



UNIVERSITY
OF ALBERTA

2024

CENTRES AND INSTITUTES **ADVISORY TASK FORCE REPORT**

Recommendations on Engagement and
Directions – Institutional Approach to
Academic Centres and Institutes



APRIL 3, 2024

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I. Purpose

***Shape*, the university strategic plan, and *Forward with Purpose*, the strategic plan for research and innovation, established comprehensive institutional principles that set the direction through which the role of centres and institutes will be framed and created mechanisms to engage them to support the growth of the university's research capacity.**

The purpose of this report is to articulate pathways for engagements with centres and institutes, and outline how to leverage them strategically, including how to support them to expand institutional capacity and enhance reputation building.

There are currently 76 active academic centres and institutes at the University of Alberta. An academic centre or institute is **defined** as distinct from affiliated centres and institutes, and is controlled by the University of Alberta. It may exist solely within the university or be created through partnerships between the university and other entities.

Several strategy and visioning conversations have taken place regarding academic centres and institutes at our institution. These conversations have motivated reflections by the senior leadership team on how to better engage academic centres and institutes more broadly in our research, education and engagement directions. For clarity, these conversations, as well as the recommendations that emerge from this report, do not apply to affiliated centres and institutes.

Broad questions around the following have emerged:

- the role of academic centres and institutes
- mechanisms for institutional capacity building through academic centres and institutes
- clearer guidelines on the creation and dissolution of academic centres and institutes
- strategic leveraging of academic centres and institutes
- internal and external visibility of the work and impact of academic centres and institutes
- institutional engagement with and support for academic centres and institutes through the One University model (e.g., around research, teaching or governance and administration)

This report articulates actionable recommendations for academic centres and institutes in terms of their role, alignment with university strategic objectives, administrative and operational procedures, processes for creation and dissolution, and institutional support through the offices of the Vice-President (Research and Innovation) and Provost and Vice-President (Academic). The recommendations were developed with the support of an ad hoc advisory task force and serve to guide and inform final decisions that will be made by the institution's senior leadership. The Vice-President (Research and Innovation) and the Provost and Vice-President (Academic), on behalf of the senior leadership team, may accept the recommendations in part or in whole, or refine them as needed.

The following sections outline recommendations for the expanded role of academic centres and institutes as well as administrative and strategic considerations and recommendations.

II. What strategic role should academic centres and institutes play at the university?

The task force suggests that the strategic role of academic centres and institutes at the University of Alberta should be defined and communicated.

Currently, academic centres and institutes are defined by the **Centres and Institutes Policy**, which outlines procedures for their **establishment, operation** and **termination**. According to the policy, “a centre normally engages in study, research or other academic focus on a specific area of interest that is defined closely at its creation and would normally incorporate a commitment to conduct its activities beyond the scope of a single discipline.” An institute “normally is broader in scope than a centre and engages in interdisciplinary and multidisciplinary research into a major area of interest to one or multiple faculties or college(s)... Normally, an institute shall engage in multiple initiatives simultaneously and engage the talents of several different experts.”

Given the complexity of defining the strategic role of diverse and multidisciplinary entities like academic centres and institutes at a comprehensive research-intensive university, the task force recognizes that it will require consideration of several topics, including research, innovation, scholarship, creative activities, pedagogy, teaching, education, engagement and partnerships. The following points summarize the possible pathways that the task force recommends, bearing in mind that they are framed around mechanisms for institutional capacity building through academic centres and institutes; building internal and external visibility of the work and impact of academic centres and institutes; and undertaking a focused approach to institutional engagement of academic centres and institutes through the One University model.

Recommendations for the expanded strategic role of academic centres and institutes include, but may not be limited to:

- building and strengthening our internal culture of communities, i.e., collectives of scholars with shared education, research or engagement interests and activities
- stewarding focused engagement between the university and the external community and serving as a bridge between them
- providing platforms for researchers, educators and scholars to leverage organizational structures, collective resources and ideas
- where appropriate and applicable, providing sustained scholarly attention that crosses disciplinary lines and bridges units separated or siloed in the university
- participating as key partners in major institutional initiatives and receiving the benefits that flow from such partnership
- developing and strengthening research leadership and management skills for high-impact, funded research initiatives through training, research support and mentorship of early career researchers, postdoctoral researchers and other research trainees, with particular attention to equity-denied groups
- broadening institutional visibility and impact and building institutional reputation
- leading or supporting revenue generation initiatives, philanthropic and endowment activities and research funding activities towards increasing long-term sustainability
- stewarding existing donor and philanthropic relationships
- building research, education and engagement capacity to become world leaders in specific focus areas

III. Background and context for the administrative and strategic recommendations

The task force recommendations regarding administrative and strategic directions for the creation, review, approval, operation and oversight of academic centres and institutes require an understanding of existing structures and emerging principles that might encourage changes.

