama	8.669	7.499			
East Asian Studies	21.993	23.495			
Economics	55.861	52.687			
English and Film Studies	26.163	25.496			
Gender and Social Justice Studies	0	8.002			
History and Classics	33.777	37.224			
Linguistics	0.667	1.500			
Modern Languages and Cultural Studies	24.664	22.495			
Music	13.328	5.832			
Philosophy	15.165	22.495			
Political Science	25.666	25.497			
Psychology	6.831	5.498			
Religious Studies Program	9.998	5.998			
Sociology	21.660	24.830			
Anthropolgy	1	1.666			
English and Film Studies	0.500	0			
Humanities Computing	2.333	2			
Interdisciplinary Studies	31.656	32.491			
Library and Information Studies	1.000	3.666			
Modern Languages and Cultural Studies	0	0			
Religious Studies Program	1.167	1.833			
Sociology	0	1			
Art and Design	9.625	11.750			
Art and Design	18.625	16.125			
Drama	17.792	15.875			
Music	14.529	19.622			

U OF A INFORMATION

GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			Master of Science
Arts	PhD	Degree	Doctor of Music
			Doctor of Philosophy
Augustana Faculty	Undergraduate	Degree	Bachelor of Arts (Augustana Faculty)

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Linguistics	7.332	10.332			
Psychology	15.662	18.162			
	579.445	609.445	449	449	449
Music	23.771	23.825			
Anthropology	37.156	40.319			
Art and Design (Dept)	6.998	6.664			
Comparative Literature Program	16.661	15.495			
Drama	6.333	7.998			
Economics	29.660	29.492			
English and Film Studies	97.809	110.633			
History and Classics	50.931	56.596			
Linguistics	32.159	34.491			
Modern Languages and Cultural Studies	53.487	49.317			
Music	22.994	25.327			
Philosophy	24.164	26.992			
Political Science	49.653	48.486			
Psychology	48.152	50.648			
Religious Studies	12.664	17.330			
Sociology	66.853	65.832			
	896.365	915.812	899	899	899
Art	23.199	27.666			
Arts General	61.030	51.982			
Biology	7.882	5.533			
Chemistry	1.400	1.500			
Drama	8.149	14.899			
Economics	13.933	13.650			
English	25.666	23.099			
Environmental Studies	16.232	18.033			
History	20.733	22.132			
Mathematics and Physics	1.800	1.200			
Modern Languages	3.000	6.034			

U OF A INFORMATION

GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
---------	--------------------	----------------	-------------

Bachelor of Management in Business Economics (Augustana Faculty)

Bachelor of Music (Augustana Faculty)

Bachelor of Science (Augustana Faculty)

Business Undergraduate

Degree

Bachelor of Commerce

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Music	10.683	8.816			
Philosophy and Religion	4.600	6.000			
Physical Education	54.209	63.893			
Political Studies	13.349	16.366			
Psychology	53.862	79.748			
Sociology	16.599	16.233			
Bachelor of Management in Business Economics	115.827	106.399			
Comprehensive	2.565	4.027			
Piano	2.917	3.044			
Voice	8.025	8.442			
Biology	105.145	110.893			
Chemistry	43.081	40.148			
Computing Science	23.482	27.631			
Environmental Science	43.132	40.701			
Mathematics and Physics	19.298	21.665			
Physical Education	124.869	115.797			
Psychology	27.916	25.865			
Science General	43.782	34.416			
	1743.200	1740.766	1786	1786	1786
Accounting	574.500	563.750			
Business	84.550	79.900			
Business Economics and Law	121.950	117.083			
Business Studies	25.600	29.300			
Decision and Information Systems	0	0			
East Asian Business Studies	2.300	3.000			
European Business Studies	1	1.200			
Finance	469.400	480.100			
Human Resource Management	93.500	80.700			
International Business	41.350	33.600			
Latin American Business Studies	1.400	0			
Management Information Systems	49.150	63.300			
Management Science	1.000	0.500			
Marketing	156.600	166.483			

