UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

Monday, May 27, 2019
Council Chamber, 2-100 University Hall (UNH)
2:00 PM - 4:00 PM

OPENING SESSION

1.   Approval of the Agenda   David Turpin

2.   Report from the President   David Turpin

        - Update on Clean Air Strategy   Andrew Leitch

CONSENT AGENDA

[If a member has a question or feels that an item should be discussed,   David Turpin
they should notify the Secretary to GFC, in writing, two business days
or more before the meeting so that the relevant expert can be invited to
attend.]

3.   Approval of the Minutes of April 29, 2019

4.   New Members of GFC

5.   Revision to the Terms of Reference for the GFC Student Conduct
        Policy Committee

6.   Proposed Termination of the Bachelor of Physical Education
        specializations in (1) Cultural and Managerial Study of Sport and
        Leisure and (2) Activity and Nutrition, Faculty of Kinesiology, Sport, and
        Recreation

        Motion: To Approve

ACTION ITEMS

7.   Proposed University of Alberta International Strategic Plan   Cen Huang
                                                                             Steven Dew
        Motion: To Recommend Board of Governors Approval   Tammy Hopper

8.   Taking Care of our Campuses for the Future: An Integrated Asset   Andrew Sharman
        Management Strategy (2019-2035)

        Motion: To Recommend Board of Governors Approval

EARLY CONSULTATION

9.   Recruitment Policy Review   Wendy Rodgers

10.   Early consultation on development of a statement on freedom of   Steven Dew
        expression (no documents)

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11.   A Protection of Minors Policy for the University of Alberta   Rob Munro
                                                                                       Andrew Leitch

DISCUSSION ITEMS

12.   Final Report of the Campuses and Facilities Safety and Security   James Allen
        Working Group   Rob Munro

13   Housing for Students Who Parent Consultation - Final Report   Andrew Sharman
                                                                                Katherine Huising

14.   PhD Learning Outcomes   Deborah Burshtyn

15.   Question Period   David Turpin

INFORMATION REPORTS

        *[If a GFC member has a question about a report, or feels that the
        report should be discussed by GFC, the GFC member should notify the
        Secretary to GFC, in writing, two business days or more before GFC
        meets so that the Committee Chair (or relevant expert) can be invited
        to attend.]*

16.   Report of the GFC Executive Committee

17.   Report of the GFC Academic Planning Committee

18.   Report of the GFC Academic Standards Committee

19.   GFC Nominations and Elections
        A. Report of May 3, 2019
        B. GFC members serving on Joint Committee for Selection of the
            Chancellor
        C. Call for Nominations for GFC Committees

20.   Report of the Board of Governors

21.   Information Items
        A. Centres and Institutes Annual Report

22.   Information Forwarded to GFC Members Between Meetings (no items
        to date)

CLOSING SESSION

23.   Next meeting of GFC: September 23, 2019

Presenter(s):

David Turpin   President and Vice-Chancellor, Chair General Faculties Council
Steven Dew   Provost and Vice-President (Academic)

Tammy Hopper	Vice-Provost (Programs)
Cen Huang	Interim Vice-Provost & Associate Vice-President (International)
Andrew Sharman	Vice-President (Facilities and Operations)
Wendy Rodgers	Deputy Provost
Rob Munro	Associate Vice-President (Risk Management Services), Acting
Andrew Leitch	Director, ERM Programs, Risk Management Services
James Allen	Associate Vice-President (Operations and Management)
Katherine Huising	Associate Vice President Ancillary Services
Deborah Burshtyn	Interim Vice Provost and Dean, Faculty of Graduate Studies and Research

Documentation was before members unless otherwise noted.

Meeting REGRETS to:	Heather Richholt, 780-492-1937, richholt@ualberta.ca
Prepared by:	Meg Brolley, GFC Secretary
University Governance	www.governance.ualberta.ca

PRESIDENT'S REPORT

TO THE GENERAL FACULTIES COUNCIL

As this is the final meeting of General Faculties Council for this academic year, I want to take a moment to thank each of you for your commitment to this body and the important work that it does. The changes that we have been implementing over the last year have resulted in renewed engagement and deeper discussion of the issues and decisions facing our academy. Thank you!

Since my last President's Report, I announced my decision not to seek reappointment. I want to reassure all of you that for the next 14 months, my primary focus remains the University of Alberta—and the many important initiatives we are working on together.

As you know, last month, the province underwent a change of government. The U of A, along with the entire post-secondary sector in Alberta, is a key to the future well-being of the province—we provide the educated workforce and research needed for job creation, economic and social development and diversification. We must continue to advocate for the critical role that the U of A plays in the province and share broadly our key messages about the role of post-secondary education in building Alberta's future: that we must increase system-wide capacity to educate Albertans, reduce financial barriers, and maximize the impact of our research and innovation. Our efforts have begun to generate attention, and many of our key messages recently appeared in the Globe & Mail.

My thanks once again for all of the hard work that you in support of the U of A's collegial academic governance process.

BUILD

Attracting Diverse, Exceptional Faculty

World-renowned chemist, Dr. Lara Mahal, is bringing her expertise to the University of Alberta to further her work in understanding how sugars interact with human health and disease, thanks to $10 million in federal funding over the next seven years through the Canada Excellence Research Chairs program. The funds will be matched by the Government of Alberta. Dr. Mahal is currently Professor of Chemistry at New York University.

Equity, Diversity and Inclusivity

On May 10, the University of Alberta endorsed the Dimensions: Equity, Diversity and Inclusion Canada charter. Announced by the federal government on May 9, the Dimensions charter calls for an intersectional approach to EDI and recognizes that our research community thrives when we welcome and engage diverse perspectives and experiences. Our EDI Strategic Plan embraces this view and we are excited to participate in this important national initiative. UAlberta's Endorsement of NSERC's Dimensions Charter.

Sharing Indigenous Knowledge

A new University of Alberta digital project is bringing Indigenous knowledge to campus. Using augmented reality, users can access videotaped pop-up stories by hovering their electronic devices over designated objects like the Sweetgrass Bear, a sculpture at Enterprise Square. Created by U of A researchers and graduate students as well as Indigenous knowledge keepers, the user-friendly initiative is rooted in Canada's Truth and Reconciliation Commission.

EXPERIENCE

Experiential Learning

A critical part of the experiential learning experience of budding lawyers is participating in moot competitions. These competitions simulate court proceedings at the appeal court level, where law students argue before judges, not juries. Last month, a team of University of Alberta law students representing Canada won the Commonwealth's most prestigious moot competition in Livingstone, Zambia. This is the first time the U of A has won the prestigious international competition since it began in 1983 and only the fourth win for a Canadian team.

Lifelong Learning

In *For the Public Good*, we underscored the importance of creating learning experiences that attract alumni and other communities of learner to build a culture of lifelong learning. The Faculty of Extension has a vibrant partnership with the Edmonton Lifelong Learners Association which results in a diverse and extensive program of continuing education courses each spring. This May, 661 students have been engaged in 50 courses, ranging from terrorism in the modern world to drawing for beginners to energy pipelines.

Student Work Experience

Working with partners throughout our community is a vital part of enriching the learning experience of our students. At this year's Community Connections Awards, we honoured the Edmonton Talent Outreach & Work Experience Team with a UAlberta Advocate Award. For more than 10 years, this team has encouraged their network of hundreds of city employees to participate in job shadowing, opening up a diversity of new experiences and opportunities for our students.

EXCEL

Two Signature Area Launches

On March 28, the campus community gathered to officially launch Intersections of Gender, a signature teaching and research area focused on illuminating intersectional gender research, supporting interdisciplinary research collaborations, growing inclusive mentorship and teaching, and engaging communities across all sectors. More than 250 researchers across all 18 faculties, schools and campuses are currently working in these areas. On May 9, we gathered again to launch Energy Systems. This signature research and teaching area will build on the U of A's deep record of research excellence in energy, and advance new ways of thinking about energy systems, to lead international, interdisciplinary collaboration and partnership, and to create innovations, education programs, and social change that will inspire and inform the global community's transition to a low-carbon energy future.

Research Funding Awards

Over the past few months, the U of A's reputation for research excellence has continued to attract external funding. In March, new research funding through the Canada Foundation for Innovation's John R. Evans Leaders Fund was announced for 16 projects at the U of A. More than $3 million was allocated for research in opioid addiction, cancer treatment, organ transplants, atomic physics, waste water management, agriculture and more. The following month, the U of A's Canadian Mountain Network was named a National Centre for Excellence. The announcement brings a funding infusion of $18.3 million over the next five years.

Academic Excellence

E.W.R. Steacie Memorial Fellowship
Chemical Engineering professor Hongbo Zeng, Canada Research Chair in Intermolecular Forces and Interfacial Science, has received the 2019 NSERC E.W.R. Steacie Memorial Fellowship.

2019-20 McCalla Professors
McCalla Professorships recognize academics who have made significant contributions by integrating teaching, research, and educational leadership. This year's eight McCalla Professors were announced in March.

2019 Teaching Excellence Awards
Each year, the U of A publicly recognizes outstanding teaching. Eleven instructors and one teaching unit were honoured this year.

ENGAGE

2019 Community Connections Awards

The U of A's Community Connections Awards honour those who embody our promise to "uplift the whole people" by sharing their expertise, time, and energy for the benefit of the public good. In addition to the Edmonton Talent Outreach & Work Experiences Team mentioned above, the 2019 honorees are:

- Megan Strickfaden has received the Community Scholar Award for using design to inspire better quality of life for those people often left vulnerable, marginalized, and disadvantaged.
- Lisa Prins has received the Community Leader Award for breaking down barriers to post-secondary access and creating communities of learners beyond the borders of campus.

Outstanding Philanthropic Support

The Office of Advancement shared 2018-19 fundraising results with donors through our annual *Donor Impact Report*, release May 16, 2019. The University of Alberta attracted $168 million in philanthropic support this past year, the second highest annual total in the university's history. This outstanding result is strong endorsement of the university's mission and vision, as well as the excellence work we do every day to advance knowledge and provide exceptional learning experiences.

Centre for Autonomous Systems Research

A $14.9 million investment from government and industry has helped to establish the Centre for Autonomous Systems in Strengthening Future Communities. The U of A is leading this collaborative initiative, which will engage the collective capacity of Campus Alberta to deliver autonomous systems for transportation, medical and industrial applications.

SUSTAIN

Update on UniForum

You may recall that the U of A has embarked on the benchmarking program, UniForum, and that we completed an initial service effectiveness satisfaction survey in November 2018. The next two program components—a second survey and activity data collection—begin in May and June, respectively. Vice-president (Finance & Administration) Gitta Kulczycki recently provided an update on the program for our internal community—I encourage you to read more here.

New Code of Conduct

As you know, the *Code of Conduct: Employees Obligations Respecting Conflicts of Interest* was approved by General Faculties Council on February 25, 2019 and by the Board of Governors on March 15, 2019. The U of A's new Code of Conduct is largely a compilation of existing university values, policies, procedures, and collective agreements. Academic Freedom will continue to be upheld by the pre-existing agreements and policies. We are encouraging all employees to familiarize themselves with the changes in anticipation of the July 1, 2019, when the code will come into effect.

Leadership Transitions

We have had three recent leadership transitions at the U of A. First, Dr. Brooke Milne has been appointed Vice-Provost and Dean of the Faculty of Graduate Studies and Research, effective July 1, 2019. Next, Dr. Maria Mayan has agreed to serve as Interim Dean of the Faculty of Extension from July 1, 2019 to June 30, 2021. Finally, I am pleased to announce the reappointment of Dr. Pierre-Yves Mocquais as Dean of Faculté Saint-Jean and Executive Officer of Campus Saint-Jean for a second term.

Thank you for your continued dedication to the University of Alberta.

Yours sincerely,

David H. Turpin, CM, PhD, LLD, FRSC
President and Vice-Chancellor

New Members of GFC

MOTION I: TO APPOINT/REAPPOINT*:*

MOTION II: TO RECEIVE*:*

The following ex officio member, to serve on GFC for a term beginning July 1, 2019 and extending for the duration of the appointment:

Brooke Milne   Vice-Provost and Dean, Faculty of Graduate Studies and Research

The following statutory faculty member/s who have been elected/re-elected by their Faculty, to serve on GFC for term of office beginning July 1, 2018 and ending June 30, 2021:

Cathy Adams   Faculty of Education
Paul Gareau   Faculty of Native Studies

FINAL Item No. 5

Governance Executive Summary
Action Item

Agenda Title	Revision of the Terms of Reference for the GFC Student Conduct Policy Committee

Motion

THAT General Faculties Council approve the proposed revision to the GFC Student Conduct Policy Committee Terms of Reference as recommended by the GFC Student Conduct Policy Committee and the GFC Executive Committee and as set forth in attachment 1, to take effect upon approval.

Item

Action Requested	☒ Approval ☐ Recommendation
Proposed by	University Governance
Presenter(s)	Meg Brolley, General Faculties Council (GFC) Secretary and Manager of GFC Services

Details

Responsibility	General Faculties Council
The Purpose of the Proposal is (*please be specific*)	To approve revised Terms of Reference for the GFC Student Conduct Policy Committee (SCPC)
Executive Summary (*outline the specific item – and remember your audience*)	In their report of April 21, 2017, the *ad hoc* Committee on Academic Governance Including Delegated Authority recommended changes to all the GFC standing committee terms of reference. During the implementation of these recommendations, SCPC's terms of reference were the first to be approved on October 30, 2017. The terms of reference for the GFC Nominating Committee, and the disbandment of the Replenishment Committee, were approved at GFC on April 30, 2018. The GFC Nominating Committee is now responsible for the replenishment of all GFC standing committees and the responsibility for the appointment of the SCPC Chair and Vice-Chair fall under that mandate. The proposed revisions reflect current process as noted in the Nominating Committee terms of reference.
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 (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol>	*Those who are actively **participating**:* • University Governance
	*Those who have been **consulted**:* • University Governance
	*Those who have been **informed**:* • GFC Student Conduct Policy Committee
Approval Route (Governance)	GFC Student Conduct Policy Committee - April 11, 2019

Item No. 5

(including meeting dates)	GFC Executive Committee – May 13, 2019 GFC – May 27, 2019

Strategic Alignment

Alignment with *For the Public Good*	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.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☐ Physical Infrastructure	☒ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☐ Student Success
Legislative Compliance and jurisdiction	*Post-Secondary Learning Act* GFC Student Conduct Policy Committee Terms of Reference	

1. Attachment 1 – Revised GFC Student Conduct Policy Committee Terms of Reference

Link: GFC Nominating Committee Terms of Reference

Prepared by: Meg Brolley, GFC Secretary and Manager of GFC Services, meg.brolley@ualberta,ca

1. Mandate and Role of the Committee

The Student Conduct Policy Committee (SCPC) is a standing committee of General Faculties Council charged with providing oversight to the university's student discipline codes. The committee reviews and recommends on new codes, and policies and procedures related to discipline. SCPC may be called upon to provide advice to the Provost and Vice-President (Academic) on items which may include, but are not limited to, rules and regulations other than discipline codes.

2. Areas of Responsibility

a. Review and recommend changes to General Faculties Council on:
   - the Code of Student Behaviour and student discipline procedures
   - the Code of Applicant Behaviour
   - the Practicum Intervention Policy
   - the Residence Community Standards Policy
b. Discuss annual residence discipline statistics and forward reports to GFC for information.
c. Discuss annual statistical reports on discipline cases dealt with by Faculties, the Discipline Officer, the Registrar, Unit Directors, the University Appeal Board (UAB), GFC Academic Appeals Committee (AAC), and the GFC Practice Review Board (PRB) and forward reports to GFC for information.

3. Composition

Voting Members (13)
Ex-officio (1)
-Vice-Provost and Dean of Students

Appointed (4)
- 1 academic staff (A1.1, A1.5, A1.6, A1.7) to serve as Chair; appointed by GFC ~~Executive Committee~~ Nominating Committee for a two year term. Strong preference is given to an individual with legal training.
- 1 representative from each of the following (3 total):
   - Students' Union Executive, appointed by the Students' Union Executive
   - Graduate Students' Association Executive, appointed by the Graduate Students' Association Executive
   - Residences, appointed by Council of Residence Associations

Cross Appointed (1)
- Dean (or designate) from the GFC Academic Standards Committee (ASC), elected by ASC for a one year term

Elected by GFC (7)
- 2 student members of GFC (graduate or undergraduate)
- 2 academic staff (A1.1, A1.5, A1.6, A1.7) at least 1 of whom is a member of GFC
- 1 academic staff (A1.1, A1.5, A1.6 , A1.7) who is a former Associate Dean or a former University Appeals Board (UAB) Chair
- 2 staff members (A1.0, A2.0 and/or S1.0, S2.0)

Note: The Vice-Chair will be appointed by the GFC ~~Executive Committee~~ Nominating Committee from amongst the elected academic staff (A1.1, A1.5, A1.6, A1.7) of SCPC for a one year term.

Non-Voting Members
- Discipline Officer
- Appeals Coordinator as defined in the Code of Student Behaviour, Code of Applicant Behaviour and the Practicum Intervention Policy
- Director of University of Alberta Protective Services
- Assistant Dean of Students (Residence)
- GFC Secretary
- University Secretary
- Representative from the Office of the Student Ombuds

4. Delegated Authority from General Faculties Council
Should be reviewed at least every three years and reported to GFC.

4.1 Approve editorial amendments to:
   a. the Code of Student Behaviour (except as listed under 7. Limitations to Authority)
   b. the Code of Applicant Behaviour (except as listed in 7. Limitations to Authority)
   c. the Practicum Intervention Policy (except as listed in 7. Limitations to Authority)

5. Responsibilities Additional to Delegated Authority
5.1 To recommend to GFC on proposals for substantive changes to the Code of Student Behaviour, the Code of Applicant Behaviour, and the Practicum Intervention Policy.

6. Sub-delegations from GFC SCPC
Should be reviewed at least every three years and reported to GFC.

None.

7. Limitations to Authority
The following further refines or places limitations on authorities held by or delegated to SCPC:

7.1 Substantive Amendments, as determined by SCPC, are forwarded to General Faculties Council for recommendation to the Board of Governors:
   a. the Code of Student Behaviour
   b. the Code of Applicant Behaviour
   c. the Practicum Interventon Policy

7.2 All Amendments to the following sections are forwarded to General Faculties Council for recommendation to the Board of Governors:
   a. the Code of Student Behaviour
         30.6: Procedures for Appeal of Decisions to the University Appeal Board (UAB)
   b. the Code of Applicant Behaviour
         11.8.9: Appeals Against Decisions of the Registrar
   c. the Practicum Intervention Policy
         87.5: Appeals to the GFC Practice Review Board (PRB)
         87.6: GFC PRB Terms of Reference, Powers and Jurisdiction

87.7: Composition of the GFC PRB
87.8: Procedures Prior to GFC PRB Hearings
87.9: Procedures at the GFC PRB Hearing
87.10: Confidentiality of Hearing and Material)

8. Reporting to GFC

The Committee should regularly report to GFC with respect to its activities and decisions.

9. Definitions

Editorial and Substantive – The Student Conduct Policy Committee determines which amendments are editorial and which are substantive.

Academic staff – as defined by the Recruitment Policy (Appendix A) Definition and Categories of Academic Staff, Administrators and Colleagues in UAPPOL

Non-Academic staff – as defined by the Recruitment Policy (Appendix B) Definition and Categories of Support Staff in UAPPOL

10. Links

Code of Student Behaviour
Code of Applicant Behaviour
Practicum Intervention Policy
Residence Community Standards

Approved by General Faculties Council: October 30, 2017

FINAL Item No. 6

Governance Executive Summary
Action Item

Agenda Title	Proposed Termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition, Faculty of Kinesiology, Sport, and Recreation

Motion

THAT the General Faculties Council recommend that the Board of Governors approve the termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition, as recommended by the GFC Academic Planning Committee, to take effect upon final approval.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Kerry Mummery, Dean, Faculty of Kinesiology, Sport, and Recreation (KSR)
Presenter(s)	Angela Bayduza, Associate Dean (Undergraduate Programs), KSR Amanda Schwalbe, Academic Programs Manager, KSR

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	Approval of the proposed termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition
Executive Summary (*outline the specific item – and remember your audience*)	Admission to these programs was suspended in 2015 and there are currently no students enrolled in the programs. The last student graduates in June 2019. Courses in these areas continue to be offered under a revised specialization (see supplementary notes below) in the Bachelor of Kinesiology and through the Bachelor of Arts in Recreation, Sport, and Tourism.

Supplementary Notes and context	In October 2014, APC approved changes to the Bachelor of Physical Education (BPE) program including:
	• Name change to Bachelor of Kinesiology (BKin)
	• Suspension of two concentrations in the program (Cultural and Managerial Studies of Sport and Leisure; Activity and Nutrition)
	• Name changes for a number of other concentrations as follows:
	  o Active Living, Health and Well-Being *to* Physical Activity and Health
	  o Physical Activity and Sport Performance *to* Sport performance
	  o Sport Coaching *to* Coaching Studies
	
	As part of the proposal, current students and alumni were given the opportunity to apply to receive a new parchment with the new degree name. All students in the concentrations proposed for suspension were given the opportunity to complete their programs.

Item No. 6

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](#)>	*Those who are actively **participating**:* • Angela Bayduza, Associate Dean (Undergraduate Programs), KSR
	*Those who have been **consulted**:* • KSR Undergraduate Programs Committee • Portfolio Initiatives Manager, Office of the Provost and Vice- • President (Academic)
	*Those who have been **informed**:* •
Approval Route (Governance) (including meeting dates)	KSR Undergraduate Programs Committee (March 6, 2019) KSR Executive Committee (March 20, 2019) KSR Faculty Council (March 27, 2019) GFC Academic Planning Committee (May 8, 2019) Executive Committee (May 13, 2019) General Faculties Council (May 27, 2019) Board Learning, and Discovery Committee (May 31, 2019) Board of Governors (June 14, 2019)

Strategic Alignment

Alignment with *For the Public Good*	GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. 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.
	☒ Enrolment Management ☐ Relationship with Stakeholders ☐ Faculty and Staff ☐ Reputation ☐ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☐ Leadership and Change ☒ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	Post-Secondary Learning Act GFC Academic Planning Committee Terms of Reference

Attachments

1. Attachment 1 (page(s) 1 -5) 'Proposal Template: Termination of the termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition'
2. Attachment 2 (page 1) 'Approval Letter - 2015 BKin Suspensions'

Prepared by: Angela Bayduza, Associate Dean (Undergraduate Programs), Faculty of Kinesiology, Sport, and Recreation; email - ksradu@ualberta.ca

Proposal Template: Program Termination

1.1 *Fill in the table below*:

Institution	University of Alberta, Faculty of Kinesiology, Sport, and Recreation (formerly Faculty of Physical Education and Recreation)
Program/specialization name	1) Concentration in Cultural and Managerial Study of Sport and Leisure 2) Concentration in Activity and Nutrition
Credential awarded	(1) BPE with a Concentration in Cultural and Managerial Studies of Sport and Leisure (2) BPE with a Concentration in Activity and Nutrition
Proposed effective date of termination	Upon approval

1.2 *Confirm whether*:

> **1.2.1** ☒ *This termination proposal was preceded by a ministry-approved suspension period.*
>
> ☐ *This termination proposal was <u>not</u> preceded by a ministry-approved suspension period.*
>
>> **1.2.1a** *If this proposal was preceded by a suspension, attach approval letter.*
>> **See attachment**.
>> **Approval date of suspension, January 19, 2015**
>>
>> **1.2.1b** *If this proposal was not preceded by a suspension, explain why ministry approval for a suspension was not sought prior to requesting a termination.*
>>
>> **1.2.1c** *If not preceded by suspension, indicate when students were last admitted into the program/specialization.*

1.2.2 ☐ *No active students remain in the program.*

☒ **Active program students remain in the program.**

* Last remaining student in the Cultural and Managerial Study of Sport and Leisure concentration will graduate June 2019

SECTION 2: RATIONALE

2.1 *Identify reason(s) for termination with supporting evidence (e.g., low student demand, declining labour market demand, institutional capacity, provincial priorities, etc.).*

In accordance with the UAlberta Academic Plan cornerstones of Talented People, Learning, Discovery and Citizenship, and Transformational Organization and Support, as well as the Faculty's own strategic plan objective to provide an exemplary student experience, a review of the undergraduate curriculum was completed in 2013. General goals of the review were to ensure degree content was keeping pace with new developments in knowledge and new career opportunities for graduates, to enhance learner experiences and objectives, and to reduce redundancies among the degree programs. The degree review committee of the time, presented their recommendations for revisions to the BPE program at an Academic Retreat and Town Hall in June of 2013. Final recommendations for revisions to the BPE program included the suspension of two Areas of Concentration in the BPE degree program at that time: (1) Cultural and Managerial Studies of Sport and Leisure, and (2) Activity and Nutrition. Both of these specialization areas had relatively low enrolment and/or completion rates (see table below) and contained redundancies with other parts of the undergraduate curriculum.

Enrolment in BPE concentrations:
(1) Activity & Nutrition, and (2) Cultural & Managerial Studies in Sport & Leisure

Academic Year	Total Students	Activity & Nutrition	Cultural & Managerial Studies
2005-06	384	19 (5%)	26 (7%)
2006-07	326	25 (8%)	24 (7%)
2007-08	301	25 (8%)	24 (8%)
2008-09	291	25 (9%)	23 (8%)
2009-10	308	23 (7%)	23 (7%)
2010-11	312	35 (11%)	14 (4%)
2011-12	343	36 (10%)	13 (4%)
2012-13	350	29 (8%)	13 (4%)
2013-14	326	28 (9%)	7 (2%)
2014-15	406	14 (3%)	7 (2%)
2015-16	387	3 (1%)	2 (1%)
2016-17	445	0	1 (0%)
2017-18	460	0	1 (0%)
2018-19	477	0	1 (0%)

2.2 *Provide specific information about which internal governance body approved the termination, and provide date of approval*.

Recommendations for the suspension of two areas of concentration in the BPE degree program at that time, (1) Cultural and Managerial Studies of Sport and Leisure, and (2) Activity and Nutrition, were presented and finalized through an Academic Retreat and Town Hall process in June of 2013. Final recommendations for the suspension of two areas of concentration in the BPE degree program were presented and approved by the Faculty's Undergraduate Programs Committee (September 13, 2013), Faculty Executive Committee (September 18, 2013), and Faculty Council (September 25, 2013).

Ministerial approval for suspension of the two areas of concentration was received on January 19, 2015.

Final recommendations for termination of the (1) Cultural and Managerial Studies of Sport and Leisure Concentration and the (2) Activity and Nutrition Concentration have been presented and approved by the Faculty's Undergraduate Programs Committee (March 6, 2019), the Faculty's Executive Committee (March 20, 2019), and Faculty Council (March 27, 2019).

SECTION 3: ACCESS

3.1 *Identify student access considerations and risks for Campus Alberta (include information about related programs or other avenues available to students to prepare for careers/employment and/or further educational opportunities)*.

There are no anticipated impacts of the two proposed concentration terminations. The Faculty continues to provide course work and opportunity to prepare students in both concentration areas.

3.2 *If this program or specialization is unique in the province, describe the consultation(s) undertaken within Campus Alberta to investigate the feasibility of program/specialization transfer*.
Not Applicable.

3.3 *Describe the consultation process that occurred with students at your institution regarding this programming change*.

As part of the suspension process, discussions with students enrolled at that time, anonymous survey results collected from students, and the governance process within the Faculty also included student participation. As well, the Faculty of Kinesiology, Sport, and Recreation governance process continues to include students at each internal governance level.

4.1 *Describe the consultation process that occurred with other stakeholders (e.g., advisory committees, regulatory bodies, employers, etc.) affected by this programming change.*
Not Applicable.

4.2 *Describe plans for communicating the termination decision to stakeholders, particularly regulatory bodies (if applicable) and other Campus Alberta institutions.*

During the suspension process, when communicating with external partners, information regarding the proposed suspensions and eventual terminations was provided to the external institutions and internal departments with which we have partnerships with. During discussions and clarifications with the appropriate individual of each partner, assurances were provided to our partners that students associated with each of these partnerships at that time, and/or in the year prior to the year the suspensions took effect, would be permitted to complete their degree program as planned, which included their Area of Concentration. Though we did not continue to accept any enrollments into the suspended concentrations after the approved suspension dates, these concentrations were kept active to provide students who may have taken a leave of absence or to attend part-time from our various partnerships, ample time to complete these concentrations. It was communicated at that time that the Faculty would eventually move to terminate these concentrations once the last student's program, with one of the declared (1) Cultural and Managerial Studies of Sport and Leisure Concentration or (2) Activity and Nutrition Concentration, was completed.

As a result, pertinent partners and audiences are already aware that these two concentrations will be terminated.

4.3 *Describe plans for reallocation of resources previously used for this program/specialization and identify budget and staffing impacts.*

There are no anticipated reallocation of resources in relation to the proposes termination of either the (1) Cultural and Managerial Studies of Sport and Leisure Concentration or the (2) Activity and Nutrition Concentration since the number of students who have been declared enrolled with either of the concentrations has been very few, and consistently declining. Resources dedicated to advising have been reallocated to other students enrolled in the Faculty.

Alberta Advanced Education

OTHER CONSIDERATIONS

Please indicate if there are additional factors you would like the ministry to consider when reviewing this proposal.

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

Innovation and
Advanced Education

Deputy Minister
6th Floor Commerce Place
10155 - 102 Street
Edmonton, Alberta T5J 4L5
Canada
Telephone 780-415-4744
Fax 780-422-1801
www.iae.alberta.ca

AR 45798

January 19, 2015

Dr. Olive Yonge
Interim Provost and Vice-President (Academic)
University of Alberta
2-40 South Academic Building
Edmonton, AB T6G 2G7

Dear Dr. Yonge, ive

Innovation and Advanced Education has reviewed the University of Alberta's proposal
to suspend the Cultural and Managerial Studies of Sport and Leisure and the Activity
and Nutrition specializations within the Bachelor of Kinesiology program from
September 1, 2015 to September 1, 2020.

The department approves these suspensions on the understanding that the Board of
Governors proposes them based on low enrolment and/or completion rates over several
years, and given curriculum redundancies with other specializations in the program and
other programs at the University of Alberta. Please advise the department, through the
Provider and Program Registry System, of the institution's plan to reactivate or terminate
the specialization six months prior to the suspension end date.

We appreciate the University of Alberta's commitment to providing high-quality
programming and its ongoing program review and renewal processes.

Sincerely,

Marcia Nelson
Deputy Minister

JAN 2 1 2015
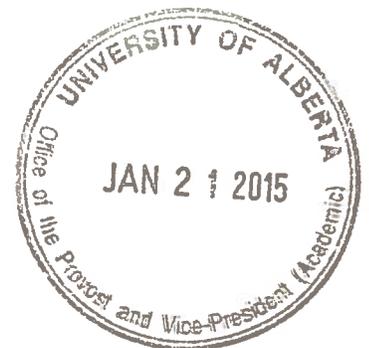
cc: Douglas O. Goss, Q.C., Chair, Board of Governors, University of Alberta

FINAL Item No. 7

Governance Executive Summary
Action Item

Agenda Title	**Proposed University of Alberta International Strategic Plan**

Motion

THAT General Faculties Council recommend that the Board of Governors approve the proposed University of Alberta International Strategic Plan, as recommended by the GFC Academic Planning Committee and the GFC Executive Committee, as proposed by the Provost and Vice-President (Academic), and as contained in Attachment 1, to be effective upon final approval.

Item

Action Requested	☐ Approval ☒ Recommendation
Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter(s)	Steven Dew, Provost and Vice-President (Academic) Tammy Hopper, Vice-Provost (Programs) Cen Huang, Interim Vice-Provost & Associate Vice-President (International)

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (*please be specific*)	To present the University of Alberta International Strategic Plan for discussion and recommendation to General Faculties Council.
Executive Summary (*outline the specific item – and remember your audience*)	The proposed University of Alberta International Strategic Plan contains 11 specific institutional objectives directly linked to the five themes within *For the Public Good*, as well as a number of strategies to build upon the University's well-established leadership in international engagement and to guide such initiatives into the future. The objectives and strategies within the International Strategic Plan were developed during a broad 24 month consultation process with members of the University community.
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>	*Those who are actively **participating**:* • Office of the President • Office of the Provost and Vice-President (Academic) • University of Alberta International (UAI)
	*Those who have been **consulted**:* • Office of the President • Office of the Provost and Vice-President (Academic) • University of Alberta International (UAI) • Students' Union (SU) • Graduate Students' Association (GSA) • Office of the Vice-President (Research) • Office of Advancement • Office of the Registrar • University Governance • University Libraries

	• Faculty of Graduate Studies and Research • Deans' Council • Vice-Provosts' Council • GFC Academic Planning Committee • Board Learning and Discovery Committee • President's Committee on International Strategies (PCIS) • International Steering Committee (ISC) • Associate Deans, all Faculties
	Those who have been **informed**: •
Approval Route (Governance) (including meeting dates)	GFC Academic Planning Committee: May 8, 2019 GFC Executive Committee: May 13, 2019 General Faculties Council: May 27, 2019 Board Learning and Discovery Committee: May 31, 2019 Board of Governors: June 14, 2019

Strategic Alignment

Alignment with *For the Public Good*	**VISION** To inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good. **MISSION** Within a vibrant and supportive learning environment, the University of Alberta discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships. The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront. **VALUES** The University of Alberta community of students, faculty, staff, and alumni rely on shared, deeply held values that guide behaviour and actions. These values are drawn from the principles on which the University of Alberta was founded in 1908 and reflect a dynamic, modern institution of higher learning, leading change nationally and internationally The International Strategy was developed to reflect all five goals within *For the Public Good*: Build, Experience, Excel, Engage, and Sustain.
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.

