

Comprehensive Institutional Plan

2018/19-2020/21

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1. Executive Summary

The 2018/19 Comprehensive Institutional Plan focuses on the completion of final strategies outlined in the university's 2014/15 to 2018/19 Integrated Strategic Plan. MacEwan University is now turning its attention to the development of a new strategic plan, under the guidance of President Deborah Saucier. Dr. Saucier spent much of her first year listening to faculty, staff and students. These perspectives, and further engagement with the Board of Governors and the senior leadership of the university, are shaping the framework around a new plan. Emerging themes shaping the new plan include strengthening the undergraduate student experience with an emphasis on student and graduate success, supporting inclusivity and diversity, and placing a strong emphasis on implementation of the Truth and Reconciliation Commission: Calls to Action. Over the next year the university community will be engaged in further development and confirmation of the new plan.

Organizational changes will be finalized in the next academic year to put in place the right structure to support the new strategic plan. The university will welcome a new associate vice-president of student life, placing a renewed focus on addressing the needs of our students. The university also expects to hire a new vice-president of university relations. Efforts will focus on rejuvenating our

relationships with the university's alumni and donor base, building a case for support with identified funding priorities, and engaging more robustly with the community and government so that students and faculty can more fully realize the benefits of an urban downtown university.

MacEwan University's three-year budget plan reflects a stable picture. The university will undertake a review of its budget model over the next year to ensure the budget supports and advances the strategic priorities of the university. It is planned that a new model will be implemented in the 2019/20 academic year. The university continues to work with the Ministry of Advanced Education on metrics to measure the impacts of provincial mental health funding, in the hopes that the funding will be realized on a longer-term basis.

The enrolment plan stabilizes enrolment to approximately 13,000 FLEs in each of the next three years. This plan includes the addition of three new degrees, a Bachelor of Early Childhood Curriculum Studies, a Bachelor of Design Studies and a Bachelor of Fine Arts, as well as a new Applied Chemistry major in the Bachelor of Science. A strategic enrolment management process was implemented over the last year, and as a result the university has determined it is in the best interests of students and faculty to maintain our current

enrolment levels. While significant student demand is demonstrated through the university's current application numbers and planned growth in new programming, the university is at capacity for space. The university has one of lowest area-per-student ratios in the province and in efforts to maintain quality delivery of our programs, the university cannot expand enrolment. Library, study and lab spaces are at a premium and the university cannot accommodate additional faculty or staff required for growth. To stabilize enrolment, the university plans to limit enrolment in Open Studies to address current enrolment pressures; there will be minimal changes to other programs.

A new Campus Master Plan under development provides a "road map" for future development. Key features of the plan focus on an accessible, walkable and inspiring university district. The plan also addresses realization of full campus consolidation, opportunities for future growth, and improvements to the university's space-per-student ratio. The capital plan signals the university's intentions to consider the sale of the Alberta College Campus, move forward with the development of the fifth floor of Allard Hall, and develop a strategy to meet the needs of the School of Business. The university will look to leverage external funding where possible to support new capital priorities.

2. 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.

Ione K. Challborn

**Chair, Board of Governors of Grant
MacEwan University**

3. Institutional Context

MacEwan University's strategic planning process occurs within the context of its mandate, pillars and positioning statement. For this year's planning cycle, MacEwan University received input and approval from Deans' Council, Academic Planning and Priorities Committee, and Academic Governance Council.

MANDATE

Grant MacEwan University is a public, board-governed Baccalaureate and Applied Studies Institution within Alberta's post-secondary system, operating under the authority of the public colleges section of the *Post-secondary Learning Act*. The University was officially renamed Grant MacEwan University by Order in Council on September 24, 2009.

Grant MacEwan University focuses on four primary types of programming:

- Baccalaureate degrees that prepare learners for employment and for graduate studies.
- Certificate, diploma and applied degree programs that prepare learners for entry to careers and employment and for continued study in other credential areas.
- University transfer programs that prepare learners for degree completion at other degree-granting institutions.
- Preparatory programming that prepares learners for success in further post-secondary studies.

Grant MacEwan University serves a diversity of learners in the following major areas of study: liberal arts, business/commerce, communications, education, engineering, health and human services, performing and visual arts, physical education and science. The University's innovative approaches to program delivery are designed to maximize graduates' opportunities to advance their careers and further their education.

Grant MacEwan University emphasizes a learner-centred approach to the provision of its programs and services. The University fosters student success through a focus on teaching excellence, interaction among faculty and students, flexible learning delivery and high quality student support. From prospective

learners to alumni, students are provided with a wide range of services and support systems, residence and campus life activities, and intercollegiate and intramural sports programs. The University's inclusive governance structure provides many opportunities for leadership development that enable learners to develop skills to enhance their careers and future post-secondary endeavours.

Grant MacEwan University supports a culture of research, scholarship and creative activity to inform pedagogy, support economic and community development, enhance learning, create opportunities for innovation, and foster the application and creation of new knowledge. By incorporating a global focus in its research and teaching, serving a diverse range of Canadian and international faculty and students, and providing opportunities for knowledge dissemination and study abroad, the University aims to provide all researchers and learners with opportunities to develop the skills and attitudes to function successfully in an interconnected world economy and society.

Grant MacEwan University serves primarily the greater Edmonton region and northern Alberta by responding to the learning needs of business, industry, government and communities. Through distance delivery and eCampusAlberta, the University extends educational access across Canada and internationally. As a strong partner in Campus Alberta, Grant MacEwan University collaborates with stakeholders and partners to advance student mobility, conduct applied research, develop shared services and deliver continuing professional education and customized training.

Approved by the Deputy Premier and Minister of Advanced Education and Technology,

August 18, 2010

MACEWAN UNIVERSITY PILLARS

The MacEwan University pillars are at the core of what our institution is and how we will design our future. They were developed on the basis of extensive consultation and engagement of the entire university community, and represent both a commitment by all employees of MacEwan University and a guide for making critical decisions as we move forward.

Students First. Focused on learner-centred teaching, student growth, opportunity and achievement.

Personal Learning Experiences. We are a welcoming, intimate and inspiring learning environment where the individual student—the whole person—thrives.

Quality Education. Excellence is achieved here by combining a first-class education with an extraordinary student experience.

An Engaged University. A ‘connected’ culture where students, faculty, staff and the community are linked, and are collectively, collaboratively engaged in realizing their full potential.

At the Heart of the City. A vibrant and vital urban experience. We are a hub of creative, scholarly and cultural activity in the core of the city—building, sharing in, and contributing to its growth and prosperity.

Sustainability. We are committed to creative approaches to sustainability in education and campus operations—activating solutions for positive environmental, social and economic impact.

Student-Engaged Research. We support and foster research and innovation that engages students, faculty and the community across all our programs.

The MacEwan University Spirit. Our youthful energy comes from a pervasive excitement about the future—about how all of us can contribute to helping the university grow and succeed.

POSITIONING STATEMENT

The following positioning statement summarizes the core commitments found in the university pillars and defines our distinctive brand profile, purpose and benefit as a university. This is essentially the brand “DNA” that determines how our brand looks, speaks and behaves.

MacEwan University inspires its students with a powerful combination of academic excellence and personal learning experiences. We provide a transformative education in a creative, collaborative and supportive learning environment.

We are an engaged university at the heart of the city where creativity and innovation thrive, and a unique student experience opens up diverse pathways for achievement and growth.

*Endorsed by Academic Governance Council, December 12, 2012
Approved by the Board of Governors, February 28, 2013*

4. Consultation Process

An essential feature of MacEwan's CIP development is the incorporation of the institution's five year Integrated Strategic Plan (ISP), which sets goals, strategies and objectives for the period starting in July 2014 and ending in June 2019. The ISP lays out a vision for the institution and is the primary source for the plans outlined in the university's annual development of the CIP.

Prior to the creation of the ISP, the university recognized the multitude of issues and challenges to be addressed in its planning and so began its strategic planning initiative by examining and articulating the key characteristics that define MacEwan's unique identity to be reflected in planning for future development. This process, which occupied much of the 2012/13 academic year, resulted in the articulation of eight key pillars, or value statements. Over 700 people – faculty, students, staff and community representatives – were involved in identifying, reviewing and refining these key statements of the university's identity.

In Fall 2013, with the pillars in place, the university engaged in an extensive process of consultation with faculty, students and staff regarding the strategic directions which the university should pursue. A total of twenty-three consultation sessions were held with groups including: the Board of Governors; Academic Governance Council; faculty councils;

administrative teams; faculty, staff and student associations; the alumni council; and others, as well as a series of open forums on each campus. An online mechanism was also established for interested employees and students to provide their input. Through these mechanisms, a total of over 500 members of the university community provided their input into the institution's future direction. From this consultation process, strategic directions were identified to guide the university's development. These directional statements received approval from the university's board of governors in December 2013.

The next phase of ISP planning involved the development of foundation plans by key areas of the university, outlining the ways in which they would contribute to the achievement of the institutional strategic directions. The foundation plans defined detailed goals and objectives, timelines for their achievement, indicators and measures by which success would be judged, and assessment of the risks associated with the proposed initiatives. Foundation plans, finalized in February 2014, were also subject to a process of review, feedback and revision, in which alignment of the proposed initiatives with the strategic directions and with the other foundation plans were key criteria.