This is an opportunity to explore how the institution characterizes academic centres and institutes, empowers and facilitates their activities, and mobilizes them to support the institution's shared vision and capacity- and reputation-building initiatives. Important background information and context include:

- **Number of academic centres and institutes:** Acknowledge that the number of academic centres and institutes (currently 76) is not the issue that needs to be addressed; instead, it is how they are defined, their role, and whether or not the university community can engage, support and lead them to broaden institutional visibility and impact, and build institutional reputation. Top-tier institutions have numerous institutes and centres (e.g., University of Toronto's **Faculty of Applied Science and Engineering**, **Faculty of Medicine** and **Dalla Lana School of Public Health** alone have 51; and in addition to the **interdisciplinary institutes** at Penn State, its **College of Liberal Arts** and **College of Medicine** have many, too), but are strategic in how they engage, support and collaborate with them.
- **Current operating state of academic centres and institutes:** Acknowledge that not all existing academic centres and institutes are administratively or operationally functioning as such. Conversations around whether or not such academic centres or institutes should be dissolved or operate as a network or hub have emerged.
- **Network and hub concept:** Some existing academic institutes may be operating as centres in that they are not multidisciplinary or cross-institutional, and some academic institutes and centres may in fact be networks or hubs. Networks or hubs are informal collections of researchers, usually working in a specific discipline or towards a specific goal, who have a defined vision or mission for their activities. These nimble assemblies of scholars are able to test out research and pedagogical/ learning concepts during a critical, team-building period and, in some cases, may be on a clear pathway to becoming a formal centre or institute. Some current examples at U of A include the SMART Network (as it then was), the Quantum Hub, the Autonomous Systems Initiative (note: this is a network of researchers), and the Black-led Research Network. Questions around how to identify academic centres and institutes that are no longer operating as such have emerged.

- **New academic centres and institutes:** For new academic centres and institutes being contemplated, should the university be more selective and, in some cases, recommend network or hub (or initiative) status instead, with the opportunity to become an institute or centre in the future? It is likely that the university community will expect guidelines that distinguish among institutes, centres, networks and hubs.
- **University financial support:** Current directors of centres and institutes have strongly indicated that financial support from the university for day-to-day administration and operation is needed, which is neither feasible nor sustainable. New and existing academic centres and institutes should develop sustainable, long-term budgets and plans that do not rely on university financial support for day-to-day operations and administration.
- **Institutional-level and college-level status:** Some academic institutes should be held at the institutional or college level, rather than at the faculty level, because their multidisciplinary, cross-institutional capacity extends beyond any one faculty. This may support the role they play as non-faculty-specific multidisciplinary vehicles and platforms. In some cases, there may be consensus among the college, faculty and researchers to establish an academic centre at the institutional or college level to support targeted strategies for a focused area of research, education or other scholarly activity. As with the establishment of any academic centre or institute, there should be agreement that to do so would be in the best interest of the institution, the researchers and the communities that will be served. That said, given the existence of the college model, institutionally held academic centres and institutes should be limited in number, as is the case currently. It is likely that the university community will expect guidelines for the establishment of institutional-level and college-level academic centres and institutes. For clarity, this recommendation does not, in any way, preclude faculty-level academic centres or institutes in accordance with the **Centres and Institutes Policy**.
- **Defined indicators:** Acknowledge that defining fixed, standardized indicators across academic centres and institutes will be challenging because of the diversity of scholarship at this institution. For example, should indicators focus on revenue or number of articles captured in the bibliometric record? This may be problematic since some academic centres and institutes, primarily those in the social sciences and humanities, have low cost structures and the disciplines that they serve do not disseminate through conventional bibliometric platforms. Further, given that researchers may receive support from multiple academic centres or institutes, determining the proper allocation of publication credit could become labour intensive and expensive, requiring time from researchers, centre and institute directors and administrative staff. That said, à la carte indicators based on governance, financial sustainability, membership, publications or number of community, industry or international engagement activities, to name a few, may be needed to measure success and identify when institutional support and strategic guidance is necessary.

