

The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, May 22, 2019 meeting:

Agenda Title: **Proposal for a Joint Doctoral Degree Graduate Program, University of Alberta (Faculty of Graduate Studies and Research and Faculty of Medicine and Dentistry) and Technische Universität Kaiserslautern (TUK), Germany**

CARRIED MOTION: THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the Joint Doctoral Degree Graduate Program between the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry, University of Alberta, and Technische Universität Kaiserslautern (TUK), Germany as set forth in Attachment 1, to take effect upon final approval

Final Item 4.

Agenda Title: **Proposed Changes to Existing Program Requirements for Graduate Programs in Drama, Faculty of Arts and the Faculty of Graduate Studies and Research**

CARRIED MOTION: THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, approve the proposed changes to existing Program Requirements for graduate programs in Drama, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.

Final Item 5.

Agenda Title: **Taking Care of our Campuses for the Future: An Integrated Asset Management Strategy (2019-2035)**

CARRIED MOTION: THAT the GFC Academic Planning Committee recommend to General Faculties Council the Integrated Asset Management Strategy, as proposed by the Office of the Vice-President (Facilities and Operations) and as set forth in Attachment 1, as the basis for future infrastructure decisions across all campuses.

Final Item 6.

Agenda Title: **New International Tuition Model**

CARRIED MOTION: THAT the Academic Planning Committee recommend to the Board of Governors the approval of a new program fee-based model for tuition for international students, to take effect for the Fall 2020 intake of new international students, as described in the attached briefing note as revised.

Final Item 7.

Agenda Title: **Space Management Policy**

CARRIED MOTION: THAT the GFC Academic Planning Committee recommend, pending recommendation from GFC Facilities Development Committee, that the Board of Governors approve the revisions to the Space Management Policy as set forth in Attachment 1, to take effect upon approval.

Final Item 8.

FINAL Item No. 4

**Governance Executive Summary
Action Item**

Agenda Title	Proposal for a Joint Doctoral Degree Graduate Program, University of Alberta (Faculty of Graduate Studies and Research and Faculty of Medicine and Dentistry) and Technische Universität Kaiserslautern (TUK), Germany
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Motion

THAT the GFC Academic Planning Committee approve, with delegated authority from General Faculties Council, the Joint Doctoral Degree Graduate Program between the Faculty of Graduate Studies and Research and the Faculty of Medicine and Dentistry, University of Alberta, and Technische Universität Kaiserslautern (TUK), Germany as set forth in Attachment 1, to take effect upon final approval

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Debby Burshtyn, Interim Dean and Vice Provost, Faculty of Graduate Studies and Research (FGSR) Dennis Kunimoto, Acting Dean, Faculty of Medicine and Dentistry
Presenter(s)	Joe Casey, Professor, Director, International Research Training Group in Membrane Biology, Department of Biochemistry Tracy Raivio, Associate Dean, FGSR

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (<i>please be specific</i>)	For the University of Alberta's Faculty of Medicine and Dentistry to offer a Joint Doctoral Program through an agreement Technische Universität Kaiserslautern (TUK), Germany. To contribute to the internationalization of graduate degree programs in Physiology or Biochemistry through collaboration with the TUK and to recruit strong graduate students.
Executive Summary (<i>outline the specific item – and remember your audience</i>)	<p>Technical University Kaiserslautern (TUK) is a 15,000 student university located 150 km SW of Frankfurt. Since 2012, the NSERC-CREATE funded training program, International Research Training Group in Membrane Biology ("IRTG"; based in Faculty of Medicine and Dentistry), has partnered with TUK professors to train graduate students in our research area through annual joint meetings and exchange research visits.</p> <p>Students in this Joint Doctoral degree program may obtain a doctoral degree in Physiology or Biochemistry from the University of Alberta or a doctoral degree in Natural Sciences (Dr. rer. nat.) from TUK.</p> <p>The joint degree program would recognize the international research experience of graduate students with a parchment notation stating the program was jointly offered, naming both of the partner institutions. The Home institution will confer the degree.</p> <p>This would represent significant value-added for these students as we anticipate it would make them more competitive in the job market.</p> <p>Potential Joint Degree Students must first be accepted into a graduate degree</p>

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	program in a department at their Home Institution, with a supervisor who is in the International Research and Training Group in Membrane Biology (“IRTG”). They must have written confirmation from a supervisor who is in IRTG at the Second Institution, agreeing to act as a member of their graduate program supervisory committee and to host their research in the supervisor’s laboratory.
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u><i>Those who are actively participating:</i></u> <ul style="list-style-type: none"> • Joe Casey, Professor, Director, International Research Training Group in Membrane Biology, Department of Biochemistry • Danielle Scott, Assistant Director (International Relations) UAI
	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • Janice Hurlburt, Governance and Policy Coordinator FGSR • Deborah Burshtyn, Iterim Dean and Vice Provost, Faculty of Graduate Studies and Research • Tammy Hopper, Vice-Provost (Programs), Office of the Provost and Vice-President (Academic) • Andrea Patrick, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic) • Office of General Council • Information and Privacy Office (IPO): No particular issues needed to be raised with them
	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> •
Approval Route (Governance) (including meeting dates)	Faculty of Medicine and Dentistry Council: March 29, 2019—approved FGSR Council: April 24, 2019 GFC Academic Planning Committee: May 22, 2019 GFC Executive Committee: May 13, 2019 (for approval of joint parchment)

Strategic Alignment

Alignment with <i>For the Public Good</i>	Please note the Institutional Strategic Plan objective(s)/strategies the proposal supports.	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) GFC Academic Planning Committee (APC) Terms of Reference UAPPOL Shared Credentials Policy	

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Attachments (each to be numbered 1 - 3)

1. Proposal for a Joint Doctoral degree program between Technische Universität Kaiserslautern (TUK), Germany and the Faculty of Medicine and Dentistry, UofA (page(s) 1 - 11)

Prepared by: Janice Hurlburt, Graduate Governance and Policy Coordinator, jhurlburt@ualberta.ca

2. LIAISON OFFICERS

2.1. Each party shall designate a liaison officer (“Liaison Officer”) who will be responsible for coordinating the specific aspects of the Joint Degree Program as well as advising and assisting students taking part in the Joint Degree Program.

2.2. The designated Liaison Officers for the Agreement are:

for TU Kaiserslautern

Dr. Ekkehard Neuhaus
Professor
Dept. of Plant Physiology
Faculty of Biology
Technische Universität Kaiserslautern
Building 22
67663 Kaiserslautern
Germany
Telephone: +49-631-205-2372
E-mail : neuhaus@rhrk.uni-kl.de

for UAlberta

Dr. Joseph Casey
Professor
Dept. of Biochemistry
Faculty of Medicine and Dentistry
University of Alberta
4020-E Katz Group Centre
Edmonton, Alberta T6G 2E1
Canada
Telephone:+1-780-492-7203
E-mail: joe.casey@ualberta.ca

2.3 All notices sent pursuant to this Agreement must be sent to the above-mentioned Liaison Officers. The parties agree that either party may change its designated Liaison Officer by notifying the other party in writing of such change.

- a) Any notice to be given by either party pursuant to this Agreement shall be in writing and may be delivered by commercial courier, registered mail (unless a postal strike or other disruption is currently in place), facsimile machine, or e-mail to the relevant Liaison Officer using the contact information set out above (or such other contact information as notified by a party by written notice given in accordance with this clause).
- b) If a party receives a message that a notice sent to an e-mail address is undeliverable, or that the Liaison Officer is out of the office, or if the party has any other reason to believe that the delivery of a notice was ineffective, then the party will send the notice using a different method.

3. APPLICATION, SELECTION AND ADMISSION OF STUDENTS FOR THE JOINT DEGREE PROGRAM

3.1. A potential Joint Degree Student must meet the eligibility requirements outlined in Section 1 of Appendix A.

3.2. To be considered for the Joint Degree Program, a student must fill out the Shared Credentials Initial Approval form (see www.ualberta.ca/graduate-studies/prospective-students/apply-for-admission/shared-credential-applications) and present it to his/her Home Institution. If the Home Institution agrees to recommend the student, the form will be forwarded to the Second Institution. The application form must be submitted to the Second Institution by the deadline mutually agreed upon in writing by the Liaison Officers.

- 3.3. The Second Institution will determine at its sole discretion whether to admit the student into the Joint Degree Program.
 - a. At UAlberta, acceptance of students into the Joint Degree Program will be at the discretion of the relevant authority of either the Department of Physiology or Biochemistry.
 - b. At TU Kaiserslautern, acceptance of students into the Joint Degree Program will be at the discretion of the Spokespersons of the International Research Training Group (“IRTG”) and the relevant Faculty (“Promotionskommission”).
 - c. Whenever possible, the Second Institution will inform the Home Institution of whether the student will be admitted to the Joint Degree Program within 14 days of receiving the relevant application from the potential student.
- 3.4. Each Second Institution will admit up to a maximum of four (4) Joint Degree Students from each Home Institution each academic year for the Joint Degree Program. The maximum number of students may be changed by mutual agreement of the parties and shall be expressed in writing.
- 3.5. While the number of incoming and outgoing Joint Degree Students may not be exactly equal every year, both parties will endeavour to exchange a similar number of Joint Degree Students. The expectation of the parties is that the number of students exchanged over the duration of this Agreement will be equal.

4. JOINT DEGREE PROGRAM REQUIREMENTS AND ADMINISTRATION

- 4.1. The parties will provide an adequate orientation as well as ongoing advice and support to the Joint Degree Students. At UAlberta and TU Kaiserslautern, the relevant Faculties will take the lead on assisting Joint Degree Students. At UAlberta, the standard services of university of Alberta International and the offices under the Dean of Students will be available to Joint Degree Students as needed. TU Kaiserslautern will provide the standard services of the International School of Graduate Studies under the Vice President for Student & Academic Affairs.
- 4.2. Joint Degree Students will follow a program of study and research which shall satisfy the requirements of their Home Institution, including any requirements for the Joint Degree Program outlined in Section 2 of Appendix A.
- 4.3. Either party may, at its sole discretion, require a Joint Degree Student to withdraw from the Joint Degree Program. If required to withdraw from the Joint Degree Program, the student will return to his/her studies at the Home Institution and will receive appropriate credit for work completed at the Second Institution while in the Joint Degree Program.
- 4.4. A student may withdraw, at any time, from the Joint Degree Program, and return to his/her studies at the Home Institution. The student will receive appropriate credit for work completed at the Second Institution while in the Joint Degree Program.
- 4.5. Upon successful completion of the graduate degree requirements of the Home Institution and any additional requirements for the Joint Degree Program, the Home Institution will confer on the Joint Degree Student the doctoral degree of that Institution for which the Joint Degree Student qualifies and shall inform the Second Institution of

this award. The designations on the Joint Degree Student's academic record will include the following:

- a) The UAlberta transcript notation will read: "Participating in a shared credential program offered jointly by this university and the TU Kaiserslautern."
- b) The TU Kaiserslautern transcript notation will read: "Participating in a shared credential program offered jointly by this university and the University of Alberta."
- c) The UAlberta parchment notation will read: "having completed all the statutory requirements of the program offered jointly by the University of Alberta and the TU Kaiserslautern has been granted the degree of [Official Degree Name] and awarded all the rights and privileges pertaining to this degree."
- d) TU Kaiserslautern parchment notation will read: "having completed all the statutory requirements of the program offered jointly by the TU Kaiserslautern and the University of Alberta has been granted the degree of Dr.rer.nat. and awarded all the rights and privileges pertaining to this degree".

5. FEES AND FINANCIAL MATTERS

- 5.1. During the Joint Degree Program, including while at the Second Institution, Joint Degree Students will pay to their Home Institution full tuition and all other mandatory and required fees associated with full-time registration in the graduate program to which they have been admitted at the Home Institution. Joint Degree Students will pay no application or tuition fees at the Second Institution. Other mandatory fees at the Second Institution may require payment. At TU Kaiserslautern, examples of such fees would be the fee for use of the public transport systems in combination with the enrolment. At UAlberta, examples of such fees would be the non-instructional fees for health and dental coverage and the mandatory public transportation pass (the "U-Pass").
- 5.2. Joint Degree Students must have sufficient personal funds to cover any and all expenses not covered by either institution as detailed in this Agreement. Such expenses include, but are not limited to:
 - a. Tuition and other fees required by their Home and Second Institution;
 - b. Cost of living (including rent, food, and health care costs);
 - c. Recreation;
 - d. Travel and transportation, including travel insurance;
 - e. Text books and school supplies;
 - f. All necessary immigration documents; and
 - g. Any other expenses not specifically noted.
- 5.3. The participants shall have adequate insurance coverage. Joint Degree Students must have health insurance covering himself/herself sufficiently.

6. HOUSING

Each Second Institution shall endeavour to provide information to students regarding housing options, the cost of which must be paid by the student.

7. REGULATIONS GOVERNING STUDENTS

- 7.1. Joint Degree Students shall be bound by the rules, regulations, and codes of conduct of the university or universities at which they are registered.
- 7.2. Joint Degree Students shall be bound by the laws of the country in which they are resident.
- 7.3. Notwithstanding section 7.1, both institutions will work collaboratively to resolve any conflicts between Joint Degree Students and their supervisors.

8. INTELLECTUAL PROPERTY

- 8.1. At the outset of a Joint Degree Student's program, the parties will work together to establish, in writing, all necessary arrangements regarding the ownership and protection of any intellectual property generated as a result of any research conducted by the Joint Degree Student during their program. In addressing any such intellectual property arrangements, the parties shall involve the Joint Degree Student, have regard for any policies and procedures in place at each institution, and ensure the Joint Degree Student is provided with a copy of the final written arrangements.
- 8.2. Notwithstanding section 8.1, the parties acknowledge that the Joint Degree Student shall own copyright in his/her thesis.

9. ACCESS TO INFORMATION AND PRIVACY LEGISLATION

- 9.1. The parties acknowledge that UAlberta is a public body subject to the *Freedom of Information and Protection of Privacy Act (Alberta)* ("FOIP"), as amended and that the TU Kaiserslautern is a public body subject to the „Landesdatenschutzgesetz (LDSG) – Landesrecht Rheinland-Pfalz“. For further information about FOIP see www.ipu.ualberta.ca and for LDSG see <http://landesrecht.rlp.de/jportal/?quelle=jlink&query=DSG+RP&psml=bsrlpprod.psmi>.
- 9.2. The parties agree to only use any personal information exchanged for the purposes of this Agreement for the purposes of administering this Joint Degree Program.
- 9.3. No personal information related to any Joint Degree Student will be released by UAlberta to TU Kaiserslautern without the student's prior written consent, except as permitted by law. At UAlberta such consent will be obtained through the Shared Credential Initial Approval Form or in such other form as UAlberta may provide from time to time.

10. CONFIDENTIALITY

- 10.1. Each party who receives any information from the other marked "Confidential" ("Confidential Information"), will take reasonable steps to protect its confidentiality, will not disclose to any third party such Confidential Information without the prior written consent of the other party, and will only use such Confidential Information for the purposes contemplated in this Agreement.
- 10.2. For the purposes of this Agreement, Confidential Information does not include information (a) that is or becomes part of the public domain through no act of the receiving party, (b) that was in the receiving party's possession before receipt from the

disclosing party, (c) that was rightfully received by the receiving party from a third party without a duty of confidentiality, or (d) that is required to be disclosed under any applicable law or by order of a court.