The outcomes of this extensive multi-year consultation process now inform the annual CIP planning process which uses the ISP as its starting point for goal identification. The goals, priorities, and strategic directions section, especially the goals template, is directly derived from the ISP and reflects the comprehensive nature of the consultation that informed its creation.

Further ongoing consultation occurs through the governance and administrative processes at the university in the identification of current priorities. These priorities are derived from the foundation plans and subsequently reviewed by the Executive Council, Deans' Council, Academic Priorities and Planning Committee, and Academic Governance Council and provide an opportunity for input from key constituencies at the university. Membership on the latter two committees includes faculty, staff and students, with majority representation from faculty at MacEwan. Finally, all of these constituencies are represented at the Board of Governors which has the final approval authority for this document.

Deans' Council hears input from areas of the institution and makes recommendations on new allocations that are considered in the development of the final budget as presented in Appendix A. Determination of new funding is assessed relative to institutional priorities and available resources.

Ongoing communications with partner post-secondary institutions in Alberta occurs through faculties and senior administration offices, including the president and the provost. In particular, the six provosts from Edmonton post-secondary institutions meet monthly and provide ongoing updates of city-wide initiatives that the Edmonton institutions support. Provosts from all 26 institutions in the province meet quarterly to discuss areas of common concern and interests, system coordination and common strategic approaches. Furthermore, sector related issues are discussed with Mount Royal University through communication with the president, provost and other levels of the university. Discussion occurs on governance, program alignment, scholarly research, and government expectations regarding sector responses to system issues such as collective bargaining benchmarking.

These discussions all provide context and direction as the university further develops ISP implementation strategies that are more fully articulated through the CIP development. Additionally, new goals and strategies have emerged in alignment with Advanced Education on new policy direction and in considering the newly released Adult Learning System Principles. More specific strategy development occurs with engagement from relevant community members and industry partners as strategies unfold. For example, as we continue to move forward on consolidating City Centre Campus,

engagement occurs with the surrounding community leagues, the City of Edmonton and other businesses surrounding MacEwan. In the case of development of new degrees, the provost and impacted faculty are engaged extensively with business, industry, and any other impacted stakeholders. There are many advisory committees that engage external partners in assisting the university in meeting the needs of students.

In recap, CIP development is considered not only in an annual context, but also as an iterative process considering key factors that occur throughout the year. This includes conversations with partners and stakeholders and uses the university's five-year ISP as the anchor to underpin broad directions for the university.

The internal approval process of the current CIP starts with the identification of priorities through Executive Council for the upcoming year relative to the strategic goals as outlined in the ISP. In parallel to this, the budget is created by President's Budget Committee using input from Deans' Council and reviewed and approved by the Board of Governors based on the recommendations from the Finance Committee of the Board. The draft CIP document is reviewed first by Deans' Council and then by the Academic Planning and Priorities Committee. The CIP is revised to incorporate changes and sent to the

Board of Governors for a preliminary review to confirm the direction of the plan. Feedback from the Board is reflected in the next version which is reviewed and approved by the Academic Governance Council. The final approval of the document by the Board signals the submission of the approved CIP to the Minister.

Consultation list:

The following provides the broad categories of stakeholders whose perspectives are included in the CIP as it was developed:

Internal Stakeholders

- Deans' Council
- Academic Governance Bodies
- Departments and Faculties
- Internal Advisory Committees
- Faculty, Staff, Students, Alumni

External Stakeholders

- Municipal, Provincial and Federal levels of Government
- Alberta Publicly funded Post-secondary Institutions,
- First Nations Institutions
- Alberta Indigenous Organizations
- Community Not-for-Profit organizations
- Downtown businesses and organizations
- Other Related Public Agencies

5. Goals, Priority Initiatives and Expected Outcomes

MacEwan University goals derive principally from the Integrated Strategic Plan, implemented in 2014, and continue the development of learning opportunities in keeping with our mandate. The primary emphasis of our goals is to enhance a learning environment that provides education of the highest quality while offering programming that meets our students' needs and provides real choice for individuals who aspire to meaningful learning. Since the ISP expires at the end of the next academic year, MacEwan will be developing a new strategic plan and extensive consultation and plan development will occur in the lead up to the 2019/20 academic year. As part of this plan development, we note that community has always been a hallmark of MacEwan, but in recent years internal developments and reorganizations have required a more inward focus to our planning. With Allard Hall providing a new home for fine arts programming at the City Centre Campus, and with the anticipated hire of a new VP University Relations, MacEwan will once again have community at the forefront of its planning.

An area of continued focus for MacEwan is responding to the report of the Truth and Reconciliation Commission (TRC). There is a deep commitment at MacEwan to becoming a national leader in the implementation of post-secondary related TRC recommendations, by

striving to be inclusive in our response and to ensure that decisions are supported both by MacEwan University and by the Indigenous community. The university has laid the cornerstone of a comprehensive response with the creation of an Indigenous Advisory Council, comprised principally of Indigenous members from within MacEwan and from the surrounding communities. We identify growth of enrolment and increased retention for indigenous learners as a specific priority for MacEwan in the coming year, led by kihêw waciston (the university's Indigenous centre), and the Indigenous Advisory Council.

The goals of the ISP align with the five principles advanced by the Ministry. The principle of quality is implicit in all of the goals listed. The university has invested and continues to invest significant resources to determine the best way forward for the institution and to improve all aspects of our mandate. Whether it is the recognition of the importance of international exposure for students, the attraction and retention of under-represented learners, the importance of local community for the institution, and in particular the Indigenous community, the core aim of the goals here, and in the Integrated Strategic Plan overall, is to improve the quality of the learning experience for MacEwan students.

MacEwan recognizes the importance of creating a diversified student body within a coordinated enrolment management structure. Accessibility is embodied in the goal to providing clear targets for under-represented learners, generating targeted access for these groups. To further reinforce MacEwan's commitment to access, enrolment targets will be at a record high of 13,000 FLEs. With new degree programming set for implementation in the upcoming years, program level enrolment targets will need to be thoroughly assessed to ensure that unsustainable growth does not threaten the quality of the MacEwan experience. Concurrently, MacEwan has initiated equity admission to selected programs and in the 2018/19 academic year the university will consider the appropriateness of extending this admission practice more widely.

The principle of coordination is advanced through our efforts to create and maintain programming that is reviewed both internally and externally and which receives external support from our post-secondary learning partners, from Alberta Advanced Education, and where necessary, from Campus Alberta Quality Council. For new degree offerings, all proposals are subject to a thorough review to ensure system coordination, adherence to

mandate, and relevance. The internal design of our curriculum advances the principle of coordination by reducing duplication and allowing for better utilization of resources. The university, in operating within the context of our Baccalaureate and Applied Studies Institutions (BASI) sector mandate, strives to meet the needs of students with a wide array of program mix in accordance with the boundaries established in the six-sector model and thereby ensures that the university is contributing to a coordinated adult learning system. In addition, coordination occurs through the various touch points noted in the consultation section with post-secondary partners and others.

Affordability is met in many ways. MacEwan's tuition and fees and its entrance policies allow for exceptional access for Albertans and our performance measure of increasing scholarships by 5% will help ease the costs of education for many students. As well, MacEwan continues to provide additional funding for students to engage in study abroad activities. As noted in the performance measures section, scholarship, awards, and bursary targets will increase, including enhancements for Indigenous students.

Strategic Goals

MacEwan University's *Integrated Strategic Plan* identifies several goals, each with an expected completion date of June 30, 2019. The university has made significant progress towards the completion of this plan which concludes in 2018/19. For the coming fiscal year, the institution has selected those goals which have significant outstanding outcomes and has identified priorities and associated expected outcomes for each of these goals. Goals beyond the current year await the completion of a new Integrated Strategic Plan.

Goal 1: MacEwan University will expand and enhance its international activities to bring the world to its campus and send its students and faculty to the world.

Priority 1: To increase the allocation of funding for education abroad programs and implement new strategies to increase study abroad opportunities.

Expected Outcome 1: The university will send, at minimum, 300 students on short-term (5-60 days in length) education abroad programs, including study tours, field schools and summer programs.

Performance Measure 1: Number of students on short-term education abroad programs during 2018/19.

Ministry Principle: Quality, Affordability

Goal 2: MacEwan University will develop and implement a strategic and integrated approach to enrolment planning and management to enhance student access, engagement and success.

Priority 2: To establish strategic enrolment objectives for the university and for individual programs.

Expected Outcome 2: MacEwan will have clear enrolment goals and incentive budget plans for Indigenous and international students, students with disabilities, and students studying online, as well as providing guidance for the creation of support systems to ensure student success.

Performance Measure 2: Creation of an enrolment plan as described in the expected outcome.

Ministry Principle: Accessibility, Quality, Coordination

Goal 3: MacEwan University will be a vibrant presence and contributor to the vitality of Edmonton and other communities it serves.

Priority 3a: Engage with business, government, social agencies and others involved in downtown development to define the role to be played by MacEwan University over the next two decades in the intellectual, social and cultural life of the city centre and the Edmonton region as a whole.

Expected Outcome 3a: MacEwan will fill a new position, VP University Relations, starting July 1, 2018. The new VP will create a plan of engagement with key stakeholders and begin its implementation.

Performance Measure 3a: By June 2019, MacEwan will have a community engagement plan which aligns with a new strategic plan.

