
The following Motions and Documents were considered by the GFC General Faculties Council at its Monday, May 27, 2019 meeting:

Agenda Title: **New Members of GFC**

CARRIED MOTION: 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: 4.

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

CARRIED 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.

Final Item: 5.

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**

CARRIED 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.

Final Item: 6.

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

CARRIED 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.

Final Motion: 7.

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

CARRIED 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.

Final Item: 8.

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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
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Motion

<p>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.</p>

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> 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 <i>(please be specific)</i>	To approve revised Terms of Reference for the GFC Student Conduct Policy Committee (SCPC)
Executive Summary <i>(outline the specific item – and remember your audience)</i>	<p>In their report of April 21, 2017, the <i>ad hoc</i> 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.</p> <p>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.</p> <p>The proposed revisions reflect current process as noted in the Nominating Committee terms of reference.</p>
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><i>Those who are actively participating:</i></p> <ul style="list-style-type: none"> University Governance
	<p><i>Those who have been consulted:</i></p> <ul style="list-style-type: none"> University Governance
	<p><i>Those who have been informed:</i></p> <ul style="list-style-type: none"> 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
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Strategic Alignment

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

<p>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.</p>
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Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> 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 <i>(please be specific)</i>	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 <i>(outline the specific item – and remember your audience)</i>	<p>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.</p> <p>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.</p>
Supplementary Notes and context	<p>In October 2014, APC approved changes to the Bachelor of Physical Education (BPE) program including:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> ○ Active Living, Health and Well-Being to Physical Activity and Health ○ Physical Activity and Sport Performance to Sport performance ○ Sport Coaching to Coaching Studies <p>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.</p>

Engagement and Routing (Include meeting dates)

<p>Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)</p> <p><For information on the protocol see the Governance Resources section Student Participation Protocol></p>	<p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> Angela Bayduza, Associate Dean (Undergraduate Programs), KSR
	<p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> KSR Undergraduate Programs Committee Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic)
	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none">
<p>Approval Route (Governance) (including meeting dates)</p>	<p>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)</p>

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>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.</p> <p>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.</p>		
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0"> <tr> <td> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act GFC Academic Planning Committee Terms of Reference</p>		

Attachments

- 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'
- 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

SECTION 1: PROPOSAL INFORMATION

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 not 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.

SECTION 4: IMPACT

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 proposed 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.

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:

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

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.

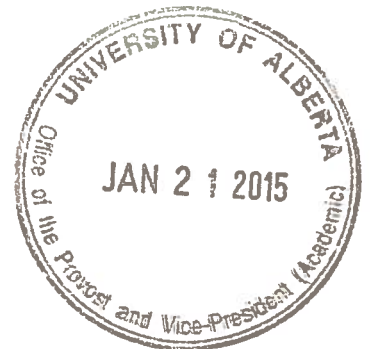
The department approves these suspensions on the understanding that the Board of Governors proposes them based on low enrolment and/or completion rates over several years, and given curriculum redundancies with other specializations in the program and other programs at the University of Alberta. Please 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



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
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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	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> 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 <i>(please be specific)</i>	To present the University of Alberta International Strategic Plan for discussion and recommendation to General Faculties Council.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	The proposed University of Alberta International Strategic Plan contains 11 specific institutional objectives directly linked to the five themes within <i>For the Public Good</i> , 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 >	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> • Office of the President • Office of the Provost and Vice-President (Academic) • University of Alberta International (UAI)
	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> • 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

Item No. 7

	<ul style="list-style-type: none"> • 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
Approval Route (Governance) (including meeting dates)	<p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • <p>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</p>

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>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.</p> <p>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.</p> <p>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</p> <p>The International Strategy was developed to reflect all five goals within <i>For the Public Good</i>: Build, Experience, Excel, Engage, and Sustain.</p>			
Alignment with Institutional Risk Indicator	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="width: 50%; vertical-align: top;"> <input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input checked="" type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input checked="" type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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Legislative Compliance and jurisdiction	<p>Post-Secondary Learning Act (PSLA) GFC APC Terms of Reference</p>			

Item No. 7

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

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| 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.

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- 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.
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- 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.

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| 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.

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| 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.