U OF A INFORMATION		GOA INFORMATION	
FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
Business	Masters & Other GS		
		Degree	
			Combined Master of Business Administration/Juris Doctor
			Combined Master of Business Administration/Master of Agriculture
			Combined Master of Business Administration/Master of Engineering
			Combined Master of Business Administration/Master of Forestry
			Doctor of Philosophy
			Executive Master of Business Administration
			Master of Business Administration
			Master of Financial Management
		Certificate	
			Post Master's Certificate
Business	PhD		
		Degree	
			Doctor of Philosophy
Education	Undergraduate		
		Degree	
			Bachelor of Arts in Drama/Bachelor of Education Secondary
			Bachelor of Education Elementary

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Operations Management	59.900	63.600			
Retailing and Service	1.500	1.400			
Strategic Management and Organization	59.500	56.850			
	511.296	530.040	234	234	234
Business-MBA	4.102	3.108			
Business-MBA	0.100	0			
Business-MBA	0.717	0.400			
Business-MBA	0	0			
Business PhD	65.259	72.643			
Business-MBA	73.473	66.952			
Business-MBA	229.017	244.897			
FastTrack MBA	42.878	43.962			
Financial Management	95.750	97.078			
Innovation and Entrepreneurship	0	1.000			
	65.259	72.643	60	60	60
Business PhD	65.259	72.643			
	2443.639	2582.944	2551	2551	2551
Drama	6.200	9.400			
Drama Education	1.600	0			
Elementary Education	1157.800	1162.616			

U OF A INFORMATION

GOA INFORMATION

FACULTY

**CAREER LEVEL
GROUP**

**GOA
CREDENTIAL**

GOA PROGRAM

Bachelor of Education Secondary

Combined Bachelor of Education (Elementary)/Bachelor of Arts in Native Studies

Combined Bachelor of Education (Secondary)/Bachelor of Arts in Native Studies

Combined Bachelor of Education Elementary/Bachelor of Physical Education

Combined Bachelor of Education Secondary/Bachelor of Physical Education

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Art	51.900	58.200			
Biological Sciences Education	154.800	180.550			
Chemistry Education	44.800	54.100			
CTS: Business, Administration and Finance	1.400	2.700			
CTS: Computer Science	22.400	38.500			
CTS: Human Sciences	44.200	57.100			
Drama Education	34.200	31.900			
English Language Arts	221.500	226.250			
General Science	39.900	51.200			
Mathematics Education	118.300	134.000			
Music Education	21.400	26.900			
Physical Education	36.050	52.900			
Physical Sciences Education	9.500	17.300			
Physics Education	32.300	35.100			
Second Language - Cree	1.700	1.100			
Second Language - French	29.300	33.800			
Second Language - German	4.300	4.800			
Second Language - Italian	0.400	1.400			
Second Language - Japanese	8.300	8.200			
Second Language - Spanish	21.600	26.500			
Second Language - Ukrainian	1.200	0			
Second Languages - Other	3.400	2.400			
Social Studies	253.950	257.000			
Elementary Education	0.900	0.900			
Native Studies	1.200	0.900			
Native Studies and Elementary Education	0.600	1.600			
Art	0	0.600			
Physical Education	0	0			
Social Studies	4.100	2.700			
Generalist	2.865	4.400			
Physical Educ and Elementary Educ	6.355	0			
Physical Education and Health	64.921	47.900			

U OF A INFORMATION

GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			Combined Bachelor of Education/Bachelor of Music
			Combined Bachelor of Education/Bachelor of Science
			Combined Bachelor of Education/Bachelor of Science in Human Ecology
		Diploma	
			Diploma in Education
Education	Masters & Other GS		
		Degree	
			Master of Education
			Master of Library & Information Studies (Crse)
		Diploma	
			Postgraduate Diploma
Education	PhD		
		Degree	
			Doctor of Education

