

2019-2022 Comprehensive Institutional Plan (CIP) Guidelines

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Comprehensive Institutional Plan (CIP) Guidelines

Introduction

The purpose of these guidelines is to assist Alberta's publicly-funded post-secondary institutions in preparing their Comprehensive Institutional Plan (CIP). The guidelines provide institutions with a framework for developing CIPs that integrates both institutional and government goals and priorities. It is expected that CIPs be framed in the context of supporting the overall principles of the adult learning system (accessibility, affordability, quality, coordination, and accountability), and will align with the institution's mandate, as approved by the Minister of Advanced Education. Academic planning is expected to link to, and drive, the CIP. It is also expected that, from the perspective of research planning, the CIPs will be informed by Alberta's strategic priorities and desired outcomes.

Among other functions, the CIP is a three-year planning document that integrates planning, both institutional and government, across the system in order to achieve system outcomes. The CIP will satisfy current legislated requirements (*Fiscal Management Act, Post-secondary Learning Act*) that institutions submit CIPs annually.

The CIP is also a valuable information source and communication tool for both the government and institutions, which helps align the work of institutions with government priorities. CIPs help deepen the relationship, and ensure that collaborative work is oriented toward achievement of common goals.

Institutions are expected to post their CIP on the Campus Alberta Project Site (CAPS), to submit a hard copy to the Minister, and to submit three hard copies to the ministry, all by June 30, 2019.

For the 2019-2022 planning period, the ministry does not require institutions to update or submit new goals, priority initiatives, expected outcomes, or performance measures. As the CIP is a three-year planning document, the goals from the 2017-2020 or 2018-2021 plan are considered valid. Institutions should be prepared to submit goals, priority initiatives, expected outcomes, and performance measures in their 2020-2023 CIPs. If submitting new goals, priority initiatives, expected outcomes, and performance measures, please highlight the new language in red ink. If resubmitting goals, priority initiatives, expected outcomes, and performance measures from the 2017-2020 or 2018-2021 CIPs, please ensure the new template is used, and any changes are highlighted in red ink.

Annual meetings with institutions will continue to be offered to institutions, and can include discussion of CIPs and the overall planning process, if institutions choose. These discussions are an opportunity for the ministry to provide institutions with additional context to support

planning and priority setting. The meetings also provide the opportunity for ministry officials to increase their understanding of the institution's academic priorities and strategic initiatives for the next three years, as well as opportunities and risks emerging across Alberta's adult learning system.

Finally, institutions are expected to follow these guidelines in preparing their CIPs, including by adhering to page limits where applicable (appendices continue to not have page limits). This allows for consistent collection and analysis of data and trends in the system to inform the government's understanding of the system. CIPs that do not conform to these page limits may be returned to institutions for resubmission. Institutions are welcome and encouraged to seek guidance from, and ask questions of, ministry staff, and to submit draft CIP documents for informal review. Submissions of drafts should be made by email to Lisa Fox, Director of Policy and Engagement (see contacts below).

CIP 2019-2022: Required Content

Executive Summary

(Length: 5 pages maximum)

The Executive Summary provides a high level overview of the CIP's contents and identifies the institution's key strategic initiatives.

The Executive Summary should also include the institution's mandate and mission statement, as well as the accountability statement. The mandate statement (not applicable for Independent Academic Institutions) and mission statement (all institutions, including Independent Academic Institutions) are required to be included in this section.

The mandate statement needs to be the same as the Minister-approved version. If an institution wishes to change its mandate, it must work with Advanced Education through a separate process. Mandate change requests cannot be made through the CIP.

Please note that the CIP will be returned if a revised mandate statement is submitted without the Minister's approval.

The accountability statement below, signed by the Board Chair, should be included in the executive summary to provide confirmation and visibility of the Board's accountability:

"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."