Ministry Principle: Coordination, Quality

Priority 3b: Engage Indigenous leaders in Alberta and, with them, decide upon the contribution that MacEwan University should make to serve the educational needs of Indigenous people in Alberta and Western Canada more broadly.

Expected Outcome 3b: MacEwan's Indigenous Centre, in partnership with the Indigenous Advisory Council, will identify recruitment strategies to increase self-declared indigenous enrolment, and will identify strategies to increase retention of self-declared Indigenous learners.

Performance Measure 3b: Number of self-identified Indigenous students and number returning self-identified Indigenous students.

Ministry Principle: Accessibility

In addition to the goals derived from the Integrated Strategic Plan MacEwan continues to provide additional measures for the reporting year 2018/19 that have historically been reported in our planning documents.

Goal A: To be an institution of choice.

Priority A: Meet an enrolment target of 13,024 FLE

Performance Measure A: Learner Enrolment Reporting System

Ministry Principle: Accessibility

Goal B: To be an institution of choice for international students.

Priority B: International student enrolment at 7% of total FLE

Performance Measure B: Learner Enrolment Reporting System

Ministry Principle: Accessibility, Quality

Goal C: Provide financial support for students.

Priority C: Increase the total \$ value of internally funded Scholarships, Awards, and Bursaries from 2016/17 by 5%

Performance Measure C: MacEwan University student awards data

Ministry Principle: Affordability

Goal D: To maintain a high satisfaction level with the MacEwan experience.

Priority D: Student satisfaction with overall quality 90% or greater

Performance Measure D: MacEwan University Baccalaureate and Satisfaction surveys

Ministry Principle: Quality

Appendix A: Financial and Budget Information

Budget Assumptions

The major components of MacEwan University's financial operating budget are Campus Alberta Grant revenue, student tuition and other fees revenue, and salary and benefits expenses. The 2018/19 to 2020/21 financial plan is prepared based on the following key assumptions:

1. Campus Alberta Grant:
 - a. 2018/19: 2% increase from 2017/18, plus \$1,282,000 one-time funding for tuition fee freeze;
 - b. 2019/20: 2% increase from 2018/19, no additional funding for tuition fee freeze;
 - c. 2020/21: 1.5% increase from 2019/20, no additional funding for tuition fee freeze.
2. Funding for students with disabilities will remain at the 2014/15 level of \$873,451 per year.
3. Annual Infrastructure Maintenance Program (IMP) funding received from the Government of Alberta will remain at the 2017/18 amount of \$2,980,203 per year.
4. Domestic tuition fees will remain at 2014/15 level for 2018/19 in accordance with direction from Alberta Advanced Education. The tuition fees for 2019/20 and 2020/21 are increased by 1.75% per year, and is subject to compliance with any future changes in the Alberta Public Post-secondary Institutions' Tuition Fee Regulations.
5. International tuition fee increases by 5% in 2018/19 and 2.5% in 2019/20 and 2020/21.
6. Salary for out-of-scope employees remain at 2015/16 levels for 2018/19 in accordance with directives received from the Government of Alberta. Provision has been included for other potential increases and academic administrative leave.
7. Inflationary impact on other operation costs over the next three years will be low. Any impact of changes in foreign exchange will need to be managed within the approved operating budgets.
8. The building to be leased to the Students' Association of MacEwan University (SAMU) will be completed in August 2019. This is subject to change based on finalization of the construction schedule.

Sensitivity Analysis

The following table provides the estimated impact of a 1% change in the key revenue or expense category:

Campus Alberta Grant	\$1.13 million
Domestic student tuition rate	\$0.66 million
International student tuition	\$0.15 million
Salaries	\$1.40 million
Benefits	\$0.28 million

Statement of Expected Revenue and Expenses

The consolidated operating revenue and expenses are prepared in accordance with Canadian public sector accounting standards and in the same format at the annual audited consolidated financial statements. Based on the budget assumptions noted above the university will have a balanced budget in 2018/19 (operating revenues equal operating expenses), followed by deficits in 2019/20 and 2020/21.

In accordance with the format of the financial statements required by the Government of Alberta, the annual surplus includes external endowment contributions. These funds are not available to support the operation of the university, but instead will be invested to provide investment income to support the purpose of the endowments.

Consolidated operating revenue and expenses

(in thousands of dollars)	2018/19	2019/20	2020/21
Revenues			
Government of Alberta grants	\$ 127,371	\$ 126,119	\$ 127,814
Federal and other government grants	708	1,008	1,078
Student tuition and fees	92,486	94,651	96,297
Sales of services and products	26,650	28,003	28,217
Contract programs	1,317	1,317	1,317
Donations and other grants	1,521	1,558	1,596
Investment income	4,188	4,263	4,338
Investment in government business enterprise	(14)	(6)	(12)
Total Revenues	254,227	256,913	260,645
Expenses			
Instructional and non-sponsored research	92,945	96,039	98,130
Academic and student support	57,940	58,974	60,061
Institutional support	39,551	40,364	40,751
Facility operations and maintenance	40,036	38,594	38,311
Ancillary services	22,745	23,475	23,468
Sponsored research	1,010	1,010	1,130
Total Expenses	254,227	258,456	261,851
Annual operating surplus (deficit)	-	(1,543)	(1,206)
External endowment contributions	950	1,000	500
Annual surplus (deficit)	\$ 950	\$ (543)	\$ (706)
Expense by Object			
Salaries	\$ 141,145	\$ 145,123	\$ 148,840
Employee benefits	29,035	29,766	30,052
Materials, supplies and services	36,690	36,124	34,526
Maintenance and repairs	10,027	8,310	8,563
Amortization of capital assets	18,207	18,402	19,306
Cost of goods sold	6,660	6,660	6,660
Utilities	5,490	6,440	6,448
Scholarships, bursaries and awards	4,465	4,565	4,565
Interest on long term debt	2,508	3,066	2,891
Total Expenses	\$ 254,227	\$ 258,456	\$ 261,851

The anticipated cash flows for the next three years are presented in the consolidated statement of cash flows.

Consolidated statement of cash flows

(in thousands of dollars)	2018/19	2019/20	2020/21
OPERATING TRANSACTIONS			
Annual surplus (deficit)	\$ 950	\$ (543)	\$ (706)
Add (deduct) non-cash items:			
Amortization of tangible capital assets	18,207	18,402	19,306
Expended capital recognized as revenue	(6,345)	(6,205)	(6,176)
Gain on disposal of tangible capital assets	(100)	(100)	(100)
Change in employee future benefit liabilities	800	800	800
Cash and cash equivalents provided by operating transactions	13,512	12,354	13,124
CAPITAL TRANSACTIONS			
Acquisition of tangible capital assets (Note 1)	(34,412)	(27,170)	(19,320)
Cash and cash equivalents applied to capital transactions	(34,412)	(27,170)	(19,320)
INVESTING TRANSACTIONS			
Net disposal of portfolio investments	15,000	15,000	-
Cash and cash equivalents provided by investing transactions	15,000	15,000	-
FINANCING TRANSACTIONS			
Capital contributions	947	947	1,197
Debt - new financing (Note 2)	11,839	-	-
Debt repayment (Note 3)	(3,082)	(3,921)	(4,097)
Cash and cash equivalents provided by (applied to) financing transactions	9,704	(2,974)	(2,900)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	3,804	(2,790)	(9,096)
Cash and cash equivalents, beginning of year	15,000	18,804	16,014
Cash and cash equivalents, end of year	\$ 18,804	\$ 16,014	\$ 6,918

Note 1 - Acquisition of tangible capital assets comprise of the following:

(in thousands of dollars)	2018/19	2019/20	2020/21
Campus development	\$ 27,138	\$ 22,100	\$ 15,000
Technology and software implementation and upgrade	3,220	1,635	985
Furniture, fixture and equipment	2,604	2,100	2,000
Infrastructure enhancement and maintenance	1,112	997	997
Library collections	338	338	338
	<u>\$ 34,412</u>	<u>\$ 27,170</u>	<u>\$ 19,320</u>

See Appendix F - Capital Plan for additional information on the acquisition of tangible capital assets.

Note 2 – Debt – new financing comprises of the following:

(in thousands of dollars)	2018/19	2019/20	2020/21
Building to be leased to Students' Association	<u>\$ 11,839</u>	<u>\$ -</u>	<u>\$ -</u>

Note 3 – Debt repayment comprise of the following:

(in thousands of dollars)	2018/19	2019/20	2020/21
Parkade debenture received in 2000	\$ 335	\$ 356	\$ 379
Parkade debenture received in 2005	234	244	255
Robbins Health Learning Centre parkade	63	66	69
Residence debenture	1,596	1,691	1,791
Surface parking lot	636	646	656
Allard Hall retail debt financing	66	68	71
Allard Hall parking debt financing	152	157	162
Building to be leased to Students' Association	-	693	714
	<u>\$ 3,082</u>	<u>\$ 3,921</u>	<u>\$ 4,097</u>

Tuition and Mandatory Fees

As noted in the Budget Assumption section, domestic tuition fees will remain at 2014/15 level for 2018/19 in accordance with direction from Alberta Advanced Education. The projected tuition fees for 2019/20 and 2020/21 are increased by 1.75% per year, and is subject to compliance with any future changes in the Alberta Public Post-secondary. Projected international tuition fee increases are 5% in 2018/19 and 2.5% in 2019/20 and 2020/21.