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Music	5.900	4.000			
Music and Secondary Education	0.500	0			
Music Education	2.365	2.928			
Biological Sciences Education	3.600	4.800			
Chemistry Education	0	1.000			
Mathematical Sciences Education	1.100	1.000			
Physical Sciences Education	0.800	2.800			
Science & Education - Secondary Rt	19.133	15.300			
Career and Technology Studies: Human Ecology	2.100	6.000			
Human Ecology and Education	0	0.900			
Human Ecology Concentration	0.800	1.000			
Educational Psychology	1.600	1.900			
Elementary Education	0.100	3.400			
Secondary Education	2.300	5.000			
	461.186	453.571	409	409	409
Educational Policy Studies	51.191	53.762			
Educational Psychology	94.830	96.230			
Educational Studies	75.504	63.778			
Elementary Education	49.360	49.662			
Health Sciences Education	15.423	15.140			
Secondary Education	34.889	32.170			
Library and Information Studies	139.703	142.829			
Educational Policy Studies	0.286	0			
	354.194	355.188	349	349	349
Educational Policy Studies	3.668	3.668			
Elementary Education	0	1.333			
Secondary Education	15.163	13.996			

U OF A INFORMATION

GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			Doctor of Philosophy
Engineering	Undergraduate		
		Degree	
			Bachelor of Science in Chemical Engineering
			Bachelor of Science in Chemical Engineering - Process Control
			Bachelor of Science in Chemical Engineering Co-op
			Bachelor of Science in Chemical Engineering-Process Control Co-op
			Bachelor of Science in Civil Engineering
			Bachelor of Science in Civil Engineering - Co-op
			Bachelor of Science in Civil Engineering - Environmental Engineering
			Bachelor of Science in Civil Engineering - Environmental Engineering Co-op
			Bachelor of Science in Computer Engineering
			Bachelor of Science in Computer Engineering - Software Engineering
			Bachelor of Science in Computer Engineering Co-op
			Bachelor of Science in Computer Engineering-Software Co-op
			Bachelor of Science in Electrical Engineering
			Bachelor of Science in Electrical Engineering - Co-op
			Bachelor of Science in Engineering
			Bachelor of Science in Engineering Physics

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Educational Policy Studies	74.485	74.817			
Educational Psychology	130.077	144.079			
Elementary Education	47.821	37.487			
Secondary Education	82.980	79.808			
	4205.760	4096.999	4500	4500	4500
Chemical Engineering	225.916	208.904			
Chemical Engineering - Process Control	30.231	30.920			
Chemical Engineering Co-op	337.120	289.355			
Chemical Engineering - Process Control Co-op	33.670	27.134			
Civil Engineering	185.417	200.215			
Civil Engineering Co-op	343.618	341.548			
Environmental Engineering	56.205	61.182			
Environmental Engineering Co-op	52.662	57.091			
Computer Engineering	60.022	74.728			
Computer Engineering - Software Engineering	4.504	3.113			
Computer Engineering Co-op	56.912	60.087			
Computer Engineering - Software Engineering Co-op	53.384	69.563			
Electrical Engineering	248.544	242.818			
Electrical Engineering Co-op	157.932	171.599			
Engineering General	907.188	837.061			
Engineering Physics	48.794	61.003			

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Materials Engineering	80.062	49.648			
Materials Engineering Co-op	70.212	69.616			
Mechanical Engineering	348.940	345.267			
Mechanical Engineering Co-op	512.894	563.281			
Mining Engineering	2.083	14.842			
Mining Engineering Co-op	180.730	157.401			
Petroleum Engineering	120.189	95.875			
Petroleum Engineering Co-op	88.531	64.748			
	868.041	995.110	708	708	708
Chemical and Materials Engineering	2.905	13.762			
Civil and Environmental Engineering	9.105	67.005			
Electrical and Computer Engineering	4.886	20.837			
Mechanical Engineering	3.075	8.409			
Chemical and Materials Engineering	221.153	210.597			
Civil and Environmental Engineering	293.035	294.824			
Electrical and Computer Engineering	150.706	160.531			
Mechanical Engineering	183.176	219.145			
	1032.237	1075.731	612	612	612
Chemical and Materials Engineering	252.531	259.741			
Civil and Environmental Engineering	322.155	337.338			
Electrical and Computer Engineering	303.097	316.425			
Mechanical Engineering	154.454	162.227			