Goals, Priority Initiatives and Expected Outcomes

(Length: 15 Pages maximum)

This section should include an institution's goals, priority initiatives, expected outcomes and performance measures relating to the adult learning system principles. **As noted above, the ministry does not expect institutions to update this section in the 2019-2022 CIP unless significant changes have been made to the institution's goals and strategic plans outlined in the 2017-2020 or 2018-2021 CIPs. Please highlight any new material in red ink.**

If an institution wishes to include new goals and priority initiatives for 2019-2022, the expected outcomes reported on in the CIP should be linked to the institution's specific mandate, and should focus on how the institution plans to increase affordability, accessibility, quality, and coordination at an institutional level, and across the system. It continues to be the ministry's expectation that institutional goals and priority initiatives will reflect the definitions of the [principles](#).

Goals and initiatives should reflect efforts to deliver on the adult learning system principles. While many institutions are involved in activities that do not relate, or relate only tangentially to the principles, only goals and initiatives related to the principles need to be addressed in the CIPs. Therefore, goals and initiatives should relate to programming, research, capital, student supports, community outreach, initiatives targeted to underrepresented learners, and collaborations with other post-secondary institutions, Community Adult Learning providers, First Nations Colleges and the K-12 system, as appropriate.

In developing goals, priority initiatives, expected outcomes and performance measures, it is important that these be anchored to the adult learning system principles. In doing so, it is critical that the goals reflect the definitions of the principles, particularly that affordability reflect affordability for students (and not for institutions).

It is also acknowledged by government that not all actors in adult learning can deliver equally on each principle. For example, while institutions play a critical role in advancing the principle of quality, institutions have a much more limited role (though still an important one) in advancing the principle of affordability (whereas government has a bigger role to play in advancing affordability). Institutions should seek to align their work with the principles in a way that reflects their mandates and priorities, and need not worry about equally addressing all principles.

As in previous years, it is not necessary for institutions to list goals related to the accountability principle, as the submission of a CIP is inherently part of the accountability process, and the Annual Report is more oriented toward accountability. Institutions are welcome to submit accountability goals if they wish to profile goals related to accountability as defined in the principles document.

In order to ensure consistent and comparable reporting of information across the system, all institutions submitting goals, priority initiatives, expected outcomes and performance measures (whether previously-used, or new material) must do so using the following template. Institutions failing to use this template may be asked to resubmit their CIP using this template.

Accessibility			
Goals	Priority Initiatives	Expected Outcomes	Performance Measures
1.	1. 2.	1. 2.	1. 2.
2.	1. 2.	1. 2.	1. 2.
Affordability			
Goals	Priority Initiatives	Expected Outcomes	Performance Measures
1.	1. 2.	1. 2.	1. 2.
2.	1. 2.	1. 2.	1. 2.
Quality			
Goals	Priority Initiatives	Expected Outcomes	Performance Measures
1.	1. 2.	1. 2.	1. 2.
2.	1. 2.	1. 2.	1. 2.
Accountability			
Goals	Priority Initiatives	Expected Outcomes	Performance Measures
1.	1.	1.	1.

	2.	2.	2.
2.	1. 2.	1. 2.	1. 2.
Coordination			
Goals	Priority Initiatives	Expected Outcomes	Performance Measures
1.	1. 2.	1. 2.	1. 2.
2.	1. 2.	1. 2.	1. 2.

If an institution feels a goal falls under multiple principles, it is to choose the principle with which the goal most closely aligns.

Institutions that do not have new goals should fill out the template above using previously-used goals, priority initiatives, expected outcomes and performance measures and should indicate whether the material is from either the 2017-2020 or 2018-2021 CIP. As referenced above, new goals, priority initiatives, expected outcomes and performance measures will be expected in the 2020-2023 CIP, according to this template.

Alignment with Annual Report

Institutions are still required to include, in their Annual Report, outcomes with respect to each goal and performance measure identified in the CIP. As updated goals are not required for the 2019-2022 CIP, institutions are asked to identify in their 2019-2020 Annual Report which CIP serves as the basis for measuring progress on goals.