☒ Enrolment Management	☒ Relationship with Stakeholders
☒ Faculty and Staff	☒ Reputation
☒ Funding and Resource Management	☒ Research Enterprise
☐ IT Services, Software and Hardware	☐ Safety
☒ Leadership and Change	☒ Student Success
☐ Physical Infrastructure	

Legislative Compliance and jurisdiction	Post-Secondary Learning Act (PSLA) GFC APC Terms of Reference

Item No. 7

	GFC Executive Committee Terms of Reference
	GFC Terms of Reference
	BLDC Terms of Reference

Attachment:

1. Proposed University of Alberta International Strategic Plan

Prepared by: Andrea Patrick, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic), apatrick@ualberta.ca

International Strategic Plan for the University of Alberta

May 15, 2019

The University of Alberta's vision, as articulated in our Institutional Strategic Plan, *For the Public Good*, is to inspire the human spirit through outstanding achievements in learning, discovery and citizenship in a creative community, building one of the world's great universities for the public good. Indeed, we are leaders in international engagement, with a strong track record of accomplishments at home and abroad. We have developed this International Strategic Plan to guide us, as an institution, to build upon our strengths, and to facilitate a coordinated approach to all of our international endeavors. This plan also incorporates the principles described in the University of Alberta's *Strategic Plan for Equity, Diversity and Inclusivity*.

The International Strategic Plan is aligned with and organized along the five strategic goals in *For the Public Good*: **Build, Experience, Excel, Engage** and **Sustain**. Each section reiterates the overarching goal and provides a number of supporting international objectives, including some specific strategies to achieve them. An implementation plan with appropriate metrics is being developed to allow measurement of progress towards our objectives over the next five years.

I. BUILD

Build a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world.

International Objective 1:

Build a diverse community of exceptional undergraduate and graduate students from all parts of the world.

UAlberta's internationally diverse student population contributes to the institution's overall quest to attract students of outstanding talent and ambition. International students enrich the academic and cultural diversity of UAlberta and contribute to building more meaningful and relevant learning experiences for *all* students. UAlberta has seen, in recent years, a rapid growth in the numbers of international students, and the university has reached its overall enrollment targets of 20% of international students and fulfilled sub-targets of 15% of international students at the undergraduate level and 35% of international students at the graduate level. While these targets may evolve, in the interim, international student recruitment efforts will primarily aim at enhancing diversity and ensuring consistently high academic quality in the international student population. The increasing intensity of national and global competition for international undergraduate and graduate students will compel us to not only maintain our recruitment efforts but to refine them, expand their reach, manage their cost and improve their efficiency.

Strategy 1.1   Develop and implement international recruitment plans for undergraduate and graduate students such that all Faculties enroll highly performing international students from around the world, optimizing diversity and balance in the composition of the international student population. Regularly revisit our international targets and how they are framed to ensure they reflect the dynamic tension between international opportunity and domestic accountability.

Strategy 1.2   More fully develop synergies between undergraduate and graduate recruitment plans and between these plans and other strategic areas in UAlberta's internationalization (e.g. international alumni strategies, post-doctoral fellow recruitment plans). Ensure that recruitment plans satisfy the highest professional and ethical standards whilst ensuring best possible return on investment and cost efficiency.

Strategy 1.3   Collaborate with external stakeholders such as the Cities of Edmonton and Camrose, the Governments of Alberta and Canada, and other peer institutions on strategies to support their efforts to expand international student recruitment and build/improve talent acquisition strategies that fit the needs of both the province and the country.

Strategy 1.4   Grow the Sponsored Student Program by expanding professional and efficient interaction with sponsoring partners, their students and supervising professors.

Strategy 1.5   Enhance the availability of financial supports for international students and ensure that such use is regularly evaluated for its impact and appropriateness.

International Objective 2: **Build a community of exceptional faculty members and scholars at the university with backgrounds in many parts of the world.**	UAlberta is home to scholars from a wide range of countries. Almost 50% of professors at UAlberta have obtained an academic degree at a university outside of Canada. Scholars with an international background enrich teaching and research at our university. Scholars with backgrounds in countries outside of Canada are natural champions of internationalization and can act as ambassadors of these countries at our university, and of our university in these countries. We want to encourage and support all scholars at UAlberta, whether they are from Canada or from any other part of the world, to build their international network, globally connect with leading colleagues and leverage the most advanced resources available anywhere in the world.

Strategy 2.1   Ensure that the special contributions of scholars with international backgrounds and scholars with active international relationships are recognized, celebrated, and supported.

Strategy 2.2   Encourage and support associations and informal groups that bring together scholars from or with a special interest in a given country or region to advance the university's goals and reputation there.

Strategy 2.3   Develop a plan to recruit international post-doctoral fellows from targeted institutions.

Strategy 2.4   Facilitate international contacts and engagement in international collaboration notably for early career scholars.

International Objective 3:

Build and support an integrated, cross-institutional strategy to demonstrate and enhance the University of Alberta's local, national and international story, so that it is shared, understood and valued by the full UAlberta community and our many stakeholders.

The University of Alberta is an international university with global impact. An international perspective is critical to telling the UAlberta story. This is true whether we are sharing our research discoveries with an international audience, articulating the contributions and benefits that our international activity brings to our campus and local communities, or celebrating the many ways we are bringing a global perspective to our teaching and learning. Building our reputation globally and locally as a university with a strong global perspective is of major importance as we seek to share our story with community, governments, funding bodies, and international partners. As the university develops its comprehensive brand platform, international storytelling and reputation-building are key.

Strategy 3.1	Develop a comprehensive communications strategy that profiles the university's strengths and achievements in international learning, discovery, and citizenship initiatives.
Strategy 3.2	Communicate to internal and external audiences the benefits of internationalization.
Strategy 3.3	Develop and enhance the use of mechanisms for communicating international opportunities in research, teaching, learning and service to the internal university community.

II. EXPERIENCE

Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.

International Objective 4:

Ensure inclusion of international students into the campus community; support them in their pursuit of their academic, personal, and professional goals; facilitate lasting relationships for international students with their Canadian peers, the university, the Cities of Edmonton and Camrose, the Province of Alberta, and Canada.

International students join the University of Alberta to pursue their academic interests, expand their knowledge of the world, develop skills and competencies, gain independence and personal development, advance their career prospects, and build lifelong friendships and networks. Upon graduation, students' goals include pursuing further studies or careers in Canada, in their home country or in a new destination.

We are committed to offering our international students the best possible support throughout their academic career at the University of Alberta and to helping them achieve their goals, including those inspired by their experience of living and studying at the University of Alberta. In engaging with their Canadian peers, inside and outside of the classrooms and research spaces, international students contribute to the global perspective that elevates our learning, research, and community service outcomes.

Strategy 4.1	Enhance services and programs that ensure academic success for international students.
Strategy 4.2	Ensure international students have opportunity to learn about the history of Indigenous peoples of Canada and about Canada's commitment to actions that promote reconciliation.
Strategy 4.3	Coordinate and align the efforts of all relevant internal as well as external stakeholders to ensure the broadest range of support and integration of our international student community.

Strategy 4.4	Increase intercultural learning opportunities for faculty, staff, and students on our campuses and ensure active participation of international students in such learning.
Strategy 4.5	Expand opportunities for international students to engage in career development through work-integrated learning activities and other programs designed to increase understanding of and transition to the Canadian workplace.

International Objective 5:

Introduce international dimensions in the learning experiences of all students to enrich their academic achievements, broaden their understanding of the world, educate them as global citizens, and facilitate their career success in a globalized economy.

We are committed to providing domestic and international students with ways to better understand the world and to develop the interest and ability to interact respectfully and effectively with people from diverse cultural, linguistic, religious, and ethnic backgrounds. We will foster a sense of global citizenship and responsibility in our students. Our undergraduate and graduate students in all Faculties will acquire the necessary skills and competencies to pursue varied career opportunities in an increasingly global labour market.

Strategy 5.1	Increase participation of undergraduate students in education and work abroad programs while enhancing the learning outcomes of these experiences.
Strategy 5.2	Expand international experiences for graduate students including participation in joint or dual degree programs, research collaborations, summer schools or internships abroad
Strategy 5.3	Enhance availability of financial support for all forms of international learning.
Strategy 5.4	Enhance the range and number of for-credit international learning experiences and improve the transfer credit outcomes for learning undertaken abroad.
Strategy 5.5	Increase participation in certificates that recognize students' achievements in global learning such as the Certificates in International Learning (CIL), Sustainability and Global Citizenship.

III. EXCEL

Excel as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.

International Objective 6:

Strengthen, expand, and effectively support the international dimension of research and innovation.

International collaboration in research and innovation enhances research excellence and improves the visibility of the UAlberta research enterprise and its reputation. International research collaboration yields an improved ability to tackle larger scale projects and to pool resources, notably also with regard to research infrastructure and expertise. With enhanced international visibility comes an enhanced institutional attractiveness for global talent. Joining forces with research partners abroad can facilitate access to wider funding opportunities.

Strategy 6.1	Establish an inventory of existing major international collaborations for research and innovation at UAlberta to give evidence of existing depth and breadth of international engagement and guide future strategy development at faculty and at central levels. Develop mechanisms to appropriately evaluate existing partnerships and measure potential of any new opportunities.
Strategy 6.2	Use the signature areas and other areas of research excellence as the key strategic drivers in determining selection of institutional research partners; develop mutually beneficial and complementary programs of joint research, training and researcher mobility.
Strategy 6.3	Match interests and expertise between international research initiatives in the university with strategic plans and priorities of all levels of government to contribute to shared goals, and leverage government support in promoting our research capabilities internationally.
Strategy 6.4	Streamline communication and coordination between faculties, VP Research, VP Advancement, Alumni Relations, Government Relations, and University of Alberta International (UAI) to identify larger scale international funding opportunities that can foster major research initiatives, especially in the context of the signature areas.
Strategy 6.5	Support researchers in identifying funding opportunities in an international context and facilitate grant writing in that context.

International Objective 7:

Establish, grow, and consolidate priority partnerships with a select number of institutions in countries of particular relevance to our university.

Through decades of active international engagement, manifold relationships and collaborative linkages have developed, many of which started at the individual level. Among the more successful and sustainable partnerships are those that evolved from the collaboration of individuals to broader engagement of departments, Faculties or the university and which have expanded beyond the original scope of activity.

Partnerships that integrate efforts between Faculties and other units across campus allow us to build and maintain some truly high-level interactions. We are committed to developing comprehensive priority partnerships that include a range of international activities, from major research collaboration to student mobility, and include opportunities to attract or leverage new funding, build profile and create innovative academic programming.

Priority partnerships will typically develop in countries and regions with which UAlberta has an existing network of relations. Other places may be of particular relevance to individual Faculties and be of priority for one specific dimension of the international agenda, such as recruitment or education abroad. In our priority partnerships, however, we will aim at a broader range of disciplines and types of interaction.

Strategy 7.1	Establish a framework for identifying and supporting institutional priority partners. Develop a process for ongoing review of institutional partnerships to evaluate progress, cost-benefit and strategic alignment.
Strategy 7.2	Develop a work plan for each priority partner which identifies key internal stakeholders, outlines priority activities and targets, creates opportunities to diversify the partnership and establishes communication strategies for internal and external audiences.
Strategy 7.3	Engage external stakeholders in various levels of government, the corporate sector, other Campus Alberta institutions, and community organizations in partnership activities, and communicate the benefits of such partnerships to a broad range of domestic and international audiences.
Strategy 7.4	Identify possibilities for bridge building and cluster development between priority partners to further expand reach and strengthen visibility.

IV. ENGAGE

Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.

International Objective 8:

Strengthen active participation in international networks, membership associations, and consortia to learn from partners abroad and to profile our university as an institution that is focused on collaboration.

Institutions of higher education and research operate in an environment of increasing complexity and accelerating change. As we grow more and more closely together in a world of powerful communication technology and relatively convenient travel, we better recognize our partners near and far as great sources of learning and inspiration. We see the various opportunities to join forces with partners to pool resources, broaden the reach of our capabilities, and open new doors of understanding. We discover the potential for strengthening the voice of higher education and research nationally and internationally through partnerships within our global community.

Strategy 8.1	Maintain and enhance engagement with some key national and global membership organizations (such as Universities Canada, the U15, and the World Universities Network) that enrich the scholarly agenda and profile UAlberta as a globally minded institution.
Strategy 8.2	Encourage university members at all levels to engage in international organizations, both for academic purposes and for purposes relating to governing and managing the university.
Strategy 8.3	Create more opportunities for our alumni who are living at home or abroad (international and Canadian) to contribute to UAlberta's international agenda.

International Objective 9:

Encourage UAlberta's involvement with initiatives to benefit communities around the world that strive to better the lives of their citizens, to build peace, and to secure a sustainable future.

UAlberta has a long tradition of engagement in projects and initiatives that have contributed to improving the human condition in economically underprivileged parts of the world, in zones of conflict, and in areas affected by natural disaster or major public health challenges. Such activities have been successful because of contributions of many different faculties, student groups, and dedicated individual members of our university. This spirit of global responsibility and commitment to "uplifting of the whole people" is as alive as ever in our community.

As members of the world community, we face a range of challenges of unprecedented size and complexity. Solving these global challenges will require the contributions of institutions and organizations from around the world. Universities will have a paramount role in developing ground breaking new ideas. UAlberta will honour our commitment to act "For the Public Good" and will do so guided by the UN Sustainable Development Goals (SDGs) and in close cooperation with national and international partners. UAlberta will feature itself as a university with a strategic focus on the SDGs and commitment to using them as lead principles for many sectors of our international agenda.

Strategy 9.1	Support and celebrate faculty and student projects and initiatives that advance UN SDGs.
Strategy 9.2	Develop and cultivate relationships with international development organizations at the national and international level.
Strategy 9.3	Develop strategic geographical and topical areas of focus to concentrate the university's efforts; connect with and contribute to the UN SDGs at both the local and global level.
Strategy 9.4	Improve mechanisms to better connect UAlberta expertise to international initiatives on global challenges with major policy and funding organizations.
Strategy 9.5	Highlight opportunities for engagement and funding sources for international development work.

V. SUSTAIN

Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

International Objective 10:

Ensure clarity of roles and responsibilities for all stakeholders in designing and implementing the international agenda of UAlberta and facilitate institutional collaboration and alignment.

The University of Alberta pursues internationalization with an integrated and coordinated approach. As internationalization is pervasive across many dimensions of the university, stakeholders from all parts of the campus are encouraged to collaborate. The various dimensions of scholarly pursuits at the university – teaching, research, and service – all play a role in building relationships around the world and creating international impact.

An international strategy relies first and foremost on the Faculties and their vision, capabilities and needs, balanced with institutional aspirations and parameters. UAI provides services and programs that aim to support faculty initiatives and, where possible and productive, connect faculty-based initiatives with other university-wide activities. Other Central level units also shape and facilitate overall institutional brand development and the cultivation of high-level relations for priority projects and programs.

Strategy 10.1	Ensure university-wide communication relating to the following: international projects, initiatives and funding opportunities, news on relevant government developments, information on higher education and research in other parts of the world, good practice information from within UAlberta, the Province of Alberta, Canada, and abroad.
Strategy 10.2	Develop and maintain governance structures for the various dimensions of our international agenda and ensure these structures are effectively coordinated so that they form a dynamic, creative, and efficient international ecosystem.

International Objective 11:

Ensure effective, efficient, as well as sustainable delivery of international projects and programs.

International strategies are being turned into institutional value-add by way of programs and projects that are efficiently designed as well as managed with regard to risk. We cultivate the necessary skills and competencies, we establish and preserve appropriate organizational infrastructure and resources, and we commit to accountability and ongoing evaluation in our international activities at all levels of the university.

|	
Strategy 11.1	Develop and enhance structured tools and processes for the delivery of international projects, programs, and initiatives at all levels of the university.
Strategy 11.2	Develop and ensure financial resources to support international activities in the Faculties, UAI and other units.
Strategy 11.3	Create and disseminate information on opportunities for professional development relating to the international dimension of teaching, research, and university services, including for improved intercultural communication skills, for professors, staff, and students.

OVERSIGHT AND ACCOUNTABILITY

The implementation of this International Strategic Plan unfolds in the environment of a large and complex institution that is aiming to fulfill multiple objectives and operates with numerous stakeholders internally and externally. Achieving our aspirations under this strategy is a shared responsibility of all members of the campus community. In such an environment, it is key to keep international activities closely connected to core institutional targets and to ensure ongoing involvement of all relevant stakeholders. UAlberta has thus established an 'international ecosystem' that serves as the backbone for all the planning, implementation, and evaluation of the International Strategic Plan. We will draw on UAI to support the priorities and activities that are identified by this strategy and the international ecosystem. Annual reports for the comprehensive International Strategic Plan and its implementation will be submitted to the relevant stakeholders indicated in the graphic below, as well as to external communities as appropriate.

Administration

- President's Committee on International Strategy
  - International Steering Committee
  - Deans' Council

University Governance

- Board of Governors
  - Board Learning, Research, and Student Experience Committee
- General Faculties Council
  - Academic Planning Committee

FINAL Item No. 8

Governance Executive Summary
Action Item

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

Motion

THAT the General Faculties Council, as recommended by the GFC Facilities Development Committee and the GFC Academic Planning Committee, recommend that the Board of Governors approve 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	☐ Approval ☒ 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 (*please be specific*)	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. The General Faculties Council is being asked to endorse the strategy, which will steer infrastructure decisions across all campuses for the foreseeable future.
Executive Summary (*outline the specific item – and remember your audience*)	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. 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. 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.
Supplementary Notes and context	

Item No. 8

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](#)>	*Those who are actively **participating**:* • 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. *Those who have been **consulted**:* • 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 *Those who have been **informed**:* •
Approval Route (Governance) (including meeting dates)	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

Strategic Alignment

Alignment with *For the Public Good*	**Institutional Strategic Plan – *For the Public Good***
	
	SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.
	    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.
	        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.

Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.

☐ Enrolment Management	☐ Relationship with Stakeholders
☒ Faculty and Staff	☒ Reputation
☒ Funding and Resource Management	☐ Research Enterprise
☐ IT Services, Software and Hardware	☒ Safety
☐ Leadership and Change	☒ Student Success
☒ Physical Infrastructure	

Legislative Compliance and	*Post-Secondary Learning Act* (PSLA)

Item No. 8

jurisdiction	GFC Facilities Development Committee Terms of Reference
	GFC Academic Planning Committee Terms of Reference
	GFC Executive Committee Terms of Reference
	Board Finance and Property Committee Terms of Reference

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

Table of Contents

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, Nîpisîy 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.
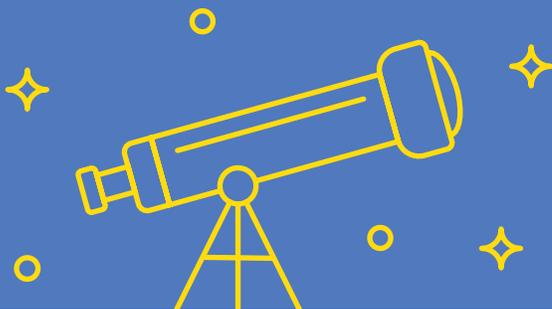
Planning Cycle

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
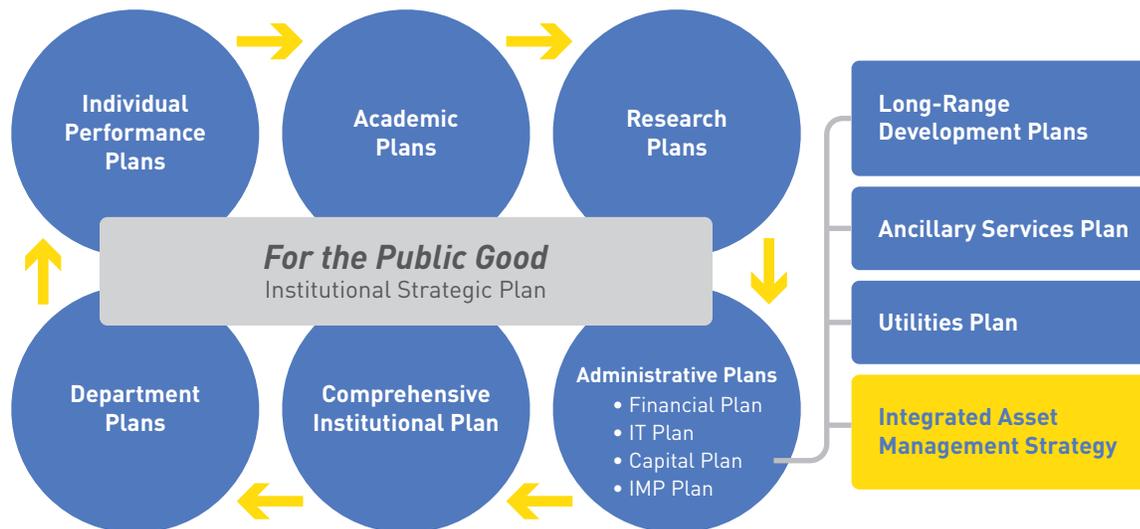
Environmental Analysis

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 billion[1]. As of 2018, the University of Alberta's deferred maintenance liability for these buildings was nearly $353 million[1], with only $34.9 million[2] 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 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

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[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.

Deferred maintenance liability scenarios for supported, unsupported and mixed buildings

Legend:
1. No IMP investment
2. $35 million IMP investment
3. $35 million IMP investment + minimal asset removal
4. $35 million IMP investment + aggressive asset removal
5. $50 million IMP & university investment
6. $50 million IMP & university investment + aggressive asset removal
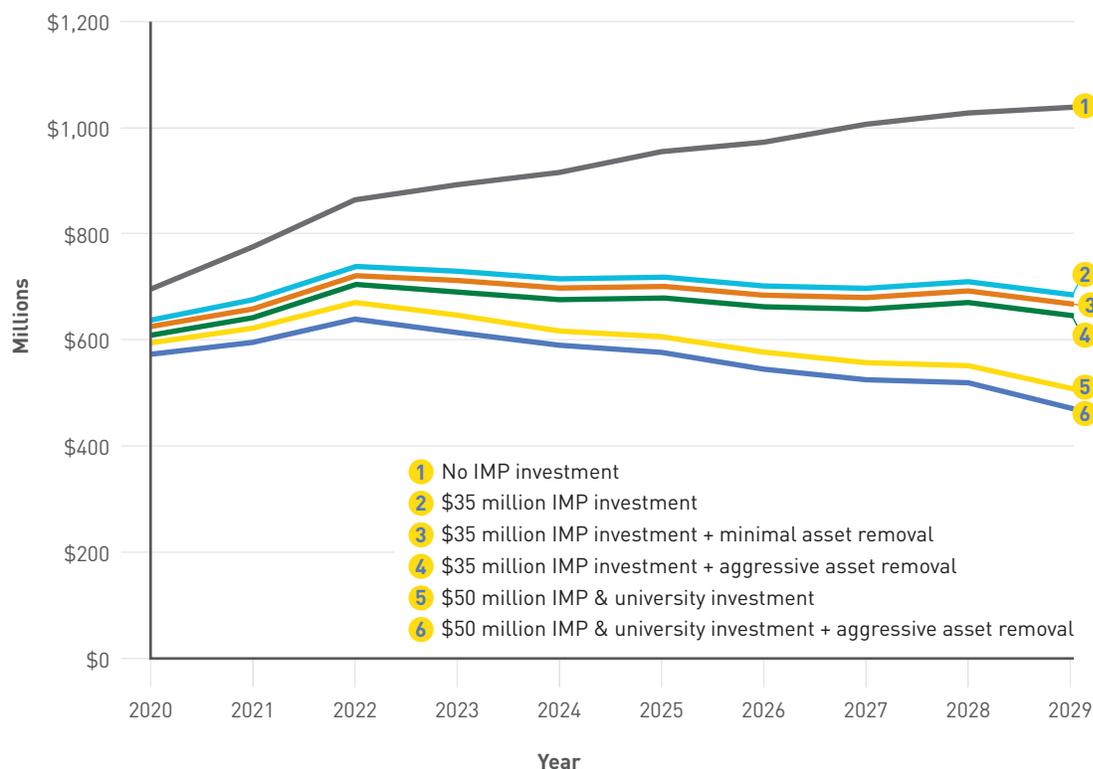
While these are only examples, they illustrate the disciplined choices necessary over the years ahead requiring deep engagement across the institution and tight alignment to the institution's academic and research needs.

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 campus[3]. 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

Number of buildings

Area (M²)

- <10 years old
- 10–19 years old
- 20–39 years old
- 30–39 years old
- 40–49 years old

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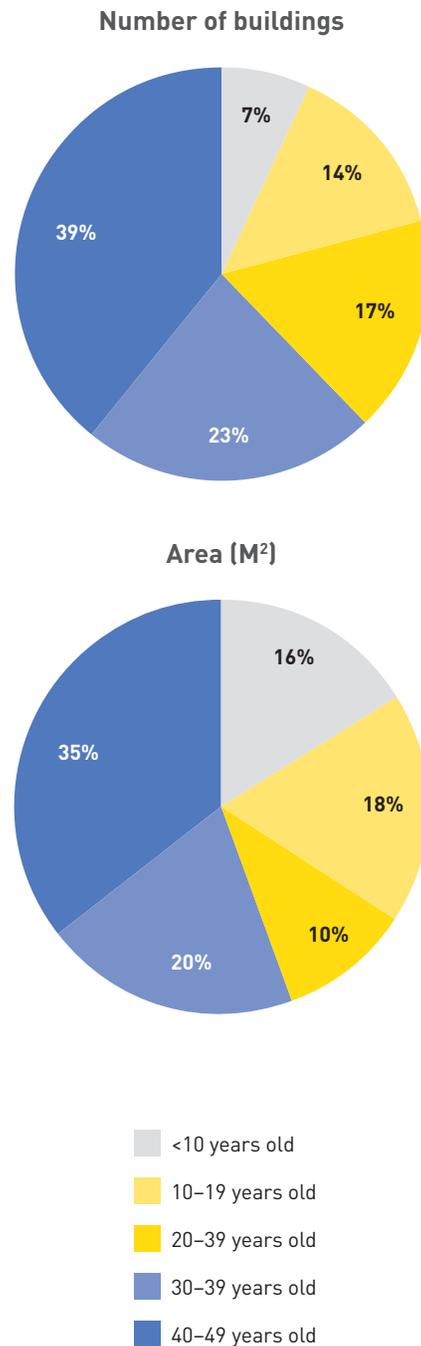
[3] Such as ECHA, CCIS and DICE.

FIGURE 4
Bow Wave of Deferred Maintenance Liability

Pre-War 1907–1950	Post-War 1951–1975	Modern 1976–90	Complex 1991–2018
10% of area	44% of area	9% of area	37% of area

Cumulative building area [M²]

Construction year
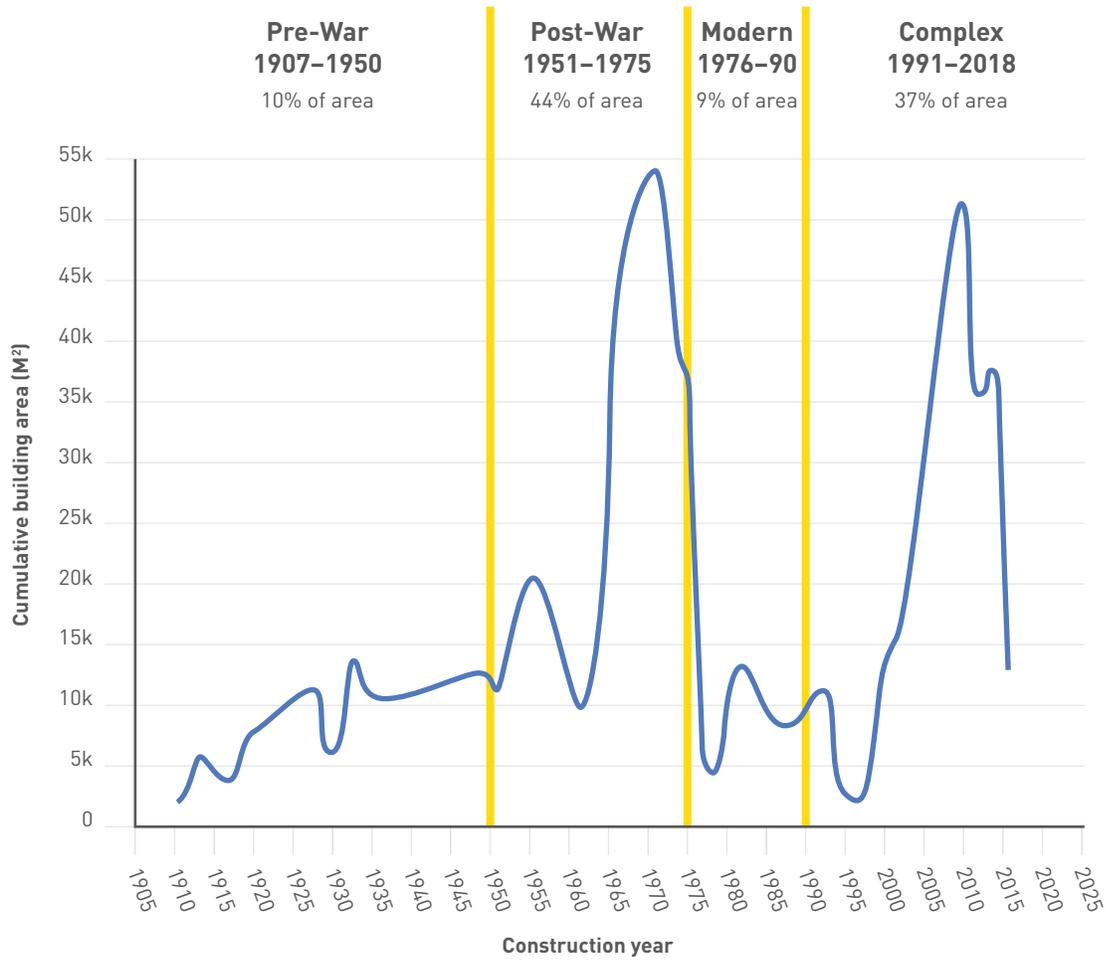
Principles

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.
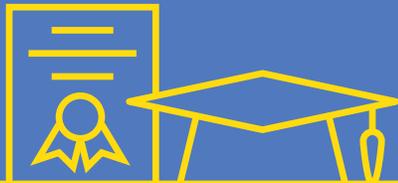
Student Success, Life Experience, Research and Scholarship

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.
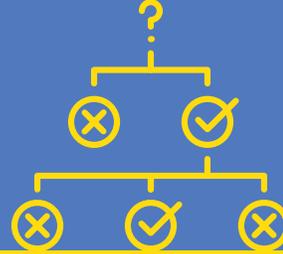
Decision-Making

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.

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.

Asset Management Life Cycle

Planning and Programming · Creating and Acquiring · Operating and Maintaining · Renewing or Disposing · **Strategic Enablers**
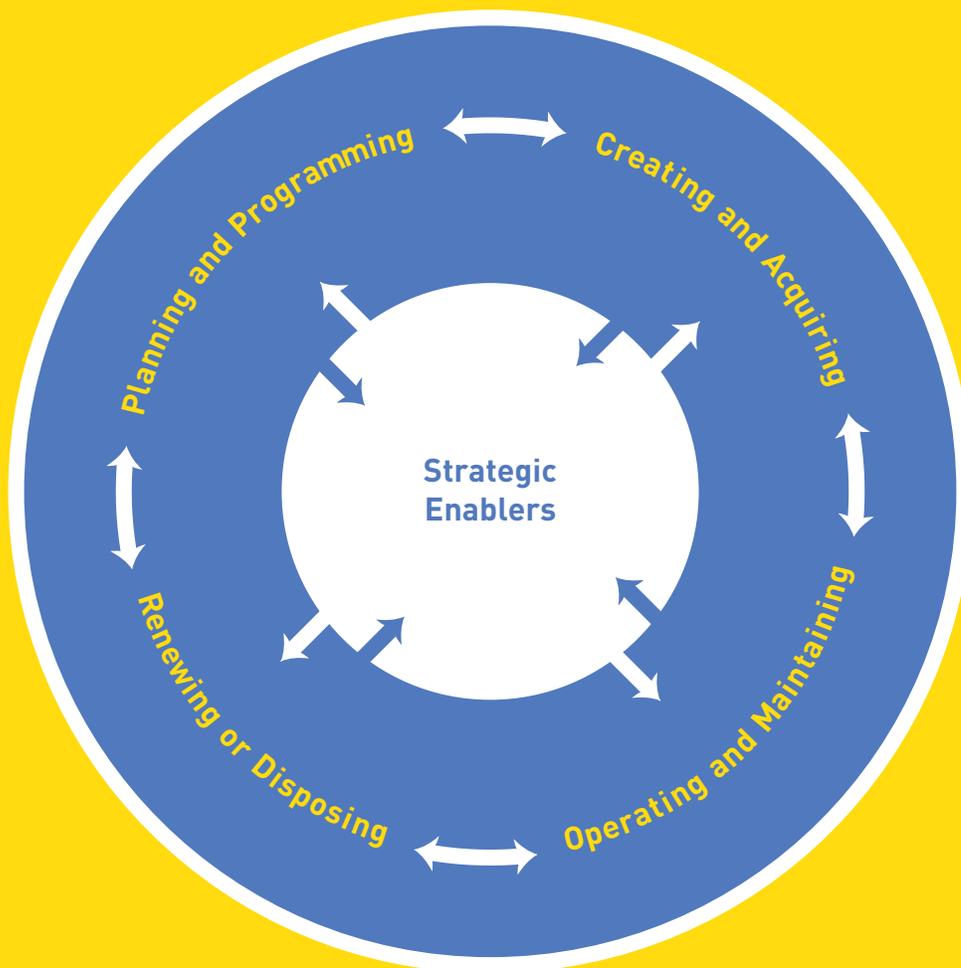
Planning and Programming

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

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

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.