11. DISPUTE RESOLUTION

- 11.1. Any dispute arising from this Agreement shall be resolved amicably through discussion between the parties' Liaison Officers. In the event the Liaison Officers are unable to resolve the matter within 60 days of referral, or such additional time as mutually agreed to by the parties, the dispute shall be referred to the President of TU Kaiserslautern and the Provost of UAlberta. If they are unable to do so:
- a. The parties hereby attorn to the exclusive jurisdiction of the courts of the Province of Alberta for the resolution of any and all disputes, controversies or claims arising out of, in connection with, or relating to this Agreement, which are brought against UAlberta as the defendant.
 - b. The parties hereby attorn to the exclusive jurisdiction of the courts of the state of Rheinland-Pfalz for the resolution of any and all disputes, controversies or claims arising out of, in connection with, or relating to this Agreement, which are brought against TU Kaiserslautern as the defendant.

12. LIABILITY AND INDEMNIFICATION

Each party ("Indemnifying Party") shall:

- a. be liable to the other party ("Indemnified Party") for; and
- b. indemnify and hold harmless the Indemnified party from and against:

any and all liabilities, damages, costs, claims, suits or actions, loss, injury, death, or damage to any third party (including students) occasioned by or as a result of the negligent acts, willful misconduct or breach of obligations assumed under this Agreement by the Indemnifying Party or their employees, officers, agents, and contractors.

Notwithstanding the above, in no event will either party be liable for any indirect, consequential, or incidental claims incurred by any Indemnified Party in respect of this Agreement.

13. SURVIVAL

Terms of this Agreement which, by their nature, require the parties' continued performance after this Agreement's termination, will continue in effect following any such termination.

14. COUNTERPARTS

This Agreement may be executed in any number of counterparts or duplicates, each of which being an original, and such counterparts or duplicates will together constitute one and the same agreement.

15. GENERAL

- 15.1. This Agreement constitutes the entire agreement and understanding between the parties with respect to the Joint Degree Program and replaces all earlier agreements and discussions between the parties.
- 15.2. The invalidity of any particular provision of this Agreement does not affect any other provision of it, but the Agreement is to be construed as if the invalid provision had been omitted.
- 15.3. Nothing in this Agreement shall make the relationship between the parties one of partnership, joint venture or employment. Nothing in this Agreement constitutes authority for one party to make commitments which bind the other party or to otherwise act on behalf of such other party.
- 15.4. No part of this Agreement may be assigned by either party without the consent of the other party.
- 15.5. Neither party will use, nor shall it permit any person employed by it to use, identifying marks of the other party, other than with the written consent of such other party, which may be arbitrarily withheld.

16. COMING INTO FORCE, TERMINATION, AND AMENDMENTS

- 16.1. This Agreement comes into effect on the date on which it has been signed by both parties and will continue in effect for a period of five (5) years, or until terminated in accordance with section 16.2. If this Agreement is not renewed, the parties agree that any students already in the Joint Degree Program will be given reasonable time to complete their studies under the terms of this Agreement.
- 16.2. The parties may mutually terminate this Agreement by written agreement. Alternatively, either party may terminate this Agreement by giving twelve (12) months' written notice of termination to the other party. Upon receipt of such notice, no additional students will be admitted to the Joint Degree Program. Students already in the Joint Degree Program will be given reasonable time to complete their studies.
- 16.3. The parties may amend or extend this Agreement by written agreement.

The parties have signed this Agreement on the dates indicated below.

Signed for and on behalf of
**TECHNISCHE UNIVERSITÄT
KAISERSLAUTERN**

Signed for and on behalf of
**THE GOVERNORS OF THE
UNIVERSITY OF ALBERTA**

the _____ day of _____ 2019.

the _____ day of _____ 2019.

Prof. Dr. Helmut J. Schmidt
President

Dr. Steven Dew
Provost and Vice-President (Academic)

the ____ day of _____ 2019.

Prof. Dr. Sandro Keller
Dean, Faculty of Biology

the ____ day of _____ 2019.

Dr. Parya Memar
Director, International Affairs, ISGS

the ____ day of _____ 2019.

Dr. Richard N. Fedorak
Dean, Faculty of Medicine & Dentistry

the ____ day of _____ 2019.

Dr. Deborah Burshtyn
Interim Vice-Provost and Dean,
Faculty of Graduate Studies and Research

APPENDIX A

1. Joint Degree Program Eligibility:

In order to be considered for participation in the Joint Degree Program, a potential Joint Degree Student must meet the following requirements:

1.1. Potential Joint Degree Students must first be accepted into a graduate degree program in a department at their Home Institution, with a supervisor who is in the International Research and Training Group in Membrane Biology (“IRTG”).

1.2. Potential Joint Degree Students must also meet the regular academic admission requirements of the Host Institution.

1.3. English Language Proficiency Requirements:

- a. Potential Joint Degree Students from TU Kaiserslautern must meet the English language proficiency requirements set by both the relevant department and Faculty of Graduate Studies and Research at UAlberta. Further details can be found in UAlberta’s Calendar in the section titled “Regulations of the Faculty of Graduate Studies and Research”: www.registrar.ualberta.ca/calendar/.
- b. Potential Joint Degree Students from UAlberta who are non-native English speakers have to demonstrate adequate knowledge (recommended level is B2 or above) of the English language by acceptable results in an internationally recognized test (admission criteria of the IRTG). Accepted tests are e.g. TOEFL or IELTS.

1.4. Potential Joint Degree Students must have written confirmation from a supervisor who is in IRTG at the Second Institution, agreeing to act as a member of their graduate program supervisory committee and to host their research in the supervisor’s laboratory.

2. Joint Degree Program Requirements and Administration:

2.1. Physical Residency Requirements:

- a. Joint Degree Students must spend at least one academic term at their Home Institution before attending the Second Institution.
- b. It is expected that students will successfully complete all their required courses and their candidacy exam, if any, at their Home Institution before visiting the Second Institution, unless a different set of courses at the other Second Institution is approved by the Joint Degree Student’s supervisory committee.
- c. Joint Degree Students from UAlberta must spend at least six (6) months at TU Kaiserslautern doing research in a laboratory related to their graduate program. Joint Degree Students from TU Kaiserslautern must spend at least

six (6) months at UAlberta. These residency periods at the Second Institution will be counted toward the residency requirements of their Home Institution.

2.2. Academic Program Requirements: Joint Degree Students will follow a program of study and research which shall satisfy the degree requirements of their Home Institution, including:

- a. While in Germany, Joint Degree Students whose Home Institution is UAlberta are required to participate in IRTG seminars and attend any other departmental seminars or industry visits that are scheduled.
- b. While in Canada, Joint Degree Students whose Home Institution is TU Kaiserslautern are required to participate in IRTG seminars as well as departmental Research Day and Graduate Seminar Program, and attend any other departmental seminars or industry visits that are scheduled.
- c. For students whose Home Institution is TU Kaiserslautern, the duration of doctoral studies in the Joint Degree Program is normally three (3) years but may be extended for up to five (5) years if both institutions and the respective supervisors agree. For students whose Home Institution is UAlberta, the average duration of doctoral studies in the Joint Degree Program is five (5) years but may be extended if both institutions and the respective supervisors agree.

2.3. Ethics Requirements:

- a. In accordance with UAlberta policy, every Joint Degree Student must meet UAlberta's ethics and academic integrity training requirements set by the UAlberta Faculty of Graduate Studies and Research. Further information regarding those requirements can be found here: <https://uofa.ualberta.ca/graduate-studies/current-students/academic-requirements/ethics>.
- b. In accordance with TU Kaiserslautern policy, every Joint Degree Student must recognize TU Kaiserslautern "Verfahrensordnung zur Sicherung guter wissenschaftlicher Praxis an der Universität Kaiserslautern" (*Rules of procedure to ensure good scientific practice at the University of Kaiserslautern*). Further information regarding those requirements can be found here: <https://www.uni-kl.de/?id=528>
- c. Additionally, Joint Degree Students must follow all UAlberta and TU Kaiserslautern policies and procedures relating to research involving either human participants or animals.

2.4. Professional Development Requirement: In accordance with UAlberta policy, every Joint Degree Student must meet UAlberta's professional development requirements set by the UAlberta Faculty of Graduate Studies and Research. Further information regarding those requirements can be found here: <https://www.ualberta.ca/graduate-studies/professional-development/professional-development-requirement>.

2.5. Supervision: In accordance with UAlberta policy as well as with TU Kaiserslautern policy, every Joint Degree Student in a thesis-based program must have a supervisor at each institution while in the Joint Degree Program.

2.6. Doctoral Supervisory Committee: Every Joint Degree Student must have a supervisory committee comprised of at least three (3) members, including the supervisors at both the Home Institution and the Second Institution as well as another member from the Home Institution.

- a. This committee is to be established within the first two (2) months after the student's entry into the Joint Degree Program.
- b. For Joint Degree Students whose Home Institution is UAlberta, the supervisory committee must hold meetings at least once per year in accordance with policy set by UAlberta's Faculty of Graduate Studies and Research.

2.7. Required Examinations:

- a. Joint Degree Students whose Home Institution is UAlberta must pass a doctoral candidacy examination before they can proceed to final thesis defense. The structure of the candidacy examination will be in accordance with UAlberta policies.
- b. Joint Degree Students whose Home Institution is TU Kaiserslautern must write a doctoral thesis which has to be evaluated following §§ 9 and 10 of the Doctorate Regulations of the Faculty of Biology from November 27, 2018.
- c. Every Joint Degree Student must successfully prepare and defend a thesis at their Home Institution before an examining committee that is set up in accordance with the relevant policies of the Home Institution, unless otherwise stated in this Agreement.
- d. An examining committee will be set up in accordance with the relevant policies of the Home Institution, unless otherwise stated in this Agreement. For TU Kaiserslautern, the supervisor and all examiners of the written thesis have to be members of the examining committee, even if the defence takes places at UAlberta. Minutes of the proceedings of the defence shall be recorded and signed by the members of the Examination Board.
- e. Candidates who have passed their doctoral degree examination shall be awarded a general mark in accordance with § 17 of the doctoral studies of the Faculty of Biology at TU Kaiserslautern from November 27, 2018.

FINAL Item No. 5

Governance Executive Summary
Action Item

Agenda Title	Proposed Changes to Existing Program Requirements for Graduate Programs in Drama, Faculty of Arts and the Faculty of Graduate Studies and Research
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Motion

<p>THAT the GFC Academic Planning Committee, with delegated authority from General Faculties Council, approve the proposed changes to existing Program Requirements for graduate programs in Drama, as submitted by the Faculty of Graduate Studies and Research and the Faculty of Arts, and as set forth in Attachment 1, to take effect upon approval and to be published in the 2020-2021 Calendar.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Deborah Burshtyn, Interim Dean and Vice Provost, FGSR Lesley Cormack, Dean, Faculty of Arts
Presenter(s)	Melanie Dreyer-Lude, Chair, Department of Drama, Faculty of Arts Tracy Raivio, Associate Dean, FGSR

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to ensure that all Academic Regulations (entrance/admission requirements, program requirements) for this program are listed in the Calendar.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>Revisions to existing regulations in the Calendar, made as part of the FGSR Calendar compliance project:</p> <ul style="list-style-type: none"> • Ensuring all entrance requirements are in the calendar, including all supporting documentation • Clarification of all program requirements, to ensure required courses, residence and ethics requirements are listed in the calendar • Creation of separate MFA calendar entries for each 2nd-level specialization • Clarification of MFA thesis-equivalent program completion and convocation guidelines <p>This Calendar update reflects current practice.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Piet Defraeye, Graduate Associate Chair, Department of Drama
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(parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u><i>Those who have been consulted:</i></u> <ul style="list-style-type: none"> • Maria Chia (Graduate Calendar project specialist) • Janice Hurlburt, Graduate Governance and Policy Coordinator
	<u><i>Those who have been informed:</i></u> <ul style="list-style-type: none"> • Liz Ludwig, Graduate Advisor/Executive Assistant, Department of Drama
Approval Route (Governance) (including meeting dates)	Arts Faculty Council March 28, 2019 GFC ASC Subcommittee on Standards May 2, 2019 GFC Academic Standards Committee May 16, 2019 GFC Academic Planning Committee (program requirements) May 22, 2019

Strategic Alignment

Alignment with <i>For the Public Good</i>	OBJECTIVE 21: Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) UAPPOL Admissions Policy UAPPOL Academic Standing Policy GFC Academic Standards Committee (ASC) Terms of Reference GFC Academic Planning Committee (APC) Terms of Reference	

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - <>) Department of Drama graduate programs Calendar change request

Prepared by: Maria Chia, Graduate Calendar project specialist, mchia@ualberta.ca

Killam Centre for Advanced Studies
2-29 Triffo Hall Edmonton AB Canada T6G 2E1
Tel: 780.492.2816 / Fax: 780.492.0692
www.gradstudies.ualberta.ca

2020-2021 University of Alberta Proposed Calendar Graduate Program Changes:

Current	Proposed
<p>Graduate Programs</p> <p>Drama [Graduate] Department of Drama 3-146 Fine Arts Building University of Alberta Edmonton, Alberta T6G 2C9 E-mail: drama@ualberta.ca www.uofaweb.ualberta.ca/drama/</p> <p>General Information The Department of Drama offers graduate programs leading to the degree of PhD in Performance Studies, Master of Fine Arts degrees in Theatre Design, Directing, Theatre Voice Pedagogy, and Theatre Practice and Master of Arts in Drama degree.</p> <p>The Department offers students access to a range of professional facilities during their studies including performance, workshop, rehearsal and classroom space, libraries, graduate student offices, and access to computers and seminar rooms. The Timms Centre for the Arts provides a fully equipped, 289-seat-proscenium theatre, a black box second playing space, theatre collections, props shop, production offices, wardrobe, dressing rooms and a green room. The Fine Arts Building offers students the opportunity to study and work from a media room, corner stage, movement studio, sound studios and design studios.</p> <p>In addition, the theatre collection in the library is extensive. It offers particular opportunities for work in expressionism; German, French, and Spanish drama; and includes a substantial collection of research materials on Canadian theatre.</p> <p>The aim of the MFA programs is to train candidates to a level of competency sufficient to enter the profession.</p> <p>The MA program, essentially research oriented, also offers training in dramaturgy as one of the means by which candidates may be actively involved in the creative pursuits of the Department, and also prepares for further PhD studies.</p>	<p>Graduate Programs</p> <p>Drama [Graduate] Department of Drama 3-146 Fine Arts Building University of Alberta Edmonton, Alberta T6G 2C9 E-mail: drama@ualberta.ca www.uofaweb.ualberta.ca/drama/</p> <p>General Information The Department of Drama offers graduate programs leading to the degree of PhD in Performance Studies, Master of Fine Arts degrees in Theatre Design, Directing, Theatre Voice Pedagogy, and Theatre Practice, and Master of Arts in Drama degree.</p> <p>The Department offers students access to a range of professional facilities during their studies including performance, workshop, rehearsal and classroom space, libraries, graduate student offices, and access to computers and seminar rooms. The Timms Centre for the Arts provides a fully equipped, 289-seat-proscenium theatre, a black box second playing space, theatre collections, props shop, production offices, wardrobe, dressing rooms and a green room. The Fine Arts Building offers students the opportunity to study and work <u>in a variety of studio and performance spaces.</u></p> <p>In addition, the theatre collection in the library is extensive. It includes a substantial collection of research materials on theatre worldwide.</p> <p>The aim of the MFA programs is to train candidates to a level of competency sufficient to enter the profession.</p> <p>The MA program, essentially research oriented, also offers training in dramaturgy as one of the means by which candidates may be actively involved in the creative pursuits of the Department, and also prepares for further PhD studies.</p> <p>The PhD in Performance Studies offers students advanced-level scholarship, study and research in Drama and Performance, with a thorough interdisciplinary focus.</p>

The PhD in Performance Studies offers students advanced-level scholarship, study and research in Drama and Performance, with a thorough interdisciplinary focus. ~~The program is designed so that students pursue individual performance studies projects that engage creatively with the interrelationships between aesthetic practices and critical reflection.~~

Inquiries should be addressed to the Graduate Coordinator, Department of Drama.