Appendix B: Enrolment Plan and Proposed Programming Changes

MacEwan's enrolment plans for the next three years project a stable enrolment of approximately 13,000 FLEs each year, with minimal enrolment changes in most programs at the university. Small increases are being planned due to new programming in several areas. The implementation of the approved Bachelor of Design Studies (2019) and proposals for a Bachelor of Fine Arts (2020) and a Bachelor of Early Learning Curriculum (2020) will create additional new enrolments. The projections provided include these increases as well as anticipated movement from current diploma programming into the degrees. In addition to the proposed degrees noted above, MacEwan is in the development stages of new degree programming in the Faculty of Health and Community Studies including a Bachelor of Health Promotion, but this programming is not expected to be implemented in the planning timeframe of this document.

The addition of new majors (Applied Statistics in Science, Legal Studies in Commerce and Recording and Production in Music) and anticipated majors (Chemistry in Science) in current degree programs is not expected to create additional enrolments but instead provide students with additional options for degree completion while maintaining present enrolment targets for the corresponding degree.

One area that is seeing a substantial projected reduction in enrolment is Open Studies. This is a result of two separate developments at MacEwan, the increased participation rates in Arts, Science and Commerce programs, and proposed changes to the Open Studies program regulations. These changes result in no overall impact on enrolment at MacEwan, but rather will shift the enrolment numbers from Open Studies to these other currently available programs. It should be noted that this brings to the fore some of the significant enrolment pressure experienced at MacEwan. While we are committed to maintaining access for students, without additional supports, including increases in financial and capital supports, meeting demands in one area necessitates decreases in another.

There are minor adjustments to other programs, some due to currently Ministry approved suspensions and terminations or applications for suspension submitted to the Ministry.

In keeping with the goals of the Integrated Strategic Plan, program development continues to focus on providing new opportunities for students to complete a degree at MacEwan while maintaining the ability to complete current diploma programming if that is their choice.

	2016/17	2017/18	2018/19	2019/20	2020/21
	12,623.22	12,914.79	13,024	13,054	13,084
Degree	7,824.07	8,344.82	8,646	8,696	8,963
Certificate	353.91	344.01	317	317	317
Diploma	2,684.41	2,706.42	2,599	2,576	2,336
Non-Credential	1,760.84	1,519.54	1,462	1,465	1,468

Faculty of Arts and Science						
LERS Program	LERS Specialization	2016/17	2017/18	2018/19	2019/20	2020/21
Degree						
Bachelor of Arts	Anthropology	91.30	90.30	91	91	91
	Economics	57.60	79.60	79	79	79
	English	78.07	112.90	119	119	119
	History	58.00	71.60	74	74	74
	Not Declared	1,279.88	1,230.31	1,309	1,309	1,309
	Philosophy	28.77	36.90	40	40	40
	Political Science	94.10	111.70	119	119	119
	Psychology (Arts)	213.60	205.77	216	216	216
	Sociology	285.77	342.77	363	363	363
Bachelor of Arts Total		2,187.08	2,281.84	2,410	2,410	2,410
Bachelor of Science	Applied Chemistry			0	0	31
	Applied Statistics			0	13	22
	Biological Sciences	354.47	270.83	276	276	276
	Computer Science	196.60	276.43	291	291	291
	Mathematical Sciences	22.60	34.40	36	23	14
	Mathematics	39.13	61.50	65	65	65
	Not Declared	1,221.41	1,257.25	1,320	1,320	1,320
	Physical Sciences	109.93	146.37	152	152	121
	Psychology (Science)	118.50	132.60	142	142	142
Bachelor of Science Total		2,062.64	2,179.38	2,282	2,282	2,282
Diploma						
General Studies		80.20	29.03	0	0	0
Non-Credential						
UT: Bachelor of Science in Engineering		178.27	184.16	189	189	189
Faculty of Arts and Science Total		4,508.19	4,674.41	4,881	4,881	4,881

Faculty of Fine Arts & Communications						
LERS Program	LERS Specialization	2016/17	2017/18	2018/19	2019/20	2020/21
Degree						
Bachelor Comm. Studies	Journalism	99.58	107.57	109	109	109
	Professional Comm.	232.19	206.29	204	204	204
Bachelor Communication Studies Total		331.77	313.86	313	313	313
Bachelor of Design Studies				0	60	114
Bachelor of Fine Arts				0	0	126
Bachelor of Music	Composition	39.70	51.12	51	51	51
	General	8.71	21.28	22	22	22
	Performance	48.51	82.73	83	83	83
	Recording and Production			0	12	25
	Undeclared	100.20	73.83	75	63	49
BMus Jazz & Contemp Pop Music Total		197.13	228.96	232	232	231
Diploma						
Arts and Cultural Management		73.03	68.73	64	64	25
Design Studies		107.60	108.70	109	109	59
Fine Art		54.07	55.60	56	56	21
Music	Composition	5.00	0.27	0	0	0
	Comprehensive	5.97	0.00	0	0	0
	Performance	13.55	1.37	0	0	0
	Recording Arts	8.80	3.44	0	0	0
Music Total		33.32	5.08	0	0	0
Theatre Arts		47.35	44.94	43	43	19
Theatre Production		38.99	44.99	43	43	15
Faculty of Fine Arts & Communicatons Total		883.25	870.85	860	920	923

Faculty of Health & Community						
LERS Program	LERS Specialization	2016/17	2017/18	2018/19	2019/20	2020/21
Certificate						
Emerg Communication&Resp		29.60	26.40	26	26	26
Special Needs Educ Asst		80.07	78.34	79	79	79
Degree						
Bachelor Applied Human Services Administration		35.80	40.70	35	35	35
Bachelor of Child & Youth Care		189.08	185.94	187	187	187
Bachelor of Early Childhood Curriculum Studies				0	0	88
Bachelor of Social Work		53.70	110.87	114	114	114
Diploma						
Acupuncture		83.32	85.32	84	84	84
Child and Youth Care		0.33	0.00	0	0	0
Correctional Services		103.31	108.75	109	109	109
Disability St: Lead & Comm		0.72	0.00	0	0	0
Early Learning & Child Care		111.95	130.25	127	127	63
Hearing Aid Practitioner		114.50	112.11	101	101	101
Massage Therapy		90.28	83.88	81	81	81
Police&Investigations	Investigative Studies	106.11	116.61	113	113	113
	Police Studies	100.51	106.80	106	106	106
Police & Investigations Total		206.62	223.41	219	219	219
Social Work		165.22	175.67	172	172	172
Therapist Assistant	Phys & Occup Therapist	63.10	61.03	61	61	61
	Speech Lang Pathologist	57.93	64.96	66	66	66
Therapist Assistant Total		121.03	125.99	127	127	127
UT: Bachelor of Physical Education		59.10	63.40	65	65	65
Faculty of Health & Community Total		1,444.61	1,551.03	1,526	1,526	1,550

Faculty of Nursing						
LERS Program	LERS Specialization	2016/17	2017/18	2018/19	2019/20	2020/21
Certificate						
Disability Management		6.80	2.40	0	0	0
Occupational Health Nursing		22.50	23.04	24	24	24
Perioperative Nursing for RNs		43.40	45.01	35	35	35
Post-Basic Certificate	Cardiac Nursing	3.80	3.86	4	4	4
	Wound Management	6.50	6.40	6	6	6
Post-Basic Certificate Total		10.30	10.26	10	10	10
Post-Basic Nursing Practice	Gerontology	40.41	36.26	31	31	31
	Hospice Palliative Care	0.97	0.20	0	0	0
Post-Basic Nursing Practice Total		41.37	36.46	31	31	31
Degree						
Bachelor of Science in Nursing		916.39	912.02	909	909	909
Bachelor Psychiatric Nursing		15.42	21.82	24	24	24
Diploma						
Psychiatric Nursing		181.25	182.04	178	178	178
Non-Credential						
Workplace Health Screening PD		0.00	0.00	4	4	4
Faculty of Nursing		1,237.44	1,233.05	1,215	1,215	1,215

School of Business						
LERS Program	LERS Specialization	2016/17	2017/18	2018/19	2019/20	2020/21
Certificate						
Acct & Strategic Measurement		0.10	0.00	0	0	0
Business Management				0	0	0
Office Assistant	Administrative	28.34	30.07	25	25	25
	Legal	29.08	28.05	25	25	25
	Medical	62.34	63.98	62	62	62
Office Assistant Total		119.77	122.10	112	112	112
Degree						
Bach of Applied Bus Admin-Acct		49.30	27.70	10	0	0
Bachelor of Commerce	Accounting	566.80	600.10	612	612	612
	Human Resources Mgmt	126.70	122.63	122	122	122
	International Business	111.87	100.00	96	96	96
	Legal Studies			40	76	84
	Management	187.30	201.40	208	208	208
	Marketing	164.80	194.90	197	197	197
	Not Declared	495.10	682.20	715	679	671
	Supply Chain Mgmt	133.20	140.50	140	140	140
Bachelor of Commerce Total		1,785.77	2,041.73	2,130	2,130	2,130
Diploma						
Acct & Strategic Measurement		265.33	249.80	200	200	200
Asia Pacific Management		44.37	49.52	40	40	40
Business Management	Aviation Management	0.00	0.20	0	0	0
	Business Management	310.40	308.17	300	300	300
	Golf Operations Mgmt	0.64	0.00	0	0	0
	Insurance and Risk Mgmt	64.30	83.60	89	89	89
Business Management Total		375.34	391.97	389	389	389
Human Resources Management		151.60	192.47	196	196	196
Paralegal Studies		76.90	86.30	108	85	85
Library & Info Technology		56.10	58.00	59	59	59
Public Relations		49.05	40.98	34	34	34
Travel		52.63	52.89	60	60	60
School of Business Total		3,026.26	3,313.46	3,338	3,305	3,305