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 Programing (FP)** to affect academic planning outcomes in priority areas.

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

Creating and Acquiring

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

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

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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 occure 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.

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.

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

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.

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.

Three to Five Years

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.
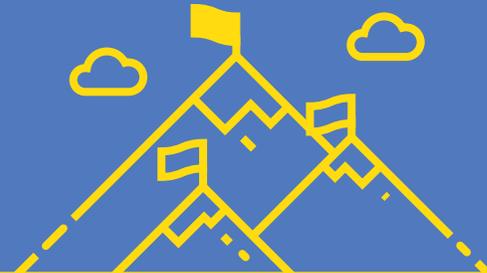
Five to Fifteen Years

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.

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Item No. 9

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	**Request for Early Consultation: Recruitment Policy Review**

Item

Proposed by	Steven Dew, Provost & Vice-President (Academic)
Presenter	Wendy Rodgers, Deputy Provost

Details

Responsibility	Provost & Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The proposal is before General Faculties Council to seek early input to inform a forthcoming review of the Recruitment Policy and associated procedures.
Executive Summary (*outline the specific item – and remember your audience*)	The university's Strategic Plan for Equity, Diversity, and Inclusivity (EDI) was launched in February 2019. The plan includes a commitment to review the university's Recruitment Policy and associated procedures to ensure these reflect current best practices and support the achievement of a diverse and inclusive workforce.

There is strong research evidence that embedding EDI into policy and practice is fundamental to achieving desired changes, including promoting an inclusive and supportive culture at the university as well as achieving improved diversity across the university workforce.

There is also strong evidence that a diverse and inclusive workplace is a more productive, successful, healthy, and creative workplace.

Amendments under consideration include incorporating stronger statements of EDI principles, providing guidance for the composition of selection and review committees, and establishing expectations for seeking diverse candidate pools.

The policy review will be accompanied by new best practice guides for considering EDI in recruitment, currently under development by the Provost's Fellow, EDI Policy.

The review is intended to be completed in 2019, informed by early consultation with GFC as well as consultation with other stakeholders across the university, including the EDI Scoping Group. |
| Supplementary Notes and context | *Early Consultation – GFC Executive Committee – May 13, 2019* |

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	This policy review is led by the Office of the Provost and Vice-President (Academic), in collaboration with Faculty and Staff Relations and Human Resource Services. The review process will be informed by consultation with the university's EDI Scoping Group, Deans' Council, Vice-Deans, Vice-Provosts' Council, Administrative Strategic Council, President's Executive Committee – Operations, and all relevant associations.

Strategic Alignment

Alignment with *For the Public Good*	Build, Objective 2: Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University's talented, highly qualified, and diverse academy.

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	Build, Objective 3: Support ongoing recruitment and retention of a highly skilled, diverse community of non-academic and administrative staff by enriching the University of Alberta's working environment.
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.
	☐ Enrolment Management ☐ Relationship with Stakeholders ☒ Faculty and Staff ☐ Reputation ☐ Funding and Resource Management ☐ Research Enterprise ☐ IT Services, Software and Hardware ☐ Safety ☐ Leadership and Change ☐ Student Success ☐ Physical Infrastructure
Legislative Compliance and jurisdiction	Recruitment Policy Discrimination, Harassment, and Duty to Accommodate Policy

Attachments (each to be numbered 1 - <>)

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

Item No. 11

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	A Protection of Minors Policy for the University of Alberta

Item

Proposed by	Vice-President, Finance and Administration
Presenter	Rob Munro, Acting AVP, Risk Management Services Andrew Leitch, Director of ERM Programs, RMS

Details

Responsibility	Vice-President, Finance and Administration
The Purpose of the Proposal is (please be specific)	The purpose of this item is to advise and seek feedback from GFC on administration's proposed policy to help protect minor participants in university programs.

Executive Summary
(*outline the specific item – and remember your audience*)
	The university currently lacks an institutional policy to address the risks associated with minors in university programs.
	
	University programs are activities for minors operated by a university faculty, department or school during which the university assumes responsibility for the care, custody and control of minors.
	
	University students who are under the age of 18 are not considered minors for the purposes of this policy.
	
	In recent years University of Alberta units that run programs for minors have cooperated and developed a range of controls to address the risks, including background checks, training, reporting and rules for supervision. This policy (with associated procedure) will fill a recognized gap and help ensure best practices across the university.
	
	Key elements of the policy:
	
	University units that provide university programs for minors will:
	
	• Provide education and training for university representatives* that includes:
	    • Awareness of university expectations regarding ethical conduct
	    • Awareness of health and safety regulations and hazard controls appropriate to the type of activity
	    • Procedures for protecting minors from emotional, physical or sexual abuse, harassment and bullying
	    • Procedures for responding to incidents of suspected emotional, physical or sexual abuse, harassment or bullying
	• Ensure adequate supervision, including ratios of supervisors to minors, appropriate to the activity
	• Ensure availability of persons with first aid and CPR training, by making it a requirement of university representatives if necessary
	• Ensure that any facilities, equipment and supplies are safe for use in the program in which minors participate
	• Require parent or guardian to sign Informed Consent Forms
	• Require Police Information Check with a Vulnerable Sector Check (PIC/VSC) for university representatives who will be in a position of

	trust with minors as part of their responsibilities.**
	* Individuals, whether paid or unpaid, who, on behalf of the university, interact with, supervise, chaperone, mentor or otherwise oversee minors in university programs.
	** A position of trust with minors is created when the university representative has responsibility for the safety and wellbeing of minors, including, but not limited to, situations where the university representative:
	- has unsupervised access to minors; - will be involved with sports teams that include minors; - will be engaged in activity requiring physical closeness with minors (such as swimming or gymnastics instruction); - will participate in overnight trips that include minors; or - will conduct activities of a personal nature with minors (such as escorting to washroom).
Supplementary Notes and context	Early consultation at GFC Executive Committee – May 13, 2019

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	Faculties and units the run programs for minors, including Faculty of Engineering (DiscoverE), Faculty of Kinesiology, Sport and Recreation (summer sport camps), WISEST President's Executive Committee GFC Exec GFC Deans' Council Staff Associations	

Strategic Alignment

Alignment with *For the Public Good*	Objective 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.
	<table><tr><td>☐ Enrolment Management</td><td>☒ Relationship with Stakeholders</td></tr><tr><td>☒ Faculty and Staff</td><td>☒ Reputation</td></tr><tr><td>☐ Funding and Resource Management</td><td>☐ Research Enterprise</td></tr><tr><td>☐ IT Services, Software and Hardware</td><td>☒ Safety</td></tr><tr><td>☐ Leadership and Change</td><td>☐ Student Success</td></tr><tr><td>☐ Physical Infrastructure</td><td></td></tr></table>
Legislative Compliance and jurisdiction	GFC Terms of Reference

Attachments: none

Prepared by: Andrew Leitch, Director, ERM Programs. aleitch@ualberta.ca

Item No. 12

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Final Report of the Campuses and Facilities Safety and Security (CFSS) Working Group

Item

Proposed by	Gitta Kulczycki, Vice-President, Finance and Administration and Andrew Sharman, Vice-President, Facilities and Operations
Presenter	Rob Munro, Acting Associate Vice-President, Risk Management Services and James Allen, Associate Vice-President, Operations and Maintenance

Details

Responsibility	Vice-President, Finance and Administration and Vice-President, Facilities and Operations
The Purpose of the Proposal is (please be specific)	The purpose of this item is to present the working group's final report and to advise on progress to date and next steps.
Executive Summary (*outline the specific item – and remember your audience*)	Beginning in the spring of 2018 and continuing to the end of the year, a working group consisting of representatives of administrative units, faculties, and staff and student associations, examined reasons for, and possible solutions to, increasing reports of crime in some areas of University of Alberta campuses.
	The working group found that, during more than a decade of significant building and population growth, gaps in safety and security infrastructure and practices have appeared. In response, the working group is recommending a multi-faceted approach that includes modifications to many spaces, improved use of technology, changes to policies and procedures concerning building hours, increases to UAPS staffing, and comprehensive communications addressing safety and security habits among all members of the community.
	At this time the CFSS is able to report on progress on many of its key recommendations, including:
	• Significant upgrades to physical infrastructure in several critical areas • A study of HUB security and commencement of upgrades • Completion of a second safety and security survey • A new standing safety and security committee and a new communication working group • Recruiting of staff for the UAPS Community Action Team and increased security staffing pilot projects
Supplementary Notes and context	

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	Deans' Council – Jan 16, 2019 Graduate Students' Association – Jan 28, 2019 Students' Union – Jan 22, 2019 GFC Exec – Feb 11 and May 13, 2019 PACC – Feb 19, 2019 GFC Committee on the Learning Environment (for information) – May 1,

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	2019
	GFC Academic Planning Committee - May 22, 2019 GFC Facilities Development Committee – May 23, 2019 GFC – Feb 25 and May 27, 2019 Board Safety, Health and Environment Committee – February 27, 2019 International Student Advisory Committee – February 28, 2019 Administrative Strategic Council – March 5, 2019

Strategic Alignment

Alignment with *For the Public Good*	Objective 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive, and accessible services and initiatives	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure	☐ Relationship with Stakeholders ☐ Reputation ☐ Research Enterprise ☒ Safety ☒ Student Success
Legislative Compliance and jurisdiction	GFC Terms of Reference UAPPOL: *Lands and Building Security Policy* -- The University will take reasonable steps to provide a safe, comfortable and secure work and learning environment for staff, students, visitors, partners and contract staff	

Attachments

1. Final Report of the Campuses and Facilities Safety and Security Working Group, April 2019

Prepared by: Andrew Leitch, Director, ERM Programs. 780-492-8881 aleitch@ualberta.ca

Final Report of the Campuses and Facilities Safety and Security Working Group

April, 2019

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Report of the Campuses and Facilities Safety and Security Working Group

Executive Summary

In response to a spike in safety and security incidents in late 2017 and early 2018, the Campuses and Facilities Safety and Security (CFSS) Working Group was struck to evaluate and make recommendations related to safety and security on University of Alberta campuses.

Findings

Level and Types of Crime

The working group found that, while overall crime rates have not risen dramatically over the past five years, there is an upward trend in robbery, weapons complaints, break and enter, theft, and trespassing, and that the upward trend demands an institutional response.

Locations of Crime

The majority of reported incidents are occurring in a small number of buildings on North Campus: HUB, Clinical Sciences, ECHA, Fine Arts Building, Students' Union Building and Newton Place.

The majority of all events happen in close proximity to the two North Campus LRT stops and the University Hospital.

Numerous complaints also originate from Enterprise Square.

What the Community Says

According to a survey conducted by the CFSS, members of the university community consider University of Alberta campuses to be safe generally, although, as would be expected in most environments, they report feeling less safe after hours. Survey respondents also related numerous individual incidents involving crime and concerning or threatening behaviour.

Current Safety and Security Infrastructure

The most visible element of institutional security is University of Alberta Protective Services (UAPS). The staffing of the organization has grown marginally in the previous decade despite large increases in building space and growth in student numbers.

In addition to peace officers, the university employs a limited number of security agents, deployed in higher risk areas. Agents have limited power to intervene and no power to make arrests.

According to a survey of peer institutions, the University of Alberta deploys a well-below average number of security staff per student.

The university also employs electronic access and video monitoring technology. The use of this technology is highly inconsistent across the university, however, due to a number of factors, including age of infrastructure, type of activity and the expectations of building occupants

The Most Concerning Incidents

The working group ranked the most concerning potential occurrences based on a combination of likelihood and impact. The top events include:

- People committing sexual assault against students or staff
- People assaulting, stalking, harassing or otherwise threatening students or staff
- People stealing or releasing vital data, including personal information
- People stealing personal property belonging to students and staff
- People carrying weapons in university buildings and on university grounds

Causes

There is a number of interconnected causes that affect crime and other negative behaviour on and around university campuses:

- Edmonton has grown, and with it the attendant social issues, including crime
- North Campus is attractive to those who would commit crimes
- North Campus is open, with countless places to hide or commit crimes
- Some campus doors don't function properly or are easily defeated by those with criminal intent
- Due to the way many buildings are joined, it is difficult to secure one building without locking many, which may be undesirable
- Individual departments that control keys and access cards often struggle to stay current due to system complexity, changing populations and access requirements

- Staff and students can be too trusting or forgetful when it comes to locking personal and university equipment

- Students and staff deliberately override security, such as by jamming open doors meant to be locked

- Staff and students may have unrealistic expectations about their own safety

Conclusion of the Working Group

The working group concludes that University of Alberta safety and security staffing, processes, infrastructure and attitudes have not kept up with growth in antisocial, disruptive and criminal activity on and around its campuses, primarily its North Campus, and that efforts can and should be made to reduce campus crime.

Recommendations

The working group recommends a systems approach, a four-part plan that includes people, physical barriers, policies and procedures, technology and control systems.

People
- Create a new team within Protective Services to be deployed to "hot spots" on any of the university's campuses.

- Add four part-time and casual security agents in Protective Services. Employ university students when possible

- Work with Edmonton Police Services to position an officer on the university's North Campus to be available during business hours

- Develop and execute a communications, education and change strategy to influence attitudes and behaviours so all members of the community contribute to an enhanced safety culture; include current information on crime and other disruption

Physical Barriers
- Assess physical spaces where unauthorized persons typically trespass, such as under stairs, in boiler rooms, in basements, on rooftops; install appropriate barriers

Policies and Procedures
- Encourage faculties to review building access expectations and policies. Whenever possible, close buildings earlier and restrict access to key points after hours

- Within secure and sensitive areas, consider making it mandatory to wear some form of identification, such as a ONEcard

- Increase awareness and accountability of supervisors in keeping staff and students safe, including working alone standards

- Develop and communicate procedures that Protective Services will follow when responding to complaints of non-affiliated individuals on University of Alberta campuses; direct individuals in need to services as appropriate

- Appoint a standing safety and security committee to monitor the effectiveness of the action plans (this would be an extension of the CFSS) and develop corrective / adaptive measures if required to continuously improve safety and security. Among other things, this group would oversee the annual administration of the safety and security survey

Technology and Control Systems

- Review and develop standards for swipe card access, video monitoring and security intrusion alarms

Next Steps

The working group considers its work the beginning of a longer and sustained journey. The group suggests that administration:

- Share this report widely, formally seeking feedback and modifying as necessary
- Formally create a standing safety and security committee, including a subcommittee charged with communications in the immediate and longer term
- Complete the plan for UAPS and commence hiring
- Complete and share the plan for infrastructure improvements and continue the work already begun
- Complete and roll out the communications, education and change plan

Summary

University of Alberta campuses are fundamentally safe and secure places to live, work and study. Violent and other serious crime is extremely rare. During more than a decade of significant infrastructure and population growth, however, gaps have appeared, and concerning incidents are increasing.

With this first campus-wide review of safety and security, the university must now begin a comprehensive and holistic effort to enhance its systems and culture. The CFSS Working Group believes that the blueprint for change contained in this report will achieve the goal of a sustainable, manageable program to ensure safety, security, confidence and peace of mind for all members of the university community and visiting public.

Introduction

Through the winter and spring of 2018, the university responded to a higher-than-normal number of safety and security incidents on our campuses and within some university buildings. The incidents included assaults, thefts, break-ins and unaffiliated persons loitering or using drugs and conducting drug deals in university buildings. University administration took measures to address the immediate problems, and the problems were significantly reduced.

Administration then struck a working group to review all aspects of safety and security across the university and to make recommendations on what could be done to address issues identified.

The Campuses and Facilities Safety and Security (CFSS) Working Group, as the group came to be named, studied crime data, surveyed the community, gathered data and input from key stakeholders, met with numerous internal and external groups, and discussed the many and complex issues related to causes and potential solutions.

The CFSS Working group

The CFSS Working Group was formed at the direction of the Vice-Presidents of Facilities and Operations and Finance and Administration in the spring of 2018. The vice-presidents appointed the AVP of Risk Management Services and the AVP of Operations and Maintenance to serve as co-chairs. The co-chairs sought representatives from faculties, units and associations to join the group. The working group ultimately included representatives of:

- Association of Academic Staff
- Faculty of Arts
- Graduate Students' Association
- Human Resource Services
- Libraries
- Non-Academic Staff Association
- Office of the Dean of Students
- Operations and Maintenance
- Parking Services
- Protective Services
- Students' Union

The group met 15 times between April and November, including one half-day brainstorming session. In addition to contributing to discussion, working group members were asked to gather data from colleagues and others across their units to contribute to a list of incidents and observations. They were also asked to rank, through a survey shared with the members of the working group, a range of risks, causes and preventative measures to arrive at a consensus on key recommendations for this report.

The working group administered a "safety survey" to all members of the university community, which generated close to 1,000 responses (the survey was conducted in June; the response rate would have been higher during busier periods at the university).

To understand how the University of Alberta compares to its peers, the working group created and administered a survey of peer universities across Canada to attempt to establish benchmarks for resources deployed for safety and security purposes.

A small subgroup, including the co-chairs, met separately with representatives of Alberta Health Services, Edmonton Police Services and select Edmonton social agencies, including Boyle Street Community Services and Reach Edmonton Council for Safe Communities.

The co-chairs made presentations to numerous on-campus groups where they outlined the group's objectives and sought feedback. They presented to:

- Administrative Strategic Council
- Assistant Deans (finance group)
- Board Safety, Health and Environment Committee
- Deans' Council
- General Faculties Council
- Grad Students' Association Council
- International Student Advisory Committee
- Non Academic Staff Association
- Provost's Advisory Committee of Chairs
- Students' Union

Working group objectives

Early in their deliberations the working group agreed to a set of objectives for its work, including:

1. Improving the confidence of students, faculty and staff in safety and security
2. Improving mitigation of high-risk incidents and areas
3. Improving deterrence of trespassers and unwanted behaviours
4. Improving detection / monitoring of incidents / trends and reporting
5. Improving triggering of appropriate incident response(s)
6. Improving understanding / practice of policies and accountabilities

The working group recognized that achieving the objectives would require a solid understanding of the problems to be addressed, the causes of those problems, and solutions that would have the desired impacts.

Findings

UAPS Data

Protective Services incident data was the starting place for the working group in its efforts to assess whether there are problems that actually require an institutional response. The following are selected incident types that show an upward trend over the past number of years.

Dispatch Entries by Campus (to October 31, 2018)

Campus	2014	2015	2016	2017	2018
North	3655	3600	3990	5675	4349
South	121	116	89	175	121
Saint Jean	56	66	82	80	44
Augustana	0	8	75	245	20
Other	227	236	235	272	241
Total	**4059**	**4026**	**4471**	**6447**	**4775**

As recorded in Computer Aided Dispatch (CAD) program.

North Campus incidents

Violent Incidents	2014	2015	2016	2017	2018 YTD
Robbery	0	3	1	2	6
Weapons Complaints	2	3	3	6	11

Property Incidents	2014	2015	2016	2017	2018
Break and Enter	25	69	53	44	61
Theft - Other	123	178	188	154	195

Disorder Incidents	2014	2015	2016	2017	2018
Trespassing	257	345	334	466	651

Locations of Crime

The "heat map" shows the rates of crime by building on North Campus. It is evident that the majority of incidents are occurring in a small number of buildings: HUB, Clinical Sciences, ECHA, Fine Arts Building, Students' Union Building and

Newton Place. The majority of all events happen in close proximity to the two university LRT stops and the University Hospital.

Criminal activity on the university's other campuses, including Enterprise Square, South Campus, Campus Saint-Jean, and Augustana, while significantly less frequent, is similarly concentrated.

Current Safety and Security Infrastructure

The university's systems have evolved over the years but the size and systems are largely unchanged. Safety and security is maintained by:

- University of Alberta Protective Services (UAPS), a peace officer service providing 24-hour coverage (except at Enterprise Square, which has a third-party security contractor). At any given time there are up to five peace officers patrolling North Campus, South Campus and Campus Saint-Jean. Illness and other staffing challenges often results in as few as three officers patrolling the three Edmonton campuses.

- Edmonton Police Services, which works in cooperation with UAPS and responds to all policing emergencies and complaints on any of the university's Edmonton campuses.
- Facilities and Operations staff, who open and lock doors at building opening and closing, maintain doors and door locking systems
- Institutional policy, which says that reasonable steps to promote a safe and secure environment is a responsibility shared by central administration, faculties, departments, units, staff, students, visitors, partners and contractors
- A range of practices related to building access, including lockable doors, swipe card access and after-hours access, determined by individual faculties and administrative units
- A patchwork of security cameras, mostly unmonitored, installed on the initiative of individual units
- Communications and awareness building, primarily through Risk Management Services, on crime prevention and emergency response

Community Survey Results

Data from the safety and security survey, conducted in June of 2018, are revealing. Respondents report feeling safe during normal working hours, with more than 80 percent feeling "safe" or "very safe" on University of Alberta campuses. That changes after hours, when the number feeling safe or very safe drops to 54 percent, with nearly 13 percent reporting they feel "unsafe."

More than a third of respondents included comments with their submissions. The comments ranged widely with recurring themes related to insecure buildings and portions of buildings, persons

How safe do you feel on campus?
During working hours, above, and after hours, below

Very unsafe
Unsafe
Neutral
Safe
Very safe
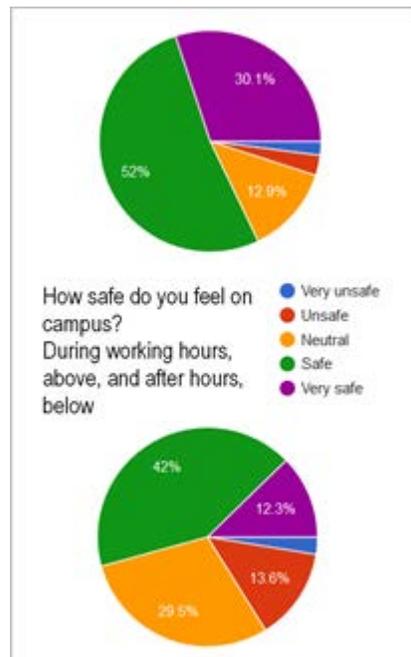
unaffiliated with the university in university buildings, lack of sufficient lighting in many areas and lack of sufficient security presence in many areas. After hours security is a dominant theme.

Although the survey was conducted in June, with relatively few students on campus, the working group considered it important to establish a baseline for subsequent surveys. With close to 1,000 responses, the working group is satisfied the baseline data are adequate.

Input from Front Line Staff

The working group opened a Google document and invited members of their respective communities to input descriptions of concerning events. Members of the university's facilities maintenance group were major contributors as they receive complaints directly from building occupants. Some of the incidents were reported to UAPS, but not all. There are approximately 130 entries from buildings across the university's campuses. Here is a short, representative list:

- Offices broken into by going through ceiling tiles; tablets and personal items stolen
- Labs broken into. Personal items, keys and laptop stolen, minor vandalism
- Emergency door gets used as a regular exit and doesn't always latch
- 2 individuals looking for cans/bottles entered into secure lab areas (area has swipe card access during work hours)
- Teen individual high on drugs experiencing extreme paranoid behaviour. Would not leave office
- Walls punctured, $5,000 damage
- Because of the close proximity to the University Hospital we have people come in to the building looking for help etc. These individuals can be abusive and difficult to manage
- The doors never lock, automatically open. Multiple incidents of break & enter, mischief, and theft
- All exterior and connecting doors were not latching, not closing, or propped open on the weekends
- Staff at main desk are easily exposed to users of the facility and are vulnerable to anyone that comes up
- Frequent homeless individuals sleeping on couches here overnight, leaving soiled clothes and food behind

Intelligence from external agencies

Edmonton Police Service—Police indicate that the economic downturn beginning in 2016 resulted in increases in crime and homelessness in the city of Edmonton. In addition, they report that the development of the city's downtown has had a direct impact on the activities of homeless persons, including those with mental health and addiction issues. Construction and development has caused many individuals to seek warmth and safety in places further away from the downtown core. They use the LRT for this purpose and police report increasing rates of crime in close proximity to LRT stations in the city.

Alberta Health Services (AHS)—The working group approached AHS officials specifically for the purpose of addressing shared space and instances where university buildings are physically connected to hospital buildings.

Edmonton social agencies—The working group's conversations with representatives of social agencies point to the fact that the economic downturn and growth in the city has resulted in increases in the population of homeless people as well as increases in the number of individuals with addiction and mental health issues.

Peer Canadian post-secondary institutions—The working group acknowledges that it is difficult to compare resources expended for safety and security between universities due to the difference in models used and size and location of campuses. The working group did find, however, that per student resources dedicated to safety and security were below the average among those that responded to the survey.

Ranking the Crimes

The working group collected a large amount of information from a diverse community. It became necessary to simplify, categorize, then rank the issues to ensure appropriate responses could be identified.

First they identified events of concern based on existing data. Each member of the group was then asked to assign a risk level for specific events based on likelihood and consequence. The top events, in order, are:

- People committing sexual assault against students or staff
- People assaulting, stalking, harassing or otherwise threatening students or staff

- People stealing or releasing vital data, including personal information
- People stealing personal property belonging to students and staff, such as laptops, phones, purses and wallets
- People carrying weapons in university buildings and on university grounds
- People entering labs and stealing or releasing dangerous materials
- People engaged in illegal drug activity, including intravenous drug use
- People stealing or damaging or destroying priceless research or specimens or exhibits
- People experiencing psychotic episodes in university buildings, whether under the influence of drugs or not

"Unaffiliated persons" and the "open campus"

The working group spent a considerable amount of time, over multiple meetings, discussing and debating the concepts of "unaffiliated persons," "open campus" and crime rates.

An unaffiliated person is someone who is not officially attached to or connected with the organization. At any time there can be dozens to thousands of unaffiliated persons on University of Alberta campuses. This is normal and expected. It is a public university and many of its facilities and programs are for public use. Campus grounds are open to the public at all times, and most university buildings are open to the public during normal working hours—and many are open in the evening and on weekends.

Some commenters contend that the problems with crime and other negative behaviour are a direct result of the number of unaffiliated, especially homeless, addicted or mentally ill persons on university campuses—and the best way to reduce the risk is to remove those populations from university campuses.

Some commenters contend that the university should take an opposite approach, making the university campus more open to individuals that don't have warm, safe places to go during the day and evening. Being homeless is not a crime, and treating homeless people as criminals or potential criminals violates their human rights and contradicts university values.

The working group landed on a balanced approach that is pragmatic and in keeping with university values and the university mission: the university should make itself a less attractive target for those who would commit crime; the university should erect more barriers to criminal activity; and the university should respond appropriately when crime and disruption occur, regardless of the affiliation or social status of those involved.

Causes

The working group recognizes there is a number of intertwined causes, from root causes to contributing factors, that affect crime and other negative behaviour on and around university campuses. The following includes internal and external factors, some of which are out of the control of the university but all of which are relevant:

The City Around Our Campuses is Growing

Edmonton is a rapidly growing metropolis with all the attendant social and criminal issues to be expected. In addition, the recent economic downturn has resulted in higher levels of unemployment, addiction, homelessness and crime, according to Edmonton police.

Commercial development in the city's centre has resulted in considerable shifting of transient populations. According to police and city social agencies, large numbers of people are moving through the city by LRT. Police data show significant increases in crime in neighborhoods close to LRT stations. It is significant that there are two LRT stations at the university's North Campus.

Station Activity (High to Low)		
University	27,394	12.1%
Century Park	26,715	11.8%
Churchill	20,863	9.2%
Southgate	19,293	8.6%
Clareview	16,577	7.3%
Health Sciences/Jubilee	15,853	7.0%
Corona	15,613	6.9%
Central	12,511	5.5%
South Campus/Fort Edmonton	10,834	4.8%
Bay/Enterprise Square	9,650	4.3%
Belvedere	8,611	3.8%
MacEwan	8,140	3.6%
Coliseum	7,041	3.1%
NAIT	6,639	2.9%
Grandin/Govt Centre	5,861	2.6%
Stadium	5,198	2.3%
Kingsway/RAH	4,648	2.1%
McKernan/Belgravia	4,169	1.8%
Total	225,610	100.0%

2017 LRT Passenger Count Report by Monitoring & Geospatial Services
Urban Form and Corporate Strategic Development | City Planning
City of Edmonton March, 2018

North Campus is Attractive
It is easy to get to North Campus from most places in the city, including downtown. University buildings are warm and safe in the colder months and many buildings are open late into the evening. The buildings have washroom facilities, chairs and couches, and food is available.

Proximity to the University Hospital is also highly relevant as individuals with addiction and mental health issues go there for treatment.

(Working group members stress that they do not believe that all unemployed, homeless, addicted or mentally ill people commit crime at the university. Criminals do exist among these populations, however, as they exist among the greater population and indeed among the university community itself.)

North Campus is Open
A public university is open by design. All members of the community are invited to visit university campuses and enter its buildings. In addition to high-traffic areas, there are countless "nooks and crannies" where individuals can relax, hide, or commit crimes. It is easy to enter a building and travel through numerous hallways and enter numerous rooms without encountering another person.

Many Physical Barriers Don't Function Properly
There are thousands of locking doors on university campuses meant to secure buildings, apartments, offices, laboratories, classrooms, storage areas and other areas closed to unauthorized persons. Doors can easily fall into disrepair or fail to function properly due to circumstances such as wear, weather conditions or inconsistent air pressure differentials.

Some of the systems can be defeated easily by individuals with criminal intent.

Some Infrastructure Design is Flawed
Numerous buildings have been joined together through pedway systems or other physical structures. In some instances, the fire exit from one building leads into an adjacent building, making it difficult to secure the second building when it has different access hours (e.g. Medical Sciences/University Hospital).

Pedways that are meant to provide safe and warm after-hours passage through buildings open the entire building to after-hours traffic (e.g. HUB/FAB/Timms).

HUB Mall provides a unique source of problems. HUB was designed with an open concept, which was appropriate 50 years ago, but which has become a source of numerous complaints in recent years. Dozens of exterior doors leave the building open at all hours.

Security Procedures are Variable and can be Lax
Individual departments that control keys and access cards can fail to stay current due to system complexity, changing populations and security requirements.

Community Attitudes and Behaviours are Often Lax
The safety and security attitudes and behaviours of staff and students suggest that many people have an unrealistic sense of how safe and secure the university is, or should be.

The working group heard numerous stories of personal and university property being left unattended, such as on a table in a public place or in an unlocked office or lab.

Doors containing expensive equipment, such as computers, are left unlocked at the end of the day.

Staff and students deliberately override security systems, such as by jamming doors open for later reentry or for entry by friends or colleagues.

Staff and students come to and leave the university at all hours of the night, sometimes alone. Individuals work through the night in labs, practice rooms and studios.

The working group heard stories of graduate students being pressured by their supervisors to attend experiments in the middle of the night.

Conclusions

The working group concludes that University of Alberta safety and security staffing, processes, infrastructure and attitudes have not kept pace with growth in antisocial, disruptive and criminal activity on and around its campuses, primarily its North Campus.

The working group concludes that antisocial, disruptive and criminal behaviour can and should be reduced, and that reductions will result in improvements to the university's overall success and the wellbeing of staff, students and visitors.

The working group concludes that a systems approach is required, in which the institution considers safety and security holistically and improves incrementally across all aspects of safety and security, from physical barriers to community attitudes.

The working group is mindful of the goals and strategies of *For the Public Good* and how they may relate to the work of the group.

Objective 16 says: *Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections*. Strategy 3 is to *Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges*.

Objective 19 says: *Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive and accessible services and initiatives*. Strategy 3 is to *Endorse a strong culture of safety awareness, knowledge, planning, and practice to ensure the safety of students, employees, and visitors to our campuses*.

In the context of these strategies, the working group believes it is desirable and necessary to balance the university's goal of helping the community address social issues related to homelessness, mental health and addiction with the goal of a strong culture of safety for students, employees and visitors. This can be accomplished by cooperating with social and government agencies as appropriate and increasing awareness of these issues among the university community.

Recommendations

The working group recommends a four-part integrated solution including short-term and longer-term actions, beginning in areas of highest risk. The four parts include:

1. **People**: the individuals, such as peace officers, responsible for safety and security on university campuses, and the behaviours and attitudes of each member of the university community, including all staff and students.
2. **Physical barriers**: the doors, fences and gates that limit access to buildings and spaces.