[...]

Financial Assistance

Graduate assistantships are available to qualified students. Graduate students are also eligible to compete for University and provincial scholarships.

Graduate Program Requirements

[MFA moved below MA]

The Degree of MFA (Drama) [Graduate]

Entrance Requirements

~~The undergraduate degree (see “General Information: Entrance Requirements”, above) must normally be a four-year degree in theatre studies in order for the applicant to be considered eligible for the MFA program. In addition, numerous practical theatre credits are required in the applicant’s intended area of specialization along with three letters of recommendation on the applicant’s professional promise.~~

~~Between the academic and the artistic requirements candidates must: demonstrate a fundamental knowledge of the components of theatre art—acting, design, and directing; have extensive training and experience in the area of their intended specialization; and possess sufficient preparation in dramatic literature, theatre history, and theatre aesthetics.~~

Program Requirements

~~Required courses depend on the area of specialization and the undergraduate background of the student; however, the MFA program normally consists of ★33. In addition, an acceptable creative thesis project must be presented in performance.~~

Length of Program

~~Candidates for the program in Directing and in Theatre Practice are normally required to complete two years of study in residence. In certain circumstances advanced standing may be accorded in the candidacy program for previous theatre work accredited by the Department. For~~

[moved up from Entrance requirements]

Fast tracking through MA will be considered on a case by case basis.

Inquiries should be addressed to the Graduate Coordinator, Department of Drama.

[...]

Financial Assistance

Graduate assistantships are available to qualified students. Graduate students are also eligible to compete for University and provincial scholarships.

Graduate Program Requirements

the MFA Theatre Design only, the minimum period of residency is one academic year for candidates holding a BFA Theatre Design Degree from the University of Alberta, or equivalent; all other MFA Theatre Design candidates require a minimum period of residency of two academic years. The MFA in Theatre Voice Pedagogy candidates require a minimum period of residency of two academic years.

The Degree of MA (Drama) [Graduate]

Entrance Requirements

[moved up to Entrance Requirements]

A candidate must hold a bachelor's degree (or its equivalent) from a recognized institution. To be accepted, the candidate must demonstrate to the Department familiarity with the artistic and practical components of theatre art, as well as sufficient preparation in theatre history and criticism. Candidates are required to submit a sample of their expository writing.

Program Requirements

The Department offers a thesis-based and a course-based MA.

The thesis-based MA program normally consists of some practical training in research skills and ★24 at the graduate level. Students are ordinarily required to take DRAMA 601, DRAMA 608, and DRAMA 609 as part of these requirements. Candidates must present an acceptable thesis and defend it orally.

The course-based MA consists of ★27 graduate-level courses, including DRAMA 601 and one of DRAMA 608 or DRAMA 609. With the Department's approval, students may include up to a maximum of ★9 in graduate-level courses offered outside the Department as part of their MA coursework. Students are also required to make a public presentation of a major research paper (DRAMA 695).

The Degree of MA (Drama) [Graduate]

Program Requirements

The Department offers a thesis-based and a course-based MA.

Thesis-based MA

Students are required to complete a minimum of ★24 in coursework and a thesis.

Required Courses (★9)

- DRAMA 601
- DRAMA 608
- DRAMA 609

Elective courses (★15)

- Five 500 or 600-level DRAMA courses
- Students can take ONE DRAMA 605 Special Projects option in their program. This course is normally taken in the second year of the program.
- Graduate courses may be taken from another department or program, with approval.
- Courses are selected in consultation with the MA Program or Graduate Coordinator

Thesis

- Registration in 900-level THES. Candidates must present an acceptable thesis and defend it orally.

Course-based MA

Students are required to complete a minimum of ★27 in coursework, and a final research project.

Both thesis-based and course-based candidates must demonstrate a reading knowledge of one approved language other than English.

Length of Program

The thesis-based MA requires three academic terms of coursework and one additional term of thesis-related writing and research. The course-based MA requires one academic year. [following sentence moved up to residence requirement] No full-time residency is required for the latter.

The Degree of MFA (Drama) [Graduate]

Required courses (★6)

- DRAMA 601
- DRAMA 608 or DRAMA 609

Elective courses (★21)

- ★12 in graduate-level 500 or 600-level courses in the Department of Drama
- ★9 in graduate-level courses either from the Department of Drama or another Department within the Faculty of Arts or Faculty of Education
- Course-based students do not normally take DRAMA 605
- Courses are selected in consultation with the MA Program or Graduate Coordinator

Final Research Project

- DRAMA 695. Students are required to make a public presentation of a major research paper.

Ethics Requirement

For all MA students the FGSR Academic Integrity and Ethics Training Requirement is met by taking Drama 601. Alternatives to this course must be approved by the graduate coordinator.

Language Requirement

Both thesis-based and course-based candidates must demonstrate a reading knowledge of one approved language other than English.

Residence Requirement

There is no full-time residency for the course-based MA degree. The thesis-based MA requires a minimum of three terms in residency.

Length of Program

The thesis-based MA requires three academic terms of coursework and one additional term of thesis-related writing and research. The course-based MA requires one academic year.

The maximum time to complete the thesis-based MA program as set by the Faculty of Graduate Studies and Research is four years.

The maximum time to complete the course-based MA program as set by the Faculty of Graduate Studies and Research is six years.

Entrance Requirements

[moved up to Entrance Requirements]

The undergraduate degree (see “General Information: Entrance Requirements”, above) must normally be a four-year degree in theatre studies in order for the applicant to be considered eligible for the MFA program. In addition, numerous practical theatre credits are required in the applicant’s intended area of specialization along with three letters of recommendation on the applicant’s professional promise.

Between the academic and the artistic requirements candidates must demonstrate a fundamental knowledge of the components of theatre art—acting, design, and directing; have extensive training and experience in the area of their intended specialization; and possess sufficient preparation in dramatic literature, theatre history, and theatre aesthetics.

Program Requirements

Required courses depend on the area of specialization and the undergraduate background of the student; however, the MFA program normally consists of ★33. In addition, an acceptable creative thesis project must be presented in performance.

The Degree of MFA with a specialization in Design (Drama) [Graduate]

Graduates will be expected to be competent in costume, set and lighting design. During the program, all of these skills will be addressed through practical projects.

Program Requirements

Students are required to complete a minimum of ★33 in coursework in the two year program and a minimum of ★ 15 credits of coursework in the one year program. Both programs are required to complete a thesis-equivalent consisting of a creative project presented in performance, accompanied by a supporting document.

2 year program

Required Courses (★24)

- T DES 670 (★6) taken in the first year
- T DES 770 (★6) taken in the second year
- Two of
 - T DES 573 (★3)
 - T DES 673 (★3)
 - T DES 773 (★3)
- T DES 577 (★3) taken in the first year
- T DES 677 (★3) taken in the second year
- Required courses depend on the area of specialization and the undergraduate background of the student

Elective courses (★9)

- Three of: graduate level courses in T DES, or DRAMA, including DRAMA 605 Special Projects
- Courses are selected in consultation with the MFA Theatre Design Coordinator.

1 year program

For the MFA Theatre Design only, the minimum period of residency is one academic year for candidates holding a BFA Theatre Design Degree from the University of Alberta, or equivalent; all other MFA Theatre Design candidates require a minimum period of residency of two academic years.

Length of Program

Candidates for the program in Directing and in Theatre Practice are normally required to complete two years of study in residence. In certain circumstances advanced standing may be accorded in the candidacy program for previous theatre work accredited by the Department.

Following sentence moved above]

For the MFA Theatre Design only, the minimum period of residency is one academic year for candidates holding a BFA Theatre Design Degree from the University of Alberta, or equivalent; all other MFA Theatre Design candidates require a minimum period of residency of two academic years.

[Following sentence move below to MFA Theatre Voice Pedagogy]

The MFA in Theatre Voice Pedagogy candidates require a minimum period of residency of two academic years.

Required Courses (★9)

- T DES 770 (★6)
- T DES 677 (★3)

Elective Courses (★6)

- Two of: graduate level courses in T DES or DRAMA, including DRAMA 605 Special Projects

Thesis

- Registration in 900-level THES. The thesis-equivalent will consist of the design for all three design elements of a production in the Studio Theatre directed by a faculty member, guest or MFA director, and a support document which addresses collaboration, design concept, design process, production process, and outcomes.
- For program completion and convocation, there is no requirement to submit the thesis-equivalent to FGSR.

Ethics Requirement

For all MFA Design students the FGSR Academic Integrity and Ethics Training Requirement is met through the Graduate Ethics Training course and/or Department-based workshops, seminars, tutorials. Contact the Department for further information.

Residence Requirement

For the MFA Design, the minimum period of residency is one academic year for candidates holding a BFA Theatre Design Degree from the University of Alberta; all other MFA Design candidates require a minimum period of residency of two years.

Length of Program

The maximum time to complete the MFA program as set by the Faculty of Graduate Studies and Research is four years.

The Degree of MFA with a specialization in Directing (Drama) [Graduate]

Program Requirements

Students are required to complete a minimum of ★33 in coursework, and a thesis-equivalent consisting of a creative project presented in performance, accompanied by a supporting document.

Required Courses (★15)

- DRAMA 683
- DRAMA 684
- DRAMA 685
- DRAMA 686
- DRAMA 601
- Required courses depend on the area of specialization and the undergraduate background of the student

Elective courses (★18)

- Six graduate courses selected in consultation with the Directing Coordinator
- Courses may include graduate courses from any area of the Department of Drama, special topics seminars, graduate courses from another department, or DRAMA 605 or 606 - Special Projects

Thesis

- Registration in 900-level THES. The thesis-equivalent will be a full-length production, normally produced within the Studio Theatre season, and a written document about that work. An oral defense will be held after the production.
- For program completion and convocation, there is no requirement to submit the thesis-equivalent to FGSR.

Ethics Requirement

For MFA Directing students the [FGSR Academic Integrity and Ethics Training Requirement](#) is met by taking Drama 601. Alternatives to this course must be approved by the graduate coordinator.

Residence Requirement

For the MFA Directing, the minimum period of residency is two years.

Length of Program

The maximum time to complete the MFA program as set by the Faculty of Graduate Studies and Research is four

years.

The Degree of MFA with a specialization in Theatre Practice (Drama) [Graduate]

Suggested areas of concentration for theatre practice include but are not limited to Choreography, Community-based Theatre, Dramaturgy, Interdisciplinary Theatre, Performance, Performance/Creation, Physical Theatre, Playwriting/Adaptation/Translation, Popular Theatre, Production Management, or Technical Theatre

Program Requirements

Students are required to complete a minimum of ★33 in coursework and a thesis-equivalent consisting of a creative project presented in performance, accompanied by a supporting document.

Coursework (★33)

- DRAMA 601
- Required courses depend on the area of concentration and professional goals of the student.
- Courses will be selected in consultation with the MFA Theatre Practice or Grad Coordinator.

Thesis

- Registration in 900-level THES. The thesis-equivalent will be presented in performance and will be accompanied by a written document.
- For program completion and convocation, there is no requirement to submit the thesis-equivalent to FGSR.

Ethics Requirement

For MFA Theatre Practice students the [FGSR Academic Integrity and Ethics Training Requirement](#) is met by taking Drama 601. Alternatives to this course must be approved by the graduate coordinator.

Residence Requirement

For the MFA Theatre Practice, the minimum period of residency is two years.

Length of Program

The maximum time to complete the MFA program as set by the Faculty of Graduate Studies and Research is four years.

The Degree of MFA with a specialization in

[Following sentence moved from above]
The MFA in Theatre Voice Pedagogy candidates require a minimum period of residency of two academic years.

The Degree of PhD in Performance Studies (Drama) [Graduate]

Entrance Requirements

[moved up to Entrance Requirements]
A candidate must hold a Master's degree (or its equivalent) from a recognized institution. To be accepted, the candidate must normally demonstrate to the Department familiarity with the artistic and practical

Theatre Voice Pedagogy (Drama) [Graduate]

Program Requirements

Students are required to complete a minimum of ★33 in coursework and a thesis-equivalent, accompanied by a supporting document.

Coursework (★33)

- DRAMA 601
- Required courses will include practical experience in all elements of voice production, speech facility, dialect, and text interpretation in the context of theatre and public speaking
- Studies in the medical side of voice with selected courses in Speech Pathology and Audiology through the UofA's Communication Sciences and Disorders Department
- Courses will be selected in consultation with the MFA Voice or Grad Coordinator.

Thesis

- Registration in 900-level THES. The thesis-equivalent will consist of preparation and execution of a major vocal coaching assignment.
- For program completion and convocation, there is no requirement to submit the thesis-equivalent to FGSR.

Ethics Requirement

For MFA Theatre Voice Pedagogy students the FGSR Academic Integrity and Ethics Training Requirement is met by taking Drama 601. Alternatives to this course must be approved by the graduate coordinator.

Residence Requirement

MFA in Theatre Voice Pedagogy candidates require a minimum period of residence of two years.

Length of Program

The maximum time to complete the MFA program as set by the Faculty of Graduate Studies and Research is four years.

The Degree of PhD in Performance Studies (Drama) [Graduate]

components of theatre art, as well as sufficient preparation in theatre history and criticism; for those with other performance studies-oriented Master's degrees, additional foundation courses in drama may be required. Candidates are required to submit a sample of their expository writing. (Fast tracking through MA will be considered on a case by case basis.)

Program Requirements

Students are normally expected to complete ★18 in graduate courses, which must include DRAMA 608 and DRAMA 609. PhD students may be required to take certain courses other than the above two in order to ensure adequate coverage of the field, or these requirements can be waived if similar subjects have been sufficiently covered during recent MA studies. As part of the ★18, students must fulfil a ★3 practical requirement in theatre practice.

Program Requirements

Students are required to complete a minimum of ★18 in coursework and a thesis.

Required Courses (★6)

- DRAMA 608
- DRAMA 609
- Required courses may be replaced with an equivalent approved by the Graduate Coordinator.

Elective courses (★12)

- A ★3 practical requirement in theatre practice
- Three graduate-level courses
 - Up to two of these courses can be taken outside of the Department of Drama.
 - Students can take one directed reading/special project course (DRAMA 605).
- All coursework is selected by the student in consultation with the PhD or Graduate Coordinator.