- **Term limits:** Should terms or time limits be applied to some academic centres and institutes? For example, for those that exist to meet the obligations of donation agreements, their life is usually for the duration of the funding. This practice is employed by other top-tier Canadian institutions such as the University of Toronto to allow them to respond to funding opportunities with agility and flexibility.
- **Centres and Institutes Committee:** Should the Centres and Institutes Committee have the authority to reject applications for academic centres and institutes? Currently, its composition and actions are those of an advisory committee that decides whether or not to recommend an application to the Academic Planning Committee for further consideration. Its role in supporting and advising academics through the application process should remain. Its composition may need to change to enable it to provide strategic advice to guide academic centres and institutes towards supporting institutional capacity and reputation building. Current authority to approve or reject applications rests with the Academic Planning Committee.

IV. Task force recommendations

Based on the background, questions and considerations articulated in this report, the following strategic and administrative recommendations have emerged.

STRATEGIC RECOMMENDATIONS

1. **Institutional framework for academic centres and institutes:** This report provides tangible recommendations, some of which may have broad consensus across the institution and could be implemented now. Others may require additional discussion, refinement, an implementation plan or further actions not captured by this report. As such, the task force recommends development of an institutional framework for academic centres and institutes that advances the goals and priorities articulated in Shape, the university strategic plan, and Forward with Purpose, the strategic plan for research and innovation, and outlines the actions that will be taken.
2. **Strategic support for select centres and institutes:** Similar to other top-tier institutions, the University of Alberta should engage, support and lead a select cohort of centres and institutes to expand research revenue capacity, further support research culture and community, amplify institutional visibility and impact and build institutional reputation.

The task force further recommends starting with a cohort of institutes and centres that align with the roles articulated above and with the strategic research and innovation areas to address grand challenges for maximum impact, as provisioned in Shape and Forward with Purpose. Alignment with the university's commitments in **Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan**, the **Strategic Plan for Equity and Diversity** and **Equity, Diversity, and Inclusivity in Research: An Action Plan** should also be considered.

The pilot should focus on strengthening funding and revenue, collaborative engagements and external relations, including communications, marketing and promotions. This should include the creation of a prominent marketing platform for the cohort, similar to those at **Penn State** and **University College Dublin**. The platform could link to a page listing other academic centres and institutes and to administrative resources for them. Such models could be employed at the institutional, college and faculty levels.

The task force further recommends reconstitution and empowerment of the Centres and Institutes Committee to decide which academic centres and institutes to support based on agreed-upon criteria. To build consensus, engage with the university community, ensure that supports are distributed fairly, and apply an EDI lens, it is recommended that the committee seeks advice and input from the colleges.

3. **Faculty recruitment:** The task force acknowledges the desire of the university community for academic centres and institutes to play a role in building research and community capacity, which will be achieved, in large part, through faculty recruitment and retention. The task force recommends that, in collaboration with faculties and colleges, Faculty Relations and the Office of the Provost and Vice-President (Academic), academic centres and institutes participate in the recruitment process when it is relevant to their aims and scope, and, to the extent possible, provide monetary or in-kind support to new faculty members.
4. **Major funding initiatives:** The task force recommends the participation of centres and institutes in major funding initiatives, including from philanthropic sources. In some cases, centres and institutes should be encouraged to lead, facilitate or collaborate on the discipline-specific elements of such initiatives, and to develop multidisciplinary research networks for them. They should have direct institutional support, including administrative support, in their endeavours, with the clear goal of generating a return on the institution's investment. This extent of this support should be determined by the university on the basis of availability and the probability of securing revenue.
5. **Education focus:** While academic centres and institutes will most commonly engage in research, some may have a significant focus on education (e.g., through innovative, cross-faculty programs). Although not required to offer course-based programs, they should, however, provide an accessible and productive environment for learners at the undergraduate, graduate and postgraduate levels. Further, and in support of the education mission of the university, they should foster interdisciplinary learning activities that enhance core programming in the faculties. In line with the **Student Experience Action Plan**, they should support experiential learning with industry and community, offer workshops, training seminars and professional development opportunities, and support integration of research outcomes into education and student/trainee development. Some centres or institutes may have education as a research focus, but none should exist only to offer educational programs.
6. **Focus on engagement, community outreach and knowledge mobilization:** The task force acknowledges the desire of the university community for academic centres and institutes to support the institution's efforts to increase its impact and build its reputation. Therefore, the task force recommends that the design and implementation of strategic supports and major funding initiatives set the stage for further sustainable pathways for reciprocal engagement, outreach and knowledge mobilization/translation with community partners through the academic centres and institutes.