School of Continuing Education						
LERS Program	LERS Specialization	2016/17	2017/18	2018/19	2019/20	2020/21
Non-Credential						
English As Additional Language		166.35	158.69	165	168	171
Open Studies		906.99	659.71	537	537	537
Nurse Credentialling		20.62	28.67	0	0	0
University Preparation		429.52	424.91	502	502	502
School of Continuing Education Total		1,523.48	1,271.98	1,204	1,207	1,210

Discussion of international student enrolment

There are six MacEwan programs for which international enrolments in the 2015-2016 reporting year are greater than 15% of the total program enrolment, as expressed in FLEs. These programs and the corresponding international enrolment percentages are:

Accounting and Strategic Measurement	26%
Asia Pacific Management	47%
Business Management	32%
Early Learning and Child Care	17%
Open Studies	18%
Post Basic Nursing	90%

Projected international enrolments for each of these programs and percentage of the total projected for the program appears in the table below.

		2018/19 Projected	2019/20 Projected	2020/21 Projected
Accounting and Strategic Management	Diploma	50 (25%)	50 (25%)	50 (25%)
Asia Pacific Management	Diploma	10 (25%)	10 (25%)	10 (25%)
Business Management	Diploma	96 (32%)	96 (32%)	96 (32%)
Early Learning and Child Care	Diploma	19 (15%)	19 (15%)	9 (15%)
Open Studies	Non Credential	80 (15%)	80 (15%)	80 (15%)
Post Basic Nursing	Certificate	22 (71%)	22 (71%)	22 (71%)

The impact of admission for Albertan students in each of these programs differs from program to program. There is no impact for Post Basic Nursing since this program is offered through a distance delivery model and all students interested in accessing this program are accommodated. For the Accounting and Strategic Measurement diploma and the Asia Pacific Management all qualified domestic students were admitted to the program. Access to Open Studies differs from other programming in that students are enrolled in courses only. Eligibility for Open Studies is based on the ability of a student to meet the course requirements and this model requires a first-come first-served policy.

There are no quotas for this program and qualified students attempting to access available seats in courses are accepted.

For the remaining two programs, Business Management and Early Learning and Child Care, there were a number of applicants, who eventually were determined to meet the program admission criteria, but who were not granted access due to overall quotas already being met. For the Business Management program, there were 11 domestic students in this category. It is critical to note however that these students only cleared admission requirements late into the summer.

For Early Learning and Child Care, 55 qualified domestic students were not accepted due to quotas being met. This is in part due to a revision of admission targets required to address concerns with part-time cohorts. Since the program changed admission requirement and moved to competitive

admission in Fall of 2017, it is not clear that international enrolments will remain high, nor that there will be the same number of domestic students seeking enrolment. The university continues to monitor enrolments in this program, especially the mix of domestic and international students.

Appendix C: Research, Applied Research and Scholarly Activities

MacEwan's current strategic plan includes as a key element the ongoing development of an integrated knowledge ecosystem in which discovery and application are mutually supportive and synergistic endeavors. We continue to build a thriving culture of diverse faculty research and creative activity connected with our undergraduate student learning mandate in a way that puts students first. As a BASI institution, we seek to forge a unique identity for MacEwan University as a place where important new ideas are not only taught but also discovered and transformed into actions that make a difference. In this way, we prepare our graduates in both diploma and degree programs for active participation and leadership in the strong new economy desired by industry and government while remaining true to our undergraduate teaching and learning mission.

Our faculty are outstanding scholarly teachers committed to not only to excellence in research and creative activity but also to excellence as an educator and mentor. With this focus, student-engaged scholarship is a transformational learning experience, whether the students are part of a classroom based inquiry, working as research assistants, or leading independent scholarly projects. In every MacEwan program, students thrive in an environment where knowledge creation and knowledge transmission

intersect, acquiring skills that will form the foundation of a robust workforce reinforcing a strong economy here in Alberta.

At this still-early phase in our development as a University, we believe it is premature to attempt to specify where our research and creative priorities should be. These are emerging organically and, with time, we will see where our strengths are emerging and where we should focus. At present, we continue to support all forms of scholarship across the institution in as equitable a way as we can, bringing more of our faculty into scholarly roles.

That is not to say we are not mindful of government priorities for advances to be made in resource management, the environment, and health. We have faculty whose work on climate change in the past and its impacts today is internationally recognized including NSERC funded projects related to geo-sediments in the Arctic and Antarctic regions as well as analysis of the impacts of carbon dioxide on freshwater fish. As a university in a northern gateway city in a resource-intensive province, we see resonance in this area with government priorities for resource management and environmental stewardship.

We also have strengths in research that advance our understanding of community health and the social determinants of healthy populations.

These include community-based research with the local welcome centers to examine Asian immigrant civic engagement participation while also partnering with the Edmonton Police Service on optimizing risk assessment practices in cases of sexual violence.

Many of our faculty are co-applicants and collaborate with other Universities and institutes in Edmonton, consistent with our belief that partnership and non-duplication in research and creative activity is superior to isolation and duplication of effort. Examples of such cooperation include: work on Indigenous language revitalization with Canadian Indigenous Language and Literacy Development Institute (Cildi) from the University of Alberta; investigating the effects of unsupportive workplace cultures on women from STEM fields and linked to the Edmonton community with the Canadian Centre for Women in Science, Engineering, Trades and Technology (WinSETT Centre); and working with the Edmonton Public School Board on the retention of Indigenous students. These exemplify our dedication to community engagement as the university in the urban core of Edmonton.

Support for the research and creative activity of our faculty and students continues to expand through our internally funded research with over 50 faculty-led projects and more than 75 instances of knowledge dissemination in the past year. Over 100 research assistantships were awarded to students

to learn and engage in these research programs and more than 30 students were supported in their own individualized projects and given the opportunities to present their outcomes at professional meetings. We have also supported three-year strategic research programs that are collaborative and interdisciplinary to create, focus, and build our research and creative community at MacEwan to support government objectives.

A major step forward is the recent implementation of a new three-year Research Strategic plan, approved by our Research Council and Academic Governance Council, that recognizes our role as a student centered and community engaged institution. We have outlined five goals with the overarching purpose of reinforcing our emerging status as a first-choice university for undergraduate student learning and research. These include recognizing and promoting excellence in faculty researchers, guiding and supporting student research opportunities, promoting evidence-based and research informed teaching, achieving excellence in community-engaged research, and increasing collaborative and interdisciplinary programs of research. This last point is entirely consistent with government priorities, all of which require innovative and non-siloed scholarly enterprise to address complex problems. Through success in each of these goals, the research community at MacEwan University will act on our institutional

mandate and make a positive impact as an anchor institution in Edmonton's revitalized urban core.

We continue to grow our research and creative culture, with a keen eye on our BASI mandate, envisioning the role of professor as scholarly teacher, one who

mentors and supports curiosity and inquiry in our students. To support this growth, we have built the basis for a more extensive research infrastructure where students, faculty and the local community can engage in knowledge creation, translation, and transmission.

Appendix D: Community Outreach and Underrepresented Learners

Community Outreach

MacEwan University continues to focus efforts on community outreach and engagement.

The university determined there was a critical gap in its organizational structure in addressing the exceedingly more complex internal and external community landscape it must navigate. As part of a major reorganization in Fall 2017, a University Relations portfolio is being formed and a new vice-president is being recruited. It is expected that the search for this leadership role will be complete by summer of 2018.

As a result of this restructuring, the university has put on hold the development of a comprehensive community engagement program. Under the guidance of the new vice-president, the university will reshape its community engagement program and begin to assess strategies to support the university's alumni and development activities, including revitalizing our fund development plan. With the recent approval of a new Alumni Policy, the Alumni Office will renew its efforts to reconnect with the alumni community.

The new University Relations portfolio will also build on the university's government relations practices and will have a more active role in engaging with all levels of government. To recognize the contributions the university makes to such things as the city's climate change strategies, the Office of

Sustainability will move to University Relations.

There is a renewed emphasis in embracing the significant role the university can play as an urban downtown university. The university must take full advantage of the opportunities this can bring to our students, faculty and the surrounding community. By engaging with other post-secondary institutions, government, business, health organizations, not-for profits and industry, faculty and staff will have increased opportunities to create integrated post-secondary education strategies.

In considering activities undertaken through these partnerships, the university continues to look for new models, that will balance and maximize benefits for all parties, including students and faculty, and the community, and that will also contribute to the university's sustainability. Some examples of expanding or continuing partnerships, are highlighted here.

- Opportunities for 650 students and 130 faculty to participate in over 25 team-based simulation through an Interdisciplinary Health Education Partnership between Alberta Health Services, MacEwan University, NAIT, NorQuest College, and the University of Alberta that facilitates inter-professional health education, simulation and research.

