

COMPREHENSIVE INSTITUTIONAL PLAN

2019/20-2021/22

Approved by the Board of Governors May 23, 2019

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Executive Summary

With the completion of MacEwan University's 2014-2019 Integrated Strategic Plan, a new Integrated Strategic Plan (ISP) for 2019/20-2023/24 is in development. The Board of Governors has endorsed a new mission, vision, and values, and four key strategic directions. Further development on the supporting strategies of those key directions are underway. The ISP will continue to be refined until September 2019 when it will be submitted to the Board of Governors for approval.

The university is turning its attention to the key strategic directions highlighted in the ISP, including provisions within the three-year budget plan to support implementation of the key strategic directions so that future budgets align with priorities of the new ISP.

As an interim measure to the approval and implementation of the ISP, the goals of this year's Comprehensive Institutional Plan (CIP) have been compiled by considering emerging initiatives identified in last year's CIP and through discussion with administrative leadership and academic governance bodies. This year's priority goals place a strong emphasis on the implementation of a full bi-cameral governance model as outlined in the newly-amended *Post-secondary Learning Act*, ensuring students have job-ready skills to meet workforce demands as a key part of their quality learning experience while at MacEwan University, and a focus on new program development.

University campuses are vital sources for learning, dissemination of knowledge, innovation and discovery. As such,

universities are well-positioned to offer renewed, respectful, and reciprocal relationships between Indigenous and non-Indigenous peoples. As public spaces where different viewpoints are encouraged and exchanged, universities play a key role in defending freedom of expression; and in doing so, produce new knowledge. MacEwan University remains committed to the fundamentals of freedom of thought, belief, opinion, and expression; the university routinely encourages the expression of ideas and affirms the ideals of freedom of expression.

One of the more significant events that will impact the university over the course of the 2019/20 academic year will be the search for a new president and vice-chancellor. With the role of president and vice-chancellor vacant as of July 3, 2019, a search for a new president is underway. Under the guidance and support of the Board of Governors, the university's senior leadership team will continue to support the ongoing academic and administrative work of the university and maintain stability to ensure operational needs are met.

MacEwan University's three-year budget plan reflects a stable picture for the 2019/20 year. One of the cornerstones of the 2019/20 budget is the commencement of a program, using internal reallocations, to hire full-time continuing faculty to enhance a high-quality learning environment focused on skills development for our students.

Although the projected 2019/20 budget will be balanced based on current planning

assumptions, the university will need to make some decisions on how to balance subsequent annual budgets. This will be done with a view to meeting MacEwan University's strategic priorities in alignment with emerging priorities of the Province. The university will continue to look at ways to diversify revenue streams with innovative approaches.

The university is committed to improving efficiencies and strongly supports a review of the current administrative burden created through legislation, including regulations and complex guidelines. An example of this is the expansive and detailed guidelines and reporting requirements of the new *Alberta Tuition Fee Framework* that limit our abilities to innovate in this space.

MacEwan University continues to work towards a strengthened strategic enrolment management process and has determined it is in the best interests of students and faculty to maintain our current enrolment levels. The enrolment plan stabilizes enrolment to 13,000 full load equivalent (FLEs) in each of the next three years. Although the university has significant student demand in most programs, our ability to meet this demand is hampered by our space limitations, presenting a challenge to preparing future workforces to meet upcoming demands. The university will continue efforts to support and expand online and hybrid learning opportunities to increase student access.

The university is now implementing the new Campus Master Plan that provides a "road map" for future development. The 2018 Campus Master Plan addresses campus consolidation, opportunities for

future growth in light of the university's space-per-student ratio. The university has one of the most efficient space-per-student ratios in the province, reflecting our commitment to stewarding our government-supported infrastructure. While ensuring continued emphasis on this type of efficiency, to maintain quality delivery of our programs, the university cannot expand enrolment without further investments in infrastructure. With further investments by the Province and other innovative partnerships for external sources, funding from other sources such as internal funding, a comprehensive fundraising campaign, and industry support, the university could expand and meet demand for science, business, and other in-demand programs that provide job-ready skills and further contribute to the economic prosperity of the province.

In the longer term, as identified in our Campus Master Plan, a business case for a new School of Business building will be finalized over the next academic year. The addition of this new academic building will allow the university to expand enrolment across all programs. In the shorter term, a new space plan has been approved and will be implemented to address space priorities including library, study and lab spaces, and to accommodate faculty as top priorities. Programs and services from Alberta College Campus, including the School of Continuing Education, will be consolidated at the City Centre Campus with the completion of the fifth floor of Allard Hall. This will complete the university's commitment to the Single Sustainable Campus strategy established by the Board of Governors in 2011. Most importantly, moving the School of Continuing Education will enhance the learning experience of these students as they will be

able to directly access the various student support resources available at City Centre Campus.

Any revenue generated from a lease or sale of the Alberta College Campus will contribute to the funding strategy for the new School of Business building on City Centre Campus. Given the possibility of the lease converting into a sale, MacEwan

University will commence the Order in Council approval process.

The university continues to build its new university relations portfolio. Priorities of this portfolio include increasing our commitment to the communities who support us, continued attention to alignment with provincial opportunities, planning for MacEwan University's 50th anniversary and the launch of a new fundraising campaign.

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

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 based on 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

Goals, Priority Initiatives and Expected Outcomes

For several years MacEwan University has used the goals from our ISP as the starting point for this section of the CIP. Although the current ISP ends in June 2019, the new ISP – currently under development – will not be approved until later in the academic year. Given that our ISP is currently under consultation, it is premature to include those goals in this section. As an interim measure, the goals of this CIP were created by considering emerging and enduring initiatives identified in last year’s CIP. Through discussion with the university’s Executive Council, Deans’ Council, and General Faculties Council, and considering the priorities of the provincial government, these goals act as a bridge between the old and the new strategic plans.

MacEwan University will continue to place emphasis on providing high-quality education focused on real-world skills development. To do so, MacEwan University offerings emphasize programming that provides real choice for our students, including options for diploma exit from relevant degree programs. The goals noted in the template below are all new and have not appeared in previous MacEwan University CIP documents.

The goals of this CIP align with the five principles advanced by the Ministry of Advanced Education. There are three items that speak to the principle of accessibility: the development and implementation of new degree programming; plans to consider a new School of Business building; and the completion of new space that will provide improved access for Indigenous learners. A new School of Business building will add much needed

capacity to the Alberta system, particularly in an area that has such potential to positively affect our economy. Affordability is met in many ways. MacEwan University’s tuition and fees are among the lowest of the Alberta universities and its entrance policies allow for exceptional access for Albertans. Our goal to increase student awards by five per cent will help ease the costs of education for many students. We are actively soliciting contributions from our community for endowments to fund additional student bursaries for students in need. Thus, MacEwan is meeting its access mandate both in terms of programming and in terms of affordability.

The principle of quality is implicit in every goal listed, and the university has included one specific goal under the quality section of the template. This goal addresses the need for the balance of teaching to be offered by full-time continuing faculty. MacEwan University has seen significant growth in enrolments as it has implemented new degrees. However, the pace at which we have been able to correspondingly grow our full-time continuing faculty cohort has lagged behind this enrolment growth. The university is taking action at addressing this imbalance and is planning to hire new full-time continuing faculty to meet this need. MacEwan University is investing in the future quality of programming and educational delivery for students across the institution and has plans to continue this investment in full-time continuing faculty over the longer term.

MacEwan University has a special obligation in the upcoming year with regards to the accountability principle. With the amendments to the *Post-secondary Learning Act* coming into effect February 1, 2019, MacEwan University moved into Part 1 of the Act as an Undergraduate University, thus creating the opportunity and the requirement to establish full bicameral governance. MacEwan University has embraced its new position in the Alberta post-secondary learning system and has implemented a General Faculties Council and will determine requisite standing committees over the next year.

Because of the move to Part 1 of the *Post-secondary Learning Act*, the university now has the authority to appoint a chancellor and is moving quickly to appoint a chancellor.