Appendix A: Financial and Budget Information

Budget Assumptions

Institutions are expected to identify key assumptions underlying their budget projections, including key drivers of revenue and expense items. The budget must be realistic, yet conservative, and based on anticipated revenue and expense projections. Although institutions are no longer required to post their CIPs on their websites, they may still discuss any assumptions that may be considered sensitive and that they may not wish to identify within the CIP (e.g., anticipated salary settlements) in other discussions with ministry staff, including meetings with the ministry.

The budget provided will be treated as an institution's official, board-approved budget. This budget will be used as a source of information on the financial operation of the institution and as the catalyst for ministry action regarding any anticipated deficits. Public institutions are responsible for advising the Minister of any significant current-year budget adjustments that are approved by their Board after the CIP has been submitted.

Institutions are expected to describe risks and their associated risk mitigation strategies related to budget assumptions. Of particular interest are areas such as provincial funding, salaries and employee benefits, pensions, information technology and deferred maintenance.

This information will be used for consolidated budgeting purposes by the ministry and the Government of Alberta.

Statements of Expected Revenues and Expenses

Institutions must provide an upcoming year budget, subsequent two-year forecast statements of expected revenues and expenses, and a budgeted cash flow statement for the current budget year. The format of these statements need to be consistent with that of the institution's Audited Financial Statements. Note that the Statement of Revenues and Expenses should include expenses by both function and object. The budget included in the CIP must be the same as that reported in the budget column of the audited financial statements for the upcoming year.

Future Accounting Changes

Future Accounting Changes should be identified as per the Annual Report:

- PS 3280 Asset Retirement Obligations (effective April 1, 2021)
- PS 3450 Financial Instruments (effective April 1, 2021)
- The restructuring transactions can be removed as it was effective April 1, 2018.

The Management of each institution should assess the budget impact of these standards on the financial statements included in the CIP.

Deficits

Legislation requires that a public institution's current-year deficit (an excess of expenses over revenues – accrual basis, not cash basis), be approved by the Minister prior to the final CIP submission. For this planning cycle, a current-year deficit is one for 2019-2020.

Before submitting their CIP, public institutions projecting a current-year deficit must apply through their Board Chair directly to the Minister for approval. Institutions must outline their plans for dealing with the deficit to ensure that it will not be ongoing. Institutions planning for a deficit should consider the additional time required for Ministerial approval of a deficit in order to meet CIP reporting deadlines. Early discussion with ministry staff is encouraged to facilitate the deficit approval process.

In reviewing applications for the approval of deficits, the Minister will consider a variety of factors including whether:

- The institution has sufficient restricted and unrestricted net assets to offset the deficit.
- The deficit is one-time and can be attributed to certain planned expenses. There is evidence that the deficit is not ongoing.
- The deficit can be attributed to an expense where there is a legislative plan for repayment such as the Universities' Academic Pension Plan.

Institutions need to demonstrate that their organization is sustainable in the long-term. As a result, the CIP needs to provide sufficient information and general context to demonstrate clearly that the institution is sustainable over time, including the steps the institution is taking to remain sustainable.

The CIP should also show that a plan is in place to address any short-term challenges that the institution may face. Institutions projecting deficits in future years must ensure that the CIP provides sufficient contextual information to explain the situation and the plan for its resolution. Future year budgets will be incorporated in the ministry's, and Government of Alberta's, fiscal plan.

Institutions are reminded that submitted CIPs that include current-year deficits that have not been previously approved by the Minister do not meet the provisions of legislation. The CIP is not the vehicle for institutions to request and obtain the Minister's approval of deficits.

If the institution does not have the permission of the Minister for the current year deficit or approval of revised mandates, the CIP will be returned.

Tuition and Mandatory Fees

Regulated tuition and fees (including apprenticeship tuition) will continue to be frozen at public post-secondary institutions for 2019/2020. Mandatory Non-Instructional Fees (MNIFs) will

continue to be frozen at all institutions at that time. Information on tuition, including tuition projections as a component of revenues, and current MNIFs, should be included.