3. **Policies and procedures**: the rules addressing opening and closing hours, building access and costs.
4. **Technology and control systems**: The hardware and software controlling building access.

All of the following recommendations are intended to achieve the following objectives, as defined by the working group:

- Improving the confidence of students, faculty and staff in safety and security

- Improving mitigation of high-risk incidents and areas

- Improving deterrence of trespassers and unwanted behaviours

- Improving detection and monitoring of incidents and trends and reporting

- Improving triggering of appropriate incident response(s)

- Improving understanding and practice of policies and accountabilities

1. People

- Create a new team within Protective Services, a "Community Cation Team (CAT)" to be deployed to "hot spots" on any of the university's campuses—those areas that are experiencing heightened disruption or crime

- Ensure that there is a minimum of four peace officers patrolling the Edmonton campuses at all times (to ensure that officers can respond to more than a single event at a time)

- Add four part-time and casual security agents in Protective Services. Employ university students when possible

- Work with Edmonton Police Services to install an officer on the university's North Campus to be available during business hours

- Develop and execute a communications, education and change strategy to influence attitudes and behaviours so all members
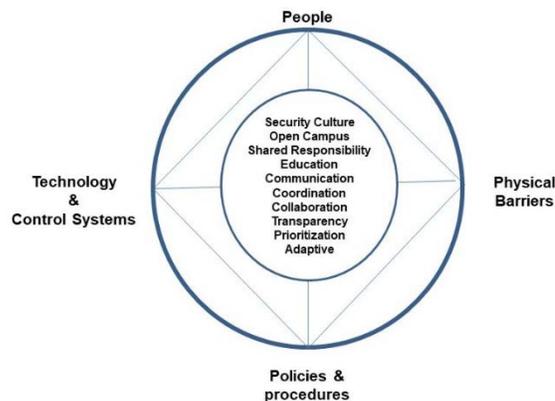
of the community contribute to an enhanced safety culture. The strategy should include:

a. Recommendations and requirements for staying safe and maintaining the safety of others on university property

b. Responsibility and standards for securing university property

c. Working alone recommendations and requirements

d. A safety and security handbook

e. Publication of Protective Services data on university websites to help remind people to take appropriate precautions

2. Physical Barriers

• Starting at highest risk areas on North Campus, assess physical spaces where unauthorized persons typically trespass, such as under stairs, in storage rooms, in basements and on rooftops; install appropriate barriers, such as fencing and improved locking systems. (Note some of this this work is already underway)

• A CPTED for HUB Mall has been completed, including multiple stakeholder engagement sessions, to review and understand safety and security challenges in HUB Mall. A final report with recommendations is expected 31 March 2019 and will inform corrective measures.

• Starting at highest risk areas on North Campus, assess physical spaces where unauthorized persons typically trespass, such as under stairs, in storage rooms, in basements and on rooftops; install appropriate barriers, such as fencing and improved locking systems. (Note some of this this work is already underway)

• Conduct a full evaluation of HUB Mall security systems with a view to adding physical upgrades as needed

3. Policies and Procedures

• Encourage faculties to review building access expectations and policies. Whenever possible, close buildings earlier and restrict access to limited locations after hours.

a. To incentivize the change, consider charging faculties the added security costs associated with keeping buildings open after hours

- Encourage faculties and units to make it mandatory to wear some form of identification, such as ONEcard, in secure and sensitive areas

- Increase awareness and accountability of supervisors in keeping staff and students safe, including working alone standards

- Increase insurance deductible to incentivize more rigorous loss control procedures at the department level

- Develop and communicate procedures that Protective Services will follow when responding to complaints of non-affiliated individuals on University of Alberta campuses. The procedures should seek to remove only individuals found to be committing crimes or causing disturbances, and working with external social agencies as appropriate.

- Appoint a standing safety and security committee to sustain these improvement efforts and monitor the effects of change from year to year

    a. As part of this, repeat the safety and security survey annually and share the results

- Due to the high impact of sexual violence, continue to resource and advance the recommendations of the *Review of the University of Alberta's Response to Sexual Assault*

4. Technology and Control Systems

- Review and develop standards for swipe card access, video monitoring and security intrusion alarms

Defining Success

The CFSS Working Group believes that the university can and should enhance safety and security through concerted efforts on multiple fronts. Change will take time but success will be achieved when:

- Funding models and sources for security and safety measures have been reviewed

- Appropriate resource levels for UAPS have been determined and actions have been initiated to reach those levels.

- High risk areas have enhanced physical safety and security measures in place and interim security personnel are in place, if required

- A comprehensive action plan has been developed to achieve the adopted safety and security recommendations

- The community has a shared and realistic understanding of safety and security risks
- The community has a shared understanding of the meaning of "open campus," including why an open campus is important and how it can be sustained
- Ongoing campus community education efforts are improving and resulting in a greater buy-in and accountability by all for security on campus

Costs (Estimated)

Design and installation of gates, fences, access control and door hardware, Phase 1, Priority 1	$800,000
One-year pilot for Protective Services Community Action Team of two additional peace officers, four security agents and possible partnership with Edmonton Police Services	$590,000
Conduct a complete crime prevention through environmental design (CPTED) evaluation and report for HUB Mall	$18,000
Using a phased approach, implement upgrades to HUB Mall security	$582,000 (other funds as needed)
Communications materials for education and change strategy to influence staff and students to take increased responsibility for safety and security while at the university	$10,000

Risks

There are risks associated with the recommendations. The working group identifies the following risks and associated mitigation strategies:

Risk: By heightening awareness of safety and security risk, the university inadvertently sends the message that its campuses are unsafe, with resultant harm to reputation, morale, recruitment etc.
Mitigation: Careful communications and change management messaging that doesn't overstate the facts.

Risk: In addressing crime the university is perceived as unfairly targeting homeless and other marginalized persons.
Mitigation: Stress that the university is targeting crime and disruption, not individuals; ensure UAPS engagement protocols are transparent and fair and that all persons are treated equally.

Risk: Faculties with greater resources are able to secure their facilities more effectively by installing expensive equipment and infrastructure, leading to charges the university is not reacting fairly to real concerns.
Mitigation: Assess risk objectively, prioritize higher risk areas and seek reasonable cost-sharing arrangements that recognize resource and infrastructure disparities (some buildings are older and less secure).

Risk: There are insufficient resources or momentum to sustain the effort needed to effect the needed changes.
Mitigation: Formally establish the standing committee on safety and security with a clear mandate and reporting cycle; work within existing resource constraints with a focus on sustainability and incremental change.

Next Steps

The working group considers its work the beginning of a longer and sustained journey. The group suggests that administration:

- Share this report widely, formally seeking feedback and modifying as necessary
- Formally create a standing safety and security committee, including a subcommittee charged with communications, education and change in the immediate and longer term
- Complete the plan for UAPS and commence hiring
- Complete and share the plan for infrastructure improvements and continue the work already begun
- Complete and roll out the communications plan

Summary

University of Alberta campuses are fundamentally safe and secure places to work and study. Violent and other serious crime is extremely rare. During more than a decade of significant infrastructure and

population growth, however, gaps have appeared, and concerning incidents are increasing.

With this campus-wide review of safety and security, the university must now begin a comprehensive and holistic effort to enhance its systems and culture. The CFSS Working Group believes that the blueprint for change contained in this report will achieve the goal of a sustainable, manageable program to ensure safety, security, confidence and peace of mind for all members of the university community and visiting public.

Appendices

I.   Definitions

Assault—The offence of common assault is set out in s.265. It is the most basic of offences of violence. Section 265 sets out three ways for the offence to occur. It can be through the intentional non-consensual application of force. It can also be an attempt or threat of non-consensual application of force or lastly the interference with a person while having a weapon.

Break and enter—anyone who breaks and enters a place with intent to commit an indictable offence therein

Harassment—(a) repeatedly following from place to place the other person or anyone known to them;

(b) repeatedly communicating with, either directly or indirectly, the other person or anyone known to them;

(c) besetting or watching the dwelling-house, or place where the other person, or anyone known to them, resides, works, carries on business or happens to be; or

(d) engaging in threatening conduct directed at the other person or any member of their family.

- *Criminal Code of Canada*

Homelessness—Homelessness describes the situation of an individual, family or community without stable, safe, permanent, appropriate housing, or the immediate prospect, means and ability of acquiring it.

It is the result of systemic or societal barriers, a lack of affordable and appropriate housing, the individual/household's financial, mental, cognitive, behavioural or physical challenges, and/or racism and discrimination.

Most people do not choose to be homeless, and the experience is generally negative, unpleasant, unhealthy, unsafe, stressful and distressing.

- Canadian Observatory on Homelessness

Robbery—(a) steals, and for the purpose of extorting whatever is stolen or to prevent or overcome resistance to the stealing, uses violence or threats of violence to a person or property;

(b) steals from any person and, at the time he steals or immediately before or immediately thereafter, wounds, beats, strikes or uses any personal violence to that person;

(c) assaults any person with intent to steal from him; or

(d) steals from any person while armed with an offensive weapon or imitation thereof.

- *Criminal Code of Canada*

Safety—the condition of being protected from or unlikely to cause danger, risk, or injury.

Security—the state of being free from danger or threat.

- *Oxford Living Dictionaries*

Sexual assault—A sexual assault is an assault (as defined in s. 265) in which the complainant's sexual integrity in violated.

It is an assault whose essence requires touching at the least.

The accused does not need to have a sexual purpose in the assault. Disciplining or humiliating a person in a sexual manner is a sexual assault.

- *Criminal Code of Canada*

Theft—an unauthorized taking, keeping, or using of another's property which must be accompanied by a knowledge of dishonesty and the intent permanently to deprive the owner or rightful possessor of that property or its use.

- *Wikipedia*

Trespass—Historically, it has been held to occur whenever there has been an unauthorized physical intrusion onto the private property of another. Trespass also occurs when a person remains on an individual's land after permission has been withdrawn.

- *Legalline.ca*

II.   Working Group Terms of Reference, April, 2018

1. Background
In recent months, the university has received and responded to an increasing number of reports and incidents associated with safety and security on our campuses and within certain university buildings. The incidents include thefts and break-ins, assaults and unaffiliated persons loitering or taking drugs in university buildings. Our university community has raised concerns regarding these occurrences and has asked the university to further investigate and take appropriate actions.

2. Purpose
The purpose of the Campuses and Facilities Safety and Security Working Group (CFSS) is to undertake a comprehensive review of safety and security across university campuses and within university facilities to develop a report with short and long-term (5 plus year) strategies for addressing the issues. The review will consider such things as electronic monitoring and building access, safety and security education, response processes, and Crime Prevention through Environmental Design (CPTED).

3. Working Group Mandate
In fulfilling its purpose the CFSS will:

1. Examine existing physical infrastructure systems and processes, including building access technologies, monitoring systems, university community safety and security education and awareness and community linkages and supports.
2. Collect safety and security data across buildings and campuses to understand the nature and trends of safety and security incidents.
3. Obtain feedback from stakeholders regarding concerns and issues around building safety and security.
4. Assess level of understanding by students and staff regarding processes to obtain emergency assistance from first responders and emergency services.
5. Review current building security systems (i.e. card access, alarms and cameras) to assess how and where these systems are being used and how the university may be able to better leverage these technologies to enhance safety and security.
6. Assess best practices in building security systems for large scale universities.

7. Assess UAPS staffing levels and training processes as compared to similar sized and geographically located institutions.
8. Recommend tools and processes to educate the university community on personal safety and security best practices.
9. Identify change management strategies to achieve an enhanced safety and security culture.
10. Recommend how to best deploy technologies/tools, supports and resources (dollars and people) for a safer community.
11. Prepare and submit to the Vice Presidents (Finance & Administration) and (Facilities & Operations) a comprehensive safety and security plan that will identify issues, trends, safety, security and equipment gaps and outline short and long-term recommendations and resource requirements including both infrastructure and personnel.

4. Working Group Composition
The Working Group shall consist of the following members:

Co-Chairs James Allen, AVP (Operations and Maintenance) Rob Munro, Acting AVP (Risk Management Services)

Members Andre Bourgeois, SU Representative Andrew Leitch, Director ERM Programs, Beth Richardson, GSA VP Labour Representative, Graduate Students' Association Elizabeth Johannson, NASA Representative Jillian Pearse, CPHR, Representative Human Resource Neil Purkess, University of Alberta Protective Services Randa Kachkar, Ancillary Services Rob Frank, Facilities Services Manager Rob Pawliuk, Associate Director Operations Rob Washburn, Dean of Students Rose Yu, Representative Faculties Sharon Murphy, Associate University Librarian for Public Services Representative AASUA (TBC) Representative Post Doc Association (TBC)

Resource Members As required.
Standing members may send alternates to the meetings.

5. Working Group Meetings
The working group will be scheduled to meet on a bi-weekly basis.

6. Reporting
The draft report will be submitted to the Vice Presidents (Finance & Administration) and (Facilities & Operations) by September 28, 2018 followed by a six-week consultation. The outcomes from the working group will be reported to the President's Executive Committee

(Operational), GFC and the Board Safety Health and Environment Committee (BSHEC). The Vice Presidents' will determine the format to report to these respective committees.

7. Administrative Assistance
The Office of Risk Management Services will provide the required administrative assistance to the working group.

III.   Dispatch Entries by University of Alberta Protective Services

Dispatch Entries by Campus

Campus	2014	2015	2016	2017	2018
North	3655	3600	3990	5675	4349
South	121	116	89	175	121
Saint Jean	56	66	82	80	44
Augustana	0	8	75	245	20
Other	227	236	235	272	241
Total	**4059**	**4026**	**4471**	**6447**	**4775**

As recorded in Computer Aided Dispatch (CAD) program.

North Campus incidents

Violent Incidents	2014	2015	2016	2017	2018
Assault	14	23	13	11	13
Assault, Peace Officer	1	3	3	3	3
Assault, Sexual	7	9	6	6	2
Robbery	0	3	1	2	6
Weapons Complaints	2	3	3	6	11
Total	**24**	**41**	**26**	**28**	**35**

Property Incidents	2014	2015	2016	2017	2018
Break and Enter	25	69	53	44	61
Mischief	61	91	157	95	90
Stolen Property	3	4	5	3	6
Stolen Vehicle	3	5	4	1	4
Theft - Bike	52	61	79	83	57
Theft - Other	123	178	188	154	195
Total	**267**	**408**	**486**	**380**	**413**

Disorder Incidents	2014	2015	2016	2017	2018
Drugs	33	44	24	31	14
Disturbing Peace	29	27	21	21	9
GLA	65	60	41	29	32
Indecent Act	2	8	9	6	3
Trespassing	257	345	334	466	651
Suspicious Persons	267	408	253	180	77
Total	**653**	**892**	**682**	**733**	**786**

IV.   Community Survey

What times of day are you usually on campus?

982 responses

- Normal business hours only
- Evenings only
- Normal business hours and evenings
- Normal business hours and weekends
- Normal business hours, evenings and weekends

18.6%
19.2%
56.3%
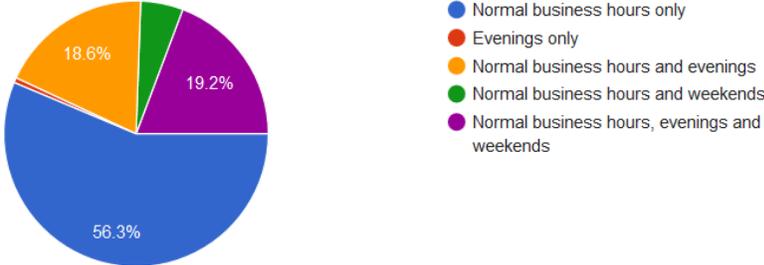
If you live off campus, how do you usually get to campus?

961 responses

- Public transportation
- Car
- Bike
- Walk
- public transport and walking on week...
- Truck
- car or bike
- Car and Train

▲ 1/4 ▼

48.1%
8%
33.9%
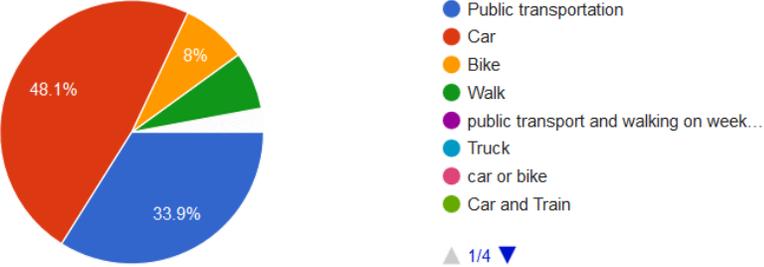
If you spend time on campus after hours, how safe do you feel?

941 responses

- Very unsafe
- Unsafe
- Neutral
- Safe
- Very safe

42%
12.3%
13.6%
29.5%
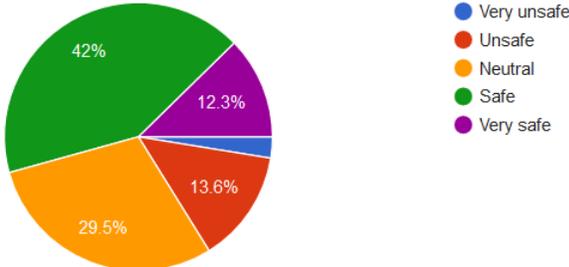
Comments grouped by theme

Buildings feel unsafe or have seen crime

LRT

- Increase presence of UAPS after dark at stations
- More security measures are needed on the pedways
- Fewer passengers makes people unsafe
- More unsafe behaviour around the stations (swearing, physical violence, intoxication)
- University LRT doors open towards the street

FAB

- Security and mitigation measures took too long
- Security phone need to be closer to FAB
- Students don't feel comfortable in FAB at night
- Students have not seen promises kept from administration

ECHA

- Theft from offices has been routine
- Transients sleeping in stairwells
- Administrative areas are not restricted while other floors are
- Not all floors are locked and easily accessible (i.e. 2nd floor)
- Doors should be locked and require ONEcard access

Clinical Sciences Building

- Unstable hospital patients wander the halls
- The door connecting the building to the hospital is unlocked too often
- The west door from the street is always unlocked and a source of insecurity
- Thieves in the building are common
- One card access in the elevator, and/or swipe card access is needed
- People with firearms have been spotted in the building
- Administration have been contacted to mitigate these problem years ago, and few steps have been taken
- Stairwell access needs to be access only
- Attempts to make the building more secure have been ineffectual
- Locks on existing doors need to be upgraded
- Homeless people sleep in the department library

- Transients in hallways or upper floors close to offices or in washrooms

Chemistry
- Very dark after hours
- Chemistry east hallway does not have a safe feeling
- The doors to east and west don't work and most of the building is accessible after hours

Campus Saint-Jean
- Need a security guard
- More accessible parking close to the buildings is needed

Enterprise Square
- Theft from office spaces
- Most dangerous for students taking night courses
- Library brings a lot of unwanted traffic
- Separate survey is needed for enterprise square
- Young and inexperienced security team are unresponsive or unprofessional
- Physical altercations and offensive language is common inside and outside the building
- Trips from enterprise square to the LRT and Parking lot is unpleasant and feels unsafe
- Damage to property is common
- Staff have difficulty assisting students with all the distraction

South Campus Buildings
- Theft of small objects inside and outside
- Slow UAPS reaction times. People sometimes call police instead
- Needs distinct procedures for safety and patrol
- People don't feel safe leaving personal belongings in buildings
- Security presence is needed at south campus, or seen as a lesser priority
- More surveillance on weekends and after working hours
- High amount of crime goes unguarded during non-school hours

Unisex Washrooms
- Drug dealers take advantage of the washrooms

ARTs Quad

- Better security prevent infrastructure needed (i.e. better lighting, more cameras, more programming)

KAYE clinic

- Not included on the security map
- Pedway does not feel safe
- Unstable hospital patients or homeless people wander the building

University Terrace

- Off the radar for campus security
- Items have been stolen from around building
- Access to the building needs to be rethought
- Doors are open at all times
- Drug use happens in the washrooms

Lister

- Lister hall checkpoint does not work

SE part of campus

- Not covered well by UAPS, or emergency phones

Biological Sciences

- Needs swipe card access from CSIS

Specific features all buildings share have felt unsafe, and/or need treatment

- Less security or a greater sense of insecurity during the winter months
- Card Access is needed across the University
- Shared offices
- Entrances to floors or units
- Elevators
- Card access is needed for elevators
- Cameras are needed in some buildings
- Students use spaces that are meant for the staff in the buildings
- Theft from labs across the University
- More accessibility on campus for wheelchairs, and other disabilities
- Lack of cameras
- Rutherford north library; ECHA on the administrative levels; Stairwells and Elevators; HUB and the LRT

- Inadequate Lighting
- More parking lot lighting is needed
- Automatic lighting for parking lots is needed
- Some areas around campus do not receive sufficient lighting at night

Parking structures

- Parking lot E needs more access
- Parking lots around Education are not well lit
- Parking underground TELUS Centre automatic lighting is faulty
- Some could use emergency phones
- More surveillance on weekends and after working hours

Safety Procedures and Training related Feedback

- Staff need better training to deal with distressed students
- Office of the Registrar's staff need better to deal with heightened students
- Student advisors need better training to deal with distressed students
- Staff are concerned with their personal safety when dealing with students
- Hold student accountable for behaviour in a professional environment, and/or have students recognize the Student Code of Conduct.
- Departments and staff need better training on training procedures
- More training is needed on how to be watchful from crime and safety
- More training is needed on a building/floors approach to a crisis
- More signs to remind people to keep a look on their personal belongings
- Self-defense classes need better advertising
- There is no protocol for documenting or filling stolen personal belongings in offices
- Incidents that involve intervention from the police or UAPS on campus don't get released to the public
- Unclear if people have emergency phones in their areas
- Improve the existing access system for buildings with card access

- Students who have been in attendance for safety awareness training have found it helpful
- People feel unprepared in crisis situation, and/or if there is an active shooter on campus

Feedback regarding experience with UAPS or UAPS in general
- Long wait times are commonplace
- South Campus experiences long wait times
- Demand for more to be hired
- Should have more of a presence on Campus
- Students do not feel campus is well patrolled
- More blue phones available
- University staff have been followed by strangers and not been taken seriously
- UAPS is not responsive to phone calls, and often people have to use voicemail
- UAPS don't have a presence at buildings off 89th Ave.
- UAPS need to have a greater foot or bike presence

Positive feedback regarding UAPS or existing safety procedures
- University has taken the right steps to make campus feel more safe
- UAPS have been responsive and helpful
- Security on campus dialog is not addressing the problem, and/or profiling individuals

Homeless people need to be better welcomed on campus
- Respondents don't feel threatened by homeless people
- People are being profiled who fit the description of being or looking like a homeless person
- Students need to be included in the safety dialogue more
- Find ways to make the university safe without excessive protective services, and/or through better Building design

Bike and/or Road related:
- Bikers are a hazard
- Cyclists need to ride more safely on campus
- Bike theft
- Hearing about bike thefts is common
- People have had experience a stolen bike
- Bike Infrastructure

- More bike cages are needed on campus
- Replace flimsy bike racks
- Safety for bikers
- Bike lanes need better linkages
- Students and staff should be better informed of their resources

Safewalk
- Difficult contact, and/or not well advertised

Campus Safety resources
- Not advertised well, or advertised poorly
- Map of emergency phones
- A better idea of where emergency phones are located on campus

Other
- More dialogue is needed on campus scent free zones
- Human rights or justice researchers are targets for hate incidences and harm
- Ambulances have a difficult time tracking University locations

Randomized Comments: Academic Teaching Staff
1. Bike thefts are the major issue I have been confronted with. My wife's bike got stolen a few months ago, then a colleague of mine observed a bike theft from his window and called me for help (I called campus security who involved the police, but the perpetrators had already escaped with the bike upon arrival of campus security). Finally, my bike's front wheel got stolen a short time after the theft of my wife's bike.
2. I don't worry about my personal safety but I do worry about thefts from labs. Older buildings such as MSB need to be more secure. Once you are in the building you can go on many floors without any barriers.
3. Lighting could be much better in the stadium parking lot given that winter hours are very long and dark.
4. Enterprise Square does not feel like a safe building for staff or students - there are many multi-barriered individuals in the building causing numerous problems and around the building I do not feel safe walking to the parking lot. This issue has become much worse since the Library came into our building. Whenever I visit North campus, I feel safe and wish that this was our location. I have heard

numerous complaints from students about harassment from people around the building.

5. Stairwells and elevators are the places on campus that I feel most unsafe, particularly after regular business hours and on weekends. Having cameras in these locations might help.

6. More enforcement in drug hotspots (e.g. around the arts building) would be nice.

7. I am still somewhat new in my position here so it may be that my lack of long-term service is why I feel so unknowledgeable about the safety programs etc. at this university. Your question above about safety education is something I would definitely participate in.

8. Access to buildings near very public areas like the hospital or the LRT should be restricted by card access.

9. I understand that security concerns have recently popped up in response to perceived presence of drug use by non-campus people, housed and homeless, on site. At no time should security decisions undermine the need for campus to be a harm reduction-oriented, trauma-informed, non-violent space. Security approach needs to include non-stigmatizing awareness-raising activities to reduce unwarranted fear and offer the campus community effective alternative strategies for addressing unexpected encounters.

10. I am concerned about the fact that our building is wide open to the public at many times when it is generally unoccupied. Sometimes I am the only person in the building and yet strangers wander in and out of our first two floors creating some security concerns

Admin and Professional Staff

1. Campus is generally a very safe place.

2. Over the (many+) years, when I have had to call campus security (usually for locking myself out of my office), the officers have been very helpful, thorough and polite. When our office was burgled (twice), and when one of my bicycles was stolen (while locked), their behaviour on each occasion was just as professional. Too bad they were ineffective at finding the perpetrators. It is this lack of actually catching or preventing the serious stuff that makes me ambivalent about my security on campus.

3. There are definitely certain buildings that I feel safer in than others. It also depends on how many other people are around if I'm in after hours.

4. Perhaps there could encouragement to include personal and property security in other safety processes on campus such as hazard assessments.
5. We have people in our buildings who shouldn't be here, too many places to hide and not enough security personnel to address our concerns. I'm not at all comfortable working alone after others have left. We need to address building hours, and have the ability to 'close off' floors/elevators after hours. Access should only be allowed with a key swipe.
6. Enterprise Square is a very dangerous place frequented by mentally ill people, violent individuals, and homeless people hanging out in the library and the building, doing drugs in the washrooms, breaking into offices, masturbating in the halls - not a pleasant place to work in.
7. I don't feel unsafe on the main University campus. I feel unsafe in Enterprise Square. We have had a number of thefts from secure office spaces in this location.
8. We have had increasing, multiple thefts over the past few years (i.e. we are targeted and it is getting worse. Our trades staff often sees vagrants and unsafe items like needles, condoms, etc., and areas used as flop houses. We need better deterrents to non-public access areas and more thorough patrols.
9. More blue phones would be helpful. More constant patrols of buildings - floor by floor after hour walk-through.
10. Parkades in general are rather unsafe. Some of these are not U of A though, but are near the property. How could the University have folks that are paying for parking in either AHS or public spaces put some pressure on those areas to have additional security awareness in place. The presence of seeing University security staff walking around the Quad and other places would be a good deterrent I believe and help people feel even more secure.

Graduate Students:

1. Have you thought about how minorities may feel in terms of safety? They might have different experiences in terms of feeling safe with racism, sexism, homophobia, ableism etc. Being an international student might also affect how safe they feel. They may feel more vulnerable being in a new country. Just some things to think about during your inquiry. Focus groups might be a good way to better

understand these perspectives if you haven't already planned for them :)

2. HUB, FAB and LRT are very unsafe. There is a lack of security personnel and cameras.

3. Once called Campus Security ~3:30 AM about a violent argument next door after hearing something/someone being pounded or hit hard. Security took 40 minutes to arrive, by which if something truly bad had happened would have been too late. The kicker: security suggested that I was hearing voices after asking me why I take the medication they saw on my dresser. Not impressed.

4. It's super creepy when they turn off all the lights in the chemistry building at night.

5. There have been multiple incidents in my building over the past couple of years and not much has been done about it. I'd like to see some more security measures on campus in general; I know our building is not the only one affected.

6. CSB has had multiple thefts and unknown people on the floor/in the bathrooms at all hours including working hours, which makes me feel uncomfortable. There needs to be a pass system so this does not happen. One encounter with a staff was aggressive. ECHA has also had multiple thefts and they have responded by locking stairwells and requiring employee passes to upper floors after 5pm. I agree with increased safety measures but this unfairly targets graduate students who use the lounge.

7. Yes, it seems that UAPS does not do any proactive policing or education on-campus. This seems odd to me that police forces such as EPS, or Calgary Police do this regularly as part of their community policing but UAPS does not. Why?

8. Also, I've often heard from calling UAPS that they cannot respond because they are short staffed or that we'd have to wait due to them being short staff. Why is it that at a large research intensive institution such as the UofA, that UAPS does not have sufficient resources to respond to student/staff/community safety concerns?

9. Try to add more protective services members on the main campus on weekends, as far as I understand there are only 2-3 working on weekends and they are frequently handling issues at the south campus (maybe due to increased use at Saville centre on the weekend?). Or maybe have one individual stationed there and the others at the North campus.

10. I used to have a parking pass for the underground TELUS/Timms lot and noticed that later at night the lights in the garage would be off when I walked in. I think they're supposed to turn on when they sense movement, but several times they didn't come on as I walked through. It wasn't just a little freaky, but unsafe. They seemed to turn on once my car started to move, but not when I was just walking through.

Undergraduate Students:

1. The campus is pretty, but shady as heck. The lighting outdoors at night is a joke. Theft is a big problem in all buildings.
2. I spend a lot of time in Fine Arts Building in between lectures and for rehearsals. I appreciate that the University held the town halls re: FAB Security, but I find that some of the promises that Admin made seem to be falling through. I still attend rehearsals in FAB during the evenings in summer, and while there hasn't been any suspicious activity that I've noticed, I'm still not entirely sure how that will hold up once Fall classes resume.
3. 3. I wish the university cared about its students' safety as much as its rented statues.
4. It's great that we finally have some sort of security now in FAB, but why did it take a drug situation in the men's washroom to cause FAB to get the security cameras and etc. and act on their responsibility to keep their students and staff safe and not the fact that women were sexually assaulted and harassed?
5. Lister hall checkpoint does not work. Last year a homeless man just walked into Lister
6. I see the police at HUB or the LRT entrance near HUB often enough but it doesn't make me feel less safe.
7. I've lived on campus and off campus and I have never seen a security guard and that worries me. Especially as a music student in the practice rooms in the wee hours of the morning. I personally would like a guard wandering the outside of campus and I have no idea if anyone does. I have learned about the safe walk but I think just a guard outside would be a good addition.
8. As someone who has been personally affected by the safety issues in FAB, I find that my guard is higher on campus in general. I spend most of my time in the Arts areas of campus and I find that those are the areas that are harder to regulate because of their proximity to the transit centre. Personally, except for in FAB, I don't

particularly feel unsafe in any other area of campus because I haven't been exposed to actual security risks in those areas. I know that in FAB, despite the added measures, there are still problems (not so much in the summer) and what peeves me about this situation is that people had to go through the trauma they did just for us to finally get basic security protocol put into place. The damage has already been done in some cases and it's a shame that it took this long for things to actually happen.

9. Aside from various Campus Safewalk adverts in buildings, I wish there was more information advertised of the protective services available on campus (i.e.: who on campus should you call if there is an incident etc.)

10. I think outside campus is a lot worse than inside, near the hospital and Whyte Ave, but in campus I feel safe

Support Staff:

11. I work fulltime in CSB. There is a constant parade of homeless people in and out. The side doors to the building are always unlocked allowing people to enter whenever. These people usually hang out in the stairwells making it uncomfortable for employees to use the stairs. I personally have had an encounter with someone in the stairwell. Makes me feel unsafe to use the stairs. There are also random strangers walking around our hallways/offices because there is no lock/card swipe access on doors. CSB floors are open to anyone. Due to how far CSB is, it always takes Protective Services a while to respond.

12. Need more security in building during working hours, theft is becoming a real problem.

13. I feel that Protective Services does a great job but they are limited on staff so reaction times to south campus is slow and situations end up going on longer than they should.

14. I think that many of the security problems are due to the proximity to the LRT, especially when you look at the areas that are experiencing the biggest problems. Edmonton Transit needs to do their part in making sure the LRT is a safe place. I do not take the LRT in the evening, especially downtown, although even from the U it can be sketchy.

15. I do feel safe on campus.

16. We work in University Terrace where there are tons of homeless people and thefts but the Second Cup has to have the back door

open because of fire regulations, so there seems to be little we can do to keep our building secure. Can we not have badge access elevators for our floor?

17. I generally feel very safe on campus. The only area I question is my parkade - specifically the stairwells. It is not a UofA owned parkade so there likely isn't much to be done by UofA. However, I do appreciate that I see Protective Services and EPS helping with the situations that arise in the parkade, and the space between it and Newton Place.

18. In general, Augustana is a safe place. One of my concerns is that the parking lots are not pedestrian friendly and we don't have sidewalks for street parking.

19. Enterprise Square (outside of the locked office areas) does not feel safe with the number of street people in the building and outside the building at all hours. Yes, security is visibly present, but that does not deter them and altercations take place in seconds. I would never want to be a student taking evening courses here.