The principle of coordination is advanced through our efforts to create and maintain programming that is reviewed both internally and externally. This review includes 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 for students in navigating their pathways by reducing red tape duplication and allowing for better utilization of resources. The university strives to provide choice and meet the needs of students with a wide array of program mix in accordance with the *Post-secondary Learning Act* and thereby ensures that the university is contributing to a coordinated adult learning system.

MacEwan University is also improving choice, coordination and access through a renewed emphasis on Indigenous content, learnings, and communities. As MacEwan University looks to add Indigenous content to our curriculum, we plan to work with First Nations, Métis, and Inuit communities in Alberta to ensure respectful consideration of Indigenous content. However, as we look to our role as a driver of economic prosperity, we must improve access for Indigenous Albertans. Thus, we will be working with Indigenous institutions and communities to determine the best way forward to provide the most efficient educational experience and avoid duplication. We hope to be able to leverage the expertise of our Indigenous partners to further improve access for Indigenous Albertans. The university has invested in a new space for kihêw waciston, our Indigenous Centre, to support students, faculty, and communities.

ACCESSIBILITY			
Goals	Priority Initiatives	Expected Outcomes	Performance Measures
1	Expand program offerings	New degrees in Early Childhood Curriculum Studies, Fine Arts and Design	<ul style="list-style-type: none"> • Implementation of Bachelor of Design • Respond to system coordination review feedback for Early Childhood Curriculum Studies • Submit Fine Arts to the Ministry for system coordination review
		Implementation of two Foundation programs: <ul style="list-style-type: none"> • Indigenous Foundation program (pilot) • International Foundation program 	Completion of the pilot program and supporting transitions to post-secondary education outcomes for students Students successfully transitioning to Ministry approved programs
2	Create new learning spaces to increase system capacity	Plans developed for new capital infrastructure for a School of Business	Progress on the planning of a new building to facilitate future enrolment opportunities for Albertans Business case submitted to Advanced Education
3	Enhance student services	Completion of new space for kihêw waciston	Indigenous students are provided the support they need to be successful Student participation in kihêw waciston programming
AFFORDABILITY			
Goals	Priority Initiatives	Expected Outcomes	Performance Measures
1	Increase student awards	Provide increased funding for students through scholarship and bursaries	Increase the dollar value of awards available by 5%
			Identify new donors and increase endowed funds

QUALITY				
Goals	Priority Initiatives	Expected Outcomes	Performance Measures	
1	Support quality of instruction	Increase full-time instructional complement	Enhanced quality of the learning experience and better preparation of students for further learning or entrance into a career path	Increase the percentage of instruction by full-time continuing faculty
ACCOUNTABILITY				
Goals	Priority Initiatives	Expected Outcomes	Performance Measures	
1	Implement a governance review	Implement new structures and processes as required by new PSLA legislation	Introduction of a full bicameral governance model, creating strong transparent and accountable governance policies and processes	Creation of new General Faculties Council and subcommittee structure including a revision of all governance bylaws
COORDINATION				
Goals	Priority Initiatives	Expected Outcomes	Performance Measures	
1	Coordinate with First Nations communities and institutions	Establish working dialogues with local communities and their associated educational institutions	Increased coordination with these communities and institutions to provide the most efficient educational experience and avoid duplication	Signed Memorandum of Understanding with at least one institution

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 2019/20 to 2021/22 financial plan is prepared based on the following key assumptions:

1. Campus Alberta Grant: 2018/19 funding of \$114,108,645 increased by \$1,365,999 funding from the Government of Alberta to offset the tuition freeze for each of 2018/19 and 2019/20.
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 2018/19 amount of \$2,998,662 per year.
4. Domestic tuition fees will remain at 2014/15 level for 2019/20 in accordance with the Tuition and Fees Regulation issued under the *Post-secondary Learning Act*. The tuition fees for 2020/21 and 2021/22 are increased by the expected increase in Alberta Consumer Price Index, 1.75% per year.
5. International tuition fee increases by 2.5% per year.
6. Mandatory non-instructional fees will remain at 2014/15 level for 2019/20 in accordance with the Tuition and Fee Regulations issued under the *Post-secondary Learning Act*. These fees for 2020/21 and 2021/22 are increased to the maximum of 10% or to cover the cost of the service.
7. Enrolment of 13,000 full load equivalent, with international students representing approximately 6% of the enrolment in the university's undergraduate programs.
8. Salary for out-of-scope employees remain at 2015/16 levels for 2019/20.
9. 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.
10. The building to be leased to the Students' Association of MacEwan University (SAMU) is scheduled to be completed in November 2019.

STATEMENT OF EXPECTED REVENUE AND EXPENSES

The consolidated statement of operating revenues and expenses is 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 2019/20 (operating revenues equal operating expenses), followed by deficits in 2020/21 and 2021/22.

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 statement of operating revenues and expenses

(in thousands of dollars)	2019/20	2020/21	2021/22
Revenues			
Government of Alberta grants	\$ 128,116	\$ 127,299	\$ 127,166
Federal and other government grants	807	877	877
Student tuition and fees	91,285	94,252	90,662
Sales of services and products	25,284	25,678	25,640
Contract programs	1,506	1,506	1,506
Donations and other grants	1,506	1,544	1,581
Investment income	4,878	4,932	4,985
Investment in government business enter	(193)	(188)	(197)
Total Revenues	253,189	255,900	252,220
Expenses			
Instructional and non-sponsored research	90,427	93,029	91,243
Academic and student support	58,789	59,974	60,769
Institutional support	41,278	42,059	42,860
Facility operations and maintenance	39,809	39,789	39,134
Ancillary services	21,876	20,509	19,997
Sponsored research	1,010	1,130	1,130
Total Expenses	253,189	256,490	255,133
Annual operating surplus (deficit)	-	(590)	(2,913)
External endowment contributions	1,000	500	500
Annual surplus (deficit)	\$ 1,000	\$ (90)	\$ (2,413)
Expense by Object			
Salaries	\$ 143,185	\$ 146,937	\$ 150,677
Employee benefits	27,954	28,641	29,523
Materials, supplies and services	35,092	33,616	29,527
Maintenance and repairs	10,698	10,508	9,209
Amortization of capital assets	18,414	19,168	19,178
Cost of goods sold	5,312	4,887	4,462
Utilities	5,413	5,786	5,794
Scholarships, bursaries and awards	4,221	4,221	4,221
Interest on long term debt	2,900	2,726	2,542
Total Expenses	\$ 253,189	\$ 256,490	\$ 255,133

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)	2019/20	2020/21	2021/22
OPERATING TRANSACTIONS			
Annual surplus (deficit)	\$ 1,000	\$ (90)	\$ (2,413)
Add (deduct) non-cash items:			
Amortization of tangible capital assets	18,414	19,168	19,178
Expended capital recognized as revenue	(6,205)	(6,176)	(6,079)
Change in employee future benefit liabilities	350	350	350
Cash and cash equivalents provided by operating transactions	13,559	13,252	11,036
CAPITAL TRANSACTIONS			
Acquisition of tangible capital assets (Note 1)	(37,374)	(24,156)	(10,200)
Cash and cash equivalents applied to capital transactions	(37,374)	(24,156)	(10,200)
INVESTING TRANSACTIONS			
Net disposal of portfolio investments	-	15,000	5,000
Cash and cash equivalents provided by investing transactions	-	15,000	5,000
FINANCING TRANSACTIONS			
Capital contributions	500	750	350
Debt repayment (Note 2)	(3,921)	(4,097)	(4,280)
Cash and cash equivalents applied to financing transactions	(3,421)	(3,347)	(3,930)
INCREASE (DECREASE) IN CASH AND CASH EQUIVALENTS	(27,236)	749	1,906
Cash and cash equivalents, beginning of year	35,000	7,764	8,513
Cash and cash equivalents, end of year	\$ 7,764	\$ 8,513	\$ 10,419

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

(in thousands of dollars)	2019/20	2020/21	2021/22
Campus development	\$ 30,454	\$ 18,590	\$ 4,450
Technology and software implementation and upgrade	1,960	1,635	1,635
Furniture, fixture and equipment	2,100	2,000	2,500
Infrastructure enhancement and maintenance	2,522	1,593	1,097
Library collections	338	338	338
	<u>\$ 37,374</u>	<u>\$ 24,156</u>	<u>\$ 10,020</u>

See Appendix H - Capital Plan for additional information on the campus development plans.