Although the tuition freeze does not apply to Independent Academic Institutions, or Banff Centre, the ministry expects that the tuition information, as noted above, will be included in their CIPs.

For all institutions, information on average or typical tuition and fees (or average/typical tuition and fees for selected programs) is helpful, as such information helps government understand tuition from both the student and institutional perspective. This information is not mandatory.

Institutions should continue to articulate their international student tuition fee policy in the CIP.

Appendix B: Enrolment Plan and Proposed Programming Changes

The CIP is expected to provide institutions' plans for significant shifts in their programming and enrolment mix. Information should be provided on new offerings at the program and specialization level planned for the next three to five years, as well as anticipated changes to current programming requiring ministry approval, including program of study changes, program transfers, suspensions and terminations. Institutions are asked to take a system approach in articulating how their proposed programming directions align with the institution's strengths, leverage investment, and relate to programming at other institutions.

Realistic, three-year Full-Load Equivalent (FLE) enrolment projections based on current and anticipated budgets and physical capacity should be outlined at the program and program specialization within credential categories, including apprenticeship programs (where applicable). Institutions are also expected to provide, for immediate comparison purposes, actual and/or preliminary enrolment FLE figures for the two years prior to the term covered by the CIP (that is, for 2017-2018 and 2018-2019-).

Institutions are also required to include their three-year projections, at the program level by credential type, for international student enrolment in all programs where international student enrolment currently exceeds, or is expected to exceed, 15 per cent of the program's total enrolment. Institutions are also expected to reflect this enrolment as a percentage of total projected enrolment. The enrolment targets for international students should be clearly represented as a percentage of total projected enrolment by program. In addition, institutions need to describe how these enrolment percentages consider the institution's academic and service capacity while ensuring access for domestic students is maintained.

Institutions should describe program plans that respond to learner demand and that impact or enhance the efficiency and effectiveness of the institution's programming. This will include plans for new programs or specializations, expansions, contractions, renewals, suspensions, terminations, and resource reallocations. Institutions should state their priorities and timelines with respect to the development and implementation of proposed new programs. Program delivery methodologies should be outlined (e.g., collaborative delivery, distance, satellite campuses, brokering and offshore delivery). Institutions should outline how underrepresented learners will be differentially impacted by changes to programming.

Institutions should also include strategies to enhance appropriate course transferability and learner pathways. Rationales should be consistent with government and institutional priorities, and programming plans should clearly demonstrate fit with the institution's ministry-approved mandate.

Appendix C: Research, Applied Research and Scholarly Activities

Institutions undertaking discovery research should describe their strategic research priorities, while other institutions may describe strategic priorities related to applied research and scholarly activity, if applicable. In these circumstances, institutions should also articulate how these relate to existing capacity, institutional goals, and current provincial innovation targets and outcomes as articulated in the Alberta Research and Innovation Framework.

Institutions that describe their research in this section should take a system approach in describing how the research and innovation priorities build on the institution's particular strengths and relate to the strengths of other institutions and other Alberta research and innovation performers, identifying collaborative relationships, where relevant. For example, institutions are encouraged to reflect efforts related to sharing of expertise and capacity (e.g., shared usage of core facilities).

Given that research and innovation priority themes may be at different scales and levels of maturity, institutions should describe the level of development (e.g. fully developed research program with complement of faculty, area of growth, potential for international excellence, etc.) and indicate how the institution is supporting the development of the priority and its intended plans for enhancing or expanding capacity in each of the priorities. Institutions should also indicate how their research priorities and themes support identified goals and outcomes in the CIP context.

Appendix D: Underrepresented Learners

Specific initiatives for supporting underrepresented groups of learners, including Indigenous learners, learners with disabilities, rural learners, and learners from low-income backgrounds should be discussed in this section. The Minister should be advised of any Indigenous initiatives or policies being undertaken with a specific reference to culturally relevant wrap-around services for Indigenous learners (see definitions below).

