

The following Motions and Documents were considered by the Board of Governors during the Open Session of its Friday, March 28, 2025 meeting:

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Agenda Title: **Tuition Proposals**

APPROVED MOTION: THAT The Governors of The University of Alberta ("the Board"), on the recommendation of the Board Finance and Property Committee, approve a 2% increase to domestic tuition for undergraduate and graduate students for Fall 2025.

**Final Item: 6.1.1**

APPROVED MOTION: THAT The Governors of The University of Alberta, on the recommendation of the Board Finance and Property Committee, approve tuition fees for new international students for all programs to take effect for the Fall 2026 intake, as set forth in the documents disseminated to the Board for its review.

**Final Item: 6.1.1**

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Agenda Title: **University of Alberta Consolidated Budget 2025-26**

APPROVED MOTION: THAT The Governors of The University of Alberta ("the Board"), on the recommendation of the Board Finance and Property Committee and the General Faculties Council Academic Planning Committee, approve the University of Alberta 2025-26 Consolidated Budget as disseminated to the Board.

**Final Item: 6.1.2**

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Agenda Title: **Built for Purpose: University Strategic Campus Plan**

APPROVED MOTION: THAT The Governors of The University of Alberta ("the Board"), on the recommendation of the Board Finance and Property Committee, the Board Learning, Research and Student Experience Committee, and General Faculties Council, approve *Built for Purpose: The University's Strategic Campus Plan*, in the form disseminated to the Board.

**Final Item: 7.1**

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Agenda Title: **Revised Conflict of Interest and Commitment and Institutional Conflict Policy and Procedure**

APPROVED MOTION: THAT The Governors of The University of Alberta ("the Board"), on the recommendation of the Board Audit and Risk Committee:

a) approve the revised Conflict of Interest and Commitment and Institutional Conflict Policy and the Conflict of Interest and Conflict of Commitment Reporting and Assessment Procedure ("the procedure"), in the forms disseminated to the Board; and

b) delegate future approval authority for the procedure to the Vice-President (University Services, Operations and Finance), Provost and Vice-President (Academic), and Vice-President (Research & Innovation);

All to take effect upon final approval.

**Final Item: 9.2**

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Agenda Title: **Rescission of the Off-Campus Activity and Travel Policy**

APPROVED MOTION: THAT The Governors of The University of Alberta, on the recommendation of the Board Audit and Risk Committee, rescind the Off-Campus Activity and Travel Policy, effective upon approval and implementation of the Off-Campus Activity and Travel Procedure by the Vice-President (University Services, Operations and Finance).

**Final Item:** 9.3

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Agenda Title: **Tuition for New Programs**

APPROVED MOTION: THAT The Governors of The University of Alberta ("the Board"), on the recommendation of the Board Finance and Property Committee, approve domestic and international tuition rates for the Master of Real Estate Development, the Certificate in Sustainability, and the Master of Nursing Practitioner Programs, as detailed in the documents disseminated to the Board for its review.

**Final Item:** 9.4

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Agenda Title: **University of Alberta Capital Plan**

APPROVED MOTION: THAT The Governors of The University of Alberta ("the Board"), on the recommendation of the Board Finance and Property Committee, approve the institution's Capital Plan 2025-26 to 2027-28, in the form disseminated to the Board, and authorize the Vice-President (University Services, Operations and Finance) to make minor grammatical, formatting, or stylistic revisions to the plan, provided that such revisions do not alter the intent or substantive content of the approved plan.

**Final Item:** 9.5

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Agenda Title: **University Funds Investment Policy**

APPROVED MOTION: THAT The Governors of The University of Alberta ("the Board"), on the recommendation of the Board Investment Committee, approve the revised University Funds Investment Policy, in the form disseminated to the Board, with changes to take effect upon final approval.

**Final Item:** 9.6

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**ITEM NO. 6.1.1**Decision ☒ Discussion ☐ Information ☐**ITEM OBJECTIVE:** To approve the following tuition proposals:

- Fall 2025 Domestic Tuition for undergraduate and graduate students
- Fall 2026 International Tuition (cohort-based), new students only

<b>DATE</b>	March 28, 2025
<b>TO</b>	Board of Governors
<b>RESPONSIBLE PORTFOLIO</b>	Provost and Vice-President (Academic) Vice-President (University Services, Operations, and Finance)

**MOTION:1:** THAT The Governors of The University of Alberta ("the Board"), on the recommendation of the Board Finance and Property Committee, approve a 2% increase to domestic tuition for undergraduate and graduate students for Fall 2025.

**MOTION 2:** THAT The Governors of The University of Alberta, on the recommendation of the Board Finance and Property Committee, approve tuition fees for new international students for all programs to take effect for the Fall 2026 intake, as set forth in the documents disseminated to the Board for its review.

**EXECUTIVE SUMMARY:**BackgroundDomestic Tuition - Fall 2025

In Fall 2025, domestic tuition increases are restricted by provincial legislation to a maximum increase equivalent to 2% across the institution. The University's Fall 2025 proposal aligns with this cap.

This 2% increase is proposed to apply to all domestic tuition, including the exceptional tuition increase (ETI) portion of those programs with approved ETIs. Increases to ETI tuition amounts will continue to be applied towards improvements in program quality, as per the approved ETI proposals.

*Examples*

Domestic Tuition Fees	2024-25	2025-26	Change		
			Tuition(\$)	Exception Tuition Increase(\$)	(%)

**GOVERNANCE OUTLINE**

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Undergraduate, Arts and Science	\$7,011.60	\$7,150.80	\$139.20	N/A	2.00%
Undergraduate, Business*	\$10,262.64	\$10,466.64	\$204.00	\$20.64	2.00%
Undergraduate, Engineering*	\$9,283.20	\$9,467.52	\$184.32	\$17.28	2.00%
Graduate Thesis (entry prior to 2021)	\$4,150.20	\$4,233.00	\$82.80	2.00%	2.00%
Graduate Thesis (2021 or later entry )	\$4,827.36	\$4,923.84	\$96.48	2.00%	2.00%
Grad Course Based (per *3 course)	\$822.48	\$838.92	\$16.44	2.00%	2.00%

\*Programs with ETI

Prior to instituting the 2% cap, the provincial government capped domestic tuition at the consumer price index (CPI) which is estimated to be 3.2% for the upcoming year. The difference between a 2% increase and 3.2% creates a \$3M revenue gap for the University.

Unlike previous years, the University is not proposing that this increase will include a 15% incremental offset to support student financial support. The domestic tuition offset was initiated for Fall 2020 as a component of the first of three 7% domestic tuition increases permitted by the Ministry following five years of tuition freezes. At the time, the Provost signalled that the offset would be considered annually, and could be revisited if that landscape of significant tuition increases changed. The University has continued to propose that 15% incremental offset annually since that time, but in light of the 2% tuition cap, which creates a revenue gap for the University, growing this offset is no longer sustainable.

The impact of this decision is that the University will maintain the domestic tuition offset funding for student financial support at its current level of ~\$8.5M per year. No additional tuition revenue from the Fall 2025 sub-inflationary increase will be used for student financial support.

### *Projections*

The Alberta Tuition Fee Regulation requires the University to provide a statement of anticipated increases to tuition fees and mandatory non-instructional fees for a 4-year period. The following table represents our projected domestic tuition increases.

Category of Student	Approved Tuition Increase	Proposed Tuition Increase	Tuition increase projections		
<b>Domestic</b>	Fall 2024	Fall 2025	Fall 2026	Fall 2027	Fall 2028



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Domestic, undergraduate	2%	2%	2% as per the Alberta Post-Secondary learning Act	2% as per the Alberta Post-Secondary learning Act	2% as per the Alberta Post-Secondary learning Act
Domestic, graduate (thesis-based) Admitted in 2020 and Incoming	2%	2%	2% as per the Alberta Post-Secondary learning Act	2% as per the Alberta Post-Secondary learning Act	2% as per the Alberta Post-Secondary learning Act
Domestic, graduate (thesis-based) Admitted prior to Fall 2020	2%	2%	2% as per the Alberta Post-Secondary learning Act	2% as per the Alberta Post-Secondary learning Act	2% as per the Alberta Post-Secondary learning Act
Domestic, graduate (course-based) Incoming and Continuing Students	2%	2%	2% as per the Alberta Post-Secondary learning Act	2% as per the Alberta Post-Secondary learning Act	2% as per the Alberta Post-Secondary learning Act

International Tuition - Fall 2026

Tuition for international graduate and undergraduate students admitted in Fall 2020 or later (under the cohort-based model) has already been approved for Fall 2025.

The International tuition proposal for Fall 2026 is as follows:

- All undergraduate and course-based graduate programs increase by 10%, with the exception of the following:
  - Undergraduate programs in Engineering: 4.6%
  - Master of Business Administration and Executive Master of Business Administration: 5%
- All thesis-based Master's and Doctoral programs: 0%
- International tuition offset of 8.55% continues, generating an additional ~\$795,000 for student financial supports.

The proposal that the University not increase tuition for international students in thesis-based programs (Master's and Doctoral) is based on recommendations developed by an Advisory Working Group on International Student Thesis-Based Tuition. The working group, which included student representatives, was established to review international thesis program tuition amounts as compared to peer institutions, consider how the differential tuition for international students in these programs is paid and contribute to student support, and consider impacts of various scenarios for tuition in these programs. In addition to recommendation that thesis-

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based tuition not be increased at this time for international students, the advisory working group made the following additional recommendations:

- 1) Extend the terms of reference for the Advisory Working Group on International Thesis-Based Tuition through the 2024/25 and 2025/26 academic years.
- 2) Measure the impact of minimum guaranteed funding on operating and restricted supports paid to international thesis-based graduate students in the 2025/26 year and on an ongoing basis.
- 3) Research waiver practice and recommend changes to policy and procedure as necessary.
- 4) Employ data-informed approach to identify mechanisms for increased student support as early as 2026 and to update recommendations for 2027-28 international thesis-based tuition amounts.

The Tuition Budget Advisory Committee (TBAC) has supported these recommendations, and the work to implement them will proceed in the year ahead.

#### Consultation

These proposals have been informed and enriched by a robust consultation process, developed in partnership with, and approved by, student leaders from the Students' Union and the Graduate Students' Association. The process is designed to increase engagement with a broad and diverse population of students.

An important component of our consultation work with student leaders through the Tuition Budget Advisory Committee is discussion of proposals brought forward by the student associations. This year, discussion of these proposals resulted in the following actions:

- Transfer of \$130K in award funding from merit-based awards to hybrid awards (Students' Union proposal).
- Exploring payment plan options for international students under the cohort-based tuition model (Students' Union proposal)
- Allocate \$200K of dedicated funding for Course Based Masters financial supports from within existing resources (Graduate Students' Association proposal)

The consultation process is summarized in Attachment 3.

#### Risk Discussion / Mitigation of the Risk

Tuition is the University's largest single source of revenue, representing ~46% of the institution's operating income. Given cuts to the Government of Alberta's funding to Universities, tuition has become increasingly important to ensure that the University can cover rising costs while maintaining a high-quality learning environment. This year's tuition cap represents a cut for the University, as a 2% increase will not cover rising costs. A tuition increase of CPI would have resulted in \$3M more revenue.

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International tuition is one of the only levers available to the University for which there are no restrictions. While the University has latitude to increase international tuition, the impact that this tuition increase will have on enrolment is unknown. While higher tuition can communicate high program quality in a way that attracts more students, the federal government's study permit caps are having a chilling effect on Canada's reputation as a destination for international students.

**Supporting Materials:**

1. Fall 2026 Proposed Tuition Rates for Incoming International Students (5 pages) – **for approval (Motion 2)**
2. U15 Fall 2024 Domestic and International Tuition Comparators (3 pages)
3. 2024-2025 Tuition Consultation Summary (5 pages)

**\*See Schedule A for additional items to include if needed.**

**SCHEDULE A:****Engagement and Routing**

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

**Those who are actively participating:**

- Provost and Vice-President (Academic)
- Vice-President (University Services, Operations, and Finance)
- Office of the Registrar
- Faculty of Graduate and Postdoctoral Studies
- University of Alberta International
- Office of Resource Planning

**Those who have been consulted:**

- Tuition Budget Advisory Committee (September 12, October 10, November 12 2024 and January 14, 2025)
- Council on Student Affairs (November 7, 2024)
- Students' Union Council (November 19, 2024)
- Graduate Students' Association Council (November 18, 2024)
- International Students' Association Council (November 22, 2024)
- Statutory Deans' Council (November 13, 2024)

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| <ul style="list-style-type: none"><li>• Student Townhalls (Students' Union Tuition Town Hall - October 29, 2024; GSA Tuition Town Hall - November 7, 2024; Student Joint SU/GSA Townhall - January 8, 2025)</li></ul> |
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<p><b><u>Approval Route:</u></b></p> <ul style="list-style-type: none"><li>• Board Finance and Property Committee</li><li>• Board of Governors (approval)</li></ul>
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**Fall 2026: Proposed Tuition Rates for Incoming International Student (Cohort Model)****1. Undergraduate Program Based Tuition Bands**

<b>International Undergraduate Cohort</b>	<b>2025 -26 Program Total</b>	<b>2026 -27 Program Total</b>	<b>Percent change</b>	<b>Credits</b>
Faculty of Engineering Degree Programs*	Program Total \$191,025.60 Annual Rate \$47,756.40	Program Total \$199,809.60 Annual Rate \$49,952.40	4.6%	Varies*
Faculty of Business Degree Programs (As of Fall 2022, this is a 4 year program)	Program Total \$169,262.40 Annual Rate \$42,315.60	Program Total \$186,187.20 Annual Rate \$46,546.80	10.0%	120
Degree Programs in: Faculty of Arts, Faculty of Agricultural Life and Environmental Sciences, Faculty of Kinesiology Sport and Recreation, Faculty of Open Studies	Program Total \$142,665.60 Annual Rate \$35,666.40	Program Total \$156,931.20 Annual Rate \$39,232.80	10.0%	120
Degree Programs in: Augustana Faculty, Faculte Saint Jean, Faculty of Education, Faculty of Native Studies, Faculty of Nursing	Program Total \$130,574.40 Annual Rate \$32,643.60	Program Total \$143,630.40 Annual Rate \$35,907.60	10.0%	120
Degree Programs in: Faculty of Science	Program Total \$144,700.80 Annual Rate \$36,175.20	Program Total \$159,168 Annual Rate \$39,792	10.0%	120
BSc in Radiation Therapy	Program Total \$178,334.48 Annual Rate \$44,583.62	Program Total \$196,167.92 Annual Rate \$49,041.98	10.0%	150
BSc in Medical Laboratory Science	Program Total \$111,751.92 Annual Rate \$37,250.64	Program Total \$122,927.10 Annual Rate \$40,975.70	10.0%	94

Doctor of Pharmacy (Pharm D) (4 yrs)	Program Total \$241,810.08 Annual Rate \$60,452.52	Program Total \$265,991.04 Annual Rate \$66,497.76	10.0%	141
Juris Doctors (JD) Program (3 yrs)	Program Total \$171,616.02 Annual Rate \$57,205.34	Program Total \$188,777.58 Annual Rate \$62,925.86	10.0%	92
Doctor of Dental Surgery (4 yrs)	Program Total \$431,686.08 Annual Rate \$107,921.52	Program Total \$474,854.64 Annual Rate \$118,713.66	10.0%	214
Bachelor of Science in Dental Hygiene (3 yrs)	Program Total \$123,285.42 Annual Rate \$41,095.14	Program Total \$135,613.92 Annual Rate \$45,204.64	10.0%	99.5

Notes:

\*Engineering programs vary slightly in credits pending students' choice in registrations.

\*\*Undergraduate Certificate rates, unless otherwise stated, will be prorated based on the Undergraduate Faculty rate

\*\*\*Course loads may change and Tuition Rates will always be prorated based on the approved rate.

## 2. Tuition for Specific Undergraduate Programs or courses not covered by the standard Undergraduate grid.

International Undergraduate Cohort	2025-26 Payment Per Course(Indexed to 3 units of course weight)	2026-27 Payment Per Course(Indexed to 3 units of course weight)	Percent change
English Language School – All courses taken by Undergraduate or Graduate Students (includes Bridging Program)	\$3,566.64	\$3,923.28	10.0%
Rehabilitation Medicine – Undergraduate Special and Visiting Students only	\$3,566.64	\$3,923.28	10.0%
Medicine and Dentistry – Undergraduate Special and Visiting Students only	\$3,566.64	\$3,923.28	10.0%

**3. Centre collégial de l'Alberta**

<b>International College</b>	<b>2025 -26 Program Total</b>	<b>2026 -27 Program Total</b>	<b>Percent change</b>	<b>Credit</b>
Centre collégial de l'Alberta – Diploma (2 yrs)	Program Total \$30,225.60 Annual Rate \$15,112.80	Program Total \$33,247.20 Annual Rate \$16,623.60	10.0%	60
Centre collégial de l'Alberta – Certificate (1 yrs)	Program Total \$15,112.80 Annual Rate \$15,112.80	Program Total \$16,623.60 Annual Rate \$16,623.60	10.0%	30

**4. Thesis based tuition for PhD and Masters Programs**

<b>International Graduate Cohort</b>	<b>2025-26</b>	<b>2026-27</b>	<b>Percent change</b>
Thesis Based Masters (All Specializations) - 4 Years	Program Total \$42,074.88 Annual Rate \$10,518.72	Program Total \$42,074.88 Annual Rate \$10,518.72	0%
PhD (All Specializations) - 6 Years	Program Total \$63,112.32 Annual Rate \$10,518.72	Program Total \$63,112.32 Annual Rate \$10,518.72	0%
International Graduate Tuition Price Adjustment (thesis-based programs) (offset by equivalent financial support)	\$5,000	\$5,000	0%

**5. Standard International Graduate Course Based rates**

<b>International Graduate Cohort</b>	<b>2025-26 Per 3 Credits</b>	<b>2026-27 Per 3 Credits</b>	<b>Percent change</b>
Standard Course Based Master's or Graduate Certificates	\$2,253.72	\$2,479.08	10.0%
All Course Based Master Programs – International Graduate Tuition Increase (offset by equivalent financial support)	\$4,000	\$4,000	0%

Notes:

\* Includes most Master and Certificate programs and excludes non-standard rates described below.

**6. Non-Standard International Graduate Course Based Rates (includes Master and Certificate Programs)**

<b>Per Course Rate</b>	<b>2025-26 Per 3 credit Course Rate</b>	<b>2026-27 Per 3 credit Course Rate</b>	<b>Percent change</b>
Master of Science – Integrated Energy Geosciences (Course Based)	\$3,747.06	\$4,121.76	10.0%
Master of Science in Internetworking	\$2,659.86	\$2,925.84	10.0%
Master of Science Specialization Program in Multimedia, Post-Baccalaureate Certificate in Indigenous Sport and Recreation, Post-Baccalaureate in Sports and Recreation Management	\$2,418.06	\$2,659.80	10.0%
Master of Accounting	\$5,077.92	\$5,585.64	10.0%



## Non-Standard International Graduate Program Rates

International Graduate Cohort	2025-26 Program Total	2026-27 Program Total	Percent change
Master's in Engineering (All Specializations)	\$47,757.52	\$52,533.20	10.0%
Master's in Business Administration	\$88,000	\$92,400	5.0%
Executive Master of Business Administration	\$93,701.50	\$98,386.58	5.0%
Master of Science in Orthodontics, Master of Science in Periodontology	\$19,544.88	\$21,499.36	10.0%
Doctor of Philosophy in Orthodontics, Doctor of Philosophy in Periodontology	\$13,495.90	\$14,845.44	10.0%

## U15 International and Domestic Tuition, 2024-25

As shown in Table 1, U of A's international undergraduate tuition is \$33,968 for the Fall 2024 intake, which is lower than the U15 average (excluding U of A).

U of A's international tuition for the M.A. program is only higher than three institutions in the program: UBC, Calgary, and Manitoba.

Approximately half of the U15 institutions are now charging international doctoral fees that are the same rate as domestic doctoral fees, making the U of A's rates higher than ten institutions.

Overall, the U of A's international tuition at the M.A. level is approximately half of the U15 average.

However, at the PhD level, the U of A's tuition is slightly lower than the "Average (excluding U of A)" but higher than the "Average (excluding U of A & Quebec Institutions)".

U of A's international graduate tuition figures for thesis-based programs do not include the automatic \$5K waiver, which is provided to all students.

In addition, Waterloo also has a waiver to reduce international PhD tuition to their domestic rate.

**Table 1. International Tuition for BA, MA, & PhD, 2024-2025**

2024-25 Tuition	International								
	Arts & Social Science Undergraduate			MA			PhD		
	Tuition	MNIFs retained by Institution	Total (Tuition & MNIFs)	Tuition	MNIFs retained by Institution	Total (Tuition & MNIFs)	Tuition	MNIFs retained by Institution	Total (Tuition & MNIFs)
<b>University of Alberta</b>	<b>\$33,968 (10)</b>	<b>\$873 (9)</b>	<b>\$34,841 (11)</b>	<b>\$10,018 (12)</b>	<b>\$1,075 (3)</b>	<b>\$11,093 (12)</b>	<b>\$10,018 (5)</b>	<b>\$1,075 (3)</b>	<b>\$11,093 (5)</b>
Dalhousie University	\$33,814	\$1,499	\$ 35,313	\$17,325	\$799	\$ 18,124	\$9,242	\$799	\$ 10,040
McMaster University	\$45,158	\$878	\$ 46,036	\$17,096	\$307	\$ 17,403	\$6,307	\$307	\$ 6,614
Queen's University	\$54,808	\$638	\$ 55,446	\$12,927	\$418	\$ 13,346	\$5,773	\$418	\$ 6,191
University of British Columbia	\$47,189	\$1,425	\$ 48,615	\$9,690	\$250	\$ 9,940	\$9,690	\$250	\$ 9,940
University of Calgary	\$28,460	\$3,060	\$ 31,520	\$8,576	\$582	\$ 9,157	\$8,576	\$582	\$ 9,157
University of Manitoba	\$18,666	\$595	\$ 19,261	\$7,813	\$712	\$ 8,525	\$4,171	\$712	\$ 4,883
University of Ottawa	\$43,335	\$1,260	\$ 44,595	\$29,163	\$116	\$ 29,278	\$17,478	\$116	\$ 17,593
University of Saskatchewan	\$36,535	\$333	\$ 36,869	\$11,651	\$403	\$ 12,054	\$5,178	\$403	\$ 5,581
University of Toronto	\$61,720	\$1,186	\$ 62,906	\$30,350	\$1,186	\$ 31,536	\$6,210	\$1,186	\$ 7,396
University of Waterloo	\$54,020	\$561	\$ 54,581	\$23,088	\$722	\$ 23,810	\$22,188	\$722	\$ 22,910
Western University	\$44,767	\$545	\$ 45,312	\$20,146	\$575	\$ 20,721	\$6,360	\$575	\$ 6,935
McGill University	\$44,000	\$1,480	\$ 45,480	\$29,780	\$1,395	\$ 31,175	\$18,240	\$1,395	\$ 19,635
Universite de Montreal	\$28,728	\$1,278	\$ 30,006	\$30,480	\$941	\$ 31,420	\$27,360	\$937	\$ 28,297
Universite Laval	\$25,539	\$781	\$ 26,320	\$20,431	\$811	\$ 21,242	\$21,888	\$953	\$ 22,840
<b>AVERAGE (Excluding U of A)</b>	<b>\$ 40,481</b>	<b>\$ 1,109</b>	<b>\$ 41,590</b>	<b>\$ 19,180</b>	<b>\$ 658</b>	<b>\$ 19,838</b>	<b>\$ 12,047</b>	<b>\$ 668</b>	<b>\$ 12,715</b>
<b>AVERAGE (Excluding U of A &amp; Quebec institutions)</b>	<b>\$ 42,588</b>	<b>\$ 1,089</b>	<b>\$ 43,678</b>	<b>\$ 17,075</b>	<b>\$ 552</b>	<b>\$ 17,627</b>	<b>\$ 9,197</b>	<b>\$ 552</b>	<b>\$ 9,749</b>

Sources: U15 2024-2025 Tuition & Fees results.

Institutions' tuition & fees websites.

See notes after table 2.

As shown in Table 2, domestic undergraduate tuition at the U of A is slightly below the U15 average (i.e. Average excluding U of A); however, it is higher than the average excluding the Quebec institutions, with five institutions showing lower tuition.

Domestic graduate tuition is lower than the U15 average.

Approximately 35% below the U15 average (i.e. Excluding U of A) at the Masters level (with only 2 institutions showing lower tuition: Calgary and Manitoba).

And 2% below the U15 average (i.e. Excluding U of A) at the PhD level (with 5 institutions showing lower tuition, three of which are in Quebec).

Table 2. Domestic Tuition for BA, MA, & PhD, 2024-2025

2024-25 Tuition	Domestic								
	Arts & Social Science Undergraduate			MA			PhD		
	Tuition	MNIFs retained by Institution	Total (Tuition & MNIFs)	Tuition	MNIFs retained by Institution	Total (Tuition & MNIFs)	Tuition	MNIFs retained by Institution	Total (Tuition & MNIFs)
<b>University of Alberta</b>	<b>\$7,012 (10)</b>	<b>\$873 (7)</b>	<b>\$7,884 (9)</b>	<b>\$4,827 (13)</b>	<b>\$1,075 (3)</b>	<b>\$5,902 (11)</b>	<b>\$4,827 (10)</b>	<b>\$1,075 (3)</b>	<b>\$5,902 (8)</b>
Dalhousie University	\$9,030	\$759	<b>\$9,789</b>	\$9,559	\$799	<b>\$10,358</b>	\$7,053	\$799	<b>\$7,852</b>
McMaster University	\$7,205	\$878	<b>\$8,082</b>	\$6,307	\$307	<b>\$6,614</b>	\$6,307	\$307	<b>\$6,614</b>
Queen's University	\$7,041	\$638	<b>\$7,679</b>	\$5,773	\$418	<b>\$6,191</b>	\$5,773	\$418	<b>\$6,191</b>
University of British Columbia	\$5,960	\$1,425	<b>\$7,385</b>	\$5,516	\$250	<b>\$5,766</b>	\$5,516	\$250	<b>\$5,766</b>
University of Calgary	\$7,100	\$829	<b>\$7,929</b>	\$3,676	\$582	<b>\$4,258</b>	\$3,676	\$582	<b>\$4,258</b>
University of Manitoba	\$4,756	\$595	<b>\$5,351</b>	\$4,171	\$712	<b>\$4,883</b>	\$4,171	\$712	<b>\$4,883</b>
University of Ottawa	\$7,048	\$1,060	<b>\$8,108</b>	\$8,532	\$116	<b>\$8,647</b>	\$6,685	\$116	<b>\$6,801</b>
University of Saskatchewan	\$7,549	\$333	<b>\$7,882</b>	\$5,178	\$404	<b>\$5,582</b>	\$5,178	\$404	<b>\$5,582</b>
University of Toronto	\$6,910	\$1,186	<b>\$8,096</b>	\$6,860	\$1,186	<b>\$8,046</b>	\$6,210	\$1,186	<b>\$7,396</b>
University of Waterloo	\$6,756	\$561	<b>\$7,317</b>	\$6,762	\$722	<b>\$7,484</b>	\$6,762	\$722	<b>\$7,484</b>
Western University	\$7,002	\$545	<b>\$7,547</b>	\$6,360	\$575	<b>\$6,935</b>	\$6,360	\$575	<b>\$6,935</b>
McGill University	\$9,360	\$1,480	<b>\$10,840</b>	\$12,360	\$1,395	<b>\$13,755</b>	\$2,967	\$1,395	<b>\$4,363</b>
Universite de Montreal	\$9,262	\$1,278	<b>\$10,540</b>	\$13,890	\$941	<b>\$14,831</b>	\$4,451	\$937	<b>\$5,388</b>
Universite Laval	\$9,262	\$781	<b>\$10,043</b>	\$7,409	\$866	<b>\$8,275</b>	\$3,561	\$953	<b>\$4,513</b>
<b>AVERAGE (Excluding U of A)</b>	<b>\$7,446</b>	<b>\$882</b>	<b>\$8,328</b>	<b>\$7,311</b>	<b>\$662</b>	<b>\$7,973</b>	<b>\$5,334</b>	<b>\$668</b>	<b>\$6,002</b>
<b>AVERAGE (Excluding U of A &amp; Quebec institutions)</b>	<b>\$6,941</b>	<b>\$801</b>	<b>\$7,742</b>	<b>\$6,245</b>	<b>\$552</b>	<b>\$6,797</b>	<b>\$5,790</b>	<b>\$552</b>	<b>\$6,342</b>

Sources: U15 2024-2025 Tuition & Fees results.

Institutions' tuition & fees websites.

NOTES:

- 1) Undergraduate domestic tuition for Dalhousie, McMaster, Queen's, Ottawa, Toronto, Waterloo, Western, McGill, Laval, and Montreal is for out-of-province students.
- 2) Undergraduate data are for an Arts & Social Science program, except for UBC, which is for an Arts program.
- 3) Graduate tuition is for the first year of an MA/PhD program (i.e. two or three semesters depending on the institution).
- 4) Domestic MA tuition for Dalhousie, Ottawa, Waterloo, McGill, Laval, and Montreal is for out-of-province students. However, Waterloo's out-of-province MA tuition is the same amount as in-province tuition.
- 5) Domestic PhD tuition for Dalhousie, Ottawa, Waterloo, McGill, Laval, and Montreal is for out-of-province students. However, the out-of-province PhD tuition for Waterloo, McGill, Laval, and Montreal is the same amount as in-province tuition.
- 6) International PhD tuition is the same rate as domestic PhD tuition at McMaster, Queen's, Manitoba, Saskatchewan, Toronto, and Western.
- 7) At UBC, domestic graduate students are only placed on the declining tuition schedule if they have not finished their programs within a defined period of time.
- 8) At U of Ottawa, domestic (out of province) and international students are subject to a declining tuition schedule, after a set number of courses (undergraduate) or terms (graduate).
- 9) U of Manitoba has a declining graduate tuition structure for both domestic and international M.A. and PhD students.
- 10) U of Manitoba has different tuition rates at the undergraduate level for each teaching unit; tuition fees are calculated based on the number of credit hours in each teaching unit.
- 11) Laval Universite offers research-based and course-based international MA programs. Tuition fees in Table 1 are based on the course-based program.
- 12) U de Montreal MA is for a thesis-based program (three terms).
- 13) McGill MA tuition is for "Master of Arts (course-based)" (i.e. includes a "Graduate Tuition supplement for non-Thesis program").
- 14) Queen's PhD tuition is for "Ph.D. (Year 1 only)".
- 15) Dalhousie international MA tuition is for a thesis-based program and was sourced from their website.

- 16) Waterloo International PhD Tuition was calculated from their website.
- 17) U of Saskatchewan lists domestic Arts & Social Science as \$7,549 on their website, with the international rate listed as 4.84 times the domestic (i.e. \$36,527).
- 18) U de Montreal out-of-province domestic tuition is calculated as \$13,892.40 from information on their website.
- 19) U of Ottawa included optional Co-op Education Fees in their 2023-24 undergraduate Arts & Social Science MNIFs.
- 20) UBC included optional Co-op Education Fees in their 2023-24 undergraduate Arts MNIFs.
- 21) U of Calgary included optional Co-op Education Fees in their 2023-24 international undergraduate Arts & Social Sciences MNIFs.
- 22) Dalhousie previously included Health Services Fees in International Graduate MNIFs, but they are no longer included in 2024-25.
- 23) U de Montreal previously included "Other Institutional Fees" in MNIFs, but these are no longer included in 2024-25.

# 2024-2025 Tuition Consultation Summary

Background: The Tuition Budget Advisory Committee is the University's official mechanism for consultation with students on tuition. With the agreement of student leaders on TBAC, this year's consultation process included discussions at the Council on Student Affairs, the Students' Union (SU) Council, the Graduate Student Association (GSA) Council, and the International Students' Association Council. The consultation process also included three townhalls organized by the SU and the GSA and open to all students. This document summarizes areas of student question and concern during that consultation process. Readers interested in knowing more about the outcomes of the discussions at each of these consultations should review the linked meeting records, which have been provided where available.