Thesis

- Registration in 900-level THES. Students must complete a written dissertation, founded on high scholastic achievement, original research, and firm theoretical grounding. It must be defended before an examining committee.

Departmental Exams

During their second or third year, students prepare for and undertake their departmental examination. This examination has three written components:

- General examination
- Short Dissertation Proposal

In addition they must demonstrate reading proficiency in a language other than English (normally the language that is most relevant for the proposed research); completion of a language requirement for an MA degree may satisfy the requirement for the PhD, provided proficiency was demonstrated no earlier than two years before the start of the PhD.

After completion of course work and submission of a thesis proposal, doctoral candidates must fulfil a departmental examination, followed by an oral candidacy examination.

[this sentence moved up to Thesis]

Students must complete a written dissertation, founded on high scholastic achievement, original research, and firm theoretical grounding. It must be defended before an examining committee.

Length of Program

Students must normally fulfil all program requirements, with the exception of the dissertation, within the first three years of registration. Students must spend their first two years in residence—registered full-time, and physically on campus. The Faculty of Graduate Studies and Research sets a time limit of six years for completion of a PhD.

Graduate Courses

Graduate courses can be found in Course Listings, under the subject heading Drama (DRAMA).

Graduate courses offered by other departments may be

- Long Dissertation Proposal

Candidacy Exam

The (oral) Candidacy exam is normally held within two weeks of completion of the Long Dissertation Proposal.

Ethics Requirement

PhD students should normally have completed their FGSR Academic Integrity and Ethics Training Requirement by the end of their first year (if they have not already done so at the Master's level). The Ethics requirement is met through Drama 601, the GET course and/or Department-based workshops, seminars, tutorials. Contact the Department for further information.

Language Requirement

PhD students are required to demonstrate reading proficiency in a language other than English (normally the language that is most relevant for the proposed research); completion of a language requirement for an MA degree may satisfy the requirement for the PhD, provided proficiency was demonstrated no earlier than two years before the start of the PhD.

Residence Requirement

The minimum period of residence is two years of full-time attendance on campus at the University of Alberta.

Length of Program

The maximum time to complete the PhD program as set by the Faculty of Graduate Studies and Research is six years.

Graduate Courses

Graduate courses can be found in Course Listings, under the subject heading Drama (DRAMA), and Theatre Design (T DES).

taken with the consent of the student's Drama department advisor.

Justification:

FGSR Calendar compliance. The following revisions have been made to the existing regulations in the Calendar:

- Ensuring all entrance requirements are in the calendar, including all supporting documentation
- Clarification of all program requirements, to ensure required courses, residence and ethics requirements are listed in the calendar
- Creation of separate MFA calendar entries for each 2nd-level specialization
- Clarification of MFA thesis-equivalent program completion and convocation guidelines

This Calendar update reflects current practice.

Approved by: Arts Faculty Council March 28, 2019

FINAL Item No. 6

**Governance Executive Summary
Action Item**

Agenda Title	Taking Care of our Campuses for the Future: An Integrated Asset Management Strategy (2019-2035)
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Motion

THAT the GFC Academic Planning Committee recommend to General Faculties Council the Integrated Asset Management Strategy, as proposed by the Office of the Vice-President (Facilities and Operations) and as set forth in Attachment 1, as the basis for future infrastructure decisions across all campuses.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Facilities and Operations
Presenter(s)	Andrew Sharman, Vice-President (Facilities and Operations)

Details

Responsibility	Office of the Vice-President (Facilities and Operations)
The Purpose of the Proposal is <i>(please be specific)</i>	<p>The University's executive leadership, the General Faculties Council, and the Board of Governors have all had the opportunity to review, comment, and provide revisions to the guiding principles upon which the Integrated Asset Management Strategy was developed.</p> <p>The General Faculties Council is being asked to endorse the strategy, which will steer infrastructure decisions across all campuses for the foreseeable future.</p>
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>This Integrated Asset Management Strategy will look at better utilizing owned space, reducing reliance on leased space, appropriately renewing and disposing of buildings, and prioritizing where the university needs to invest its limited resources to address deferred maintenance liabilities, while increasing a focus on preventive maintenance. Publicly funded infrastructure will be increasingly scrutinized to ensure renewal, repurposing, and optimization occur in advance of any new construction. This continues to put pressure on all public organizations to better use and maintain their assets.</p> <p>The strategy is, simply put, a guide to ensure that all aspects of managing the physical assets of the university are considered. This means optimizing the inventory of facilities that are key to the institution's mandate and prioritizing that inventory based on critical, to necessary, to non-necessary.</p> <p>As the University of Alberta continues to change and evolve to continue meeting users' needs, its infrastructure must be positioned to support these changing needs and demands, now and into the future. The Facilities and Operations team looks forward to meeting these needs and collaborate across the University of Alberta in taking care of our campuses for the future.</p>
Supplementary Notes and context	

Engagement and Routing (Include meeting dates)

Item No. 6

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> •
	<p>The guiding principles were shepherded through numerous committees of the Board of Governors and the General Faculties Council. At each committee, input was received and incorporated resulting in the fulsome IAMS.</p> <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • President’s Executive Committee – Operations: January 7, 2019 • FDC – February 14, 2019 • APC – March 13, 2019 • GFC Exec – April 15, 2019 • Board Finance and Property Committee: April 16, 2019 • GFC – April 29, 2019 • Board of Governors: May 10, 2019
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> •
<p>Approval Route (Governance) (including meeting dates)</p>	<p>President’s Executive Committee – Strategic: May 9, 2019 GFC Exec – May 13, 2019 APC – May 22, 2019 FDC – May 23, 2019 GFC – May 27, 2019 Board Finance and Property Committee: May 28, 2019 Board of Governors: June 14, 2019</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p><u>Institutional Strategic Plan – For the Public Good</u></p> <p>SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>23. Objective: Ensure that the University of Alberta's campuses, facilities, utility, and information technology infrastructure can continue to meet the needs and strategic goals of the University.</p> <p>i. Strategy: Secure and sustain funding to plan, operate, expand, renew, and optimize the use of campus infrastructure to meet evolving teaching and research priorities.</p>												
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td><input type="checkbox"/> Enrolment Management</td> <td><input type="checkbox"/> Relationship with Stakeholders</td> </tr> <tr> <td><input checked="" type="checkbox"/> Faculty and Staff</td> <td><input checked="" type="checkbox"/> Reputation</td> </tr> <tr> <td><input checked="" type="checkbox"/> Funding and Resource Management</td> <td><input type="checkbox"/> Research Enterprise</td> </tr> <tr> <td><input type="checkbox"/> IT Services, Software and Hardware</td> <td><input checked="" type="checkbox"/> Safety</td> </tr> <tr> <td><input type="checkbox"/> Leadership and Change</td> <td><input checked="" type="checkbox"/> Student Success</td> </tr> <tr> <td><input checked="" type="checkbox"/> Physical Infrastructure</td> <td></td> </tr> </table>	<input type="checkbox"/> Enrolment Management	<input type="checkbox"/> Relationship with Stakeholders	<input checked="" type="checkbox"/> Faculty and Staff	<input checked="" type="checkbox"/> Reputation	<input checked="" type="checkbox"/> Funding and Resource Management	<input type="checkbox"/> Research Enterprise	<input type="checkbox"/> IT Services, Software and Hardware	<input checked="" type="checkbox"/> Safety	<input type="checkbox"/> Leadership and Change	<input checked="" type="checkbox"/> Student Success	<input checked="" type="checkbox"/> Physical Infrastructure	
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<input checked="" type="checkbox"/> Physical Infrastructure													
<p>Legislative Compliance and jurisdiction</p>	<p><i>Post-Secondary Learning Act (PSLA)</i> GFC Facilities Development Committee Terms of Reference</p>												

Item No. 6

	GFC Academic Planning Committee Terms of Reference GFC Executive Committee Terms of Reference Board Finance and Property Committee Terms of Reference
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Attachment 1: Taking Care of our Campuses for the Future: An Integrated Asset Management Strategy (2019-2035)

Prepared by:
Andrew Sharman
Vice-President (Facilities and Operations)
Email: sharman@ualberta.ca



Taking Care of our Campuses

INTEGRATED ASSET MANAGEMENT STRATEGY





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- 16** Planning and Programming
- 17** Creating and Acquiring
- 18** Operating and Maintaining
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- 20** Next Steps
- 22** Summary

The University of Alberta respectfully acknowledges that we are situated on Treaty 6 territory, traditional lands of First Nations and Métis people.

Vice-President Facilities and Operations Message

The University of Alberta's Strategic Plan (2016-26), *For the Public Good*, defines the vision, goals, and specific targets that guide the institution's focus and resources. This Strategic Plan sets the conditions to inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community. A key objective highlighted in this Strategic Plan is the importance of ensuring our campuses, facilities, and utilities meet the institution's needs and goals. Facilities and Operations leads this work and is proud of what's been accomplished to-date and of how its future planning will support decisions that align to learners' and researchers' needs.

The University of Alberta is renowned for its leadership, achievements, and public service, ranking among the top universities in Canada. The institution also ranks amongst the highest in Canada for its volume and value of infrastructure assets. This large volume of assets, while supportive of space needs for all faculty and students, requires the university to strategically look at the life cycle of all buildings and grounds. This means: planning, creating and acquiring, operating and maintaining, and renewing or disposing. This on-going life cycle review of buildings and grounds facilitates continued excellence in supporting learning and research. The ways in which spaces are designed, used, and maintained are critical factors to the accessibility, effectiveness, and sustainability of assets. Facilities and Operations will continue to proactively and cost-effectively manage its assets, strengthening the learning and research foundations for students, faculty, staff, and community.

The condition of buildings and physical support assets are assessed on a regular basis to ensure they will deliver the optimal value over every buildings' lifespan and ensure the life, health, and safety of users. While some deferred maintenance may not present an immediate challenge, as the maintenance backlog grows, the risk of building failures (mechanical, electrical, building envelope) grows exponentially with each passing year. This means the cost of maintenance continues to grow (including inflationary pressures and market escalation (material and

labour costs) as the age of a facility increases and needed maintenance is not completed. With the aging facilities and the growing uncertainty of provincial operating and maintenance funding, the university's deferred maintenance liability will continue to grow until a "tipping point" is reached. This may necessitate directing available funding to emergency or break down situations, versus maintaining the facilities.

This Integrated Asset Management Strategy will look at better utilizing owned space, reducing reliance on leased space, appropriately renewing or disposing of buildings, and prioritizing where the university needs to invest its limited resources to address deferred maintenance liabilities. This all must occur while increasing a focus on preventive maintenance. Publicly funded infrastructure will be increasingly scrutinized to ensure renewal, repurposing, and optimization occurs in advance of any new construction. This continues to put pressure on all public organizations to better use and maintain their assets.

The Strategy is, simply put, a guide to ensure all aspects of managing the physical assets of the university are considered. This means optimizing the inventory of facilities that are key to the institution's mandate and prioritizing that inventory based on critical, to necessary, to non-necessary.

As the University of Alberta continues to change and evolve to continue meeting users' needs, its infrastructure must be positioned to support these changing needs and demands, now and into the future. The Facilities and Operations team looks forward to meeting these needs and collaborating across the University of Alberta and with others to take care of our campuses.



Andrew Sharman
Vice-President Facilities and Operations



Why a Strategy?

The impact of the growing operational and maintenance challenges has created a perfect storm—increased demand and expectations coupled with aging inventory, limited funding, and uncertainty of funding in the future. Facilities and Operations has therefore engaged in a review of how the university manages its inventory, what funding can reasonably be expected versus what is needed, and how best to move forward while maintaining the desire to be a leading academic institution.

This Strategy sets the direction for the University of Alberta's infrastructure assets, while defining a long-term roadmap. It describes the current state and the conditions that created some of the challenges currently being faced, while also identifying the future direction and actions to be taken. An important focus of this Strategy is that all students, staff, faculty, visitors, and members of the community are stewards of the University of Alberta's buildings and grounds and how each uses the institution today has a direct impact on its future state.

This Strategy also sets a collective mission, vision, principles, goals, and actions for future-proofing the University of Alberta's infrastructure. It will help guide decisions to support the infrastructure needs of learners, faculty, staff, and community, while balancing the risks, opportunities, and fiscal environment in which the institution operates. This Strategy is a living document that will be reviewed as part of annual planning processes.

The development of the Strategy occurred amongst Facilities and Operations staff with communication and feedback incorporated from stakeholders across the campuses. The guiding principles have been endorsed by the Board of Governors and General Faculties Council to ensure they best reflect the considerations to be understood for any changes to space and facilities.

Strategic Context

The university manages almost 1.73 million square metres in nearly 500 buildings across its five campuses. This is one of the largest volumes of buildings across the greatest land base of Canadian universities and over 60 percent of these buildings are over 40 years old. The widely recognized maintenance investment for post-secondary institutions is typically two per cent of the buildings' replacement value and, when investments fall short of that target, maintenance is deferred. Deferred maintenance is essentially the difference between the optimal investment and the actual investment in maintenance and, in its simplest definition, is the maintenance that should have been done, but wasn't.

There are a number of factors that contribute to the growth in deferred maintenance liability. One of the greatest factors was insufficient funding for preventive and deferred maintenance from government and the institution over the past many years. A second factor is the accelerated depreciation of some buildings and roadways, which is largely due to unsustainable construction practices in the 1950s that did not consider long-term maintenance needs, nor the impact of extreme changes in weather patterns. The DNA of all buildings going forward needs to be future-proofed against extreme and expensive maintenance and long-term renewal costs. Lastly, there has been an absence of data and analytics that identified current and forecasted future state of buildings to enable pro-active planning and strategic allocation of maintenance funding.

The lifespan and ongoing functionality of infrastructure is affected by how it's used, looked after, the ways in which services and repairs are carried out, the prioritization for renewal, the current and future needs and expectations of users, and available funding. Impacts from sudden weather or temperature changes also impact buildings and grounds. All of these impacts make it important to ensure evidence drives decisions of how best to support continued infrastructure renewal and plan for long-term needs. For many years necessary maintenance work has been delayed indefinitely due to insufficient funding and, if this trajectory is not altered, the institution will face an increasing magnitude of disruptions to facilities and, consequently, the ability to support the academic and research objectives.

Tackling maintenance backlogs, future-proofing infrastructure, and continuing good fiscal stewardship in times of economic constraint will require new ways of thinking and making decisions. This will mean difficult choices, optimizing existing infrastructure, improved coordination across campuses and with other partners, and better data and strategic analytics.

The collective challenge is to balance expectations with the best use of limited resources while considering growth of assets versus ongoing maintenance. While there have been remarkable additions to the University's building inventory in the last decade (e.g. Centennial Centre for Interdisciplinary Science, Edmonton Clinic Health Academy, National Institute for Nanotechnology, Nîpisiy House, Thelma Chalifoux Hall, and the Jeanne and Peter Lougheed Performing Arts Centre in Camrose), the priority across all campuses is now on the renewal and refurbishment of existing buildings with very limited consideration for facility expansion or new construction. A critical assumption is that, as facilities are considered for disposal or removed from the infrastructure inventory, the associated funding is retained and directed towards maintaining, upgrading, and operating the remaining key assets.