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| 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. |

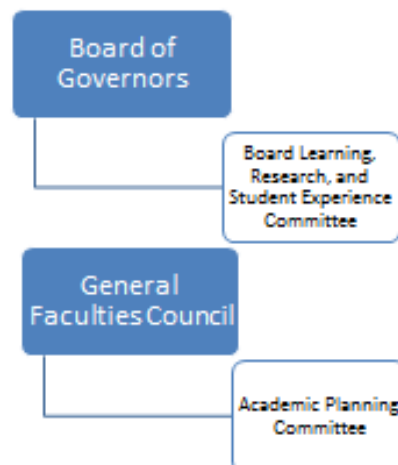
OVERSIGHT AND ACCOUNTABILITY

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



University Governance



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)
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Motion

<p>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.</p>
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Item

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

Details

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

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Engagement and Routing (Include meeting dates)

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

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p><u>Institutional Strategic Plan – For the Public Good</u></p> <p>SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>23. Objective: Ensure that the University of Alberta’s campuses, facilities, utility, and information technology infrastructure can continue to meet the needs and strategic goals of the University.</p> <p>i. Strategy: Secure and sustain funding to plan, operate, expand, renew, and optimize the use of campus infrastructure to meet evolving teaching and research priorities.</p>		
<p>Alignment with Institutional Risk Indicator</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure </td> <td style="vertical-align: top;"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>	<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input checked="" type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input checked="" type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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<p>Legislative Compliance and</p>	<p><i>Post-Secondary Learning Act (PSLA)</i></p>		

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
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Attachment 1: Taking Care of our Campuses for the Future: An Integrated Asset Management Strategy (2019-2035)

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



Taking Care of our Campuses

INTEGRATED ASSET MANAGEMENT STRATEGY





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- 15** Goals and Actions
- 16** Planning and Programming
- 17** Creating and Acquiring
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- 18** Renewing or Disposing
- 19** Strategic Enablers
- 20** Next Steps
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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, Nîpîsiy House, Thelma Chalifoux Hall, and the Jeanne and Peter Lougheed Performing Arts Centre in Camrose), the priority across all campuses is now on the renewal and refurbishment of existing buildings with very limited consideration for facility expansion or new construction. A critical assumption is that, as facilities are considered for disposal or removed from the infrastructure inventory, the associated funding is retained and directed towards maintaining, upgrading, and operating the remaining key assets.

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

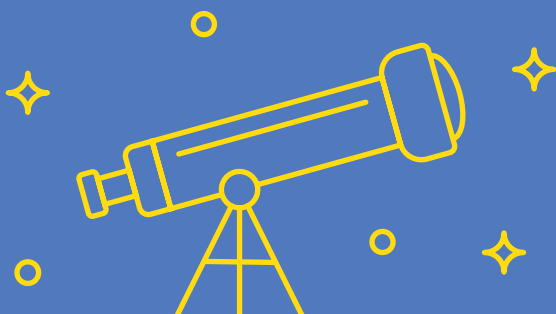


Vision

Provide the foundation that enables the university community to excel.

Mission

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



Planning Cycle

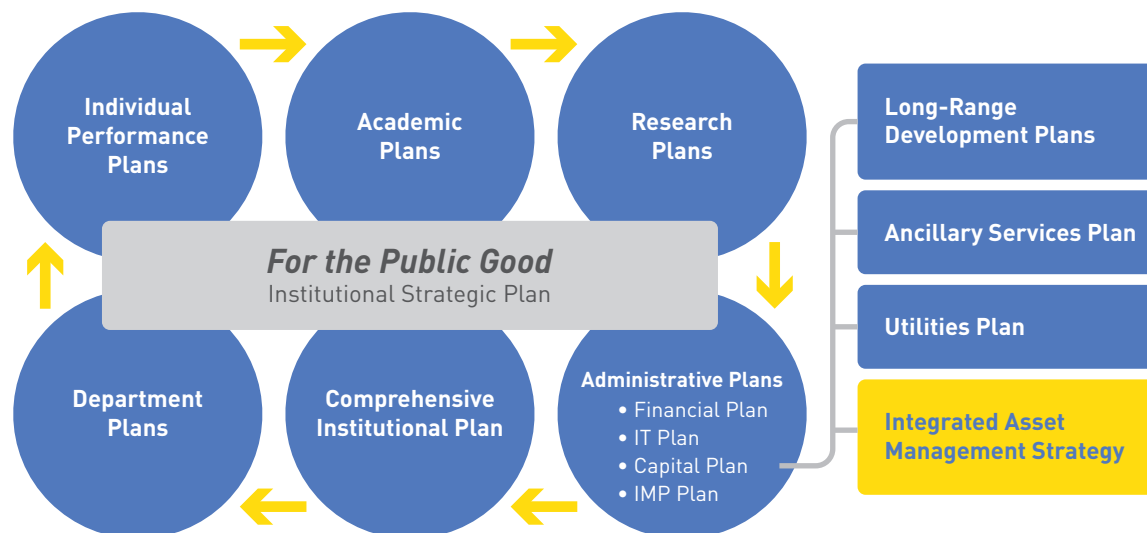
The below visual (Figure 1) is a simplified representation of the numerous interdependent plans that the University of Alberta uses to achieve its vision, mission, and outcomes, while shaping and stewarding its direction. Embedded as the core, is the University of Alberta’s overarching Strategic Plan,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