Event/Meeting and Date	Meeting Purpose	Questions/Comments
<b>TBAC Meeting 1 (September 12, 2024)</b>	Discuss general approach to tuition proposal for Fall 2025 (domestic) and Fall 2026 (international). Hear student priorities for consultation. Provide an update on exceptional tuition increases proposals (ETIs).	<p>What we heard:</p> <ul style="list-style-type: none"> <li>Questions about the consultation process on exceptional tuition increases. [Note that following this meeting, the Government of Alberta announced that they would not be accepting exceptional tuition increases for Fall 2025]</li> <li>Questions about the potential impact of the consultation process on the final proposed tuition increased.</li> <li>A desire for consultation processes to be more open to public spaces.</li> <li>A desire to see the institution use the Market Basket Measure (MBM) in addition to CPI as a measure of cost increases.</li> </ul> <p><a href="#">Link to Minutes</a></p>
<b>TBAC Meeting 2 (October 10, 2024)</b>	Review draft tuition proposals for Fall 2025 (domestic) and Fall 2026 (International) for feedback and discussion.	<p>What we heard:</p> <ul style="list-style-type: none"> <li>Questions about whether the University would consider not increasing tuition for thesis-based and research students.</li> <li>A request for further breakdowns of how tuition increases break down into real dollars for student financial supports, and how those supports would be allocated.</li> </ul> <p><a href="#">Link to Minutes</a></p>
<b>SU Townhall (October 29, 2024)</b>	Hosted and organised by SU, with administration in attendance, to provide	<p>What we heard:</p> <ul style="list-style-type: none"> <li>Question about how the university commits to program quality in the face of</li> </ul>

	<p>opportunities for any student to participate in consultation on tuition, to support collection of multiple perspectives from the student body.</p>	<p>rising tuition costs, including how the University is addressing class sizes, cleanliness of classrooms, frequent construction, quality of online learning, the transition to Canvas, and Google Storage</p> <ul style="list-style-type: none"> <li>• Question about government advocacy, and what options the students have to combat government cuts that result in tuition increases.</li> <li>• Question about how tuition will look if the university meets its long term enrolment goals.</li> <li>• Questions about how the tuition increases will be applied across programs and whether tuition for higher-cost programs should increase more.</li> <li>• Question about how the university is increasing focus on work-integrated learning in order to support student employability.</li> <li>• Question about the impact of tuition increases on the university's reputation.</li> <li>• Questions about student financial support, including how family status is taken into account in need calculations and whether the university will be increasing available financial support.</li> <li>• Questions about available services to support students and how tuition increases will affect mandatory non-instructional fees.</li> <li>• Questions about what cuts the institution will be making to offset tuition costs.</li> <li>• Questions about how the university will cover costs when tuition increases are sub-inflationary, including approaches to salary increases.</li> <li>• Questions about whether paid practicums are a possibility to help offset tuition costs.</li> <li>• Questions about exceptional tuition increases, and how the university tracks program quality initiatives that were to have been funded by these increases.</li> <li>• Questions about the impact of tuition increases on students at Augustana and Campus Saint-Jean.</li> <li>• Question about whether tuition revenue funds the University's investments.</li> </ul>
<p><b>GSA Townhall (November 7, 2024)</b></p>	<p>Hosted and organised by the GSA, with administration in attendance, to provide opportunities for any student to participate in consultation on tuition, to support collection of multiple perspectives from the student body.</p>	<p>What we heard:</p> <ul style="list-style-type: none"> <li>• Statements about the current quality of the learning environment and the ongoing impact that tuition increases have on the graduate student experience.</li> <li>• Questions about the university's budget situation and the history of cuts to the institution.</li> <li>• Questions about the impact of the minimum funding guarantee.</li> <li>• Questions about the cost of living in Canada, and whether the University is being</li> </ul>

		<p>transparent about those costs.</p> <ul style="list-style-type: none"> <li>• Questions about available financial support, including the proportion of bursary applications that are rejected, delays in disbursement of loans,</li> <li>• Questions about Teaching Assistantships, and potential inequity in how TAs are paid across departments.</li> <li>• Question about Google storage.</li> </ul>
<b>CoSA (November 7, 2024)</b>	Share thinking with CoSA on general approach to tuition planning for Fall 2025 (domestic) and Fall 2026 (international).	<p>What we heard:</p> <ul style="list-style-type: none"> <li>• Question about whether it's possible to differentiate utility costs by instructional and non-instructional spaces.</li> <li>• Question about the sustainability of the University given its current financial situation and limited revenue options, and about resulting pressures on students.</li> <li>• Question about the University's intentions with regards to exceptional tuition increases.</li> </ul> <p><a href="#">Link to Minutes</a></p>
<b>TBAC Meeting 3 (November 13, 2024)</b>	Review draft tuition proposals (domestic - Fall 2025, international Fall 2026) for student feedback and discussion.	<p>What we heard:</p> <ul style="list-style-type: none"> <li>• The results of a survey to graduate students through which respondents noted concerns with tuition increases and a lack of student financial support.</li> <li>• Concerns about the proposed 10% increase on international tuition for Fall 2026, noting how much higher the increase is than inflation, and comparisons to increases at U of C.</li> <li>• Discussion of proposals submitted by the SU and the GSA</li> </ul> <p><a href="#">Link to Minutes</a></p>
<b>GSA Council (November 18, 2024)</b>	Review draft tuition proposals (domestic - Fall 2025, international Fall 2026) for student feedback and discussion.	<p>What we heard:</p> <ul style="list-style-type: none"> <li>• Question about the University's vision for graduate education, and how increasing tuition costs are having an unsustainable impact on graduate revenue.</li> <li>• Question about how the University could change its investment approach to increase investment income.</li> <li>• Question about available data on students experiencing homelessness and food insecurity.</li> <li>• Question about how the University is managing offer letters in the current</li> </ul>

		<p>context of changes to IRCC policy.</p> <p><a href="#">Link to Minutes</a></p>
<b>SU Council</b> <b>(November 19, 2024)</b>	<p>To review draft tuition proposals (domestic - Fall 2025, international Fall 2026) for student feedback and discussion.</p>	<p>What we heard:</p> <ul style="list-style-type: none"> <li>• Questions about the University's approach to responsible investment, and whether tuition revenue funds investments.</li> <li>• Questions about considerations being made by the University to change our funding model, or enact cuts to administration, to limit tuition increases.</li> <li>• Questions about whether the University makes a profit on international student tuition.</li> <li>• Questions not increasing our tuition offset revenue impacts our efforts to ensure equitable access to the University.</li> <li>• Question about whether investment in the brand campaign was worth the cost, given the reputational damage done by tuition increases.</li> </ul> <p><a href="#">Link to Minutes</a></p>
<b>International Students' Association Council</b> <b>(November 22, 2024)</b>	<p>To review draft tuition proposals (International Fall 2026) for student feedback and discussion.</p>	<p>What we heard:</p> <ul style="list-style-type: none"> <li>• Questions about what other proposals the University had considered for international tuition.</li> <li>• Questions about student financial support and student services that can support international students when circumstances in home countries change and about whether additional tuition revenue can go towards improving these services. There were additional questions about efforts to destigmatize use of emergency loans and bursaries.</li> <li>• Question about senior administration salaries.</li> <li>• Question about how the University ensures that agents share the correct information about cost of living in Canada.</li> <li>• Questions about the community of international students that the University is hoping to have, including how diversity is negatively impacted by rising costs.</li> <li>• Questions about program flexibility for international students.</li> <li>• Questions about whether the University has ever considered capping international tuition.</li> </ul> <p><a href="#">Link to Minutes</a></p>
<b>Tuition Townhall</b> <b>(January 8, 2025)</b>	<p>Organized jointly by the SU and the GSA, an open opportunity for students to hear about</p>	<p>What we heard:</p> <ul style="list-style-type: none"> <li>• Questions about how the University will mitigate negative impacts of tuition</li> </ul>



	the tuition proposal and ask questions.	<p>increases, including on recruitment efforts.</p> <ul style="list-style-type: none"> <li>• Question about whether the University will cap international tuition.</li> <li>• Question about the impact of rising costs of living and education on international students.</li> <li>• Question about how we ensure that high tuition does not deter top talent from attending the University.</li> <li>• Questions about financial aid available to international students, including about the availability of hybrid awards.</li> <li>• Questions about how the University can support students from low income countries, who contribute positively to the diversity of our institution.</li> <li>• Questions about our funding model and the University's budget.</li> <li>• Questions about how the University will increase funding for services to meet growing demand as enrolment grows.</li> </ul>
<b>TBAC Meeting 4 (January 14, 2025)</b>	Final proposal review (domestic - Fall 2025, international Fall 2026).	<p>What we heard:</p> <ul style="list-style-type: none"> <li>• Appreciation for the decision to freeze tuition for international thesis-based graduate students and questions about whether this freeze would be extended to domestic students.</li> <li>• Further discussion on proposals submitted by the SU and GSA.</li> </ul> <p><a href="#">Link to Minutes</a> (shared in draft)</p>
<b>CoSA (January 23, 2025)</b>	Final proposals for Fall 2025 (domestic) and Fall 2026 (international) shared for discussion	<p>What we heard:</p> <ul style="list-style-type: none"> <li>• Questions about student financial supports, including how many students access them, how information gets communicated to students.</li> <li>• Questions about how financial supports are documented for immigration purposes.</li> <li>• Questions about whether commitments not to turn students in need away from student financial supports can be entrenched in policy.</li> </ul>



AGENDA ITEM NO. 6.1.2

☒ Decision ☐ Discussion ☐ Information

**ITEM OBJECTIVE:** To obtain the Board of Governors' approval of the University of Alberta 2025-26 Consolidated Budget.

DATE	March 28, 2025
TO	Board of Governors
RESPONSIBLE PORTFOLIO	Vice-President (University Services, Operations and Finance) Provost and Vice-President (Academic)

**MOTION** That The Governors of The University of Alberta ("**the Board**"), on the recommendation of the Board Finance and Property Committee and the General Faculties Council Academic Planning Committee, approve the University of Alberta 2025-26 Consolidated Budget as disseminated to the Board.

Background

- University of Alberta's 2025-26 initial budget projections indicated that revenue growth will not keep pace with expenses.
- In fall 2024, the Board of Governors supported key budget drivers as well as a series of initiatives to reduce expenses while preserving the core mandates of teaching and research and/or generating additional own-source revenue.
- Notwithstanding inflation and anticipated increased salary costs, as expected, the university's allocations in the GoA Budget, released on February 27, 2025, are consistent with last year. The exception is new funding of \$100 million over three years for the university's top capital priority - the transformation of the Biological Sciences Building into a new Life Sciences Innovation and Future Technologies (LIFT) Centre.
- The GoA has granted the university permission to access up to 15% of available reserves (carry forwards) in 2025-26.

Analysis / Discussion

- As outlined in the Budget Report (Attachment 1), the university's 2025-26 consolidated budget is balanced with deficits still projected in 2026-27 (\$10.7 million) and 2027-28 (\$5.7 million).
- Significant factors that have eliminated the gap between revenue and expense in 2025-26 including:
  - Implementation of initiatives that the Board reviewed throughout the autumn of 2024 including a three percent reduction to all university-wide services in 2025-26 and the subsequent two



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**AGENDA ITEM NO. 6.1.2**

years (~9 percent overall). Reductions have been applied strategically (rather than across the board) to eliminate lower-value activities (\$13 million in 2025-26).

- Pragmatically adjusting the university's historically conservative approach in projecting non-endowed investment income in the budget (\$70 million in 2025-26 up from \$45 million in 2024-25).
- The university will continue to look at opportunities to address future year deficits.
- Because the GoA has provided approval to access a portion of the university's carry-forward funds, the budget will show a deficit in the amount of \$30.9 million, reflecting the portion of reserves to be spent on one-time initiatives next year. This will allow the institution to make strategic investments that will aid in transitioning to its fiscal reality.
- GoA advocacy efforts continue to support the university on its path to long term financial sustainability.

Risk Discussion / Mitigation of the Risk

The following risks are mitigated by approval of the university's consolidated budget:

- Financial sustainability: Failure to approve a consolidated budget that preserves the core missions of teaching and research will lead the university to making short-sighted decisions in the pursuit of acute financial imperatives.

Next Steps

- May 31, 2025: Budget submission to GoA

**SUPPORTING MATERIALS:**

1. University of Alberta Budget Report 2025-26 (15 pages)

# University of Alberta

## Budget Report 2025-26

March 2025



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# Introduction

Between 2019 and 2022, the Government of Alberta (GOA) reduced the University of Alberta's Operating and Program Support (OPS) grant by \$222 million, or over one-third. In response, the U of A embarked on the most ambitious restructuring ever undertaken by a major Canadian university with a view to reducing administrative expenses and focusing the maximum amount of resources on teaching and research. The OPS grant has remained frozen since 2022-23, with the exception of limited targeted investments to address acute GOA priorities. Because the university is not immune from inflationary pressures, the OPS grant being held flat is effectively a further reduction in 2025-26.

In fall 2024, the university initiated a series of discussions to explore new sources of revenue and spending reductions to bridge the gap between revenues and expenditures. These discussions have focused on ensuring the university is able to continue fulfilling its teaching and research mission and achieve its strategic objectives, particularly those outlined in the university's strategic plan, Shape.

Colleges, faculties, and university-wide services have worked together to find efficiencies, reduce expenses, and increase revenues. University wide services have been tasked with reducing expenses by 3 percent per year for each of the next three years. Colleges and faculties have also been challenged to balance their respective individual budgets within the next three years to assist the university in becoming fiscally sustainable.

While every effort has been made to avoid impacting the university's core mission of teaching and research in balancing the budget, difficult decisions have been made with respect to expense reduction and some strategic initiatives have been paused or slowed for the interim. Despite this, the university's 2025-26 budget ensures the institution is in the best possible fiscal position to achieve key priorities and successfully execute its mandate in education, research, and community engagement.

# Maintaining a Balanced Budget

The *Post-secondary Learning Act*, section 78(6), stipulates that “The board of a public post-secondary institution shall not submit a budget in which consolidated operating expense exceeds consolidated operating revenue unless the board has the written approval of the Minister to do so.”

In recent years, the GOA has strictly limited the university’s ability to access reserves from the institution’s accumulated operating surplus. In the last two years, however, special dispensation has been received to access a portion of these funds to address short-term operational imperatives. In 2025, the GOA has granted the university permission to access up to 15 percent of available reserves. This will allow the institution to make strategic investments that will aid in transitioning to its current fiscal reality.

## Consolidated Budget

In accordance with Public Sector Accounting Standards, the university, as a consolidated entity of the GOA, is required to prepare a consolidated budget. This involves providing a single statement that presents a comprehensive picture of the university’s financial performance. Once approved by the Board of Governors, this statement is submitted to the Ministry of Advanced Education, which consolidates the financial statements of all post-secondary institutions into the provincial government’s consolidated financial statements.

The university’s consolidated budget includes operating, ancillary, research, capital, and special purpose funds:

- **Operating** represents the general operations of the institution. The revenue sources are principally its operating grant and tuition paid by students and supports core teaching activities and the indirect costs of research. The university’s budget process focuses largely on the allocation of these funds.
- **Ancillary** relates to cost recovery operations where revenues are generated entirely through the sale of goods and services. Major operations include residence and hospitality services, parking services, and utilities. Ancillary operations represented within this fund are, in some instances, required to generate excess revenue to return to the university’s operating budget.
- **Research** includes the annual spending allocation for research-related endowments and other research funding used in the direct pursuit of research endeavours. These include provincial and federal grants and sponsored research grants. These are generally subject to restrictions and can only be used for the intended research purposes.



- **Capital** includes both restricted and unrestricted funding invested in capital and infrastructure renewal projects.
- **Special Purpose** includes non-research restricted grants and endowment investment income for scholarships and bursaries.

The university's 2025-26 consolidated budget, as well as projections for the following two years, are presented in Table 1. Table 2 presents the 2025-26 consolidated budget segregated into the five funds identified above.

In constructing the budget the university has, to the greatest degree possible, identified the revenue and expense elements it will incorporate. For fiscal year 2025-26, this includes budget drivers and budget proposals which were presented to and supported by the Board of Governors in December 2024.

Budget drivers are key revenue and expense items that are present in every year's consolidated budget. Significant budget drivers include the university's OPS grant, tuition, and salary and benefit costs. Since the university is engaged in collective bargaining with all of its unions, potential salary settlements have yet to be agreed. Placeholders reflecting the current bargaining directives set by the Government of Alberta have been used in the meantime.

To address some acute budget pressures in 2025-26, additional budget proposals were identified that have the potential to reduce expenses in a way that preserves the core mandates of teaching and research and/or generate additional own-source revenue. Proposals already in progress that will increase revenue in 2025-26 include growth in online delivery, such as course-based masters programs, increased revenue from the university's ancillary operations, and increased international tuition fees. Initiatives that will decrease expenses include targeted reductions for university-wide services, hiring controls, and continued rationalization of courses across all faculties.

The key budget drivers and budget proposals impacting the university's 2025-26 consolidated budget are reflected in the individual budget discussions below.





**Table 1: Consolidated Budget (2025-26, 2026-27, 2027-28)**

(\$000's)	2023-24	2024-25		2025-26	2026-27	2027-28
	Actual	Budget	Forecast	Budget	Projection	Projection
<b>Revenue</b>						
Government of Alberta grants	721,064	738,280	735,730	825,792	787,812	794,082
Federal and other government grants	231,195	242,597	241,724	252,790	255,015	259,740
Student tuition and fees	468,024	500,365	503,159	520,668	537,827	554,462
Sales of services and products	224,025	226,041	231,741	241,746	252,225	259,000
Donations and other grants	158,803	155,917	166,006	170,921	172,811	176,541
Investment income	158,142	128,870	168,358	160,935	163,365	166,075
Investment gain (loss) from government business enterprise	(623)	(934)	1,835	4,080	1,943	1,943
<b>Total revenue</b>	<b>1,960,630</b>	<b>1,991,136</b>	<b>2,048,553</b>	<b>2,176,932</b>	<b>2,170,998</b>	<b>2,211,843</b>
<b>Expense</b>						
Salaries	940,960	963,446	980,025	1,075,152	1,096,552	1,124,141
Employee benefits	187,385	193,513	192,505	202,187	228,527	231,418
Materials, supplies and services	338,740	372,773	349,328	364,100	327,475	327,370
Scholarships and bursaries	179,375	194,134	187,416	194,186	196,446	198,624
Maintenance and repairs	84,545	75,617	102,980	130,880	83,906	81,681
Utilities	59,454	67,017	60,149	66,835	69,826	71,821
Amortization of tangible capital assets	163,662	170,829	167,630	174,562	178,994	182,478
<b>Total expense</b>	<b>1,954,121</b>	<b>2,037,329</b>	<b>2,040,033</b>	<b>2,207,902</b>	<b>2,181,726</b>	<b>2,217,533</b>
<b>Annual operating surplus (deficit)</b>	<b>6,509</b>	<b>(46,193)</b>	<b>8,520</b>	<b>(30,970)</b>	<b>(10,728)</b>	<b>(5,690)</b>
Endowment contributions	21,792	15,000	22,000	22,440	22,889	23,347
Endowment capitalized investment income	6,148	-	59,900	-	-	-
<b>Annual surplus (deficit)</b>	<b>34,449</b>	<b>(31,193)</b>	<b>90,420</b>	<b>(8,530)</b>	<b>12,161</b>	<b>17,657</b>



**Table 2: 2025-26 Consolidated Budget by Fund**

(\$000's)	Operating	Ancillary Operations	Research	Capital	Special Purpose	Total
<b>Revenue</b>						
Government of Alberta grants	498,550	-	76,981	128,600	121,661	<b>825,792</b>
Federal and other government grants	26,078	100	208,172	18,440	-	<b>252,790</b>
Student tuition and fees	520,668	-	-	-	-	<b>520,668</b>
Sales of services and products	102,181	119,027	20,538	-	-	<b>241,746</b>
Donations and other grants	8,912	431	143,056	13,625	4,897	<b>170,921</b>
Investment income	70,000	15	60,687	1,920	28,313	<b>160,935</b>
Investment gain (loss) from government business enterprise	4,080	-	-	-	-	<b>4,080</b>
<b>Total revenue</b>	<b>1,230,469</b>	<b>119,573</b>	<b>509,434</b>	<b>162,585</b>	<b>154,871</b>	<b>2,176,932</b>
<b>Expense</b>						
Salaries	764,929	26,308	204,422	-	79,493	<b>1,075,152</b>
Employee benefits	141,630	6,323	35,549	-	18,685	<b>202,187</b>
Materials, supplies and services	139,700	27,498	166,663	2,897	27,342	<b>364,100</b>
Scholarships and bursaries	69,532	-	102,060	-	22,594	<b>194,186</b>
Maintenance and repairs	26,947	21,087	4,287	78,517	42	<b>130,880</b>
Utilities	61,111	5,722	-	-	2	<b>66,835</b>
Amortization of tangible capital assets	60,311	11,809	-	102,442	-	<b>174,562</b>
<b>Total expense</b>	<b>1,264,160</b>	<b>98,747</b>	<b>512,981</b>	<b>183,856</b>	<b>148,158</b>	<b>2,207,902</b>
<b>Annual operating surplus (deficit)</b>	<b>(33,691)</b>	<b>20,826</b>	<b>(3,547)</b>	<b>(21,271)</b>	<b>6,713</b>	<b>(30,970)</b>

Supplemental financial information, required by Public Sector Accounting Standards, including a consolidated budget with expenses by function and a budgeted Statement of Change in Net Financial Assets, is included in Appendix A. A budgeted Statement of Cash Flows is also included. All supplemental financial information is derived from the figures in the consolidated budget and will appear as comparatives in the institution's annual audited financial statements.



## Operating Budget

The university continues to evolve and enhance its approach to budgeting through a budget model that ensures maximum resources are directed to achieving strategic goals. Planning ahead and reducing vulnerabilities to year-over-year fluctuations, incentives to achieve targets, and rewards for faculty efficiencies, are components of this innovative model. The university has also implemented functional planning and fiscal accountability reporting for university-wide services. In this way, the institution works to ensure its operating budget reflects current economic realities, including inflationary pressures, while maintaining its focus on strategic objectives.

## Operating Revenues

### Government of Alberta Grants

In 2025-26, the university will receive \$436.6 million in base OPS grant funding from the GOA; an amount that has remained unchanged since 2022-23. The institution will also receive Targeted Enrolment Expansion grants of \$39.2 million in 2025-26. The university continues to work with the GOA to make these grants perpetual and explore further opportunities to obtain additional envelope funding to support enrolment growth.

### Federal and Other Government Grants

The 2025-26 fiscal year budget of \$26.1 million for federal and other grants is consistent with the amount forecasted in the 2024-25 budget. The largest component of this category relates to the federal Research Support Fund, which provides \$17.3 million to support research grants provided by the Tri-Council agencies including funding for maintaining labs and equipment, securing research from threats, and meeting regulatory and ethical standards.

### Student Tuition and Fees

Domestic student tuition rates for undergraduate, and graduate students in both thesis and course-based programs are budgeted to increase by 2.0 percent, or \$5 million, in the 2025-26 academic year, which is the cap on domestic tuition imposed by the GOA. If tuition increases were more closely aligned with the consumer price index (3.2 percent), tuition revenue would increase by an additional ~\$3.2 million.

Unlike previous years, the university is not proposing that this increase will include a 15 percent incremental offset to support student financial support. The domestic tuition offset was initiated for Fall 2020 as a component of the first of three years wherein domestic tuition was increased by 7 percent following five years of tuition freezes. At the time, the Provost signalled that the offset would be considered annually, and could be revisited if that landscape of significant tuition increases changed. The university has continued to propose that 15 percent



incremental offset annually since that time, but in light of the 2 percent tuition cap which creates a revenue gap for the university, growing this offset is no longer sustainable. The impact of this decision is that the university will maintain the domestic tuition offset funding for student financial support at its current level of ~\$8.5 million per year. No additional tuition revenue from the Fall 2025 sub-inflationary increase will be used for student financial support.

Pending direction from the GOA, domestic tuition rates are projected to increase by 2.0 percent in each of the next three years. Domestic enrolment demand remains very strong. Without funding to grow domestic enrolment, the university must continue to raise admission averages in high demand programs to manage demand and preserve program quality.

International students, including undergraduate and graduate students in both thesis and course-based programs, are assessed a guaranteed tuition rate for the length of their program at the time of admission (“cohort-based” tuition). This aligns with the *Post-secondary Learning Act’s* Tuition and Fees Regulation, which requires the university to provide international students with greater certainty regarding the cost of their education at the time of admission.

As approved in March 2024, international program-based tuition rates will increase by 5.0 percent in the 2025-26 academic year for all programs except those in the Faculty of Science, which will increase by 6.5 percent. In each of the next three years, the university will seek to weigh the revenue opportunity presented by international tuition with potential negative impacts of tuition increases on our enrolment goals. The university will propose a 10 percent increase to international tuition for new students in most programs in Fall 2026, with the notable exception of thesis-based graduate programs for which no increase will be proposed. Revenue from this 10 percent increase, should it be approved, will begin to be realized in the 2026-27 fiscal year.

The current financial support allocated for international students will increase to 8.55 percent of total international student tuition for 2025-26. This tuition offset model has been in place since the inception of international tuition differentials at the university. The caps on study permits put in place by the federal government in 2023 and that were increased in 2024 continue to have a negative impact on international recruitment and the competitiveness of Canadian institutions internationally; however, the University of Alberta is well placed to weather the impacts of these caps beyond their current term through the strength of international partnerships and relationships.

Increases to mandatory non-instructional fees are determined in accordance with the terms of reference for the Joint Student/University Oversight Committee on Mandatory Non-Instructional Fees. These fees, which support initiatives such as student health and wellness, student academic support, and athletics and recreation, will increase by 3.04 percent, or \$1.2 million, in fiscal year 2025-26 as per the board-approved Academic Price Index calculation.

## Investment Income

The university has historically taken a conservative approach to budgeting for investment income which, when higher-than-budgeted returns have emerged, has generated a consolidated surplus. While remaining cautious, acknowledging recent history of the markets and earnings, the operating investment income budgeted for fiscal 2025-26 has been set at \$70 million, up from \$45 million last year, and is held constant for the 2026-27 and 2027-28 projection years.

## Other Sources of Revenues

The largest component of this category relates to sales of services and products, which is budgeted to generate \$102.1 million in 2025-26 fiscal year.

## Operating Expenditures

The cumulative impact of all identified fiscal sustainability measures still does not generate the savings or additional revenue needed to address the university's short- and medium-term financial imbalance. As a result, all university-wide services (UWS) were given reduction targets equal to 3 percent of the core operating budget for 2025-26, and equivalent reductions of an additional 3 percent for the following two years (~9 percent overall). The focus of these targeted reductions is on administrative functions that can be scaled back, delayed, or eliminated, whether they are delivered through UWS or from within academic units.

Salaries expense reflects current and planned hiring controls, average merit increases for all eligible staff, and across-the-board increases reflecting the GoA mandate for the current rounds of collective bargaining. Benefits costs are expected to increase by 4.4 percent, or \$7.4 million, driven by increased pension contributions and employer-paid statutory plans.

As a research-intensive university based in a northern climate with some aged building infrastructure, utility costs continue to be an ongoing and significant expense for the institution. They are expected to increase by 8.4 percent, or \$4.7 million, in 2025-26, driven by increases in forecasted natural gas prices.

## Ancillary Budget

Ancillary operations include a district energy system, a 5,200-bed student residence system, parking capacity for 9,500 vehicles, and an array of businesses across our campuses including food and retail outlets. Of note, the price of on-campus monthly parking permits will increase by 20 percent on April 1, 2025, or \$22 to \$40 per month (depending on location), while hourly and daily parking rates will increase by slightly more than the 2 percent Consumer Price Index due to retroactive increases not previously implemented. Rates for cost-recovery services such as residences and meal plans will increase by 4 percent and 3 percent respectively to offset the



increased costs of delivering services. For a shared dormitory style room this will be \$38 per month and \$176 for an eight month meal plan.

Overall, in 2025-26, ancillary operations revenues are expected to grow by 8 percent, or \$9 million, reflecting higher rates and estimated activity levels.

## Research Budget

The university's research revenues come from five major sources: federal government grants, including those provided by the Tri-Council Agencies, GOA grants, fee-for-service funding from outside entities, donations and non-governmental grants, and research-related endowment spending allocations. In 2025-26, research revenues are expected to increase by 2.1 percent, or \$11.2 million. The majority of research expenses are offset by restricted revenue, however operating funds are occasionally used to support research outcomes which can result in a budgeted deficit although this has a nil impact on the consolidated surplus (deficit).

## Capital Budget

The capital budget is developed with an understanding that what is anticipated may unfold differently throughout the year due to the unpredictable nature with which capital construction and maintenance activities occur.

The majority of capital budget revenue is from GOA grants, a key element of which is an annual Capital Maintenance and Renewal (CMR) grant. These funds are the primary means for the university to address its significant deferred maintenance liability, which is currently estimated at \$380 million, with a five-year projection of nearly \$1.18 billion. The CMR grant in 2025-26 matches the historical amount of \$34.9 million. Additionally, the GOA is providing incremental CMR funding of \$27 million over three years to replace the building envelope of the Universiade Pavilion (Butterdome), of which \$10 million is included in 2025-26.

In Budget 2025, the GOA announced an investment of \$100 million over three years for the university's top capital priority - the transformation of the Biological Sciences Building into a new Life Sciences Innovation and Future Technologies Centre - with \$30 million allocated in 2025-26. Additionally, the university will receive \$4 million in federal funding that flows through the GOA for oncoming renovations at Campus Saint-Jean \$2 million in 2025-26.

A number of other notable projects will be completed and opened for the campus community in 2025-26, including University Commons, the Tory/Business Atrium, and a multi-floor renovation of the Biological Sciences Zoology Wing. Work will also continue on the First Peoples' House.



## Special Purpose Budget

This funding relates primarily to the Academic Medicine and Health Services Program (AMHSP) and the annual spending allocation for undergraduate student awards and non-research-related endowment funds held by the university. The AMHSP encompasses various specializations including medicine, pediatrics, family medicine, and psychiatry. In 2025-26, GOA grants include \$74.1 million for the AMHSP, \$24.8 million for Physician Education Development Programs, and \$10.4 million for the Rural Medical Education Program.

Forward-looking analysis indicates that the university projects growth in its endowment accounts. The university will continue to focus on utilizing all of its endowment earnings available.



## Concluding Comments

In recent years, the university has taken dramatic steps to reduce its expenses, particularly those expended on administrative functions. As a result of the diligence, hard work, and initiative of the entire university community, difficult decisions have been made and the impacts of these are being felt by everyone. Although the university continues to deliver excellence in teaching and research and to achieve its growth targets, students, faculty, and staff will need to continue adjusting to a new fiscal reality, including reduced service levels.

The important conversations that began with the development of the 2025-26 budget must continue; there is much more work that needs to be done. Working together on long-term, financially sustainable solutions and building resiliency will help prepare the university to respond to new and evolving challenges. This is fundamental to achieving the transformational change necessary to thrive over the next decade and beyond.