By prioritizing the inventory, a natural process for determining the allocation of available funding can be developed. This means that some facilities will receive more funding (to get them up to the desired standard); some may receive the same (given their condition and usage); some may receive less (due to lower priority/end of life cycle); and some may not receive funding at all. For those facilities identified as needing less or no funding, additional work is necessary to increase awareness of relevant stakeholders/users. In some instances, this leads to consideration for the disposition of those facilities and the impact on programs. Where the university's facility assets cannot meet the criteria necessary to justify retention and/or upgrading, then alternatives need to be considered.

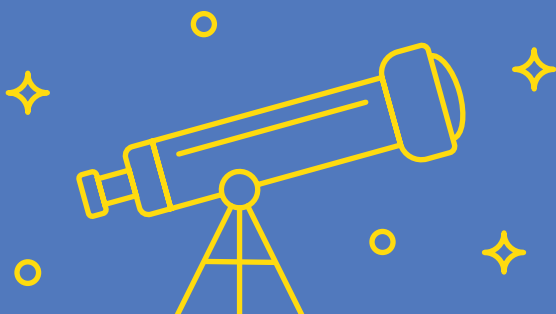


Vision

Provide the foundation that enables the university community to excel.

Mission

That the University of Alberta has superior stewardship of all its infrastructure across the five campuses, while cultivating the best possible environment for learning, teaching and research now and into the future.



Planning Cycle

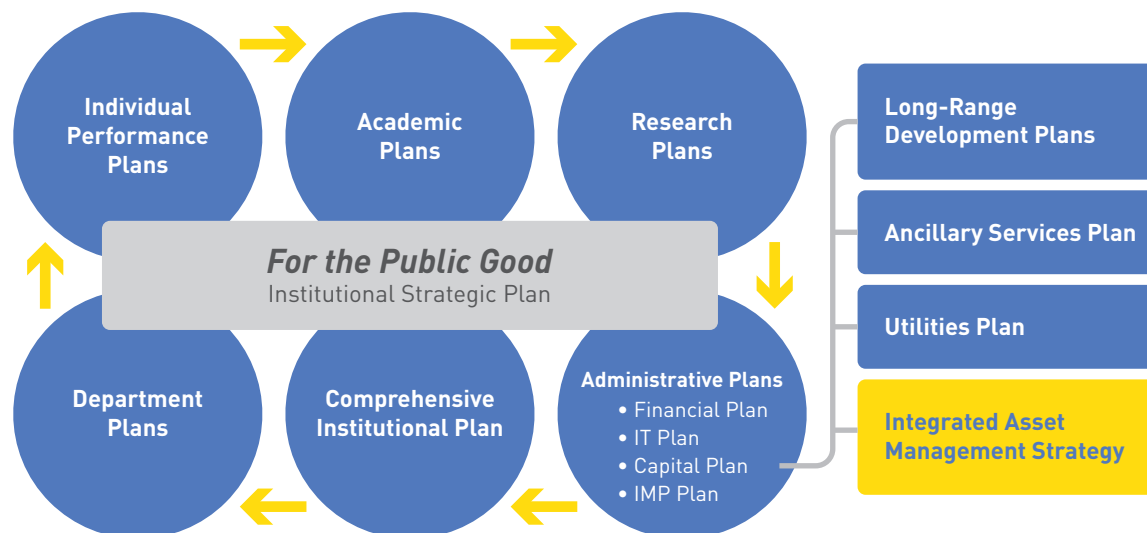
The below visual (Figure 1) is a simplified representation of the numerous interdependent plans that the University of Alberta uses to achieve its vision, mission, and outcomes, while shaping and stewarding its direction. Embedded as the core, is the University of Alberta’s overarching Strategic Plan, *For the Public Good*. The cascade of planning then starts with academic and research plans through to administrative business plans such as the university’s Capital Plan, which is a legislated document required by the Government of Alberta and included in the annual Comprehensive Institutional Plan.

The Capital Plan is informed by other Facilities and Operations’ related information, such as: consultation across campuses, long range development plans,

resource plans, space utilization data, and prioritization processes. This work aligns and works together to serve many needs, including: ensuring accessible space for learners, faculty, and staff; supporting utility needs of campuses; monitoring and maintaining assets; designing, renewing, building, and removing capital assets; ensuring ancillary supports and services are available; and maintaining legislated long-range development plans.

This strategy supports and guides the annual Capital Plan. It helps build and strengthen the right foundations to strategically respond to the academic and research missions, while considering the needs of users and the fiscal realities.

FIGURE 1
Planning landscape at the University of Alberta



Environmental Analysis

The University of Alberta is not unique in facing a challenge of growing costs for infrastructure maintenance that exceed available resources, while balancing on-going and changing space needs, changing expectations of users, and increased innovation in building design and delivery. This is a challenge of many post-secondary institutions and public organizations world-wide. What will be unique is *how* the University is strategic in its use of analytics, the disciplined choices it will make to meet the growing needs and expectations for space, and its decisions in managing these costs. The on-going choices will include identifying assets for renewal, repurposing, closure, disposal, and even demolition. The choices will be driven by evidence of today with projections of tomorrow. They will also look at partnerships and collaborative opportunities in infrastructure design, operations, maintenance, and funding.

Maintenance is considered any activity that seeks to maintain the desired operating condition of an asset. Keeping up with maintenance ensures reliable and safe building occupancy for users. There are five types of maintenance, including: 1) emergency and reactive maintenance that is typically unplanned and urgent; 2) supportive maintenance that supports program and research equipment; 3) corrective maintenance that seeks to resolve chronic failures through performing major repairs or replacement of assets; 4) preventive and predictive maintenance that seeks to resolve maintenance issues before they arise as well as regular maintenance requirements; and 5) deferred maintenance that is required but deferred to future years. The accrual of deferred maintenance increases the risk and liability to the institution and is a large focus of this Strategy.

The current asset replacement value of the supported and unsupported buildings is nearly \$7.25 billion¹. As of 2018, the University of Alberta's deferred maintenance liability for these buildings was nearly \$353 million¹, with only \$34.9 million² currently provided as an annual Infrastructure Maintenance Program (IMP) grant for the supported buildings by the Government of Alberta. The University's buildings, roadways and grounds, whether for learning and research, student services, offices or storage, incur significant capital and recurring operating and maintenance costs and are amongst the highest of the direct operating costs of the institution. If this current rate of growth of on-going maintenance and deferred maintenance liability continues, deferred maintenance liability could reach \$1 billion by 2027 (See Figure 2).

In order to effectively manage risks associated with the deferred maintenance liability, it is critical to strategically invest funding. Extensive research across North America suggests that the annual average maintenance investment in facilities should represent approximately two per cent of the replacement value. This can vary from less than two per cent to around five per cent for complex and/or sophisticated buildings (laboratories, research, and other specialized facilities). This would typically have meant a minimum of \$145 million per year dedicated to maintenance to avoid an accumulation of deferred maintenance (two per cent of \$7.25 billion of the current replacement value) for all buildings and roadways. The impact of not having an appropriate threshold of maintenance funding for the infrastructure under management has resulted in the current deferred maintenance liability and its rapid upward trend.

Facility maintenance is a continuum made up of operational (day to day), major maintenance (building systems and components), and major upgrade/modernization. The University is funded by the Government of Alberta through a variety

¹ Includes both supported and unsupported facilities. Supported facilities strongly align to the educational role and mandate of the institution, thereby currently receiving operating and maintenance dollars from the Government of Alberta. This includes student classrooms, research spaces, study areas, etc. Going forward, there is less certainty that the Government of Alberta will be providing operating dollars for any new supported facilities

Unsupported facilities are less aligned to the institution's role and mandate, including: food services, parking, residences, retail outlets, etc.

² The \$34.9 million is IMP funding for supported infrastructure only, directed towards deferred maintenance.

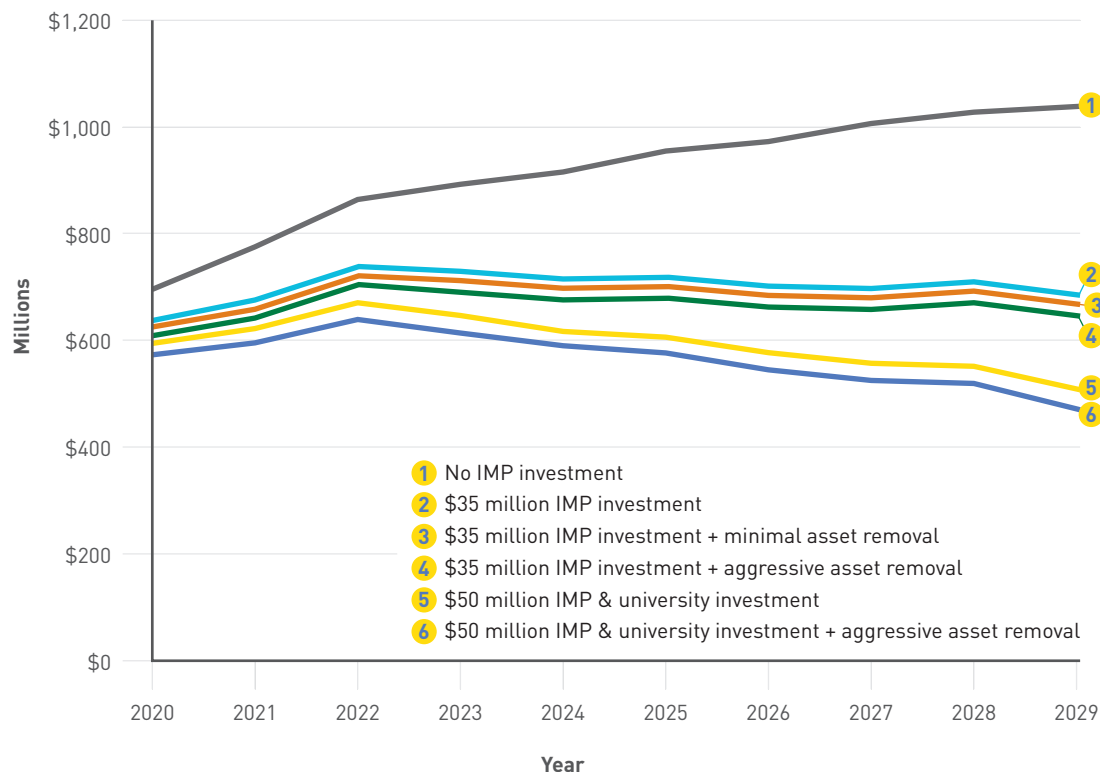
of sources: operational through lights-on funding (allocated as part of our base funding allocation), major maintenance through capital maintenance and renewal (IMP) funding, and major upgrade/modernization funding which is provided on a project-by-project approval basis. Other sources of maintenance funding can be directed from internal sources such as partner funding from faculties or centrally by the university. The University contributed its first funding of \$1 million in 2019-20 to address deferred maintenance with an aspiration for that amount to increase over time.

Difficult choices lie ahead and repurposing and/or removing any infrastructure from such a monumental institution with over a 100-year history will require debate and discussion to understand concerns and areas of potential resistance. These collaborative discussions and ultimate choices are good asset

management practices grounded in principles. The principles have been discussed in early 2019 with Board of Governors, the General Faculties Council, the university's executive and faculty leadership, and students. The principles emphasize: 1) student life experience, research and scholarship; 2) asset management; 3) campus character; and 4) decision-making.

Figure 2 provides examples of the types of choices that will be informed by an asset management strategy. This figure forecasts six scenarios based on varying levels of financial commitment from the Government of Alberta and the University of Alberta to mitigate the deferred maintenance liability coupled with removing building assets that have either exceeded their life expectancy, their cost to maintain is larger than the value of the buildings, and/or they no longer meet users' needs in design or operation.

FIGURE 2
Deferred maintenance liability scenarios for supported, unsupported and mixed buildings



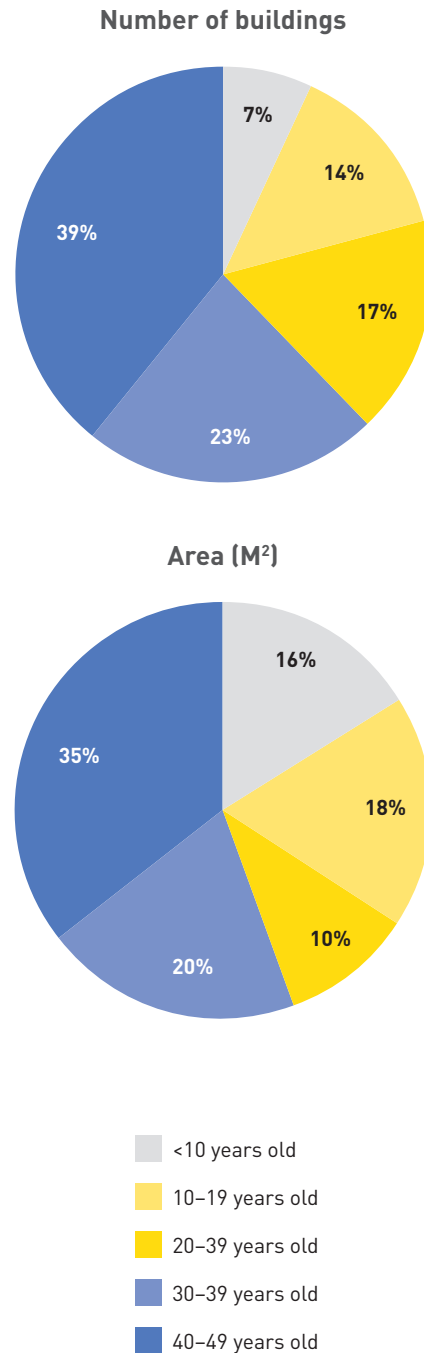
While these are only examples, they illustrate the disciplined choices necessary over the years ahead requiring deep engagement across the institution and tight alignment to the institution’s academic and research needs.

The data presented in Figure 2 (page 9) are the best available at this time, but do not include the maintenance needs of the newer and more complex buildings on campus³. It is likely that when this information becomes available and integrated into our information systems, the forecasted liabilities will be much higher.

Greater than 50% of the University of Alberta’s individual buildings were built in the post-war (1951-75) or modern (1976-90) eras which are known to have unsustainable construction processes with an original intent that lesser construction quality would be offset by sufficient maintenance funding that would mitigate any deficiencies. These buildings have a 50- 60 year life cycle, ending now (Figure 3). Many of the critical systems in these buildings are at or near the end of their life and their failures would impair the delivery of the institution’s academic mission if preservation funding or increased maintenance dollars are not available.

The choices the University makes will need to bend the trend of expenditure growth in our deferred maintenance liability. While the adjacent visuals display the number and volume of buildings at different ages and areas, the impact of the more modern and complex buildings will be significant (Figure 4). This second wave of impact of maintenance needs requires the planning and financial policies to be established now in order to best mitigate the future consequences.