U OF A INFORMATION

GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
Extension	Masters & Other GS	Degree	Master of Arts
		Certificate	Post-Baccalaureate Certificate
Faculté Saint-Jean	Undergraduate	Degree	Bacc en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation
			Baccalaureat bilingue en Administration des affaires/Bilingual Bachelor of Commerce
			Baccalaureat en Education Elementaire

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
	32.879	45.596	30	30	30
Communications and Technology	32.879	45.596			
Teaching and Learning in Higher Education	0	0			
	510.928	546.678	544	544	544
Sci					
Economie et politique environnement	0	0			
Environmental and Conservation Science	0.900	0			
La biologie de la conservation	3.000	1.600			
Rehab des ressources naturelles	4.400	0.600			
Accounting	1.664	0.363			
Business Bilingual	1.782	0.891			
Business Economics and Law	0	0.900			
Etudes d'admin des affaires	0	0			
Finances	3.882	3.191			
Gestion des ressources humaines	0	0			
International Business	0.900	0			
Marketing	2.400	1.000			
Generaliste	104.900	117.700			
milieu francophone minoritaire	3.100	2.200			
Enseignement de Musique	3.700	7.100			
Enseignement des Mathematiques	11.600	16.400			
Etudes sociales	28.600	38.400			
Langue seconde-Francais	17.700	20.700			
milieu d'immersion francaise	2.000	2.000			
milieu francophone minoritaire	2.100	0.900			
Sciences generales	11.600	12.800			

U OF A INFORMATION

GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
			Baccalaureat es arts
			Baccalaureat es sciences
			Combined Baccalaureat en Education Secondaire/Bachelor of Science
		Diploma	
			Gestion touristique
			Techniques d'administration des affaires (TAA)
Faculté Saint-Jean	Masters & Other GS		
		Degree	
			Master of Education

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Arts generales	21.300	19.283			
Economie	14.800	23.700			
Etudes canadiennes	2.700	1.500			
Etudes interdisciplinaires	1.900	1.500			
Francais-langue	6.900	7.850			
Francais-litterature	1.800	1.800			
Psychologie (Arts)	34.300	29.200			
Science politique	17.300	17.100			
Sociologie	11.100	8.000			
Biologie	20.900	1.900			
Chimie	14.500	19.200			
Mathematiques	4.700	3.500			
Physique	2.000	5.400			
Psychologie	9.400	13.500			
Sciences biologiques	91.200	111.900			
Sciences de la terre	0	0			
Sciences General	0	0			
Sciences mathematiques	2.100	4.100			
Sciences physiques	2.800	4.400			
Science & Education - Secondaire	0.900	0			
Sciences biologiques	13.800	12.300			
Sciences mathematiques	5.400	5.000			
Sciences physiques	4.600	5.500			
Gestion touristique	0	3.500			
TAA Comtabilite	1.450	2.000			
TAA General	13.700	17.800			
TAA Management	7.150	0			
	19.734	18.447	28	28	28
Sciences de l'education	19.734	18.447			

U OF A INFORMATION		GOA INFORMATION		
FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM	
Faculty of Native Studies	Undergraduate	Degree	Bachelor of Arts in Native Studies	
			Combined Bachelor of Arts in Native Studies/Bachelor of Education (Elementary)	
			Combined Bachelor of Arts in Native Studies/Bachelor of Education (Secondary)	
			Combined Bachelor of Arts in Native Studies/BSc in Environmental and Conservation Sciences	
			Certificate	Aboriginal Governance and Partnership
			Faculty of Native Studies	Masters & Other GS
Graduate Studies and Research	Masters & Other GS	Degree	Master of Science	
Law	Undergraduate	Degree	Combined Juris Doctor/ Master of Business Administration	
			Juris Doctor	
Law	Masters & Other GS	Degree	Master of Laws	