Note 2 – Debt repayment comprise of the following:

(in thousands of dollars)	2019/20	2020/21	2021/22
Parkade debenture received in 2000	\$ 356	\$ 379	\$ 402
Parkade debenture received in 2005	244	255	266
Robbins Health Learning Centre parkade	66	69	73
Residence debenture	1,691	1,791	1,897
Surface parking lot	646	656	666
Allard Hall retail debt financing	68	71	73
Allard Hall parking debt financing	157	162	167
Building to be leased to Students' Association	693	714	736
	<u>\$ 3,921</u>	<u>\$ 4,097</u>	<u>\$ 4,280</u>

RISK ANALYSIS

There are a number of risks which could have a negative impact on operating revenues or expenses for the university:

Risk	Financial Impact	Probability	Treatment Plan
Reduction in Campus Alberta Grant	Each 1% reduction in the Campus Alberta Grant represents approximately \$1.15 million less funding for the university.	High, due to the current fiscal challenges in the province	MacEwan University has identified a number of possible actions and expense budget reductions if there is a need to reduce the operating budget of the university. If reductions are significant, the university will reassess budgetary assumptions and consider cost reduction options with minimal impact to our students, however a significant budget reduction will have an impact to operations and potentially to services offered.
Government of Alberta does not fund the lost revenue due to tuition fees being maintained at the 2014/15 level for an additional year	The 2019/20 budget includes \$1.366 million funding from the Government of Alberta to offset the 2019/20 lost revenue due to the tuition freeze.		
Significant decrease in student enrolment	Each 1% decrease in student enrolment will result in approximately \$0.8 million less tuition and other fee revenue for the university. International tuition for each full load equivalent student (30 credits) is \$19,620.	Low	MacEwan University will maintain a robust strategic enrolment program to meet enrolment targets.
Inflationary increase to operating expenses	Each 1% inflationary increase in operating expenses represents approximately \$2.3 million increase in expenses for the university.	Low	
Significant reduction in the value of investment holdings resulting in a need to write-down investment value	For operating funds, this could result in an accounting loss being recognized. For endowment funds, this could result in a reduction of funds being	Low The current investment portfolio has a significant unrealized gain.	

Risk	Financial Impact	Probability	Treatment Plan
	available for scholarships and awards.		
SAMU does not have the funds necessary to pay the lease and operating costs of the new building. This could be due to changes in the fees assessed or students not paying the fees which are assessed.	The annual debt repayment (principal and interest) is \$1.4 million. The lease payment from SAMU is equal to the debt repayment.	Low	The university will need to work with SAMU to prepare a joint submission for the university to charge a new mandatory non-instructional fee.

There are also a number of risks which could have a negative impact on the university's ability to complete the campus development plan as outlined in the capital plan:

Risk	Financial Impact	Probability	Treatment Plan
Operating deficits resulting in less funds being available for the campus development plan	The impact will depend on the amount of the operating deficits.	High	The university has quarterly financial forecasts and monitoring in place to identify and respond to changes in operating results. The campus development plan will be reviewed on a regular basis to ensure priorities are addressed with the funds anticipated to be available.
Request from the Government of Alberta to transfer to them a significant portion of the restricted and unrestricted net assets	The university had internally restricted funds at June 30, 2018.	Low	MacEwan University has a Campus Master Plan which will guide the changes necessary to ensure the university has the facilities to enhance the student learning experience. MacEwan University will continue to inform the Government of Alberta of the campus development required at the university in alignment with government priorities to support access and to address the demand for post-secondary education.

Risk	Financial Impact	Probability	Treatment Plan
Significant increase in estimated cost of campus development projects	With \$30 million of campus development, a 5% increase in cost would be an increase of \$1.5 million.	Low	MacEwan University will continue to review the scope and cost estimates for any project which may have a potential for an increase in costs.

In addition to the above potential negative risks to the university's financial operations and campus development plans, there are also a number of risks which could have a positive impact on financial plan for the university:

Risk/ Opportunities	Financial Impact	Probability	Treatment Plan
Unspent salary budget as a result of off-cycle faculty hiring	The financial impact will depend on the number of vacant positions, the length of time the position is vacant, and the compensation level for the positions.	Generally low However, there is a high probability for some positions.	The university will continue to review vacant positions and consider alternative ways to recruit quality faculty and staff. The university is committed to hiring continuing faculty.
Requirement to cash in long-term investments resulting in significant gain on disposal of these investments, providing there is no significant reduction in investment value	A requirement to cash in long term investments would only be required if many of the negative risks noted above occur and the university needs cash. The financial impact would depend on the amount of funds required. As at June 30, 2018 the university had \$11.3 million of unrealized gains in investment on portfolio investments with a market value of \$44.4 million. A requirement to cash in \$10 million of investments may result in additional operating revenue of approximately \$2.5	Low	The university has quarterly financial forecasts in place to monitor operating results and cash flow requirements.

Risk/ Opportunities	Financial Impact	Probability	Treatment Plan
	million. Closing investments earlier will impact future financial flexibility.		
Increase in Campus Alberta Grant which was not anticipated	Each 1% increase in the Campus Alberta Grant represents approximately \$1.15 million additional funding for the university.	Low	The university will continue to monitor operating funding and implement services or projects which will have a positive impact to the institution in keeping with its priorities and pillars.

TUITION AND MANDATORY FEES

As noted in the Budget Assumption section, domestic tuition fees will remain at the 2014/15 level for 2019/20 in accordance with the *Tuition and Fees Regulation* issued under the *Post-secondary Learning*

Act. The projected tuition fees for 2020/21 and 2021/22 are increased by the estimated increase in Alberta Consumer Price Index, 1.75% per year. Projected international tuition fee increases are 2.5% per year.

Appendix B: Enrolment Plan and Proposed Programming Changes

MacEwan University'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. Modest enrolment increases are being planned due to new programming in several areas. The implementation of the Bachelor of Design in Fall of 2019, and proposals for a Bachelor of Early Childhood Curriculum Studies (2020) and a Bachelor of Fine Arts (2021), will create additional new enrolments. The projections provided include projected increases from these degree implementations as well as anticipated movement from current diploma programming into the degrees.

The addition of a new Chemistry major in the Bachelor of Science program, expected in 2020, is not anticipated to create additional enrolments but instead provide additional choice for degree completion for students in the Physical Sciences major. One area that is seeing a substantial projected reduction in enrolment is Open Studies. This is a result of two separate developments at MacEwan University: the increased applications and participation rates in Arts and Science, and approved changes to the Open Studies program regulations. These changes result in no overall impact on enrolment at MacEwan University, but rather will shift the enrolment numbers from Open Studies to other available programs. It should be noted that this brings to the fore some of the significant enrolment pressure experienced at MacEwan University. While we are committed to maintaining access for

students, without additional supports in both financial and capital supports, meeting demands in one area necessitates decreases in another.

MacEwan University is committed to supporting our provincial economy today and tomorrow with investment into workforce ready programming. Program expansions in the Faculty of Arts and Science's Department of Computer Science, as well as a new Digital Experience Design program within the Faculty of Fine Arts and Communications' Bachelor of Design highlight that commitment.

Although minor adjustments to other programs, some due to Ministry approved suspensions and terminations or applications for suspension, were submitted to the Ministry, programming development at MacEwan University continues to support the distinguishing feature of our curriculum design to provide opportunities for each student to specify their own career requirements.

Through our programming, we pay particular attention to adaptable and work-ready skills allowing our graduates to make immediate economic contributions in Alberta. Our unique blend of programming, focusing on stackable credentials, allows our students to come and go from university as their life and circumstances change, with enhanced flexibility to participate in the economy and to return to post-secondary education if they need to further develop their skills.