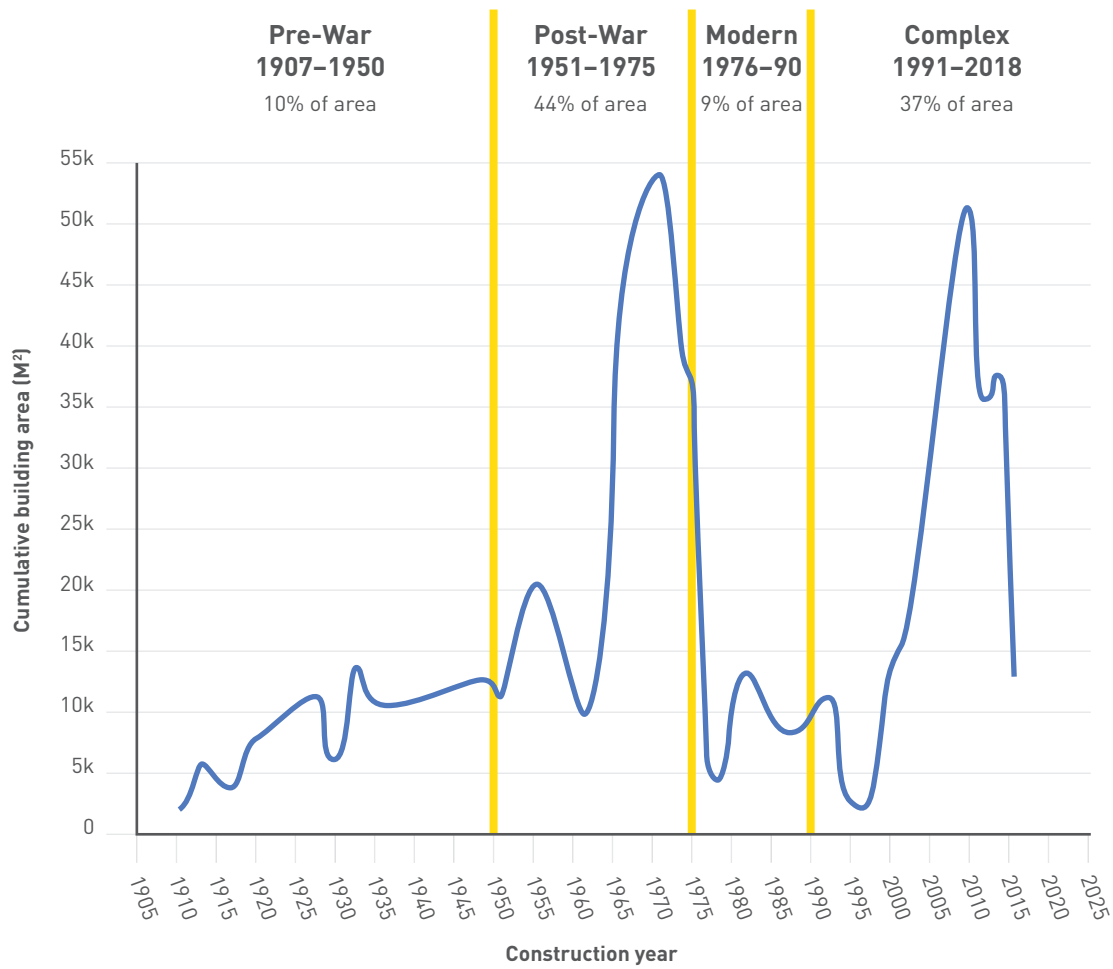
FIGURE 3
Building Distribution Based on Age



³ Such as ECHA, CCIS and DICE.

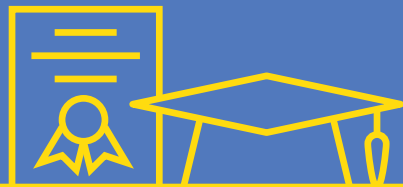
FIGURE 4

Bow Wave of Deferred Maintenance Liability



Principles

Principles set a foundation for a system of decision-making and actions. The below principles are guiding the asset management decisions that will be made in the short and long term. They have been reviewed and supported by both the General Faculties Council and Board of Governors, as well as leadership tables such as President's Executive Committee. The fourteen principles are intended to have a long term lens in their application.



Student Success, Life Experience, Research and Scholarship

1. Campus spaces foster positive student learning and living experiences.
2. Building assets that positively contribute to teaching, research and service.
3. We endeavour to provide modern environments, including staff space, reflective of today's pedagogies.
4. Facilities are capable of supporting world-class research across multiple disciplines.



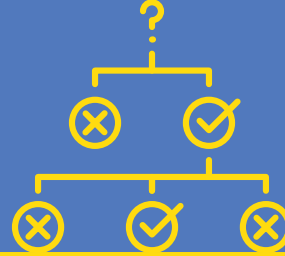
Asset Management

5. Buildings are continually evaluated to prioritize investments in capital (renewal, expansion, new construction); in maintenance (preventative, current and deferred); and obsolescence.
6. Recognizing the inherent uniqueness in an institution of higher learning, while maximizing system-wide functionality.
7. Social, economic and environmental sustainability is achieved by:
 - a. Incorporating inclusive design principles into campus infrastructure (e.g. all-gender, barrier-free).
 - b. Reducing our ecological footprint.
 - c. Reducing operational costs.
 - d. Continually advancing the three pillars of sustainability: social, economic and environmental.



Campus Character

8. Every building has a unique role and its strategic value in the institutional inventory is more than a mathematical computation.
9. Fostering the active transportation experience is seen to be a priority on all campuses.
10. Campus buildings and grounds will be aesthetically coherent and maintained in a way that considers the community in which it resides.
11. Considerations for removing building inventory will include a meaningful assessment of its historic value and placement in the university's architectural mosaic.



Decision-Making

12. Adhere to all government-mandated long range development plans, sector plans, urban planning principles, and building codes and regulations.
13. Spending must adhere to government guided parameters:
 - a. "Lights-on" (Base) funding: the portion of the Campus Alberta Grant that is used to cover building operating costs (e.g. utilities, janitorial, maintenance, insurance, etc.).
 - b. Infrastructure Maintenance Program (IMP): a variable annual allocation intended to address deferred maintenance on base building systems.
 - c. Capital grants: funds received in order to achieve a specific building project.
14. Decisions are evidence-based and supported by openly available data related to building occupancy, functionality, performance, environmental considerations, and deferred maintenance.
 - a. Supported by the CIP, we strive to have a "data-driven approach to maintaining, renovating and repurposing existing spaces on campus."
 - b. In order to support modern learning environments we need to have the ability to sustain building infrastructure.



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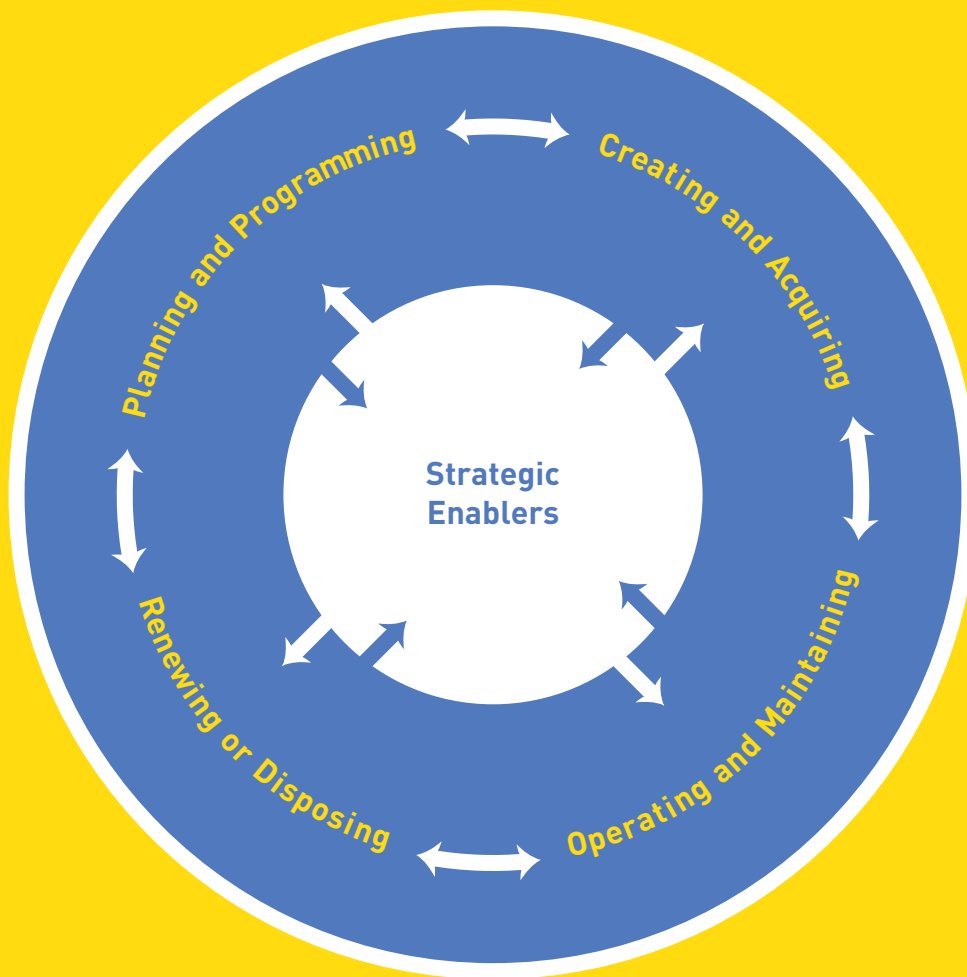


Goals and Actions

There are four stages, illustrated below, of the life cycle of assets (Figure 5). They are highly interdependent, suggesting the rigour and quality of each stage impacts the subsequent stages. These align with the aforementioned principles and each has specific goals and actions that will

be monitored and reported as part of regular operations within Facilities and Operations. This regular reporting will include performance indicators, best practice targets, and on-going review and risk analyses.

FIGURE 5
Asset Management Life Cycle



Planning and Programming

1. Strengthen campus planning processes and outputs to consider future events, innovation and risks.

Campus long range development planning processes are the convergence of many collaborative planning events to understand, anticipate, and design the campus and identify priorities of tomorrow including alignment with the academic mission; research priorities and needs; supporting students' academic, social and wellness aspects; and considering the emergent future risks to a post-secondary institution.

- a. Maintain current **Long Range Development Plans and Sector Plans**⁴ to ensure they act as frameworks to support academic visions and student experiences.
- b. Demonstrate **consistency in direction and decisions for campus planning** that exemplifies best practices in smart growth, healthy community and sustainable design.
- c. **Create more innovative approaches to the development of flexible and adaptable space** to meet changing needs of users.

2. The University's infrastructure will meet end-users' space needs while enabling a positive experience.

Planning inputs and cycles are co- and interdependent with many functional inputs across the institution, including: academic, research, operational, risk, equipment maintenance, deferred maintenance, and capital disposal. Sound planning and implementation inspires excellence, significantly impacts educational progress, overall productivity, researcher retention, and satisfaction of end users. Aligning programming, planning, and functional design principles within an academic and research delivery framework is crucial to the success of the user experience.

It is a pathway that is deliberate and guided by many tangible and intangible factors and phases. The formalization from idea to a hard asset is founded in life cycle and deeply connected to a strong stewardship mandate. Over the course of a normal life cycle span, approximately only one tenth of an asset's cost is related to its initial capitalization phase and, as such, the relevance of life cycle assessments is fundamentally important in determining and making decisions to construct, lease, or acquire new assets.

- a. Advance a **consistent approach in optimizing space** that aligns with space standards, and provides guidance on how space connects to the overall academic mission, accessibility of key user groups, and unit cost impacts.
- b. Collaborate with faculties to ensure completion of **General Space Programming (GSP)** and **Functional Programming (FP)** to affect academic planning outcomes in priority areas.

⁴ These are mandated in the Post-Secondary Learning Act.

3. Stakeholders are appropriately informed and engaged when there are significant changes to assets.

Based on the resource allocations in the planning and programming phase, ensure that stakeholder engagement, principle-based defined outcomes, and alignment to effective stewardship principles are effectively considered and executed. This will occur in a transparent and responsible manner. Excellence in planning and execution are the cornerstones to both asset management and space utilization successes.

- a. **Develop a consistent approach to communications and engagement** prior to any significant change to infrastructure.
- b. Throughout key design implementation phases, input is sought from stakeholders to ensure the multitude of institutional perspectives are acknowledged and **decisions are founded in a common understanding of approved requirements, limitations, and/or compromises.**
- c. Ensure **compliance to institutional design and operational standards** as part of the Board of Governors space policy.

Creating and Acquiring

4. Evaluate space aspirations to align within a framework of established criteria.

At any given time, students, faculty, and staff will express a desire for new, expanded, or repurposed space. These requests will increasingly undergo a multitude of assessments to understand need, evaluate if stated requirements fall within a framework of established criteria, and seek assurance from executive leadership of the relevance and value of desired space needs.

- a. Facilities and Operations will **provide guidance and direction** to academic and business entities regarding space needs and seek endorsement of appropriate levels of leadership.
- b. Formal planning and design will include an **evaluation framework; capital and operating budget analysis; operational impact assessment; and consideration of alternatives** (renewal, lease, rebuild). Space need options will be formalized and submitted to appropriate levels of leadership for input and decision.
- c. Projects requiring government financial support will be **prioritized, benchmarked, and submitted for consideration within the BLIMS and/or federal government submission processes.**

Operating and Maintaining

5. Optimize operations to strategically re-invest funding to maintenance programs and/or capital renewal efforts to better manage the growing deferred maintenance liability.

Operating and maintaining assets can account for up to 90 per cent of the total cost of building ownership and is comprised of the daily use: support and maintenance such as administration costs (insurance, security, etc.); routine maintenance and minor repairs; custodial services; fire protection services; pest control; snow removal; grounds care; environmental operations; and utility charges (electric, gas, water). All members of the University of Alberta community can individually and collectively help meet and potentially extend the life cycle of infrastructure through understanding and adapting behaviours in how critical assets are used and cared for.

- a. **Enhance preventive and predictive maintenance programming** to support improved efficiencies.
- b. **Establish campus service standards and levels** and actively manage and measure across all campuses.
- c. **Develop marketing and awareness campaigns** that emphasize the role each member of the university has in stewarding and maintaining its assets.
- d. **Advance sustainable operations' practices** to support sustainability and environmental targets.

Renewing or Disposing

6. The renewal, repurposing and end-stage of assets or their components will inform decisions as part of an integrated process.

Facilities and Operations will lead the optimization of capital and other asset investments to improve the use of assets with centralized asset management and tracking. This integrated process reduces excess inventory with a clear understanding of actual needs; enable better decisions in renewal, repurposing, or replacement to avoid unnecessary expenditures, and facilitate the decommissioning and/or disposal of assets.

- a. **Undergo a regular review of aligning all assets'** to the academic and research mission, considering prioritization criteria and guiding principles.
- b. **Financial, space, and academic modeling will be implemented** as part of the analytic framework to support choices of which buildings will undergo changes.

Strategic Enablers

7. Establish a strong information and analytics platform to support evidence-based decision-making.

Robust, consistent, and transparent decisions can be more effectively made when the information they are based on is complete, accurate, and integrated. In order to support improved management of assets, potential investment decisions, or monitoring of performance against service levels, a strong data inventory and analytics framework is needed.

