

## Amended and Restated 2022-2025 Investment Management Agreement

The parties originally entered into a 2022-2025 Investment Management Agreement on June 23, 2022 ("Original IMA").

The parties conducted the annual review contemplated in the Original IMA and the parties wish to update targets and add performance metrics of the Original IMA, and have prepared this Amended and Restated Investment Management Agreement ("Amended and Restated IMA") to reflect those amendments.

### PURPOSE

This Amended and Restated IMA with The Board of Governors of the University of Alberta ("Institution") describes the investment framework related to the Base Operating Grant (BOG). The purpose of the investment framework is to identify, and incentivize, measurable progress towards the vision and goals contained in *Alberta 2030: Building Skills for Jobs*.

This Amended and Restated IMA also contains the Institution's Mandate as required under section 78 of the *Post-Secondary Learning Act*.

### TERM

This Amended and Restated IMA is effective from the Effective Date to March 31, 2025 ("Term").

### CONDITIONS

The total at risk funding for this 2022-25 Amended and Restated IMA is as follows:

#### Total Three Year At Risk Funding

Fiscal Year	Total Percentage of BOG
2022-23	15% of the 2022-23 BOG
2023-24	25% of the 2023-24 BOG
2024-25	40% of the 2024-25 BOG

Listed in the section PERFORMANCE METRICS below are the weighting, targets and tolerance bands for all Funding Metrics. If an actual result for a specific funding metric does not meet the identified target, and is outside of the respective tolerance threshold, an adjustment will be applied to BOG funding. The calculated percentage reduction to the BOG that will be applied is subject to the final discretion of the Minister, but will not exceed the percentages listed above.

The adjustment will be contingent on the following factors:

- The weighting applied to a funding metric; and
- The extent to which the actual result is outside the tolerance threshold.

The adjustment will be applied, as determined by the Minister, when all funding metric data for the respective fiscal year has been finalized.

The Transparency Metrics listed below do not have any at risk funding implications associated with them. Actual results for these metrics are for accountability purposes only.

All of the metric data, and their associated weightings, targets and thresholds, in the section PERFORMANCE METRICS below is subject to an annual review by the Minister and the Institution. The Minister may remove or add PERFORMANCE METRICS during the annual review, and the Parties will amend this Investment Management Agreement to reflect amendments resulting from the annual review.

### PERFORMANCE METRICS

Methodology details for all funding and transparency metrics found in the respective metric worksheets that have been provided to the Institution.

#### Funding Metrics

#### Funding Metric 1: Work Integrated Learning (WIL) by School Year

Proportion of approved programs that offer WIL opportunities to students.	2020-21 Actual	2021-22 Actual	2022-23 Target	2023-24 Target	2024-25 Target
	62%	99%	89%	95%	95%
	<b>Tolerance Threshold</b>		5%	7%	7%
	<b>Weighting</b>		4%	9%	9%

#### Funding Metric 2: Total Domestic Enrolment by School Year

Total domestic Full Load Equivalent (FLE) enrolled in approved programs as reported in LERS.	2018-19 Actual	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Target	2023-24 Target	2024-25 Target
	28,769	29,112	31,029	32,886	33,354	34,174	34,769
	<b>Tolerance Threshold</b>				2,684	2,734	2,782
	<b>Weighting</b>				8%	10%	16%

\*2022-23 target restated to reflect greater enrolment than anticipated.

#### Funding Metric 3: Graduate Outcomes by Survey Year\*

Proportion of recent graduates in employment two years after graduation whose current main job is very or somewhat related to the general skills and abilities acquired during their program.	2018 Actual	2020 Actual	2022 Target	2022 Actual	2024 Target
	95%	97%	95%	95%	95%
	<b>Tolerance Threshold</b>		8%	8%	10%
	<b>Weighting</b>		3%	3%	5%

\*The Graduate Outcome Survey is completed every two years.

#### Funding Metric 4: Administration Expense Ratio

Ratio of administration expenses over total expenses, excluding extraordinary expenses, as reported in FIRS.	2020-21 Actual	2021-22 Actual	2022-23 Estimate	2023-24 Target	2024-25 Target
	6%	6%	TBD	6%	6%
	Tolerance Threshold			2%	2%
	Weighting			3%	5%

#### Funding Metric 5: Research Commercialization

Sponsored research revenue from industry and non-profit sectors as reported by the Ministry of Technology and Innovation, expressed in millions of dollars.	2020-21 Actual	2021-22 Actual	2022-23 Estimate	2023-24 Target	2024-25 Target
	140	167	119	105	111
	Tolerance Threshold			5	6
	Weighting			3%	5%

#### Transparency Metrics

##### Transparency Metric 1: International Student Enrolment

Total international FLE count as reported in LERS.	2020-21 Actual	2021-22 Actual	2022-23 Target	2023-24 Target	2024-25 Target
	7,609	7,894	7,894	7,894	7,894

\*2022-23 target restated to exclude offshore students.