Online and hybrid learning opportunities have been a priority for MacEwan University and will expand as the

institution reaches out to new student populations, enhances accessibility, and promotes teaching innovation.

	Estimated Enrolment				
	2017/18	2018/19	2019/20	2020/21	2021/22
Grand Totals	12,917	12,693	13,000	13,000	13,000
Degree	8,347.16	8,306.31	8,745.00	8,773.00	8,953.00
Certificate	344.01	281.71	298.00	360.00	360.00
Diploma	2,706.38	2,510.81	2,500.00	2,455.00	2,338.00
Non-Credential	1,518.98	1,593.75	1,457.00	1,412.00	1,349.00

Faculty of Arts and Science						
LERS Program	LERS Specialization	2017/18	2018/19	2019/20	2020/21	2021/22
Degree						
Bachelor of Arts	Anthropology	90.30	95.72	101.00	101.00	101.00
	Economics	79.60	69.73	74.00	74.00	74.00
	English	112.90	134.92	143.00	143.00	143.00
	History	71.60	78.66	83.00	83.00	83.00
	Not Declared	1,230.81	1,193.48	1,269.00	1,269.00	1,269.00
	Philosophy	36.90	40.48	43.00	43.00	43.00
	Political Science	111.70	128.36	136.00	136.00	136.00
	Psychology (Arts)	205.77	203.96	216.00	216.00	216.00
	Sociology	342.87	397.27	420.00	420.00	420.00
	Total	2,282.44	2,342.58	2,485.00	2,485.00	2,485.00
Bachelor of Science	Chemistry	0.00	0.00	0.00	31.00	31.00
	Applied Statistics	0.00	14.69	22.00	24.00	26.00
	Biological Sciences	271.13	233.75	240.00	240.00	240.00
	Computer Science	276.83	327.44	337.00	337.00	337.00
	Mathematical Sciences	34.60	36.58	31.00	29.00	27.00
	Mathematics	62.00	65.23	67.00	67.00	67.00
	Not Declared	1,256.85	1,145.71	1,186.00	1,186.00	1,186.00
	Physical Sciences	146.37	151.31	156.00	125.00	125.00
	Psychology (Science)	132.60	164.61	169.00	169.00	169.00
	Total	2,180.38	2,139.32	2,208.00	2,208.00	2,208.00
Diploma						
General Studies		29.03	11.41	0.00	0.00	0.00
Non-Credential						
UT: Bachelor of Science in Engineering		184.16	191.97	190.00	190.00	190.00
Faculty Total		4,676.01	4,685.27	4,883.00	4,883.00	4,883.00

Faculty of Fine Arts & Communications						
LERS Program	LERS Specialization	2017/18	2018/19	2019/20	2020/21	2021/22
Degree						
Bachelor of Communication Studies	Journalism	107.57	106.16	110.00	110.00	110.00
	Professional Communications	206.25	205.53	205.00	205.00	205.00
	Total	313.82	311.69	315.00	315.00	315.00
Bachelor of Design		0.00	0.00	75.00	114.00	164.00
Bachelor of Fine Arts		0.00	0.00	0.00	0.00	130.00
Bachelor of Music	Composition	51.68	45.04	46.00	46.00	46.00
	General	20.88	26.35	27.00	27.00	27.00
	Performance	83.22	73.06	75.00	75.00	75.00
	Recording and Production	0.00	0.00	12.00	25.00	29.00
	Undeclared	73.83	82.94	76.00	63.00	59.00
	Total	229.60	227.39	236.00	236.00	236.00
Diploma						
Arts and Cultural Management		68.73	55.77	51.00	51.00	20.00
Design Studies		108.70	109.78	59.00	14.00	0.00
Fine Art		55.60	57.50	57.00	57.00	28.00
Music	Composition	0.27	0.09	0.00	0.00	0.00
	Comprehensive	1.37	0.80	0.00	0.00	0.00
	Performance	3.44	0.00	0.00	0.00	0.00
	Recording Arts	0.00	0.40	0.00	0.00	0.00
	Total	5.08	1.29	0.00	0.00	0.00
Theatre Arts		44.94	40.24	44.00	44.00	23.00
Theatre Production		44.99	40.26	44.00	44.00	22.00
Faculty Total		871.45	843.92	881.00	875.00	938.00

Faculty of Health & Community Studies						
LERS Program	LERS Specialization	2017/18	2018/19	2019/20	2020/21	2021/22
Certificate						
Emergency Communication & Response		26.40	26.27	27.00	27.00	27.00
Special Needs Education Assistant		78.34	70.25	80.00	80.00	80.00
Degree						
Bachelor Applied Human Services Administration		40.70	46.82	36.00	36.00	36.00
Bachelor of Child & Youth Care		185.94	188.42	188.00	188.00	188.00
Bachelor of Early Childhood Curriculum Studies		0.00	0.00	0.00	0.00	0.00
Bachelor of Social Work		110.87	114.92	115.00	115.00	115.00
Diploma						
Acupuncture		85.36	77.36	85.00	85.00	85.00
Correctional Services		108.93	107.27	110.00	110.00	110.00
Early Learning & Child Care		130.24	101.46	111.00	111.00	111.00
Hearing Aid Practitioner		112.11	114.05	102.00	102.00	102.00
Massage Therapy		83.86	86.90	82.00	82.00	82.00
Police & Investigations	Investigative Studies	116.62	110.57	114.00	114.00	114.00
	Police Studies	106.80	105.75	107.00	107.00	107.00
	Total	223.42	216.32	221.00	221.00	221.00
Social Work		175.67	178.87	172.00	172.00	172.00
Therapist Assistant	Physical & Occupational Therapist	61.03	57.53	62.00	62.00	62.00
	Speech Language Pathologist	64.70	69.53	67.00	67.00	67.00
	Total	125.73	127.06	129.00	129.00	129.00
Non-Credential						
UT: Bachelor of Physical Education		63.40	66.54	66.00	66.00	66.00
Faculty Total		1,550.97	1,522.51	1,524.00	1,524.00	1,524.00

Faculty of Nursing						
LERS Program	LERS Specialization	2017/18	2018/19	2019/20	2020/21	2021/22
Certificate						
Disability Management		2.40	0.00	0.00	0.00	0.00
Occupational Health Nursing		23.04	25.01	25.00	25.00	25.00
Perioperative Nursing for RNs		45.01	37.32	36.00	36.00	36.00
Post-Basic Certificate	Cardiac Nursing	3.86	3.17	5.00	5.00	5.00
	Wound Management	6.40	7.06	7.00	7.00	7.00
	Total	10.26	10.23	12.00	12.00	12.00
Post-Basic Nursing Practice	Gerontology	36.26	38.90	57.00	57.00	57.00
	Hospice Palliative Care	0.20	0.00	0.00	0.00	0.00
	Total	36.46	38.90	57.00	57.00	57.00
Degree						
Bachelor of Science in Nursing		911.96	873.26	910.00	910.00	910.00
Bachelor Psychiatric Nursing		22.02	20.93	25.00	25.00	25.00
Diploma						
Psychiatric Nursing		182.06	169.32	179.00	179.00	179.00
Non-Credential						
Workplace Health Screening PD		0.00	1.32	5.00	5.00	5.00
Faculty Total		1,233.21	1,176.29	1,249.00	1,249.00	1,249.00

School of Continuing Education						
LERS Program	LERS Specialization	2017/18	2018/19	2019/20	2020/21	2021/22
Non-Credential						
English As Additional Language		158.69	210.55	201.00	201.00	205.00
Open Studies		659.11	619.50	528.00	479.00	407.00
Nurse Credentialing		29.04	23.77	26.00	26.00	26.00
Academic Pathways		0.00	25.40	0.00	0.00	0.00
Foundation Program		0.00	12.45	0.00	0.00	0.00
University Preparation		424.58	442.25	441.00	445.00	450.00
School Total		1,271.42	1,333.92	1,196.00	1,151.00	1,088.00