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
	101.731	129.946	130	130	130
Native Studies	76.300	97.833			
Native Studies	0	0.800			
Native Studies and Elementary Education	7.700	7.900			
Native Studies	0.600	0.600			
Native Studies and Secondary Education	8.100	14.700			
Second Language-Cree	0.400	1.900			
Human Dimensions in Environmental Management	7.337	5.513			
Native Studies	1.094	0			
Aboriginal Governance and Partnership	0.200	0.700			
	16.829	25.659	8	8	8
Native Studies	16.829	25.659			
	0	0	0	0	0
Graduate Studies and Research General	0	0			
	544.448	559.790	525	525	525
Law	2.7	0			
Juris Doctor	541.748	559.790			
	6.578	7.720	4	4	4
Law	6.578	7.720			

U OF A INFORMATION		GOA INFORMATION	
FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
Law	PhD	Degree	Doctor of Philosophy
Medicine and Dentistry	Undergraduate	Degree	Bachelor of Science in Dental Hygiene
			Bachelor of Science in Medical Laboratory Science
			Bachelor of Science in Radiation Therapy
			Combined Doctor of Medicine/Doctor of Philosophy
			Doctor of Dental Surgery
			Doctor of Medicine
		Diploma	Diploma in Dental Hygiene
		Certificate	Certificate in Dentistry
			Certificate in Medicine
		Medicine and Dentistry	Masters & Other GS

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FILE	2016-17 PRELIMINARY FILE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
	9.664	10.664	8	8	8
Law	9.664	10.664			
	2069.581	2066.868	1040	1040	1040
Dental Hygiene	30.498	29.677			
Medical Laboratory Science	75.133	72.032			
Radiation Therapy	13.224	27.326			
Medicine	1.262	6.777			
Dental Surgery	167.965	164.331			
Medicine	706.073	687.799			
Dental Hygiene	75.426	70.926			
Dentistry Specialty	6.000	5.000			
Medicine Specialty	994.000	1003.000			
	409.210	431.474	259	259	259
Biochemistry	23.546	30.220			
Biomedical Engineering	13.387	19.108			
Cell Biology	13.771	8.165			
Medical Microbiology and Immunology	17.760	14.319			
Medical Sciences	132.184	130.131			
Medicine	51.432	73.647			
Neuroscience	39.486	36.487			
Oncology	44.271	50.876			

U OF A INFORMATION

GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
Medicine and Dentistry	PhD	Degree	Combined Doctor of Philosophy/Doctor of Medicine
			Doctor of Philosophy
Nursing	Undergraduate	Degree	Bachelor of Science in Nursing
			Bachelor of Science in Nursing (Bilingual)/Baccalaureat es sciences infirmieres (bilingue)
Nursing	Masters & Other GS	Degree	Master of Nursing

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Pharmacology	13.200	13.000			
Physiology	23.824	20.325			
Psychiatry	14.328	13.995			
Surgery	22.021	21.201			
	497.972	526.432	279	279	279
Biochemistry	1.666	1.666			
Biomedical Engineering	0	0			
Medical Microbiology and Immunology	1.000	1.666			
Oncology	0	1			
Pharmacology	0	1			
Surgery	0	0			
Agricultural, Food, and Nutritional Science	48.987	57.650			
Biochemistry	55.654	65.145			
Biomedical Engineering	18.718	17.773			
Cell Biology	22.496	28.490			
Medical Microbiology and Immunology	35.489	39.986			
Medical Sciences	118.354	117.738			
Neuroscience	50.651	41.484			
Oncology	43.710	46.262			
Pharmacology	16.996	19.659			
Physiology	28.658	37.153			
Psychiatry	16.496	16.660			
Surgery	39.097	33.100			
	1495.029	1287.687	1354	1354	1354
Nursing	1034.583	951.515			
Nursing - After Degree	390.331	273.127			
Nursing	70.115	63.045			
	62.307	49.509	84	84	84
Nursing	62.307	49.509			

U OF A INFORMATION		GOA INFORMATION	
FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
Nursing	PhD	Degree	Doctor of Philosophy
Open Studies	Undergraduate	Non-Credential	Open Studies
Pharmacy & Pharmaceutical Sci	Undergraduate	Degree	Bachelor of Science in Pharmacy
			Doctor of Pharmacy
Pharmacy & Pharmaceutical Sci	Masters & Other GS	Degree	Master of Science
Pharmacy & Pharmaceutical Sci	PhD	Degree	Doctor of Philosophy
Physical Educ & Recreation	Undergraduate	Degree	Bachelor of Arts in Recreation, Sport and Tourism