- Cultural relevancy explores and re-examines course curriculum/program content, research, ways of teaching, knowing and learning that are respectful of Indigenous knowledge systems and worldviews. Key characteristics include: the importance of elders, language and immersion in both community activities and nature as part of holistic education that nourishes being, including such aspects of spiritual, physical, mental and emotional states.
- Wrap-around services refers to the full range of supports learners have available to meet their needs including academic, financial, career, personal, physical health, mental health and emotional needs. Indigenous specific training or knowledge is required as part of meeting these needs.

If applicable, information should be provided on any transfer agreements that exist between the institution and First Nations Colleges, as well as collaboration efforts with the First Nations Colleges.

Appendix E: Community Initiatives and Regional Stewardship

Community initiatives include activities designed to enhance access to learning, improve learner outcomes, and increase the efficiency and effectiveness of the institution's programs and services, accomplished by building collaborative working relationships between institutions and communities. All institutions should discuss how they work with learning partners to achieve these outcomes, and Comprehensive Community Colleges must refer to activities to enhance regional access to foundational learning¹ opportunities, including literacy, Adult Basic Education, Academic Upgrading, English as a Second (or additional) Language, Employment Preparation, Transitional Vocational programs, and other learning opportunities such as dual credit, and trades training.

In addition, Comprehensive Community Colleges should describe plans relating to regional stewardship using available resources, with special attention paid to initiatives designed to assess the adult foundational learning needs of communities and enhance access to foundational learning within the region, including at main campus. The institutions should identify how regional stewardship is currently being resourced (e.g., regional representatives or centralized services to the community) and affects their program planning, and how their proposed program delivery will respond to foundational learning needs (in alignment with the ministry's definition of Foundational Learning).

The CIP should discuss the institution's sustained efforts to demonstrate leadership and collaboration with the community to identify local learning needs. This endeavor includes working with Community Adult Learning Program-funded organizations and other adult learning system stakeholders (including, where applicable, other publicly funded post-secondary institutions, First Nations Colleges, and Private Career Colleges) to create strong networks and collaborations that build a range of access points and pathways for learners to meet credentialed and non-credentialed needs. This collaborative work is particularly important as it relates to literacy and foundational learning needs assessment and the development of program delivery strategies, and transitioning learners to further learning and employment. Institutions are expected to include information on the trends, challenges and opportunities related to foundational learning within the region.

¹ Foundational Learning is formal and non-formal education that prepares Alberta adult learners for post-secondary education and engaging employment and equips them to fulfill their potential and strengthen their communities.

Formal education would include Academic Upgrading, Adult Basic Education, English as a Second Language, Employment Preparation and Transitional Vocational Programs.

Non-formal education would include Literacy and Foundational Learning programming delivered through organizations funded through the Community Adult Learning Program.

Appendix F: Government Priorities

This appendix provides an opportunity for institutions to detail plans for current government initiatives. Institutions should only report on initiatives outlined below.

Sexual Violence Prevention

Although sexual assault is a societal issue, post-secondary institutions are uniquely positioned to make sexual assault prevention, education, and accountability a priority on campuses. Efforts to prioritize prevention, education and accountability initiatives will enhance the support available to members of campus communities, reduce the incidents of sexual violence, enhance the rigour of investigations, reduce stigma, dispel myths and increase awareness. In this appendix, the ministry expects institutions to provide information on plans, programs and initiatives to address sexual violence on campus. Plans, programs and initiatives should be designed to affect:

- 1 – changes in campus culture;
- 2 – reduction in stigma;
- 3 – improved access to support;
- 4 – enhanced education/awareness training; and
- 5 – supported student experience (voice of student).