School of Business						
LERS Program	LERS Specialization	2017/18	2018/19	2019/20	2020/21	2021/22
Certificate						
Office Assistant	Administrative	30.07	4.66	0.00	31.00	31.00
	Legal	28.05	6.43	0.00	31.00	31.00
	Medical	63.98	62.64	61.00	61.00	61.00
	Total	122.10	73.73	61.00	123.00	123.00
Degree						
Bachelor of Applied Business Admin Accounting		27.70	10.27	15.00	0.00	0.00
Bachelor of Commerce	Accounting	600.60	608.78	612.00	612.00	612.00
	Human Resources Management	122.63	101.25	122.00	122.00	122.00
	International Business	100.00	76.39	90.00	90.00	90.00
	Legal Studies	0.00	36.61	76.00	80.00	80.00
	Management	201.40	204.65	210.00	210.00	210.00
	Marketing	195.50	201.61	200.00	200.00	200.00
	Not Declared	681.10	682.40	687.00	687.00	687.00
	Supply Chain Management	140.50	119.03	140.00	140.00	140.00
Total		2,041.74	2,030.72	2,137.00	2,141.00	2,141.00
Diploma						
Accounting & Strategic Measurement		249.80	183.55	201.00	201.00	201.00
Asia Pacific Management		49.52	30.02	41.00	41.00	41.00
Business Management	Aviation Management	0.20	0.00	0.00	0.00	0.00
	Business Management	308.17	310.73	311.00	311.00	311.00
	Insurance and Risk Management	83.60	100.37	71.00	71.00	71.00
	Total	391.97	411.10	382.00	382.00	382.00
Human Resources Management		192.47	164.52	181.00	181.00	181.00
Library & Information Technology		58.00	83.52	86.00	86.00	86.00
Paralegal Studies		86.30	62.04	81.00	81.00	81.00
Public Relations		40.98	22.58	21.00	21.00	21.00
Travel		52.89	58.62	61.00	61.00	61.00
School Total		3,313.46	3,130.67	3,267.00	3,318.00	3,318.00

DISCUSSION OF INTERNATIONAL STUDENT ENROLMENT

There are eight MacEwan University programs for which international enrolments in the 2017/18 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	28%
Asia Pacific Management	39%
Business Management	33%
Early Learning and Child Care	26%
Human Resources Management	23%
Open Studies	20%
Post Basic Nursing Practice	99%
Special Needs Educational Assistant	15%

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

Program	Type	Projected Enrolment		
		2019/20	2020/21	2021/22
Accounting and Strategic Management	Diploma	50 (25%)	50 (25%)	50 (25%)
Asia Pacific Management	Diploma	16 (40%)	16 (40%)	16 (40%)
Business Management	Diploma	120 (32%)	120 (32%)	120 (32%)
Early Learning and Child Care	Diploma	28 (25%)	28 (25%)	19 (25%)
Human Resources Management	Diploma	120 (23%)	120 (23%)	120 (23%)
Open Studies	Non-Credential	80 (20%)	80 (20%)	80 (20%)
Post Basic Nursing practice	Certificate	31 (100%)	31 (100%)	31 (100%)
Special Needs Educational Assistant	Certificate	12 (15%)	12 (15%)	12 (15%)

Though there are many international students in these programs there was only one domestic student, in Business Management, that was denied due to a quota being full.

Post Basic Nursing is now only accepting students that are identified through a cohort system and is being only marketed to such cohorts overseas. This explains the very high percentage of international students in this program.

Appendix C: Research, Applied Research and Scholarly Activities

To ensure alignment with the amended *Post-Secondary Learning Act* and the four directions of our integrated strategic framework, as well as fulfilling our role as an Undergraduate University, MacEwan University has established a new role for an associate vice-president, Research. The new AVP, Research is anticipated to be in place for the fall of 2019 and will lead an update of the university's research strategic plan and the corresponding research statement. The portfolio of this position is in recognition of our role as a student-centered and community-engaged institution. This is in keeping with the university's pillar of student-engaged research where we acknowledge our research role as supporting and fostering research and innovation that engages students, faculty, and the community across all our programs.

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 an Undergraduate University, we will seek to forge a unique identity 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, MacEwan University will play a role in creating jobs, growth, and vital economic diversification, by preparing our graduates for active participation and leadership in a vibrant provincial economy, while remaining true to our undergraduate teaching and learning mission.

Our faculty are outstanding scholarly teachers committed to excellence not only in research and creative activity, but also as educators and mentors. 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 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 stage in our development as a university, we continue to identify research and creative priorities as they emerge organically and as we finalize our ISP. The four directions outlined in that plan as well as our new Undergraduate University designation will guide our research and creative priorities. We continue to be 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 Natural Sciences and Engineering Research Council of Canada (NSERC) funded projects such as an 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, including the research programs of our new Canada Research Chairs. These programs include research focused on the prevention of sexual assault, child sexual exploitation and intimate partner violence; and an NSERC-supported program that focuses on bringing analytical chemistry to the masses in the form of inexpensive portable chemical sensors used for precise agricultural monitoring and non-invasive wearables for health and wellness applications. The Board of Governors Research Chair program was established by MacEwan University's Board of Governors to foster the research culture at the university.

In addition to the new Board of Governors Research Chair program, MacEwan University recently hired the first of four Tier 2 Canada Research Chairs. We have submitted our initial Canada Research Chair proposal, *Sexual and Gender Minority Youth Issues*, and anticipate a decision this spring. The topics for the remaining Canada Research Chairs, as well as a selection process, will be completed over the next academic year.

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, and in alignment with the Province's emphasis on coordination within the post-secondary system. To that end, a carefully selected group of departments and faculties will participate in the Open Researcher and Contributor ID (ORCID) Pilot Project in

summer of 2019. This is a scholarship and innovation database that identifies and connects researchers to their contributions and affiliations.

Support for the research and creative activity of our faculty and students continues to expand with work underway through our internally funded research, with 12 dissemination grants, 14 project grants, and four strategic research grants awarded to MacEwan University faculty. The university anticipates funding approximately 50 students to either engage in individual research projects or present individual research projects. MacEwan University students will present or co-presented their research at our annual MacEwan Student Research Day. The university continues to support strategic research programs that are collaborative and interdisciplinary to create, focus, and build our research and creative community in furthering objectives set by government.

We continue to grow our research and creative culture, with a keen eye on our mandate as an Undergraduate University. To support this growth, we are building the basis for increasingly extensive research infrastructure where students, faculty and the local community can engage in knowledge creation, translation, and transmission.

Appendix D: Underrepresented Learners

MacEwan University, drawing on a philosophy and tradition that a university is at the heart of a vibrant community, is developing initiatives to expand the university's capacity and reputation as an inclusive community. The addition of an associate vice-president, Students and Teaching is providing a renewed institutional focus on student services and supports, including those for underrepresented learners.

Student Affairs is now moving into the final year 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. A broad awareness campaign, *Changing Minds*, is currently underway on campus to address barriers to mental health outcomes, and will be expanded upon in Phase II of proposed mental health funding. The university continues to expand prevention and intervention efforts by adding workshops, online resources and peer-to-peer initiatives for students to access, as interest or need for quality information dictates. These workshops include The Inquiring Mind, Working Minds, and the Bouncing Back and Moving Forward series.

An initiative that the university has undertaken that will assist in addressing affordability barriers for underrepresented students is to focus on the development of Open Education Resources (OER). OER are teaching and learning materials made freely and available online. MacEwan University recognizes that open textbooks can greatly reduce financial barriers to education and learning. The university has

implemented a pilot program, The Open Textbook Fellowship, which aims to innovate teaching practice, to champion awareness and increase use of OER on campus, and to enrich the student experience.

Under the new governance and operational structure for the university's Scholarship, Awards and Bursary program, a renewed strategic focus continues to be examined to evolve and align with goals and objectives of the university's forthcoming ISP. This will include consideration of the university's brand, access goals and strategies related to Indigenous Albertans. Over the next few years, the university will examine ways in which to more adequately fund its scholarship, awards and bursary program, including a recognition of the needs of underrepresented learners, including Indigenous learners.