- Student placements with nurses working for Indigenous Services Canada, through partnerships with the First Nations and Inuit Health Branch of the Federal Government.
 - Student-lead projects with aims to build capacity in communities in support of health and wellness and harm-reduction. Examples include projects with Ottewell, St. Teresa Elementary, Academy of King Edward, Catholic Social Services and St. Albert Food Bank and Community Village.
 - Possibilities for expansion of student mobility and pathway opportunities through discussions with NorQuest in relation to the university's Bachelor of Arts degree.
 - Expanded relationships with community arts groups through shared spaces in Allard Hall will allow for engagement of community with MacEwan students and faculty. For example, a partnership with Citie Ballet is being explored that would see academic integration with a coordinated approach to promotion and marketing. With this agreement the new home and performance space for the ballet will become MacEwan's Allard Hall.
 - A protocol for the university senior leadership to connect with the senior leadership of the City of Edmonton on a regular basis to discuss initiatives of common interest is being implemented.
 - Discussions continue with the Oilers Entertainment Group and NAIT to explore opportunities for future activities to support concepts for a hockey institute, a jointly supported bi-annual international hockey tournament, and to maximize benefits to our athletic program.
 - The university will open the Round House Innovation Hub in September of 2018. This will provide an interface between MacEwan University and the business community facilitating social innovation entrepreneurs.
 - Expanded health services for students, faculty, and staff through The MacEwan University Health Centre. This is a unique collaboration that includes the Oliver Primary Care Network, the University of Alberta's Department of Family Medicine, and MacEwan University. The Centre will open doors in July 2018 and will be fully operational in September. In addition to health services, there are many opportunities this collaboration will present. Those opportunities will be more fully explored once the Centre is fully operational.
- Partnerships with the Indigenous community and organizations continue to be of utmost importance to the university. These will be discussed in more depth in the Indigenous Student Success section.

Supports for Underrepresented Learners

As a downtown university, MacEwan will develop strategies to be a more inclusive institution. A major step being taken by the university is to recruit an Associate Vice-President of Student Life. Recruitment is currently underway and this new role will be in place in time for the next academic year. This will provide a renewed focus on student services and supports, including those of underrepresented learners.

Student Affairs is now moving into year four of a five-year plan that embraces strategies to promote early intervention, anticipate and remove barriers for students, and support students' success in an undergraduate learner-centered setting. The university is expanding prevention and intervention efforts, adding workshops and online resources for students to access, as interest or need for quality information dictates. We continue to see a need to expand the student writing tutor program and the expansion of the Writing Centre in support of student success.

MacEwan Works will facilitate students, faculty and employers to have greater access to service and career development opportunities and to build positive new relationships to career development and experiential learning.

Under a new governance and operational structure for the university's Scholarship, Awards and Bursary

program, a renewed strategic focus is being examined. The program will evolve and align with goals and objectives of the university's new strategic plan. This will include consideration of the university's brand, access goals, and the Truth and Reconciliation Commission's calls to action strategies. Over the next few years, the university will examine ways in which to more adequately fund its scholarship, awards and bursary program.

Pivotal to supporting underrepresented learners is the extensive outreach of the university's schools and faculties in communities. In looking to build experiences for students and community capacity, faculty continue to work closely with the community to open doors and encourage transitions to post-secondary programming for underrepresented groups. For example, a unique partnership continues with the Bachelor of Nursing Program and Amity House, a non-profit organization in North East Edmonton whose mission is to promote and encourage the independence and well-being of individuals and families. The university's nursing program is facilitating student community projects that will work with English as an Additional Language classes to assist adults newly arrived to Canada.

Services to Students with Disabilities

Services to Students with Disabilities (SSD) continues to record steady increases in the number of students registering as having a disability and requesting academic accommodations. Without a dedicated increase in resources, SSC continues to address the growth in demand to increase the students' ease of access to SSD services with the following strategies.

- automation of requests for accommodation letters, exam bookings and materials in alternate format
- enhanced website information and detailed communication at our reception desk about the process and expectations for registration with SSD so students can be prepared for initial appointments a Learning Specialist and, hopefully, decrease need for frequent appointments
- addition of emergency availability, discretionary appointments and

flexible schedules to Learning Specialist calendars to facilitate quicker access in time-sensitive situations

- allocation of the skills and time of SSD team members during the fluctuating demands of the academic year (e.g. exam centre staff cross trained in assistive technology training, alternate format team members proctoring exams in lab.)

Long term, SSD is seeking opportunities to work collaboratively with the university community to develop an Accessibility plan including a commitment to incorporate universal design principles in physical, communication and learning environments. This approach is expected to lead to a decreased demand for disability-related accommodations and a more welcoming environment for individuals with disabilities.

Indigenous Student Success

The number of Indigenous students in the Alberta post-secondary system is expected to increase with the growing Indigenous youth population and MacEwan is uniquely positioned as a hub in the heart of Edmonton, the second largest urban indigenous population in the country. MacEwan plans to serve Indigenous students through offering creative, scholarly, to educational opportunities for First Nations, Metis and Inuit students (FNMI), and other Canadians who typically do not access post-secondary education.

The university is expanding the capacity of kihêw waciston, Indigenous Centre in response to a growing number of Indigenous students at the university and in efforts to meet the Truth and Reconciliation (TRC) Calls to Action. The Centre is also developing a strategic plan with the guidance of the university's Indigenous Advisory Council, established in the Fall 2017. A Strategic Plan for Indigenous Initiatives at MacEwan University, 2018-2022 will include goals in support of meeting the TRC Calls to Action, including: the development of culturally appropriate indigenous education; support for the hiring of indigenous faculty and staff across the university; producing benchmarks and performance measures regarding indigenous recruitment at MacEwan; creation of safe sacred space for students, faculty and staff, respecting the culture and languages of indigenous people; and development of trusting and respectful relationships and partnerships with FNMI organizations.

In putting in place the right supports to decolonize and indigenize by implementation of strategies to support the TRC calls to action, it is felt the university will be able to support all marginalized populations.

MacEwan continues to support indigenous learners with the transition to post-secondary education through various education pathways including efforts to expand transfer arrangements with First Nations institutions.

The university presently has 127 articulated transfer agreements with First Nations institutions in Alberta, representing 122 course-to-course articulations and five block transfer articulations, representing a 37 percent increase over last year in the number of transfer agreements. The increase is in part due to the implementation of an arrangement with Yellowhead Tribal Council's Indigenous Environmental Stewardship and Reclamation Diploma transfer with the MacEwan's Bachelor of Science. As well, the university has three block transfer articulations with Nechi Institute: Centre of Indigenous Learning.

In addition to transfer arrangements, the university continues to expand and explore other collaborations to support Indigenous learners; some specific examples are highlighted here.

- Through the President, and in conjunction with kihêw waciston, visits to First Nations institutions are occurring to meet with their leaders to create trusting and respectful relationships and to explore joint

initiatives of mutual benefit. As a result, a number of initiatives with Blue Quills University are being considered.

- The university is expanding its relationship with Amiskwaciy Academy, the Edmonton public school First Nation, Metis and Inuit Unit, and the Edmonton Canadian native friendship centre.
- The Annual Dreamcatchers Conference is being revitalized to

facilitate a more meaningful experience for students who participate. This includes being more inclusive by inviting in the Indigenous Community to participate in a round dance.

- Development of an Indigenous foundation program that provides a successful pathway to post-secondary education through supportive services.

Student Mental Health

Student Affairs, Wellness & Psychological Services is a multidisciplinary team comprised of psychologists, social workers, a counsellor and a student wellness coach. The university has seen three consecutive years of growth in the number of students who are accessing services and the university continues to adjust to accommodate increased demand for supports. MacEwan will continue to focus its efforts on the top three presenting concerns of students: anxiety or worry; depression or low mood; and feeling overwhelmed. The greatest concern and emphasis is to support students who report suicidal ideation.

In Fall 2017, the university received a Post-Secondary Student Mental Health Grant from Alberta Advanced Education for \$600,000 over twenty months. The grant will allow for the maintenance of the size, expertise and multi-disciplinary nature of the services provided including psychologists, social workers, a half time Student Wellness Coach, and part-time

student workers. Funding will also be used for the creation and launch of a student mental health campaign aimed at increasing campus awareness of mental health, reducing stigma, promoting mental health on campus, and providing information on how students can obtain help. Also underway is the development and implementation of programs aimed at building mental health literacy, development of resiliency skills and supporting others with mental illness. Wellness & Psychological Services will also play an active role in the development of a new Student Mental Health and Wellbeing Strategic Plan.

The university will be reporting to Advanced Education on common measures in efforts to determine the impacts of the mental health funding on student success. Through these efforts, the university is hopeful that mental health funding will become a sustainable component of the university's annual funding from the province.

Sexual Violence Prevention Policies

MacEwan University is committed to proactively addressing sexual violence and ensuring that every member of the campus community feels safe, respected, and supported. Having adopted a stand-alone sexual violence policy in September 2015, implemented an annual campus-wide awareness campaign (#noplacere), and created an Office of Sexual Violence Prevention and Education with a full-time coordinator, the university continues to make strides forward in fostering a culture of consent and support on campus.