7. **Networks and hubs:** Encourage the creation of networks and hubs, as **defined above**, with a clear pathway to potentially becoming a formal centre or institute in the future. Although networks and hubs would be informal, the task force recommends that the university create a marketing platform for them, possibly integrated with the one for the feature cohort of academic centres and institutes referenced above. **Penn State** takes this approach, with institute profiles followed by a list of additional research units, which could be select centres, networks and hubs at the University of Alberta.
8. **Support for academic centres and institutes:** Mobilize the new research partner network, major initiative officers, and international research officer to provide support to the academic centres and institutes, in alignment with the priorities outlined in Shape and Forward with Purpose. This could also involve a small team of advancement, governance, strategy, internationalization, finance and HR experts. The task force recommends that the Centres and Institutes Committee develop guidelines and selection criteria for strategic support of selected academic centres and institutes.
9. **Institutional-level and college-level status:** The task force recognizes that recent changes in the University of Alberta's **Centres and Institutes Policy** and **Academic Centres and Institutes Establishment Procedure** permit establishment and governance of academic centres and institutes at the college level. The task force recommends that some institutes may be held at the institutional level or college level, rather than at the faculty level, because of their multi-college, multidisciplinary, cross-institutional capacity, which extends beyond any one faculty. This may support the role they play as non-faculty-specific multidisciplinary vehicles and platforms that align with all the additional roles articulated in this report. That said, given the existence of the college model, institutionally held institutes should remain limited in number. The task force recommends that criteria for this selection process be developed by the colleges in collaboration with their faculties and the Centres and Institutes Committee.

ADMINISTRATIVE RECOMMENDATIONS

- 1. Scope and authority of the Centres and Institutes Committee:** The task force recommends reconstituting the Centres and Institutes Committee so that it is positioned to provide strategic advice to guide centres and institutes (both academic and affiliated, where possible) towards supporting institutional capacity and reputation building. Given that colleges can now establish and support governance of centres and institutes, and work through multidisciplinary and cross-institutional lenses, each college dean or delegate (e.g., associate dean, research) should be a member of the committee. Additional members should include at least four current directors of centres or institutes. Current leadership and representation from the Office of the Vice-President (Research and Innovation), and representation from the offices of the General Counsel, Risk Management Office, and Provost and Vice-President (Academic) should remain. The committee should have the authority to create sub-committees of subject-matter experts, as needed, to provide advice and develop action plans regarding strategic, administrative or operational matters of academic centres and institutes. For further clarity, when the committee coordinator receives a request for an application, the coordinator should notify committee members so that they may engage with the applicants, as needed, early in the process. Current authority to approve or reject academic centres and institutes applications should remain with the Academic Planning Committee.
- 2. College-level participation in the creation of centres and institutes:** Beyond the strategic and operational input that the college deans or delegates may provide through the reconstituted Centres and Institutes Committee, the task force recommends that the colleges review and approve applications for institutes and provide oversight (e.g., annual and five-year reviews) once they are established. This oversight should also extend to existing institutes in the colleges, replacing the role currently fulfilled by faculty deans. This recognizes that institutes normally have broader scope than centres and engage in interdisciplinary and multidisciplinary research into major areas of interest to multiple faculties or colleges (see [Appendix A](#) and the [Centres and Institutes Policy](#)). In an effort to remain agile and minimize administrative burden, applications for the creation of centres, which often exist within the mandate of a single faculty, would not require college review and approval unless requested by the proposed host faculty or unless the centre is to be established at the college level. Notwithstanding this exemption, the college deans or delegate members on the reconstituted Centres and Institutes Committee will participate in the review and approval process for all centres on behalf of the colleges.