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
	97.863	106.524	84	84	84
Nursing	97.863	106.524			
	538.648	584.000	543	543	543
Fresh Start	132.100	145.800			
Open Studies	335.898	359.984			
Transition Year Program	45.750	50.316			
Visiting Student Certificate Program	24.900	27.900			
	480.091	496.154	467	467	467
Pharmacy	460.592	475.833			
Pharmacy	19.499	20.321			
	31.754	36.446	15	15	15
Pharmacy and Pharmaceutical Sciences	31.754	36.446			
	44.964	45.175	31	31	31
Pharmacy and Pharmaceutical Sciences	44.964	45.175			
	802.707	852.649	800	800	800
Recreation, Sport and Tourism	149.700	140.400			

U OF A INFORMATION

GOA INFORMATION

FACULTY

CAREER LEVEL
GROUPGOA
CREDENTIAL

GOA PROGRAM

Bachelor of Kinesiology

Bachelor of Science in Kinesiology

Combined Bachelor of Physical Education/Bachelor of Education Elementary

Combined Bachelor of Physical Education/Bachelor of Education Secondary

Physical Educ &
RecreationMasters &
Other GS

Degree

Master of Arts

Master of Coaching

Master of Science

Physical Educ &
Recreation

PhD

Degree

Doctor of Philosophy

Public Health

Masters &
Other GS

Degree

Master of Public Health

Master of Science

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Activity and Nutrition	0	0			
Adapted Physical Activity	43.900	61.700			
Cultural and Managerial Study of Sport and Leisure	0	0			
Individualized Concentration	8.400	14.700			
Physical Activity and Health	57.000	107.900			
Physical Education and Health	2.000	0.700			
Physical Education and Recreation General	70.100	39.133			
Sport Coaching	8.500	12.200			
Sport Performance	150.500	155.200			
Kinesiology	251.100	247.700			
Generalist	9.033	17.382			
Physical Education and Health	6.257	1.000			
Physical Education and Secondary Education	46.217	54.634			
	75.742	80.663	55	55	55
Physical Education and Recreation	36.827	40.821			
Coaching	9.200	7.800			
Physical Education and Recreation	29.715	32.042			
	75.314	78.809	56	56	56
Physical Education and Recreation	75.314	78.809			
	203.459	195.156	147	147	147
Public Health Sciences	98.041	89.458			
Health Promotion	5.331	4.000			
Public Health Sciences	100.087	101.698			

U OF A INFORMATION		GOA INFORMATION	
FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
		Diploma	
			Postgraduate Diploma
Public Health	PhD		
		Degree	
			Doctor of Philosophy
Rehabilitation Medicine	Undergraduate		
		Degree	
			Bachelor of Science in Occupational Therapy
Rehabilitation Medicine	Masters & Other GS		
		Degree	
			Master of Science
			Master of Science in Occupational Therapy
			Master of Science in Physical Therapy
			Master of Science in Speech Language Pathology
		Certificate	
			Post-Baccalaureate Certificate
Rehabilitation Medicine	PhD		
		Degree	
			Doctor of Philosophy
			Master of Science in Speech Language Pathology

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
Health Promotion	0	0			
	72.259	75.531	30	30	30
Public Health Sciences	72.259	75.531			
	3.030	2.136			
Occupational Therapy	0.396	0.396			
Rehabilitation Medicine	2.634	1.740			
	880.208	917.502	835	835	835
Rehabilitation Medicine	45.274	57.872			
Speech Pathology and Audiology	42.020	39.77			
Occupational Therapy	281.703	318.621			
Physical Therapy	344.183	332.031			
Speech Pathology and Audiology	145.151	143.491			
Pain Management	16.867	15.698			
Sexual Health	0	6.846			
Stroke Rehabilitation	5.010	3.173			
	196.799	195.684	32	32	32
Rehabilitation Medicine	53.315	52.593			
Speech Pathology and Audiology	143.484	143.091			