# Appendix A: Supplemental Financial Information

**Table 3: Budgeted Consolidated Statement of Operations with Expenses by Function**

(\$000's)	2023-24	2024-25		2025-26	2026-27	2027-28
	Actual	Budget	Forecast	Budget	Projection	Projection
<b>Revenue</b>						
Government of Alberta grants	721,064	738,280	735,730	825,792	787,812	794,082
Federal and other government grants	231,195	242,597	241,724	252,790	255,015	259,740
Student tuition and fees	468,024	500,365	503,159	520,668	537,827	554,462
Sales of services and products	224,025	226,041	231,741	241,746	252,225	259,000
Donations and other grants	158,803	155,917	166,006	170,921	172,811	176,541
Investment income	158,142	128,870	168,358	160,935	163,365	166,075
Investment gain (loss) from government business enterprise	(623)	(934)	1,835	4,080	1,943	1,943
<b>Total revenue</b>	<b>1,960,630</b>	<b>1,991,136</b>	<b>2,048,553</b>	<b>2,176,932</b>	<b>2,170,998</b>	<b>2,211,843</b>
<b>Expense by function</b>						
Academic costs and institutional support	1,060,259	1,111,361	1,118,907	1,185,729	1,185,086	1,200,160
Research	540,297	566,267	557,230	585,492	593,931	608,843
Facility operations and maintenance	153,969	139,605	153,505	188,942	148,259	148,162
Special purpose	105,369	118,247	111,741	148,992	153,731	158,094
Ancillary services	94,227	101,849	98,650	98,747	100,719	102,274
<b>Total expense</b>	<b>1,954,121</b>	<b>2,037,329</b>	<b>2,040,033</b>	<b>2,207,902</b>	<b>2,181,726</b>	<b>2,217,533</b>
<b>Annual operating surplus (deficit)</b>	<b>6,509</b>	<b>(46,193)</b>	<b>8,520</b>	<b>(30,970)</b>	<b>(10,728)</b>	<b>(5,690)</b>
Endowment contributions	21,792	15,000	22,000	22,440	22,889	23,347
Endowment capitalized investment income	6,148	-	59,900	-	-	-
<b>Annual surplus (deficit)</b>	<b>34,449</b>	<b>(31,193)</b>	<b>90,420</b>	<b>(8,530)</b>	<b>12,161</b>	<b>17,657</b>



**Table 4: Budgeted Consolidated Statement of Cash Flows**

(\$000's)	2023-24	2024-25		2025-26
	Actual	Budget	Forecast	Budget
<b>Operating Transactions</b>				
Annual surplus (deficit)	34,449	(31,193)	90,420	(8,530)
Add (deduct) non-cash items:				
Amortization of tangible capital assets	163,662	170,829	167,630	174,562
Expended capital recognized as revenue	(90,637)	(96,634)	(93,358)	(102,442)
Investment (gain) loss from government business enterprise	623	934	(1,835)	(4,080)
(Gain) loss on sale of portfolio investments	(98,517)	(126,470)	(167,615)	(159,015)
(Gain) loss on disposal of tangible capital assets	297	-	-	-
Increase (decrease) in employee future benefit liabilities	(15,997)	(22,222)	(27,430)	(29,815)
Increase (decrease) in asset retirement obligations	(870)	11	22	22
Change in non-cash items	(41,439)	(73,552)	(122,586)	(120,768)
(Increase) decrease in accounts receivable	14,686	(3,858)	(3,802)	(3,885)
(Increase) decrease in inventories held for sale	88	(40)	(41)	(42)
Increase (decrease) in accounts payable and accrued liabilities	29,224	3,532	4,438	4,536
Increase (decrease) in deferred revenue	(39,282)	(29,736)	14,552	(57,801)
(Increase) decrease in prepaid expenses	(3,456)	(238)	(332)	(339)
Asset retirement obligations abatement	(268)	-	-	-
<b>Cash provided by (applied to) operating transactions</b>	<b>(5,998)</b>	<b>(135,085)</b>	<b>(17,351)</b>	<b>(186,829)</b>
<b>Capital Transactions</b>				
Acquisition of tangible capital assets	(186,091)	(182,652)	(156,867)	(215,970)
<b>Cash applied to capital transactions</b>	<b>(186,091)</b>	<b>(182,652)</b>	<b>(156,867)</b>	<b>(215,970)</b>
<b>Investing Transactions</b>				
(Purchases) of portfolio investments, net of sales	95,451	189,200	102,606	306,895
<b>Cash provided by (applied to) investing transactions</b>	<b>95,451</b>	<b>189,200</b>	<b>102,606</b>	<b>306,895</b>
<b>Financing Transactions</b>				
Debt - new financing, net of (debt repayment)	(9,180)	(17,831)	(16,120)	(18,955)
Increase in spent deferred capital contributions	128,363	105,983	85,771	117,330
<b>Cash provided by financing transactions</b>	<b>119,183</b>	<b>88,152</b>	<b>69,651</b>	<b>98,375</b>
<b>Increase (decrease) in cash and cash equivalents</b>	<b>22,545</b>	<b>(40,385)</b>	<b>(1,961)</b>	<b>2,471</b>
<b>Cash and cash equivalents, beginning of year</b>	<b>17,582</b>	<b>41,432</b>	<b>40,127</b>	<b>38,166</b>
<b>Cash and cash equivalents, end of year</b>	<b>40,127</b>	<b>1,047</b>	<b>38,166</b>	<b>40,637</b>



**Table 5: Budgeted Consolidated Statement of Change in Net Financial Assets**

(\$000's)	2023-24	2024-25		2025-26
	Actual	Budget	Forecast	Budget
Annual surplus (deficit)	34,449	(31,193)	90,420	(8,530)
Acquisition of tangible capital assets	(200,518)	(182,652)	(156,867)	(215,970)
Proceeds on disposal of tangible capital assets	1,077	-	-	-
Amortization of tangible capital assets	163,662	170,829	167,630	174,562
(Gain) loss on disposal of tangible capital assets	297	-	-	-
Change in prepaid expenses	(3,456)	(238)	(332)	(339)
Change in spent deferred capital contributions	43,649	9,349	(7,587)	14,888
Change in accumulated remeasurement gains	95,057	76,020	69,627	48,975
<b>Increase (decrease) in net financial assets</b>	<b>134,217</b>	<b>42,115</b>	<b>162,891</b>	<b>13,586</b>
<b>Net financial assets, beginning of year</b>	<b>1,646,496</b>	<b>1,679,184</b>	<b>1,780,713</b>	<b>1,943,604</b>
<b>Net financial assets, end of year</b>	<b>1,780,713</b>	<b>1,721,299</b>	<b>1,943,604</b>	<b>1,957,190</b>



**AGENDA ITEM NO. 7.1**

☒ **Decision**      ☐ **Discussion**      ☐ **Information**

**ITEM OBJECTIVE:** To obtain The Governors of The University of Alberta approval of Built for Purpose: The University's Strategic Campus Plan.

<b>DATE</b>	March 28, 2025
<b>TO</b>	Board of Governors
<b>RESPONSIBLE PORTFOLIO</b>	Provost and Vice-President (Academic) Vice-President (University Services, Operations and Finance)

**MOTION:** THAT The Governors of The University of Alberta ("the Board"), on the recommendation of the Board Finance and Property Committee, the Board Learning, Research and Student Experience Committee, and General Faculties Council, approve *Built for Purpose: The University's Strategic Campus Plan*, in the form disseminated to the Board.

**EXECUTIVE SUMMARY:**

- *Built for Purpose: The University's Strategic Campus Plan* (Attachment 1) aims to draw a clear connection between the university's strategic objectives and growth targets by articulating a vision for what the university's campuses will look like in 20 years.
- Key changes to the draft plan (Attachment 1) since it was last shared with the Board Finance and Property Committee in November 2024 include:
  - An expanded narrative on Indigenous connection and history of campus lands (section 2.1).
  - Updates to all reported current space data (section 2.2 and Appendix I).
  - Revisions to trends, opportunities, and considerations in response to consultation feedback throughout Chapter 3.
  - Acknowledgement of the importance of research stations to the university's research mission and a high-level overview of research station facilities (section 3.1).
  - Revisions to campus infrastructure intentions narrative and inclusion of 10-year campus infrastructure intentions figures (Chapter 4 and Figure 22).
  - Revisions to select Key Performance Indicators (KPIs) and benchmarks, as well as current numbers relative to these benchmarks (Appendix I).
- Many of the changes respond to feedback heard during consultations which occurred through 2024. Feedback is summarized in a What We Heard Report (Attachment 2).



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**AGENDA ITEM NO. 7.1**

- The intention is to report against benchmarks annually to the Board of Governors, with an update to benchmarks with comparable institutions every three years.

*Note: Following discussions at the Board Finance and Property Committee and the Board Learning, Research and Student Experience Committee, the benchmarks with comparable institutions will be updated every three years instead of every five years.*

Analysis / Discussion

- With university and student growth in mind, KPIs have been normalized against student FLE (full-load equivalent) as a key measure, which aligns with comparable institutions as a measure of space across various categories.
- Based on these KPIs, if there is significant enrolment growth over the next 10 years, it is reasonable to expect that:
  - Much of the enrolment growth can be accommodated by first investing in our current footprint;
  - Additional space may be needed for classrooms and instructional labs;
  - Additional space will be needed to increase student informal study spaces, student community spaces, and library spaces;
  - Investment in high-service labs should consider high-quality spaces in a consolidated footprint;
  - There is room to accommodate the increased demand for academic offices, residences, and sport and recreational spaces due to enrolment growth within the existing footprint.
- While these are reasonable assumptions based on our current state relative to benchmarks with other comparable post-secondary institutions, any review of space allocations or renovations would fall to the appropriate university processes and policies.

Risk Discussion / Mitigation of the Risk

Supporting the university's strategic objectives and growth targets outlined in Shape, *Built for Purpose: The University's Strategic Campus Plan* mitigates the risk of the university being unable to fulfill its objectives and growth targets by ensuring campus infrastructure supports academic life, research, teaching and students, wellness, recreation, athletics, housing, retail, movement and accessibility, and all other aspects of campus life, culture, and vibrancy.

**SUPPORTING MATERIALS:** *(Item 1 shared as a PDF, the remainder are shared as links)*

1. Built for Purpose: The University's Strategic Campus Plan - Final Draft as at January 17, 2025, (89 pages) *For approval*
2. Built for Purpose: What We Heard Report, January 10, 2025 (63 pages) - [link](#)
3. *For reference:* Built for Purpose: University Strategic Campus Plan [slidedeck] (7 pages) as circulated in 2024. - [link](#)

# **Built for Purpose: The University's Strategic Campus Plan**

*Final Draft*

*January 17, 2025*

## **Notes:**

- All reported space data is as of September 2024 and is subject to change.
- All figures are draft. All figures have a hyperlink associated with them that provides access to a high-resolution jpg for review. Figures are also accessible in [this folder](#).

## **Territorial Acknowledgement**

The University of Alberta, its buildings, laboratories and research stations are primarily located on the territory of the Néhiyaw (Cree), Niitsitapi (Blackfoot), Métis, Nakoda (Stoney), Dene, Haudenosaunee (Iroquois) and Anishinaabe (Ojibway/Saulteaux), lands that are now known as part of Treaties 6, 7 and 8 and homeland of the Métis. The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems and cultures of all First Nations, Métis and Inuit nations.

To acknowledge the territory is to recognize the longer history of these lands. The acknowledgement signifies the University of Alberta's commitment to working in Good Relations with First Nations, Métis and Inuit peoples as we engage in our institutional work, uplifting the whole people, for the university for tomorrow.

## **Joint Message from the Provost and Vice-President (Academic) and the Vice-President (University Services, Operations and Finance)**

We are excited to introduce *Built for Purpose: The University's Strategic Campus Plan*—a plan that paints a picture of what our campuses could look like in 20 years as we aim to optimize our campus infrastructure and overall space footprint while accommodating expanded student enrolment.

It is imperative that our physical spaces reflect, support and enhance our mission of Leading With Purpose. *Built for Purpose* represents our commitment to reimagining our campuses—North, South, Campus Saint-Jean, Enterprise Square, and Augustana—as dynamic environments that inspire learning, foster creativity, and support our growing community.

This plan outlines our long-term priorities for infrastructure utilization, space optimization, and investment prioritization over the next 20 years. It is a roadmap for ensuring that our built environment evolves in tandem with our strategic objectives and growth targets. By outlining priorities for optimizing space and intentions for managing the life-cycle of our campus infrastructure, *Built for Purpose* will enable us to create spaces that not only meet the needs of today but are also flexible and adaptable for the future.

*Built for Purpose* recognizes that our campuses are more than just buildings and the spaces within and between them; they are vibrant ecosystems where learning, discovery, innovation, and community thrive. As you read this plan, we encourage you to imagine how we can use our spaces and infrastructure differently to unlock new opportunities for learning, research and community engagement, while ensuring their resilience for generations to come.

**Verna Yiu**

Provost and Vice-President  
Academic

**Todd Gilchrist**

Vice-President University Services,  
Operations and Finance



## Executive Summary

The University of Alberta's strategic plan, *Shape*, outlines a bold vision for the university's future, including an ambitious target to grow to 60,000 students by 2033. *Built for Purpose: The University's Strategic Campus Plan* starts the conversation on how we can accommodate that growth within our existing campus footprints. It is a key tool to fulfill our responsibility to plan and manage the institution's land, property, facilities, and spaces in a comprehensive and strategic manner in alignment with our mission and for the educational and cultural advancement of the people of Alberta.

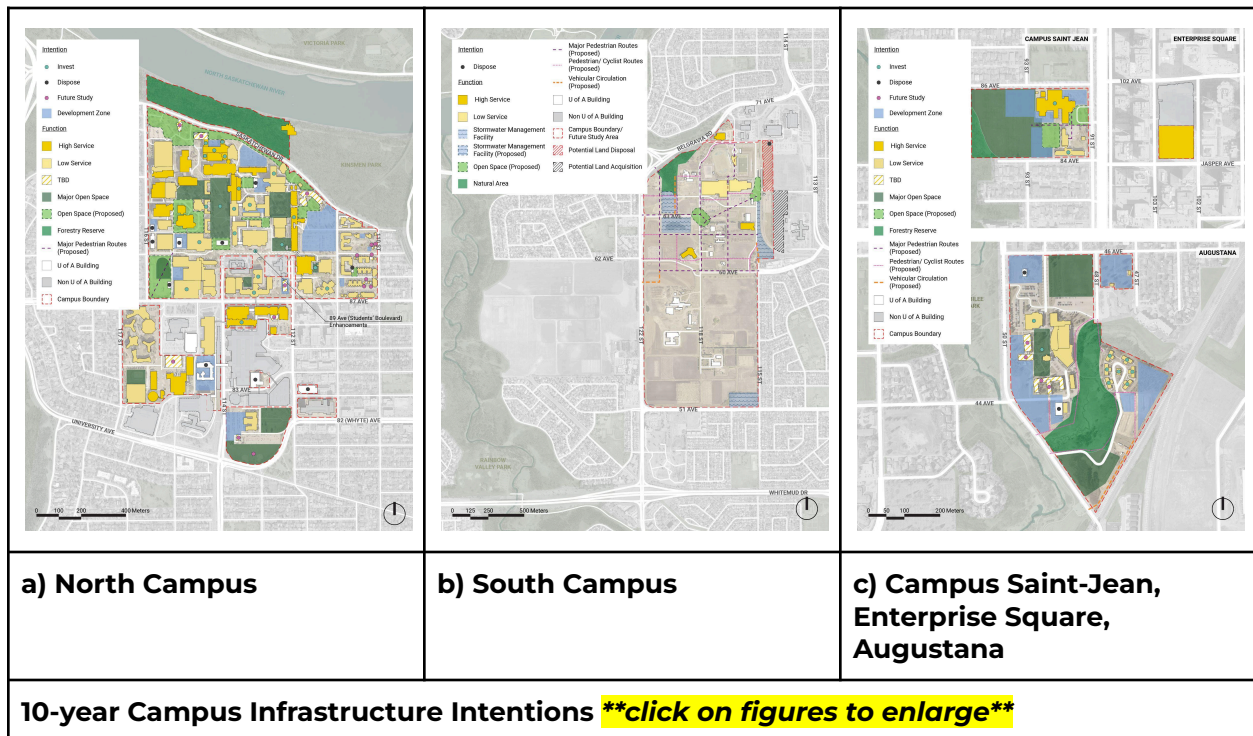
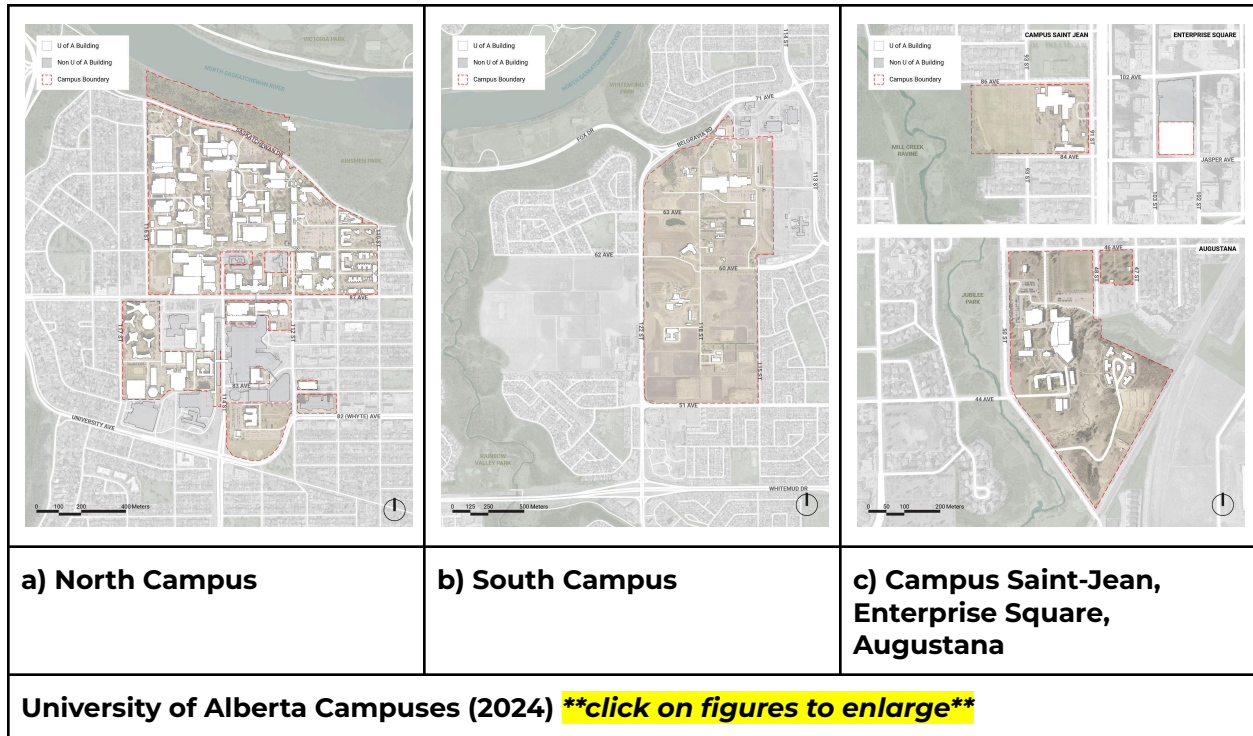
*Built for Purpose* is primarily focused on the university's five campuses—North, South, Campus Saint-Jean, Enterprise Square, and Augustana—envisioning them as vibrant, sustainable, accessible, and collaborative spaces that give our students rich, memorable and meaningful experiences, ensure our researchers benefit from quality research spaces and supports, and allow our campus communities to thrive by delivering transformational opportunities to learn, innovate, create, collaborate, and support well-being. It is a flexible plan, allowing the university to respond to changing priorities and opportunities. The two core elements of the plan are:

- A set of **priorities through 2045** intended to enable growth while holding or reducing our operating costs by strategically optimizing campus spaces and infrastructure
- **Campus infrastructure intentions** that bring current planning direction together in one place to signal what infrastructure we intend to retain, invest in, and dispose of within the next decade as part of our strategic approach to life-cycle management

In addition, the plan also addresses:

- Our campus context—how they came to be, what they look like today, and what trends may impact their future
- The space types and infrastructure that make up our campuses, as well as local and post-secondary sector trends that are impacting them, and opportunities and considerations for optimizing them in the future

In short, *Built for Purpose* paints a picture of what our campuses could look like in 20 years.



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## 1.0 Introduction

*Built for Purpose: The University's Strategic Campus Plan* sets the vision and outlines key opportunities to fulfill the University of Alberta's responsibility, as articulated through the *Post-secondary Learning Act*, to plan and manage the institution's land, property, facilities, and spaces in a comprehensive and strategic manner in accordance with the university's mission and for the educational and cultural advancement of the people of Alberta. The specific authority for space management at the university is articulated by the Space Management Policy, under which the Vice-President (University Services, Operations and Finance) has authority delegated by the Board of Governors for administration of University space as it relates to:

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

The One University model creates the opportunity for greater consistency and improved financial and environmental sustainability in how we allocate and use infrastructure resources across the institution. The addition of the college structure provides an opportunity for a new space paradigm, focused on institutional stewardship, interdisciplinarity, and shared space use. Improving overall use, maintenance, operations, and care of our buildings, land, infrastructure, and the physical environment will better enable progress on the core mission of the university. With the established college model, the college deans and vice-provosts, stand-alone faculty deans, vice-presidents, and deputy provosts have delegated authority for effective space use.

As the University of Alberta continues to focus on its mission of Leading with Purpose, we are making concerted efforts to ensure infrastructure and spaces best serve the needs of the growing university community, today and tomorrow. To this end, *Built for Purpose* draws a clear connection between the university's broad-based strategic objectives and growth targets by

outlining the university's long-term priorities for infrastructure utilization, space optimization, and investment prioritization. In other words, the plan outlines a vision, sets priorities, and illustrates intentions for how the land, buildings, and infrastructure that make up the university's campuses,<sup>1</sup> as well as associated learning, research, and support spaces, will respond to a growing campus population over the next 20 years.

*Built for Purpose* envisions the university's campuses as vibrant, sustainable, accessible, and collaborative spaces that give our students rich, memorable and meaningful experiences, ensure our researchers benefit from quality research spaces and supports, and allow our campus communities to thrive by delivering transformational opportunities to learn, live, create, and play.

## **1.1 Purpose**

The plan identifies priorities and intentions for campus spaces and infrastructure that will help bring the university's vision to life, as articulated in *Shape: The University of Alberta Strategic Plan* and the refreshed *Integrated Asset Management Strategy (IAMS)*. Campus infrastructure<sup>2</sup> supports teaching and learning, research, wellness, recreation, athletics, housing, retail, movement and accessibility, and all other aspects of campus life, culture, and vibrancy. An overarching objective of the plan is to establish a frame of reference for space optimization that can be generally applied at the campus-wide level, ensuring the highest and best use of university land and buildings to meet the university's core mission: education, research, and engagement. The priorities outlined in *Built for Purpose* will also ensure the optimum use of available funding so the university's physical infrastructure can support current and future program needs.

### **1.1.1 What does Built for Purpose do?**

*Built for Purpose* enables evidence-based decision-making to optimize the university's infrastructure portfolio. By consistently assessing where infrastructure investments return the greatest long-term value to the

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<sup>1</sup> The five campuses addressed in this plan are North Campus, South Campus, Campus Saint-Jean, Enterprise Square, and Augustana Campus.

<sup>2</sup> The terms "infrastructure," "assets," and "infrastructure asset" are used interchangeably in this document and broadly refer to the buildings, facilities, utilities and transportation infrastructure, and open spaces that are owned or leased by the university on all five campuses.

university's mission, we will be better able to effectively engage and communicate decisions in a transparent and proactive manner; lower building life-cycle costs; improve financial and environmental sustainability; and manage risk and compliance. *Built for Purpose* provides overarching information about trends, opportunities, and considerations that will impact infrastructure utilization, space optimization, and investment prioritization by:

- Presenting a long-term view of our campus infrastructure and priorities
- Providing the institution, students, faculty, researchers, staff, and the broader community with enhanced awareness of the university's infrastructure trajectory and priorities
- Supporting prudent infrastructure stewardship
- Documenting and preserving the rationale for scenario planning, sensitivity analysis and decision-making
- Making explicit what university administration is already doing implicitly in regards to infrastructure planning and space optimization
- Providing visibility and transparency by enabling regular progress reporting

### **1.1.2 What does *Built for Purpose* not do?**

The plan identifies the university's key priorities with respect to campus infrastructure utilization, space optimization, and investment in the physical campus, but remains flexible as to how those priorities are achieved.

Implementation strategies may shift as university and government budgets are set and new funding sources emerge.

In addition, this plan does not address:

- Detailed information about research stations and lands not located within the five campuses as the circumstances of this infrastructure and property is unique, highly specialized and tied to specific programs beyond the scope of this plan
- Lands, through sale or long-term lease, that have been transferred to the University of Alberta Properties Trust in accordance with the university's land review protocol for the purposes of generating long-term revenue for the institution as these lands now follow municipal statutory plans, zoning and approval processes
- Non-university buildings located on or adjacent to university land, such as St. Joseph's College, St. Stephen's College, Kaye Edmonton Clinic, and

University of Alberta Hospital, as they are outside of university control or subject to specific collaborative agreements

### **1.1.3 Why is Built for Purpose needed?**

The university manages over 1.5 million square metres of space in almost 200 buildings across its five campuses. Over 60 percent of these buildings are over 40 years old. At the same time, the university faces a challenge of growing costs for managing infrastructure, while balancing ongoing and changing space needs, changing expectations of users, and increased innovation in building design and delivery. Given the quantity of land and facilities owned and managed by the university, as well as the complexity and challenges of managing and operating the largest post-secondary institution in Alberta, *Built for Purpose* is a foundational planning tool that helps the university fulfill its obligations and accountabilities to the Government of Alberta and Albertans to strategically and effectively plan to address the current and future needs of the university community.

#### *1.1.3.1 Risk Management*

*Built for Purpose* helps the university mitigate a number of challenges and risks associated with our large, aging campus inventory, budget limitations, and planned growth by:

- Articulating a set of priorities that will allow the university to accommodate growth targeted by *Shape*
- Identifying key performance indicators (KPI) and benchmark indicators that will lead to optimized space and associated operating expenses to more effectively allocate resources
- Identifying long-term intentions related to facility retention, investment, and disposal based on university needs, condition, and operating costs
- Remaining flexible with respect to implementation approach (e.g. timing, funding sources), enabling responsiveness to various or changing funding scenarios and university and government priorities

In addition, this plan begins to address impacts related to changing demographics, changing pedagogies and learning and research landscapes, and impacts associated with increased climate events by identifying:

- Access to, and accessibility of, high quality campus environments that foster positive experiences for students, faculty, and staff alike

- Trends that are changing user needs and expectations with respect to campus space
- Opportunities and considerations that aim to make campus spaces more responsive to changing campus and community needs and expectations, more sustainable, more adaptable as technology changes and more resilient to extreme climate events

**Risk Profile: Funding**

The university's infrastructure funding is limited and unpredictable. Most projects, such as major renovations, rely on a number of funding sources such as government grants, donor funding, and institutional funding in order to proceed. The university endeavours to balance academic priorities, facility condition, and space planning objectives in identifying potential funding partnerships that will support the university mission. For these reasons, *Built for Purpose* is intentionally flexible with respect to the overall ranking, timing, and funding of implementation priorities to remain responsive to our funding context and realities.

**Risk Profile: Deferred Maintenance**

Deferred maintenance refers to maintenance activities that are required but have been deferred to future budget years. Accrual of deferred maintenance increases the risk and liability to the institution as the risk of infrastructure failure increases. By identifying our long-term priorities for facility retention, investment, and disposal, *Built for Purpose* helps us transparently articulate a path forward to reduce our deferred maintenance backlog.

### **1.1.4 Addressing today's challenges and meeting tomorrow's needs**

To address the university's infrastructure challenges, *Built for Purpose* addresses two campus planning imperatives—space optimization and life-cycle management—that will enable the university to continue to grow within its existing footprint.

#### **1.1.4.1 Space Optimization**

*Built for Purpose* enables space optimization by articulating priorities for facility and infrastructure categories across our five campuses (see Chapter 3). The university is embarking on an ambitious journey to optimize the university's space footprint, focusing on the university's mission, student experience, and accessibility. Space optimization refers to strategic use of space that allows growth while holding or reducing our operating costs, such



as through use of shared spaces where it makes sense to do so, and renovating outdated spaces to meet today's needs and allow future flexibility.

The university has more net assignable space per Full Load Equivalent (FLE)<sup>3</sup> in key categories compared to the U15 peer average.<sup>4</sup> While space optimization is a key driver of *Built for Purpose*, it should not be interpreted as solely focused on space reductions. Rather, in the context of accommodating enrolment growth, reducing operating costs, and maintaining our attractiveness and competitiveness on the national and world stage, space optimization is an exercise that considers how best to leverage today's campus spaces in order to meet future needs by weighing multiple factors:

- Supply: The physical amount of space and typically, the easiest factor to measure while also relating to other metrics such as density (e.g. m<sup>2</sup>/person) and operating cost (e.g. \$/m<sup>2</sup>).
- Functionality: The suitability of a space to effectively support its intended purpose or purposes, including consideration for infrastructure servicing (eg. power and ventilation) and design layout.
- Diversity: The range of different space types required to meet the needs of the campus community.
- Flexibility: The ability of one space to accommodate multiple functions resulting in higher utilization over the course of a day, term or year.
- Quality: The capacity or degree to which a space can perform its functions, considering the condition of its infrastructure. Enhancements to the quality of spaces so they can better serve their intended purpose can sometimes be a trade-off to lower supply.
- Distribution: The arrangement of spaces and functions across a campus. This is a measure for accessibility of large campuses and their ability to serve the needs of a campus population. Distribution can be measured by calculating the distance between spaces and/or applying buffers to determine gaps in targeted service areas for key space types such as student spaces.
- Adjacency: The proximity of functions to other functions within a small area. Adjacency enables students, faculty, researchers, staff, and visitors

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<sup>3</sup> A FLE is a unit measure of enrolment in which one FLE represents one student taking a full course load in a standard year of study. This measure allows for comparable calculations across institutions and programs.

<sup>4</sup> The U15 is an association of fifteen leading research universities across Canada, including the University of Alberta.

to meet most of their needs within a local area. Generally, spaces are considered “adjacent” if they are within a 5-10 minute walk<sup>5</sup> of each other (approximately 400-800m at an average travel speed of 5 km/h).

- Efficiency: How effectively a space is arranged to accommodate the intended functions. One way this can be measured is through a density metric such as area per person. However, it should be noted that maximizing density is only desirable insofar as it is able to maintain an appropriate level of functionality and consideration for accommodating future growth without significant renovation or relocation of users.

#### 1.1.4.2 Life-cycle Management

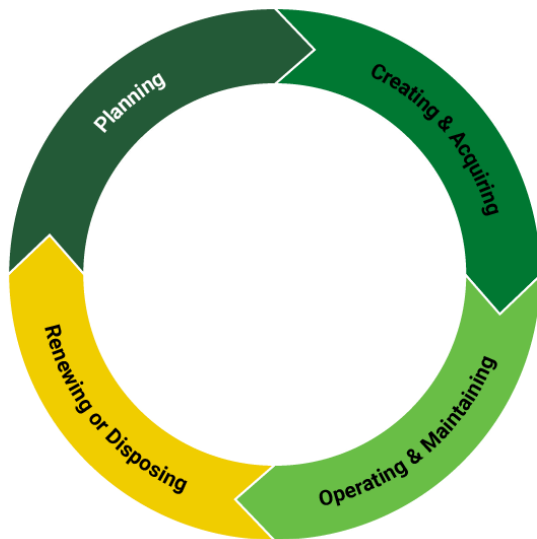
*Built for Purpose* approaches life-cycle management by identifying campus buildings, spaces, and other infrastructure that the university plans to retain, invest in, and dispose of (see Chapter 4). Life-cycle management commences with the identification and analysis of the university’s needs and our community’s expectations of service and comparing these against the infrastructure and options available to meet them. For example, facility condition assessments are regularly completed to assess building condition, prioritize maintenance requirements, analyze and track deferred maintenance, and estimate costs to correct deficiencies. The university regularly tracks and updates work completed in order to report a Facility Condition Index (FCI) for its buildings.<sup>6</sup>

The university’s approach to life-cycle management is a crucial component to our approach to strategic campus planning and priority setting. In accordance with the *IAMS* principles, the university’s infrastructure assets are managed in four life-cycle stages which are highly interdependent: planning; creating and acquiring; operating and maintaining; and renewing or disposing.

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<sup>5</sup> “Walking” in this context is intended to refer to people engaging in low-speed forms of human locomotion including but not limited to people walking, using manual / motorized wheelchairs or scooters, using canes or walkers, and pushing strollers, carts or bicycles.

<sup>6</sup> FCI is the ratio of the cost to correct building condition deficiencies relative to current facility replacement value. In short, the lower the FCI, the better the condition of the building or portfolio. Alberta Infrastructure completes Facility Condition Assessments for all government supported buildings and information is shared with the University of Alberta to inform decisions on maintenance prioritization. Maintenance work completed by the university to address deferred maintenance is then updated in the Alberta Infrastructure system to update the FCI.



**Figure 1: Infrastructure Asset Management Life-cycle** **\*\*click on figure to enlarge\*\***

*Planning:* Infrastructure asset management commences with the identification and analysis of needs in alignment with the University's mission. In response to this analysis, potential options are evaluated and may be influenced by a number of factors including government policy, strategic plans, growth projections, funding, and full life-cycle cost analysis.