3. **Financial management flexibility and agility:** If this is not already in place, and if possible, the task force recommends that academic centres and institutes be established as “departments” at the college or faculty level in the institution’s financial Enterprise system, solely for the purpose of financial management, since some may need to hold multiple financial accounts to manage research and donor funds, as well as contract obligations. The task force understands that there is currently a chart of accounts project underway to determine how the institutional financial units (e.g., departments, programs and projects) should be defined. To this end, the task force recommends that the Office of the Vice-President (Research and Innovation) consult with the Office of the Vice-President (University Services and Finance), through its finance, procurement and planning unit, on the feasibility of this recommendation and the steps needed to bring it to fruition.
4. **Defined indicators:** While acknowledging that defining standardized indicators across academic centres and institutes will be challenging because of the diversity of scholarship at this institution, the task force recognizes that performance-based data is necessary to inform institutional decisions and strategies regarding academic centres and institutes, assessing their success and identifying when support and strategic guidance may be needed. The task force recommends consideration of à la carte indicators derived through, for example, the lens of governance processes, financial sustainability, membership, number of community, industry, or international engagements, and publications, to name a few, bearing in mind their relevance to the discipline of each academic centre or institute. Ideas on diversifying the ways in which we evaluate academic centres and institutes to create a robust and inclusive evaluation framework may be drawn from the [San Francisco Declaration on Research Assessment](#).
5. **Term limits:** The task force recommends that the university explicitly impose terms (normally five to 10 years, renewable) on all current academic centres and institutes, with the exception of those with University of Alberta stewardship or contractual obligations that define their existence and terms. Institutes and centres may be dissolved by the home faculty or college or by the Office of the Vice-President (Research and Innovation) and the Office of the Provost in consultation with the home faculty or college, pursuant to the [Academic Centres and Institutes Termination Procedure](#).
6. **Dissolution of academic centres and institutes:** Criteria for dissolution of academic centres and institutes should refer to the roles they are recommended to play at the university, as articulated in [section II](#) of this report and in alignment with the [Centres and Institutes Policy](#). In some cases, those that do not meet the criteria may become networks or hubs, with the opportunity to potentially become academic centres or institutes in future.
7. **Creation of short-term academic centres and institutes:** Unless expressly stated as an obligation in a contract, the task force recommends that academic centres and institutes should not be created solely for the purpose of acquiring short-term grant funding, in alignment with the current [Centres and Institutes Policy](#), or for the purpose of recruiting and hiring new faculty members. Researchers should be encouraged and supported to form networks or hubs instead, or join existing academic centres or institutes.

8. **Contract obligations:** Notwithstanding the task force's recommendations regarding dissolution of academic centres and institutes and our comments regarding the creation of short-term academic centres and institutes, where creation of an academic centre or institute is contractually required, its life will be the same as the term of the contract. In other words, it will dissolve at the end of the contract, unless it has evolved to align with the roles articulated in this report and in compliance with the **Centres and Institutes Policy**.
9. **Policy and procedures review:** The **Centres and Institutes Policy** and the **establishment, operation** and **termination** procedures that it enables, should be reviewed and updated to reflect changes resulting from this report and/or from any institutional framework for academic centres and institutes that is developed. Updates may include, but are not limited to, clearer definitions of centres and institutes; criteria for determining the appropriate administrative level (institutional, college or faculty); and amendments to the template for proposals to establish new academic centres and institutes, to oversight requirements and annual and five-year reporting to the faculty, college, Office of the Vice-President (Research and Innovation), Centres and Institutes Committee, Academic Planning Committee or President's Executive Committee-Operations, as appropriate, and to the termination procedure. The reviews should integrate Indigenous engagement, equity, diversity, inclusion and decolonization principles.

V. Next steps: Mobilizing academic centres and institutes

One of the enumerated goals of *Forward with Purpose*, the strategic plan for research and innovation, is to support researchers and scholars using new and existing structures and operational frameworks.

Through this lens, and after broad consultation with the centre and institute directors, academic centres and institutes can be highly effective vehicles to support the goals articulated in *Shape and Forward with Purpose*. There is also a desire from the leadership teams of the academic centres and institutes to support the university in accomplishing its goals and executing planned actions. The task force determined that we need to provide clear, focused direction to empower and facilitate academic centres and institutes to effectively support the university's shared vision and maximize outcomes.