U OF A INFORMATION

GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
---------	--------------------	----------------	-------------

Science	Undergraduate		
---------	---------------	--	--

		Degree	
--	--	--------	--

			Bachelor of Science
--	--	--	---------------------

			Combined Bachelor of Science/Bachelor of Education (Secondary)
--	--	--	----------------------------------------------------------------

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
	5300.457	5447.294	5488	5488	5488
Animal Biology	51.300	44.000			
Applied Mathematics	13.400	17.900			
Atmospheric Sciences	8.100	9.000			
Biochemistry	126.600	140.750			
Bioinformatics	2.700	0.900			
Biological Sciences	1480.066	1477.413			
Cell Biology	33.700	33.000			
Chemistry	398.550	380.904			
Computing Science	645.288	782.731			
Earth Sciences	173.966	153.666			
Environmental Biology	17.900	23.800			
Evolutionary Biology	9.200	7.933			
Geology	75.200	68.700			
Geophysics	52.100	34.533			
Immunology	129.100	153.333			
Mathematical Physics	15.200	10.500			
Mathematical Sciences	8.200	2.900			
Mathematics	198.400	247.500			
Mathematics and Finance	32.200	38.200			
Mathematics/Economics	57.300	52.100			
Neuroscience	133.000	130.250			
Pharmacology	97.700	133.950			
Physical Sciences	30.350	28.100			
Physics	186.200	179.200			
Physiology	44.000	70.200			
Planning	12.900	13.200			
Psychology	438.704	468.849			
Science General	746.033	658.449			
Statistics	69.800	68.700			
Science and Business	0	0			
Biological Sciences	11.100	13.233			
Mathematical Sciences	0	0			
Physical Sciences	2.200	3.400			

U OF A INFORMATION GOA INFORMATION

FACULTY	CAREER LEVEL GROUP	GOA CREDENTIAL	GOA PROGRAM
---------	--------------------	----------------	-------------

Science	Masters & Other GS	Degree	Master of Arts
			Master of Science

Science	PhD	Degree	Combined Doctor of Philosophy/Doctor of Medicine
			Doctor of Philosophy

Grand Total

TARGETS

GOA SPECIALIZATION	2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
	735.874	756.556	517	517	517
Earth and Atmospheric Sciences	12.329	12.329			
Biological Sciences	166.441	170.722			
Chemistry	69.205	73.281			
Computing Science	147.450	160.624			
Earth and Atmospheric Sciences	81.803	98.417			
Integrated Petroleum Geosciences	36.750	37.000			
Internetworking	45.002	41.344			
Mathematical and Statistical Sciences	83.591	63.377			
Physics	93.303	99.462			
	832.473	889.990	563	563	563
Biological Sciences	1.666	1.666			
Biological Sciences	148.235	161.055			
Chemistry	212.099	231.930			
Computing Science	112.638	116.960			
Earth and Atmospheric Sciences	115.964	125.790			
Mathematical and Statistical Sciences	104.249	110.137			
Physics	137.622	142.452			
	36,363.822	36,968.956			