Student Mental Health

Since August 2017, each post-secondary institution has received funding from Advanced Education to strengthen work to support mental wellness for their campuses and students. The funding requires post-secondary institutions to take a systemic approach, implementing initiatives from top to bottom that promote mental health. The funding also requires strong off-campus coordination, with the goal of ensuring students at each institution are supported by a broader community in accessing care and transitioning between systems of support. Early reports from post-secondary institutions show a strong impact from the grant on students and campuses across Alberta.

The funding is part of a broader Government of Alberta plan: [Improving Post-secondary Mental Health](#). An important element of this plan is the delineation of roles between post-secondary institutions and the public health system in the delivery of mental health care services. Post-secondary institutions should provide high-volume, lower intensity mental health care for their students; however, they are restricted from delivering higher-intensity clinical mental health services. The treatment of substantial mental health disorders is the responsibility of the public health system. More clarity on how this delineation works in practice is provided in the mental health funding guidelines and upon request to Advanced Education.

Institutions are asked to describe how the institution's Board of Governors and senior administration are planning to demonstrate their commitment to post-secondary student mental health.

Appendix G: Internationalization

In addition to the international enrolment targets included in Appendix B, institutions are asked to describe their strategic and operational goals for international education. The ministry also wants to ensure that activities related to international education are in keeping with the principles of accessibility and quality. Institutions should, therefore, report any significant activities that may potentially impact access for Alberta learners or those that carry additional reputational and financial risk, such as new or ongoing off-shore/for-profit partnerships, cross-border delivery of Alberta credentials, or other international ventures that draw on Albertans' investment in its post-secondary institutions.

Appendix H: Capital Plan

a. Public Institutions

The CIP should include an overview of the institution's capital plan that supports its mandate and enrolment, research, and program plans, as well as the goals of accessibility, affordability, quality, accountability, and coordination. It is expected that the CIP will set out the institution's priority projects.

Priority Projects:

- must proceed in the next three to five years to address critical infrastructure and capacity needs.
- are in excess of \$2.5 million or 50 per cent of the institution's Infrastructure Maintenance Program Grant, whichever is greater.

Priority projects may result from an institution's:

- future accessibility and quality goals that support the delivery of high demand programs.
- infrastructure requirements to support research goals as outlined in the institution's CIP and provincial research targets and outcomes.
- critical health and safety issues.
- critical information technology infrastructure.

In addition to identifying and sequencing priority capital projects in the CIP, institutions should also submit a preliminary business case to the ministry for the top three overall priority projects should the institution want the projects to be taken into consideration for funding. These documents are supplemental to the CIP.

Institutions should not anticipate that additional provincial funds will be available during the three-year planning cycle with the possible exception of one-time targeted allocations.

Although each institution may include as many capital projects as it wishes, the ministry will only include up to three projects from any one institution in the ministry's capital submission to Alberta Treasury Board. Should one-time targeted funding become available, the ministry will focus on preservation and renewal projects, and expansion as needed, to support priority programs.

For each capital priority, institutions must provide a brief description of the project including the project scope, estimated cost, proposed timeline, and how the project relates to the institution's CIP goals. Institutions must provide strategies for funding their capital projects, and specify if a project is funded by non-government sources. Institutions must also submit their priority

projects through Alberta Infrastructure's Building and Land Information Management System (BLIMS). Institutions must ensure consistency of information between their CIP, including preliminary business cases, and BLIMS submissions.

The ministry expects that as part of the CIP planning cycle, institutions will also report capital projects using the following two categories, together with their corresponding annual cash flows:

- **Projects that government has already approved, and**
- **Projects the institution has resources to implement on its own (should include all sources of funding, except Government of Alberta funding).**

At minimum, a three-year plan must be reflected.

This information will be used for consolidated budgeting purposes by the ministry.

A general capital plan overview is required in the CIP. In addition, a detailed review may be provided to the ministry if the institution wishes to do so. As there is no requirement to provide the detailed review, if the institution does wish to do so, a separate appendix can be sent directly to the ministry.