To do this, the institution should:

1. Develop a set of actions to implement the recommendations approved by the Vice-President (Research and Innovation) and the Provost and Vice-President (Academic), on behalf of the senior leadership team. The development should be led by the reconstituted Centres and Institutes Committee, in consultation and partnership with the directors and lead administrators of the academic centres and institutes.
2. Create a set of strategic guidelines for the creation, sustainability and successful operation of academic centres and institutes, including step-by-step instructions, ideas and examples, where applicable. This should be led by the reconstituted Centres and Institutes Committee and include consultation with the directors and lead administrators of the academic centres and institutes. The guidelines should integrate Indigenous engagement, equity, diversity, inclusion and decolonization principles.
3. The Office of the Vice-President (Research and Innovation) should lead one meeting twice per year of the directors and lead administrators of the centres and institutes to seek feedback on the implementation of the approved recommendations, provide updates and discuss other matters that may arise. Subject-matter experts from the offices of the Vice-President (Research and Innovation), Provost or college deans, or from support units such as finance or the research partner network may be invited to attend.

4. To focus activities and engagements with academic centres and institutes, use the areas to address grand challenges for maximum impact identified in *Forward with Purpose*:
 - Energy and environment
 - Artificial Intelligence
 - Health and well-being
 - Indigenous research
 - Agriculture and food
 - Social transformations

While academic centres and institutes will address the areas of focus through their specific research programs and priorities, in some cases they may include a significant focus on education and pedagogy (e.g., through innovative cross-faculty programs).

5. Acknowledge that not all academic centres and institutes at the university are the same nor do they all engage in institutional priority areas. Academic centres and institutes vary broadly in scope of activities, funding and number of researchers and scholars engaged. As a result, they must be engaged differently, based on their needs and potential to support capacity building at the university, and through the lens of academic freedom. The University of Alberta values academic freedom and scholarly integrity and we are committed to organic growth and strength in other areas. As stipulated in the **Centres and Institutes Policy**, “academic centres and institutes shall not place any limits on these accepted principles of academic freedom and scholarly integrity.”
6. Take a gradual, stage-gated, capacity-building approach to institutional engagement with academic centres and institutes, specifically on multidisciplinary, cross-institutional capacity building. Given that academic institutes, by definition, have operations that are multidisciplinary or cross-institutional, begin by engaging them, then proceed to academic centres.
7. Engage with the external relations team to help tell the stories of the work and impact of the academic centres and institutes. This will serve to communicate their role to internal and external audiences, celebrate their achievements and build their visibility.
8. Mobilize the research partner network, major initiative officers and international research officer to help identify grant opportunities and provide grant development support to the academic centres and institutes, in alignment with *Shape and Forward with Purpose*, and in a form that is most cost-effective and beneficial to them. A small team of advancement, governance, strategy, internationalization, finance and HR experts may provide additional support.

APPENDIX A: Current governance of academic centres and institutes

This appendix provides a summary of the policies and procedures that govern all current academic centres and institutes at the University of Alberta.

- **Definition and criteria for a centre:** The **Centres and Institutes Policy** defines criteria for the formation of a centre, which it defines as an entity that “normally engages in study, research or other academic focus on a specific area of interest that is defined closely at its creation and would normally incorporate a commitment to conduct its activities beyond the scope of a single discipline. Centres are units or bodies not normally founded solely to conduct a research project before disbanding. They are to be distinguished from units called ‘centres’ that do not have a mandate to engage in scholarship, for example units such as the Sexual Assault Centre or buildings such as the Van Vliet Physical Education and Recreation Centre. Centres often exist within the mandate of a single Faculty.”
- **Definition and criteria for an institute:** The **Centres and Institutes Policy** defines criteria for the formation of an institute, which it defines as an entity that “normally is broader in scope than a centre and engages in interdisciplinary and multidisciplinary research into a major area of interest to one or multiple Faculties or College(s). Institutes are entities not normally founded solely to conduct a research project before disbanding. Normally, an institute shall engage in multiple initiatives simultaneously and engage the talents of several different experts.”
- **Creation of centres and institutes:** The **Academic Centres and Institutes Establishment Procedure** lays out the process and requirements for establishing academic centres and institutes at the University of Alberta. Within the procedure, the **University of Alberta Template for Proposals to Establish New Academic Centres** and Institutes seeks information on the academic justification, financial plan, sustainability plan and infrastructure needs of the proposed centre or institute.
- **Periodic review of centres and institutes:** Centres and institutes currently submit annual reports pursuant to the **Academic Centres and Institutes Operation Procedure**. They also undergo strategic and operational reviews at least every five years and report the outcomes of those reviews to the home faculty and the Office of the Vice-President (Research and Innovation). The President’s Executive Committee-Operations may, at any time, request and review the annual report of an academic centre or institute to assess its risk to the university.