The university has implemented a range of initiatives aimed at changing the campus culture, reducing stigma around sexual violence and improving access to support services:

- An annual cycle of events and activities, including Sexual Violence Awareness Week, the Ending Sexual Violence Student Research Forum and the At The Root Community Engagement Project, situates sexual violence as a campus issue. These events promote dialogue and provide opportunities to all community members to improve their knowledge, build key skills, and take ownership of their role in preventing sexual violence;
- An integrated training and education program targets key group on campus, providing relevant training on sexual violence prevention and

response. These groups include senior administration, Residence staff, Security Services staff, Athletics staff and team members, first-year students, and the Students' Association of MacEwan University (SAMU) leadership;

- The creation of a student peer-education program in 2018/19 will provide opportunities for student leaders to deliver anti-sexual violence workshops in classes, widening the scope of the University's prevention and education efforts;
- The Sexual Violence Support Guide Program provides staff and faculty with a comprehensive fourteen-hour training on the issue of sexual violence, with a strong emphasis on skills for responding to disclosures of sexual violence. Additionally, this program engages participants as partners in sexual violence prevention and response beyond the initial training by identifying opportunities for collaboration and outreach within participants' home units and departments.

All sexual violence prevention programming emphasizes replacing myths about sexual violence with accurate information, fostering skills for consent-based relationships and increasing awareness of campus and community support resources.

Appendix E: Internationalization

MacEwan's strategic and operational goals anticipate no implications for international student activities relative to accessibility and quality, save for

those already noted in the international enrolment discussion in Appendix B. MacEwan is projecting an international enrolment of 7% in the coming year.

Appendix F Capital Plan

MacEwan University has pride of place in downtown Edmonton and virtually all our capital development has been geared to providing new state-of-the-art facilities while concurrently consolidating our programming at the City Centre Campus, in alignment with our Campus Master Plan (2009). This includes consolidation of the South Campus and the west end Centre for the Arts Campus, along with the development of Allard Hall and the University Service Centre.

The main goals of consolidation and creation of new buildings is to provide increased access to education opportunities and to improve the quality of the educational experience of our present and future students. By consolidating students at City Centre, we provide an enhanced educational experience through diversity of programming and social interaction. To this end, MacEwan will be investigating the feasibility of moving the School of Continuing Education from the Alberta College Campus to the 5th floor in Allard Hall. Pending review of a viability assessment, it would represent the first time in MacEwan's 46-year history that all MacEwan's programs would be located on one site.

As consolidation nears completion, the university is undertaking the creation of a new campus master plan, expected to be in place July 1, 2018. The new plan will address university requirements over a 25-year horizon, with a focus on the next 10 years. It will identify key changes, both to the site and to campus buildings, to transform the university area into an accessible, walkable, inspiring university district. The master plan will provide a

“road map” for future development and prioritize the university's major capital projects and acquisitions.

Concurrent with space consolidation MacEwan has plans for program consolidation. The Department of Communication Studies will be moved to Allard Hall, bringing the faculty together and introduce new learning facilities specific to the program by using currently vacant space. This move will free up pockets of space in three separate buildings and will modestly help to meet increased space demands.

Larger space concerns however, cannot be addressed through these moves, important as they are for improving space utilization and delivery of quality of programming. A space needs assessment was conducted by MacEwan and this points to a serious lack of space at MacEwan. Part of this assessment compared MacEwan space allocation per student FLE and MacEwan ranks far below our comparators in the province. MacEwan has seen significant pressures in enrolment and we have been struggling to address these pressures while still providing quality level programming. To some extent we have been able to accommodate these pressures but we are reaching the point of needing significant facility investment to support further growth.

Our classroom fill rates in Arts and Science are now at a saturation level and any growth can only be supported through the addition of new sections, which requires new hiring and additional supports across the university. In addition, some of the greatest demand is

in science programming and lab spaces are now at capacity; increasing enrolments as well as redesign of existing curriculum to incorporate or augment lab components will require the addition of new labs. Proposals for new degree programming across the university add to the space pressures, as do increased demand and regulatory compliance for student supports including mental health supports, supports for student with disabilities, general student advising, and access to the various services students need.

A recent modeling exercise shows robust student demand for an enrolment increase of 8%, or 1000 additional FLEs, but there is no capacity to accommodate this demand given our current physical infrastructure. As noted above, MacEwan already suffers a space deficit relative to our Campus Alberta partners and it is clear that accommodating this demand without addressing the space deficit would seriously impact that quality of the

learning experience of our students. Although MacEwan is committed to accessibility and has unmet program demand, our enrolment plan in Appendix B shows relatively steady enrolment numbers and reflects the position that MacEwan will not entertain enrolment expansion without increased capital support. The budget priorities that follow include an unfunded proposal for a new building for the School of Business, a capital project that would allow MacEwan to repurpose current space allocated to Business, and consequently allow for significant increased enrolment university-wide, while retaining the high quality of academic programming at MacEwan.

MacEwan's plans for capital projects include the following budgeted and unbudgeted priorities based on the preliminary campus master plan as well as the strategic priorities for the university.

Budgeted Capital Priorities

1) Campus Development

i) Complete Students' Association of MacEwan University (SAMU) Project

The university's top-priority capital project is the construction of a Students' Association building. The building project will fulfil a dream of MacEwan students, providing a distinct and independent centre for students and the association. SAMU's vision is a centre that will create interactive on-campus space to improve the student experience and satisfaction through a purpose built, sustainable, energy efficient and environmentally friendly facility that will effectively serve the needs of the students today and be adaptable to meet students' changing needs for years to come.

The building will be located on the west side of the Christenson Centre for Sport and Wellness and will be owned by MacEwan University and leased to SAMU. The building will provide students with a place to study, socialize and get involved, and provide space for the thousands of students who do not live on campus to gather and interact alongside students who live in residence. Through the development and use of this new facility, SAMU aims to gain further visibility in downtown Edmonton and the surrounding community in coherence with MacEwan University's long-term vision for a consolidated downtown campus.

Construction commenced in the summer of 2017. It is scheduled to open in August 2019 and on track with a completion cost of \$31.3 million, of which \$29.2 million will be incurred by MacEwan University and \$2.1 million will be incurred by SAMU for furniture, fixtures, equipment and other costs. Funding for the project will come from SAMU Building Fund and debt financing from Alberta Capital Finance Authority.

ii) Allard Hall Post Occupancy Projects

The capital and financial plan includes post occupancy project development of spaces and components that were deferred, or not included, during the construction of the Centre for Arts and Culture project. Post Occupancy projects include construction of additional classrooms, a music ensemble room, additional practice studios along with additional elevators. The total project cost is \$3.517 million. The post occupancy project also includes constructing additional faculty office space that will allow academic programs to relocate from congested locations in Buildings 6 and 7 into Allard Hall. The project cost for faculty office expansion is \$900,000. Funding is from internal sources.

iii) kihêw waciston Indigenous Centre

Over the next year, MacEwan University will be giving priority to a number of indigenous initiatives, including a direct response from MacEwan to the calls for action from the Truth and Reconciliation Commission. Part of the strategic

imperative will include the development of new space to support the university's indigenous centre – kihêw waciston. New space will be designed and developed to create a community and gathering place for students, a home away from home on campus for our indigenous students, with access to a variety of services, supports and resources. The objective is to design and construct space that is accessible, functional, and reflects the elements of a community and culture in an indigenous context. The space will have a high-profile position on campus, will include student access a variety of technology-based resources. Estimated cost is \$1.25 million. The university will explore opportunities for supplemental funding to support this project.

iv) Bachelor of Communication Studies

The Bachelor of Communication Studies (BCS) is scheduled to be relocated from congested and under-equipped facilities in Buildings 5, 6 and 7 to vacant space in the new Allard Hall. Program requirements for classrooms can be met with existing Allard Hall facilities, along with the requirement for a television production studio and main control room, two newsroom labs and two edit suites. Estimated cost is \$2.6 million. Funding is from internal sources.

v) Campus Consolidation and the School of Continuing Education

The 2009/10 campus master plan, branded as the Single Sustainable Campus Plan, proposed the consolidation of all university operations onto the City Centre campus site. To date, the remaining major program requiring consolidation is the School of Continuing Education (SCE). Centered in the Alberta College Campus, SCE is challenged with the delivery of its services from both the Alberta College location and from City Centre Campus. The inherent inefficiencies of the distributed, two-campus model have a measured impact and cost on the university's effectiveness and viability. A business case that assesses the potential integration of the School of Continuing Education onto the City Centre Campus is in the assessment stage. Estimated cost is \$18 million, funded from internal sources.

vi) Library Enhancements

The City Centre Campus library has exceeded the limitations of its capacity. The current library capacity has been further exacerbated with the move of the Faculty of Fine Arts and Communications students to the City Centre Campus in Fall 2017. There is a plan to review the library configuration to meet the most urgent space requirements with a potential of incorporating adjacent space that will be decanted by the Students' Association when they move into their new building in 2019. This potential development will be considered alongside other recommendations resulting from a review of long-term library requirements. Estimated cost is \$8 million, funded from internal sources.

vii) Lab Space Expansion and Update

Enrolment in the sciences continues to grow, resulting in over-utilized laboratories, with challenges of providing an effective and optimized lab experience. Left unattended, over-utilized laboratories undermines the quality of undergraduate science programs and their appeal to students. The Faculty of Arts and Science is in a position to introduce new programs over the next few years for which there is no lab space. A concept plan has been developed to add science labs and support space in Building 5 and displace centrally scheduled classroom to Allard Hall.