Pivotal to supporting underrepresented learners is the extensive outreach of the university's schools, faculties and library in communities. Wellness and Psychological Services' Liaison Program will continue to partner clinicians with the university's six faculties, Residence, Athletics, the Students' Association, kihêw waciston, and MacEwan International to further staff knowledge of mental health and wellness services on campus and promote consultation.

In looking to build experiences for students and the community, 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 Science in Nursing program and Amity House, a non-profit organization in northeast Edmonton whose mission is to promote and encourage the independence and well-being of individuals and families.

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. In 2018/19 MacEwan University had approximately 1,000 registered students with confirmed disabilities, a 4.5% increase over the previous year. A dedicated increase in resources, including funding, is becoming critical to address the needs of the growing number of students requiring accommodations.

Student Services will continue its efforts to address the growth in demand to increase the students' ease of access to SSD services with the following enhancements:

- Automating requests for accommodation letters, exam bookings and materials in alternate format.
- Enhancing website content and more detailed communication about the process and expectations for registration with SSD to better prepare students for initial appointments with a learning specialist and, hopefully, decreasing the need for frequent appointments.
- Including emergency availability, discretionary appointments and flexible

schedules on learning specialists' calendars to facilitate quicker access in time-sensitive situations.

- Allocating the skills and time of SSD team members during the fluctuating demands of the academic year; for example, exam centre staff will be cross-trained in assistive technology training.

Strategic priorities for the upcoming academic year to facilitate full access for students with disabilities include:

- Adapting resources/services and reporting systems in anticipation of an increase in designated funding from Advanced Education.
- Identifying and implementing solutions to address persistent long wait times for students to meet with learning specialists.
- Extending exam centre hours to facilitate access to exam accommodations for evening/weekend students and their teaching faculty.
- Implementing and informing students about new procedures linked to incoming Accessibility and Human Rights policy.
- Establishing proactive strategies to enhance effective communication and collaboration with teaching faculty, with the goal of facilitating understanding and implementation of accommodations and accessible teaching strategies.

In the longer term, SSD is seeking opportunities to:

- Enhance the participation of students in the development and delivery of SSD services to better meet their needs.
- Foster collaborations between SSD, teaching faculty and staff, student services units, Students' Association and students to enhance awareness of the shared responsibility for ensuring that students with disabilities can participate fully in all university activities.
- Advocate for the adoption of an accessibility plan and the implementation of universal design initiatives — architectural, learning, communication and technological — across the university.
- Research and implement evidence-based initiatives that encourage the smooth transition of new students to SSD services and the university.
- Develop and adapt the staffing complement to facilitate balanced workloads, job satisfaction, succession planning and back-up resources for each unique role.
- Design and adapt SSD services and space to make it easy for students to access the resources necessary to ensure their academic and personal success.

The end goal of the proposed activities for the coming year and the longer term, is 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. In fact, Edmonton is home to the second-largest urban Indigenous population in the country. As a hub in the heart of the city, MacEwan University is uniquely positioned to serve this population. The university plans to serve Indigenous Albertans through creative educational opportunities for First Nations, Métis, and Inuit students and other Canadians who typically do not access post-secondary education. By putting in place appropriate learner supports, the university is moving forward with its commitment to the Truth and Reconciliation Commission Calls to Action. While focused on Indigenous learners, this approach is expected to have benefits to all marginalized populations.

The university is expanding its Indigenous Centre, kihêw waciston, in response to a growing number of Indigenous Albertans at the university. The new Centre will open in fall of 2019.

Kihêw waciston is also developing a plan of action with the guidance of the university's Indigenous Advisory Council. The plan will align with the new ISP and focus on Indigenous education and support for students, faculty and staff, creating safe space, and building relationships and partnerships.

MacEwan University continues to support Indigenous learners with their transition to post-secondary education through various education pathways including efforts to expand transfer arrangements with First

Appendix E: Community Initiatives and Regional Stewardship

MacEwan University sees its role as an urban downtown university that bridges communities. Over time the university has transformed the north edge of downtown from an unused railyard to a vibrant, thriving hub of activity. Our faculty and students contribute to the development of the city through academic pursuits, community partnerships, and research. Our alumni are city and community builders who contribute their skills and expertise to the economic and social development of the greater Edmonton area and beyond.

The University Relations portfolio is responsible for the strategic leadership and management of the university's government and community relations, alumni and development, sustainability, and marketing and communications functions. The unit will focus their efforts on several key areas to build collaborative working relationships between MacEwan University and community partners to meet the strategic objectives of the university.

- Building a robust alumni community by providing graduates with opportunities to re-engage with the university through outreach, improved events and volunteer opportunities, and fostering a connection to their alma mater. An alumni association will be operational in 2020 and bring a more formalized and structured approach to enhancing the university's alumni base.
- Developing a comprehensive community engagement program that will provide strategic direction for

future engagement opportunities, inform decision making, identify opportunities for research, raise awareness of community and university assets, and open doors for work placements and community service opportunities.

- Raising the profile of sustainability functions and integrate them into both internal and external partnerships.
- Enhancing the university's fundraising capacity and, based on a needs assessment, developing a comprehensive fundraising campaign.
- 2021 marks the university's 50th anniversary. Over the next academic year, the university will begin planning for this very important milestone.

Our students and faculty continuously participate with peers from other post-secondary institutions and work with government and community organizations to provide innovative solutions to problems across many sectors. Some of these partnerships are highlighted here.

- Community based research projects are underway with partnerships that respond to community identified needs. The Faculty of Nursing is engaging with partners from the community, professional, and post-secondary institutions on research projects to examine students' perceptions, social learning processes, and institutional contexts that influence education in areas of aging, health, and the social sciences.

- Possibilities to address the high demand for rural nurses and rural nursing educational programs are being identified through discussions with Alberta Health Services and Covenant Health.
- The School of Business will partner with senior leaders of organizations from whom a culture of leadership and ethics, and diversity and inclusion, are part of their culture. A number of executive keynote lectures will be hosted to reflect on the intersection of these attributes.
- Community projects and residency programs through the Mitchell Art Gallery (MAG) will allow for engagement of community with MacEwan students and faculty as well as with local, national, and international artists. The MAG Summer Residency Program will act as a bridge between an artist's practice and local community, where the artist's project connects to a relevant local issue or history or has participatory or social engagement elements.
- The Roundhouse provides a space for internal and external community members to make a positive impact in the community through providing a co-working space, programs, resources, mentorship and a place for convergence community changemakers. Building on the success of year one, Roundhouse endeavors to attract more sustainably minded individuals and groups to increase membership and utilize Roundhouse as a dynamic space to host workshops and events.
- One of the many student wellness programs that MacEwan University supports is the Pets Assisting with Student Success (PAWSS). PAWSS will deliver programs on campus and in partnership with MacEwan University's Peer Health Education Team, Edmonton Public Schools' Vimy Ridge Academy and Lillian Osborne High School to provide mental health canine supports in the community. An increased amount of work will be done both on campus and in the community in the next academic year, including events, information sessions and participatory workshops.

From our beginnings as a community college, community partnerships in their various forms have fueled MacEwan University's evolution. The university will continue to foster the economic, intellectual, social and cultural development of the Edmonton region and beyond. Key to this will be community engagement and the university endeavors to continue to grow partnerships with a wide variety of partners including those in business, government, social agencies, community leaders and other post-secondary institutions.

Appendix F: Current Ministry Initiatives

SEXUAL VIOLENCE PREVENTION

MacEwan University is committed to proactively addressing sexual violence and ensuring that every member of the campus community feels safe, respected and supported. The Office of Sexual Violence Prevention, Education and Response operates with the assistance of two full-time coordinators and continues to make strides forward in fostering a culture of consent and support on campus. Through a standalone sexual violence policy and procedures, and through annual campus-wide awareness campaigns, the university's response to sexual violence on campus remains current and in-line with best practices. The university has a schedule of events and initiatives that ensure that faculty, staff and students remain current in their knowledge and awareness and continue to foster a culture of consent on campus. These include:

- Offering a range of initiatives offered with an aim to change the campus culture, to reduce stigma around sexual violence and to improve access to support services.
- Establishing 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, to situate sexual violence as a campus issue and 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.