FLE INTERNATIONAL ENROLLMENT

GOA INFORMATION

GOA CREDENTIAL

GOA PROGRAM

Degree	Bachelor of Arts
Degree	Bachelor of Arts in Environmental Studies
Degree	Bachelor of Commerce
Degree	Bachelor of Management in Business Economics (Augustana Faculty)
Degree	Bachelor of Science
Degree	Bachelor of Science in Agricultural/Food Business Management
Degree	Bachelor of Science in Agriculture
Degree	Bachelor of Science in Chemical Engineering
Degree	Bachelor of Science in Chemical Engineering - Process Control
Degree	Bachelor of Science in Civil Engineering
Degree	Bachelor of Science in Civil Engineering - Environmental Engineering
Degree	Bachelor of Science in Computer Engineering
Degree	Bachelor of Science in Electrical Engineering
Degree	Bachelor of Science in Engineering
Degree	Bachelor of Science in Engineering Physics
Degree	Bachelor of Science in Forest Business Management
Degree	Bachelor of Science in Materials Engineering
Degree	Bachelor of Science in Mechanical Engineering
Degree	Bachelor of Science in Mining Engineering
Degree	Bachelor of Science in Nutrition and Food Sciences
Degree	Bachelor of Science in Occupational Therapy
Degree	Bachelor of Science in Petroleum Engineering
Degree	Bachelor of Science in Petroleum Engineering Co-op
Degree	Combined BSc in Environmental and Conservation Sciences/Bachelor of Arts in Native Studies
Degree	Doctor of Education
Degree	Doctor of Music
Degree	Doctor of Philosophy
Degree	Master of Agriculture
Degree	Master of Arts
Degree	Master of Arts in Humanities Computing
Degree	Master of Business Administration
Degree	Master of Design
Degree	Master of Engineering
Degree	Master of Financial Management
Degree	Master of Fine Arts
Degree	Master of Forestry
Degree	Master of Laws
Degree	Master of Music
Degree	Master of Nursing
Degree	Master of Science
Diploma	Techniques d'administration des affaires (TAA)
Certificate	Certificate in Medicine
Non-Credential	Open Studies

PROJECTIONS (NUMBER)					PROJECTIONS (% OF TOTAL)			
2015-16 ACTUAL FLE	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET	2016-17 PRELIMINARY FLE	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET
1,111.200	1,090	1,090	1,090	1,090	25%	25%	25%	25%
13.800	16	16	16	16	41%	41%	41%	41%
362.400	350	350	350	350	20%	20%	20%	20%
36.716	37	37	37	37	35%	35%	35%	35%
869.823	954	954	954	954	18%	18%	18%	18%
34.900	29	29	29	29	68%	68%	68%	68%
37.755	38	38	38	38	24%	24%	24%	24%
81.401	65	65	65	65	31%	31%	31%	31%
12.855	14	14	14	14	47%	47%	47%	47%
57.214	64	64	64	64	32%	32%	32%	32%
10.488	9	9	9	9	15%	15%	15%	15%
7.285	15	15	15	15	20%	20%	20%	20%
57.236	67	67	67	67	28%	28%	28%	28%
210.069	199	199	199	199	24%	24%	24%	24%
5.300	9	9	9	9	15%	15%	15%	15%
2.000	2	2	2	2	30%	30%	30%	30%
16.882	10	10	10	10	20%	20%	20%	20%
86.980	94	94	94	94	27%	27%	27%	27%
	3	3	3	3	22%	22%	22%	22%
80.264	98	98	98	98	26%	26%	26%	26%
0.689	0	0	0	0	16%	16%	16%	16%
80.170	60	60	60	60	62%	62%	62%	62%
12.778	12	12	12	12	18%	18%	18%	18%
0.938	1	1	1	1	19%	19%	19%	19%
4.666	5	5	5	5	26%	26%	26%	26%
6.109	4	4	4	4	18%	18%	18%	18%
2,008.642	2,168	2,168	2,168	2,168	51%	51%	51%	51%
2.001	1	1	1	1	49%	49%	49%	49%
132.994	138	138	138	138	32%	32%	32%	32%
9.998	14	14	14	14	33%	33%	33%	33%
86.521	73	73	73	73	25%	25%	25%	25%
3.750	5	5	5	5	44%	44%	44%	44%
8.484	35	35	35	35	32%	32%	32%	32%
90.814	95	95	95	95	98%	98%	98%	98%
7.042	6	6	6	6	19%	19%	19%	19%
3.429	6	6	6	6	53%	53%	53%	53%
2.288	4	4	4	4	52%	52%	52%	52%
3.810	4	4	4	4	21%	21%	21%	21%
10.586	9	9	9	9	19%	19%	19%	19%
1,169.657	1,204	1,204	1,204	1,204	43%	43%	43%	43%
10.600	11	11	11	11	57%	57%	57%	57%
153.000	158	158	158	158	16%	16%	16%	16%
112.700	106	106	106	106	18%	18%	18%	18%

“uplifting the whole people”

— HENRY MARSHALL TORY, FOUNDING PRESIDENT, 1908

UALBERTA.CA