*Creating and Acquiring:* Once a preferred option is determined, recommendations are made and approvals are sought from the appropriate governing authority, funding sources confirmed and secured, and construction or acquisition of infrastructure proceeds in accordance with agreed timelines and conditions. Construction may include building a new facility or other infrastructure, or renewal, renovation or expansion of an existing one. Acquisition may involve the university acquiring real property or entering into a lease agreement.

*Operating and Maintaining:* Following creation or acquisition, infrastructure enters its operational and maintenance phase which includes:

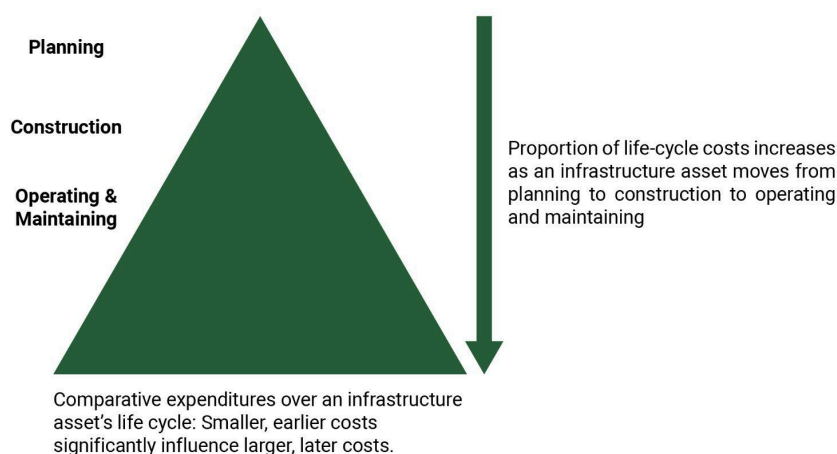
- Leveraging policies, procedures, and processes for utilizing the infrastructure for its intended purpose, in alignment with university objectives, and within design, safety, and environmental parameters
- Ensuring the infrastructure continues to function as intended while meeting service or performance requirements through the completion

of inspections, testing and monitoring, and preventative and/or corrective maintenance

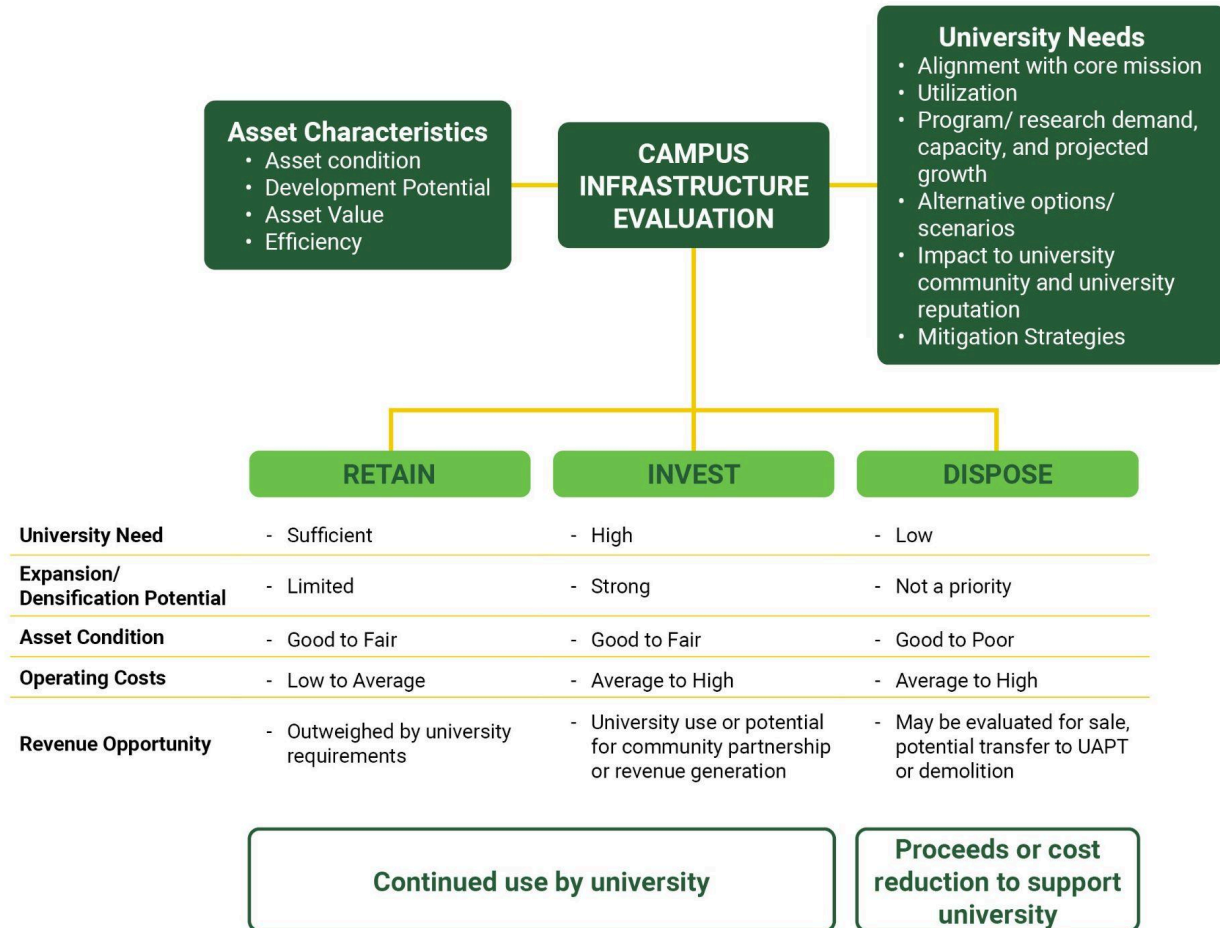
Operational and maintenance costs are the most expensive aspect of the life-cycle of a building. This is true of all public infrastructure and is increasingly an area of focus for all public institutions and governments.

*Renewing or Disposing:* When infrastructure has reached the end of its functional life, which is typically 50 years, a decision must be made to either renew or dispose of it. This decision should involve similar analysis and evaluation as for the planning stage to evaluate options. There may be circumstances where a building no longer meets a need at the university or when the costs outweigh the benefits and disposition is appropriate — for example, when renovations, maintenance, or operating costs are unsustainable and the costs of continued investment exceeds benefits to the university. Benefits are not always economic but can also involve social or cultural considerations, such as historical value, university or community impact, and reputation.

Capital costs are a small portion of the life-cycle costs of infrastructure (see [Figure 2](#)). Infrastructure life-cycles can be extended when appropriate maintenance and operations are in place. Making decisions about infrastructure assets involves weighing multiple factors to determine the path forward that is in the best interests of the university (see [Figure 3](#)).



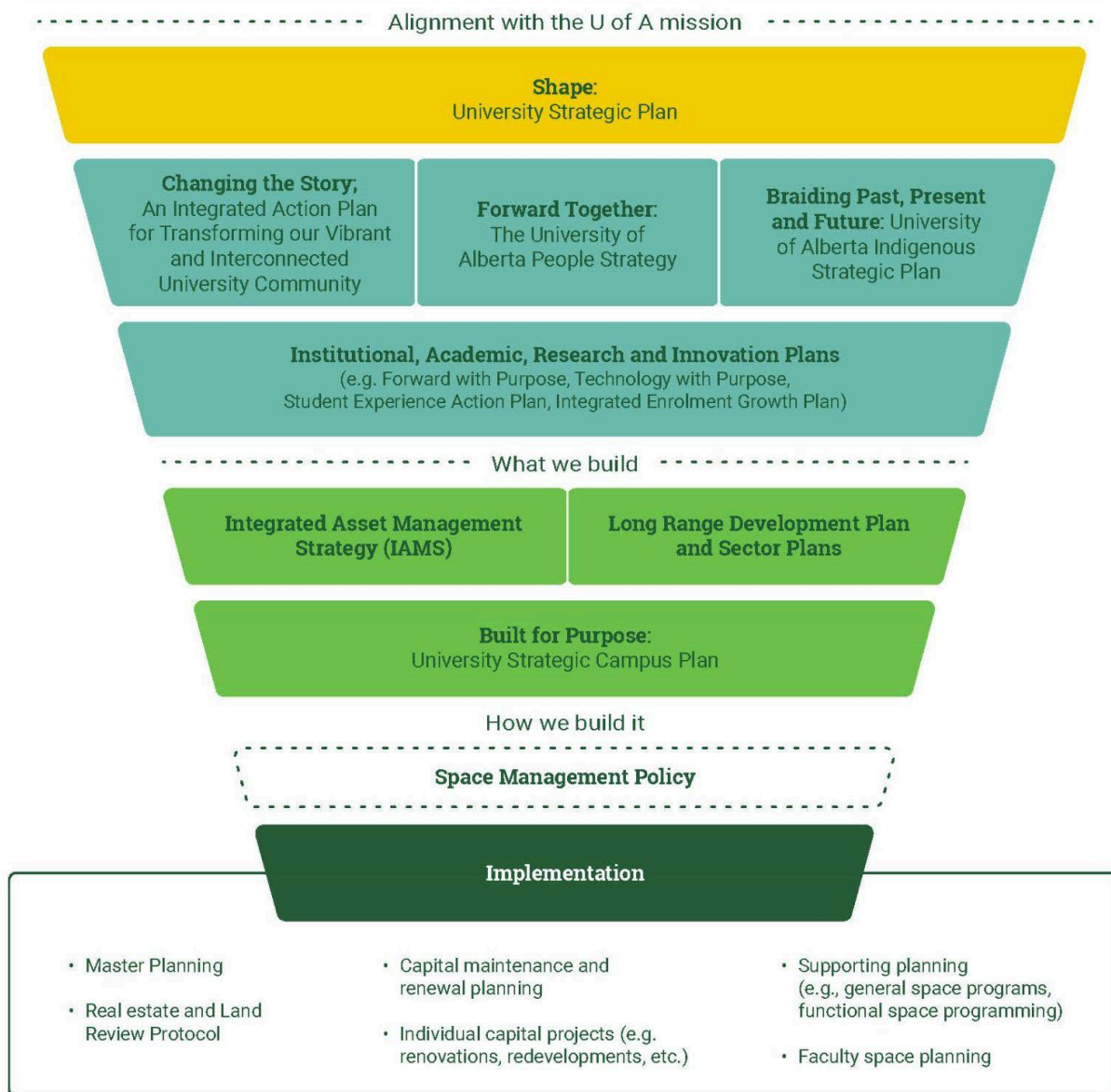
**Figure 2: Comparative Expenditures for a Typical Infrastructure Asset's Life-cycle** [\\*\\*click on figure to enlarge\\*\\*](#)



**Figure 3: Infrastructure Asset Management Decision-making** **\*\*click on figure to enlarge\*\***

## 1.2 Strategic Drivers

The University of Alberta has many interdependent plans to inform its decision-making with respect to infrastructure investments.



**Figure 4: University of Alberta Planning Landscape** **\*\*click on figure to enlarge\*\***

### Strategic Plan Profiles

#### **Shape: The University of Alberta Strategic Plan 2023-2033**

*Shape* outlines a bold vision for the university's future, including ambitious growth objectives. This presents a unique opportunity to optimize existing university infrastructure to achieve this growth without a commensurate increase in the existing campus footprint. The condition and arrangement of the university's physical infrastructure has a tangible impact on the three core aspects of our mission: education, research and community engagement.

<p><b><i>Changing the Story; An Integrated Action Plan for Transforming our Vibrant and Interconnected University Community</i></b></p> <p><i>Changing the Story</i> outlines practices and actions needed to transform our university community toward greater access and belonging. Access, belonging and community are integral to <i>Built for Purpose</i> as the university's physical campuses play a vital role in creating an environment that removes barriers to accessibility.</p>	<p><b><i>Forward Together: The University of Alberta People Strategy</i></b></p> <p>In <i>Shape</i>, the university places our people at the foundation of everything that we do. <i>The People Strategy</i> seeks to cultivate a vibrant and inclusive community where people at all levels thrive professionally and personally. Campus spaces are a key element for enabling professional success and personal wellness and <i>Built for Purpose</i> identifies opportunities to enhance and renew infrastructure in support of excellence in teaching, leading research, and day-to-day work, as well as collaboration and personal wellness.</p>	<p><b><i>Braiding Past, Present and Future: University of Alberta Indigenous Strategic Plan</i></b></p> <p>It is vital to our collective journey of truth and reconciliation that the university's physical spaces and infrastructure reflect and acknowledge the foundational nature of Canada's relationships with diverse Indigenous nations, the First Peoples of the places that the University of Alberta currently manages, and to create safe and welcoming spaces for all. The university's physical spaces and infrastructure must be designed and adapted to support Indigenous Ways of Knowing, Indigenous-centred policy, protocol and praxis, as well as reconciliation research and scholarship, and community participation in reconciliation.</p>
<p><b><i>Forward with Purpose: A Strategic Plan for Research and Innovation 2023-2028</i></b></p> <p><i>Forward with Purpose</i> outlines the strategic vision for research and innovation, with the goal of working together with the university community, government, industry and other external partners to maximize our impact on the world around us. <i>Built for Purpose</i> recognizes that the university's spaces must support an environment that nurtures talented researchers, provides essential tools and</p>	<p><b><i>Technology with Purpose</i></b></p> <p>In order to stay relevant in a fast changing digital world, purpose driven agility and speed to deliver value is key. As it relates to <i>Built for Purpose</i> and our campus spaces, one of the key pillars of <i>Technology with Purpose</i> includes enhancing teaching, learning and student experiences as well as the foundational support of sustainable technical infrastructure.</p>	<p><b><i>Student Experience Action Plan (SEAP)</i></b></p> <p>The <i>SEAP</i> chronicles the vital importance of students feeling like they belong, not only within the U of A community, but also in their program, peer group and culture. We simply would not exist without an engaged student population. <i>Built for Purpose</i> is committed to a positive student experience by outlining the opportunities and changes needed to create quality learning and research environments, support access, belonging</p>

infrastructure for leading research, and promotes collaboration to strengthen the impact, reach and culture of our research, innovation, creative endeavors, and leadership.		and community, and encourage collaboration and self-discovery through the arrangement, design, quality, and condition of campus places and spaces.
<p><b>Integrated Enrolment Growth Plan (IEGP)</b></p> <p>Achieving growth on the scale envisioned by Shape is complex and requires coordinated planning with a staged approach to securing resources and investing in building our capacity to support and sustain higher enrolment. The <i>IEGP</i> provides a roadmap to 60,000 students including actions and investments required to build organizational capability, market competitiveness and strategic governance. <i>Built for Purpose</i> supports growth of the campus population by outlining a strategic approach to space optimization, infrastructure utilization and investments.</p>	<p><b>A Culture of Care: Safety Action Plan</b></p> <p>A <i>Culture of Care</i> is the university's three-year safety action plan that embeds health and safety as a core value within the university community. The plan encompasses three components of safety: physical safety, psychological safety and cultural safety. When planning the physical campus, as <i>Built for Purpose</i> begins to do, safety is paramount to ensure physical hazards are eliminated or controlled, barriers to access are removed, and spaces are provided to support community belonging and well-being.</p>	<p><b>College and Faculty Plans</b></p> <p>Strategic operational planning for space by colleges and stand-alone faculties will provide crucial information about planned student and research growth, program changes, introduction of new programs, and academic and research priorities. Understanding the timing and impact of approved growth enables evaluation, prioritization, and evidence-based decision-making to occur that in turn is reflected in capital planning, ensuring the physical campuses can adequately and appropriately support academic and research goals.</p>

### 1.2.1 What We Build and How We Build It

*Built for Purpose* informs and guides many fundamental aspects of university operations including:

- Renewing and/or amending legislated long-range development plans
- Guiding and informing downstream space planning such as master plans and legislated capital plans
- Planning, designing, renewing, building and removing infrastructure
- Ensuring appropriate, adaptable and accessible space for learners, researchers, faculty and staff
- Ensuring ancillary supports and services are available and financially sustainable
- Identifying and supporting the utility needs of campuses



- Monitoring and maintaining infrastructure
- Ensuring progress and accountability

By embodying transparent decision-making, *Built for Purpose* provides the foundation upon which development priorities and space optimization initiatives are built.

Campus planning and the preparation of the tools listed here often requires input from complementary studies, reports, and college, stand-alone faculty, and additional portfolio strategic plans, as well as consultation with affected users and interest-holders. These sources provide crucial data, information and analysis to address identified challenges and propose solutions.

<b>Campus Plans and Planning Tools Profiles</b>	
<p><b><i>Integrated Asset Management Strategy (IAMS)</i></b></p> <p>A refreshed <i>IAMS</i> was released in February 2024 and provides direction for the development of <i>Built for Purpose</i>. <i>IAMS</i> ensures that decisions related to the stewardship of its infrastructure across the university's five campuses are made holistically and with the university's long-term objectives in mind. Under the strategy, all members of the U of A community share a collective responsibility to serve as stewards of our spaces.</p> <p><i>IAMS</i> outlines the principles that support student success, life experience, research and scholarship; asset management; campus character; and decision-making. In addition, <i>IAMS</i> outlines goals that guide all infrastructure decisions as well as corresponding actions to enable implementation. <i>Built for Purpose</i> outlines 20-year priorities that operationalize <i>IAMS</i> principles, goals, and actions to directly inform capital and campus planning activities and enable monitoring of progress.</p>	<p><b><i>Long Range Development Plan (LRDP)</i></b></p> <p>The <i>Post-secondary Learning Act</i> directs universities to provide the provincial government with a long-range land use and development plan. The <i>LRDP</i> (2002), and related amendments, is the university's legislated land use and development plan. It guides and communicates the physical development of the university's campuses over a 30-year time horizon. In addition, the <i>LRDP</i> outlines a set of campus planning principles. The <i>Post-secondary Learning Act</i> exempts the university from municipal statutory plans and land use bylaws. Therefore, the <i>LRDP</i> plays an essential role in how the university communicates land use and development intentions and how we consult with the public.</p> <p><i>Built for Purpose</i> does not replace the <i>LRDP</i>, but rather outlines priorities to guide future amendments or renewal of the <i>LRDP</i>. This is relevant to future amendment or renewal of the <i>LRDP</i> because s. 3(2) of the <i>Post-secondary Learning Act's</i> accompanying <i>Land Use Regulation</i> requires a university's long-range land use and development plan to address "current and any future substantial development proposed for university land." In short, the responsibility for long-range planning, land</p>

	use, and development guidance is shared by <i>Built for Purpose</i> and the LRDP.
<p><b>Space Management Policy</b></p> <p>The Space Management Policy provides overarching guidance and principles for the equitable management, administration, and distribution of space, and the framework and authority structure to implement such principles - in other words, it is a bridge between what we build and how we build it. The Space Management Policy is a Board of Governors approved policy. It defines which areas have authority over space decisions. All campus plans, including <i>Built for Purpose</i>, align with and are implemented in accordance with the policy.</p>	<p><b>Space Management and Associated Procedures</b></p> <p>Procedures that fall under the Space Management Policy outline in detail the processes for space related requests, space distribution, modifications to space, and space use. All campus plans, including <i>Built for Purpose</i>, are implemented in accordance with the procedures.</p>
<p><b>Space Formulas</b></p> <p>Space formulas are used to determine appropriate space areas (generated space) for specific categories of space such as classrooms, labs, and offices. They include a number of input measures such as FLE, Full-Time Equivalent (FTE),<sup>7</sup> weekly student contact hours, and space factors that are relevant to each space category. These formulas allow the university to monitor <i>Built for Purpose</i>'s KPIs, benchmark against comparable universities, and can be used to estimate space needs and identify space optimization opportunities relative to projected growth. In addition, space formulas provide the foundation for developing space standards.</p>	
<p><b>Master Plans</b></p> <p>Master plans chart the path for how <i>Built for Purpose</i> will be implemented by applying space formulas to project anticipated space needs based on projected enrolment growth, as well as strategic priorities of colleges, standalone faculties, and administrative portfolios. They identify high-level infrastructure redevelopment and renewal scenarios and sequencing that will feed into more detailed planning for implementation. Examples of master plans include college master plans, a classroom master plan, and the North Campus Open Space Plan. College master plans will define generalized college precincts that serve a partial mixed-use function while also considering the spatial arrangement of college programming.</p>	
<p><b>Capital Plan</b></p> <p>This annual plan is required by the <i>Post-secondary Learning Act</i>, is submitted to the Government of Alberta, and is how the university identifies requests for provincial funding support for major capital infrastructure. The capital plan is directly informed by the infrastructure priorities and intentions identified in <i>Built for Purpose</i> and master plans.</p>	

<sup>7</sup> A FTE is a unit measure of staffing in which one FTE represents one staff member working a full work week on a continuing or recurring basis in accordance with applicable collective agreements.

**Space Standards**

These standards provide clear, concise guidance that is appropriate across the university for space sizing, quantities, and adjacencies while also guiding design considerations that enhance access, community and belonging. They describe an ideal state for space categories while remaining flexible to the realities and physical constraints of existing buildings and specific project or program needs. Standards are an implementation tool that will contribute towards the university's progress on the KPIs identified in *Built for Purpose*. For example, standards are used to navigate space requests, to define space allocations in more detailed space programming, to ensure space optimization, and as inputs to space formulas.

**General Space Programs (GSPs) and Functional Space Programs (FSPs)**

GSPs and FSPs are space planning tools that help the university incrementally achieve *Built for Purpose*'s priorities and intentions by assessing user needs and recommending optimized space solutions. They do this with guidance from master plans and by applying space standards at the scale of one or more buildings or sub-areas within buildings.

GSPs describe a user group's activities in terms of their space needs, including student, staffing and support requirements. GSPs include a space budget that outlines how much space the unit has currently, how much it will require in the near future, and also predicts what amount of space may be required over a long-term planning period, but does not define solutions.

FSPs are developed to identify solutions for building projects or major renovations, detailing the specific space components required to meet the needs of a user group. They focus on current and future space requirements, functional adjacencies, and co-location needs to support effective design and construction planning.

### 1.3 Process and Engagement

This plan was informed by a jurisdictional scan of recent campus strategic plans of leading Canadian and US post-secondary institutions, detailed analysis of the university's existing plans, and university-wide consultation.

It will be essential to continue to consult and collaborate with interest-holders and the university community during implementation and more detailed planning stages.

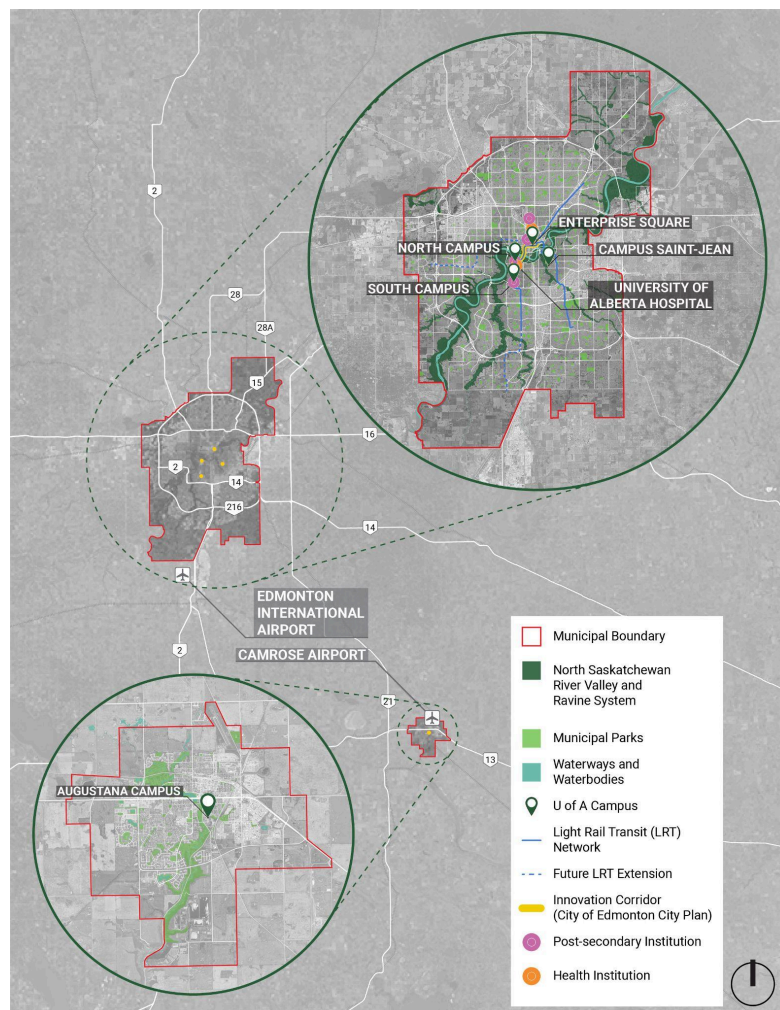


**Figure 5: Process and Engagement** **\*\*click on figure to enlarge\*\***

## 2.0 Campus Context and Future Outlook

Established in 1908, the University of Alberta is recognized as one of Canada's top universities and ranked among the very best in the world for its strong academic programming and innovative, impactful research. Four of the university's five campuses are located in Edmonton, with one campus (Augustana) located in Camrose (see [Figure 6](#)). These campuses are located on lands that are now known as part of Treaty 6 and homeland of the Métis.

As of the 2024-25 academic year, the university is home to about 45,000 students and 15,000 faculty and staff - a population that would rank as the 9th largest city in Alberta.



**Figure 6: Regional Context** **\*\*click on figure to enlarge\*\***

In many tangible ways, planning for the university's campuses is similar to planning for a medium-sized city with the added complexities of being embedded within host cities, directly adjacent to well-established residential communities, all within a combined area that is about the size of a large neighbourhood. A critical aspect of long-term planning is to reflect on our past, evaluate our current state, and understand the broader trends that may shape our future.

## 2.1 Historical Context

The university's campuses are situated on territory that has been the gathering place of diverse Indigenous Peoples since time immemorial. Edmonton—traditionally known as *amiskwacîwâskahikan* (Beaver Hills House), *ti oda* (Many Houses), and *Amakowsis* or *omahkoyis* (Big Lodge)—is situated on the traditional gathering place, travelling route and home of many Indigenous Peoples including the Nêhiyaw (Cree), Dené, Anishinaabe (Ojibway/Saulteaux), Nakoda (Stoney), Nakota Isga (Nakota Sioux), Niitsitapi (Blackfoot), Haudenosaunee (Iroquois), and Métis peoples. To the southeast, the Camrose area—traditionally known as *asiniskaw sipisis* (Stoney Creek)—is situated on the traditional gathering place, travelling route and home of the Maskwacis Nêhiyawak, Niitsitapi, Nakoda, and Tsuut'ina Nations, the Métis, and other Indigenous peoples.

Establishment and planning of the university's campuses is rooted in western approaches to land ownership and land development in alignment with the legislative framework in Alberta and Canada. With guidance from *Braiding Past, Present and Future*, opportunities identified in this plan, and in partnership with Indigenous students, faculty and staff, the university is committed to seeking ways to Indigenize, decolonialize, and embed Indigenous Ways of Knowing, Being and Doing into campus planning approaches and the campuses themselves.

### **Development History**

Much of the land now known as North Campus, where the university was founded, has a connection to Métis culture through the 1882 survey of the area around Fort Edmonton that defined river lot boundaries. Prior to this, it was the land of the Papaschase Cree, who entered into Treaty Six in 1877. In

1907, the lands known as River Lot 5, were purchased by the Government of Alberta for the site of the university - the year before classes began for the university's first 45 students. In 1908, these lands were granted from the province to the University of Alberta. The first campus plan proposed a functional division of River Lot 5 lands - with university buildings and a hospital on the northern two-thirds of the lands, with the university farm occupying the remaining third of the lands.<sup>8</sup>

What would evolve to be known as Campus Saint-Jean, the Juniorat Saint-Jean was founded in 1908 in Pincher Creek but moved to its present location in Edmonton in the 1910s on Treaty 6 land. Collège Saint-Jean became affiliated with the University of Alberta in 1963, with lands being acquired in the 1970s.

The Augustana Campus, meanwhile, was established in 1910 by Norwegian settlers under the name Camrose Lutheran College on Treaty 6 land at asiniskaw sipisis (Stoney Creek), a traditional meeting ground for many Indigenous peoples.

#### *Pre-war (1910-1950)*

Development of the university's campuses has been marked by several notable milestones. The first building, Athabasca Hall, was completed in 1911 and served as a residence for staff and students while also accommodating classrooms, laboratories, the library, the gymnasium, and the administrative offices. At Augustana campus, classes began for the Camrose Lutheran College in Heather Brae Hotel while a campus building was constructed. In 1912, classes were moved into Founders' Hall.

Construction and growth of the campuses continued modestly during the First World War, but development increased in the 1920s, including the acquisition of the first parcels of land for a university farm (now, South Campus). The post-World War II era witnessed another wave of growth, spurred by rapid student enrolment—registration rose from 2,023 in 1943-44 to nearly 5,000 in 1947-48.

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<sup>8</sup> Source: MacLeod, Rod. 2008. *All True Things: a history of the University of Alberta, 1908-2008*, University of Alberta Press, p. 23-24.

<b>Notable Pre-war Buildings</b>	
<ul style="list-style-type: none"> <li>• Arts Building (North Campus)</li> <li>• Assiniboia Hall (North Campus)</li> <li>• Athabasca Hall (North Campus)</li> <li>• Corbett Hall (North Campus)</li> <li>• Dentistry Pharmacy Centre (now University Commons) (North Campus)</li> <li>• Emily Murphy House (North Campus)</li> <li>• Hudson's Bay Company Building (now Enterprise Square)</li> </ul>	<ul style="list-style-type: none"> <li>• Founders' Hall (Augustana Campus)</li> <li>• North Power Plant (North Campus)</li> <li>• Pavillon Daridon (Campus Saint-Jean)</li> <li>• Pavillon Lacerte (Campus Saint-Jean)</li> <li>• Pembina Hall (North Campus)</li> <li>• Rutherford House (North Campus)</li> <li>• Rutherford Library, South (North Campus)</li> <li>• Triffo Hall (North Campus)</li> </ul>

### *Post-war (1951-1975)*

Unprecedented growth would follow as the post-war generation came to university age, boosting enrolment from approximately 5,000 to 17,500 students between 1959 to 1969. To support this growth, a planning office was created to conduct long-range planning and manage growth which included the construction of 38 new buildings through the 1960s. In 1959, Camrose Lutheran College began offering courses in collaboration with the University of Alberta. Enrolment and building growth began to slow beginning in the 1970s. However, the university and its campuses continued to evolve including the expansion of North Campus east into the Garneau community and affiliation of Collège Saint-Jean with the university.

<b>Notable Post-war Buildings</b>	
<ul style="list-style-type: none"> <li>• Biological Sciences Building (North Campus)</li> <li>• CAB (North Campus)</li> <li>• Classroom Building (Augustana Campus)</li> <li>• Convocation Centre (Augustana Campus)</li> <li>• Earth Sciences Building (North Campus)</li> <li>• Education Centre (North Campus)</li> <li>• Fine Arts Building (North Campus)</li> <li>• HM Tory Building (North Campus)</li> <li>• Hoyme Complex (Augustana Campus)</li> </ul>	<ul style="list-style-type: none"> <li>• HUB (North Campus)</li> <li>• Humanities Centre (North Campus)</li> <li>• Law Centre (North Campus)</li> <li>• Lister Centre, including Henday, Kelsey, and MacKenzie Halls (North Campus)</li> <li>• Pavillon McMahon (Campus Saint-Jean)</li> <li>• Rutherford Library, North (North Campus)</li> <li>• SUB (North Campus)</li> <li>• University Hall (North Campus)</li> <li>• Van Vliet Complex (North Campus)</li> </ul>

### *Modern (1976-1990)*

In 1978, Collège Saint-Jean became the University's newest Faculty when the name officially changed to Faculté Saint-Jean. Student enrolment continued to grow into the 1980s and 1990s, but little development occurred.