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

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

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

FIGURE 1
Planning landscape at the University of Alberta



Environmental Analysis

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

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

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

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

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

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

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

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

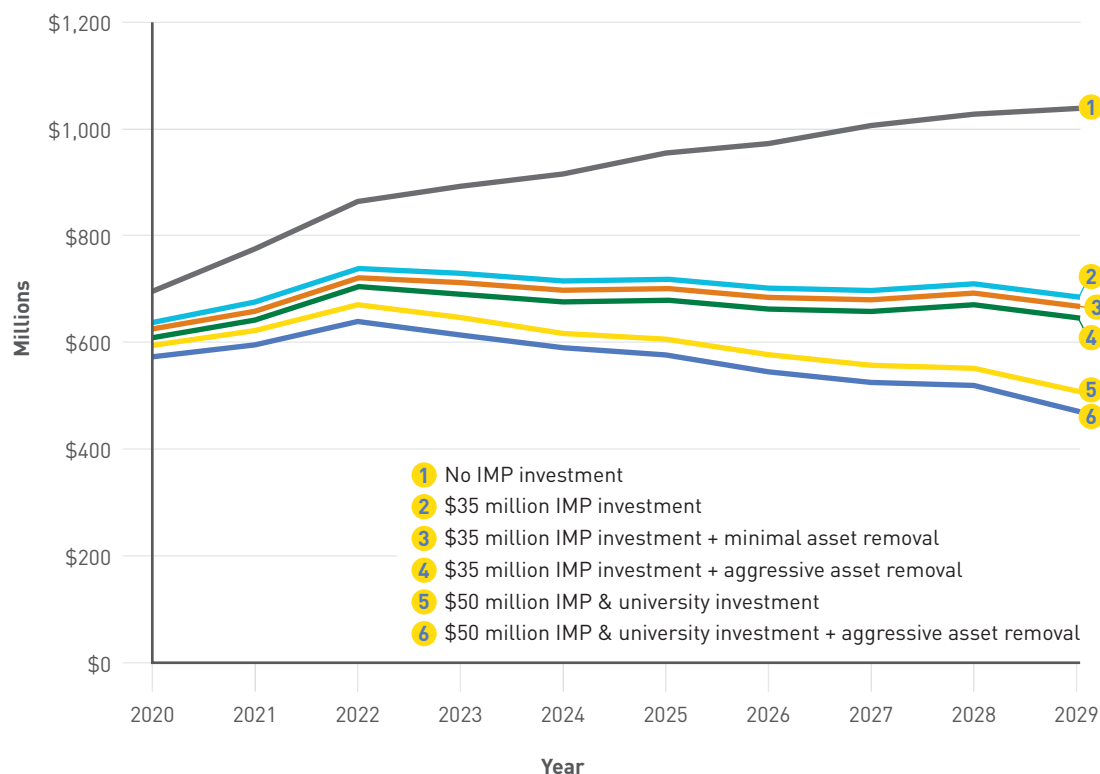
of sources: operational through lights-on funding (allocated as part of our base funding allocation), major maintenance through capital maintenance and renewal (IMP) funding, and major upgrade/modernization funding which is provided on a project-by-project approval basis. Other sources of maintenance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