- Offering an integrated training and education program that provides relevant training on sexual violence prevention and response to several targeted groups, including senior administration, Residence staff, Security Services staff, Athletics staff and team members, first-year students, and the Students' Association of MacEwan University leadership.
- Creating a student peer education program that will provide opportunities for student leaders to deliver anti-sexual violence workshops in classes and widening the scope of the university's prevention and education efforts.
- Offering the Sexual Violence Support Guide Program that will provide staff and faculty with comprehensive fourteen-hour training on the issue of sexual violence, with a strong emphasis on skills for responding to disclosures of sexual violence; engaging 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.

STUDENT MENTAL HEALTH

Wellness and Psychological Services (WPS), a unit within Student Affairs, is a multidisciplinary team comprised of psychologists, social workers, a counsellor and a student wellness coach. With continued dedicated government funding, the university will continue to adjust its supports to accommodate increased demand. In doing so, MacEwan University 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 are to support students who report suicidal ideation.

The MacEwan University Health Centre (MUHC) opened its doors in July 2018. This new medical home primary care teaching clinic is an innovative collaboration between Oliver Primary Care Network, The University of Alberta's Department of Family Medicine and MacEwan University. MUHC has started to work with WPS to develop processes and support mechanisms for the mental health and wellness for MacEwan University students. With a year of operations under its belt, MUHC and MacEwan University will begin to look at formal collaboration opportunities from student mental health to academic engagement opportunities.

In Fall 2018, the university submitted its application for Phase II, Post-Secondary Student Mental Health Grant funding to Alberta Advanced Education. This

application proposes an expansion on services provided through the successful Phase I funding received in Fall 2017. The proposed expansions include:

- Peer Health Education Team (PHET)
- The Inquiring Minds workshop
- The Working Minds workshop
- Bouncing Back and Moving Forward series
- The Postsecondary Education Partnership – Alcohol Harms (PEP-AH)
- Overdose and Naloxone Training (students)

The Phase II expansion of this grant will allow for the maintenance of the size, expertise and multi-disciplinary nature of services. We continue to develop and implement programs aimed at building mental health literacy, development of resiliency skills and supporting others with mental illness. WPS will continue to take on an active role in the development of a new Student Mental Health and Wellbeing Strategic Plan.

The university will be reporting to Alberta 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.

Appendix G: Internationalization

MacEwan University'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 University is projecting an international enrolment of 6% in the coming year.

MacEwan International's upcoming strategic and operational goals are to provide international experiences, establish active international partnerships and attract academically qualified students from around the world who will bring diversity to MacEwan University's campus. These goals will be informed by the forthcoming integrated strategic plan, and provincial legislation and policy. However, there is concern that the current operational and regulatory policies limit the institution's effectiveness in attracting and retaining international students.

Integral to providing international experiences for students, faculty and staff is the effective utilization of funding opportunities to increase uptake in student education abroad activities. International short-term education abroad programs, teaching exchanges, and staff study tours, for example, will provide opportunities to

engage with other cultures. Initiatives provided by MacEwan International throughout the academic year will support the university community in learning to navigate other cultures with confidence and to mindfully synthesize international and intercultural experiences. In the long term, such internationalization allows MacEwan students, faculty, and staff to operate, economically and socially, in a globalized world.

In looking to promote opportunities to inspire MacEwan University's community to be connected and engaged global citizens, MacEwan International continues to develop campus internationalization strategies. MacEwan International will coordinate student training on the United Nations' Sustainable Development Goals during International Education Week in the next academic year. Students who receive training will commit to offering a session, activity or event based on those goals during Global Awareness Week 2020.

MacEwan University is not currently pursuing any ongoing off-shore/for-profit partnerships, cross-border delivery of Alberta credentials or other international ventures that draw on Alberta's investment in its post-secondary institutions.

Appendix H: Capital Plan

Throughout MacEwan University's 48-year history, the growth and expansion of the institution's facilities has been guided by campus master plans. Four previous campus master plans have been instrumental in charting a course for distributed campus locations, centralized and consolidated campuses, major capital projects and campus disposition. The 2018 Campus Master Plan is the university's fifth campus plan and, as the previous ones were a map for physical institutional change, the 2018 Campus Master Plan provides exciting and ambitious steps for consolidation, growth and development on the City Centre Campus.

In many ways, the 2018 Campus Master Plan distinguishes itself from previous plans with a more externalized focus for its role, contribution and integration with the community and beyond. While it provides a plan to consolidate and develop the site, the Campus Master Plan also accepts the university's responsibility as a community bridge that unifies and integrates the urban activities of Edmonton's arts and warehouse districts with the residential and commercial activities of an expanding and revitalized downtown. With this change, the Campus Master Plan still continues to ensure the student experience is central with exposure and opportunity to academic excellence and social, cultural and environmental events. The campus plan considers city growth and development with an urban and environmental transformation that projects MacEwan University from the downtown campus to a university district. The planning vision leads to a single, sustainable campus that is walkable in all

directions and connects adjacent neighbourhoods. It is a vision that encompasses indoor and outdoor use over all seasons. It is a vision that transforms the inner campus plan and a building expansion program to ensure that MacEwan University is positioned as a centre for higher learning at the national level.

Another area of focus for the 2018 Campus Master Plan is to ensure alignment with the City of Edmonton's development plans for downtown Edmonton. There are several key development initiatives that directly impact the university and we are focused on being proactive in managing these issues. For example, the university is working closely with city officials to minimize the impact of the LRT expansion on the City Centre Campus by exploring a potential easement agreement. Another example includes the coordination of MacEwan infrastructure requirements to be integrated with the 105 Columbia Avenue Streetscape project.

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 all students at the City Centre Campus, we provide an enhanced educational experience for all students through diversity of programming and social interaction. In a move to provide these opportunities to all students, the university is progressing on plans to vacate the Alberta College Campus and move the School of Continuing Education to the City

Centre Campus. As part of the consolidation strategy, the university is investigating options to continue to lease or to sell the Alberta College Campus. Proceeds from the potential sale would then be applied to MacEwan University's School of Business building project.

Concurrent with space consolidation, MacEwan University has plans for program consolidation. The Department of Communication Studies has moved to Allard Hall, bringing the Faculty of Fine Arts and Communications together and introducing new learning facilities specific to the program by using currently vacant space. This move has freed 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. MacEwan University has seen significant pressures in enrolment and has been struggling to address these pressures while still providing top-quality programming. To some extent we have been able to accommodate these pressures, but we have

reached the point where significant facility investment is needed to support further growth. Our classroom fill rates in the Faculty of 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 where lab spaces are now at capacity and increasing enrolments require the development of additional new labs. Proposals for new degree programming across the university add to the space pressures, as do increased demand for student supports including mental health supports, supports for student with disabilities, general student advising, and access to the myriad services students need. Ultimately, functional academic space requirements need to be addressed with new, expansion facilities. Accordingly, a future School of Business building that will add 40,000 m² of new academic space, is in the planning stage.

MacEwan University's plans for campus development projects include the following budgeted and unbudgeted priorities based on the 2018 Campus Master Plan as well as the strategic priorities for the university.