#### MANDATE

This mandate has been developed by the Board of Governors of the University of Alberta in consultation with Alberta's Minister of Advanced Education pursuant to Section 78 of the *Post-secondary Learning Act (PSLA)*.

##### 1. Type of Institution, Sector, and Governance

The University of Alberta is a board-governed public post-secondary institution operating in Alberta as a comprehensive academic and research university (CARU) under the authority of the PSLA.

##### 2. Outcomes

- Identify how the institution contributes to the coordinated post-secondary adult learning system.
- Identify how the activities of the institution benefit individual students, their communities and the province.

The University of Alberta's fundamental mandate is to offer a broad range of outstanding academic, research, creative and innovation activities to prepare citizens and leaders who will make a difference.

Its activities enhance student opportunities and build Alberta's capacity for long-term, knowledge-driven sustainable development at the global forefront.

The University community discovers, disseminates, and applies new knowledge through interrelated core activities.

### **3. Clients/Students**

- Identify the specific groups of students served or targeted by the institution (e.g. adult learners, undergraduate or graduate students, life-long learners, learners preparing for entry-level careers in business and health).

The University of Alberta serves graduate and undergraduate students, and life-long learners in a dynamic and integrated learning, research and innovation environment.

Post-doctoral fellows and academic visitors come to the University to refine their teaching, mentoring, research and innovation skills.

### **4. Geographic Service Area and Type of Delivery**

- Identify where the institution's campuses are located and the communities served.
- Identify the approaches to educational delivery (face-to-face, distributed, blended etc.)
- Comprehensive Community Colleges to include reference to their responsibility to serve regional learners' needs through collaboration with other adult learning providers, program delivery and stewardship of community-based adult learning in their geographic service area.

The University provides instructional excellence through both on-campus and distance delivery in a vibrant and supportive learning, research and innovation environment. Its residential, multi-campus setting includes many research and field facilities.

### **5. Program Mandates and Credentials Offering**

- Identify all range of program categories and credential options for learners.
- Description of credentials to align with Alberta Credential Framework.
- Reference program coordination and collaborating institutions, if applicable.

The University of Alberta gives students the opportunity to earn internationally respected credentials, including bachelors, masters and doctoral degrees, and university certificates and diplomas. It also offers French-language programs leading to university degrees, certificates and diplomas as well as college certificates and diplomas.

### **6. Special Program Areas/Areas of Specialization**

- Identify approved program areas that are distinctive to the institution and contribute to its outcomes (e.g. institutions that focus on trades, artistic and creative development, institutions offer programs that lead to career preparation, etc.).

A number of the University of Alberta's programs are unique within Alberta.

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

## **7. System Collaboration and Partnerships**

- Identify the institution's collaboration mandate (i.e. collaboration that is allowed, required, or both) and how they will work with other sectors and partners to ensure learner needs are met.
- Identify how the institution works within the system to enhance system accessibility and coordination across the province. This includes other adult learning providers in the systems (e.g. Indigenous adult learning providers).
- Describe the institution's role in regional stewardship and how this helps determine, prioritize and enable access to post-secondary opportunities.

The University of Alberta plays a leading role in Campus Alberta through collaboration with other Alberta institutions, responding to vital community relationships at every level and giving a national and international voice to Alberta innovation.

Transfer and collaborative degree completion agreements with partner institutions broaden student opportunities and provide rural, northern and Indigenous communities with access to University of Alberta credentials. Similar innovative arrangements centred at the University deliver information and knowledge resources to post-secondary and government communities through both inter-library and online access.

## **8. Research and Scholarly Activities**

- Identify the range of research (discovery research, applied research) and activities related to innovation, scholarship of integration and scholarship of teaching and learning to be undertaken by the institution.
- Describe the scope of research, innovation and scholarly activities supporting the delivery of high quality credentials while also working to achieve Alberta's strategic research and innovation priorities.
- Identify how the institution's research and innovation activities align with the outcomes of the Alberta Research and Innovation Framework.

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

University of Alberta faculties, centres and institutes combine resources and talents for collaborative advantage through research partnerships with other academic institutions, business, governments and public agencies. The University actively transfers new knowledge, innovation and creative works to Alberta, Canada and the world for community benefit, including commercial development of intellectual property when appropriate and feasible.

**9. System Mandate**

- Describe any other activities that have broader social, economic and/or environmental impact on the province.
- Include any initiatives related to international education, promotion of healthy learning environments, and learner pathways.

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

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


**EXECUTION**

This Amended and Restated IMA has been signed by the parties to be effective as of the date last signed by the parties ("Effective Date").

His Majesty in right of Alberta, as represented by the Minister of Advanced Education

The Board of Governors of the University of Alberta

  
Minister

  
Board Chair

  
Date

November 6, 2023  
Date