Notable Modern Buildings	
<ul style="list-style-type: none"> <li>• Agriculture/Forestry Centre (North Campus)</li> <li>• Business Building (North Campus)</li> </ul>	<ul style="list-style-type: none"> <li>• Faith &amp; Life Centre (Augustana Campus)</li> <li>• Science Extension (Augustana Campus)</li> <li>• Universiade Pavilion (North Campus)</li> </ul>

### *Complex (1991-Present)*

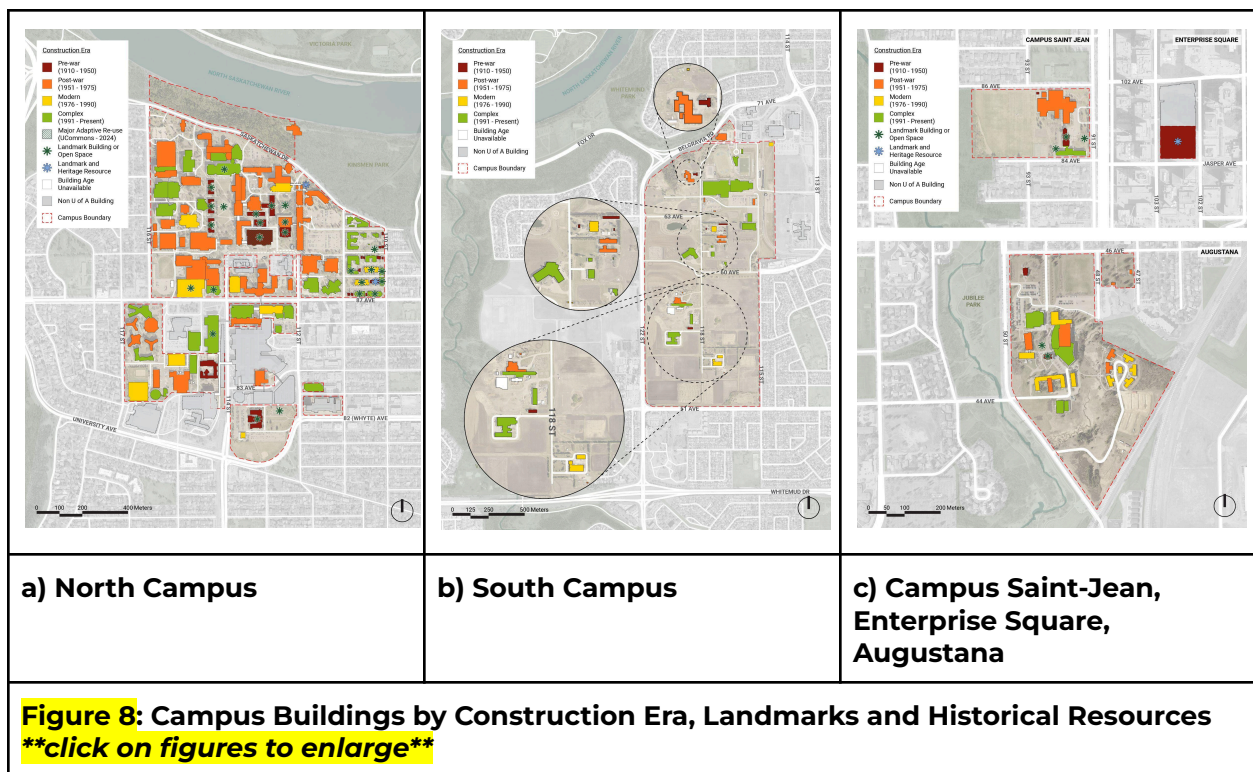
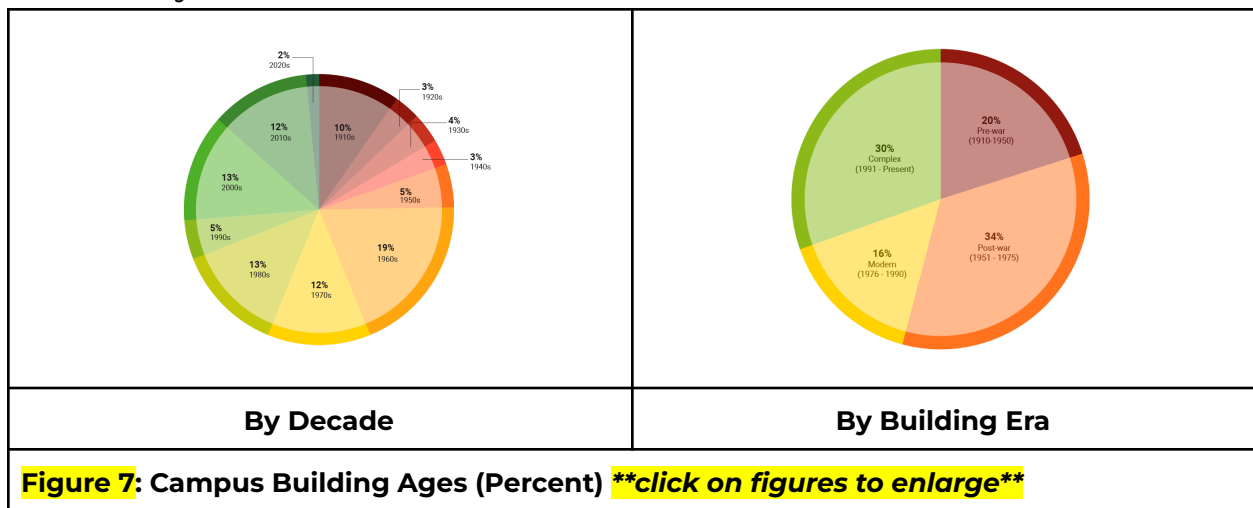
The University LRT Station opened on North Campus in 1994, providing a new transportation choice for students, faculty, and staff. A new period of growth kicked off the 21st century and the University's reach into rural Alberta was extended in 2004 when Augustana University College was incorporated into the University as Augustana Faculty. The university also acquired the Hudson's Bay Company Building (now Enterprise Square) in downtown Edmonton in 2005, bringing us to the five campuses we know today.

Notable Complex Buildings	
<ul style="list-style-type: none"> <li>• Forum (Augustana Campus)</li> <li>• Jeanne and Peter Lougheed Performing Arts Centre (Augustana Campus)</li> <li>• Residence Saint-Jean (Campus Saint-Jean)</li> <li>• CCIS (North Campus)</li> <li>• ECHA (North Campus)</li> <li>• Engineering Teaching &amp; Learning Complex (North Campus)</li> <li>• Enterprise Square (acquisition by university and adaptive re-use of former Hudson's Bay Company Building)</li> <li>• International House (North Campus)</li> <li>• Li Ka Shing Centre for Health Research Innovation (North Campus)</li> <li>• National Institute of Nanotechnology (North Campus)</li> </ul>	<ul style="list-style-type: none"> <li>• Natural Resources Engineering Facility (North Campus)</li> <li>• Nipisiy House (North Campus)</li> <li>• PAW Centre (North Campus)</li> <li>• Peter Lougheed Hall (North Campus)</li> <li>• Research &amp; Collection Resource Facility (South Campus)</li> <li>• Saville Centre (South Campus)</li> <li>• Telus International Centre (North Campus)</li> <li>• Thelma Chalifoux Hall (North Campus)</li> <li>• Timms Centre For The Arts (North Campus)</li> <li>• University Commons (adaptive re-use of former Dentistry Pharmacy Centre, North Campus)</li> </ul>

Figure 7 shows the proportion of all on-campus buildings by decade and by construction era, respectively. Age range for buildings on each campus is organized according to four eras of university development and mapped in Figure 8. Figure 8 also identifies buildings designated as historical resources under the *Historic Resources Act* and landmark buildings and spaces<sup>9</sup> which

<sup>9</sup> Consistent with the sector plan definition of landmarks (which is itself derived from Kevin Lynch's definition in *The Image of the City*), landmark buildings and spaces are defined as significant natural, built form or other urban features that act as a visual reference point. Landmark buildings and spaces play a significant role in wayfinding, creating memorable

are derived from the landmarks identified in the *LRDP's* sector plans with some changes to reflect more recent campus development and university community feedback.



experiences and telling the story of the university's evolution. Their role and importance is different for each individual and therefore, the definition of "landmarks" is highly subjective and may change over time. Identification of landmarks does not preclude modifications to them, except where protected by historical designation, nor does it imply the university intends to seek historical designation.

## 2.2 Current State

North Campus, South Campus, Campus Saint-Jean, and Enterprise Square are located in Edmonton, a city of over 1 million people and Alberta's capital. The City of Edmonton recognizes the vital role the university plays in the success and prosperity of the city, region and province as a major center of education, research and innovation, and employment. This status is recognized in Edmonton's Municipal Development Plan, *The City Plan* (2020), where North Campus, South Campus, and Enterprise Square are located within an innovation corridor that the city seeks to support by leveraging its policy, partnerships, incentives, and infrastructure investments in ways that will attract people, jobs, goods, services, and other investments to the area.

Augustana Campus is located in Camrose, a city of almost 20,000 people, approximately 90 kilometres southeast of Edmonton. The City of Camrose has collaborated with the university on a number of initiatives including those related to the arts with development of the Jeanne & Peter Lougheed Performing Arts Centre, recreation and athletics through joint use of Camrose Recreation Centre, and transportation through active transportation network improvements and transit service to Augustana Campus. The City of Camrose Municipal Development Plan, *Our Camrose, Shaping the Future* (2024), targets 15% of new residential growth as infill in the next 20 years meaning the area adjacent to campus could densify in the long term. The Augustana Area Redevelopment Plan (2021) provides the policy framework for the area to redevelop with a mix of low and medium density housing forms and limited commercial, while also providing protections for a historic character precinct directly north of campus.

Combined our five campuses contain over 1.5 million square metres of space in almost 200 buildings. In 2024/25, the university community was comprised of 46,304 students (44,571.3 FLE)<sup>10</sup> and 14,506 staff (10,295.6 FTE).<sup>11</sup>

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<sup>10</sup> Student headcount is the number of unique learners enrolled at the university as of December 1, 2024 (final Fall headcount). Student FLE is preliminary as of December 1, 2024.

<sup>11</sup> Staff headcount and FTE as of October 1, 2024.

**Table 1 - Campus Land and Infrastructure Summary (as of September 2024)**

	<b>All Campuses</b>	<b>North</b>	<b>South</b>	<b>Campus Saint-Jean</b>	<b>Enterprise Square</b>	<b>Augustana</b>
<b>Land Area<sup>12</sup></b>	267.1 ha 660.0 acres	91.2 ha 225.3 acres	149.4 ha 369.3 acres	6.2 ha 15.4 acres	0.89 ha 2.2 acres	19.4 ha 47.9 acres
<b># of Buildings</b>	191	122	39	6	1	23
<b>Building Age Range</b>	1910-2021	1910-2020	1932-2021	1910-2000	1939	1912-2014
<b>% of Buildings &gt; 40 Years Old</b>	68%	68%	67%	83%	100%	65%
<b>Average FCI<sup>13</sup></b>	0.14	0.14	0.05	0.20	0.03	0.12
<b>Gross Floor Area (GFA)<sup>14</sup></b>	1.55M m <sup>2</sup>	1.36M m <sup>2</sup>	83,568 m <sup>2</sup>	18,045 m <sup>2</sup>	41,852 m <sup>2</sup>	39,091 m <sup>2</sup>
<b>Net Assignable Square metres (NASM)<sup>15</sup></b>	1.04M m <sup>2</sup>	909,589 m <sup>2</sup>	62,277 m <sup>2</sup>	11,168 m <sup>2</sup>	26,107 m <sup>2</sup>	27,461 m <sup>2</sup>

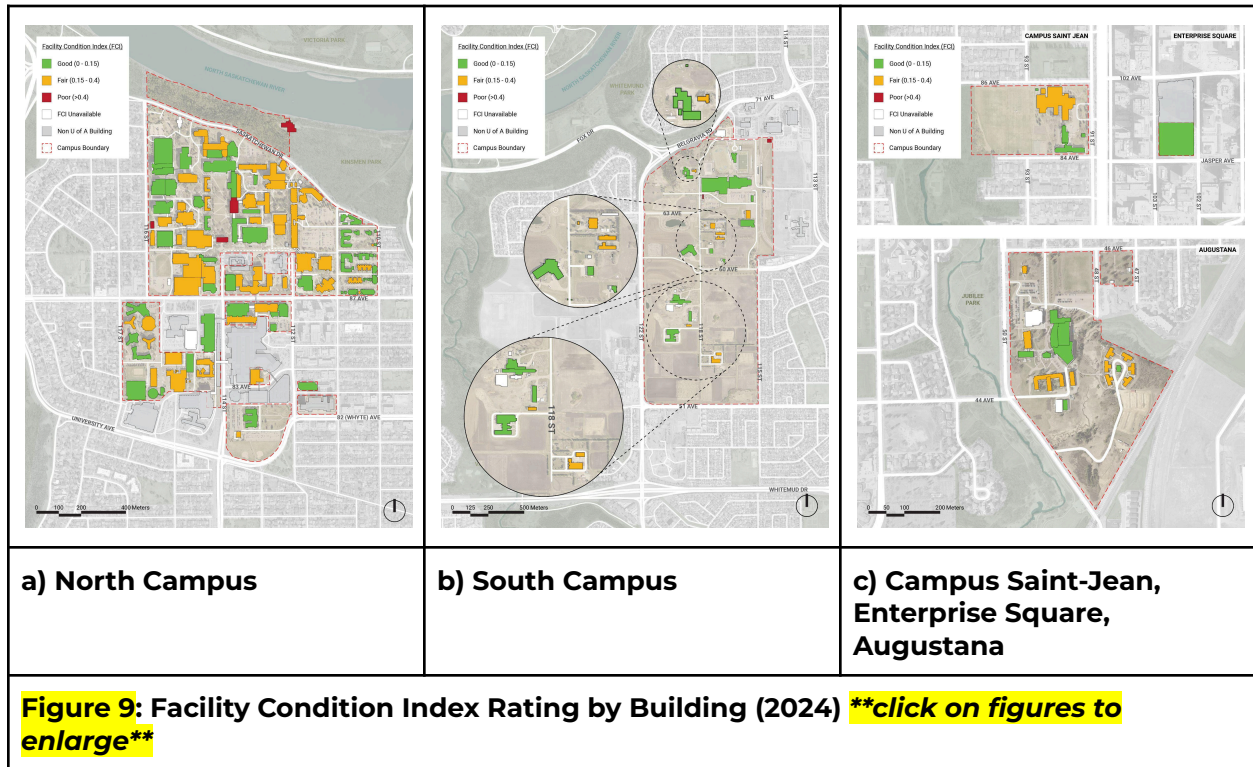
**Figure 9** shows facility condition ratings of buildings by campus.

<sup>12</sup> Only includes University of Alberta owned land. Excludes University of Alberta owned, long term leasehold land (e.g. College Plaza, West 240, Michener Park), City of Edmonton road right-of-way, and land owned by the Government of Alberta, Alberta Health Services, and others (e.g. St. Joseph's College, St. Stephen's College).

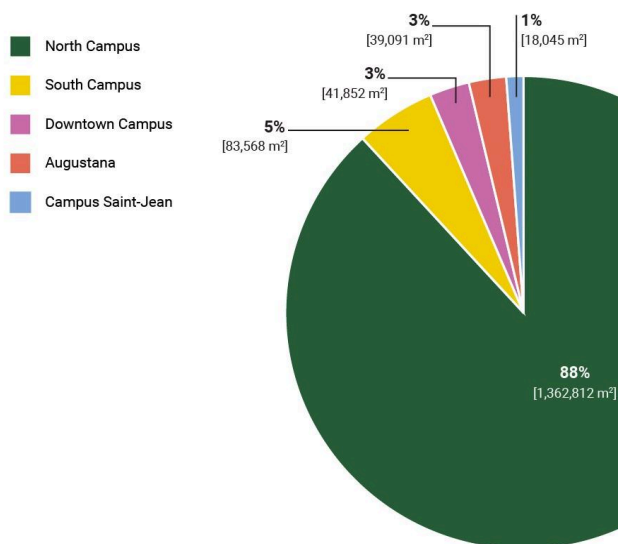
<sup>13</sup> 0 to 0.40 scale at 5 year deferred maintenance

<sup>14</sup> GFA is the sum of floor areas within the exterior faces of outside walls for all levels that have floor surfaces, including all enclosed floors, mezzanines, basements, mechanical spaces and penthouses but excluding large vertical penetrations.

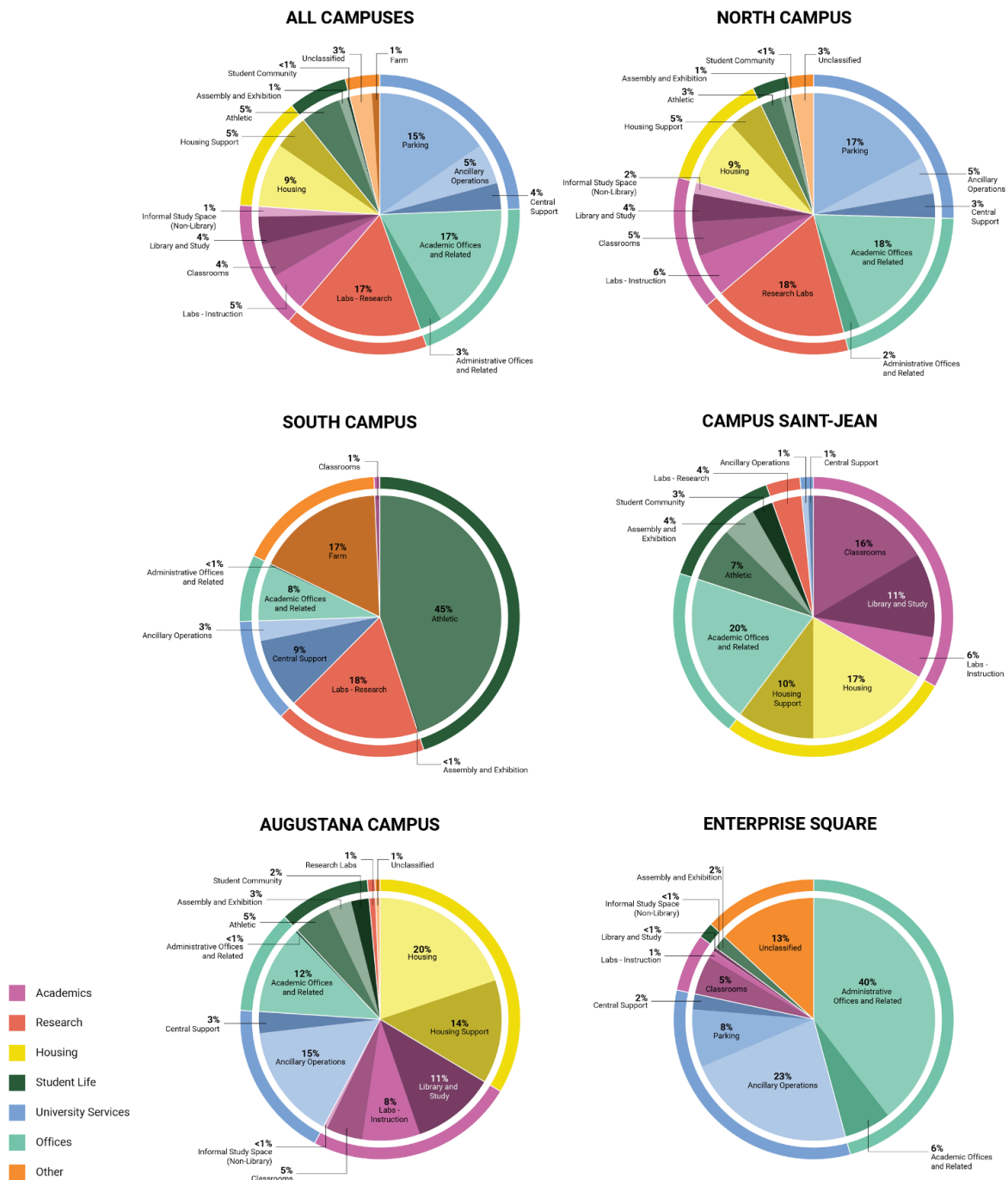
<sup>15</sup> NASM is the floor area of space assigned to a specific use or function, measured to the inside face of walls, i.e. the internal size of a room or space.



The university's campus space inventory (as of September 2024) by campus and category is summarized in [Figures 10 and 11](#).



**Figure 10: Proportion of Total GFA by Campus (September 2024) [\\*\\*click on figure to enlarge\\*\\*](#)**

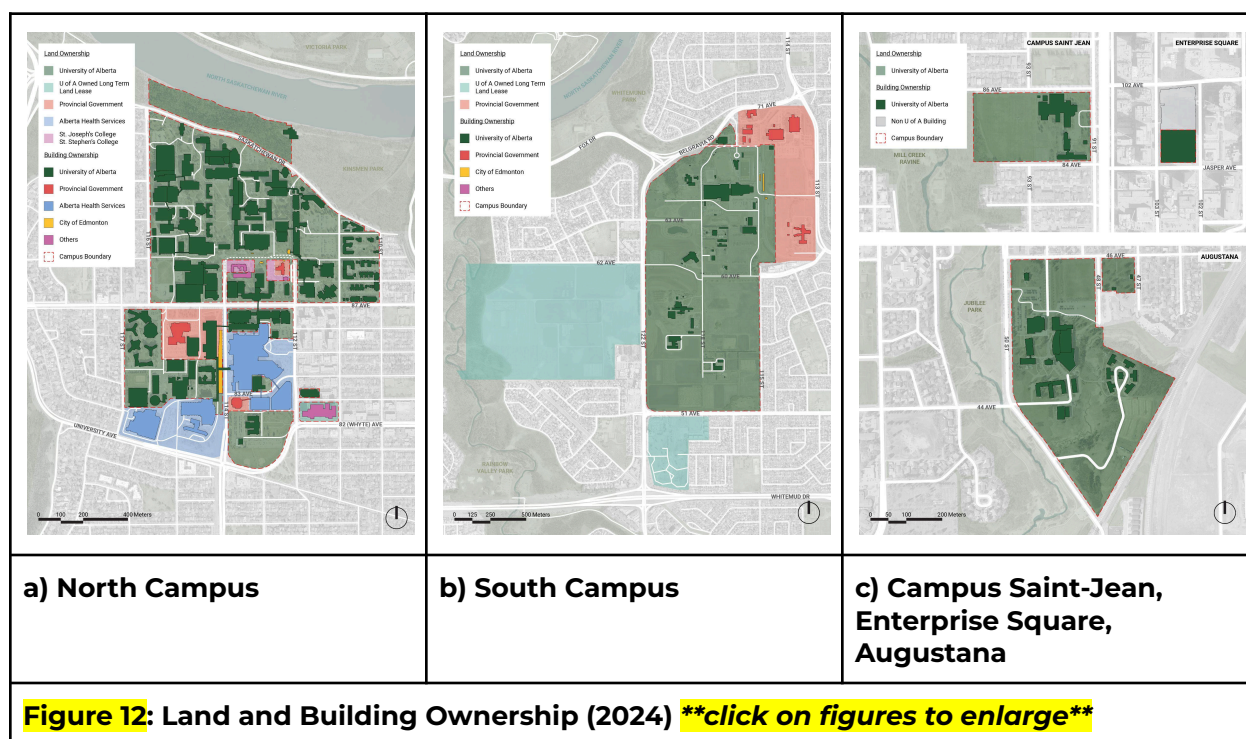


**Figure 11: Proportion of NASM by Campus and Space Category (September 2024) [\\*\\*click on figure to enlarge\\*\\*](#)**

In addition to a substantial, varied, and complex network of facilities, the university's campuses are integrated within a complex network of land and building ownership - particularly on North Campus (see [Figure 12](#)).



Non-university entities own and operate buildings on university land and vice versa. This complexity necessitates that the university plan its growth and development strategically, with a holistic understanding of both internal and external plans, pressures, obligations, and impacts. This is often achieved through formal agreements, dialog and collaboration with our many neighbours and partners.



## Campus Profiles

### North Campus

The University of Alberta's North Campus lies on lands known during the fur trade as River Lot 5. Additional acquisitions in the 1960s and 1970s expanded the campus to its current footprint which runs from 116 Street on the west to 110 Street on the east and from the North Saskatchewan River on the north to University Avenue on the south. The campus is surrounded by the neighbourhoods of Windsor Park, Belgravia, McKernan, and Garneau. North Campus is the hub of the university's academic and research activities. It covers 50 city blocks, contains abundant green spaces including the Main Quadrangle (Quad) and has the highest concentration of buildings of the five campuses.

### South Campus

In the 1920s, the Board of Governors agreed to purchase an area of farmland, approximately 2.4 kilometres south of North Campus. This area, now known as South Campus, has evolved

through several acquisitions and dispositions between the mid-20th century and 2021. The campus is surrounded by the neighbourhoods of Belgravia, McKernan, Parkallen, Lendrum Place, Malmo Plains, Lansdowne, and a future neighbourhood led by the University of Alberta Properties Trust on lands currently referred to as the West 240. The land and facilities at South Campus enable leading and impactful agricultural research and teaching facilities for animal metabolism, crops, dairy, poultry, and swine. South Campus is also home to the Research & Collections Resource Facility and two world-class athletic facilities, Foote Field and the Saville Community Sports Centre.

**Campus Saint-Jean**

Campus Saint-Jean was founded in 1908 by the religious order of the Missionary Oblates of Mary Immaculate. Known as Collège Saint-Jean from the 1940s and into the 1970s, it became affiliated with the university in 1963 through its education program, followed by its art program in 1966. The Collège officially integrated with the university in 1976 and in 1978, it became Western Canada's first French-language faculty. Campus Saint-Jean is located in the Bonnie Doon neighbourhood. It contains a residence and three main buildings: Pavillon Daridon, Pavillon Lacerte, and Pavillon McMahon.

**Enterprise Square**

Enterprise Square is located in the heart of downtown Edmonton. Formerly the Hudson's Bay Company Building, the structure first opened in 1939 as Edmonton's biggest retail space. In 1989, the building's 1939 facades gained legal protection under the *Historical Resources Act* when they were added to the Register of Municipal Historic Resources. The university acquired the building in 2005 to create a hub where the institution could strengthen its linkages with the downtown core and build connections between university programs and local industry.

**Augustana Campus**

In 2004, two of Alberta's oldest educational institutions joined forces: Augustana University College in Camrose merged with the University of Alberta. Augustana Campus is south of the Augustana neighbourhood and 400 metres south of downtown Camrose. To the southeast, across the Canadian National rail line, is the Moehler Industrial area and Creekview neighbourhood. To the west is Stoney Creek and Jubilee Park. The campus' newest building, the Jeanne & Peter Lougheed Performing Arts Centre, was a collaborative effort between the University of Alberta and the City of Camrose.

## 2.3 Future Trends

Post-secondary institutions across North America have experienced significant and accelerating change over the past five-years. Demographic shifts, awareness and approaches to addressing barriers, student needs and expectations, technology and climate change will have a significant impact



on the university's infrastructure planning, related investments and space optimization initiatives.

### **2.3.1 Demographics and Growth**

The University of Alberta is Alberta's largest university, with its main North Campus located in one of the northernmost major cities in the world. Edmonton had the fifth largest population in Canada (1,010,899) and sixth largest Census Metropolitan Area (CMA) population (1,481,806) in the latest Federal Census.<sup>16</sup> The CMA is projected to grow to 1,755,000 people by 2028, with a city population of 1,276,600.<sup>17</sup> Edmonton could reach 2 million people by 2035 (Census Division population) and achieve a population of 2,563,160 in 2051.<sup>18</sup> Nearly half of University of Alberta applicants come from Edmonton.<sup>19</sup>

Alberta's population is expected to reach 7.1 million people by 2051 with 55% of growth coming from international migration and 17% from interprovincial migration. The majority of the more than 1.8 million net migrants projected to arrive over the next 29 years will be aged 18 to 34. By 2051, the number of young adults (aged 18 to 24) is expected to reach over 589,000.<sup>20</sup> Some trends that may emerge as a result of demographic shifts include:

- A somewhat less pronounced reduction in Alberta's working age population through the 2030's compared to the rest of Canada due to the province's population base
- Labour shortages and increased wages, especially for lower-skilled workers, due to aging populations
- Potential for reduced domestic enrolment as demand and wages increase for low-skilled employment opportunities
- Potential for greater uptake of micro-credentialing and stackable or 'just-in-time' learning experiences, changing who is studying on campus, for how long and how spaces are scheduled and used

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<sup>16</sup> Source: 2021 Federal Census

<sup>17</sup> Source: [City of Edmonton Summer 2024 Regional \(Edmonton CMA\) and City \(Edmonton\) Outlook Summary](#)

<sup>18</sup> Source: [Alberta Population Projections, 2023-2051 - Alberta and Census Divisions - Data Tables, Medium Growth Assumption](#)

<sup>19</sup> Source: [University of Alberta Strategic Plan - Environmental Scan, 2022](#)

<sup>20</sup> Source: Alberta Population Projections, 2023-2051

### **2.3.2 Indigenization**

The university is committed to working in Good Relations with First Nations, Métis and Inuit peoples as we engage in our institutional work, uplifting the whole people, for the university of tomorrow. To better reflect and serve the significant Indigenous population enrolled at the university—1,799 in 2021 with predominant representation by Métis students (49.4%) <sup>21</sup>—it is critical that the university work alongside and in partnership with Indigenous Peoples to design spaces in ways that reflect, celebrate, and elevate Indigenous Ways of Knowing, Being and Doing. Examples of future trends and opportunities include:

- Providing culturally and demographically appropriate on-campus housing and student support spaces such as counselling and childcare to attract, retain and support Indigenous students—who tend to be older than their non-Indigenous counterparts<sup>22</sup>—and staff
- Acknowledging all Indigenous people who had and continue to have a relationship with the land, using physical space to address, display and teach the history of campus land acquisition and its colonial impacts (e.g. River Lot 5, Métis history, Maskwacis) in ways that enable the university community to participate in and advance truth telling, reconciliation, Indigenization and decolonization
- Creating visible and safe indoor and outdoor spaces for Indigenous ceremony, gatherings, land based-learning, language and naming

### **2.3.3 Access, Community, Belonging**

University campuses are and will continue to become increasingly diverse over time. The [2021-22 Student EDI Census Report](#) highlights:

- 43.1% of respondents identify as a member of a visible minority
- 4.8% of respondents identify as transgender, two-spirit, non-binary, or other self-identifying
- 10.5% of respondents identify with some form of disability
- 8.5% of respondents have dependents

Addressing and removing barriers to access, while also reflecting, making visible and creating space for community and belonging is a critical

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<sup>21</sup> Source: [Indigenous Campus Community Report](#)

<sup>22</sup> Source: [Statistics Canada, Highlights on Indigenous New Entrants to Post-secondary Education, 2021/2022](#)

ingredient to a thriving campus. Adapting campus environments to foster safe, meaningful, engaging and memorable experiences for students, faculty and staff alike could involve:

- Creating space for distinct campus communities that cross faculty, department and program lines
- Improving physical access of all indoor and outdoor spaces
- Leveraging technology to create dynamic, responsive systems for wayfinding, accessibility information, collecting data on accessibility barriers and creating more inclusive spaces

#### **2.3.4 Student Support and Well-being**

Students are the foundation for the university's past achievements and future ambitions. Safe and welcoming spaces are needed to build engaged student communities, share ideas and perspectives and encourage overall health and well-being. Out of respondents to the [2021-22 Student EDI Census Report](#):

- Over one-third experienced “emotional, psychological, or mental health” conditions
- 16% reported “learning, remembering, or concentrating” conditions
- 19% did not feel they are part of a university community

Campus spaces need to provide a variety of functions or services, be flexible and adaptable to meet shifting needs over time and be accessible and culturally appropriate:

- Space for recognized student groups and associations, indoor and outdoor recreation space, and space for study, calming, counselling, and exam accommodations are particularly vital and need continual evaluation to ensure they are meeting student needs
- To support access, safety, visibility, and wellness, successful student spaces are increasingly located on main paths of travel
- Spaces to build community and create such as podcast studios, gaming rooms, and makerspaces are increasingly in demand

#### **2.3.5 Climate Resilience**

The university is committed to leading the way in greenhouse gas reductions, mitigating the effects of climate change, and implementing sustainability initiatives that improve the climate resiliency of its campuses. Energy and

climate are areas where the university has deep institutional strength<sup>23</sup> and these are areas where the university intends to sustain, invest in and grow related research. The effects of climate change are already being felt locally.