Please provide a report using these two tables:

Type of Project and Funding Sources				
Type: Proposed New Expansion Maintenance	Project Description	Total Project Cost	Funding Sources: % GoA % GoC % PSI funds % donation % foundation % industry	Government Approval Received

Sample table:

New	ABC Facility	\$35 million	40% GoA 40% GoC 10% industry 10% donation	yes
Expansion	Campus HUB	\$40 million	60% GoA 40% PSI	yes
Maintenance	Utility Distribution Repairs		70% GoA Infrastructure Maintenance Program 30% PSI	no
Proposed	Alberta Hall Student residence	\$70 million	50% internal 50% financing	N/A
New	Alternative Energy Demonstration Lab	\$100 million	30% GoA 30% GoC 30% municipality 10% industry donation	GoA – yes GoC - yes
Expansion	CDE Science Building	\$100 million	35% GoC 25% GoA 20% research foundation 20% PSI	GoC – no GoA – no
Maintenance	Administration Building envelope repairs	\$ 5 million	80% GoA 20% PSI	GoA – pending approval

Project Timelines and Status			
Project Description	Estimated Project Timelines	Expected Project Start	Expected Project Completion

Sample Table:

ABC Facility	April 2019 – August 2021	estimated April 2019	estimated August 2021
Campus Hub	May 2018 – August 2022	May 2018	August 2022
Utility Distribution Repairs	April 2019 – May 2024	estimated April 2019	estimated May 2024
Alberta Hall student residence	February 2018 – August 2021	February 2018	August 2021
Alternative Energy Demonstration Lab	May 2018 – August 2019	May 2018	August 2019
CDE Science Building	September 2018 – August 2020	Sept 2018	August 2020
Administration Building envelope repairs	May 2019 – July 2019	May 2019	July 2019

b. Independent Academic Institutions

Independent Academic Institutions are not eligible to receive capital funding from government. However, they are requested to provide information on their plans for capital expansion and renovation. In identifying their capital projects and priorities, Independent Academic Institutions may wish to include the relevant elements of the project descriptions outlined above. Independent Academic Institutions are not required to submit to BLIMS.

Appendix I: Information Technology

Institutions should outline the additional/incremental information technology resources required to support their priorities and identify the associated costs, along with proposed funding sources.

Institutions should also provide information on:

- Initiatives and plans for:

- collaborations with other institutions to share information technology expertise and resources
- evolution of the institution's information security policy and framework, including how the institution's risk management framework manages and monitors your information security risks and plans

- Status of the institution's major information technology systems, (such as ERP systems/modules, student information systems, learning management systems, CRM, emergency management). Institutions are asked to describe the current state of these systems, associated risks, and how any initiatives and plans for these systems will mitigate the associated risks.

CIP TIME LINES

Submission Deadlines	
All Institutions	June 30, 2019

COPIES

Printed Copies	One (1) hard copy	Submitted under the Board Chair's signature to the Minister of Advanced Education, with a carbon copy to the Deputy Minister of Advanced Education.
	Three (3) hard copies	Sent to David Williams, Executive Director, Campus Alberta, Advanced Education
Electronic	One (1) electronic copy	Posted to the Campus Alberta Project Site (CAPS). ¹

The copy sent to the Minister represents the Board's official submission as required in legislation.

¹ See <http://aet.alberta.ca/post-secondary/funding/supportsinstitutions/resources.aspx>. Please note that the process for obtaining CAPS access requires 5-10 working days from the initial request being received by AE.

CONTACTS

For assistance in preparing the Comprehensive Institutional Plan, institutions are encouraged to contact:

Ms. Lisa Fox

Director, Policy and Engagement
Advanced Learning and Community Partnerships Division
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Edmonton, AB T5J 4L5
Phone: (780) 422-1528
Email: lisa.fox@gov.ab.ca

For additional information on matters relating to budgets or deficit situations, institutions should contact:

Ms. Leila Williams, CMA

Manager, Financial Data and Accountability
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