- **Termination of centres and institutes:** Termination procedures may be initiated for an academic centre or institute if any of the following conditions are not met:
 - The centre or institute continues to make demonstrated contribution(s) to the mission of the university beyond what is possible by the department/faculty/college in which the academic centre or institute is housed.
 - The centre or institute continues to be financially viable/sustainable.
 - Significant risk, if identified, has been mitigated or addressed.

Termination, when initiated, follows the provisions articulated in the **Academic Centres and Institutes Termination Procedure**.

As of 31 December 2023, there are 76 academic centres and institutes at the University of Alberta. The following table summarizes their distribution across colleges and faculties.

FACULTY	Centres	Institutes	Total
COLLEGE OF HEALTH SCIENCES			
Kinesiology, Sport & Recreation	1		1
Medicine & Dentistry	8	7	15
Pharmacy & Pharmaceutical Sciences	1		1
School of Public Health	3		3
Rehabilitation Medicine	1	1	2
Sub-total	14	8	22
COLLEGE OF NATURAL AND APPLIED SCIENCES			
Agricultural, Life & Environmental Sciences	2	2	4
Engineering	6	1	7
Science	3	6	9
Sub-total	11	9	20
COLLEGE OF SOCIAL SCIENCES & HUMANITIES			
Alberta School of Business	4	1	5
Arts	5	11	16
Education	4	1	5
Law	1	1	2
Subtotal	14	14	28

As of 31 December 2023, there are 76 academic centres and institutes at the University of Alberta. The following table summarizes their distribution across colleges and faculties.

FACULTY	Centres	Institutes	Total
STAND-ALONE FACULTIES			
Augustana Campus	2		2
Faculté St. Jean		1	1
Native Studies	1		1
Sub-total	3	1	4
CENTRALIZED			
Provost & Vice-President (Academic)		1	1
Vice-Provost (Learning Services) & Chief Librarian	1		1
Grand Total	43	33	76

APPENDIX B: Centres and institutes advisory task force members and other advisory partners and experts

A collection of academics, researchers and administrators were assembled in the centres and institutes task force to develop the content of this report and provide feedback. They include:

- Dr. André McDonald, Associate Vice-President (Strategic Research Initiatives and Performance), Chair
- Dr. Kathryn Todd, Deputy Provost Academic
- Dr. Lawrence Richer, Associate Dean (Research), College of Health Sciences
- Dr. Sandra Davidge, Professor and Director, [WCHRI](#)
- Dr. John Bell, International Research Officer, Office of the Vice-President (Research and Innovation)
- Oliver Rossier, Director, Office of Research, College of Social Sciences & Humanities
- Logan Mardhani-Bayne, Lead (Strategic Planning), Office of the Provost and Vice-President (Academic)

Other advisory partners and experts include:

- Dr. Maria Mayan, Associate Dean (Research), School of Public Health
- Karen Edwards, Director, [Community-University Partnership](#)
- College deans Dr. Matina Kalcounis-Rueppell, Dr. Brenda Hemmelgarn, Dr. Marvin Washington, Dr. Joseph Doucet and Dr. Greta Cummings
- Deans' Council
- Centres and institutes directors through three rounds of consultation on the SPRI between November 2022 and May 2023 and through consultation on this report
- Centres and Institutes Committee (André McDonald, Kathryn Todd, Chad Schulz, Darin McKinley, John Bell, Katharine Moore, Lynn McGarvey, Lawrence Richer, Cathy Myles, Oliver Rossier)
- The President's Executive Committee-Operations
- The Academic Planning Committee