For example:

- Between 2017-2021, North Campus experienced a 6-8°C increase in surface urban heat island intensity in the summer months compared to surrounding rural areas.<sup>24</sup>
- Edmonton's annual average temperature (2.1°C) is projected to increase by 3.5°C by the 2050s and the average winter temperature (-13°C) is expected to increase by 4.5°C.<sup>25</sup>

Changing climate and more intense and frequent weather events results in accelerated weathering of building envelopes, disruptions to water access due to drought and flooding, damage to foundations and linear infrastructure such as water distribution pipes, disruptions to electricity, information and communications systems, and higher maintenance and operational costs. Increasing the operational efficiency and resilience of the university's campuses is critical for protecting infrastructure, enhancing safety, reducing costs, aligning with government policy, and minimizing disruptions to the teaching and research environment. The university's multi-pronged approach to climate mitigation and resilience, as described in plans such as the Operational Greenhouse Gas (GHG) Plan, and [North Campus Open Space Plan](#), includes:

- Energy conservation and alternative energy production through measures such as energy efficiency retrofits and solar installations, as detailed in the [Envision Energy Reduction Master Plan 2022-2030](#)
- Implementing high performance building guidelines, natural area preservation, increasing the campus tree canopy, and installing naturalized and drought resistant landscaping

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<sup>23</sup> The University of Alberta is ranked as one of the top 10 universities globally for energy systems research and one of the top 50 academic institutions for energy and climate subjects.

<sup>24</sup> Source: Welegedara, Nilusha P.Y., Sandeep K. Agrawal, and Ghazal Lotfi. "Exploring spatiotemporal changes of the urban heat Island effect in high-latitude cities at a neighbourhood level: A case of Edmonton, Canada." *Sustainable Cities and Society* 90 (March 1, 2023): 104403. <https://doi.org/10.1016/j.scs.2023.104403>

<sup>25</sup> Source: City of Edmonton, [Climate Resilient Edmonton: Adaptation Strategy and Action Plan \(2018\)](#)

- Transportation demand management measures to support access to sustainable transportation options and building electric vehicle readiness and capacity
- Tracking and reporting overall operational GHG reduction efforts via the [UAlberta GHG Emissions Dashboard](#) and the [GHG Inventory Reports](#)

### 3.0 Campus Planning Infrastructure

At every level, infrastructure planning at the university must translate the education, research, and community engagement imperatives into workable solutions by prioritizing, allocating, and utilizing space in responsible, efficient, and effective ways that align with the university mission. The priorities in *Built for Purpose* set sights higher, taking into consideration institution and campus-wide initiatives that impact all who study, research, work, and visit the university through their interaction with and use of campus buildings and other infrastructure.

The following sections address current challenges, key trends, opportunities, considerations, and long-term priorities (through 2045) for infrastructure utilization, space optimization, and investment to accommodate a growing population on our campuses. Appendix I shows how the priorities align with one or more of the IAMS guiding principles, as well as associated KPIs and benchmark indicators, where possible, that are intended to be measured and reported on over time.

#### Priority through 2045

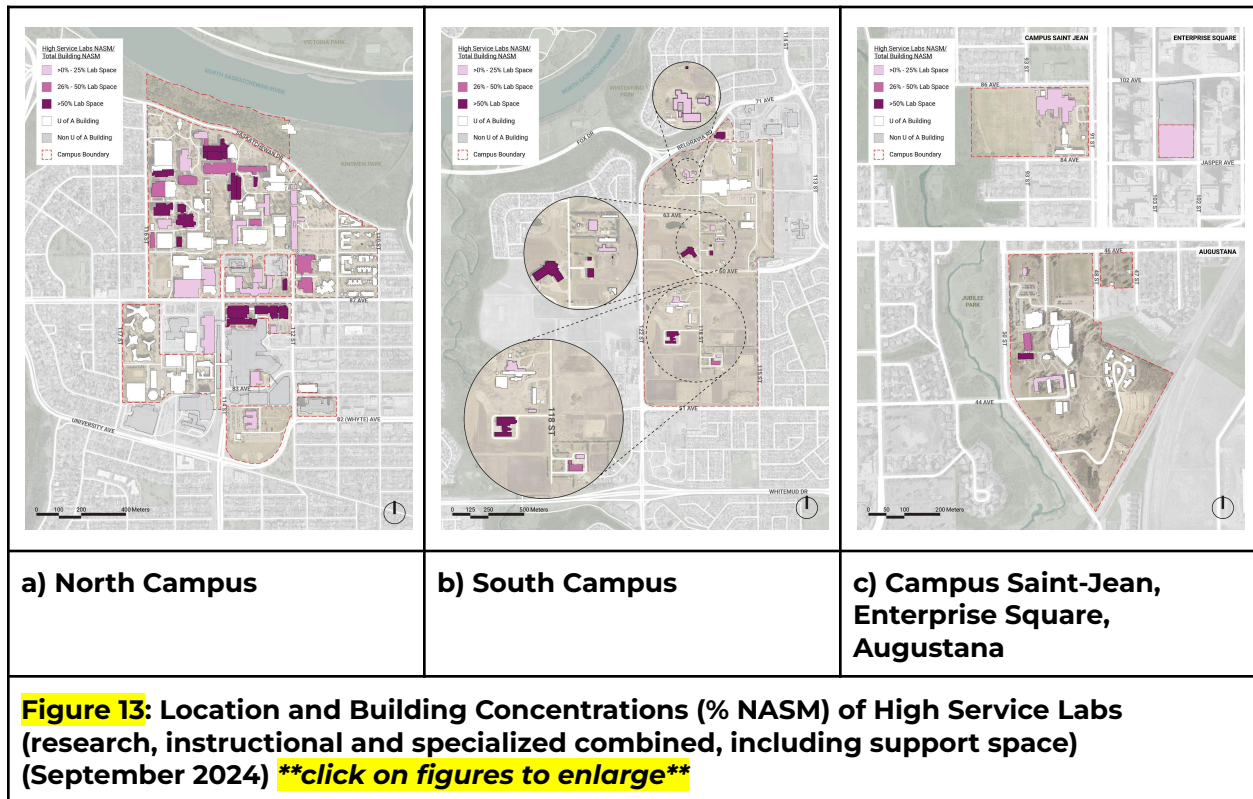
In order to support the growth targeted in *Shape*, the university's long-term priorities for all campus facilities and infrastructure are to:

- Accommodate planned student growth within an optimized footprint
- Prioritize infrastructure investments that optimize the value, use and benefits derived from the university's building assets and maintain or improve university-wide facility condition

#### 3.1 Laboratories

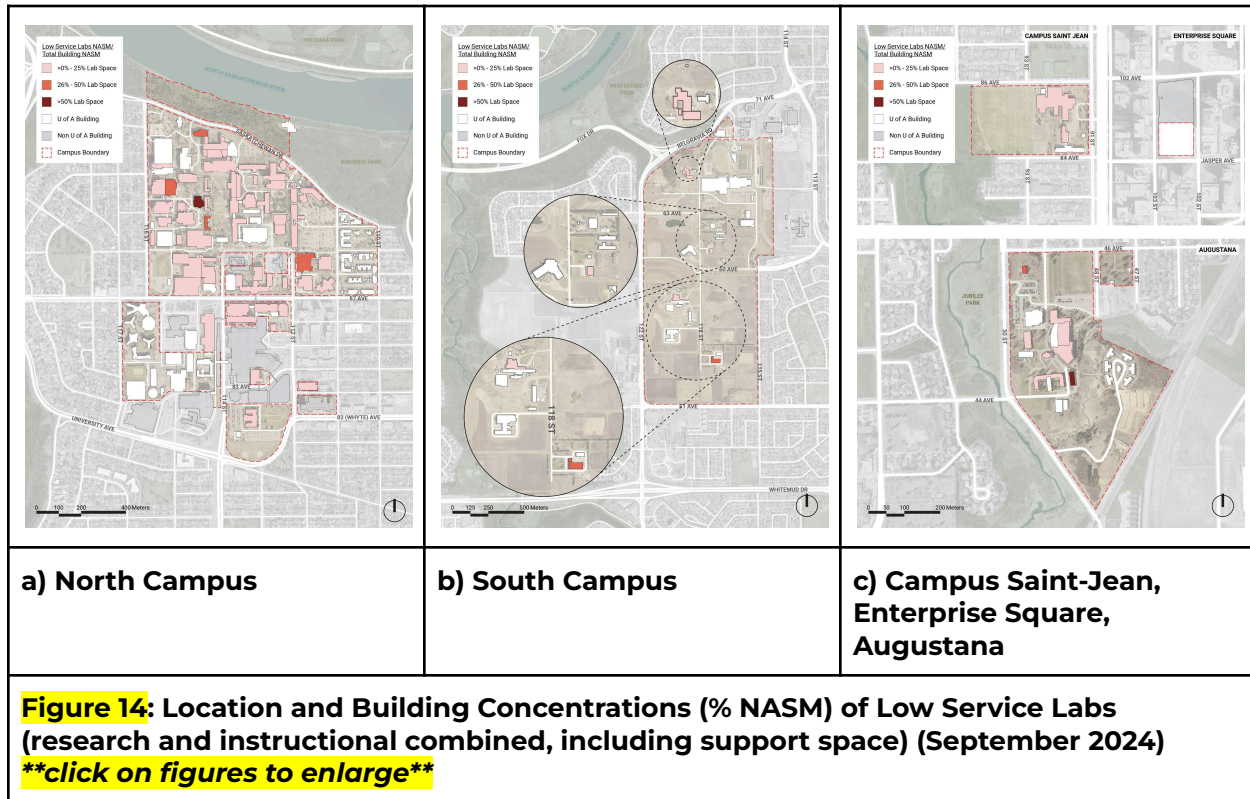
The university's lab spaces allow us to innovate, solve local, regional and global challenges, and provide the tools and training for the next generation of researchers, innovators, creators and change makers. They are central to our education and research mission and, along with our talented educators and researchers, are a key ingredient to the university's consistent ranking as a top university both nationally and globally. These spaces vary widely, ranging from a single room with a computer to large spaces supported by specialized structural components and building systems. As shown in **Figures 13 and 14**,

lab space is widely distributed across our campuses.<sup>26</sup> The concentration of lab space to total building area is generally more pronounced for high service and specialized labs compared to low service labs, owing to the larger footprints that high service and specialized labs require.



<sup>26</sup> Figures 13 and 14, as well as subsequent Figures 15 - 18, only show what the space inventory categorizes as allocated space within buildings as of September 2024. Quality, usability, and occupancy is not reflected.





The university also operates over a dozen research stations located in Alberta and British Columbia. With the exception of facilities located on South Campus, this plan does not address them as the context of this infrastructure and property is unique, highly specialized and tied to specific programs which is beyond the scope of this plan. However, they are crucial to the university's research mission, providing the opportunity for comprehensive agricultural and environmental research infrastructure and teaching facilities.

### 3.1.1 Current Challenge

- Lab environments consume significant amounts of energy - typically twice the amount of energy as an office or classroom space - in order to supply, exhaust, cool, and condition large quantities of air and power specialized equipment.
- High service labs are costly to update to meet contemporary building standards, research needs, and to accommodate interdisciplinary collaboration.



- Aging infrastructure, decentralized equipment and a significant footprint<sup>27</sup> is leading to risks to research, duplication of resources, and sub-optimal collaborative environments.

### **3.1.2 Trends**

- Research environments are shifting toward greater reliance on automation, reducing the need for traditional bench space and increasing demand for lab support areas for data-analysis, writing, and collaboration.
- Shared core facilities and interdisciplinary spaces that can support complex research and showcase technology and research are becoming essential for efficiency, collaboration across disciplines, and for recruiting purposes.
- Flexible lab design based on research area (rather than department) and functional needs (i.e. high vs low service), is an emerging strategy to encourage space optimization and interdisciplinary research.
- Instructional labs are adopting technology, such as virtual and augmented reality, to complement physical lab experiences.

### **3.1.3 High Service Laboratories**

High service labs (sometimes referred to as ‘wet labs’), and all of the necessary supporting spaces such as adjacent storage and write-up rooms, represent nearly three-quarters of all university lab space. It is in these labs that testing and analysis of physical samples, chemicals and liquids occur, as well as hands-on learning experiences with complex and often hazardous materials. They support many disciplines including science, engineering, medicine, and the arts. These labs need to maintain high standards of safety and functionality, typically contain some combination of drainage, ventilation, chemical fume hoods, fridges and freezers, fire suppression, and are often fitted with materials that are resistant to bacteria or chemicals. As a result, they are expensive to maintain and update.

#### **3.1.3.1 Opportunities**

The most significant opportunity to reduce the pressure on base building systems and operating costs is to focus high service lab spaces within fewer

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<sup>27</sup> Over 30% of campus space, excluding residences and parking, is allocated as lab space.

buildings, thereby limiting the requirements of complex infrastructure to the most suitable buildings. Other opportunities include:

- Consolidating specific high-demand infrastructure within select buildings, such as freezer farms or equipment with heavy loads, to reduce duplication, costs, and infrastructure requirements.
- Increasing the use of shared resource centers, like core facilities that house high demand equipment to promote collaborative use and reduce the need for redundant resources across departments.
- Implementing modular and flexible lab designs that can be easily reconfigured to accommodate different research teams and projects, as well as both expansion and contraction requirements.
- Strategically locating preparation spaces and adjusting set up / tear down practices to minimize duplication and increase utilization, particularly for high service instructional labs.
- Continuing to advance the Smart Labs process to minimize energy consumption while increasing safety within the various labs on the campus and optimizing ventilation performance.
- Collaborating with established external entities or third parties to operate on campus and collaborate with university researchers.
  - These arrangements would be governed by contracts, and are an important component of moving knowledge from the university into the broader community. These spaces will need to be flexible to enable companies to rapidly scale up or down their operations.
  - Designated facilities for startup and established companies on campus, separate from internal research labs, reduce confusion regarding institutional risk, ensure distinct funding and operating models, support independent evolution of each space, simplify management of stakeholder arrangements, and are aligned with feedback from the campus community.

### *3.1.3.2 Considerations*

While the optimization opportunities are significant, consolidating high service labs would represent a marked shift in the university's high service lab ecosystem and, as such, new approaches to how these labs are constructed and assigned must be supported by faculty and researchers along with implementation of effective operational models and resources. The necessary shift in culture cannot be underestimated and should consider how best to:

- Align investments in infrastructure with teaching and research priorities, as well as with the university's growth, in order to enable leading and impactful research, enhance the educational value of lab experiences, and promote the attraction and retention of talented educators and researchers.
- Invest in state-of-the-art learning and research environments that can adapt to future priorities, needs and technologies, while also meeting operational, safety and sustainability standards.
- Locate high service labs to optimize adjacencies, share resources, support collaboration, and avoid negative impacts to learners, research and other building occupants.
- Integrate external entities or third parties on campus while maintaining secure access to high-service research labs, core facilities, and sensitive research.
  - A related consideration is to design spaces so they can be secured and are separate from general research labs.

### **3.1.4 Low Service Laboratories**

Compared to their high service counterparts, low service labs (sometimes referred to as 'dry labs') typically benefit from lower operational costs, simpler setups, require less specialized infrastructure, are less resource-intensive, and can be adapted more easily to serve multiple purposes.

#### *3.1.4.1 Opportunities*

Opportunities to optimize the use of these spaces and promote a culture of shared resources include:

- Exploration of operational models, technology solutions and collaborative setups, which can make spaces more accessible, versatile and supportive of interdisciplinarity and a broader range of curriculum and research needs.
- Implementation of modular designs that can be easily reconfigured as research needs change.
- Adjusting practices for low service instructional labs that increase transparency in scheduling, allow centralized utilization data reporting while continuing to allow programs to manage instructional laboratory scheduling to reduce duplication and increase utilization.

#### 3.1.4.2 Considerations

A considerable shift in culture may be required to promote sharing or consolidation of space where it is strategically beneficial and where research or learning outcomes allow. Considerations include:

- Reconsidering where low service labs are situated, as well as how they are utilized, assigned, and operational models that incentivize sharing of resources to reduce infrastructure costs and optimize space footprints. Ensuring these labs remain equipped and relevant for the research or instructional purposes.
- Balancing space optimization initiatives with protection of privacy and security of sensitive or proprietary research.

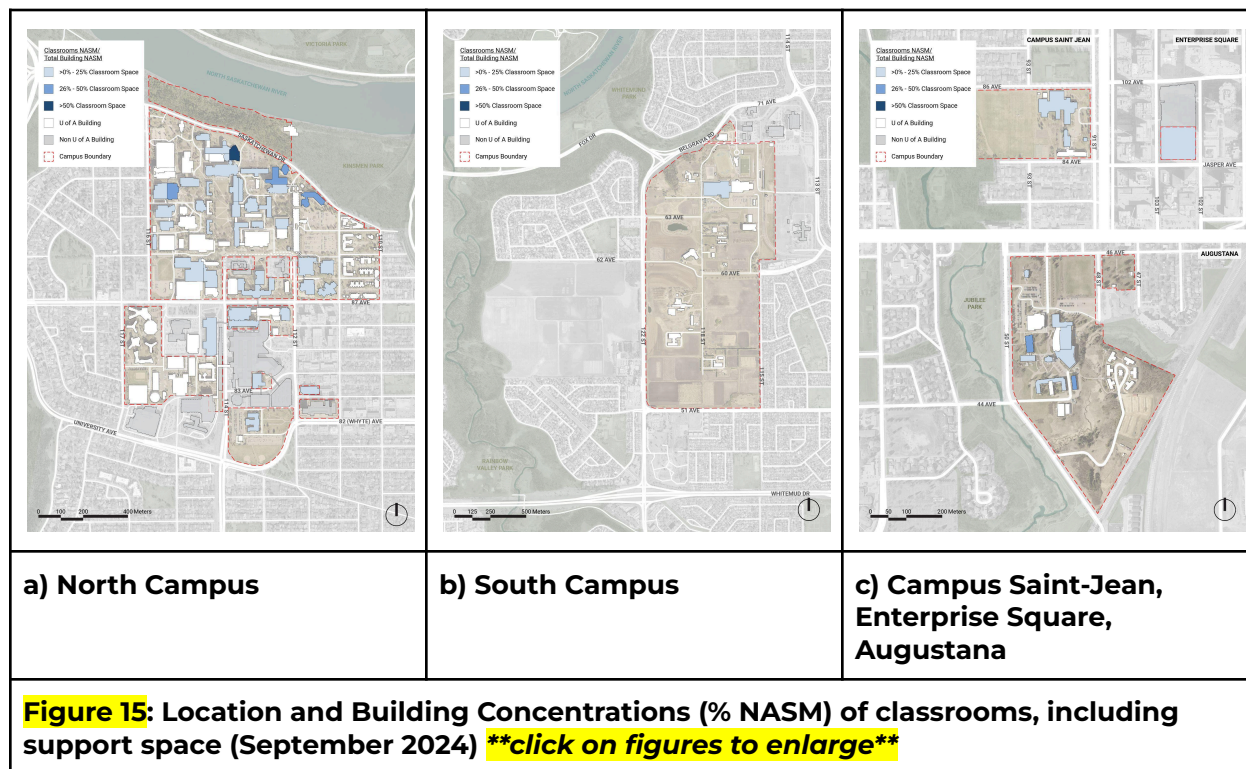
#### 3.1.5 Priority through 2045

The university's long-term priority for its on-campus lab space is to:

- Optimize the supply, utilization and distribution of laboratory space (research and instructional), while ensuring the quality of our lab spaces remain attractive to keep the university among the most competitive research and learning institutes

### 3.2 Learning Spaces and Classrooms

Learning spaces and classrooms refer to rooms used primarily for scheduled teaching purposes that do not include any special equipment that would make the space unsuitable for general instruction. The functionality of these rooms is not tied to a specific discipline and may be in the form of flat or tiered classrooms, lecture halls and theatres, or seminar rooms and include standard information technology infrastructure. These rooms are available in varying capacities and are located on all the university's five campuses. As shown in **Figure 15**, classroom space is widely distributed across our campuses in relatively low concentrations compared to total building NASM.



### 3.2.1 Current Challenge

- With the enrolment growth outlined in *Shape*, the university may need to plan in the areas of highest need, including pedagogical and program needs, focusing on classrooms of appropriate size, type and configuration to support experiential, online and hybrid learning.
- Although most classrooms are allocated to the Office of the Registrar, many classrooms remain allocated to faculties complicating scheduling, growth accommodation, and effective management and utilization of learning spaces.
- Few classrooms are used outside the peak hours of 9:00 a.m. to 3:30 p.m., impacting scheduling flexibility and responsiveness to emerging needs such as exam accommodations and building disruptions.
- Classroom changeover and resetting or missing furniture are common day-to-day operational concerns that negatively impact student and instructor experience.

### 3.2.2 Trends

- Pedagogy has shifted from teacher-centered to student-centered approaches, emphasizing active learning, critical thinking, and

problem-solving approaches and requiring more interactive, flexible classroom environments.

- The evolution of pedagogies and technological capabilities continues to accelerate demand for more active, experiential, hybrid, hyflex, and online learning modalities, allowing for more interactive and collaborative experiences.
- Learning spaces increasingly incorporate health, well-being, and inclusivity considerations, such as mobile, ergonomic furniture, natural light, and enhancement of indoor air, light and sound quality, with attention to accessibility for diverse learners.
- As the demand for virtual learning continues, space to attend virtual classes individually and in group settings while on campus is becoming a priority.
- Similarly, spaces to facilitate online testing, evaluation and, the requirements of virtual exam proctoring is also in demand.
- Demands for space and infrastructure capacity to charge and connect devices within and outside the classroom is creating a need for investment in reliable and high-speed network connectivity and related IT and power infrastructure.
- There is a growing emphasis on the Indigenization of the classroom, aligning with broader institutional goals to acknowledge and incorporate Indigenous knowledge, perspectives, and practices.

### **3.2.3 Opportunities**

While program or faculty-specific classrooms will continue to be essential for the instructional needs of particular areas of study, there is an opportunity to explore the creation of centrally-located nodes of classrooms that are flexible in size and use and agnostic in purpose. Optimizing learning spaces and classrooms is not solely a campus planning issue and will require significant collaboration between campus planners, Information Services and Technology, the Office of the Registrar, the colleges and faculties, and others. Such collaborative opportunities include:

- Enabling more streamlined and optimized scheduling by transferring faculty classrooms to the Office of the Registrar where appropriate to do so and according to clear principles that support scheduling such as university need, adjacency and accessibility.

- Expanding classroom use to more hours each day and more equally throughout the week, considering more opportunities for course offerings in spring and summer sessions, and optimizing cohort sizes in alignment with existing classroom inventory, program needs and growth.
- Enabling smaller, underutilized classrooms to be used as multi-use bookable space, study space, virtual learning hubs, student community space, or repurposed for other needs.
- Renovating classrooms to incorporate features like mobile furniture and technology support active, experiential, hybrid, hyflex, and online learning.

#### **3.2.4 Considerations**

Accessibility of learning and classroom environments, as well as travel distances for students and instructors will continue to be a priority as the university continues to grow. Other considerations include:

- Strategic placement of classrooms near food services, student study space, and informal meeting spaces to create opportunity for planned and spontaneous social interactions and enhanced student experience.
- Change management support and consultation with students, faculty and staff when implementing new approaches to how classrooms are designed and scheduled.
- Ongoing monitoring of in-person to virtual learning ratios to proactively plan for incremental adjustments to classroom and/or multi-use bookable spaces to ensure the university has an appropriate mix of types and sizes of spaces to support in-person and virtual learning.

#### **3.2.5 Priority through 2045**

The university's long-term priority for its on-campus learning and classroom space is to:

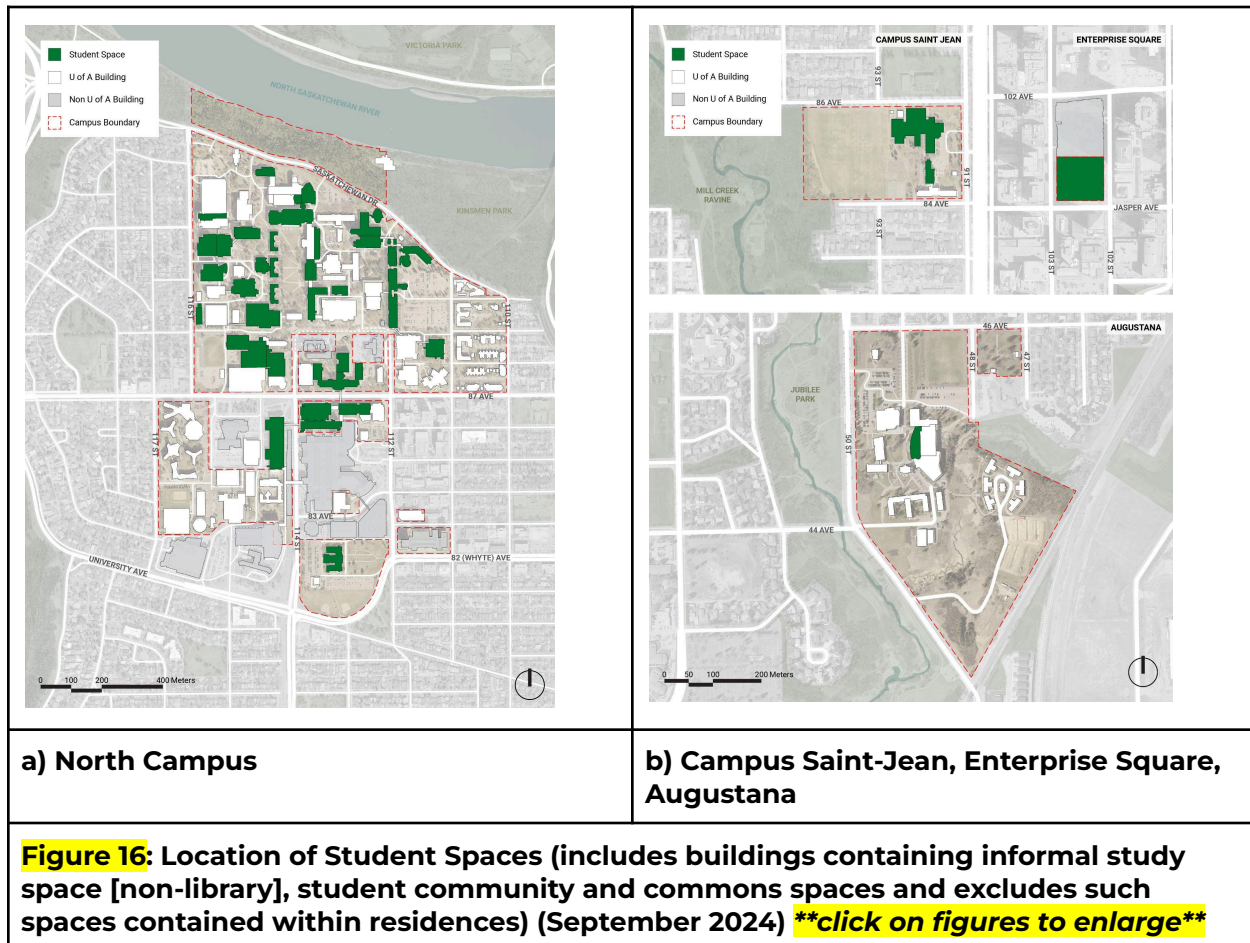
- Optimize the supply and utilization of learning spaces and classrooms to accommodate planned student growth

In addition, *Technology with Purpose* includes a key pillar on enhancing teaching, learning and student experiences, with a goal of increasing the number of classrooms that are hybrid-enabled to support enrolment growth

and flexibility in teaching delivery and learning styles. Measurement of this goal will occur under *Technology for Purpose*.

### 3.3 Student Spaces

The spaces outside classrooms, labs, and libraries on campus play an important role in the student experience and animation of our campuses by supporting formal and informal study, social interaction, student success and well-being, celebration of culture, and building community and belonging through the activities of student groups and associations. **Figure 16** shows those buildings containing student spaces, including informal study space (non-library), student community, and commons spaces, according to the university's space inventory.





### **3.3.1 Current Challenge**

- Campus spaces must reflect and create a safe and welcoming space for all students, enable recognized student groups and associations to build community and carry out their activities, and cater to a variety of student needs that are academic, social, cultural, and personal in nature.
- Focused efforts are needed to create strategically located multi-functional student hubs across our campuses that provide a variety of essential services, are accessible as students move from class-to-class, support engagement in the campus community, and can be adapted over time.

### **3.3.2 Trends**

- As the student population grows, there will be a growing need to allocate space for recognized student groups and associations to support their community building and advocacy initiatives.
- Consultation indicates a growing demand for bookable spaces for individual and group study.
- Students expect multi-functional spaces that seamlessly blend study, collaboration and relaxation while fostering a sense of community and belonging.
- To meet varied demands, student spaces will need to be equipped with modular furniture that can be reconfigured for group projects, workshops, showcasing or presenting academic work and research, or individual study sessions.
- There is a growing emphasis on access to spaces that support belonging such as prayer and meditation rooms, quiet zones, calming rooms, and sensory rooms that cater to spiritual and mental wellness.

### **3.3.3 Opportunities**

The *Student Experience Action Plan* has identified a number of opportunities to inform and reimagine student spaces that are safe, accessible, flexible, and responsive to evolving student needs while promoting community, belonging, and vibrancy on campus. To this end, space optimization strategies for student spaces should prioritize spaces that are open to all students including opportunities to:

- Involve students in conversations, ideation, and design in order to build understanding of student and institutional needs and better address both needs effectively and collaboratively.
- Provide a variety of adaptable spaces that support informal and formal student activity as well as essential student services on or near paths of travel to ensure safety, access, and to promote campus life.
- Streamline, simplify, and where possible, centralize booking tools and procedures for student spaces.
- Provide access to underutilized spaces for quiet study when not in use, such as classrooms to address shortages in such spaces.
- Design spaces using sustainability, biophilic design, and barrier-free principles, as well as right to light and views to the outdoors to support mental health and well-being.

#### **3.3.4 Considerations**

It is crucial to strategically locate these spaces on campus that promote accessibility, safety, and security. Such considerations and others related to optimizing student spaces include:

- Locating multi-use bookable spaces that support belonging, such as prayer and meditation rooms, quiet areas, or lactation rooms throughout campus.
- Locating and designing spaces to create a transition from individual, quiet study spaces to more collaborative, social hubs.
- Locating student spaces near food services, retail, high pedestrian traffic paths of travel, and near windows.
- Enhancing and expanding Wi-Fi and access to device charging in student spaces to support both a growing on-campus population as well as online learning and study.
- Implementing a combination of student feedback and technology solutions to monitor use patterns and needs to confirm utilization and support review of underperforming space.
- Balancing furniture and equipment choices with accessibility considerations and life-cycle replacement costs.