20. I would feel better with better lighting and/or a more visible security presence after dark. I often feel like there is no one around should I need help.

V.   Issues of concern, ranked by the working group

Ranked on a scale of 1-5 (5 being most severe) and taking into consideration likelihood and consequence.

1. People attempting/committing sexual assault	4.4
2. People following students or staff into buildings, practice rooms, study rooms or offices	4.3
3. People stealing or releasing vital data, including personal information	4.0
4. People sealing personal property, such as laptops, phones, wallets, purses	3.9
5. People carrying weapons in university buildings and on university grounds	3.8
6. People entering labs and stealing or spilling/releasing dangerous materials	3.8
7. People doing drug deals in washrooms	3.7
8. People injecting drugs in stairwells, washrooms	3.7
9. People threatening staff in public facing offices	3.7
10. People stealing or damaging/destroying priceless research or specimens, exhibits	3.6
11. People experiencing psychotic episodes in university buildings, whether under the influence of drugs or not	3.5
12. Student or staff being infected by needles or blood products in university facilities	3.5
13. People harassing or threatening staff and students	3.4
14. People sleeping in stairways, lounges, classrooms, atria, washrooms after hours without authorization	3.4
15. People peeping at women in women's washrooms	3.4
16. People damaging valuable research equipment	3.3
17. People being in university buildings after hours without authorization	3.3
18. People starting fires in university buildings	3.3
19. People entering rooftops and basements without authorization	3.2
20. People stealing university property, such as computers, projectors, AEDs	3.2
21. People intoxicated and causing a disturbance in university buildings	3.1
22. People locking themselves in single-person washrooms to sleep, use drugs etc.	3.0
23. People vandalizing university property, such as offices and lockers	3.0
24. People stealing bikes	2.9
25. People leaving soiled clothing, food scraps, condoms and needles in university buildings	2.9

26. People breaking into and stealing from cars	2.9
27. People using university washrooms despite having no business on university property	2.8
28. People taking showers in university facilities without authorization	2.4
29. People sleeping in stairways, lounges, classrooms, atria, washrooms during the daytime	2.3
30. People having sex in washrooms in university buildings	2.3
31. People dumping stolen goods in university buildings	2.3
32. People stealing food from lunchrooms	2.0
33. People camping in university parking lots	2.0

Causes/Reasons

1. Some of our infrastructure is in disrepair (doors that won't close; alarms that don't work properly etc.)	4.3
2. People don't take adequate care of their property. They leave laptops in the open, don't lock valuables in desks etc.	3.9
3. People forget to lock doors	3.8
4. The university is an inviting place for people to sleep, do drugs and drug deals, steal and loiter	3.7
5. The university has countless "nooks and crannies" with little to no traffic that are attractive and easily accessible	3.7
6. Administration doesn't seem to agree on who "owns" the problems	3.5
7. Students and staff deliberately disable locks and alarms for their convenience and that of their friends	3.4
8. Not everyone agrees on the level of risk so we disagree on what should be done	3.4
9. Trespassers "tailgate" into buildings	3.3
10. People have an unrealistic sense of how convenient it should be for them to come and go into secure spaces, especially after hours	3.3
11. Poorly designed structures, such as buildings that have fire exits into other buildings	3.2
12. People don't take adequate care of university property. Leave doors unlocked etc.	3.1
13. The university's access control processes are too lax so too many people are authorized to enter after hours	3.0

Possible Solutions

1. Increase number/presence of security guards	4.6
2. Educate staff about security	4.3
3. Educate students about security	4.2
4. Limit after-hours access campus-wide	4.1

5.	Educate people with the message to call UAPS to report suspicious behaviour	4.0
6.	Improve lighting in key areas	3.8
7.	Make our open campus "less open." Designate more spaces as "staff and student only;" make greater use of card access systems; install more locking doors	3.8
8.	Secure any space that seems like an inviting place to sleep or hide, such as in stairwells, under stairs, in seminar rooms, in mechanical rooms, etc.	3.5
9.	Install personal security enhancements for individuals and departments that request them, such as small windows into offices, mirrors to see around corners etc.	3.5
10.	Target non-affiliates and trespass them -- removing them from the university and arresting them if they keep coming back	3.3
11.	Increase the number of security cameras in higher risk areas	3.2
12.	Use security cameras for active monitoring (vs for review "after the fact")	3.1
13.	Prevent non-affiliates from coming to the university	3.0
14.	Offer free self-defense and personal protection training	2.1
15.	Install more emergency phones	2.0

VI. Infrastructure Plan

		CFSS WG Issues - Building Action Plan U of A Campuses	
Building	**Exact Location**	**Issue**	**Solution**
		PRIORITY LEVEL 1	
Ag/Forestry Building	Main doors	Doors propped open on the weekends.	Increased security and need to educate students and staff about security issues.
Ag/Forestry Building/AFNS	Main office, 4th floor	Break in and theft.	Locks changed and metal strips installed on the hallway doors leading to offices.
Ag/Forestry Building/AFNS	Lab areas, 4th floor	Unaffiliated persons entering secure lab areas possibly through loading dock doors.	Changed the hours of locking on the doors. Communication sent out to all staff to not leave offices/labs unoccupied.
BioSci Psychology Wing	Psychology Wing	Lockers vandalized.	Reduce building hours.
BioSci Psychology Wing	Psychology Wing	Occasional attempted break and enter and theft.	Restricting building open hours and increased patrolling. Evaluating upgrades to card access.
Business	B12	Walls punctured and $5,000 damage	Room converted to secure space accessible via ONECard. Communications to all Business staff was sent. UAPS provided info session to students.
Business	Main level	Unaffiliated persons having access to and using lockers.	Notified users. Proposed cameras all floors Business.
CCIS	Building wide	Lower levels of CCIS I and CCIS II are dead spots for cell.	Install infrastructure to boost cell reception.
Central Academic Building	South Stairwell	Stairwells are open and accessible for people to hide, mainly the south stairwell extending upward to 7th and 8th floor.	UAPS increasing checks. Reduce building hours.

Clinical Sciences Building (CSB)	Elevators	Unaffiliated persons access to the entire building.	Card access on three elevators to restrict access to floors in conjunction with locking stairwells recommendation. (See below: Priority 1 - Clinical Sciences Building - 13th floor). Evaluating options, including walls, eliminating 24 hour access and limiting access doors.
CSB	B-190A and B-194	Unaffiliated persons using showers, possible drug use.	Decommission showers. Reduce building hours.
CSB	Stairwell 1 and 2 from floors 3 to 13	Unaffiliated persons access to the entire building.	Create vestibules with card access doors on levels 1 and 2. Add card access on west stairwells and possibly security gates at the second level.
CSB	Basement connection to UAH	Doors from UAH into CSB, disagreement over whether these are fire escape for hospital or locked by U of A.	Evaluation and discussion ongoing. (See below: Priority 1 - Clinical Sciences Building Connectivity to AHS/ LRT)
CSB	Conference Room 2-188	Doors not closing properly.	Door to CSB 2-188 has been repaired; the room is locked.
CSB	C2-151	Unaffiliated persons found inside lab - the doors were left open.	Movers, contractors, etc. were reminded that the doors to the lab should be closed at all times.
CSB		Connectivity to AHS / LRT	Install gate or access control and hire security to validate identification. (See below: Priority 1- ECHA, 2nd floor South pedway)
CSB	At the top of the stairwells 13th floor	Unaffiliated persons sleeping / accessing roof and basement.	Gate installation and add elevator access control on Ele. 83, 84, and 85.
CSB	South East stair access	Trespassing.	Gate installation.
College Plaza (ISTAR)	1500 College Plaza	Door pried open.	Locks to all doors changed.
Corbett Hall	Throughout	Unaffiliated persons causing disturbances.	UAPS recommends calling police when needed. Safety communications to building occupants.
Edmonton Clinic Health Academy (ECHA)	2nd Floor South Pedway	Connectivity to AHS / LRT	Sweep of high incident buildings by authorized/ security personnel prior to lock down. Reduce building hours.

ECHA	HSERC	Two exit door easy to pry open.	Installed metal frames on top of the door to cover the locking mechanism. Additional cameras and intrusion system. (Department funded).
ECHA	Lower level, 1st & 2nd floor seminar rooms	Unauthorized/unaffiliated users.	Lock all seminar rooms and sign out key from office.
ECHA	Bottom of stairwells / access to penthouse from 5th floor.	Unaffiliated persons sleeping / accessing penthouse and basement.	Gate installation and security sweep for all 6 stairwells.
ECHA	Hiding in single user washrooms.	Unaffiliated persons sleeping in the area.	Evaluating options. (There are 12 washrooms to consider)
Electrical and Computing Engineering Research Facility		Doors propped open by students etc.	Security personnel controlling access to buildings.
Enterprise Square	Public spaces, washrooms, classrooms, etc.	Theft, staff feeling unsafe, hygiene Issues, damaged doors / break-ins, psychotic events.	Student education and increased security presence. UAPS conducting CPTED review.
Enterprise Square	Student Centre, classroom areas.	Theft from students.	Increased signage, communication with students, and increased security presence.
FAB	Stairwells	Unaffiliated persons sleeping in the upper stairwells; empty alcohol bottles/ drug paraphernalia.	Gate installation.
FAB	Pit area of main stairwell	Trespassers sleeping in pit area.	Improved lighting and cameras.
FAB	Computer lab 1-7	Theft of computers in central booked computer lab.	Cameras added in corridor outside lab.

FAB	Throughout entire building (stairwells and washrooms are hot spots)	Unaffiliated persons loitering.	Installation of gates on stairwells and card access on elevator. (Complete) Change building hours and update swipe card access system. (Design is underway, IMP funding for new card access.)
FAB	Throughout building (especially 3rd floor)	Multiple incidents of locker vandalism and theft.	Restrict building access, update swipe systems, continued patrol or UAPS presence, community awareness. Cameras installed throughout, fencing in stairwells and elevator card access (completed) Card access system upgrade in progress (funded by IMP)
FAB	2nd floor sliding glass doors.	Unaffiliated persons sliding newspapers under the door/in between doors to activate sensors.	Doors on HUB side are electronically locked.
General Services Building	2nd Floor, south hallway near stairwell	Persons entering open spaces after hours.	Existing card access to be used. Reduce building hours.
HUB Mall	In Art & Design studio hallway rooms 145 and 147	Loading dock doors not closing, allowing unaffiliated persons to enter the area.	CPTED review of lower area.
HUB Mall	Locker lounge	Unaffiliated persons loitering and/or sleeping in the lounges after hours.	Security gate is keyed, will need to start locking the lounge.
HUB Mall		24/7 access.	Sweep high incident buildings by authorized/ security personnel. CPTED underway. Residence association has proposed card access and reduced building hours.
HUB Mall	Lounge closest to LRT entrance	Unaffiliated persons loitering and/or sleeping in the lounges after hours	Security gate is already installed but needs to be rekeyed or have a lock installed.
HUB Mall loading dock	Double set of doors located between 1C7 and room 147	The doors don't lock and automatically open. Multiple incidents of break & enters, mischief, and theft have occurred to the Chaplains Office and Art & Design Studios.	Install deadbolt on the doors. Upgrade hardware. Reduce building hours.
Humanities	4th Floor	Offices broken into and items destroyed or stolen (e.g. laptops).	Staff/student education. Reduce building hours.
Humanities	Washrooms and other unlocked rooms	Unaffiliated persons accessing washrooms and unlocked seminar rooms on 3rd and 4th floors.	Increased security patrols. (See above: ECHA, seminar rooms)

Humanities	3-5 EFS administrative complex	Theft from connected offices.	Increased patrolling. (See other Humanities solutions above)
Kinesiology	Controlled access	Kinesiology requesting door access control.	Access controls scheduling by BSS.
Kinesiology		Kinesiology requesting video monitoring ability.	Advised to consult video monitoring procedure.
Law Centre	Various areas throughout building	Loitering, intoxicated individuals	New card access. Locking down areas when staffing is limiting. Increase security after hours.
Law Centre	Decor Centre	Break in through exterior window of an office resulting in theft.	Add security film on ground floor windows.
Law Centre	Entire building, mainly 4th floor	Several incidents including threats from a former employee.	Upgrades to improve safety and security include: renovations to the dean's office to provide peepholes in doors and an additional egress door; re-keying the entire building; installing new proximity tap readers.
Law Centre	Stair 6 above 4th floor	Unaffiliated persons sleeping / accessing roof.	Installation of gate.
Libraries		Public areas.	Sweep high incident buildings by authorized security personnel prior to lockdown.
Libraries	Emergency exits, washrooms	Sleeping, drug paraphernalia.	Rutherford North - Southwest stairwell door security (complete). Rutherford North - 2 additional stairwells door security to be completed (funded by Libraries). Cameron Library - upgrade/update to current (funded by Libraries).
Medical Sciences Building (MSB)	Stairwell 4, basement level	Trespassers using basement of stairwell for drug use.	Gate installation.
MSB	East stairwell	Trespassers using basement of stairwell for drug use.	Gate installation. (See above: Priority 1 - MSB Stairwell 4)
MSB	West main entrance	HVAC pressure issues, door fails to close fully.	Stronger closer on door and better pressure control.
Physical Activity and Wellness Centre	Stairwell 36	Unaffiliated persons hiding.	Locking gate.

Physical Activity and Wellness Centre	STR-20	Unaffiliated persons hiding under stairway.	Install a fence with a gate for cleaning access.
Research Transition Facility (RTF)	North East doors	RTF requesting after hours facility access.	(See below: RTF - North East Building)
RTF	North East Building	Gym programming permits after-hours access to entire building.	Switch out the 2 sets of interior doors to lock off a small part of the building.
RTF	Washrooms 1-020 and 1-018, near gym	Unaffiliated persons using showers. Possible drug use.	Lock northeast perimeter doors and decommission the showers. Reduce building hours.
South Academic Building	Third, Fourth and Fifth floors	All floors experience break ins, theft and/or vandalism. Third floor offices broken into through ceiling tiles. Fourth floor labs broken into. Fifth floor offices broken into possibly because door did not close properly.	Reminders to occupants to ensure door is fully shut when they leave. Pressurization problem has been corrected and locks on fourth floor have been rekeyed.
South Campus	Walkways, entrances, parking lots	Request for emergency phones.	Blue phones will be removed from all campuses over time. Increased patrol by UAPS or contracted security personnel.
South Campus	Walkways, entrances, parking lots	There are numerous dark areas for people to hide.	Areas should be considered when developing South Campus. (See below: South Campus solutions)
South Campus	Storage Yard	Remote location with valuable assets.	Install and pilot intrusion system and cameras with third party vendor.
South Campus	Outdoor Security Cameras	Cameras for parking lots, walkways, storage areas, access doors and loading docks.	Upgrading existing cameras in Saville.
Students' Union Building		24/7 access leads to trespassers loitering and sleeping in the building.	Sweep high incident buildings by authorized security personnel. (Funded by Student's Union). Consider reducing building hours.
TELUS	Atrium, elevator and staircase	Trespassers sleeping/accessing staircase, atrium and elevators	Reduce building hours.
TIMMS	Elevator #16 allows access to level UM	Small corridor being used by unaffiliated individuals.	Elevator access control. Parts ordered to turn this area into a key restricted zone.
Tory		Doors are propped open on the weekends.	Educate users.

Tory	3rd floor office 'wing'	Theft opportunities in the early mornings.	Cautionary email sent to staff. Consider reducing building hours.
Triffo Hall	Main entrance and side stairwell doors.	Stairwell doors get stuck because of snow build up during winter.	Considering cutting down doors and providing sweeps.
Van Vliet Complex (VVC) East	2-227 Classroom	No window on the door, cannot see potential danger.	Install a small window.
VVC West	West Pool hallway	People accessing the pool through walkway to the Pavilion.	Install card access on doors.
VVC West	1-662 Classroom	No window on the door, cannot see potential danger.	Install a small window.
VVC Saville	Building doors	Contractor leaves doors unlocked.	Cleaning staff to change procedures. Increase use of existing access cards.
VVC Saville	Stadium. etc.	Incidents of tailgating into parkade, bike thefts. Storage areas in Stadium have been breached (chain link fences cut) and all bicycles taken. Increasing incidents of vehicle break-ins at covered and underground structures.	Education of university community regarding leaving valuables in vehicles. Increase signage in parkades.
PRIORITY LEVEL 2			
Arts & Convocation Hall	Main floor, disabled washroom	Washroom vandalized, used inappropriately and electrical wires left exposed.	Fixed by maintenance. Exterior light indicating extended use and blanking off any electrical outlets.
Chemistry East & West	Chemistry East & West exterior doors and connecting doors to Central Academic Building and CCIS buildings, main floor	All exterior and connecting doors to Chemistry East & West were not latching, not closing, or propped open on the weekends (when the building should be locked and closed).	Upgrade card access and add card access to Central Academic Building and east entrance.
Corbett Hall	Room 3-44	Break in, theft and unaffiliated persons in the building.	Working on getting the exterior windows glazed. Change the exterior (high pressure sodium) lighting to LED lighting.
Education Basement	Education Basement near GB01	Trespassers entering through accessible doors in the basement hallway by GB01.	(See below: Education building security solutions - perimeter door access)

Education North Building	Stairwell doors from the 1st to the 7th floors	Break ins, theft, vandalism and unaffiliated people who have gained access to building via stairwell exits to the exterior of the building - various areas and classrooms. Doors should be locked/monitored but lack the personnel. Contractor sometimes forgets to lock the doors or secure alarms after they have cleaned the area.	Numerous communications have been sent out to faculty & staff asking them to be more aware of their surroundings, and asking them to remove props keeping doors open. Doors need to be checked regularly – need to assign responsibility. Revisit the building hours and provide card access control to a number of areas. Ed South - Elevator card access underway. (IMP funding elevator upgrade). Ed North - Behind classroom 2-115, 15 egress hardware on exit door and light in main hallway. Ed North and South - Perimeter door access control and monitoring.
Education South Building	Basement, 10th floor lounge	Basement is usually unoccupied and creates opportunities for people to hide away. The 10th floor lounge occasionally is not locked after contractor staff clean - numerous people seen sleeping here.	Elevator card access underway/ 10th floor lounge card access. Perimeter access on buildings. (see above). Reduce building hours. (see above)
Enterprise Square	Bike racks around the building	Theft of bikes/bike parts.	Student education and add a fenced compound in the parkade.
Fine Arts Building	3rd floor, central washrooms	3rd floor washrooms are not used as often. Unaffiliated persons peeping on women. Drug deal interrupted in the men's washroom.	Potential solution is to make the 3rd floor washrooms card access only. OR consider doorless washrooms.
Humanities	Northwest stairwell to basement	Trespassers sleeping / having access to stairwell nook.	Gate/barrier installation.
Newton Place	Main lobby to back doors.	Trespassers entering through propped doors.	Educate community about tailgating; door propping, campaign to discourage tailgating by community members; signage. Cameras and monitor (completed). Card access estimate provided to ancillary services.
SCSC West	Customer Service Desk 1-200A	Staff at main desk feel exposed/ vulnerable to potential danger from behind.	Reconfiguration of the front desk to be along the north wall with direct access to the main office.
UHall	West Stairwell 14	Unaffiliated persons accessing stairwell.	Install cage/gate to close off area. (See below: Van Vliet, East entrance under stairs)
UHall	2-130 Offices	Theft	Install doors with card access to office area.

University Terrace	4th Floor, south side	Theft and no field of vision due to unoccupied cubicles.	Remove vacant cubicle walls as they are unused and unneeded. AND/OR lower height of existing/in use cubicle walls.
VVC	East entrance under stairs; between UHall and VVC	Trespassers	Gate Installation.
VVC East	South East stairwell 29	Bottom of stairwell has little traffic - good place for trespassers to hide.	Lock off doors and make them exit only.
VVC East	North East Stairwell	Bottom of stairwell into mechanical room area isn't used often and is a location to dump stolen goods.	Locking gate.
VVC East	West stairwell 22	Trespassers living at the top of stairwell (winter time).	Locking gate.
VVC East	East Wing 4th floor	4th floor is always accessible leading to break ins.	Lock stairwell access and control elevator access.
PRIORITY LEVEL 3			
Administration Building	Main floor	Advisors only have one exit from behind the service desks. Very open space and staff can feel trapped when clients are agitated.	Safety audit of space. (Currently underway with Office of Emergency Management).
Arts & Convocation Hall	Student Lounge	Trespassers occupying the space overnight.	Add card access and reduce building hours.
Arts & Convocation Hall	Throughout	Very quiet (unoccupied) in the early mornings, a potential space for trespassers to occupy.	Keeping inside doors closed and locked until 9 a.m. Perhaps opening building's main door slightly later or having more security checks. Change building hours and add card access for staff.
BioSci Psychology Wing	Inner hallways, basement stairwells, and single use washrooms	Trespassers sleeping, using washrooms after hours after the building is locked.	Locks have been installed to restrict access to inner hallways; restricting building open hours. Mechanical basement room storage access and security to be upgraded.
Business	Throughout	Theft.	Staff communications sent for safety with the addition of protocols and reminders to not keep valuables unattended in open/unlocked areas. Camera cost estimate provided to faculty.

Business	On all floors, both in office space/student study space areas.	Theft - thieves gaining building access through loading dock doors, main entrances or by climbing through ceiling tiles.	Loading dock doors are now scheduled to unlock at 7 a.m. instead of 6 a.m. Metal strips were installed on all doors in the east stairwell to make access more difficult to offices. Communication was sent out to all staff on protocol to follow (remove all valuables from office spaces or ensure they are in locked cabinets, do not leave offices unlocked and/or unattended during office hours, watch for and report any suspicious activities to UAPS, communicating safety/working alone protocols and reminding staff not to let strangers into the office space areas after hours. Info sessions provided to students/staff at times when break ins were happening. Info sessions provided via UAPS re after hours safety/protocol. More security checks in building during times when B&Es were occurring. Camera proposal provided to faculty but not proceeding at this time.
Corbett Hall	Lot L	People camping out in parking Lot L and using facilities in the early morning.	Implement better access control measures (i.e. reduce the building hours, install proximity card readers, designate certain entrances as emergency exits only).
Engineering Teaching and Learning Complex		HVAC pressure issues; doors failing to close.	Pedway door control and card access.
Enterprise Square	2nd floor areas (on pedway). All publically accessible space on 1st and 3rd floor	Public access, people hold doors open for strangers.	Educate staff, consider locking down elevators outside of regular work hours. Investigation needs to be done to confirm the number of elevators
Faculty of Rehabilitation Medicine, Corbett Hall	1-63, behind a freezer by 2-44, under the trees and on the front lawn	People found sleeping in the student practice room, CH 1-63 and/or behind a freezer in the NW side of the building on the 2nd floor by room 2-44.	Room CH 1-63 is now locked. Need to trim the trees outside of the building and additional exterior lighting. Recommended relocating the freezer to a room. Reduce building hours.

General Services Building	9th floor rooftop landing and basement	Top of the stairwell, trespassers sleeping / having access to the roof.	Gate installation right at the bottom of the stair so they can't gain access to the top of the stairwell and roof. Reduce the building hours.
School of Business	At the top of the 5th floor on the east and west stairwells. Door marked as emergency exit.	Trespassers on the 5th floor stairwells (East and West) occupying space. Access gained during the day by propping open doors with bricks/magazines or placing debris in the locking mechanism. Building open until 11 p.m. daily.	Stairwell has a locked door in place to prevent 5th floor access (does not prevent trespassers from sleeping in the stairwell areas). Further evaluation may be required.
SCSC East	STR 2, STR 4	This hallway seldom used, making it a good place for trespassers to loiter and sleep.	Alarmed door & monitoring on intrusion system. Install mosquito speaker.
SCSC East		Emergency door gets used as a regular exit and doesn't always latch.	Alarmed door & monitoring on intrusion system. Install mosquito speaker.
SCSC East	STR 3	People exit the fitness centre stairwell door, which is an emergency exit.	Alarmed door & monitoring on intrusion system. Install mosquito speaker.
SCSC West	Hallway 1-249ZZ	This hallway seldom used, making it a good place for trespassers to loiter and sleep.	Alarmed door/Accessible cameras in the hallway. Install mosquito speaker.
SCSC West	STR 12, 13, 15, 17	A stairwell that doesn't get used often therefore it's a good place for trespassers, loitering and squatting.	Alarmed door & monitoring on intrusion system. Install mosquito speaker.
TELUS	North side bike racks	Bike theft.	Student education and fenced compound.
VVC	Main North Doors, Arena, Main North Doors, VVC East Courtyard	Bike theft.	Bike lockers or assigned cages. Install fences with pin pad code.
University Terrace	Second Cup Rear Entrance	Customers have access into Terrace to use the washrooms inside. Retail leasing issue **	
** All Priority 1 issues will be completed by December 2019			
Priority 2 and Priority 3 issues to be reviewed by the CFSS Standing Committee			

VII.   Preliminary Communications Plan

Background – what is this about?

The CFSS Working Group is tasked with finding short and long term strategies to address a number of issues related to safety and security on University of Alberta campuses, including:

- People attempting and/or committing sexual assault
- People harassing or threatening staff and students
- People stealing or releasing vital data, including personal information
- People stealing personal property, such as laptops, phones, wallets, purses, bikes
- People entering labs and stealing or spilling/releasing dangerous materials
- People doing drug deals or using drugs in stairwells, washrooms etc.
- People being in university buildings after hours without authorization
- People stealing university property, such as computers, projectors, AEDs
- People intoxicated and causing a disturbance in university buildings

The Working Group is recommending a four-part solution including: physical barriers; policies and procedures; technology and controls systems; and people.

This plan is meant to address the "people" category, specifically the attitudes and behaviours or members of the university community.

Who is affected?

- Undergraduate students
- Graduate students
- Front line academic staff
- All administrative and support staff
- Protective Services members
- Facilities and Operations staff
- Others as identified

Future State – CFSS WG goals

1. Improved the confidence of students, faculty and staff in safety and security
2. Improved mitigation of high risk incidents and areas
3. Improved deterrence of trespassers and unwanted behaviours
4. Improved detection/monitoring of incidents/trends and reporting
5. Improved triggering of appropriate incident response(s)
6. Improved understanding/practice of policies and accountabilities

Who's going to drive this change?

1. Risk Management Services and Facilities and Operations
2. Change Champions/Supporters of this change
3. Senior Team – President and Vice-Presidents
4. Student and staff associations

Current State (highlights of committee survey)

1. People don't take adequate care of their property. They leave laptops in the open, don't lock valuables in desks etc.
2. People forget to lock doors
3. The university is an inviting place for people to squat, do drugs and drug deals, steal and loiter
4. The university has countless "nooks and crannies" with little to no traffic that are attractive and easily accessible
5. Students and staff deliberately disable locks and alarms for their convenience and that of their friends
6. Not everyone agrees on the level of risk so we disagree on what should be done
7. Trespassers "tailgate" into buildings
8. People have an unrealistic sense of how convenient it should be for them to come and go into secure spaces, especially after hours
9. People don't take adequate care of university property. Leave doors unlocked etc.
10. The university's access control processes are too lax so too many people are authorized to enter after hours

Communications Considerations and Risks

1. Each area has its own specific safety and security issues
2. Different faculties have different norms and cultures, including those having to do with communications
3. The university must not be seen to be "blaming the victim"
4. The university must not overstate the problems

Behaviours

1. People will communicate more with each other about safety and security
2. People will lock up their things and lock doors
3. People will report problems to UAPS in a timely way
4. People will express confidence in the systems provided by the university

Messages

- Safety and security are critical concerns of the university
- The university has the following things to ensure safety:
    - UAPS
    - F&O facility staff checking doors etc.
    - City police
    - Emergency response processes
    - Infrastructure, including locking doors, lighting
    - Security systems
- University of Alberta campuses safe places BUT there have been issues
- We all have a responsibility for keeping our campuses safe and secure
- Take care of your personal property – lock it, keep it with you, take it home etc.
- Take care of university property – lock it, use security systems etc.
- Never defeat a locked door
- Avoid people tailgating
- Call UAPS if you see anything suspicious
- Tell someone where you're going
- Carry a phone
- Travel with a friend after hours

Vehicles – how do we reach our audiences?

- Presentations by senior leaders
- Presentations by UAPS
- Meetings with key influencers, such as deans
- Websites
- Social media
- Posters, stickers, magnets etc.

Students and faculty share dangerous experiences in FAB at town hall

Nathan Fung

April 11, 2018

2 minutes read

Nathan Fung

Students and faculty recalled instances of stalking and harassment they've experienced while working in the Fine Arts Building (FAB) at a town hall on Wednesday.

At the event, organized by the Music Students' Association (MSA), students and faculty shared their stories with representatives from University of Alberta Protective Services (UAPS) and Risk Management Services. Those representatives also explained what steps are being taken to improve the building's security, including the immediate addition of another security guard, and the installation of security cameras by mid-June at the earliest.

Nearly 250 students and faculty went to the event to share their stories. Many of them involved female students being followed by suspicious individuals in the building. In particular, a PhD

student recalled one instance where a man was stalking her while she was counting cash at the box office outside the Bleviss Laboratory Theatre.

"I will never handle another cash box in this building again, ever," the student said. "I had a right to be there, I had a right to feel safe and that experience is continuing to haunt me."

Another story came from music instructor Elizabeth Turnbull, who spoke about a specific instance where an unknown male phoned her office and asked to speak to her by name. The individual then threatened to rape her.

"Needless to say, I was pretty startled by that," she said.

Turnbull said she called UAPS, but they were unable to trace the call. Since the door to her office does not have a window, she said she has asked her students to knock on her door in code so she'd know it wasn't a malicious individual.

"If someone is coming, and it's open hours in this building, they can get into this building, they can come and they can find me because my picture is on the website," she said. "They know what I look like, they know where I am, and they asked me by name in my own office on my office phone."

At the town hall, associate vice-president of risk management Philip Stack addressed the incident from March 29 where a music student walked in on two men weighing cocaine in the washroom and was told when he called UAPS that they couldn't respond to the situation. Stack called the lack of response "unacceptable."

"It was absolutely unacceptable that peace officers were not dispatched to that call, end of story," he said.

Stack also said UAPS will be addressing the failures made by their dispatchers by adding two additional full-time dispatchers working the phones. He explained that since they only had two before, there would be times where the person who responded to a call was a peace officer and not a trained dispatcher who could give the right response.

"Dispatching is a particular skill and qualification, and the fact that we had continual revolving people coming in, to be frank, they didn't have the training they should've had," he said.

As for the staff who responded to the call on March 29, Stack said they've been dealing with that through their human resources processes.

Currently, the Faculty of Arts is paying for its own security guard to be stationed in FAB. Stack said risk management will be hiring another guard for the building, boosting the number of guards to two. MSA vice-president Armand Birk thanked Stack for the additional security guard but said risk management should also pay for the guard currently hired by the faculty, saying that the faculty's money should be reserved for academic programming.

A representative from Operations and Maintenance also said they're looking to install fencing inside certain parts of the building but was unable to provide a timeline.

David Staples: Downtown residents upset about more crime and disorder

DAVID STAPLES, EDMONTON JOURNAL

Updated: November 16, 2018

There's long been an uneasy relationship between panhandlers and the homeless downtown and those who own condos and work there, but in the past year things have deteriorated, says Ian O'Donnell, executive director of the Downtown Business Association and a downtown resident for 15 years.

More disruption. More graffiti. More vandalism. More aggressive behaviour. More mental health issues. More crime. More fear.

O'Donnell has seen these negative trends reflected in crime statistics, but a few first-hand incidents spurred him to action this week, convening a well-attended public discussion on what to do about downtown disorder on Thursday.

In one instance, O'Donnell described how he was following another downtown resident, a young woman, out of an LRT, when they came upon a group partying on the stairs and blocking the way out.

The young woman turned around at once, but O'Donnell confronted the group. "I went up and said, 'You guys can't just block this.' And they became very aggressive. Of course, I'm not Superman so I actually had to turn around and go back down … I thought to myself, 'What if you were a visitor and you were going up to your hotel? What if that was my sister walking late at night?' That is not what downtown Edmonton is all about. It really bothered me."

Others at the meeting had similar stories.

Cory Wosnack, managing director of Avison Young realtors, said he'd been showing off some downtown properties to a local businesswoman from the suburbs. She was thinking of moving several hundred people to a downtown office, but after seeing the amount of street people and panhandling, and having one impaired man bump into her on her tour, she told Wosnack any move was off. "She said she would feel

uncomfortable putting her staff into a location where she herself may feel unsafe," Wosnack said.

The problem, Wosnack said, is the immense amount of downtown construction going on right now. It has created large, empty zones where few office workers go but down-and-out folks congregate.

Once the new buildings are built, there will be more eyes on the street and safety in numbers for downtown residents and workers, so the issues will likely go away, Wosnack says. "I'm comforted to know we're in a momentary point of disruption."

Some of the stories were more hopeful, even in regards to the present. Jodie Berry, a downtown resident for a dozen years and also a co-ordinator for REACH, a city organization that helps place homeless folk with community services, says a few years ago her building was hit with a big increase in break-ins, theft and dumpster diving, as well as folks camping out, taking drugs, defecating and urinating and leaving a mess in the back alley.

Condo residents were outraged and constantly called in the police.

One day she saw two people picking through the dumpster, so she decided to talk to them. She asked them if they needed anything. They asked for money for food. She offered to give them a Tim Horton's gift card, then mentioned how it made people feel unsafe when they were around and making a mess. At that point, the two men told her she didn't own the alley and cursed her.