- a. **Strengthen front line processes and information gathering** to instill higher confidence in facilities' data.
- b. **Complete technology and business needs' assessments** to identify integrated solutions that support business requirements.
- c. **Build predictive modeling of key asset's** that consider multiple factors to the longevity and operational costs of assets.

8. Enhanced monitoring and reporting of progress will be embedded into the Facilities and Operations portfolio processes.

This Strategy provides Facilities and Operations a framework for the effective and efficient management of the institutions' assets. This is a living document which is relevant and integral to the daily asset management activities across the campuses. To ensure the Strategy remains relevant and responsive, the following actions will be undertaken.

- a. **Refresh the Strategy as part of the annual planning cycles** in place across Facilities and Operations.
- b. **Implement quality assurance audits** of asset management to ensure the integrity and cost effectiveness of data collected.
- c. **Develop a reporting dashboard** aligned with each phase of an asset's life cycle and report on progress and actions on a quarterly basis.

Next Steps

Taking care of our campuses today, will provide a stronger tomorrow. This requires strategic choices of how to manage and future-proof the full life-cycle of current and future infrastructure assets. This requires support from across the university faculties, schools, departments, faculty, researchers and staff, key stakeholders, as well as with different orders of government. All stakeholders are stewards of these assets and have a direct influence on the state and care of all of them.



One to Two Years

In the next year, Facilities and Operations will be more evidence-driven and seek opportunities to harness innovation in how it maintains, monitors, and operates infrastructure. This includes predicting trends that will improve capital-planning decisions based on expected performance of existing infrastructure. It will also see remote sensors reporting on performance of equipment and productivity of these assets to enhance maintenance cycles and reduce overall operating costs.

Space will be optimized in ways that will align with the academic and research mission while minimizing the quantity of leased space to reduce the overall operating and maintenance costs while allowing more focused and targeted investments. All new or enhanced capital infrastructure will be evaluated to establish the full life cycle costs. There will be renewal of targeted buildings where learners' needs, efficiency gains, and space optimization are evident, such as renovations of the Dentistry/Pharmacy building and Lister Hall.

Land and infrastructure not core to the academic and research missions or not aligned with students' needs or support may be disposed or exchanged for other assets or developed to realize revenues for the institution. And lastly, buildings that have met the end of their life cycle, do not align with the academic and research missions, do not meet student needs' or supports, or are prohibitive to operate or maintain will be decommissioned and, in select instances, demolished.



Over the next three to five years, Facilities and Operations will use predictive analytics to better understand performance, utilization, ecological impacts, and operating costs of assets including the impact of external events such as changing weather patterns and advances in innovation. As increasing amounts of building data is gathered by sensors and sources across all networks, assets that are 'over-maintained' and too cost intensive will be identified leading to a consideration of where alternatives may be more appropriate. There will also be a better understanding of space utilization and, where appropriate, changes to how space is used will need to be made. This will range from reductions to overall space, new configurations, or alternative lay-out and design.

There will also be an increased emphasis on customer service in planning and delivery of infrastructure, including opportunities for continual feedback and satisfaction evaluations from users. This feedback will support continuous improvement throughout the full life cycle.

Lastly, buildings that have reached the end of their life cycle, have increased operating and maintenance costs, and the return on investment to academia through to the financial analysis is unsustainable, will be decommissioned. And, in some instances, these buildings will be demolished if adequate and appropriate space is available elsewhere.



In the next five to fifteen years, there will be changes in how students learn, how academia educates and trains, and there will likely be a substantive growth in the number of students attending post-secondary education. Innovation, technology, and environmental considerations will also increasingly influence asset needs and how infrastructure will be used. These changes over the years ahead will require adaptive and flexible space that more easily changes to the needs of users. Creativity will be needed now in order to accommodate for changes in the future.

There are numerous impacts that will influence infrastructure decisions. One impact relates to autonomous vehicles and increased public transit potentially resulting in how the institution addresses parking and road infrastructure. This may require more sensors and cameras across the institution to support vehicle and passenger safety. Similarly, advances in alternative energy systems may result in changes to the utility grid and power systems, water collection and storage, and even energy storage. This could have a direct impact to the adjacent partners that use the University of Alberta's utility systems. Student learning spaces may shift from a 'sage on the stage' to a 'guide on the side' suggesting a greater need for more collaboration and collision space for students to work together in ways that better enable collaboration and inter-disciplinary learning. Lastly, there may be mergers or acquisitions in post-secondary that expand the volume of assets that the University of Alberta is responsible for, thereby requiring even greater discipline in space optimization and efficient use and maintenance of infrastructure. These are only a handful of the impacts that changes in the environment, the fiscal context and advancements in technology could potentially influence our infrastructure. Facilities and Operations will increasingly undergo environmental scanning, strategic foresight and risk analysis, appropriate adoption of technology, and acceleration of analytics to understand the impact of potential decisions.



Summary

The current situation is not sustainable and action is needed now—this Strategy will strengthen how we care for our campuses to ensure long term resilience and sustainability.

Infrastructure is an enormous collective investment and a tremendous resource for a community, society, and the economy. All members of the University of Alberta community are stewards of its buildings and grounds. The majority of assets are increasingly vulnerable to outliving their life cycle, bringing safety, student and research programming, financial enterprise risks, and escalating overall operations and maintenance costs. The current situation is not sustainable and action is needed now, therefore this Integrated Asset Management Strategy requires extensive thought, input, and action. These challenges are not insurmountable but will require dedicated resources, behaviour change, concerted focus, and purposeful collaboration.

This Strategy and the actions within it will strengthen how the institution cares for its assets and work toward bending the trend of operations and maintenance expenditures to ensure that the institution is resilient and sustainable for the long-term. Strategic asset management will underpin all activities and investment decisions related to managing our physical infrastructure assets in order to ensure optimal outcomes that underpin the core mission.





FINAL Item No. 7

Governance Executive Summary
Action Item

Agenda Title	New International Tuition Model
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Motion

<p>THAT the Academic Planning Committee recommend to the Board of Governors the approval of a new program fee-based model for tuition for international students, to take effect for the Fall 2020 intake of new international students, as described in the attached briefing note as revised.</p>

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
Presenter(s)	Steven Dew, Provost and Vice-President (Academic) and Gitta Kulczycki (Vice-President (Finance and Administration))

Details

Responsibility	Provost and Vice-President (Academic) and Vice-President (Finance and Administration)
The Purpose of the Proposal is <i>(please be specific)</i>	To propose a new program-based tuition model to affect new international students, starting with the Fall 2020 intake.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The University of Alberta has been considering the impacts of changes to the Post-Secondary Learning Act brought about by Bill 19 on our tuition models.</p> <p>Bill 19 requires Universities to provide all incoming international students starting in Fall 2020 with a maximum total tuition guarantee, along with annual maximum tuition amounts for the standard length of the program of study to which the student has been admitted. This guarantee must be provided in the offer of admission. This requirement is challenging under our current course-based model because, when we factor in all of the possible course arrangements that a student could take, the resulting “maximum possible tuition” far exceeds the student’s likely actual tuition, and no longer serves the purposes of predictability or transparency.</p> <p>Under the proposed program-based model, students would be provided with a guaranteed total program cost associated with that program of study. For undergraduate students and those enrolled in course based Masters programs, we would provide a guaranteed total cost for the number of credits associated with their program. Tuition would be assessed in equal installment amounts spread over the standard number of years of their programs. Students would have that standard length of the program, plus one year, to complete the required number of credits for the program under the guaranteed rate. The total of all years will equal the guaranteed program tuition fee amount. The annual installment amount will be charged regardless of the number of credits a student registers in during a given academic year.</p> <p>Students entering graduate programs that are thesis based, at both the Masters and PhD level, will also be provided with an annual maximum tuition rate guarantee and total maximum program rate that is the annual</p>

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rate multiplied by the program duration (up to four years for Masters, five years for PhD). Students will pay the annual rate in every year of study during the guarantee period. If they complete their program before the end of the guarantee they will cease to be assessed any tuition fees. If they extend beyond the nominal program length, students will then be assessed at the annual rate current for the new entry cohort at that time.

Note that this new model will only apply to incoming international students, starting in Fall 2020. Domestic students will continue under the current model (for which Bill 19 regulated an annual increase no greater than CPI). Current international students will also continue to be assessed tuition based on their registration, and will be subjected to annual increases equivalent to increases in our costs.

In February 2019, we undertook market research to determine undergraduate students purchase intents given various tuition costs and rate guarantee scenarios. The scenario proposed in our new model was by far the preferred option for prospective students and in addition allowed for an increase in tuition corresponding with the multi-year guarantee the university is providing.

The comparator institutions used in the study were UBC, SFU, UCalgary, UToronto, McMaster, Waterloo and McGill. These are the most frequent reported institutions to which UAlberta applicants indicate they have also applied.

Student consultation: The University's official mechanism for consulting with students on tuition is the Tuition Budget Advisory Committee, which includes representatives of the Students' Union and the Graduate Students' Association. Specific meeting dates are listed below.

Students have been generally very supportive of this model, and have noted the benefit of a relatively simple and clear model for the purposes of providing predictability and clarity to students. The students have raised the importance of clear communication, especially to alleviate confusion caused by the different models for current and incoming students. They have asked questions about the following:

- The impact of the model on current students who transition to new programs;
- The impact of the model on students who exceed the standard program length;
- How the model will treat approved leaves;
- How the model will treat co-op programs;
- How the model will treat students who fail or withdraw from a course;
- How the model will be communicated to graduate supervisors to support discussions between supervisors and students on funding packages.

While many of these details have been worked out through the model, we continue to refine details of the model for students in specific unique

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	<p>circumstances.</p> <p>Note that the specific rates under this proposed model will be brought forward through a separate approval process.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Office of the Provost and Vice-President (Academic) • Office of the Vice-President (Finance and Administration) • Strategic Analysis and Data Warehouse • Office of the Registrar • Faculty of Graduate Studies and Research • Office of Resource Planning • University of Alberta International
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Tuition Budget Advisory Committee (including representatives of the Students' Union and the Graduate Students' Association) (May 21st, May 14th, April 24th, January 23rd) • Deans' Council • President's Executive Committee
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Academic Planning Committee • Board Finance and Property Committee, Board of Governors
Approval Route (Governance) (including meeting dates)	<p>GFC Academic Planning Committee (recommendation) – May 22nd, 2019</p> <p>Board Finance and Property Committee (recommendation) – May 28th, 2019</p> <p>Board of Governors (Approval) – June 14, 2019</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>Build a diverse, inclusive community of exceptional students, faculty and staff from Alberta, Canada, and the world.</p> <p>Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p>	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
Legislative Compliance and	<i>Post-Secondary Learning Act of Alberta</i>	

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jurisdiction	APC Terms of Reference BFPC Terms of Reference
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Attachments (each to be numbered 1 - <>)

1. Proposed Tuition Model 2020/21 (pages 1 – 11)

Prepared by: Kathleen Brough, Senior Administrative Officer, Office of the Provost and Vice-President (Academic)

Proposed Tuition Model 2020/21

Stemming from the passage of Bill 19, an *Act to Improve the Affordability and Accessibility of Post-Secondary Education*, approved by the Legislative Assembly of Alberta in November, 2018, the University is proposing the following tuition models for discussion. These models are designed to comply with legislative requirements and those requirements prescribed in the associated *Tuition Framework and Guidelines*. These models would be implemented for the start of the 2020/21 Academic year.

A set of principles have also been developed in consultation with the Tuition Budget Advisory Committee (TBAC) to guide the development of these tuition models where choices for the institution exist. These principles are:

- Promote good academic choices for students
- In cases of ambiguity, the student will be favoured
- Provide administrative efficiency
- Clarity in communication
- Support for high quality student experiences
- Support for a stable and predictable funding model
- Leverage current consultation bodies
- Ensure our programs remain competitive in the marketplace

Relevant Acronyms within document:

PAPRS: Provider and Program Registry System - Government of Alberta database that stores all information on degree programs, including standard length and credit loads per year

CPI: Consumer Price Index of Alberta as calculated by the Government of Alberta

MNIF: Mandatory Non-Instructional Fees

MSISF: Mandatory Student Instructional Support Fees

BoG: Board of Governors (University of Alberta)

SU: Students' Union

GSA: Graduate Students' Association

Tuition Models

Note: The following information relates only to tuition and does not include any fees assessed to students on top of tuition (i.e. Mandatory Student Instructional Support Fees (MSISF), Mandatory Non-Instructional Fees (MNIF), Students' Union (SU)/Graduate Student Association (GSA) fees). The tuition values presented in this document are for illustration purposes only, the final tuition rate is still to be determined and approved.

Domestic Undergraduate and Graduate Students (includes Masters- thesis/course and PhD)

Regulatory Requirements	Institutional Approach
<ul style="list-style-type: none"> Subject to the Alberta Tuition Framework Requirements include that annual increases to tuition are limited to the Consumer Price Index (CPI) as defined by the Government of Alberta 	<ul style="list-style-type: none"> Students will continue to have course based tuition Annual tuition proposals for domestic student tuition will be brought forward for approval by the Board of Governors

International Students enrolled in programs prior to 2020/21 Academic Year (and continuing in same program)

Undergraduate and Graduate Students (includes Masters- thesis/course and PhD)

Regulatory Requirements	Proposed Institutional Approach	Examples
<ul style="list-style-type: none"> Not subject to the Alberta Tuition Framework 	<ul style="list-style-type: none"> Students will continue to have course based tuition. University would like to support predictability for current international students by 	<ul style="list-style-type: none"> UGrad: A Bachelor of Arts student currently in year three of their program will be provided

<ul style="list-style-type: none"> No tuition guarantee required, however, providing predictability is encouraged 	<p>providing a tuition guarantee for this group.</p> <ul style="list-style-type: none"> The guarantee would be for the standard length of their program as defined in Provider and Program Registry System (PAPRS) regardless of remaining time left to completion. The tuition will increase annually by the rate of increase for the University's cost drivers. This approach is consistent with the tuition increases current international students have been experiencing. If current international students change their program of study they will follow the tuition guarantee applied to incoming students. Annual tuition proposals for student who were currently enrolled as of 2020/21 will be brought forward to the Board of Governors (BoG) at the rate specified in the guarantee until all guarantees have elapsed. 	<p>with a four year tuition guarantee.</p> <ul style="list-style-type: none"> GRAD: A Master of Arts student currently enrolled in year one of a two year program will receive a two year guarantee.
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Incoming International Students: students beginning new program of study as of 2020/21 Academic Year -

A) Model for Undergraduate and course based Graduate programs

The model proposed for incoming students is designed with the principles put forth in the Alberta Tuition Framework regarding International Student Tuition, including that institutions take an “approach to international student tuition ... that reflects the market and the cost of delivery” (*Alberta Tuition Framework* (2019), pg 11)