#### **3.3.5 Priority through 2045**

The university's long-term priority for on-campus student spaces is to:

- Provide a diversity of accessible and inclusive student spaces to accommodate planned student growth

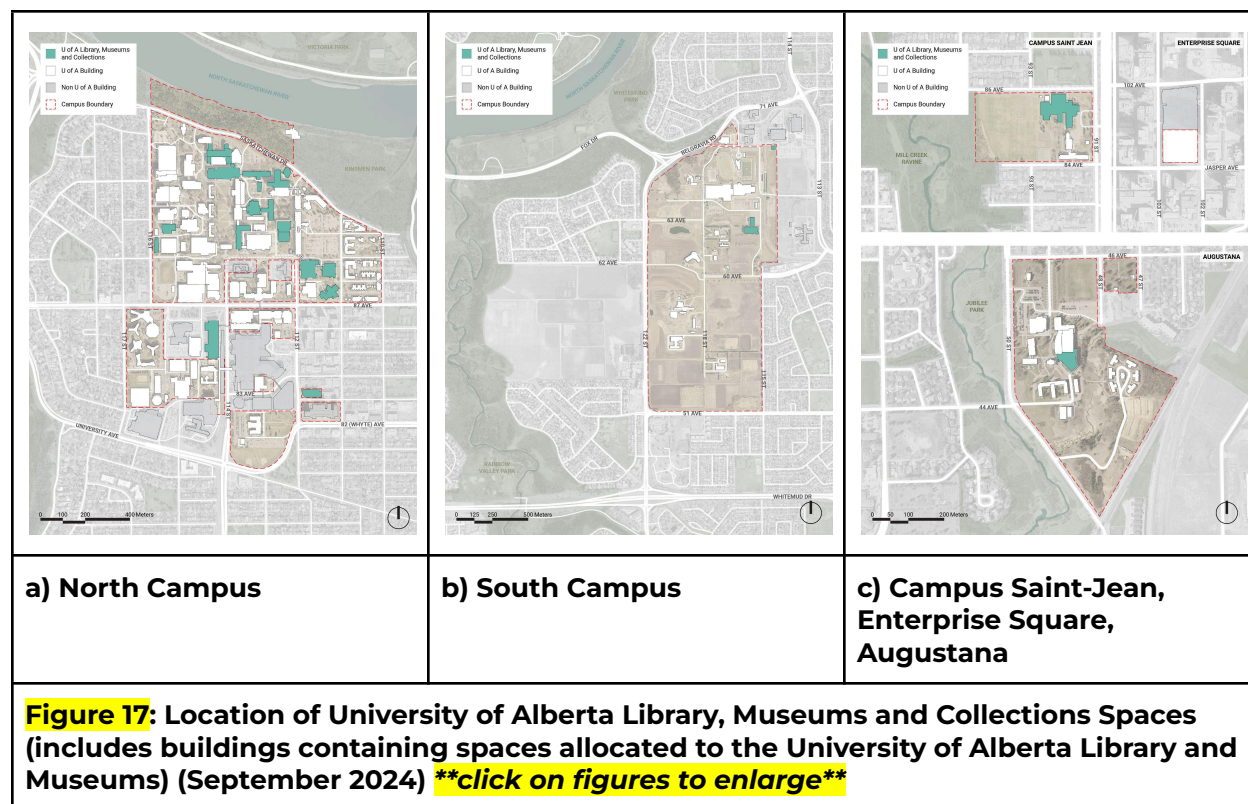
### **3.4 Library and Museums**

The University of Alberta Library and Museums provide crucial resources for research, teaching, and public engagement. They include three areas with great importance to the university: the Library, Museums, and the University Press. The University of Alberta Library system is one of the largest in Canada, with 7 libraries, the university archives, two research centres, and a high-density storage facility located within 7 buildings over 4 campuses. It houses over 6 million physical items and millions more digital resources used for research and teaching. Notably, the Library is also home to the University of Alberta Archives, the official repository of records of enduring value for the university and affiliated institutions.

The University of Alberta Museums holds one of Canada's largest academic and research museums collections, managing millions of objects and specimens including 30 registered collections currently housed in approximately 200 rooms in 18 buildings on North Campus, and public art displayed in 180 locations on the various campuses. They are integrally linked to institutional requirements laid out in the tri-agency funding programs, including Social Sciences and Humanities Research Council (SSHRC) and Natural Sciences and Engineering Research Council (NSERC). The collections also promote community engagement, and are publicly accessed via exhibitions, individual visits, tours, public programs, and online, via the University of Alberta Museums Search Site. In addition, a gallery project is being explored for the Telus International Centre in order to address preservation of some collections while expanding access and accessibility to the public.

The University of Alberta Press is an award-winning publisher of scholarly and creative books distinguished by their editorial care, exceptional design, and global reach. The Press contributes to the international dissemination of scholarly research and the public outreach goals of the university by publishing critical scholarly and literary books that engage, challenge, and provoke readers. The Press also manages Henderson Hall, an event space

adjacent to its offices in Rutherford South, which is used by many university departments for public lectures and other types of gatherings.



### 3.4.1 Current Challenge

- The function and diversity of services that libraries perform is changing as study and research approaches and needs change, such as with hybridization of study and work, focus areas of learning and research, and emerging technology.
- It is increasingly challenging for physical libraries to keep up with the pace of change and to balance the need for digital resources and traditional collections.
- Lack of physical integration and proximity between library facilities is operationally challenging and inefficient. A related but broader issue is that collection space is broadly distributed across our campuses.
- Museums requires specialized conditions to safeguard and preserve irreplaceable collections, including secure access, mitigations for fire, water leaks or floods, and environmental controls.

- While access requirements and frequency varies by collection, object and specimen, those requiring daily or frequent access may not be optimally located.
- Some collections have the Canadian Cultural Property designation, which requires a higher standard for their storage, access and preservation.

### **3.4.2 Trends**

- Libraries are moving toward a people-centred model focused on providing spaces that foster safe, accessible, flexible, and productive environments that enable community engagement, interdisciplinary collaboration, and knowledge production.
- New methods of learning and research are increasingly integrating digital scholarship tools and technologies, enriching the academic and community experience.
- Library service points for students and researchers remain crucial hubs for information about library services and the broader campus.
- Staff workspaces that support library operations and administration, increasingly need to accommodate the management, preservation, and digitization of collections.
- Technological advances and the digitization of collections, coupled with the trend to centralize repositories, have enabled libraries to convert space formerly dedicated to bookstacks to a variety of other uses including 3D printing, virtual reality labs, media booths, and the Digital Scholarship Centre.
- Museum collections are crucial for experiential and object-based learning and are expected to see growing demand as the campus population grows, while digital tools will help to broaden access.
- There is a heightened need for robust, climate resilient physical infrastructure to protect irreplaceable collections.
- Answering the Truth and Reconciliation Commission's *Calls to Action*, UNDRIP, as well as the Canadian Museums Association's *Move to Action*, is heightening the recognition of the colonial associations of humanities and natural science collections. As a result, libraries and museums are creating spaces to promote interdisciplinary research and learning, Indigenous Ways of Knowing, and repatriate collections.

### **3.4.3 Opportunities**

Consolidating and centralizing Library and Museums operations to support more efficient service delivery, distribution of collections, and interdisciplinary collaboration is an important opportunity Library and Museums is seeking to leverage. In addition, access, belonging, community and Indigenization are key priorities the University of Alberta Library and Museums is seeking to advance along with the effective management and preservation of collections. Additional opportunities include:

- Providing culturally-safe study spaces, inclusive and accessible spaces, increased research and publishing support, teaching support, and digital initiatives such as those included in the Geoffrey and Robyn Sperber Health Sciences Library in the Edmonton Clinic Health Academy, which enable new methods of learning and research.
- Properly housing Museums' collections to reduce institutional risk and improve student and faculty experiences to safely interact with collections.
- Optimizing adjacencies, mitigating risks at the infrastructure level, and fostering connectivity within and between spaces to promote interdisciplinary collaboration and create opportunities for positive community engagement, allowing university collections to be experienced more broadly, enhancing the university's reputation, and contributing to recruitment and retention efforts.
- Co-creating welcoming and engaging environments that showcase materials relevant to Indigenous peoples and other underrepresented communities to advance Indigenization and inclusion efforts.

### **3.4.4 Considerations**

Library and Museums' collections must be considered holistically from a risk management, access, and use perspective, with considerations given to provincial, national and international accreditation, designating and governing bodies as they apply to each collection. Collections that fall under University of Alberta Museums are registered as such, are held in the public trust, and fall under the Museums and Collections Policy, which speaks to the legal and ethical obligations of acquiring, retaining, and deaccessioning these collections as well as their data. This policy and other Library and Museums operational needs require consideration of:

- Robust IT infrastructure as a vital part of collection stewardship.

- Policy implications of proposals to add or renovate spaces for the purposes of accommodating new collections or commissioning art on campus. Such proposals require early identification and must follow both the Space Management Policy and Museums and Collections Policy prior to any acquisition or commissioning.
- Spaces that are designed to be flexible, adaptable, and preserve collections while also enabling students, researchers, staff, and the public to interact with collections for the benefit of the future, growing campus community.

### **3.4.5 Priorities through 2045**

The university's long-term priorities for on-campus library and museum spaces are to:

- Provide library spaces that meet student and staff needs for study and research while also supporting physical integration and consolidation in a way that enables accessible, adaptable, and efficient service delivery to accommodate planned student and research growth
- Provide museum and collections spaces that preserve collections safely, allowing for long-term growth and sustainability, optimizes use and making collections accessible to students, researchers, staff, and the public in dynamic and multi-purpose ways that build understanding of diverse communities and sense of belonging

## **3.5 Academic and Administrative Offices**

Academic and administrative office space often makes up the largest category of assignable space on university campuses. The U of A is no exception with approximately 210,000 NASM of academic and administrative office space spread across virtually all buildings on the five campuses - the next closest space categories are research laboratories at over 170,000 NASM (including support space) and parking at almost 160,000 NASM. Office and related space consists of assigned dedicated offices, open workstations, and the related support spaces including collaboration and meeting spaces, copy and storage rooms, break rooms, and interior circulation (e.g. hallways).

### **3.5.1 Current Challenge**

- Appropriate allocation of office space and workstations is inconsistent across departments, in terms of size and sharing ratios.

- The nature of work, and where many of us work, is changing rapidly, with shifting expectations, alternative work agreements, workplace practices and standards in response to the normalization of virtual and hybrid work.

### **3.5.2 Trends**

- While traditional workspaces continue to be vital to the university, virtual and hybrid work is increasingly important in today's world.
- Hybrid work is changing office environments by emphasizing them as tools for engagement and collaboration with organizations implementing smaller, dedicated offices and workstations, touchdown and hoteling stations, and a variety of meeting and collaboration spaces to support flexibility and productivity.
- Other impacts of this shift will include heightened need for flexible, collaborative spaces, touchdown spaces, focus areas and private meeting spaces, access to stable Wi-Fi, and resources to support change management, operationalizing shared workspace arrangements, and monitoring of utilization patterns and satisfaction as trends continue to evolve.
- Amenities to support employee well-being are increasingly expected to support belonging and diversity such as access to natural light, and quiet zones for focused work and respite.
- Office storage requirements are also declining as digitization of paper files, records and resources increases, subject to available network or cloud storage capacity.

### **3.5.3 Opportunities**

It is important that office environments are spaces that faculty and staff want to be in—where they are excited to be part of a thriving campus community and invite colleagues and peers in to engage in dialogue and debate, and where they are inspired to innovate. Opportunities to create flexible, dynamic, and collaborative work environments include:

- Designing office environments that better reflect each employee's tasks and work circumstances.
- More effectively managing how spaces and offices are assigned to people who are not physically on campus regularly.



- Updating space standards to manage space allocations and assignments, accommodate growth, and create and incentivize flexibility, collaboration, and adoption of shareable offices and workstations.

#### **3.5.4 Considerations**

Developing a university-wide approach to optimizing design and utilization of offices and workstations will require significant change management and, for some, lead to an emotional response as offices are very personal space. As the university continues to grow, concerted effort will be required to ensure:

- No more than one dedicated office is assigned to any person, regardless of role(s) at the university, with any secondary touchdown spaces being shared.
- Shared offices and workstations, touchdown spaces, hoteling stations, and bookable offices and meeting spaces become normalized, where appropriate, to effectively support approved arrangements under the Work from Home Program.
- Appropriate and adequate support is provided through space planning initiatives to provide teams with tools that address security and confidentiality requirements in open office environments.

#### **3.5.5 Priority through 2045**

The university's long-term priority for on-campus academic and administrative offices is to:

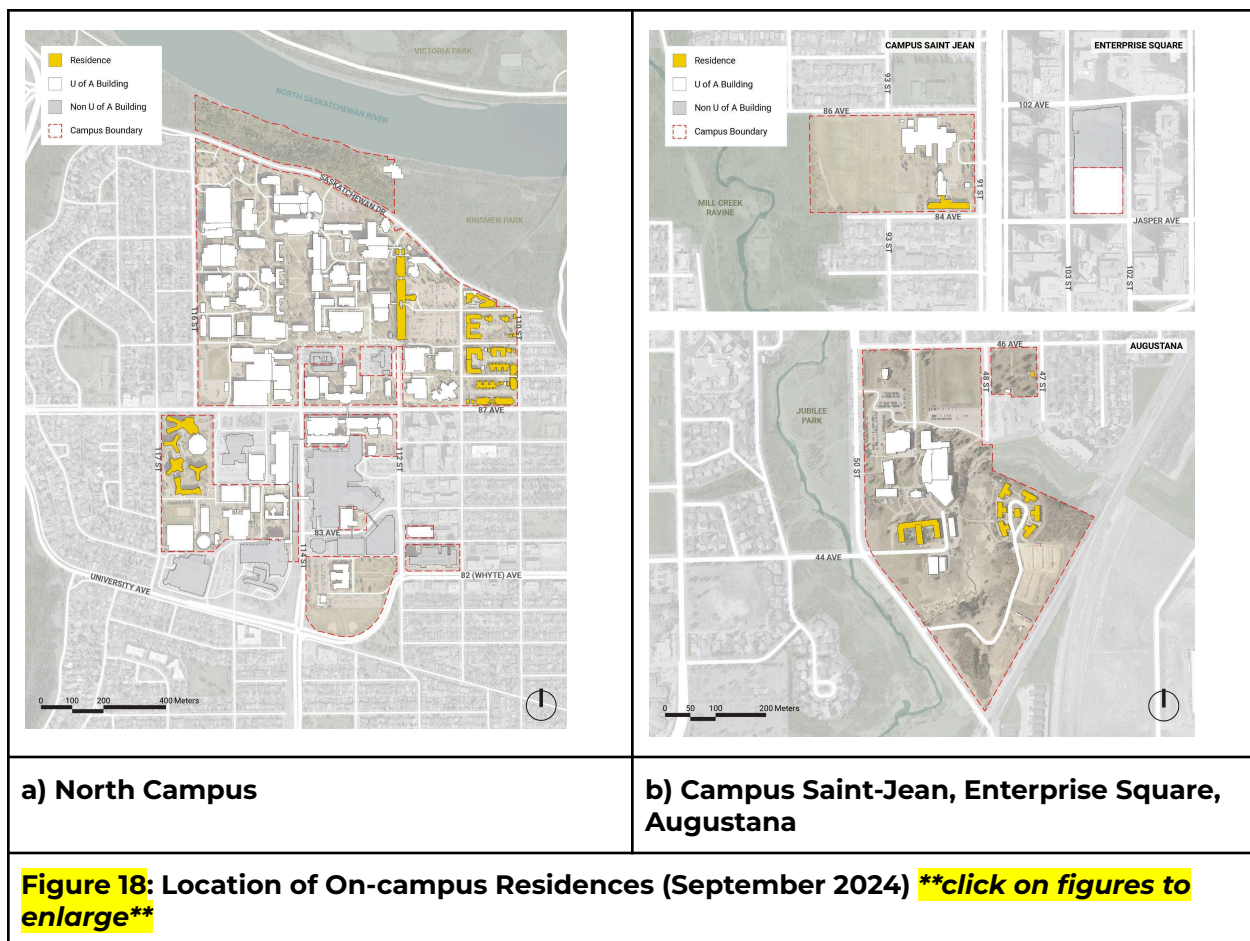
- Optimize the supply of office space to accommodate faculty, staff, and researcher growth needed to support a growing student population

### **3.6 Residences**

Across three campuses (North, Campus Saint-Jean, and Augustana) and within 41 buildings, approximately 5,000 students can be accommodated in the university's residence system, with options ranging from dormitory-style suites with an accompanying meal plan to purpose-built, private, upper year suites. The living-learning environment that residences provide affords students opportunities to thrive among their cohorts with similar academic and social interests, and provides students with direct access to additional supports, such as peer tutor programs and faculty-in-residence.

Serving as an example to the larger university with respect to infrastructure management, the university's residences are well on the path toward achieving our strategic infrastructure objectives. Within the last five years, residences with a poor asset condition and high redevelopment potential were disposed of (Michener Park and Newton Place), critical but aged residences received significant renewal investment (Lister Complex), and new inventory has been constructed (Nîpîsîy House and Thelma Chalifoux Hall).

The housing available at the university is focused on students. There is no intent to create faculty or staff housing on any of the university's campuses.



### 3.6.1 Current Challenge

- Providing campus housing for students will continue to be an important recruiting tool for the university to attract students from home and abroad.

- Residences seek to balance affordability with provision of wrap-around, student-focused services not available in private sector accommodations.
- The university's ability to meet government expectations for providing on-campus housing options for students, will be a key determinant of the university's growth trajectory, particularly with respect to international student enrolment.

### **3.6.2 Trends**

- The diversity of the student population is changing needs and expectations with regard to living arrangements and on-site resident supports such as food service and counselling, as well as an array of culturally appropriate housing and living communities within residence.
- Residence learning communities such as living learning communities based around common interests and cultures, academic living clusters based around students in common programs, and themed living communities tailored to specific lifestyle needs or preferences are likely to increase in necessity and popularity.

### **3.6.3 Opportunities**

While the three campuses with residences are generally considered commuter campuses, residences at the university exist principally to provide on-campus accommodations to students who would not otherwise seek to live off-campus. As such, the primary value to the institution is in the form of providing a living solution for students who are considering educational opportunities around the world. Given current residence supply on North Campus, Campus Saint-Jean, and Augustana, the university is well positioned to respond to the university's growth targets by providing an on-campus housing option to those who need or want one.

While the university is well-positioned to accommodate students living on or near campus for the foreseeable future, the residence and housing landscape in surrounding communities can unlock opportunities for the university and broader community. For example:

- Residences can act as an early recruitment tool as lodging for high school students during summer camps, provide a venue and accommodation for conferences and exchanges that draw visitors to

the university, and play a crucial role in provincial emergency response, particularly during the spring / summer term when vacancy is highest.

- If enrolment growth begins to put pressure on the university's residence system, the university could explore partnerships with private developers or housing providers to secure spaces for students where the private operator manages the infrastructure and the university provides the residence supports.

### **3.6.4 Considerations**

The most near-term consideration with respect to student housing relates to Federal Government changes to the International Student's Program, including the adoption of a "recognized institution" framework to benefit post-secondary designated learning institutions that set a higher standard for services, support and outcomes for international students. One of the impacts of this change is that learning institutions must only accept the number of students for which they can provide adequate supports, including housing options. Therefore, housing will continue to be a key determinant of the university's international student growth trajectory in the near term. Other operational considerations the university must weigh today and in the future when providing on-campus housing include:

- University residences must be financially self-sustaining and operate in accordance with Board of Governors-approved principles, including that no student tuition or government funding is invested in residences and that residences must operate on a break-even basis.
- Rental rates must consider the actual cost of residence operations within the context of the prevailing market conditions as well as rates charged by peer institutions.
- Stacking strategies must be effective in building a positive and vibrant community while also utilizing buildings efficiently and providing flexibility for emerging needs during the year.
- Culturally appropriate accommodations options and supports should be considered for Indigenous and international students such as providing space for kinship, family and cultural support, religious needs and ceremony, and Indigenous-centred Ways of Being.
- Effective on-site student supports are needed, particularly for students who are living away from home for the first time, such as counselling, security, food services, social amenities, and peer support.

### **3.6.5 Priority through 2045**

The university's long-term priority for on-campus residences is to:

- Supply sufficient on-campus student residence space to meet demand

## **3.7 Sport, Recreation and Athletics**

The university has dozens of high quality, indoor and outdoor, sport and recreation facilities located on four of five campuses, ranging from gymnasias and studios to swimming pools, courts, fields, and rinks. These facilities serve recreational, academic, research, and competitive endeavours (including varsity athletics and international sporting events); community programming (over 5 million annual visitors); and as facilities supporting provincial disaster recovery efforts. Sport and recreation facilities are integral in enhancing the physical, mental, emotional and social well-being of all who choose to partake, and are a direct contributor to institutional community engagement initiatives.

Facilities are largely funded through a series of user fees. This is augmented with a small amount of central funding to support facility operation and management costs associated with the academic and research activities conducted within the various facilities. Profits generated from external facility rentals and programming fees are reinvested into program development, equipment replacement, and sport and recreation specific facility upgrades to reduce deferred maintenance liabilities.

### **3.7.1 Current Challenge**

- Due to the broad needs and interests that our sport and recreation facilities serve, they must balance quality, accessibility, and affordability to remain attractive for all users.

### **3.7.2 Trends**

- Athletics, sports, and recreation facilities are seeing a shift towards the importance of holistic well-being and inclusivity with an emphasis on the interconnectedness of physical and mental health reflected in the integration of services and amenities beyond traditional amenities such as gyms, pools, tracks, and courts.

- The recent release of the Bright Breaks wellness program linked students and staff to virtual classes and support networks, opening up the ability to access wellness support anytime, anywhere.
- Facilities are becoming more accessible and inclusive, offering all-gender washrooms and change rooms and more variety in equipment and programming to accommodate diverse abilities and backgrounds.

### **3.7.3 Opportunities**

As the university is often seen as a first-choice for high-quality venues for a range of sport and recreation activities, there is an opportunity to leverage institutional investments in teaching and research facilities into those that are also able to serve the broader community. Doing so would create external revenue-generation and philanthropic considerations that can be used for facilities construction or enhancement that might otherwise be elusive. In addition:

- Designing facilities that allow for transparency and views into activity spaces, can showcase a commitment to a culture of active living and provide a key marketing and recruitment tool for the institution.
- Sport and recreation facilities are well-suited to transform into venues to host student exams, cultural events, community activities, and revenue generating private event rentals.

### **3.7.4 Considerations**

Sport and recreation facilities need to consider the needs and affordability to users as well as balancing financial sustainability. In particular:

- Continued investment is needed to ensure sport and recreation facilities are high-quality, innovative, and emblematic of campus culture and pride.
- Major investments in sport and recreation facilities and their base systems are only possible with incrementally new institutional funds, special funding programs and philanthropic considerations.
  - A related consideration is that business cases for new, upgraded, expanded, or renovated sport and recreation facilities are needed to ensure long-term financial viability of both the infrastructure and the activities within it.

### **3.7.5 Priority through 2045**

The university's long-term priority for on-campus sport, recreation, and athletic spaces is to:

- Provide a diversity of accessible and inclusive sport and recreation facilities

## **3.8 Retail and Commercial**

Retail and commercial spaces provide convenient on-campus access to a wide-variety of amenities provided by vendors representing a mix of food, retail, financial, and academic services on campus. The university has negotiated more than 60 leases with particularly high concentrations in HUB Mall, the Central Academic Building, and the Centennial Centre for Interdisciplinary Science. The university also provides space within buildings and in open spaces on a short term basis for food trucks, pop up retail and markets. Commercial leases also provide a revenue stream for the university.

### **3.8.1 Current Challenge**

- Compared to off-campus retail and commercial sites, campuses experience a significant reduction in foot traffic four months out of the year, as well as during weekends and holidays, which can negatively impact the attractiveness of university spaces and the viability of operators leasing space on our campuses.
- Students tend to have less disposable income than faculty and staff, impacting the viability of certain retail and commercial operators.
- Neighbouring communities (e.g. Windsor Park, Garneau) do not currently think of the U of A as a place for retail, therefore do not significantly contribute to existing retail foot traffic.

### **3.8.2 Trends**

- While the retail landscape is shifting with the rise of ecommerce, the convenience of on-campus retail for students and staff remains an essential component of a complete campus community.
- Demand can be expected to increase for the accommodation of online retail, placing pressure on distribution services, the mail/package management in residences, and the surrounding and internal campus transportation networks.

- Additional capacity and locations for self-serve parcel options such as parcel lockers is being investigated and will need to consider appropriate locational limitations such as residences and adjusting space allocation within the University of Alberta Bookstore or other university retail outlets.
- Integration of pop-up retail could play a more significant role on campus in the future by providing space for retailers to provide services and sell products during key times in the university year such as residence move-in days.
- As is typical in all retail, consumer preferences, demand and expectations are constantly shifting, necessitating flexible and adaptable retail spaces that can quickly be converted to accept new tenants or for existing retailers to accommodate new offerings to meet consumer demand.

### **3.8.3 Opportunities**

As the university is able to optimize space across all campuses, 'found' spaces that are not immediately needed to accommodate growth in the academic and research enterprise provide opportunities to offer an even greater array of services to the people who attend our campuses. At the same time, it is essential to ensure such spaces and all commercial retail units within buildings are suited for this use and designed to be flexible and adaptable to change over time to keep leasing and space use options open. Other retail and commercial opportunities include:

- Potential growth in retail operating hours to increase the attractiveness of studying and working on campus outside of peak hours.
- Exploration of shorter-term leases and pop-up retail during the spring and summer terms in order to respond to seasonal surges in activity such as third party events, conferences, and emergency response (e.g. evacuation centres for wildfire response).
- Designing open spaces with appropriate infrastructure at key activity nodes to ensure they can accommodate temporary or mobile retail, pop-ups, food trucks, and markets.
- Creating commercial spaces that enable integration of retail and academic programs in order to showcase products designed by students and to support student entrepreneurship.



### **3.8.4 Considerations**

In long-term lease arrangements, depending on the space and tenant requirements, up-front costs to the university from the provision of financial incentives or leasehold improvements can be very high with a long payback period. As such, it is crucial that commercial retail units be located optimally and designed to be flexible and adaptable to ensure commercial viability, meet the needs of a variety of prospective tenants, and reduce costs and turnaround time for renovation and move-out/move-in of tenants. In addition, while the university community may desire retail and commercial spaces in specific buildings across campus, an assessment of the viability of retail operations must always take precedence. Locations must have enough visibility and foot traffic to ensure the success of the retail and commercial operations. The broader retail landscape must also be understood. For example:

- What is capacity for retail absorption in the area including in neighbourhoods surrounding the campuses? What is the need and capacity based on current and projected population growth on campus and in surrounding communities?
- What operational constraints or challenges does operating on campus present that may not be a concern or consideration for locations off campus? E.g. visibility, service and loading areas, parking, etc.
- How do university retail and commercial plans, goals, and strategies align with or conflict with those of the University of Alberta Students' Union? Is there a potential for conflict or competition that could negatively impact commercial viability or damage reputations and relationships?

### **3.8.5 Priority through 2045**

The university's priority for on-campus retail and commercial space is to:

- Provide a sufficient supply and diversity of retail and commercial space to meet the needs of the campus community

## **3.9 District Energy System**

The university operates the largest district energy system (DES) in Canada, serving the greater North Campus area under a trust agreement with the Government of Alberta. The system includes a heating plant, two cooling

plants, a thermal energy storage system, two electrical switching stations, and an extensive storm and sanitary system. With over 10 kilometres of underground service corridors, it efficiently distributes steam, electricity, natural gas, compressed air, and domestic, demineralized and chilled water to buildings within the greater campus area, including those belonging to Alberta Health Services, the Government of Alberta, and a host of smaller customers.

### **3.9.1 Current Challenge**

- While operating the DES provides considerable financial, environmental, and risk-mitigation advantages to all of its customers, it is the university, with government financial support, that is singularly responsible for maintaining an intricate, industrial-scale utilities system that supports vital and day-to-day operations of the university and other partners including the University of Alberta Hospital.

### **3.9.2 Trends**

- The university has a long and successful history of executing demand side GHG reduction programs through energy efficiency measures and incentivizing behavioural change.
- The supply side carbon dioxide equivalent (CO<sub>2</sub>e) emissions reduction will continue to be more difficult and expensive due to commercial-scale technology limitations and the cost of capital, operations, and/or carbon offsets or renewables that would need to be purchased to obtain a near net zero footprint for the DES.

### **3.9.3 Opportunities**

Together, demand- and supply-side energy management is essential to minimize energy costs and the drive toward reducing carbon emissions:

- On the energy supply side, the DES provides the opportunity to address energy and carbon reduction strategies on a large, system-wide scale.
- There is also an opportunity to maximize the efficiency of capital renewal spending on the DES to address system resilience, reliability and contribute to energy efficiency and carbon reduction goals.

### **3.9.4 Considerations**

The university's capacity to provide service to support infrastructure growth beyond its North Campus is limited by its regulatory environment, funding and technical realities of the university's DES and connected buildings. For example, the university's approval from the Alberta Utilities Commission to own and operate its electrical distribution system within the greater North Campus area is conditional on not expanding its service area beyond current boundaries. Furthermore, the university's mandate to operate a DES is restricted by the terms of its agreement with the provincial government:

- Capital investment in the greater campus area is funded by the Government of Alberta based on an 'as-needed' basis. System expansion is driven by expansion in the greater campus area while major upgrades are due to equipment or plant obsolescence.
- All customers in the greater campus area are charged the same rates.
- Utility rates must not include profit, taxes, or depreciation - the rates charged only recover operating costs.
- Reserves must be maintained to stabilize the operation and prevent rate shock.

Other considerations regarding the implementation of energy efficiency and carbon reduction measures include:

- Availability of robust evidence to support the timely implementation of new energy efficient and carbon reduction technologies.
- Anticipated dramatic increases in the price of emitting carbon with some scenarios projecting the university's carbon fees, levies, and taxes actually outstripping the cost of its energy inputs.
- The crucial need for continued access to a safe, reliable, and efficient utilities infrastructure to support the university's vast array of energy-intensive teaching and research activities within a northern climate.

### **3.9.5 Priority through 2045**

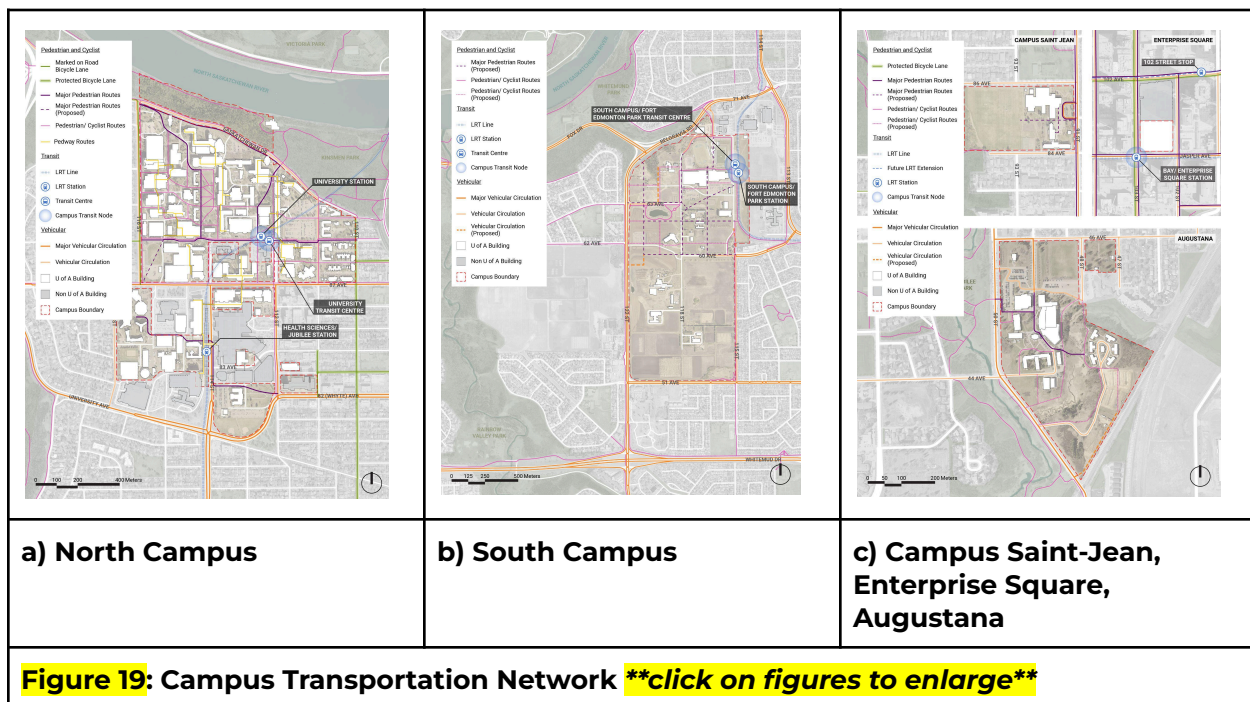
The university's long-term priority for the DES is to:

- Provide resilient, reliable, and energy efficient utility services to all customers in the greater campus area while reducing carbon emissions with a view to reducing the DES's carbon dioxide equivalent (CO<sub>2</sub>e) emissions

The Master Energy Plan sets out the roadmap and options to execute this priority. The decision to execute on this roadmap will depend on the continued development, refinement and commercialization of carbon reduction technologies by industry, the greening of the Alberta Power grid, commodity pricing, government funding, and government-instituted legislated carbon liabilities.