Berry kept calm. She told the men things would work out better if they stopped smoking drugs and making such a mess, which scared people. She also told the men they had a right to be there.

 "These people are residents of our city …," she explains. "They have a much harder existence than you or me. They are doing a lot more to survive than you or me … They have a right to be here. They deserve dignity and respect."

Over the next year, the two groups — some of the residents and some of the homeless — worked out a bit of a peace treaty, Berry said. A few residents leave out empty bottles for the men. She and a few others in her condo started to converse more regularly with the homeless men.

There now hasn't been a break-in in nine months. The mess and drug use in the alley has gone way down.

 "The feelings and safety and security for the residents of our building, and the quality of life for (homeless) people who are endangered in that area, has gotten better on both sides," Berry said. "I think it is possible. We need to think about our own approach and we need to be open to a solution that is not eradication."

Item No. 13

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Housing for Students Who Parent Consultation – Final Report

Item

Proposed by	Andrew Sharman, Vice President, Facilities and Operations
Presenter	Andrew Sharman, Vice President, Facilities and Operations Katherine Huising, Associate Vice President, Ancillary Services

Details

Responsibility	Facilities and Operations
The Purpose of the Proposal is	In follow up to the recommendations from University administration, and partnered with the 2020 closure of the Michener Park residence, this report is being brought forward to inform the committee of the findings related to the consultation related to housing needs for students who parent.
Executive Summary	The report presents that, though students who parent were grateful for the consultation and the opportunity to speak about their unique concerns, university housing was not a primary concern. For students who parent, the primary areas of concern, in relation to housing, were: availability and proximity to childcare, proximity to partner's place of work, and affordable rental rates. Students who parent face many challenges during their academic careers and the consultation reflected that most of these challenges are "day-of" emergencies, which conflict with exam schedules, classes, or other academic requirements. The most significant request from this student cohort was for temporary, emergency childcare on campus. This is not a focus or service Ancillary Services is able to deliver under its mandate and funding structure. Though students who parent agree that the University has a responsibility to support students who parent in housing, what such support would look like was not clearly articulated by students. The loss of community, with the closure of Michener Park was mentioned, but students also understand that even if a new family residence were to be built, the location, cost, and demographics would not replace Michener Park. As such, that future possibility was not of interest to the majority of students who participated in the consultation.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	• Andrew Sharman, Vice-President (Facilities and Operations) • Katherine Huising, Associate Vice President, Ancillary Services • Ancillary Services • University of Alberta International • Office of the Dean of Students • Office of the Registrar • Faculty of Graduate Studies and Research • Students' Union

Item No. 13

	- Graduate Students' Union - University Relations - Students Who Parent - Three in-person and online consultations (May, September, and October, 2018) - BFPC – April 16, 2019 - Board of Governors – May 10, 2019 - GFC Executive – May 13, 2019 - General Faculties Council – May 27, 2019

Strategic Alignment

Alignment with *For the Public Good*	***Institutional Strategic Plan – For the Public Good***
	Sustain our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.
	
	21. Objective: 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.
	  i. Strategy: Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information, and access to shared, reliable institutional data.
	
	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
	  ii. Strategy: Build, operate, and maintain undergraduate and graduate student housing to support our students' academic success and sense of belonging to the university community.

Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.
	<table><tr><td>☒ Enrolment Management ☒ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☐ Leadership and Change ☐ Physical Infrastructure</td><td>☒ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success</td></tr></table>
Legislative Compliance and jurisdiction	

Attachments

1. Housing for Students Who Parent Report (34 pages)

Prepared by:
Katherine Huising,
Associate Vice-President, Ancillary Services
Facilities and Operations
Email: huising@ualberta.ca

UNIVERSITY OF ALBERTA
ANCILLARY SERVICES

Housing for Students Who Parent Consultation

Final Report

January 2019

Table of Contents

Executive Summary:

The University of Alberta has spent the past ten months examining the role of the University in providing family housing.

In June of 2018, it was announced that Michener Park Residences, which provide housing for couples and families, will be closing permanently, in the summer of 2020. The physical infrastructure at Michener Park has exceeded its life expectancy and Ancillary Services has been challenged to operate and maintain Michener Park to a standard which drives student satisfaction and attracts sufficient rental revenue to remain economically viable.

Ancillary Services is required to operate on a financially sustainable basis having due regard for operating costs, addressing deferred maintenance, as well as maintaining operating and capital reserves for long term sustainability. No profit is sought from these operations, but no loss is acceptable either.[1] This reality has influenced decisions including the closure of Michener Park.

For many years, Michener Park has been an appealing choice for student families because of low rental rates. However, there was a need to gain a greater understanding of the needs of students who parent (SWP) to determine the future of family housing at the University.

To gain this greater understanding, Ancillary Services assigned resources and embarked on a 10-month consultation with SWP. This consultation engaged students from various demographics including International and Indigenous SWP.

What was learned was that housing is a priority for all SWP, but **not their primary concern**, when it comes to what supports SWP expect or seek from the institution.

The **most significant issue** raised by SWP related to **child care resources** or lack thereof.

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[1] Guiding Principles for the operation of Residences and Dining Services operations (Appendix 1)

Though the most significant issue did not relate to housing, there was an appreciation from SWP that their voice was being heard by the institution. Students expressed that they feel the University does have a role to play in their housing needs; however, they suggested hope for **future rental subsidies** for students, rather than specific housing for SWP on university properties.

SWP face many challenges during their academic careers and what the consultation reflected was that most of these challenges are "day of" emergencies, which conflict with exam schedules, classes or additional academic requirements. The largest 'want' from the SWP population was temporary, emergency childcare on campus, which is not a focus or service Ancillary Services is able to deliver.

Background:

Michener Park has been part of the residence system since 1967, providing housing for couples and families. The residence has become very costly to maintain and the residents have increasingly expressed concern with the poor state of the facilities.

With the announced closure of the residence in 2020, the time was right to evaluate the future of housing for SWP and, as such, UAlberta launched a fulsome consultation process seeking clarity around the housing needs of SWP and the role of the institution in meeting those needs.

What was the Problem?

Michener Park has been running for fifty plus years and well over the length of time originally intended. For many years, general reports of poor suite conditions have continually increased and are exhausting maintenance resources by the sheer number and cost of daily maintenance requests.

Changes to Campus Demands:

Michener Park represents 8.5% of the residence inventory at UAlberta (prior to 2018). It has had a stable occupancy average of 97.5%, from 2013-2016, but the occupancy demand started to drop in the 2016 academic year, to 91.5% and to date, has not returned to its original demand.

Decision to Close:

Michener Park is one of the oldest residences owned and operated by the University and carries a significant and growing maintenance liability.
It has become increasingly challenging to run Michener Park to ensure students are satisfied with their unit conditions, and the daily maintenance demands have become extremely difficult for Ancillary Services to keep up with. Lengthy considerations revolving around replacement of current buildings at Michener Park have been fully assessed, however, a price point of approximately $200 million for the construction of a replacement residence is not a feasible avenue to pursue.

Consultation:

The University of Alberta took on the opportunity to assess family housing needs of SWP. The goal of the consultation was to understand if the University had a role in providing family housing on university properties.

Student input, as well as input from other Alberta Post-Secondary institutions and specific University of Alberta units who are particularly interested in residence support for students, such as FGSR, Dean of Students, and University of Alberta International, was used to gain a fuller understanding of the housing needs of SWP.

Student Participation Protocol

The [University of Alberta Student Participation Process Protocol](), which was released in January of 2015, was utilized to ensure consistency and fairness throughout the consultation process. The protocol is "intended to support effective conversations relevant to the student constituencies at the University of Alberta, recognizing that conversations will involve the Students' Union and Graduate Students' Association as the official representative bodies of their students" (Student Participation Handbook, University of Alberta, p. 4).

Consultation can be complex. The protocol handbook provided guidance to participants in understanding that consensus was not the goal of this consultation. Rather, the goal was collection of information from a unique student population. As the protocol notes: *"The resulting spectrum of potential participation is not about achieving consensus, convincing people, or providing any mechanism to resolve disputes regarding consultation—instead, it is intended to allow for effective and meaningful participation as one element of the University's decision making process, and the scope of that participation varies in accordance with the continuum"* (Student Participation Handbook, University of Alberta, p. 4).

The consultation work commenced in January, 2018, and student engagement opportunities to address housing needs occurred in May, September, and October of

2018. Determining the role of the institution necessitated input from the student body, specifically current SWP, with an appropriate timeline to ensure the maximum amount of student participation.

The decision on how best to consult with students was primarily achieved through in-person sessions, with simultaneous online submission opportunities. The questions and surveys were designed to address the needs of current, future, and prospective SWP.

The consultation was promoted and advertised to SWP and the broader University community in numerous ways:
- ➢ Regular announcements went out through the weekly Student Digest Newsletter
- ➢ Every Michener Park resident was personally invited, via email, and informed of each consultative opportunity
- ➢ The Students' Union and the Graduate Students' Association were engaged to promote and advertise the consultations through their channels
- ➢ Information tables at high-attendance orientation events in September of 2018
- ➢ Regular attendance at Parent Link meetings in the Faculty of Graduate Studies and Research
- ➢ All communications for upcoming consultation events were also shared with
    - ○ The Office of the Dean of Students
    - ○ University of Alberta International
    - ○ The Faculty of Graduate Studies and Research
    - ○ Students' Union
    - ○ Graduate Students' Association
    - ○ Residence Services
    - ○ First Peoples' House

Principles of Consultation:

The primary goal was to better understand the reality for SWP, before making an informed decision around the future of family housing. The goal was to allow this

unique group of students to express their challenges and expectations around housing matters, to enable the best decision on potential future housing developments. Specifically, participants were asked:

1. What do you feel the role of the University is in supporting your housing needs?
2. What could the University do (better) to support SWP?
3. Is there a need for a family housing residence on campus?

The consultations were conducted from May through to November of 2018, aiming to provide data around:

> - The number of students at the University who are also parenting children
> - The current and future housing needs of SWP
>   - The degree to which UAlberta is meeting these needs
>   - The specific and unique needs of SWP and their families
> - SWP expectations of the institution as it relates to housing
> - A sense of reasonable level of institutional investment in support of SWP
> - Unique requirements for international students initially and throughout their academic careers
> - Unique requirements for Indigenous students initially and throughout their academic careers
> - Expectations around affordability and standard of living
> - Expectations around housing types preferable to SWP

In evaluating the results of the consultation it is important to note there are no existing mechanisms to confidently determine the number of UAlberta students who are also raising children. Many avenues were utilized to ensure that this target population was likely to receive some form of communication regarding the consultation.

Despite these efforts, student engagement was quite low for all consultations. A total of 103 of the 1870 graduate students who self-identify as SWP responded. No numbers are available for undergraduate students.

While the consultation was advertised as being about housing needs, the overwhelming interest from the participants was related to student support needs provided by other university portfolios, not Ancillary Services.

Consultation Timeline:

Planning for Consultation: April 2018	Conduct Consultation: May - November 2018	Draft Report: December 2018	Present Conclusions from Consultation: January 2019

Student Engagement Opportunities in 2018:

Student Participation Numbers:

Number of Student Participants	First Consultation	Second Consultation	Third Consultation	Total
In-Person Participation	7	3	0	10
Online Participation	34	52	7	93
Total Overall	**41**	**55**	**7**	**103**

Outcomes of Consultation:

➢ SWP were very grateful for being asked about their concerns and were eager to participate in bettering the university for current and future SWP.

➢ Housing needs do not seem to be a primary stressor for SWP, with many having found external rental accommodations or being property owners. Students clearly communicated that among supports they would like from the institution, housing was a low priority.

➢ The consultation provided an opportunity to connect current SWP to resources and contacts across campus for support.

➢ It was learned that many students indicated, during in-person, online or focus group sessions, that they would much rather live off campus and be in closer proximity to childcare, their partner's place of work, or less expensive suburban rental areas than being on campus. Living on campus was a low priority for SWP, if a priority at all.

Student Reaction to Consultative Process:

Though the number of respondents was low, the students who did participate did so with great enthusiasm and many continued to stay in touch throughout the year, for focus group feedback sessions, and check-ins.

After the final consultation summary was released, approximately ten percent of the students who participated in the consultation (7 - 10 individuals) felt misrepresented, and voiced that the closure of Michener Park should have come after the consultation. Much effort was taken to separate the consultation from the closure of Michener Park, but a small group individuals still felt this sequencing of events was not appropriately addressed.

What We Learned:

The main issues raised in the consultations revolved around child care needs. There was significant interest around whether the institution would ever consider providing an on-campus, drop-in childcare service.

Childcare was the most prevalent and high stress issue raised by the participants, specifically getting their child(ren) into an appropriate facility. "Appropriate" equated to cost and proximity to their campus, work and home.

Students also raised the need for flexibility and empathy for SWP who are constantly balancing being a student with academic and research demands, in addition to their primary parental obligations. The participants reported 'feeling invisible' on campus and that their 'at home demands' have no room for accommodation with respect to exams, practicum placements, emergency absences, or class times on campus.

SWP also shared their perception of a lack of policy and protection on campus for being a parent. There seems to be a lack of understanding around what rights SWP have, and what protections they can be provided for child-related emergencies. Also what departments or resources are available could be better communicated to them.

What We Heard In Relation to Housing Needs:

Students felt the University has a role to play in their housing needs; however, they expressed clear preference for provision of rent subsidies rather than specific housing for SWP.

Housing issues revolved around proximity to a transit station, monthly costs, and a community who understood the unique needs of being a SWP.

> **Indigenous Student Voice:**
> Indigenous SWP are facing racial bias discrimination, when trying to attain private rental units in the Edmonton community. Incidents such as being

refused a previously agreed upon rental accommodation, a sudden increase in monthly rental fees, and on-the-spot increases in down payments are issues Indigenous students report facing when trying to find a home for themselves and their families.

International Student Voice:

International SWP described the relief they felt when being able to utilize Michener Park for housing, and confirm their accommodations prior to arrival to Canada.

International students also shared how working with University of Alberta International made them feel supported addressing their needs before and after arriving. Though this population expressed considerable concern about the announced closure of Michener Park. They generally agreed that the other residences may not be ideal options for SWP.

The consultation shows general agreement that students feel the University has a responsibility with respect to housing, but there was little agreement in defining what support would look like in terms of housing needs. The comments tended to focus on "subsidized" housing rather than availability of on-campus housing.

The purpose of subsidized housing models is to provide affordable housing for individuals who do not have a large income, with rental prices being based on incomes. A subsidized system assumes there is some other source of financial support for the housing infrastructure (such as government funding). Ancillary Services would not be able to operate and maintain the principles of quality campus housing, under a subsidized system, as Ancillary Services must operate on a cost-recovery basis and has no other source of revenue than the rents.

Students also reported that the sense of community at Michener Park was highly valued, and its loss was truly upsetting. It is an environment which cannot be replicated in other existing residences.

In summary, the key problems faced by SWP in finding appropriate housing identified during the consultation were:

- ➢ Child Care
- ➢ Affordability Issues
- ➢ Transit access issues
- ➢ Discrimination and racism

Child Care is the primary issue to resolve for SWP.

What do SWP need from the University?

SWP would like to be better recognized, but housing, specifically housing within the Residence system, is not one of their main priorities.

SWP have many fiscal, time, and family pressures, which they have to coordinate alongside their academic careers, but most live off campus and have no intention or desire to live within the residence system at the University.

The consultation did point to the need for additional supports for SWP, but the supports SWP are looking for, fall under the services provided by or direction of other offices and units at the University, not Ancillary Services.

Conclusion:

SWP face many challenges during their academic careers and what the consultation reflected was that most of these challenges are "day-of" emergencies, which conflict with exam schedules, classes or additional academic requirements. The most significant request from the SWP population was temporary, emergency childcare on campuses. This is not a focus or service Ancillary Services is able to deliver under its mandate and funding structure.

Though SWP agree that the University has a responsibility to support SWP in housing, what such support would look like was not clearly articulated by students. The loss of community, with the closure of Michener Park was mentioned, but students also understand that even if a new family residence were to be built, the location, cost and demographics would not replace Michener Park, and so that future possibility was not of interest to the majority of students who participated in the consultation.

Next Steps:

1. Evaluate the possibility to change the demographics for specific east campus residence buildings and open up currently operating residences to SWP.
    a. Newton Place, HUB, and Graduate Residences in east campus have the capacity and capabilities of supporting SWP.
    b. Occupancy on North-campus is not at 100%, nor are there consistent waitlists for the residences recommended above. This would allow the community of east campus to evolve, and allow, for the first time, families to live on north campus.
2. Clearly communicate to SWP the outcomes of the consultation process and the resultant decision not to commit to building a new dedicated residence for families on north campus; but a goal of exploring how existing residence systems might include development of family-oriented sub-communities.

Appendices

Appendix 1

Guiding Principles for the Operation of Residences and Dining Services Operations:

Along with the direction from the Student Participation Process Protocol, the Guiding Principles for the Operations within Ancillary Services were utilized to ensure the needs students articulated fell within the purview of the department.

To fulfill its mandate of providing an array of vital services in support of the University of Alberta's Institutional Strategic Plan *For the Public Good,* Facilities and Operations (Ancillary Services) operate a suite of self-funded operations. The following principles direct decision making this area:

1. Quality housing and good nutrition are critical to student academic and experiential success and we recognize this in everything we strive to do.
2. All funds received from students for shelter and food stay within the residence system.
3. No student tuition or government base, capital or maintenance funding is invested in residences or Dining Services operations.
4. Residence and Dining Services must operate on a financially sustainable basis having due regard for operating costs, addressing deferred maintenance, as well as maintaining operating and capital reserves for long term sustainability. No profit is sought to be made from residences and Dining Services, but no loss is acceptable either.
5. Residences will be operated as a system with long-term capital improvement and deferred maintenance plans which support all facilities (residences and Dining Services outlets) over time.
6. Student input is highly valued. Students will assist in shaping the development of plans and priorities to sustain and improve the residence and food system.

Appendix 2

Main Alberta Institutions and Family Housing:

Institution	Family and Couples Housing?	Operated By
University of Lethbridge	Yes	Housing Services
Mount Royal University	No	
MacEwan University	No	
NAIT	No	
University of Calgary	Yes	Residence Services

Appendix 3

Housing for SWP Committee:

A committee of individuals, from across campus, who specialize or work directly with SWP was created, to ensure that key departments on campus were kept up to date on the progress of the consultation and able to provide input throughout the process.

Starting in January of 2018, the committee met monthly to explore a breadth of topics which impact the experiences of SWP, eventually narrowing the focus to what emerged as key concerns: affordability, proximity to amenities, and safety. Many other high priority items students discussed were non-housing related, so the Office of the Dean of Students has collected this input to investigate in the future.

Future of Family Housing Committee		
Andre Costopoulos Vice-Provost and Dean of Students	Dean of Students	Project Co-Sponsor
Katherine Huising Associate Vice-President	Ancillary Services	Project Co-Sponsor
Aman Litt	Ancillary Services	Project Manager
Sarah Wolgemuth	Office of the Dean of Students	Project Team
Robin Everall	Faculty of Graduate Studies & Research	Project Team
Geoff Rode	Ancillary Services	Project Team
Shennella Blake	Registrar's Office	Project Team
Emily Ball	University Relations	Project Team
Doug Weir	University of Alberta International (UAI)	Project Team
Tricia Beaudry	First Peoples' House	Project Team
Zhihong Pan	Graduate Students' Association	Project Team
Andre Bourgeois	Students' Union	Project Team

Appendix 4

Summary Report of First Consultation:

Following the process outlined in the *Student Participation Protocol*, Ancillary Services and the Dean of Students Office launched their first of three consultations with the University community, regarding the needs of SWP.

The first in-person session was on May 30th 2018. An online version was launched on June 1st, which replicated the questions asked in the first in-person session and it was available for two weeks. An additional session was held at Michener Park on June 23rd 2018, to accommodate individuals who may have difficulty traveling to north campus, from said community.

Seven parents attended the first in-person session and most brought their child or children with them. Thirty-four SWP submitted an online response. Three students stopped in to the session at Michener Park.

In terms of the three primary factors which impact where SWP and their families live, the concerns, which were echoed the most were: affordability, proximity to amenities (e.g. childcare), and safety.

With respect to housing needs, the key areas of improvement were convenient access to reliable transit, affordability and community creation of like-minded individuals.

Students discussed that they do feel that the University has a role to play in their housing needs. SWP indicated they require safe, affordable housing, with a focus on better supporting students to build community.

There is a large feeling of being isolated and helpless as a student who parents. SWP expressed concern that they feel ignored by the University and that there is a lack of understanding of any duty to accommodate for issues arising specific to SWP.

For the second consultation, Ancillary Services focused on discussing varying options of supporting SWP. Researching and presenting off-campus options, potential current campus options and assessing what better fits the needs of the community.

Appendix 5

Summary Report of Second Consultation:

What type of student are you?
52 responses

- ● Domestic Student
- ● International Student

46.2%

53.8%

What type of student are you?
52 responses

- ● Undergraduate
- ● Graduate

88.5%

11.5%
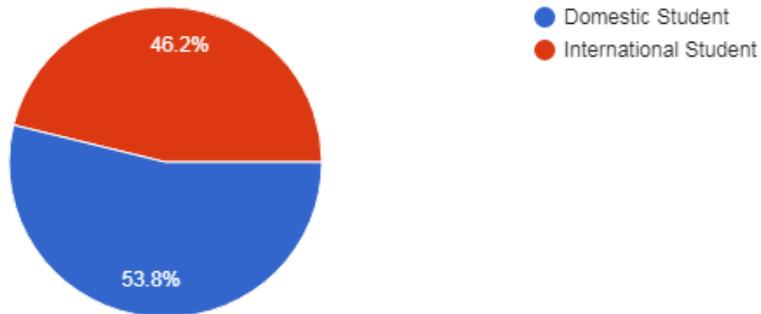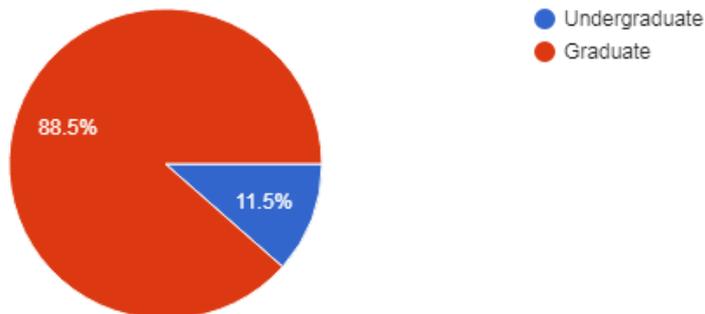
How many children do you have?
52 responses

- ● 1
- ● 2
- ● 3
- ● 4 or more

36.5%

7.7%

48.1%
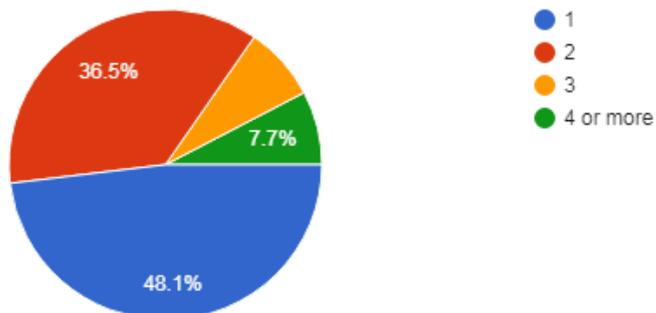
Who do you and your children live with?

52 responses

- Roommates
- Significant Other
- Extended Family
- Alone

19.2%

69.2%
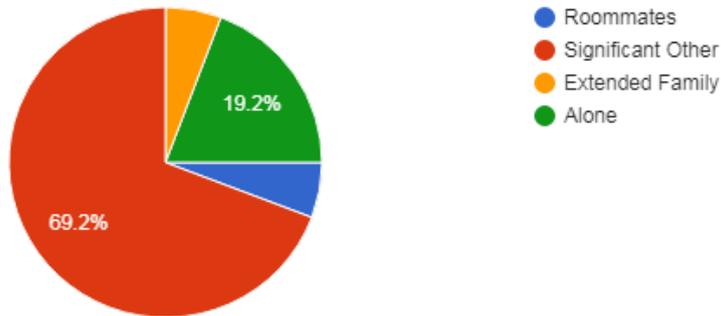
How much do you spend on rent or your mortgage monthly?

52 responses

- $500-$699
- $700-$899
- $900-1099
- $1100-1299
- $1300-1499
- $1500-$1699
- $1700 or more

13.5%

17.3%

13.5%

11.5%

38.5%
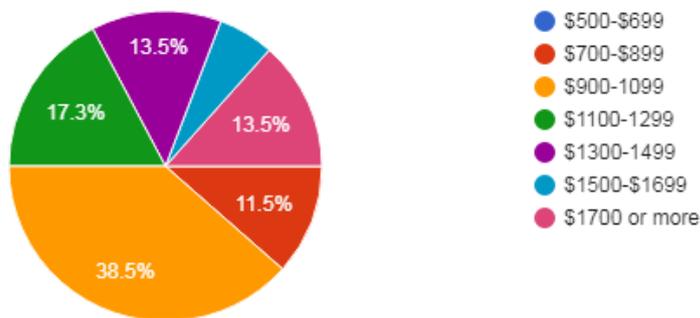
How do you fund your education and family's living expenses? Please check all that apply

69 responses

Student Loans	5 (7.2%)
Family Support	18 (26.1%)
Working one or more jobs	35 (50.7%)
Credit Cards	11 (15.9%)
My income is sufficient	7 (10.1%)
Savings	6 (8.7%)
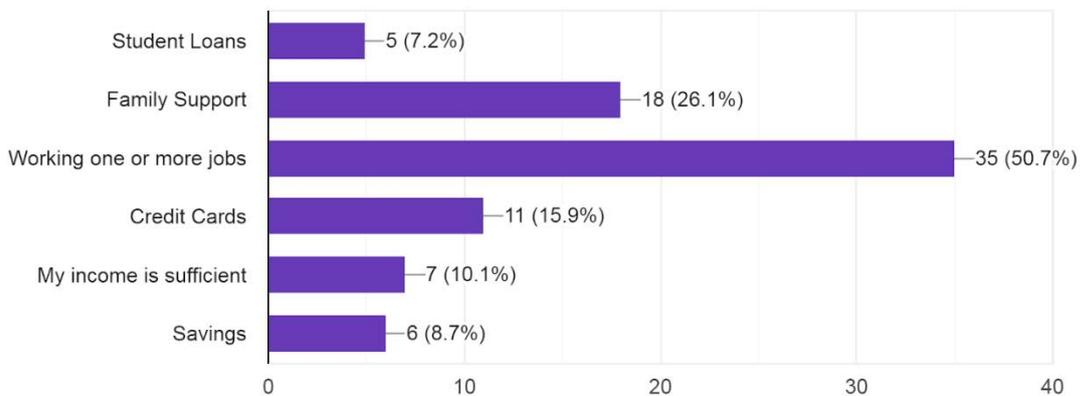
Please estimate your annual family income (include partner's income, if applicable)

45 responses

➢ Highest Reported Income: $130,000
➢ Lowest Reported Income: $10,000
➢ Average Income $55,273

What percentage of your monthly household income goes toward rent and utilities (electricity, internet, heating, etc.)?

52 responses

- 0-30%
- 30-50%
- 50-70%
- 70% or more

26.9%
15.4%
34.6%
23.1%
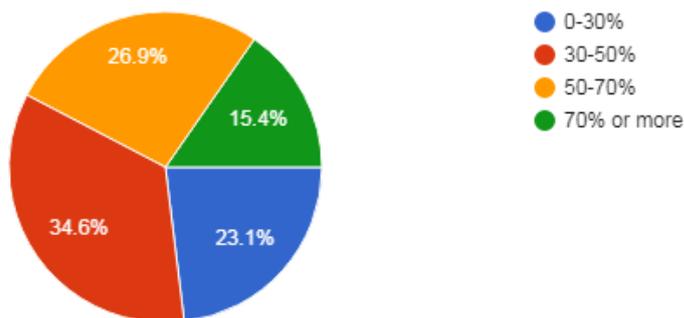
Has the cost of housing required you to find additional sources of income (including loans) to supplement your university stipend?

52 responses

- Yes
- No

38.5%
61.5%
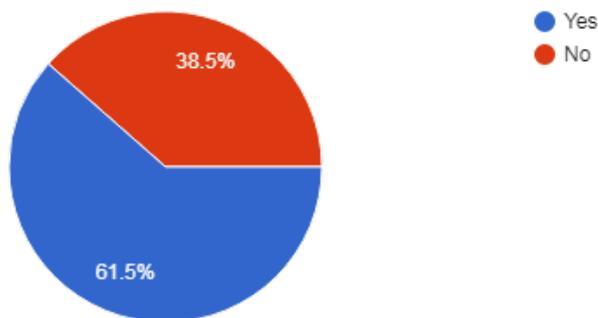
Has the cost of housing required you to take out a loan?

52 responses

- Yes
- No

73.1%

26.9%
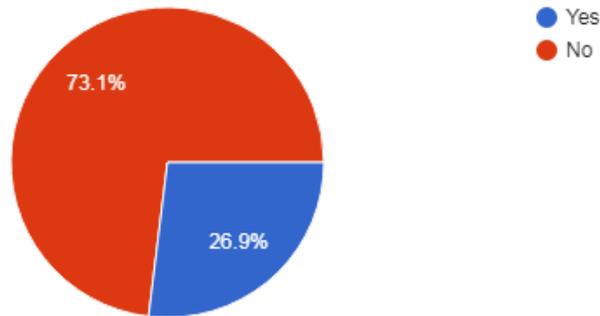
Do you pursue a job (full- or part-time) outside of your academic duties to help pay your housing expenses?

52 responses

- Yes
- No

40.4%

59.6%
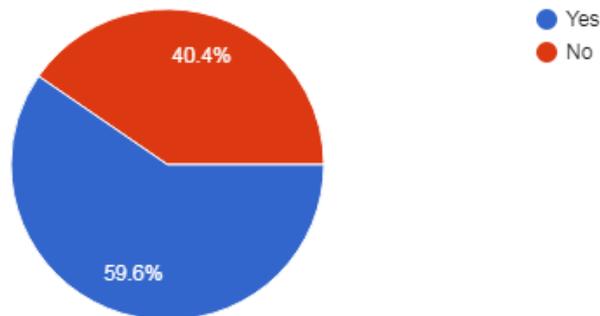
What percentage of your monthly housing expenses are covered through loans?

51 responses

- 0-20%
- 20-40%
- 40-60%
- 60-80%
- 80-100%

13.7%

76.5%
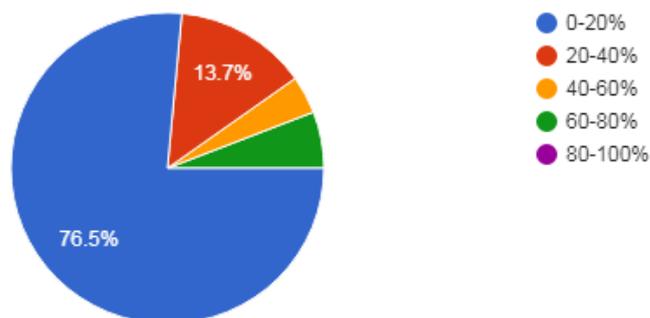
How would you rate your financial stability?

52 responses
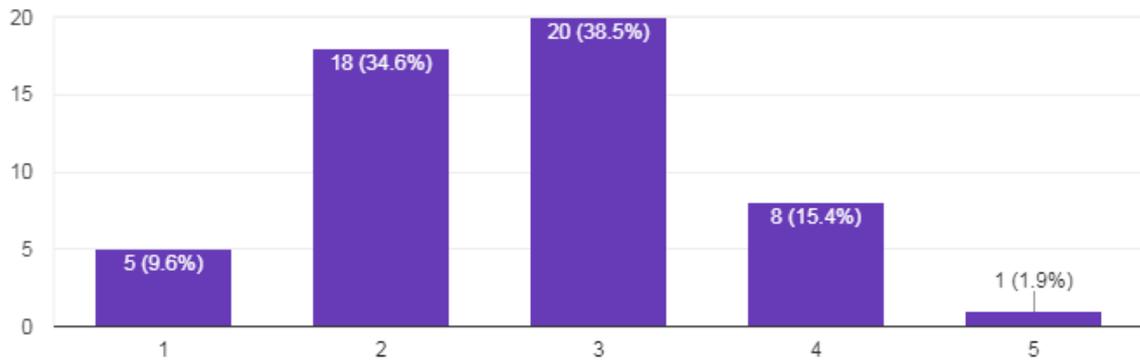
1: Poor
5: Good

With the upcoming closure of Michener Park, does the change in family housing options affect your decision to continue studying at the University of Alberta?