Regulatory Requirements	Proposed Institutional Approach	Examples
<ul style="list-style-type: none"> ● Not subject to the Alberta Tuition Framework ● All incoming international students as of 2020 are required to have their tuition guaranteed for the standard length of their program as defined in PAPRS. ● This guarantee must reflect an annual guaranteed amount as well as a total guaranteed amount for the cost of the 	<ul style="list-style-type: none"> ● The university is proposing the adoption of a program based tuition fee structure for incoming international students beginning in 2020/21. ● Students would be provided with a guaranteed total program cost for the number of credits associated with that program of study. ● Student would have the standard length of the program (as defined in PAPRS) plus one year to complete the required number of credits for the program under the guaranteed rate. 	<ul style="list-style-type: none"> ● UGrad: A Bachelor of Arts student would be provided with a guaranteed total cost for *120 credits as per the program credit requirement in the University Calendar. This guarantee is valid for the standard length of the program as defined in PAPRS plus one year, meaning the sample student would have five years in this case (standard length of 4 years plus 1) to complete *120. ● GRAD: A Master of Science (Chemistry)-course based- student would be provided with a guaranteed total cost for *24 credits as per the program credit requirement in the University

<p>program.</p> <ul style="list-style-type: none"> This guarantee must appear in the offer of admission. 		<p>Calendar. This guarantee is valid for the standard length of the program as defined in PAPRS plus one year, meaning the sample student would have three years in this case (standard length of 2 years plus 1) to complete *24.</p>
	<ul style="list-style-type: none"> Students would also be provided with an annual fixed tuition cost that must be paid in each year for the standard program length. The total of all years will equal the guaranteed program tuition fee cost outlined above. The annual amount specified will be charged regardless of the number of credits a student registers in. 	<ul style="list-style-type: none"> UGrad: A Bachelor of Arts students receives a program tuition fee guarantee of \$108,000 for *120 credits, these credits can be taken over five years. At the same time they also receive an annual tuition cost guarantee of \$27,000/yr that is paid in each year of the standard program length, in this case four years for Arts. The annual tuition amount is charged irrespective of student registration. GRAD: There are particular complexities and variation in graduate programs these examples help to provide some information and reflect that variability. <ul style="list-style-type: none"> <i>Master of Arts (Philosophy)- course</i>

		<p>based- student receives a program tuition fee guarantee of \$14,000 for *24 credits, these credits can be taken over three years. At the same time they also receive an annual tuition cost guarantee of \$7000/yr that is paid in each year of the standard program length, in this case two years for the MA- course based. The annual tuition amount is charged irrespective of student registration.</p> <ul style="list-style-type: none">○ Master of Education student receives a program tuition fee guarantee of \$20,000 for *33 credits, these credits can be taken over three years. At the same time they also receive an annual tuition cost guarantee of \$10,000/yr that is paid in each year of the standard program length
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Draft V6.0 May 17 2019

		<p>The annual tuition amount is charged irrespective of student registration.</p> <ul style="list-style-type: none">○ Master Business Administration (MBA) student receives a program tuition fee guarantee of \$65,500 for *60 credits, these credits can be taken over three years. At the same time they also receive an annual tuition cost guarantee of \$32,500/yr that is paid in each year of the standard program length The annual tuition amount is charged irrespective of student registration.
	<ul style="list-style-type: none">● In cases where a student changes their program of study they would receive a new guarantee for the year they begin the new program.	<ul style="list-style-type: none">● UGrad: A Bachelor of Arts student admitted in 2020 transfers to a Bachelor of Science for Fall 2022 they would receive a new program tuition guarantee at the rate for incoming students in Fall 2022. The guarantee would again be for the



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		<p>standard length of the program plus one year.</p> <ul style="list-style-type: none">● GRAD: A Master of Arts (Philosophy)- course based- student admitted in 2020 transfers to an MBA for Fall 2022 they would receive a new program tuition guarantee at the rate for incoming students in Fall 2022. The guarantee would again be for the standard length of the program plus one year.
	<ul style="list-style-type: none">● Tuition proposals for each incoming cohort of international students will be brought forward to the BoG for approval annually.	

B) Model for Thesis based Graduate Programs (Masters/PhD)

The model proposed for incoming students is designed with the principles put forth in the Alberta Tuition Framework regarding International Student Tuition, including that institutions take an “approach to international student tuition ... that reflects the market and the cost of delivery” (*Alberta Tuition Framework* (2019), pg 11)

Regulatory Requirements	Proposed Institutional Approach	Examples
<ul style="list-style-type: none"> Not subject to the Alberta Tuition Framework All incoming international students as of 2020 are required to have their tuition guaranteed for the standard length of their program as defined in PAPRS. This guarantee must reflect an annual guaranteed amount as well as a total guaranteed amount for the cost of the 	<ul style="list-style-type: none"> The university is proposing the adoption of a program based tuition fee structure for incoming international students beginning in 2020/21. Students would be provided with a guaranteed annual program cost Students would also be provided with a total cost for the program which would equal the annual amount multiplied by the program duration. Program duration will meet or exceed the standard program length as found in PAPRS. A 4 year guarantee for thesis based Masters Programs and a 6 year* guarantee for PhD. 	<ul style="list-style-type: none"> A PhD(Chemistry)-thesis- student would be provided with a guaranteed annual rate of \$8000/yr. This rate would be fixed for a duration of 5 years for a total maximum program cost of \$40,000. <p>Years beyond year five will be set at the annual rate of tuition for incoming students.</p>
		<ul style="list-style-type: none"> PhD (Philosophy)-student receives a program tuition fee guarantee of \$8000/year for 6

*amended at May 22 APC meeting

<p>program.</p> <ul style="list-style-type: none"> This guarantee must appear in the offer of admission. 	<ul style="list-style-type: none"> The annual amount specified will be charged regardless of the number of credits/courses a student chooses to enrol in. The annual rate must be paid in each year that a student holds registration and will cover enrolment for the period of September to August. 	<p>years, total tuition not to exceed \$40,000. The student may enrol in courses in any semester or just be enrolled as a thesis student. The rate will be the same.</p>
	<ul style="list-style-type: none"> In cases where a student changes their program of study they would receive a new guarantee for the year they begin the new program. In cases where a student fails to complete their program within the 5 years they will receive a new annual program rate guarantee each additional year at the current rate. 	<ul style="list-style-type: none"> A Masters (Philosophy)- thesis- student admitted in 2020 withdraws from their program and applies/is accepted to a PhD (Philosophy) for Fall 2022 they would receive a new annual program tuition guarantee for five years at the rate for incoming students in Fall 2022. A PhD(Chemistry)- student admitted in 2020 moves into the PhD(Chemistry) does not complete their program by August 2025 and needs a sixth year of registration they would then receive a new annual program tuition rate for September 2025. The rate would change each additional year of



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		registration until the program was completed.
	<ul style="list-style-type: none">• Tuition proposals for each incoming cohort of international students will be brought forward to the BoG for approval annually.	

FINAL Item No. 8

Governance Executive Summary
Action Item

Agenda Title	Space Management Policy
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Motion

<p>THAT the GFC Academic Planning Committee recommend, pending recommendation from GFC Facilities Development Committee, that the Board of Governors approve the revisions to the Space Management Policy as set forth in Attachment 1, to take effect upon approval.</p>

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation
Proposed by	Office of the Provost and Vice-President (Academic) Office of the Vice-President (Facilities and Operations)
Presenter(s)	Wendy Rodgers, Deputy Provost

Details

Responsibility	Office of the Vice-President (Facilities and Operations)
The Purpose of the Proposal is <i>(please be specific)</i>	To recommend updates to the existing Space Management Policy to enhance consistency of language across the University's policies and procedures dealing with the use of space; the updates are consistent with current practice.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>The objective of the proposed revision is to ensure that the policy clearly articulates the University's approach to balancing competing interests and responsibilities in making decisions about the use of space on all campuses. The University is responsible for taking reasonable steps to ensure the safety of all members of the University community and its visitors, ensuring the proper functioning of the University, and exercising good stewardship of public resources. The University values academic freedom and free expression. In light of these responsibilities and values, in considering requests to use space, the University reserves the right to approve or deny the use of space or to make activities within University space subject to conditions, such as regulating the time or manner of use, imposing security requirements, insurance requirements, or applying other risk mitigation strategies in collaboration with the proponent.</p> <p>The Office of the Provost coordinated the process to review relevant policies and procedures, in conjunction with the Office of General Counsel and in collaboration with relevant units including the Office of the Dean of Students, University Relations, UAPS, the Office of the President, and Facilities and Operations. A consultation process engaging affected units, vice-presidential portfolios, and associations has been conducted. Feedback from the AASUA is pending and will be received prior to the Board committee cycle.</p> <p>To accompany these revisions, the University is developing a decision-making support tool for units responsible for granting or regulating permissions to use University space.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Office of the Provost and Vice-President (Academic) • Office of General Counsel • Dean of Students • University Relations • University of Alberta Protective Services • Office of the President
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Office of the Vice-President (Facilities and Operations)
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Statutory Deans' Council – May 1, 2019 • President's Advisory Committee - Strategic – May 9, 2019
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Academic Planning Committee – May 22, 2019 Facilities Development Committee – May 23, 2019 Board Finance and Property Committee – May 28, 2019 Board of Governors – June 14, 2019</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>OBJECTIVE 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.</p> <p>OBJECTIVE 23: Ensure that the University of Alberta's campuses, facilities, utility, and information technology infrastructure can continue to meet the needs and strategic goals of the university.</p>		
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure </td> <td style="vertical-align: top;"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input type="checkbox"/> Student Success		
<p>Legislative Compliance and jurisdiction</p>	<p><i>Post-Secondary Learning Act</i> GFC Facilities Development Committee Terms of Reference GFC Academic Planning Committee Terms of Reference Board Finance and Property Committee Terms of Reference.</p>		

Attachment:

1. Space Management Policy (pages 1 - 4)

Prepared by:

Logan Mardhani-Bayne
Strategic Development Manager
Office of the Provost and Vice-President (Academic)
Email: lmardhan@ualberta.ca

Original Approval Date: March 28, 2008
 Most Recent Editorial Date: **June 14, 2019**

Space Management Policy

Office of Accountability:	Office of the Vice-President (Facilities and Operations)
Office of Administrative Responsibility:	Office of the Vice-President (Facilities and Operations)
Approver:	Board of Governors
Scope:	Compliance with this University policy extends to all academic staff, administrators, colleagues, and support staff as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) ; undergraduate, graduate and Faculty of Extension students; postdoctoral fellows; emeriti; members of the Board of Governors; visitors to campus, including visiting speakers and scholars; third party contractors; and volunteers.

Overview

The *Post-Secondary Learning Act* outlines the authority through which post-secondary institutions **manage** institutional **space**.

Purpose

This policy defines university space, and outlines responsibilities for space management and administration at the University of Alberta.

POLICY

University space encompasses all **real property**, **base building systems**, and **equipment** owned and/or leased by the University of Alberta.

Any activity taking place within University space must comply with applicable laws and University policies. The University is also responsible for taking reasonable steps to ensure the safety of all members of the University community and its visitors, to ensure the proper functioning of the University, for protecting and managing its property, and for exercising good stewardship of public resources. In the context of these responsibilities, the University reserves the right to deny the use of space or to make activities within University space subject to conditions such as recovery of incremental costs directly attributed to an activity. The University may exercise this right at its sole discretion.

As directed by the Board of Governors, the Vice-President (Facilities and Operations) is responsible for the administration of University space in relation to the following:

- Adhering to the University of Alberta's strategic planning documents when controlling and centrally managing space
- Defining relevant roles and responsibilities
- Ensuring collaboration, efficient and effective stewardship and accountability in all matters
- Ensuring best practices are employed with respect to the allocation, **repurposing**, and **utilization** of space
- Addressing the current and future needs of the University community

Space management is based on Facilities Development Committee (FDC) approved **General Space Programs**.

The Vice-President (Facilities and Operations) **allocates** space to **units** or to other approved occupants.

Units work in collaboration with the Vice-President (Facilities and Operations) to distribute their allocated space by **allotting** it to departments, units or centres.

Departments, units and centres also work with the Vice-President (Facilities and Operations) to **assign** space to faculty members, staff, or to other suitable individuals and groups. Previously assigned space can be re-assigned to meet changing and developing needs.

In accordance with *the Planning and Renovation of Existing Facilities Policy*, and with University of Alberta policies on leasing and sub-leasing, any department or unit requiring the repurposing of space must consult with the Vice-President (Facilities and Operations).

Space is also entrusted to the Office of the Registrar for the purpose of academic and casual scheduling of classroom space.

Total faculty space allocations, as well as administrative allocations, are reviewed on a regular basis by the Vice-President (Facilities and Operations).

The allocation of space to a unit within the University, as well as the allotment and assignment of space within units, is subject to readjustment as the needs and priorities of the campus community change.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [\[▲Top\]](#)

University Facilities	All lands, buildings and space owned, operated, or leased by or from the University of Alberta.
Central Management / Manage	Central space management of all University space under the administration of the Vice-President (Facilities and Operations).
Space	All real property, base building systems and equipment owned and/or leased by the University of Alberta
Real Property	Refers to land, and anything permanently placed on or under it, which may include, but is not limited to, above surface structures such as buildings and below surface items such as minerals.
Base Building Systems	Those elements of a building, including exiting systems, mechanical and electrical infrastructure, fire alarms, and public circulation required and necessary for the functioning of a building for its intended purpose.
Equipment	Affixed machines, tools and furnishings necessary to the facility for the completion of University business.
Repurposing	Redevelopment of space for another purpose and/or functional use (e.g., modernization or the addition of equipment that impacts building systems).
Utilization	Compliance with the Government of Alberta established matrices for the efficient use of space in post-secondary institutions.
General Space Programs	Describes the current state of an academic, research and/or administrative unit's activities in terms of their space needs, including student, staffing and support requirements. A space program includes a space budget that outlines how much space the unit has currently,

	how much it will require in the near future, and also predicts what amount of space may be required over a long-term planning period.
Allocation / Allocated	The distribution of space by the Space Management Office, under the authority of the Vice-President (Facilities and Operations).
Units	Administrative and/or organizational groups including faculties, departments, centres, institutes, administrative units, and non-departmental units.
Assignment / Assigned	Distribution of space by a department for the placement of individuals, purposes and functions for a period of time.
Centrally Scheduled Space	Classrooms, lecture theatres, and non-classroom space under the control of Examinations and Timetabling in the Office of the Registrar.
Facilities Development Committee (FDC)	A standing committee of General Faculties Council with delegated authority to make recommendations to General Faculties Council and the Board of Governors. The committee reviews and makes recommendations related to general space and functional programs, the design and use of facilities, and policies related to facilities and planning.

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [[▲Top](#)]

[Capital Plan](#) (University of Alberta)

[Emeritus Policy](#) (UAPPOL)

[Filming on Campus](#) (University of Alberta)

[GFC-Facilities Development Committee Terms of Reference](#) (University of Alberta)

[Institutional Strategic Plan, For the Public Good](#) (University of Alberta)

[Maintenance Policy](#) (UAPPOL)

[Planning and Renovation of Existing Facilities Policy](#) (UAPPOL)

[Real Property Compliance Policy](#) (UAPPOL)

[Space Management Office](#) (University of Alberta)

[University Business Plan](#) (University of Alberta)

PUBLISHED PROCEDURES OF THIS POLICY

[Classroom Scheduling for Courses Procedure](#)

[Outdoor Site Booking Procedure](#)

[Pets on Campus Procedure](#)



U of A Policies and Procedures On-Line (UAPPOL)

[Short-Term Casual Event Booking Procedure](#)

[Space Management Procedure](#)

[Use of University Equipment by Professors Emeriti Procedure & Guideline](#)

[Vending Procedure](#)