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

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

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

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



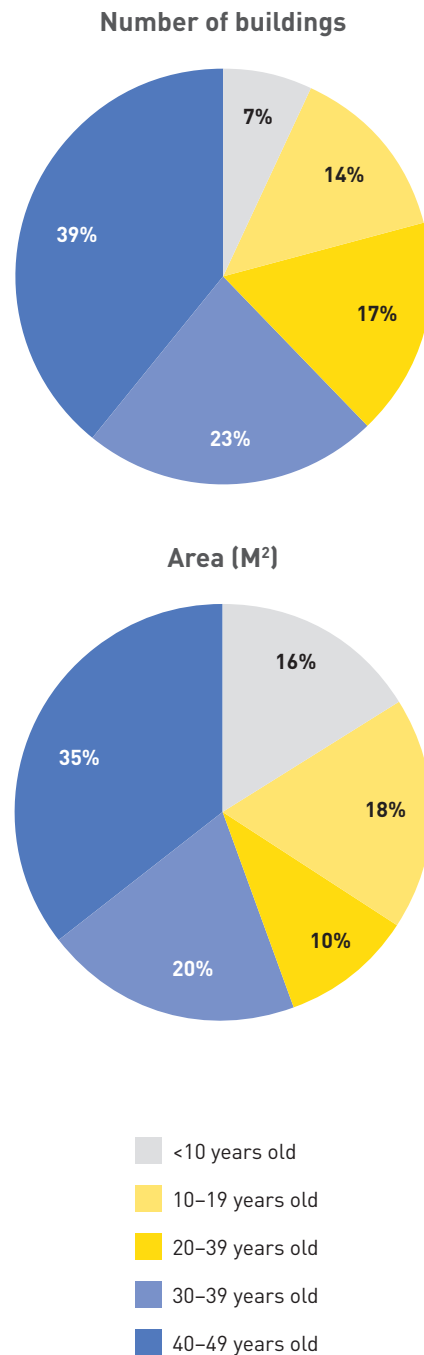
While these are only examples, they illustrate the disciplined choices necessary over the years ahead requiring deep engagement across the institution and tight alignment to the institution’s academic and research needs.

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

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

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

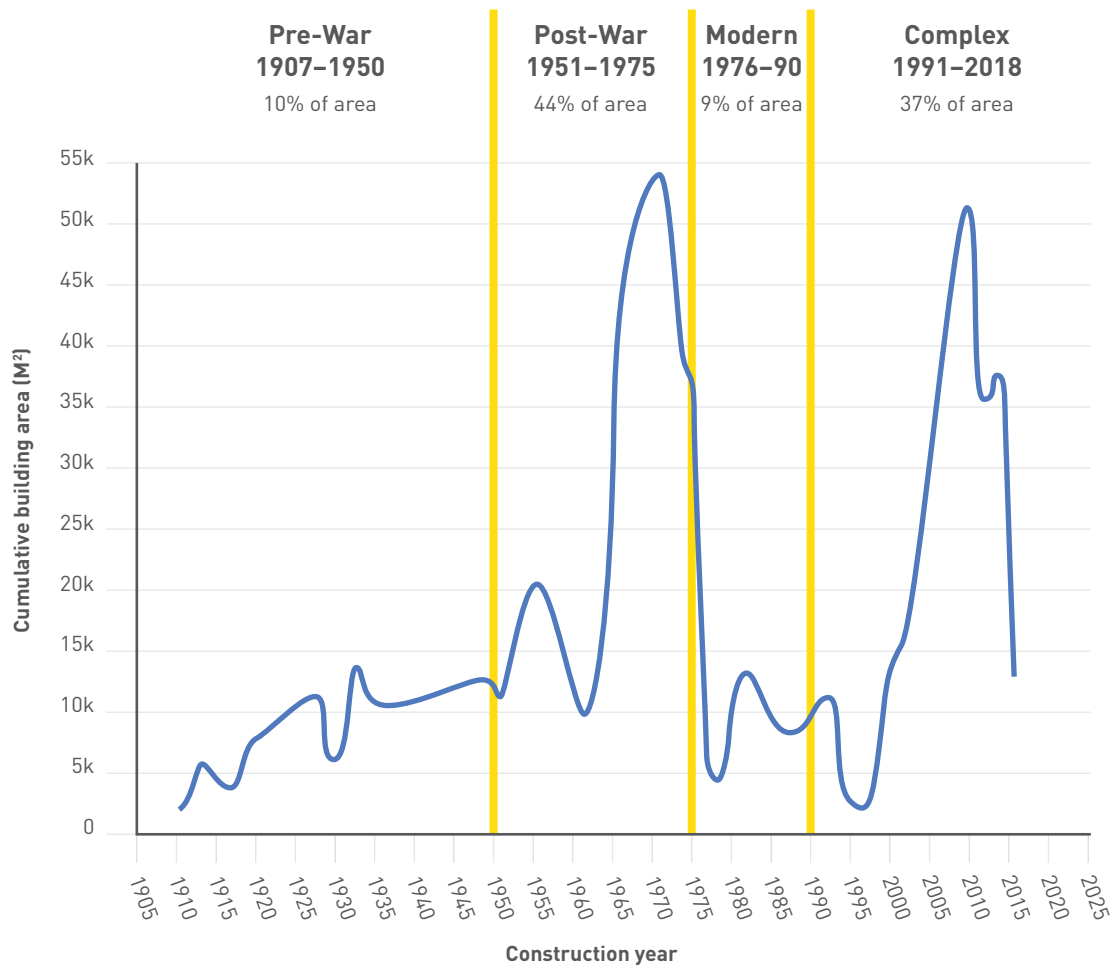
FIGURE 3
Building Distribution Based on Age



³ Such as ECHA, CCIS and DICE.