52 responses

Legend:
- Yes — 21.2%
- No — 51.9%
- Maybe — 26.9%
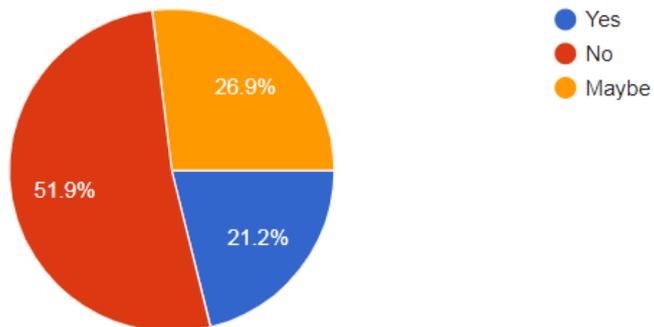
Newton Place (rent range is from $916-$1518) has been communicated as too expensive for current Michener Park residents. Is there a purpose in building housing for students who parent on south or north campus, if the cost will not be parallel to the current family housing option?

51 responses

- Yes
- No

39.2%

60.8%
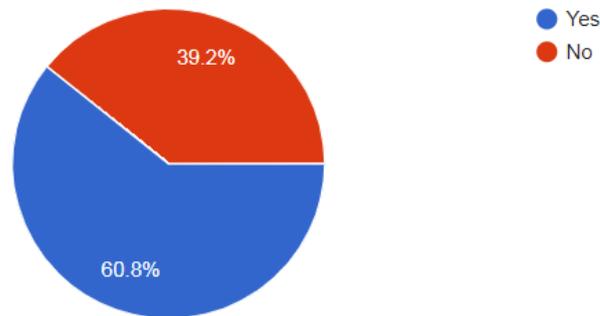
What is the maximum value you would be willing or able to pay for on campus housing? 41 responses

- ➢ Highest Rate: $1,600
- ➢ Lowest Rate: $650
- ➢ Average Rate: $1,094

From the items below, what are the two most important criteria when considering your housing options?

51 responses

Criteria	Count (Percentage)
Amenities and services	12 (23.5%)
Floor plan and size of apartment	16 (31.4%)
Price	43 (84.3%)
Privacy	9 (17.6%)
Proximity to campus	20 (39.2%)
Security	27 (52.9%)
Proximity to childcare	12 (23.5%)
Proximity to family or friends	6 (11.8%)
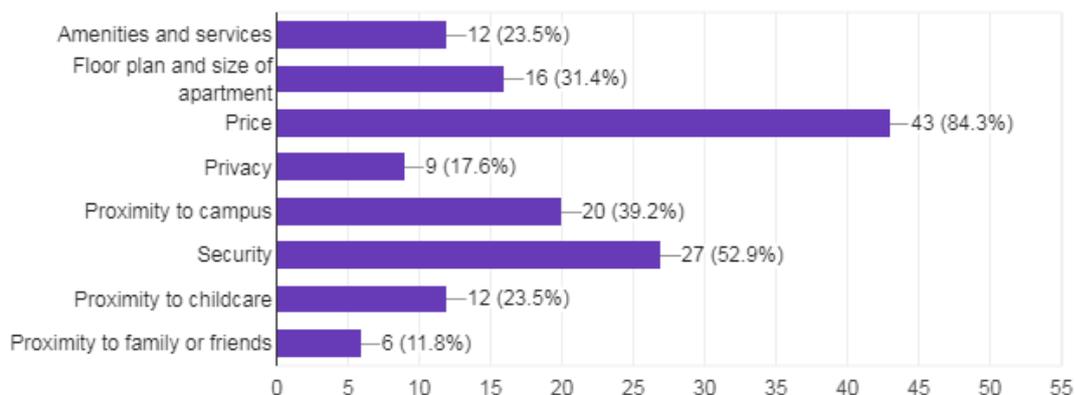
How do you get to campus?
52 responses

- Public transit — 73.1%
- Personal vehicle — 19.2%
- Walking
- Cycling
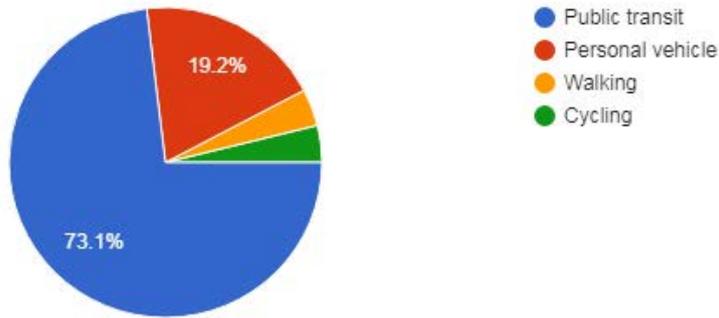
Do you pay for parking on campus?
52 responses

- Yes — 17.3%
- No — 51.9%
- Occasionally — 30.8%
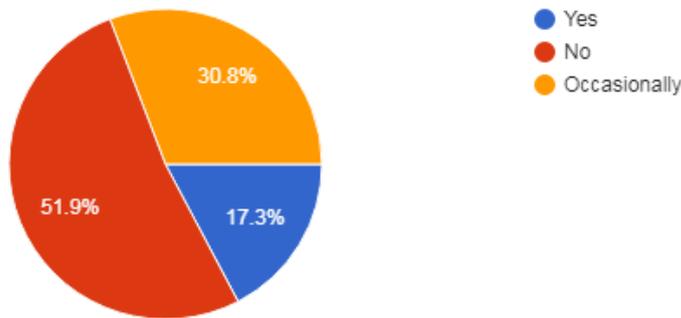
What is your average commute time?
52 responses

- 1-9 minutes
- 10-19 minutes — 15.4%
- 20-29 minutes — 38.5%
- 30-49 minutes — 30.8%
- 50-60 minutes — 9.6%
- 1 hour or more
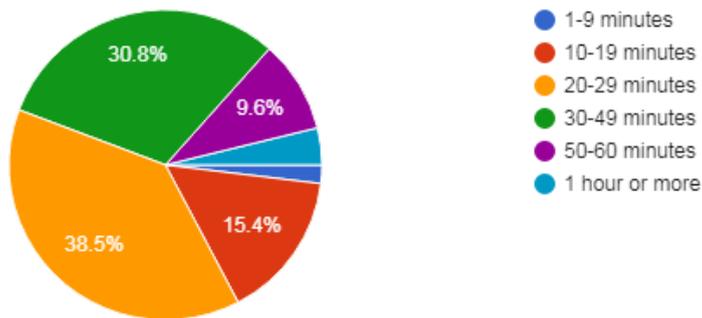
Select the answer which you most agree with: I live off campus because...
52 responses

- I do not live off of campus
- Cost
- I prefer living off campus
- Proximity to partner's job
- I need pet-friendly housing
- It's a better location or environment for children
- Access or location of child care
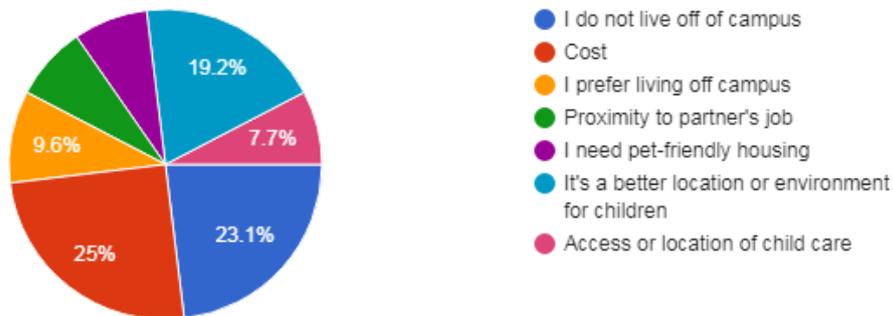
Select the answer which you most agree with: I want on-campus housing...
47 responses

- For financial reasons
- For reasons related to transportation
- For access to campus resources
- Because I cannot secure off-campus housing
- For reasons related to my research
- Because of proximity to partner's work
- Because it's a better location for children
- Access or location of child care
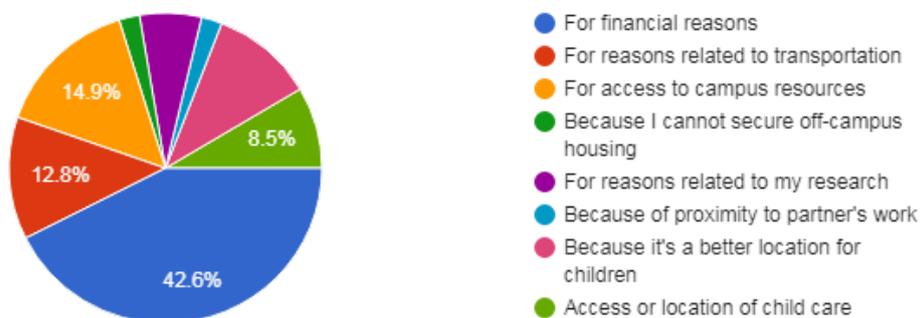
Will the cost of rent and cost of living be a determining factor as to whether or not you can continue your studies? Why or why not?

➢ *"Yes, it is the highest expense every month. How can one person study with that pressure?"*

➢ *"No, my partner is well-established in their job, so we are fortunate in that way."*

27 respondents said that it would be a determining factor, 18 said it would not and five were unsure at this point.

Is there anything else you would like to discuss or share?
➢ *"We came to Canada with two small kids and with no friends and family with us. Having the family housing in Michener Park was a great strength. I may be able to finish, before they close Michener Park, but there are many moms like me who will come in the future. Please consider providing houses for families at subsidized rates, especially for international student because it helps us adjust to new change and get ready for studies."*

➢ *"As an international student, in calculating the my expenses, living in University Housing (Michener Park) was the most cost effective choice. As international fees a a huge sum, having affordable, decent housing for ourselves and our children is really important as it allows us to feel more settled and be able to work as we should so we can successfully complete our studies."*

➢ *"Although I personally do not want or need on-campus housing, this is because I am in a unique position with a partner who lives and works in Edmonton with a stable, well-paying job, and a home that I own. Yet I know many graduate students who are parents need family-friendly, affordable housing, particularly international students who are unfamiliar with Edmonton and with our childcare system, and who could not get access to childcare even if they desperately needed it. The wait list on university daycares is 1.5-2 years, and the expense very high, which precludes many students from accessing it. The university should provide reasonably-priced or subsidized housing to university parents, and should create more affordable daycare spaces--perhaps even restricted to students parents."*

➢ *"If the UofA isn't able to build affordable campus family housing, FGSR should consider offering a monthly cash housing subsidy to full-time graduate student parents, based on the number of adults living / cost-sharing in their home, and the number of children in their care."*

➢ *"I live off campus because we own our own home with works in proximity for our kids' needs and my partner's access to transit to commute."*

Appendix 6

Summary Report Third Consultation:

Do you feel the summary of the first two consultations well represented what students who parents need?

7 responses
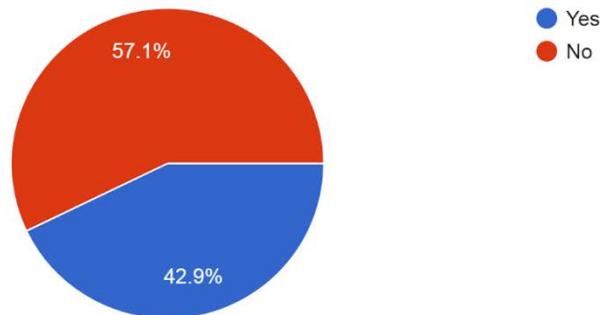
If you answered 'no' to question one, please clarify what you feel was not reflected appropriately.

➢ *Provision of housing for students who parent should be a priority for Ancillary Services. Students who parent should be given the same considerations as other graduate students as regards accommodation.*

➢ *I find it hard to believe that 'housing is not a main priority', that's pretty much THE main priority for us, finding affordable housing close to campus.*

➢ *I find it difficult to believe that students who parent don't count housing as a key priority, with the exception of students who come from Edmonton. It would have been helpful to include the actual numbers of students who live at Michener Park. Especially first year students (both grad and undergrad). Lack of participation should be taken to mean low priority.*

➢ *That housing is not a priority for parent students*

Do you feel that Ancillary Services successfully met their goal of allowing students the opportunity to express their unique challenges and expectations around housing matters?

7 responses

- Yes
- No

42.9%

57.1%
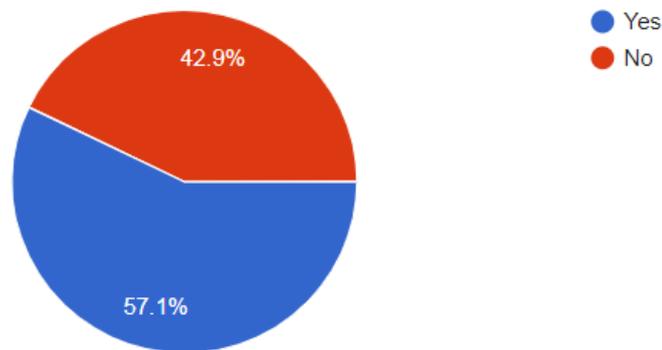
If you answered 'no' to the last question, could you please further clarify why said goal was not appropriately met?

➢ *The low turnout of students from Michener park in the first two consultations was possibly due to the fact that many, like myself will be graduating before the residence is closed, therefore they did not see the need to attend. The views of those who attended do not reflect the views of all Michener Park residents.*

➢ *Please provide us (the international students) who live in Michener Park affordable housing. U of A has already many buildings for single couple students. When we have to live Michener Park by 2020, we cannot afford to rent the house outside.*

➢ *I feel like this survey is being to look like there was consultation. It is suspicious to me that the survey should come AFTER the decision has been made to close Michener Park, which was taken without consultation or even warning that such a thing was being considered. This may be the reason for such low participation.*

➢ *Ancillary Services did not successfully engage international student parents*

Is there anything else you would like to add?

➢ *As an international student, when I arrived in Edmonton, I knew no one here. Every housing agent I spoke with before I arrived wanted references, they wanted to see me, some wanted payments and I had no credit card. Then I found out that there was housing for graduate students, I paid my deposit along with my tuition, and I arrived in Edmonton with my family and received my keys that very day. What a relief! I was in a foreign country and I had a*

roof over my head. International graduate students have a lot to deal with academically, financially, socially and culturally. Please we need all the help we can get. Increase the cost if necessary, but let us have the options available to choose to pay or look elsewhere.

➢ *A greater effort needs to be made to gauge the numbers of students who parent at undergraduate level.*

➢ *Students who parent need affordable and accessible housing, but not necessarily on campus. There could also be affordable child care services provided.*

➢ *Ancillary Services should have gone door to door in Michener Park.*

Item No. 14

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	PhD Learning Outcomes

Item

Proposed by	Debby Burshtyn, Interim Vice-Provost and Dean, FGSR
Presenter	Maxine Clarke, Senior Officer Strategic Initiatives, FGSR

Details

Responsibility	Provost and Vice-President, Academic
The Purpose of the Proposal is (please be specific)	The proposal is before the committee to provide an update on work presently underway to develop a system to support U of A PhD programs in explicitly articulating their learning outcomes.
Executive Summary (*outline the specific item – and remember your audience*)	Articulating program learning outcomes is a common practice within course-based programs, yet it remains fairly uncommon for research-based programs, which can create a sense of ambiguity for students.
	Both in response to the new Alberta Credential Framework and in the interest of improved clarity for students, program administrators, and the general public, a cross-faculty committee is developing language and tools to support U of A PhD programs in articulating their learning outcomes.
	The committee's work is producing:
	• A calendar entry that differentiates between Master's and PhD learning outcomes • A PhD learning outcome template, which provides suggested outcomes for all PhD programs and customizable ideas for program-specific outcomes and methods of assessment • A "how to" guide for programs
	#1 and #2 will be presented to FGSR Council for approval in late May. The goal is to have everything ready for faculties to start using in program reviews and new program development by Fall 2019.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	Stakeholders have participated and been consulted with as follows: • Cross-faculty working group – December 2018 to present • FGSR Council – March, April and May 2019 meetings • GSA Board – April 10, 2019 • Student Focus Group – May 2, 2019 • GFC Executive – May 13, 2019 • Academic Standards Committee – May 16, 2019 • Academic Planning Committee – May 22, 2019 • GSA Council – June 17, 2019 • Committee on the Learning Environment – Fall 2019

Item No. 14

Strategic Alignment

Alignment with *For the Public Good*	Objective 14: Inspire, model, and support excellence in teaching and learning. Strategy 2: Adopt a set of core graduate attributes, skills, and competencies at both the undergraduate and graduate level; develop strategies for implementing them in specific disciplines and programs; and monitor graduate outcomes to ensure continuous improvement.	
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.	
	☐ Enrolment Management ☐ Faculty and Staff ☐ Funding and Resource Management ☐ IT Services, Software and Hardware ☒ Leadership and Change ☐ Physical Infrastructure	☒ Relationship with Stakeholders ☒ Reputation ☐ Research Enterprise ☐ Safety ☒ Student Success
Legislative Compliance and jurisdiction	1. Post-Secondary Learning Act (PSLA) 2. General Faculties Council Terms of Reference 3. GFC Executive Committee Terms of Reference 4. GFC Academic Planning Committee Terms of Reference	

Attachments (each to be numbered 1 - <>)

1. Draft Calendar Entry – Master's vs. PhD Learning Outcomes
2. Draft PhD Learning Outcomes Template

Prepared by: Maxine Clarke, Senior Officer Strategic Initiatives, FGSR

DRAFT - Thesis-Based Master's vs. PhD Calendar Entry

The table below defines the elements and learning outcomes of the University of Alberta's research-focused degrees. A Master's degree enables students to develop mastery within a discipline, and to learn how to do research via guided discovery. A PhD degree enables students to develop mastery of research and advanced expertise within a specialist field via conducting original research of broader scope and greater depth than within a Master's degree.

	Thesis-Based Master's	**PhD**
Program Elements		
Designed to prepare graduates for...	careers requiring specialized expertise, sound judgment, personal responsibility and initiative, in complex and unpredictable professional environments.	leadership roles in research-oriented careers requiring the ability to make informed judgments on complex issues in specialist fields, and innovation in tackling and solving problems.
Students will acquire knowledge and develop skills through a combination of...	- self-directed learning - formative experiences in writing - presenting a research project - executing advanced research or creative work - working with experts	- self-directed learning - formative experiences in writing - presenting and defending research proposals and results - designing and executing original research or creative work - working with experts
The program requires creation of...	a thesis or thesis-equivalent that demonstrates advanced research and/or application of an existing body of knowledge.	original research, or other advanced scholarship, culminating with a thesis or thesis-equivalent, of quality to satisfy peer review, and to merit publication.
Programs will ...	- monitor student skills development and progress through ongoing supervision of research - assess student competencies through assessment of the thesis or thesis-equivalent at the final examination	- monitor student skills development and progress via ongoing interaction with the supervisor and through annual supervisory committee meetings - assess the student's competencies through a candidacy examination and assessment of the thesis or thesis-equivalent at the final examination

UNIVERSITY OF ALBERTA
FACULTY OF GRADUATE STUDIES & RESEARCH

DRAFT - Thesis-Based Master's vs. PhD Calendar Entry

	Thesis-Based Master's	PhD
Graduate Competencies Graduates of each program will be able to…		
Knowledge	• demonstrate a systematic understanding of knowledge, and critical awareness of current problems and/or new insights, informed by the forefront of the student's academic discipline or field of study • demonstrate awareness of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines	• demonstrate thorough understanding of a substantial body of knowledge with expertise that is at the forefront of an academic discipline or area of professional practice • demonstrate awareness of: the limitations of one's own work and discipline, the complexity of knowledge, and the potential contributions of other interpretations, methods, and disciplines
Research Competency	• critically evaluate existing research and scholarship within a discipline or field of study • demonstrate development and support of a sustained argument or originality in the application of knowledge	• conceptualize, design and implement advanced level research for the generation of new knowledge, applications, or understanding • make informed judgments on complex issues, in specialist fields
Communication Skills	communicate ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences	communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively to specialist and non-specialist audiences
Professional Capacity / Autonomy	• research, reflect upon, and take ownership of the development of skills and career goals • demonstrate personal accountability, initiative, and decision-making in complex situations • demonstrate the intellectual independence required for continuing professional development	• research, reflect upon, and take ownership of the development of skills and career goals • demonstrate personal accountability and autonomous initiative and decision-making in complex situations • demonstrate the intellectual independence required to be academically and professionally engaged and current
Ethics	identify, explain, analyze, and propose solutions to ethical issues	

Alberta Credential Framework for PhD Programs
Developed by the Government of Alberta

PHD GRADUATE COMPETENCY	DESCRIPTION
DEPTH AND BREADTH OF KNOWLEDGE	Able to independently undertake pure or applied research and professional skills at an advanced level, and translate knowledge to research or practice settings. A thorough understanding of a substantial body of knowledge with expertise in a specialized field that is at the forefront of an academic discipline or area of professional practice.
CONCEPTUAL AWARENESS AND/OR KNOWLEDGE OF RESEARCH	A conceptual understanding and methodological competence that provides the graduate with the ability to: ● Conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline and to adjust the research design or methodology in the light of unforeseen problems. ● Make informed judgments on complex issues in specialist fields, sometimes requiring new methods. ● Produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication.
APPLICATION OF KNOWLEDGE	The capacity to: ● undertake pure and/or applied research at an advanced level, and ● contribute to the development of academic or professional skill, techniques, tools, practices, ideas, theories, approaches, and/or materials.
AWARENESS OF LIMITS OF KNOWLEDGE	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.
COMMUNICATIONS SKILLS	The ability to communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively.
PROFESSIONAL CAPACITY/AUTONOMY	● The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations. ● The intellectual independence to be academically and professionally engaged and current. ● The ability to evaluate the broader implications of applying knowledge to particular contexts.

KNOWLEDGE The ability to apply and exercise awareness of limits of advanced level knowledge in a specialized field	
University of Alberta PhD Learning Outcomes	**Knowledge** learning outcomes are specifically defined within programs, in alignment with these requirements from the Alberta Credential Framework: 1. **Depth and Breadth of Knowledge** – Students will be able to independently undertake pure or applied research and professional skills at an advanced level, and translate knowledge to research or practice settings. Students will demonstrate a thorough understanding of a substantial body of knowledge with expertise in a specialized field that is at the forefront of an academic discipline or area of professional practice. 2. **Application of Knowledge** – Students will have the capacity to: ● undertake research at an advanced level, and ● contribute to the development of academic or professional skill, techniques, tools, practices, ideas, theories, approaches, and/or materials. 3. **Awareness of Limits of Knowledge** – Students will have an appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.
Program-Specific Learning Outcomes	**Depth and Breadth of Knowledge** Students will demonstrate: 1. advanced-level knowledge of the general field of [name of field] 2. expert knowledge in their field of specialization **Application of Knowledge** Students will demonstrate the capacity to: 1. undertake [pure/applied/other/NA] research at an advanced level, and 2. contribute to the development of academic or professional skill, techniques, tools, practices, ideas, theories, approaches, and/or materials. **Awareness of Limits of Knowledge** Students will demonstrate: 1. an appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. 2. an ability to critically evaluate current research and research techniques and methodologies.
Potential Methods of Assessment	**Knowledge** will be assessed and students provided with regular oral and written formative feedback in programs through the appropriate supervisor meetings, supervisory committee meetings, proposal and final thesis defense, specifically: **Depth and Breadth of Knowledge** 1. Topic presentation and discussion during yearly supervisory committee meetings. 2. The successful completion of [list of course work or learning activities. This can be broken down in specific courses with specific learning outcomes] 3. Passing the [candidacy/qualifying/ comprehensive] examination or completing all explicitly detailed and

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justified, in writing, committee requirements of a conditional pass in this examination.

Application of Knowledge

1. Research progress during yearly supervisory committee meetings.
2. The review, defence and approval of a PhD proposal by a [exam committee name].
3. The defence of a PhD thesis.

Awareness of Limits of Knowledge

Conducting [field appropriate] review of the state of the art of [literature, techniques, standards, works of art] and developing [relationships, networks, collaborations] to identify and explain the [history, theory, research, techniques, paradigms] which is reviewed, defended and approved during of a PhD proposal by a [exam committee name] and at the PhD defence examination.

It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in **Knowledge** *to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.*

RESEARCH COMPETENCY The ability to conceptualize, design and implement research for the generation of new knowledge, and to make informed judgments on complex issues, in a specialized field	
University of Alberta PhD Learning Outcomes	**Research Competency** learning outcomes are specified below and are to be augmented in programs using field specific requirements, as appropriate. Students will be able to: 1. Conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline and to adjust the research design or methodology in the light of unforeseen problems. 2. Make informed judgments on complex issues in specialist fields, sometimes requiring new methods, such as being able to: - Generate research questions/hypotheses based on experience, discipline specific expertise, and scholarly literature. - Conceptualize, design, and implement a research project of significant scope to complete a thesis. - Assess strengths and weaknesses of various methodological approaches relevant to a research question. - Select, defend, and apply a methodological approach to answer a research question. - Locate and/or generate information/data relevant to a research question. - Situate a research question within the existing field specific knowledge and where appropriate outside the field and/or discipline. - Organize information/data to reveal patterns/themes. - Analyze information/data and synthesize information to generate new knowledge/understanding. - Monitor research progress, refine, and pivot approach as needed.
Program-Specific Learning Outcomes	Students will be able to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication in their field.
Potential Methods of Assessment	**Research Competency** will be <u>assessed</u> and students provided with <u>regular oral and written formative feedback</u> in programs through the appropriate committee meetings, proposal and final thesis defense, specifically: - Topic presentation and discussion during yearly supervisory committee meetings. - The review, defence and approval of a PhD proposal by a [exam committee name]. - The review, defence and approval of a PhD proposal by a [exam committee name]. - The completion, as first author, of [minimum number] original archival [means of dissemination, manuscripts, books] draft for peer review as appropriate for the field and [minimum number] presentations to field appropriate stakeholders [local, national and/or international conferences, industry, clinics] venues appropriate in the field. *It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in **Research Capacity** to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.*

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COMMUNICATION SKILLS The ability to demonstrate written communication, oral communication, and listening skills, and to communicate effectively and professionally with a broad audience	

University of Alberta PhD Learning Outcomes	**Communication Skills** learning outcomes are specified below and are to be **augmented in programs** using field specific requirements as appropriate.
	
	Students will be able to communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively, using methods such as:
	
	1. Written Communication:
	   • Create clear and effective documentations for course work, grant proposals, and/or manuscripts, as appropriate for the program.
	   • Create a clear and effective, field appropriate doctoral **research proposal** to explore complex and/or ambiguous ideas, issues and conclusions.
	   • Create a clear and effective, field appropriate doctoral thesis to communicate complex and/or ambiguous ideas, issues, and conclusions.
	
	2. Oral Communication:
	   • Disseminate clear and effective information.
	   • Deliver a clear and effective, field appropriate doctoral **research proposal presentation**, using appropriate media, to explore complex and/or ambiguous ideas, issues and conclusions.
	   • Deliver a clear and effective field appropriate doctoral **thesis defense presentation**, using appropriate media, to communicate complex and/or ambiguous ideas, issues, and conclusions.
	
	Beneficial Options
	
	3. Develop active listening skills.
	4. Acquire the ability to communicate effectively and professionally with a broad audience using various mediums.

Program-Specific Learning Outcomes	Students will demonstrate the ability to write field appropriate publications aimed at peer review.

Potential Methods of Assessment	**Communication** Skills will be assessed and students provided with regular oral and written formative feedback in programs through the appropriate committee meetings, proposal and final thesis defense, and publications, specifically:
	
	1. Oral indicators:
	   • Student successfully presented and orally defended their doctoral **research proposal**.
	   • Student successfully presented and orally defended their doctoral **thesis.**
	
	2. Written indicators
	   • Student successfully wrote their doctoral **research proposal**.
	   • Student successfully wrote their doctoral **thesis**.
	
	Beneficial Options
	
	3. Preparing, for internal review, drafts of publications for peer review

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	4. Completing active listening PD and/or applying key concepts of active listening in professional settings and during supervisor meetings, supervisory committee meetings and candidacy and thesis exam. 5. Completing general communication and/or social media professional development or assessment. *It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in **Communication Skills** to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.*

PROFESSIONAL CAPACITY/AUTONOMY The ability to research, reflect upon, and take ownership of the development of skills and career goals	

University of Alberta PhD Learning Outcomes	**Professional Capacity/Autonomy** learning outcomes are specified below and are to be **augmented in programs** using field specific requirements as appropriate.
	
	Students will be able to demonstrate:
	
	1. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations, developed through the 8 hour Professional Development Requirement that focuses on developing creativity, communication, confidence, scholarship, ethical responsibility, critical thinking, and collaboration skills.
	
	2. The intellectual independence to be academically and professionally engaged and current, developed through the Individual Development Plan process of:
	  • researching potential career options
	  • reflecting upon skills and competencies in the areas of creativity, communication, confidence, scholarship, ethical responsibility, critical thinking, and collaboration;
	  • creating timelines and milestones for professional development, academic, and personal commitments
	  • reviewing progress regularly
	
	3. The ability to evaluate the broader implications of applying knowledge to particular contexts.
	
	4. The ability to receive, handle and act upon, and provide constructive feedback.
	
	Beneficial Options
	
	5. Take service initiative in the community.
	6. Acquire new, or enhance existing leadership skills.
	7. Take initiative to bring about positive change in academic, professional and personal contexts, guided by the principles of equity, diversity and inclusion (EDI).

Program-Specific Learning Outcomes	Students will demonstrate: 1. self-direction and originality in tackling and solving problems, and autonomy in planning and executing research. Beneficial Options 2. the capability to teach a course and/or be a teaching assistant in the field of [name of field] (e.g. of field specific teaching requirement) 3. field specific communication and networking skills [e.g. field specific professional requirements] 4. [program specific professional development requirements]
Potential Methods of Assessment	**Professional Capacity/Autonomy** will be assessed and students provided with regular oral and written formative feedback in programs through: 1. Presenting and defending degree progress during yearly (or more frequent) formal supervisory committee meetings; progress and performance are to be kept in the minutes of the meeting and within program designated forms 2. Documenting, and reviewing with their supervisor, feedback received during supervisor meetings,

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supervisory committee meetings and candidacy exam, and addressing identified issues.

FGSR Professional Development Requirement

3. Completing FGSR or program-specific Individual Development Plan
4. Completing 8 hours of professional development activities

Beneficial Options

5. Providing feedback to other team members, staff, as appropriate and/or through peer reviewing of field appropriate publications.
6. Completing some of the mandatory 8 hours of PD activities in the areas of:
   - Equity, Diversity, and Inclusion
   - leadership
   - professional behaviors, the workplace, and career management
   - communication and networking
7. Completing service activities within the community.
8. Successfully teaching or being a Graduate Teaching Assistant for at least an undergraduate course in [their field], evaluated through USRI or GTA student and instructor evaluations.
9. [Program specific professional development requirements assessments]

*It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in **Professional Capacity/Autonomy** to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.*

Programs are accountable for assessment of professional development and service activities.

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Developed by the University of Alberta, in addition to or in support of Alberta Credential framework

ETHICS The ability to identify, explain, analyze, and propose solutions to ethical issues	

University of Alberta PhD Learning Outcomes	**Ethics** learning outcomes are specified below and are to be **augmented in programs** using field specific requirements as appropriate.
	
	Students will be able to:
	
	1. Identify ethical concerns specific to their field of research, such as treatment of human and animal subjects, interdisciplinary research, and Indigenous research.
	2. Recall, recognize, analyze, discuss and act in ethical matters in:
	   • the subject field under investigation including those specific to course work, capstone project, thesis, scholarship and funding applications,
	   • academic conduct, and
	   • interactions with others in the community as stipulated in the code of student behaviour.
	3. Propose solutions to ethical dilemmas and articulate what makes a particular course of action ethically defensible.
	4. Identify ethical concerns in academic integrity, use and citation of sources, the misrepresentation of data and/or facts.
	5. Recognize the importance of information and data handling (confidentiality, transparency, not falsifying data, etc).
	
	Beneficial Options
	
	6. Explain, recognize, and analyze ethical areas of responsibility held when teaching or mentoring within their field.

Program-Specific Learning Outcomes	Students will complete program specific ethics requirements in [add requirements]

Potential Methods of Assessment	**Ethics** will be assessed and students provided with regular oral and written formative feedback in programs through student records of:
	
	1. In the first year of their program, completing program course/ workshops, or FGSR workshops, or other approved formal activities in the area of ethics, which may include:
	   • Student code of conduct,
	   • Plagiarism,
	   • Copyright, and
	   • Sexual violence
	2. Beyond the first year of their program, completing program specific ethics training as appropriate, including elements listed in the ethics learning outcomes
	
	*It is the responsibility of the supervisor to provide written, detailed and justified formative feedback, and corrective actions for deficiencies, if identified, in **Ethics** to the student following each meeting and examination; it is the responsibility of the student to plan and undertake actions to address the feedback.*

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Item No. 15.1

Question **from GFC Elected Faculty Member Carolyn Sale** received by email May 21, 2019

On May 10th, I requested that the following motion be added to the agenda for the 23 May 2019 meeting of GFC in regard to the seat composition scheme for GFC:

> *That, with the exception of the academic faculty, which has statutory seats, every constituency of the academic staff designated to the Association of Academic Staff by the Board of Governors shall have at least one appointed seat for the constituency on the General Faculties Council. The Academic Teaching Staff (ATS) shall have 5 appointed seats.*

I received a reply that GFC has 'engaged in rigorous and comprehensive discussion' of all governance issues and that the draft terms of reference and composition of GFC were discussed at the two meetings prior to the April 29th meeting. The detailed feedback in the Exec report notes that the matters were brought forward on February 25th for 'early consultation' and on March 18th for 'discussion,' and declares that input was incorporated into the April 29th document.