This multi-year project will be started in 2020/21 based on the availability of space and funds. The total project is estimated to cost \$6.9 million, of which \$5 million of internal funds have been included in the 2020/21 financial plan.

viii) Other

The capital plan includes the allocation of funds for emerging short-term and long-term campus development activities.

2) *Technology and Software Implementation and Upgrade*

The university requires new purchases or upgrades to computer technology and software systems to ensure the needs of the university are met and applications continue to be supported by the vendor. Internal resources will be used to fund these costs.

3) *Furniture, Fixtures and Equipment*

The university has an annual tangible capital asset purchase and replacement plan in place. Internal resources will be used to fund most of these costs.

4) *Infrastructure Enhancement and Maintenance*

i) Barrel Vault Roof Replacement

The existing barrel vault metal roofs on City Centre Campus are failing and resulting in heat loss, leakage and ice damming. Heat loss and leakage has formed massive icicles, some estimated to weigh more than 150 kilograms. Collapsing icicles have fallen and pierced adjacent roofs, resulting in roof leaks and flooding. Repairs have been completed to provide interim improvements, but a permanent solution is required. The key objectives of the barrel vault replacement project are to increase roof thermal value from R8 to R25 and provide a new metal roof with a 30-year life expectancy.

This project has been approved and funded by Advanced Education and Alberta Infrastructure and will be completed in 2018.

ii) Replacement Air Handling Unit Cooling Coils

There have been repeated cooling coil failures in 64 major air handling systems on the City Centre Campus. The failures are consistently located at the coil inlet and outlet pipes where dissimilar metals, iron and copper, are connected at a mitred joint. The failures have occurred over the past 20 years of their operation. Contributors to the failure include high velocity water erosion, stress cracking and fabrication technique. Considering that the coils have reached “end of life”, a project has been approved to replace the coils and eliminate the root cause problems. This project has been approved and funded by Advanced Education and Alberta Infrastructure and will be completed in 2018.

iii) Infrastructure Maintenance Program

The capital plan is based on MacEwan University receiving the annual \$3.0 million Infrastructure Maintenance Program (IMP) grant. The purpose of this funding is to assist the university with maintaining the condition of facilities and to cover the cost of repairs, upgrades, maintenance to and replacement of building systems and major building components. This funding also helps cover the cost of minor functional renovations and upgrading projects that are required to meet program delivery needs and are associated with deferred maintenance projects. Based on the current guidelines, any IMP grant funding not spent at the end of a fiscal year can be carried forward to the next fiscal year.

In addition to the annual IMP grant, the university will use operating funds for infrastructure enhancements and maintenance that are not eligible for IMP funding.

5) Library Collections

The university is required to ensure the library collections meet the needs of the students and programs. While a number of library collections are becoming available online, there is still a need to purchase print material for student use. Internal resources will be used to fund these costs.

In accordance with Canadian public-sector accounting standards some costs incurred for capital projects are recorded as an expense in the consolidated statement of operations when incurred, and other costs are capitalized as tangible capital assets in the consolidated statement of financial position and amortized as operating expenses over the life of the asset.

Non-budgeted Capital Priorities

1) The School of Business

Since the previous campus master plan, the consolidation of the School of Business has been identified as a top university priority. Currently, the School of Business is encumbered by a decentralized operation, with faculty, students and facilities distributed across three buildings, on the City Centre Campus. The current model is in need of a functional, physical re-organization that provides services and space to meet the growing needs of students, faculty and administration. The School of Business is energized by the generosity of donors and inquiries around fundraising opportunities. Estimated cost is to be determined.

2) Lab Space Expansion and Update

As noted under Budgeted Capital Priorities, the university has a need to add science labs and support space in Building 5 based on space and funds availability. The financial plan includes \$5 million allocated in 2020/21, with an additional \$1.9 million being required to complete all lab space expansion and update.

3) Carbon Emission Reduction Strategies

Through efficiency upgrades to boilers, addition of co-generation technologies and the installation of a rooftop photo-voltaic array, MacEwan proposes a reduction in CO₂ emissions by 25%. In response to the Low Carbon Economy Challenge, this proposal has been submitted for consideration by the federal government's Low Carbon Economy Fund, with eligibility to recover 40% of costs through the fund. If the application for funding is successful MacEwan will decide whether to proceed with this project. Estimated total costs of this project are \$5 million, less \$2 million recovered through the grant.

4) Campus Site Remediation

Nine land parcels on City Centre Campus have been identified as containing contaminants from the land's use as a railyard and industrial warehousing. The land parcels are contiguous and extend along the north property line from 108 Street to 112 Street. Contaminants vary somewhat, but consistently contain hydrocarbons, metals and polycyclic aromatic hydrocarbons. The parcels are risk managed with a program that examines groundwater samples on an annual basis.

The estimated cost of this project is \$5.4 million, inclusive of fees and lab testing. This project has been submitted to Alberta Infrastructure as part of the Web Access Projects submission for capital infrastructure replacement funding, and will proceed only if funding is approved.

5) Outdoor Ramp Heating System Replacement

The ramp heating system to the shipping and receiving area of City Centre Campus was installed in 1992 and requires replacement to ensure continued safety of the area during winter months. Under-slab leakage of glycol is occurring due to failure of the heat piping.

This project, with an estimated cost of \$1.5 million, has been submitted to Alberta Infrastructure as part of the Web Access Projects submissions for capital infrastructure replacement, and will proceed only if funding is approved.

Appendix G: Information Technology

MacEwan University will continue to invest in the evolution of a robust enterprise architecture over the next two years. To support the strategic goals of the university, the enterprise architecture will be built on a framework of applications, IT infrastructure, IT controls, policy and standards, and systems and data governance models. A highly integrated model is forming that ensures the provision of effective IT services to students, faculty, and staff and that meet a diversity of academic and administrative requirements while securing the information assets of the university.

In recent years the university has invested regularly in the development and sustainment of the primary enterprise resource planning (ERP) application (PeopleSoft). Many ERP development programs, based on university priorities, have been planned and these have been executed on time and on budget. In addition to bringing direct benefit attainment in terms of business process improvement, these programs have improved the control environment, ensured that our major applications remain on supported versions and have introduced a variety of new functionalities and services to end-users. ERP investment will continue in the next two years with the completion of a major upgrade to the university's human resources system, enhancements to research grants management functions, and more

enhancements to the student information and registration system. MacEwan has a long-established strategy to use the ERP environment as a "single source of truth" for university data. This strategy will continue to be applied as data integrations to business intelligence solutions, identity management, and third-party applications continue to be a priority across the university.

Outside of the core ERP environment, additional applications will be introduced to meet specific business or academic requirements. For example, a new application was recently built and deployed to enhance the student experience in regard to scholarships and awards and will support automation of entrance and continuing scholarships as we continue to build business capacity and funding for scholarships. Services for Alumni will be enhanced through the offering of an Alumni portal and email for life. Sport and Wellness will move to a new system complete with online registration features. A new application will be delivered to enhance efficiency, accuracy and sustainability in the university's catalog and curriculum management processes. A constituent relationship management application will be further enhanced to support student recruitment and digital marketing at the enterprise level. Additional investment by the university is planned for the management of data and institutional reporting. The

architecture for data warehousing and reporting will be completely revamped with a vision of an integrated data management solution across all application stacks.

Information technology security and controls will continue to be a priority for the university in the foreseeable future. The university will introduce online IT security training which will be mandatory for faculty and staff, devices will be upgraded to current versions of desktop software with encrypted hard drives and another segment of the network will be installed to ensure that university will have a fully redundant network. The network architecture will be enhanced including the introduction of enhanced network intrusion detection technologies. Automation and best practices in relation to vulnerability scanning, server provisioning and environment management will be implemented. Plans are underway to fully deliver redundant hot failover sites between the data centres on either side of 109 street for key MacEwan systems. The development of the ITM Control Framework will continue with efforts underway to develop policy that sets the conditions under which all stakeholders must utilize university IT resources, that establishes data classification standards to guide security decisions, extends the control framework with an Information Security Incident Management standard and Vulnerability Management Standard, and continues to develop the university's model of data and systems governance.

The opening of the Innovation Hub (Roundhouse) in the Spring of 2018 and the new SAMU building in the Fall of 2019 will mark further milestones in the development of important relationships between the university and their partners. Network services and shared support are critical to these operations and to the university community. MacEwan will continue to invest in network infrastructure to sustain a high service level, and will leverage new ways of provisioning internet services that provide an opportunity to reduce costs while increasing available bandwidth.

To meet demand within existing budgets for IT services and to ensure that technology and services are high-performing, accessible and reliable and secure, MacEwan will continue to leverage new options on which to build services. Investment will continue in virtual desktop, centrally managed desktop upgrades and automations to find operational efficiencies. Cloud computing options are providing lower costs solutions for some applications and now offer security and controls to meet the needs of the university. Consequently, MacEwan will continue to move applications to the cloud where that makes sense. MacEwan has managed IT infrastructure through a capital assets replacement program that provides predictable funding for critical IT assets based on an asset life cycle model. This program will continue as it provides the basis for sustaining a high degree of IT infrastructure currency across the university.

Finally, MacEwan is pursuing new opportunities to partner in IT Shared Services between post-secondary institutions. These initiatives have the

potential to reduce costs, improve technical redundancy and share expertise.

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