Priority Projects				
Type of Project and Funding Sources				
Type	Project Description	Estimated Project Cost	Funding Sources	Government Approval Received
Expansion (Budgeted)	Complete Students' Association of MacEwan University (SAMU) project	\$31.3 million	6.7% Students' Association 93.3% Debt Financed	Yes

Priority Projects				
Type of Project and Funding Sources				
Type	Project Description	Estimated Project Cost	Funding Sources	Government Approval Received
Expansion (Budgeted)	Campus Consolidation and the School of Continuing Education	\$19.6 million	100% Internal	Not required
Expansion (Budgeted)	kihêw waciston Indigenous Centre	\$2.5 million	100% Internal	Not required
Expansion (Budgeted)	The Bachelor of Communication Studies Project	\$2.6 million	100% Internal	Not required
Expansion (Budgeted)	Allard Hall Post Occupancy Projects	\$2 million	100% Internal	Not required
Expansion (Budgeted)	Lab Space Expansion and Update	\$8.5 million	100% Internal	Not required
Expansion (Budgeted)	Library Expansion	\$2 million	100% Internal	Not required
Preservation (Budgeted)	Replacement Air Handling Unit Cooling Coils	\$2 million	60% Government of Alberta capital grant 40% Government of Alberta Infrastructure Maintenance Program grant	Yes
Preservation (Budgeted)	Exam Centre and Math Tutor Rooms	\$2.2 million	100% Internal	Not required
Preservation (Budgeted)	Increase Washroom Capacity in Building 5	\$1.0 million	100% Internal	Not required
Preservation (Budgeted)	Faculty and Administration Offices and Workspaces Enhancements	\$4.35 million	100% Internal	Not required
New (Budgeted)	Campus Master Plan Repurpose of Open Space	\$1.5 million	100% Internal	Not required
Planning (Non-Budgeted)	School of Business Building Project	\$125 million to \$150 million	Various funding sources to be determined Planning funds totaling \$1,524,750 requested from Alberta Infrastructure	No
Planning (Non-Budgeted)	East Campus Infrastructure Project	\$914,850	Government funding requested	No
Preservation (Non-Budgeted)	Clock Tower Main Entrance Vestibule Functional Improvement	\$3.63 million	Government funding requested	No

Priority Projects				
Type of Project and Funding Sources				
Type	Project Description	Estimated Project Cost	Funding Sources	Government Approval Received
Preservation (Non-Budgeted)	Campus Remediation	\$6.63 million	Government funding requested	No
Preservation (Non-Budgeted)	Outdoor Ramp Heating System Replacement	\$1.8 million	Government funding requested	No
Preservation (Non-Budgeted)	High Voltage Switch Gear Replacement	\$6.05 million	Government funding requested	No
Preservation (Non-Budgeted)	Ving Lock Hardware Replacement	\$3.05 million	Government funding requested	No

Priority Projects			
Project Timelines and Status			
Project Description	Estimated Project Timelines	Expected Project Start	Expected Project Completion
Complete Students' Association of MacEwan University (SAMU) Project	January 2015 – December 2019	January 2015	December 2019
Campus Consolidation and the School of Continuing Education	July 2018 – December 2020	July 2018	December 2021
School of Business Building Project	July 2019 – June 2020	July 2019	June 2020
kihêw waciston Indigenous Centre	July 2018 – December 2019	July 2018	December 2019
The Bachelor of Communication Studies Project	January 2018 – December 2019	January 2018	December 2019
Allard Hall Post Occupancy Projects	January 2018 – December 2020	January 2018	December 2020
Lab Space Expansion and Update	July 2019 – December 2022	July 2019	December 2022
Library Expansion	January 2019 – December 2022	January 2019	December 2022
Replacement Air Handling Unit Cooling Coils	July 2018 – December 2020	July 2018	December 2020
Exam Centre and Math Tutor Rooms	July 2019 – June 2021	July 2019	June 2021
Increase Washroom Capacity in Building 5	July 2020 – June 2021	July 2020	June 2021
Faculty and Administration Offices and Workspaces Enhancements	July 2019 – June 2021	July 2019	June 2021

Priority Projects

Project Timelines and Status

Project Description	Estimated Project Timelines	Expected Project Start	Expected Project Completion
Clock Tower Main Entrance Vestibule Functional Improvement	July 2020 – December 2023*	July 2020	December 2021
Campus Remediation	July 2020 – December 2023*	July 2020	December 2023
Outdoor Ramp Heating System Replacement	July 2020 – December 2021*	July 2020	December 2021
High Voltage Switch Gear Replacement	July 2020 – December 2023*	July 2020	December 2023
Ving Lock Hardware Replacement	July 2020 – December 2023*	July 2020	December 2023
Campus Master Plan Repurpose of Open Space	July 2019 – December 2021*	July 2019	December 2021
East Campus Infrastructure Project	July 2019 – December 2020*	July 2019	December 2020

* Dependent on funding

Appendix I: Information Technology

MacEwan University continues their investments to support the evolution of a robust enterprise architecture. The enterprise architecture is required to support the strategic goals of the university, and its framework of applications, hardware and network infrastructure, IT controls, policy and standards, data governance and governance models. A highly integrated model is required to ensure the provision of effective and secure IT services to students, faculty, and staff and that meet a diversity of academic and administrative requirements.

The university will continue to invest in the development and sustainment of the primary enterprise resource planning (ERP) application, PeopleSoft. In addition to bringing direct benefit attainment in terms of business process improvement, these programs continue to improve the control environment, and ensure the university's ERP remains on supported and security patched versions of the software. MacEwan University's long-established strategy is 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.

All three major stacks within the ERP are upgraded to the current PeopleSoft versions, and a strategy is being implemented to ensure application currency so that the university is always operating on supported versions for their major administrative applications.

The university has a vision of an integrated data management solution across all application stacks. As a result, investment by the university is being made for the planned implementation of a data warehouse designed for the management of data and institutional reporting.

Information technology security and controls will continue to be a priority for the university in the foreseeable future. The information security framework at MacEwan University is comprised of a series of standards that must be established, implemented, monitored and continuously improved to ensure the security of the university's information technology resources. MacEwan University completed a self-assessment of their security controls against the ISO standards and code of practice. Based on the assessment, and the relative risk associated to each control, MacEwan University is embarking on a multi-year project to update its information technology control framework.

Vulnerabilities are flaws or weaknesses in systems software which, if exploited, may result in compromise of a core application. MacEwan University will continue its focus on detecting and scanning all servers and selected workstations. The university will no longer operate unsupported hardware or software. The risk of compromise and loss of data is simply too high. MacEwan University owns applications that contain detailed information about the university, as well as personally identifiable information about students, faculty, staff and other third parties affiliated with the university. Identification and classification

of applications according to the information assets contained in them is essential for ensuring the protection of information throughout its lifecycle and to reduce the likelihood and consequence of unauthorized access or disclosure.

The vision of cloud-based applications is that upgrades are not required, that organizations will no longer need to provide hardware and infrastructure services, and that there will always be support for the various versions of the software. A risk-based approach to assessing cloud-based applications is being introduced. This methodology will be phased in to all cloud providers as new assessments are completed. After security and privacy reviews, including scheduled compliance reviews, some core business functions have moved to the cloud such as Budget and Planning. As a result of this strategy, over the next few years, MacEwan University will take a conservative approach to the cloud and will operate in a hybrid environment for some time.

MacEwan University remains committed to the deployment of a modern network with state-of-the-art firewall technologies. The implementation of modern standards for passwords and authentication is an area of focus for MacEwan University, and new secure, encrypted password technologies will be deployed across all applications regardless of where they are hosted. Both cloud and on-premise applications will be updated to support modern, multi-factor authentication.

To meet demand within existing budgets for IT services and to ensure that technology and services are high-performing, accessible, reliable and secure,

MacEwan Information Technology Services must invest in virtualized environments. Investment will continue in automations to find operational efficiencies. Cloud applications will be implemented where it makes sense. Inefficient or duplicate applications will be retired. MacEwan University will continue to manage information technology infrastructure through a capital assets replacement program that provides predictable funding for critical information technology assets based on an asset life cycle model. This program will continue as it provides the basis for sustaining a high degree of information technology infrastructure currency across the university.

MacEwan University has become a leader in the Oracle PeopleSoft space through hosting and managing conferences that focus on the PeopleSoft suite of products. MacEwan University will continue to support effective practices by hosting national user group conferences and by sharing with other provincial institutions code and expertise as it relates to our respective PeopleSoft installations. By sharing code and design, we will continue to support our post-secondary institution partners and plan to continue to be involved in provincial organizations such as Share IT, AAHEIT and Cybera.

MacEwan University
P.O. Box 1796
Edmonton, Alberta, Canada
T5J 2P2
MacEwan.ca