There is nothing, however, in the minutes for the meetings of February 25th and March 18th to indicate that there was any discussion whatsoever of the AASUA-nominated seats on either date, and the March 18th document presented to GFC does **not** indicate that the AASUA would lose one of its nominated seats.

Questions:

1. What remarks were made about the AASUA-nominated seats in the 'early consultation' presentation on February 28th? Was the view of the 'Transition Committee' presented? What was that view?

2. What discussion was there of the AASUA-nominated seats by GFC members at the meeting of February 28th?

3. What remarks were made about the AASUA-nominated seats to frame the 'discussion' of March 18th?

4. What discussion was there of the AASUA-nominated seats by GFC members at the meeting of March 18th?

5. Sometime after March 18th, the decision was taken that the AASUA was to lose a seat. When was this decision taken, and by whom?

6. At any time, has the 'Transition Committee,' GFC, GFC Exec, or anyone else involved in the decision-making around this matter offered any rationale for the handling of the AASUA-nominated seats on GFC, or considered the need for there to be at least one seat for each constituency group designated to the academic staff by the Board of Governors?

General Faculties Council Standing Committee Report

GFC Executive Committee

1. Since last reporting to GFC, the Executive Committee met on May 13, 2019.

2. Approval of the GFC Agenda for May 27, 2019

   The committee approved the agenda with delegated authority.

   Prior to approving the agenda, the committee considered the following Notice of Motion submitted by a GFC member for inclusion on the May 27 agenda:

   That, with the exception of the academic faculty, which has statutory seats, every constituency of the academic staff designated to the Association of Academic Staff by the Board of Governors shall have at least one appointed seat for the constituency on the General Faculties Council. The Academic Teaching Staff (ATS) shall have 5 appointed seats.

   The committee decided not to add the item to the agenda for both procedural and substantive reasons, outlined below.

   Procedural – Over the last three years, GFC has developed, approved, and implemented principles that enable strategic discussions to occur at a stage that allows members to engage early in the development of proposals and to provide feedback that can be incorporated into the final item coming forward for approval. In this spirit, the Transition Committee brought GFC composition forward to GFC on February 25 for early consultation, and on March 18 for discussion. Input was discussed and incorporated as appropriate before the item came back on April 29 for approval. The committee considered that this level of consultation and discussion adhered to the principles of GFC, and deemed that revisiting the approved item was not appropriate at this time.

   The committee recognized the importance of having terms of reference and composition that were appropriate for the role and mandate of GFC and all of its committees. It was noted that a commitment is included in all new terms of reference for each committee (and GFC) to review its terms of reference at least every three years; the GFC Executive Committee is tasked with the added responsibility of ensuring that this occurs.

   Finally, it is a long-standing practice that approval items of this nature do not go forward at the May meeting of GFC when attendance is lower, as many students are away for the summer and academic staff have research and conference commitments.

   Substantive – The committee noted that the proposed motion raises issues which were not raised during consultation and discussion. Members questioned consultation, rationale and data supporting the proposal.

   The committee reviewed the composition changes that were approved on April 29 including the change from 2 seats for FSOs/APOs to 2 seats for FSOs/APOs/MAPs which recognized that individuals in the APO category were de-designated. It was also noted that this category, and the ATS category, have historically been difficult to fill and often remain vacant.

   It was recognized that there were recent changes to the ATS category in the latest collective agreement that may result in these individuals participating in academic matters differently in the future. As this development is currently in flux, it was determined that it would be premature to make changes at this time without understanding the full scope of the matter. It was emphasized, however, that this should be considered in three years (or sooner if necessary) when the GFC terms of reference come up for review.

3.   Items Approved With Delegated Authority

- Education Faculty Council Quorum
- Parchment for the Joint Degree Program with Technische Universität Kaiserslautern (Federal Republic of Germany) and Faculty of Medicine & Dentistry
- Parchment for the Joint Degree Program with Saarland University (Germany) and Faculty of Medicine & Dentistry
- Agenda for the May 27, 2019 GFC Meeting.

4.   Items Recommended to GFC:

- Proposed Termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition, Faculty of Kinesiology, Sport, and Recreation
- Revision to the Terms of Reference for the GFC Student Conduct Policy Committee
- Taking Care of our Campuses for the Future: An Integrated Asset Management Strategy (2019-2035)
- Proposed University of Alberta International Strategic Plan

5.   Items Discussed

- Early Consultation - Recruitment Policy Review
- Early Consultation - Early consultation on development of a statement on free expression
- Early Consultation - A Protection of Minors Policy for the University of Alberta
- Final Report of the Campuses and Facilities Safety and Security Working Group
- Housing for Students Who Parent Consultation - Final Report
- Decommissioning of GFC Policy Manual -- Update
- PhD Learning Outcomes

Terms of reference and records of meetings for this committee can be found at:
https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_EXEC

Submitted by:
David Turpin, Chair
GFC Executive Committee

Item No. 17

General Faculties Council Standing Committee Report

GFC Academic Planning Committee

1. Since last reporting to GFC, the Academic Planning Committee met on May 8 and May 22, 2019. Items from the May 22 meeting will be reported on at the September GFC meeting.

2. Items Approved with Delegated Authority from GFC

   • Approved - Proposed Name Change to Graduate Embedded Certificates for: Community Based Research and Evaluation, School Administration Leadership, Data Science, Teaching and Learning in Nursing Education, and Communicable Diseases, Faculty of Graduate Studies and Research
   • Recommended, with delegated authority from GFC, to the Board of Governors - University of Alberta Comprehensive Institutional Plan (CIP) 2019-22
   • Approved - Proposal for the Establishment of the Construction Innovation Centre (CIC)

3. Items Recommended to GFC

   • Proposed Termination of the Bachelor of Physical Education specializations in (1) Cultural and Managerial Study of Sport and Leisure and (2) Activity and Nutrition, Faculty of Kinesiology, Sport, and Recreation
   • Proposed Increases to Minimum English Language Proficiency Entrance Requirements for Graduate Programs, Faculty of Graduate Studies and Research
   • Proposed University of Alberta International Strategic Plan

4. Items Discussed

   • University of Alberta 2018-19 Annual Report to Government (DRAFT)
   • Update - Predictability of International Tuition
   • Budget Update

Terms of reference and records of meetings for this committee can be found at:
https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_APC

Submitted by:
Steven Dew, Chair
GFC Academic Planning Committee

Item No. 18

General Faculties Council Standing Committee Report

GFC Academic Standards Committee

1. Since last reporting to GFC, the Academic Standards Committee met on May 16, 2019.

2. Items Approved with Delegated Authority from GFC

    -   Transfer Credit Approvals for May, 2019, Office of the Registrar

    -   Proposed Embedded Certificate in Archaeology, Faculty of Arts

    -   Proposed Changes to Academic Standing Regulations for the Bachelor of Arts Program, Faculty of Arts

    -   Proposed Changes to Existing Entrance Requirements for Graduate Programs in Anthropology, Faculty of Arts and the Faculty of Graduate Studies and Research

    -   Proposed Changes to Existing Entrance Requirements for Graduate Programs in Drama, Faculty of Arts and the Faculty of Graduate Studies and Research

    -   Proposed Changes to Existing Entrance Requirements for Graduate Programs in Renewable Resources, Faculty of Agricultural, Life and Environmental Sciences and the Faculty of Graduate Studies and Research

    -   Proposed Changes to Existing Minimum Entrance Requirements for Graduate Programs, Faculty of Graduate Studies and Research

    -   Proposed Changes to Existing Transfer Credit and Course Exemption Regulations for Graduate Programs, Faculty of Graduate Studies and Research

3. Items Discussed

    -   Curriculum Renewal at Augustana
        Dr Mundel presented curricular changes proposed by Augustana Faculty, involving the adoption of a new Liberal Arts and Sciences Core, the creation of new multi-disciplinary fields of study within the Augustana Bachelor of Arts in Interdisciplinary Studies program, and the corresponding suspension of several current majors in the Bachelor of Arts program.

    -   PhD Learning Outcomes
        Dr Burshtyn provided an update on work presently underway to develop a system to support U of A PhD programs in explicitly articulating their learning outcomes.

Terms of reference and records of meetings for this committee can be found at:
https://www.ualberta.ca/governance/member-zone/gfc-standing-committees#GFC_ASC

Submitted by:
Tammy Hopper
Chair, GFC Academic Standards Committee

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

May 3, 2019

[CIRCULATION BY EMAIL]

Report of the GFC Nominating Committee (NC)

By means of the "*GFC NC Report to GFC*", the NC brings forward the name of a candidate recommended to fill a committee/panel membership position for acceptance by GFC, as final approver of all appointments to its Committees/university-level Appeal Bodies. Upon receipt and consideration of an NC Report *(sent electronically)*, a GFC member has the opportunity to submit an additional nomination.

To learn more about the NC reporting process, please view: "Current NC Reports to GFC"

For GFC and GFC Standing Committees Terms of References, please visit the University Governance "Member Zone". For judiciary governance details, please visit: University-level Appeal Bodies.

Nomination period ends at 12:00 pm on Wednesday, May 8, 2019.

Upon conclusion, with no additional names received, the "NC Report of May 3, 2019" is considered as approved. The recommended candidate (put forward by the NC) is declared as elected.

PLEASE REFER TO THE ATTACHED RECOMMENDATIONS (BY THE NC) WHICH SUPPORT THE ANNUAL STUDENT MEMBERSHIP REPLENISHMENT PROCESS.

Contact regarding GFC Nominations and Elections
Ann Hodgson (Coordinator, GFC Nominating Committee/Manager, Governance Operations)
Email: ann.hodgson@ualberta.ca | Tel: 780-492-1938

2019-2020 JUDICIAL STUDENT PANEL POSITIONS

GFC ACADEMIC APPEALS COMMITTEE (AAC) [§1.4.3 of GFC AAC Policy]

NC Recommendation:

To extend the Terms of one (1) current-serving undergraduate student, and one (1) current-serving graduate student on the AAC Panels of Graduate/Undergraduate Students; allowing for overlap of students' terms and ensuring continuity over the progressive months.

TERM EXTENSION WILL BECOME EFFECTIVE IMMEDIATELY UPON APPROVAL BY GFC.

Nominee	Faculty/Unit	Student Category	Term Ending
1 Daniel Mazidi	Science	Undergraduate Student from at-Large	30-Apr-2021
2 Leigh Spanner	Arts	Graduate Student from at-Large	30-Nov-2019

NC Recommendation:

To fill the following THREE(3) vacancies calling for two (2) undergraduate students; one (1) graduate student on the Panels of Students-Graduate/Undergraduate.
NEW TERM WILL BECOME EFFECTIVE IMMEDIATELY UPON APPROVAL BY GFC.

Nominee	Faculty/Unit	Student Category	Term Ending
1 Thomas Banks	Arts	Undergraduate Student from at-Large	30-Apr-2021
2 Christopher Wiebe	Law	Undergraduate Student from at-Large	30-Apr-2020
3 Aminallah Pourasghar	Engineering	Graduate Student from at-Large	30-Sep-2020

UNIVERSITY APPEAL BOARD (UAB) [§30.6.3 OF THE CODE OF STUDENT BEHAVIOUR]

NC Recommendation:

To extend the Terms of five (5) current-serving undergraduate students on the UAB Panel of Undergraduate Students, allowing for overlap of students' terms and ensuring continuity over the progressive months.
TERM EXTENSION WILL BECOME EFFECTIVE IMMEDIATELY UPON APPROVAL BY GFC.

Nominee	Faculty/Unit	Student Category	Term Ending
1 Caleb Cranna	Arts	Undergraduate Student from at-Large	30-Apr-2020
2 Alex Kwan	Pharmacy/Pharmaceutical Sciences	Undergraduate Student from at-Large	30-Apr-2020
3 Chance Tarasuk	Engineering	Undergraduate Student from at-Large	30-Apr-2021
4 Aliya Virji	Law	Undergraduate Student from at-Large	30-Apr-2021
5 Kyle Whitlock	Law	Undergraduate Student from at-Large	30-Apr-2021

NC Recommendation:

To fill the following EIGHT (8) vacancies calling for four (4) undergraduate students; four (4) graduate student on the Panels of Students-Graduate/Undergraduate.
NEW TERM WILL BECOME EFFECTIVE IMMEDIATELY UPON APPROVAL BY GFC.

Nominee	Faculty/Unit	Student Category	Term Ending
1 Alison Cheung	Science	Undergraduate Student from at-Large	30-Apr-2020
2 Jinee Chong	Arts	Undergraduate Student from at-Large	30-Apr-2021
3 Aonan He	Arts	Undergraduate Student from at-Large	30-Apr-2021
4 Albert Hu	Medicine and Dentistry	Undergraduate Student from at-Large	30-Apr-2021
5 Alexander Cheung	Arts	Graduate Student from at-Large	30-Apr-2020
6 Nicholas Ruel	Medicine and Dentistry	Graduate Student from at-Large	30-Apr-2021
7 Ameneh Sheikhjafari	Science	Graduate Student from at-Large	30-Apr-2021
8 Shubham Soni	Medicine and Dentistry	Graduate Student from at-Large	30-Apr-2021

2019-2020 STANDING COMMITTEE OF GENERAL FACULTIES COUNCIL (GFC)

GFC ACADEMIC PLANNING COMMITTEE

NC Recommendation:

To fill the following TWO (2) vacancies calling for one (1) undergraduate student and one (1) graduate student. Students are appointed members of General Faculties Council in the 2019-20 academic year.

ANNUAL TERM WILL BECOME EFFECTIVE IMMEDIATELY UPON APPROVAL BY GFC AND END APRIL 30, 2020

	Nominee	Faculty/Unit	Student Category
1	Samantha Tse	Education	Undergraduate Student and GFC Member
2	Ding Xu	Graduate Studies & Research	Graduate Student and GFC Member

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GFC ACADEMIC STANDARDS COMMITTEE

NC Recommendation:

To fill the following ONE (1) vacancy calling for an undergraduate student. Student must be an appointed member of General Faculties Council in the 2019-20 academic year.

ANNUAL TERM WILL BECOME EFFECTIVE IMMEDIATELY UPON APPROVAL BY GFC AND END APRIL 30, 2020

	Nominee	Faculty/Unit	Student Category
1	Mohamad Jamaleddine	Science	Undergraduate Student and GFC Member

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GFC COMMITTEE ON THE LEARNING ENVIRONMENT

NC Recommendation:

To fill the following TWO (2) vacancies calling for one (1) undergraduate student and one (1) graduate student from at-large.

ANNUAL TERM WILL BECOME EFFECTIVE IMMEDIATELY UPON APPROVAL BY GFC AND END APRIL 30, 2020

	Nominee	Faculty/Unit	Student Category
1	Amber Sayed	Science	Undergraduate Student and GFC Member
2	Milad Nazarahari	Graduate Studies & Research	Graduate Student and GFC Member

COUNCIL ON STUDENT AFFAIRS

NC Recommendation:

To fill the following FOUR (4) vacancies calling for two (2) undergraduate students (with no more than one undergraduate student per faculty) and two (2) graduate students. Students must be appointed members of General Faculties Council in the 2019-20 academic year

ANNUAL TERM WILL BECOME EFFECTIVE IMMEDIATELY UPON APPROVAL BY GFC AND END APRIL 30, 2020

Nominee	**Faculty/Unit**	**Student Category**
1 Samantha Tse	Education	Undergraduate Student and GFC Member
2 David Draper	Arts	Undergraduate Student and GFC Member
3 Kelly Hobson	Graduate Studies & Research	Graduate Student and GFC Member
4 Dhanvanth Soora	Graduate Studies & Research	Graduate Student and GFC Member

GFC EXECUTIVE COMMITTEE

NC Recommendation:

To fill the following ONE (1) vacancy calling for an undergraduate student. Student must be an appointed member of General Faculties Council in the 2019-20 academic year.

ANNUAL TERM WILL BECOME EFFECTIVE IMMEDIATELY UPON APPROVAL BY GFC AND END APRIL 30, 2020

Nominee	**Faculty/Unit**	**Student Category**
1 Adarsh Badesha	**Science**	Undergraduate Student and GFC Member

GFC NOMINATING COMMITTEE

NC Recommendation:

To fill the following TWO (2) vacancies calling for one (1) undergraduate student and one (1) graduate student. Students must be appointed members of General Faculties Council in the 2019-20 academic year.

ANNUAL TERM WILL BECOME EFFECTIVE IMMEDIATELY UPON APPROVAL BY GFC AND END APRIL 30, 2020

Nominee	**Faculty/Unit**	**Student Category**
1 David Draper	Arts	Undergraduate Student and GFC Member
2 Milad Rezvani Rad	Graduate Studies & Research	Graduate Student and GFC Member

GFC STUDENT CONDUCT POLICY COMMITTEE

NC Recommendation:

To fill the following TWO (2) vacancies calling for two (2) students (can be undergraduate/graduate). Students are appointed members of General Faculties Council in the 2019-20 academic year.

ANNUAL TERM WILL BECOME EFFECTIVE IMMEDIATELY UPON APPROVAL BY GFC AND END APRIL 30, 2020

Nominee	Faculty/Unit	Student Category
1 Shahed Dehaghani	Graduate Studies & Research	Graduate Student and GFC Member
2 Rajesh Kumar	Graduate Studies & Research	Graduate Student and GFC Member

GFC UNDERGRADUATE AWARDS AND SCHOLARSHIPS COMMITTEE *

. ** Note - UASC becomes to Undergraduate Awards and "Bursaries" Committee (UABC) effective July 1, 2019.*

NC Recommendation:

To fill the following ONE (1) vacancy calling for an undergraduate student. At least one student member must be an appointed member of General Faculties Council in the 2019-20 academic year.

ANNUAL TERM WILL BECOME EFFECTIVE IMMEDIATELY UPON APPROVAL BY GFC AND END APRIL 30, 2020

Nominee	Faculty/Unit	Student Category
1 Yejide Omotoso	Arts	Undergraduate Student and GFC Member

GFC UNIVERSITY TEACHING AWARDS COMMITTEE

NC Recommendation:

To fill the following THREE (3) vacancies calling for two (2) undergraduate students and one (1) graduate student. At least one student member must be an appointed member of General Faculties Council in the 2019-20 academic year.

ANNUAL TERM WILL BECOME EFFECTIVE IMMEDIATELY UPON APPROVAL BY GFC AND END APRIL 30, 2020

Nominee	Faculty/Unit	Student Category
1 Tristan Sinnatamby	Science	Undergraduate Student from at-Large
2 Aaron LaForest	Law	Undergraduate Student from at-Large
3 Alesha Reed	Graduate Studies & Research	Graduate Student and GFC Member

UNIVERSITY OF ALBERTA
UNIVERSITY GOVERNANCE

RECENT POSITIONS FILLED

2019 JOINT COMMITTEE FOR NOMINATION OF CHANCELLOR

In accordance with the *Post-Secondary Learning Act of Alberta - PSLA sections 7(1) to 7(3)*, the composition criteria of the <u>Joint Committee for Nomination of Chancellor</u> includes "three (3) faculty members to be elected FROM and BY General Faculties Council".

The following individuals have been declared elected by acclamation to serve:

- Fay Fletcher   Faculty of Extension
- Kerry Mummery   Faculty of Kinesiology, Sport, and Recreation
- Lynn McMullen   Faculty of Agricultural, Life and Environmental Sciences

[END]

I am pleased to report on the following highlights of the Board of Governors' Open Session meeting held on May 10, 2019:

REPORT OF THE PRESIDENT

Although the President was unable to attend the meeting, he provided a written report on his activities since March 15, 2019, including updates on the five strategic goals of *For the Public Good*: build; experience; excel; engage; and sustain. In addition to the President's written report, Dr Steven Dew, Provost and Vice-President (Academic), provided verbal remarks on: the recent provincial election and the continued advocacy for the Council of Post-secondary Presidents of Alberta (COPPOA) principles of increased capacity, affordability, and support for research and innovation; the forthcoming federal election and advocacy work with Universities Canada and the U15 (a collective of Canada's research-intensive universities); an international research symposium, *Navigating International Research Opportunities in Times of Global Change*, hosted by the Vice-President (Research) in early May; the launch of the Energy Systems signature area; and recent achievements by members of the University community including Dr Dennis Hall, recipient of a Killam Research Fellowship, and Dr Hongbo Zeng, recipient of an E.W.R. Steacie Memorial Fellowship.

DISCUSSION ITEMS

The Board discussed:
- the Integrated Asset Management Strategy guiding principles, with a presentation from Vice-President (Facilities and Operations) Andrew Sharman. The principles were developed as a response to the risk of deferred maintenance, based on *For the Public Good* objectives, and will be used to drive asset-management decisions. The final strategy will return to the Board for final approval in June.
- the draft revised Board of Governors standing committee terms of reference, the last remaining component to implement the recommendations of the Board Working Group 2018. Each set of terms was reviewed by their committee over the last meeting cycle so that members could provide feedback and final drafts will be considered by the Board of Governors in June.

BOARD OF GOVERNORS' MOTION SUMMARY

On the recommendation of the Finance and Property Committee, the Board of Governors approved:

- the collection of the Graduate Students' Association (GSA) Fees and the University of Alberta Students' Union Fees for the 2019-20 academic year.

On the recommendation of the Governance Committee and the Board Chair, the Board of Governors approved the following new appointments to Board Committees:

- Akanksha Bhatnagar, President of the Students' Union, to the Finance and Property Committee and the Learning and Discovery Committee;

- Fahed Elian, President of the Graduate Students' Association, to the Finance and Property Committee, the Governance Committee, and the Learning and Discovery Committee;

- Rowan Ley, Undergraduate Student Representative, to the Reputation and Public Affairs Committee (previously known as the University Relations Committee); and

- Marc Waddingham, Graduate Students' Association, to the Reputation and Public Affairs Committee (previously known as the University Relations Committee).

On the recommendation of the Learning and Discovery Committee and General Faculties Council, the Board of Governors approved the termination of the Bachelor of Arts and Bachelor of Arts (Honors) in Chinese Studies and Japanese Studies, the Bachelor of Arts in Chinese and Japanese, and the minors in Chinese and Japanese.

On the recommendation of the Human Resources and Compensation Committee, the Board of Governors approved the Guidelines and Procedures for the Advisory Search Committee of President.

INFORMATION REPORTS

- Report of the Audit and Risk Committee
  - Changes to the Contract Review and Signing Authority Policy – Schedule A
  - Management's Quarterly Compliance Certificate
  - Annual Centres and Institutes Compliance Certificate
  - Report on External Audit Activity
  - Competitive Bid Exception Report
  - Proposed Revisions to Committee Terms of Reference: Board Audit and Risk Committee
    - Transfer of Environmental Health, Safety and Security mandate from Board Safety, Health and Environment Committee
  - Learning Moment: Enterprise-wide Risk Management
  - 2019-20 Institutional Risk Summary
  - Risk Management Disaster Recovery / Business Continuity Plan
  - Financial Risk Management Overview / Insurance Report
  - Pro Forma Financial Statements
  - Report on Significant Accounting Estimates - Risk of Material Misstatement
  - Financial Fraud Risk Assessment
  - Update on Risk-Based Internal Audit Plan and Report on Remittance of Deductions (withholdings)

- Report of the Finance and Property Committee
  - Budget Briefing
  - Proposed Revisions to Committee Terms of Reference: Finance and Property Committee
  - Information Systems & Technology (IST) Annual Report
  - Quarterly Financial Review
  - Learning Moment: Voluntary Students' Union
  - *Housing for Students Who Parent* Consultation – Final Report
  - Dentistry Pharmacy Building Core and Shell Redevelopment

- Report of the Governance Committee
  - Learning Moment: Principles for Board of Governors Standing Committee Composition
  - Draft Revised Terms of Reference for Board Standing Committees
    - Update: Board Safety, Health and Environment Committee Transition Process
    - Board Committee Assignment: Graduate Student Supervision
  - Development of Board Strategic Discussion Topics for 2019-2020
  - Opportunities for Board Member Development

- Report of the Human Resources and Compensation Committee
  - Advisory Search Committee for President: Board Member Appointments
  - Proposed Revisions to Committee Terms of Reference: Board Human Resources and Compensation Committee

- Report of the Learning and Discovery Committee
  - Proposed Graduate Certificate in School Leadership, Faculty of Graduate Studies & Research, and Faculty of Education
  - Proposed Graduate Certificate in School Leadership and Administration (Certificat d'études supérieures en administration et leadership scolaire), Faculty of Graduate Studies & Research, and Faculté Saint-Jean
  - Revisions to the Animal Ethics Policy and Procedures
  - Quality Assurance (QA) Suite of Activities: 2017-2018 Excerpted QA Reports from the Faculty of Arts, Faculty of Science, Faculty of Medicine and Dentistry, and the Faculty of Engineering
  - Quality Assurance (QA) Evaluation Report: 2016-2017
  - University of Alberta Centres and Institutes Annual Report
  - Proposed Revisions to Committee Terms of Reference: Board Learning, Research and Student Experience Committee
    - Transfer of Student Wellness mandate from Board Safety, Health and Environment Committee

- o Strategic Discussion Item: Federal Research Landscape
  - o Campus Alberta Quality Council (CAQC) Quality Assurance Audit: Report and Institutional Response
  - o Graduate Student Enrolment Report 2018-19
  - o Annual Report on Undergraduate Enrolment 2018-19
  - o Report from the Provost and Vice-President (Academic)
  - o Report from the Vice-President (Research)

- Report of the Reputation and Public Affairs Committee *(formerly the University Relations Committee)*
  - o Portfolio Highlights
  - o Senate Update
  - o Proposed Revisions to Committee Terms of Reference: Reputation and Public Affairs Committee
  - o Election Debrief

The Board also received reports from the Chancellor, Alumni Association, Students' Union, Graduate Students' Association, Association of Academic Staff of the University of Alberta, Non-Academic Staff Association, General Faculties Council, and the Board Chair.

Prepared for: Katherine Binhammer, GFC Representative on the Board of Governors
By: Erin Plume, Assistant Board Secretary

Please note: official minutes from the open session of the May 10, 2019 Board of Governors' meeting will be posted on the University Governance website once approved by the Board at its June 14, 2019 meeting: https://www.ualberta.ca/governance/member-zone/board-of-governors/board-minutes.

Item No. 21A

Governance Executive Summary
Advice, Discussion, Information Item

Agenda Title	Centres and Institutes Committee (CIC) 2018 Annual Report

Item

Proposed by	Steven Dew, Provost and Vice-President (Academic)
Presenter	Randy Goebel, Vice-Provost and Associate Vice-President (Research) and Chair, Centres and Institutes Committee (CIC)

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To provide the 2018 Centres and Institutes Committee (CIC) Annual Report to the GFC Academic Planning Committee (APC).
Executive Summary (*outline the specific item – and remember your audience*)	The role of the CIC is to ensure the integrity and maintenance of the University's rigorous processes for the establishment, operation, termination, oversight and accountability of academic centres and institutes and maintains close communication with Deans and Vice-Presidents, PEC-O, as well as with directors responsible for the daily oversight of academic and affiliated centres and institutes at the University of Alberta. This years' report reflects an eventful 2018 with the establishment of two new academic centres and institutes and one new affiliated centre, one termination, pending changes to two existing centres and institutes, and the ongoing development of six new academic centres and institutes. Other highlights within the report include notice of the Five Year Strategic review of the Integrative Health Institute (IHI), which is being led by the Office of the Vice-President (Research) in the spring of 2019. The CIC continues its review of the UAPPOL Centres and Institutes Policy and Procedures to ensure that they are up-to-date and relevant.
Supplementary Notes and context	*<This section is for use by University Governance only to outline governance process.>*

Engagement and Routing (Include proposed plan)

Consultation and Stakeholder Participation	• Centres and Institutes Committee (CIC) • President's Executive Committee-Operations (PEC-O) • GFC Academic Planning Committee • Board Learning and Discovery Committee (BLDC) • Board Audit and Risk Committee (BARC)

Strategic Alignment

Alignment with *For the Public Good*	**ENGAGE: GOAL:** Engage communities across our campuses, city and region, province, nation and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations. **EXCEL: Objective 11**: Advance the University of Alberta's reputation for research excellence by pursuing fundamental and original questions and ideas, pushing the frontiers of knowledge, inspiring creative

Item No. 21A

	experimentation, driving innovation, and advancing society.
Alignment with Institutional Risk Indicator	Please note below the specific institutional risk(s) this proposal is addressing.

☐ Enrolment Management	☒ Relationship with Stakeholders
☒ Faculty and Staff	☒ Reputation
☐ Funding and Resource Management	☒ Research Enterprise
☐ IT Services, Software and Hardware	☐ Safety
☒ Leadership and Change	☐ Student Success
☐ Physical Infrastructure	

Legislative Compliance and jurisdiction	*Post-Secondary Learning Act (PSLA)* UAPPOL Centres and Institutes Policy UAPPOL Academic Centres and Institutes Establishment Procedure UAPPOL Academic Centres and Institutes Operation Procedure UAPPOL Academic Centres and Institutes Termination Procedure UAPPOL Affiliated Centres and Institutes Establishment Procedure UAPPOL Affiliated Centres and Institutes Operation Procedure UAPPOL Affiliated Centres and Institutes Termination Procedure GFC Academic Planning Committee Terms of Reference Board Learning and Discovery Committee Terms of Reference Board Audit and Risk Committee Terms of Reference

Attachment:

1. Centres and Institutes Committee (CIC) Annual Report 2018

Prepared by: Andrea Patrick, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic), andrea.patrick@ualberta.ca; Suzanne French, Portfolio Initiatives Coordinator, Office of the Provost and Vice-President (Academic), suzanne.french@ualberta.ca

CENTRES AND INSTITUTES COMMITTEE (CIC)
2018 Annual Report (January – December 2018)

1.	ACADEMIC CENTRES AND INSTITUTES		
APPROVED by GFC Academic Planning Committee (APC):			
Faculty of Arts	Sound Studies Institute		Approved by GFC APC October 10, 2018
Learning Services	Digital Scholarship Centre		Approved by GFC APC October 24, 2018
FIVE YEAR STRATEGIC REVIEW/AGREEMENT RENEWAL COMPLETED, UNDERWAY OR PENDING			
	Vice-President (Research)	Integrative Health Institute (IHI)	Spring 2019
TERMINATION OR IN THE PROCESS OF REVIEW/SUSPENSION (approved and submitted by Reporting Faculty Dean and/or Vice-President)			
	Faculty of Arts	Population Research Laboratory – Termination letter dated June 4, 2018 received from Dean Lesley Cormack	Terminated
	Faculty of Education	JP Das Centre – Operation suspended	Pending
	Faculty of Engineering	Alberta Centre for Surface Engineering and Science – Under review	Pending
RENAMED OR IN THE PROCESS OF RENAMING (at the request of Reporting Faculty Dean and/or Vice-President) None during this reporting period			
TRANSFERRED (with agreement of Reporting Dean and/or Vice-President) None during this reporting period			
PROPOSALS FOR NEW ACADEMIC CENTRES/INSTITUTES PENDING OR UNDER REVISION			
	Faculty of Kinesiology, Sport and Recreation	University of Alberta Institute for Sport (UAIS)	Pending
	Campus St. Jean	Institut Marcelle et Louis Desrochers	Pending
	Faculty of Engineering	Steel Institute	Pending
	Faculty of Engineering	The Masonry Centre	Pending
	Faculty of Engineering	Construction Innovation Centre	Pending
	Faculty of Arts	Canadian Indigenous Languages and Literacy Development Institute (CILLDI)	Pending

2.	AFFILIATED CENTRES AND INSTITUTES		
APPROVED by the President's Executive Committee-Operations (PEC-O) AND/OR AGREEMENT SIGNED:			
Science	**Vice-Presidents**	The Metabolomics Innovation Centre (TMIC)	Approved by PEC-O

(Academic) & (Research)			May 31, 2018
PROPOSALS FOR NEW AFFILIATED CENTRES/INSTITUTES PENDING OR UNDER REVISION: None during this reporting period			
STRATEGIC REVIEW AND/OR AGREEMENT RENEWAL (5 YEAR) (or as directed by contractual agreements and submitted by Reporting Faculty Dean and/or Vice-President)			
Law	**Vice-President (Academic)**	Alberta Law Reform Institute (ALRI) (Law) Expired agreements signed: 1. Continuation Agreement 2. Affiliation Agreement 3. Service Agreement 4. License Agreement	January 2018 – Agreements signed and executed with the Law Society of Alberta. The Agreements expire on **March 31, 2022**.
TERMINATION OR IN THE PROCESS OF TERMINATION (approved by Reporting Faculty Dean and/or Vice-President): None during this reporting period			
RENAMED OR IN THE PROCESS OF RENAMING (at the request of Reporting Faculty Dean and/or Vice-President): None during this reporting period			

3.	**UAPPOL CENTRES AND INSTITUTES POLICY AND PROCEDURE REVISIONS (as approved by GFC Executive Committee, or Board of Governors, or President's Executive Committee) AND FORM DOCUMENT UPDATES (as approved by the Centres and Institutes Committee):**
	There have been no UAPPOL revisions during this reporting period. Changes to the UAPPOL Policy and Procedures were discussed at the Centres and Institutes Committee meeting of March 21, 2018. Updates will be forthcoming.

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