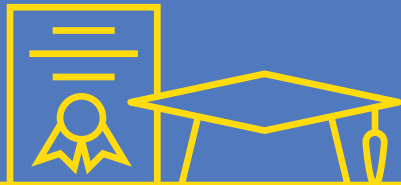
FIGURE 4

Bow Wave of Deferred Maintenance Liability



Principles

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



Student Success, Life Experience, Research and Scholarship

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



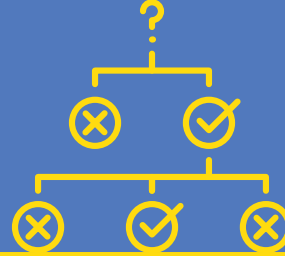
Asset Management

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



Campus Character

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



Decision-Making

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

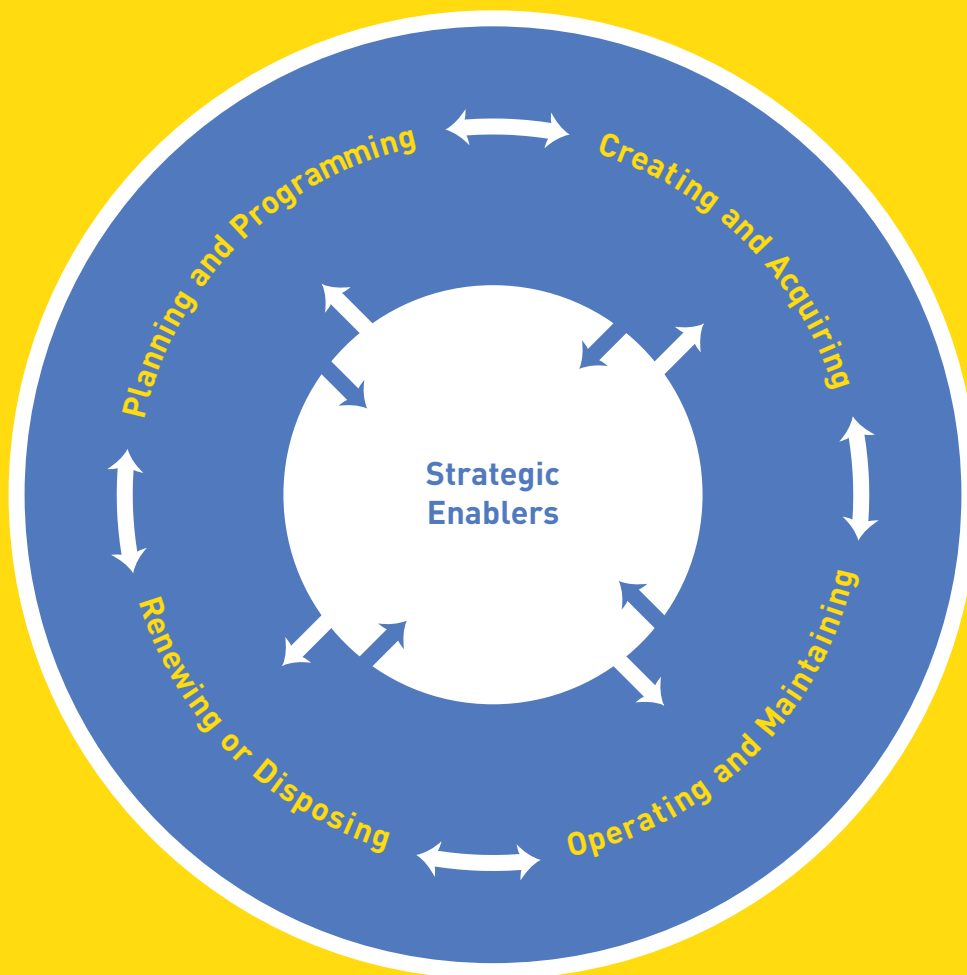


Goals and Actions

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

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

FIGURE 5
Asset Management Life Cycle



Planning and Programming

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

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

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

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

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

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

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

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

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

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

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

Creating and Acquiring

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

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

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

Operating and Maintaining

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

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

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

Renewing or Disposing

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

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

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

Strategic Enablers

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

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

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

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

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

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

Next Steps

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



One to Two Years

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

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

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



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

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

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



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

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



Summary

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

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

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