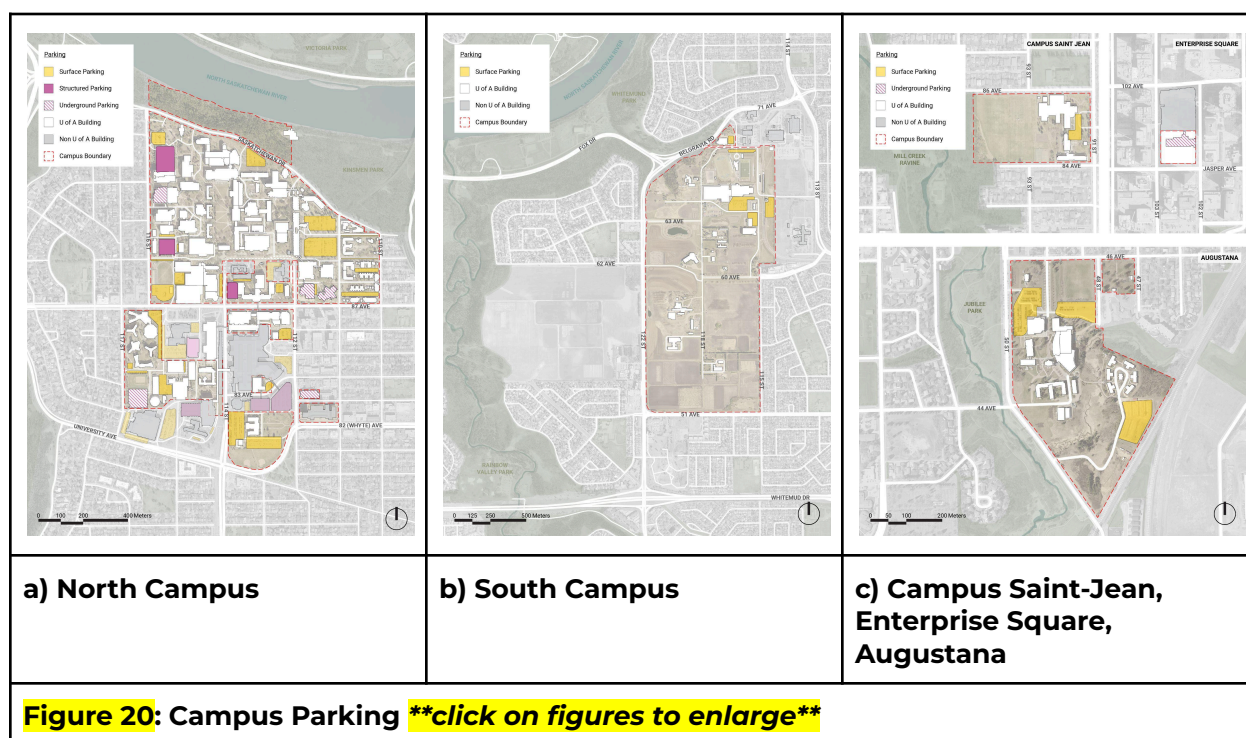
### 3.10 Transportation

The university's transportation network includes roadways, public transportation corridors (bus and LRT), and active transportation corridors (e.g. cycling, walking, other low-speed forms of human locomotion) (see [Figure 19](#)). There has been significant growth in the use of on-demand and micro-mobility transportation solutions like e-scooters, e-bikes, and car sharing. When last measured in 2021, fewer than half of faculty, staff, and students reported using a private vehicle as their primary mode of transportation to university campuses. The top three major modes of transportation to university campuses in 2021 were LRT (22.6%), bus (27.1%), and private vehicle (as a driver, 28.9%).<sup>28</sup>



<sup>28</sup> Source: Fall 2021 University of Alberta Greenhouse Gas and Commuting Survey Report, prepared by Moving Transport Forward Lab (Dec 23, 2021).

Across all campuses, the university has 9,400 parking spaces available for hourly, daily, and monthly rental (see **Figure 20**). There are also over 130 bike stalls available in secure locations on North Campus with another 80 in consideration. While providing parking is seemingly and potentially at odds with sustainability initiatives, having such facilities on campus remains beneficial for students, faculty, staff, and visitors. The reality is that a large institution in any Canadian city must contemplate the degree to which it provides facilities for parking vehicles which, in combination with municipal parking restrictions in surrounding neighbourhoods, provides convenience without unduly impacting the university's immediate neighbours and provides a consistent source of revenue for the institution.



### 3.10.1 Current Challenge

- The interaction between different transportation corridors and service providers creates significant complexity for how faculty, staff, students, and adjacent community members experience the five campuses.
- The university must continually strategize, plan, partner, and work with the campus and surrounding communities to ensure trips to and from our campuses, and the destinations within them, are safe, reliable, and

barrier free while also promoting shifts to sustainable transportation options.

### **3.10.2 Trends**

- Travel patterns and preferences are shifting as host cities and surrounding neighbourhoods densify, develop, redevelop, and grow.
- Electric vehicle (EV) use and by extension, the need for charging stations, is expanding.
- Curbside management strategies are needed in response to the expansion of online retail, delivery, and rideshare platforms.
- The popularity of micro mobility solutions such as shared or owned e-bikes and e-scooters for first mile / last mile trips is growing, necessitating the need for effective management and monitoring tools.

### **3.10.3 Opportunities**

Our campuses exist within and operate a vast and complex transportation network. A holistic analysis of the current transportation network and modeling projected impacts of growth at the university and in surrounding communities will help the university more fully understand, plan, and prioritize transportation infrastructure improvements to support the next era of growth. Such analysis can also help to identify effective strategies for transportation demand management within the specific context of each campus and anticipated growth to improve efficiency of the transportation network, reduce or redistribute this demand in space or in time, and improve connectivity between campuses. For example:

- Evaluation of incentives and disincentives that impact transportation choice, including availability, pricing, and security of vehicular and bicycle parking; subsidies for transit passes; safety and accessibility for DATS and transit users; signage and wayfinding; and quality, connectivity and maintenance of pedestrian and bicycle infrastructure.
- Balancing the pedestrian-oriented nature of our campuses through measures such as limiting passenger vehicles and parking to the edges of campus with accessibility considerations that may warrant flexibility in approaches to on-campus vehicle traffic such as DATS and barrier free parking.

- Exploration of regular or on-demand shuttles and/or partnership with host cities to adjust or expand transit options between campuses to expand opportunities for connection across campuses.
- Evaluation of parking operations including opportunities to increase parking rates or implement variable rates, and exploration of design and technology enhancements to adapt to changing transportation patterns and trends.

#### **3.10.4 Considerations**

A well-designed, safe, and efficient campus transportation network is essential for a functioning campus and for supporting its buildings.

Considerations in planning and optimizing this complex network include:

- Logical orientation of streets, paths, and sidewalks to accessible building entrances with clearly visible building signage to support wayfinding, and emergency response, while limiting conflicts with service vehicles and service entrances.
- Coordination and partnership on transportation network planning, policy, and decision-making between the university, host municipalities, and other partners such as the University of Alberta Hospital is a key ingredient for safe, functional, reliable, and connected transportation options.
- Perceived capacity challenges during peak hours for transit serving North Campus may limit opportunities to increase transit mode share in the near term without City of Edmonton investment in transit or changes to their operations.
- As parking structures reach end of life, renewal or replacement should consider current and projected parking demand, addition or expansion of secure bicycle parking and EV charging spaces, incorporation of solar energy installations, and opportunities for redevelopment with parking relocated underground.

#### **3.10.5 Priority through 2045**

The university's long-term priority for transportation to and from campus is to:

- Prioritize public transit, active transportation, and shared transportation (i.e. carpooling)

### **3.11 Open Spaces**

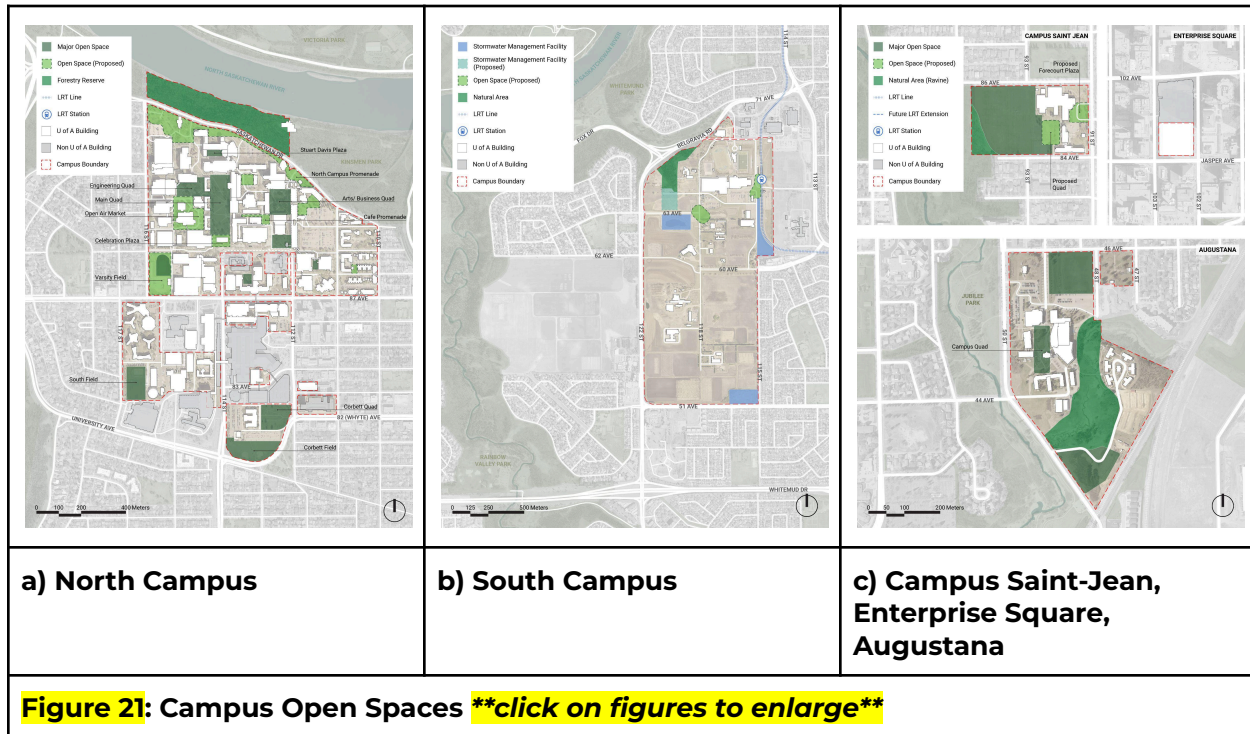
Open spaces are central to campus identity and experience, knitting together the university's collection of buildings to create a cohesive cultural and physical landscape. A visitor's first impression of the university is often formed through their interaction with its open spaces. The university's open spaces are generally publicly accessible and include quadrangles, courtyards, plazas, gardens, pedestrian linkages and promenades, and outdoor landscapes. Some of these spaces may be available for future development or building expansion while others, such as the Main Quadrangle (Quad) on North Campus, will be preserved and enhanced or expanded. Any building, structure or public roadway located within open spaces to be preserved should be temporary.

Open spaces support physical, mental, and cultural wellness; socialization and gathering; campus events; ecological functions; movement; and experiential learning as a living lab. Research indicates that students benefit from having access to gardens and other green spaces with one study of university students finding that "active use of green space is associated with higher quality of life, lower stress, and higher self-rated general health."<sup>29</sup> Mature and varied vegetation is a major defining characteristic of the university that contributes significantly to the university's overall sense of place. Furthermore, it provides important ecological services by regulating microclimates, reducing stormwater runoff, improving air quality, enhancing biodiversity, and providing habitat.

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<sup>29</sup> Source: Holt, Elizabeth W., Quinn K. Lombard, Noelle Best, Sara Smiley-Smith, and John E. Quinn. "Active and Passive Use of Green Space, Health, and Well-Being Amongst University Students." *International Journal of Environmental Research and Public Health/International Journal of Environmental Research and Public Health* 16, no. 3 (February 1, 2019): 424. <https://doi.org/10.3390/ijerph16030424>





### 3.11.1 Current Challenge

- As the university population grows, investment in the maintenance and enhancement of quality, functional, accessible, connected, resilient, and sustainable open space networks is needed to provide a high quality, memorable, and welcoming university experience for students, faculty, researchers, staff, and visitors.
- The effects of climate change and extreme climate events are impacting maintenance, health and biodiversity of open spaces.

### 3.11.2 Trends

- Consultation indicated a desire to create cultural landscapes that support land-based learning and research, Indigeneity and decolonization, and sense of belonging while also reflecting, respecting, and taking pride in our diverse campus communities.
- To promote resilience to climate change and reduce operational costs, it is increasingly necessary to enhance open spaces for drought and flood tolerance, improve water quality, increase biodiversity, preserve and expand foodscapes and pollinator habitats, and other sustainability imperatives.

### **3.11.3 Opportunities**

The university's open spaces provide opportunities to elevate the university brand, create distinct campus identities, and provide a memorable university experience that supports learning, safety, and well-being. Other opportunities include:

- Leveraging the university's substantial control over consolidated landholdings to build cohesive campus landscapes.
- Leveraging strong physical connections with neighbouring communities to naturally knit into the surrounding environment while establishing an unmistakable academic identity and character.
- Improving the accessibility of campus open spaces, particularly large spaces like quads which lack features, surfaces and amenities that make navigation difficult for people with no or low vision and participation in programmed or informal activities difficult for people with mobility challenges.
- Building on 100+ years of U of A history and development by creating placemaking opportunities to celebrate the university's history, promote decolonization, reflect the current campus community, and look to the future in innovative ways such as through public art, vibrant and resilient all-season design, and land-based learning and research.
- Incorporate culturally significant and ceremonial plants, trees and vegetation into landscaping to support land-based learning and Indigenous rights to traditional medicines and distinctive spiritual relationships with traditional land and territories.
- Incorporate Indigenous language and naming into campus signage and spaces as an act of reconciliation and to reinforce connection to the land.

### **3.11.4 Considerations**

As the university population grows, enhancements to the open space network should look beyond creating net new spaces and consider how existing open space can be improved by addressing distribution, quality, and diversity. As buildings are identified to be disposed of, such as the Administration Building on North Campus, options on how to best utilize sites to extend and expand open spaces, or use the land for other purposes, can be assessed. Other key considerations include:

- Balancing the university's mandate to provide a safe and secure learning and research environment and the need for public access through measures such as clear signage and wayfinding, maintenance of pedestrian paths and vegetation, and implementation of Crime Prevention Through Environmental Design (CPTED) principles.
- Maintenance, operational, and life-cycle costs must be factored into the design of new and the renewal of existing open spaces.
- Open spaces, landscaping, and amenities need to withstand a wide range of temperatures and functions across all seasons with an emphasis on fall and winter when the university population is the highest.
- Climate change will have implications for the viability, health, and maintenance of the university's vegetation, mature tree inventory, and natural areas.

#### **3.11.5 Priority through 2045**

The university's long-term priority for on-campus open spaces is to:

- Provide a diversity of accessible and inclusive campus open spaces

## 4.0 Campus Infrastructure Intentions

The campus infrastructure intentions shown in **Figure 22** signal the university's 10-year plan for campus infrastructure. They are designed to be flexible and intended to support ongoing decision-making with respect to project prioritization, budget setting, funding requests, partnership opportunities, and implementation. The intentions are subject to change and represent current strategic context, direction, plans, and priorities.<sup>30</sup> **Figure 22** will be reviewed and updated in accordance with master plans and other planning initiatives within the next decade and *Built for Purpose* may be updated periodically to ensure alignment with the LRDP in particular.

Campus infrastructure intentions are defined as follows:

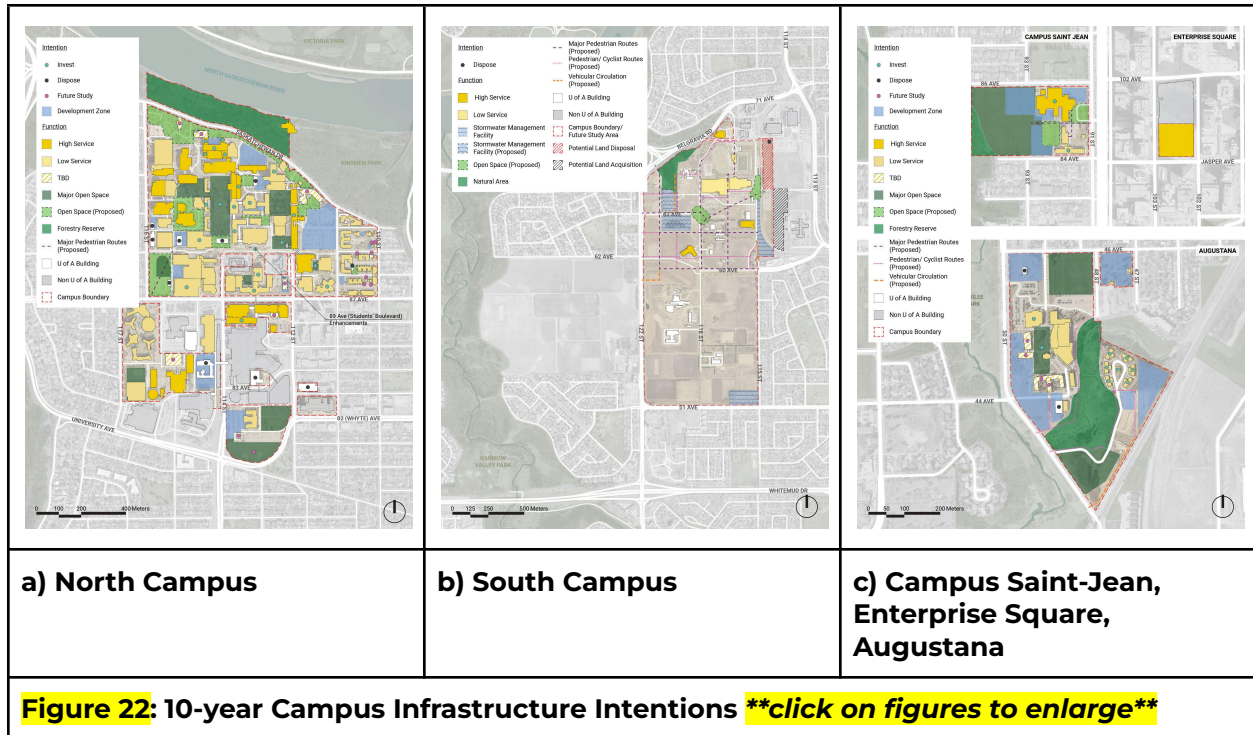
- Retain: Planned for continued use by the university and will be maintained for the foreseeable future.<sup>31</sup>
- Invest: Planned for continued use by the university. Subject to funding, work will be advanced to enhance the campus, buildings, or other infrastructure through measures such as renewal, renovation, expansion, or new construction.
- Dispose: Planned for removal to enable other priorities, opportunities, or cost savings. This may involve demolition, decommissioning, or sale or lease to a third party with any applicable proceeds or savings reinvested into the university. The minimum required investment will continue in order to support current building functions and systems until further planning and building decant is ready to proceed. Occupants within disposed buildings will be relocated to optimized space, which generally involves some level of investment such as renovation of existing space or construction of new space.
- Future Study: Space needs, functions, and strategic priorities require further evaluation to determine long-term intentions.
- Development Zones: Areas designated for future development or redevelopment intended for new buildings or building expansions.

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<sup>30</sup> Campus infrastructure intentions bring current planning direction together in a single set of maps and are derived primarily from the LRDP, sector plans, North Campus Open Space Plan, and Capital Plan 2024/25 - 2026/27.

<sup>31</sup>In **Figure 22**, buildings and open spaces not shown as invest, dispose or future study should be interpreted as "to be retained."

Intended building function in **Figure 22** signals opportunities to consolidate high service learning, research, and operational functions.



## Appendix I - Built for Purpose Priorities and Indicators for Reporting

Table 2 summarizes the priorities of this plan and, where identified, associated institution-wide KPIs and benchmark indicators.

- Priorities through 2045 describe the overarching, long-term infrastructure objectives the university seeks to achieve
- KPIs describe the desired performance to achieve the priorities
- Benchmark Indicators are quantifiable benchmarks the university is aiming for to meet its KPIs

The benchmark indicators encompass all spaces within a space type, inclusive of all campuses, for the purposes of comparing university performance to the KPI as well as university performance compared to peer post-secondary institutions (PSIs). *As comparables from other PSIs shift over time, benchmark indicators will be re-evaluated every three to five years.*

Benchmark indicators are not space standards and do not reflect an expectation that every individual space will achieve the benchmark. As part of this plan's implementation, space standards for various space types will be established to guide future space planning studies such as General Space Programs and Functional Space Programs. Benchmark indicators are inclusive of associated support spaces (e.g. meeting rooms, storage, kitchens, circulation space, etc.). Achieving the priorities will depend on incremental changes to our campuses over the long-term and will be influenced by a number of factors including scenario analysis, building context and plans, and available funding.

Progress toward the priorities, KPIs and benchmarks will be measured and reported on at minimum to the University of Alberta Board of Governors annually. For priorities that do not have associated KPIs and benchmark indicators, these will be established through subsequent planning and implementation and added to the suite of measures for regular reporting at that time. *Built for Purpose* may be updated periodically to add these KPIs and benchmarks, as they are established.

**Table 2 - Built for Purpose Priorities through 2045, KPIs, and Benchmark Indicators**

Priority through 2045	KPI	Benchmark Indicator (2025-2029)	Current State (2024, except where noted)	Alignment with IAMS Guiding Principles
<b>Space Optimization and Life-cycle Management</b>				
1. Accommodate planned student growth within an optimized footprint	a. Align university-wide density (NASM/FLE) with comparable PSIs	12.1 NASM/FLE	14.6 NASM/FLE	5. Buildings are continually evaluated to optimize space utilization and prioritize investments in life-cycle renewal and in maintenance. 6. Recognize the inherent uniqueness in an institution of higher learning, while maximizing system-wide functionality. 7. Social, economic, and environmental sustainability is advanced and achieved by: Incorporating inclusive design
2. Prioritize infrastructure investments that optimize the value, use and benefits derived from the university's building assets and maintain or improve university-wide facility condition	a. Align Facility Condition Index (FCI) <sup>32</sup> of total supported building inventory with Alberta Infrastructure average	Average FCI of 0.15 or below on a 0 to 0.40 scale, 5 year deferred maintenance	0.14	

<sup>32</sup> FCI is the ratio of the cost to correct building condition deficiencies relative to current facility replacement value. In short, the lower the FCI, the better the condition of the building or portfolio. Alberta Infrastructure completes Facility Condition Assessments for all government supported buildings and information is shared with the University of Alberta to inform decisions on maintenance prioritization. Maintenance work completed by the university to address deferred maintenance is then updated in the Alberta Infrastructure system to update the FCI.

				<p>principles into campus infrastructure (e.g. all-gender, barrier-free); Reducing our ecological footprint; Reducing operational costs.</p> <p>14. Decisions are evidence-based and supported by openly available data related to building occupancy, functionality, performance, environmental considerations and deferred maintenance.</p>
<b>Laboratories</b>				
3. Optimize the supply, utilization and distribution of laboratory space (research and instructional), while ensuring the quality of our lab spaces remain attractive to keep the university among the	a. Align research lab space within or 10% above comparable PSIs	2.8 NASM/FLE of research lab space	3.8 NASM/FLE	<p>1. Campus spaces foster positive student learning and living experiences.</p> <p>2. Building assets contribute positively to teaching, research, service and community impact.</p>
		\$5000 of sponsored research income per NASM of research lab space	\$3600/NASM (2023) <sup>33</sup>	

<sup>33</sup> Source: <https://researchinfosource.com/cil/2024/top-50-research-universities/list>, accessed January 17, 2025, using only the U15 institutions to calculate sponsored research income (sponsored research income as of fiscal year 2023).



most competitive research and learning institutes	b. Align instructional lab space with comparable PSIs	1.3 NASM/FLE of instructional lab space	1.2 NASM/FLE	3. Building environments, including staff space, reflect current and future pedagogies. 4. Facilities are capable of supporting world-class research across multiple disciplines.
	c. Reduce the number of buildings containing high service labs	Invest to consolidate high-service labs into 30 buildings at North and South Campuses combined	51 buildings	
		Maintain 1 building with high service labs at Campus Saint-Jean	1 building	
		Invest to consolidate high-service labs into 2 buildings at Augustana Campus	4 buildings	
	d. Review capability to measure lab utilization in 2025 in order to establish appropriate KPIs and benchmarks.	n/a		
Learning Spaces and Classrooms				
4. Optimize the supply and utilization of learning spaces and classrooms to accommodate planned student growth	a. Align classroom space with comparable PSIs	1.0 NASM/FLE of classroom space	1.0 NASM/FLE	1. Campus spaces foster positive student learning and living experiences. 2. Building assets contribute positively to teaching, research, service and community
		Achieve a minimum 85% planned seat fill rate	84% (2023/24)	

		33% of classes booked outside of prime time hours (9am - 3:30 pm), at the standalone faculty and college-level	20% (2023/24)	impact. 3. Building environments, including staff space, reflect current and future pedagogies.
Student Spaces				
5. Provide a diversity of accessible and inclusive student spaces to accommodate planned student growth	a. Students are able to access a multi-functional student space within a 400 m walkable catchment	Maintain 100% of buildings within 400 m of a multi-functional student space <sup>34</sup>	100%	1. Campus spaces foster positive student learning and living experiences. 2. Building assets contribute positively to teaching, research, service and community impact.
	b. Align student space with or up to 10% above comparable PSIs	0.4 NASM/FLE of informal study (non-library) space	0.3 NASM/FLE	
		0.2 NASM/FLE of student community space	0.1 NASM/FLE	
Libraries and Museums				
6. Provide library spaces that meet student and staff needs for study and research while also supporting physical integration and consolidation in a	a. Align library and library study space with comparable PSIs	0.9 NASM/FLE of library and library study space	0.8 NASM/FLE	1. Campus spaces foster positive student learning and living experiences. 2. Building assets contribute positively to teaching, research,

<sup>34</sup> Excludes South Campus and parking structures and buildings with no student access (i.e. utility buildings)

way that enables accessible, adaptable, and efficient service delivery to accommodate planned student and research growth				service and community impact. 3. Building environments, including staff space, reflect current and future pedagogies.
7. Provide museum and collections spaces that preserve collections safely, allowing for long-term growth and sustainability, optimizes use and making collections accessible to students, researchers, staff, and the public in dynamic and multi-purpose ways that build understanding of diverse communities and sense of belonging	KPI and benchmark indicator to be determined through future analysis and planning underway in 2025.		n/a	
Academic and Administrative Offices				
8. Optimize the supply of office space to accommodate faculty, staff, and researcher growth needed to support a growing	a. Align office space (academic and administrative) with comparable PSIs	2.5 NASM/FLE of academic office space (including support space)	3.9 NASM/FLE	3. Building environments, including staff space, reflect current and future pedagogies.
		1.0 NASM/FLE of	0.7 NASM/FLE	

student population		administrative office space (including support space)		
<b>Residences</b>				
9. Supply sufficient on-campus student residence space to meet demand	a. Optimize student residence occupancy	Maintain student residence occupancy at or below 95%	78%	1. Campus spaces foster positive student learning and living experiences.
	b. Align supply of beds with student growth	Maintain a minimum of 0.09 beds per FLE	0.12 beds per FLE	
<b>Sport, Recreation and Athletics</b>				
10. Provide a diversity of accessible and inclusive sport and recreation facilities	a. Align sport, recreation and athletics space with comparable PSIs	0.9 NASM/FLE of sport, recreation and athletics space	1.2 NASM/FLE	1. Campus spaces foster positive student learning and living experiences. 2. Building assets contribute positively to teaching, research, service and community impact.
<b>Retail and Commercial</b>				
11. Provide a sufficient supply and diversity of retail and commercial space to meet the needs of the campus community	a. Optimize commercial occupancy	Achieve commercial occupancy of 85% or higher	85.9%	1. Campus spaces foster positive student learning and living experiences.

<b>District Energy System</b>				
12. Provide resilient, reliable, and energy efficient utility services to all customers in the greater campus area while reducing carbon emissions with a view to reducing the DES's carbon dioxide equivalent (CO <sub>2</sub> e) emissions	The <i>Master Energy Plan</i> sets out the roadmap and options to execute this priority. The decision to execute on this roadmap will depend on the continued development, refinement and commercialization of carbon reduction technologies by industry, the greening of the Alberta Power grid, commodity pricing, government funding, and government-instituted legislated carbon liabilities.	n/a		4. Facilities are capable of supporting world-class research across multiple disciplines. 7. Social, economic, and environmental sustainability is advanced and achieved by: Incorporating inclusive design principles into campus infrastructure (e.g. all-gender, barrier-free); Reducing our ecological footprint; Reducing operational costs.
<b>Transportation</b>				
13. Prioritize public transit, active transportation, and shared transportation (i.e. carpooling)	a. Maintain or increase total combined commuting mode share of public transit, active transportation, and shared transportation	Minimum of 65% total combined mode share across public transit, active transportation, and shared transportation	66% (Source: Fall 2021 University of Alberta Commuting Survey Report, Moving Transport Forward Lab)	7. Social, economic, and environmental sustainability is advanced and achieved by: Incorporating inclusive design principles into campus infrastructure (e.g.

				all-gender, barrier-free); Reducing our ecological footprint; Reducing operational costs. 9. Prioritizing the active transportation experience on all campuses.
<b>Open Spaces</b>				
14. Provide a diversity of accessible and inclusive campus open spaces	a. Students are able to access an open space on campus within a 400 m walkable catchment	Maintain 100% of buildings within 400 m of a campus open space, excluding South Campus and Enterprise Square	100%	7. Social, economic, and environmental sustainability is advanced and achieved by: Incorporating inclusive design principles into campus infrastructure (e.g. all-gender, barrier-free); Reducing our ecological footprint; Reducing operational costs. 10. Campus buildings and grounds are aesthetically coherent and maintained in a way that considers the community in which it resides.



**ITEM NO. 9.2**

**Decision** ☒ **Discussion** ☐ **Information** ☐

**ITEM OBJECTIVE:** To obtain approval of changes to the Conflict of Interest and Commitment and Institutional Conflict Policy, the Conflict of Interest and Conflict of Commitment Reporting and Assessment Procedure and to inform the Governors of the University of Alberta of administrative updates to the Managing Conflict of Interest in Employment Procedure.

<b>DATE</b>	March 28, 2025
<b>TO</b>	Board of Governors
<b>RESPONSIBLE PORTFOLIO</b>	Vice-President (University Services, Operations and Finance)

**MOTION:** THAT The Governors of The University of Alberta ("**the Board**"), on the recommendation of the Board Audit and Risk Committee:

- a) approve the revised Conflict of Interest and Commitment and Institutional Conflict Policy and the Conflict of Interest and Conflict of Commitment Reporting and Assessment Procedure ("**the procedure**"), in the forms disseminated to the Board; and
- b) delegate future approval authority for the procedure to the Vice-President (University Services, Operations and Finance), Provost and Vice-President (Academic), and Vice-President (Research & Innovation);

all to take effect upon final approval.

**EXECUTIVE SUMMARY:**

Administration is seeking Board of Governors' approval of proposed changes to the Conflict of Interest and Commitment and Institutional Conflict Policy (the "**Conflict Policy**") and the Conflict of Interest and Conflict of Commitment Reporting and Assessment Procedure (the "**Conflict Reporting Procedure**").

These changes serve to:

- update outdated position titles listed within the two documents,
- adjust from single to dual offices of accountability to be shared by the Provost and Vice-President (Academic) and the Vice-President (University Services, Operations and Finance).
- adjust the offices of responsibility from Faculty Relations to Human Resources, Health, Safety and Environment to better reflect their applicability to **all** employees,
- and move the approval of the Reporting Procedure to an appropriate operational level.



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ITEM NO. 9.2

Administration has also updated position titles in the Managing Conflict of Interest in Employment Procedure (the “Managing Conflict Procedure”), which is provided for information.

Summary of Proposed Changes

Summary of the proposed changes to the **Conflict Policy** (Attachment 1a, 1b for recommended approval per the above motion):

- Change the title of the Conflict Policy from “Conflict Policy - Conflict of Interest and Commitment and Institutional Conflict” to “Conflict of Interest and Commitment and Institutional Conflict Policy” for consistency with other policies.
- The Conflict Policy applies to all university employees, not only academic staff, so it is proposed to **add the Vice-President (University Services, Operations and Finance) as an additional Office of Accountability.**
- The Conflict Policy applies to all university employees, not only academic staff, so it is proposed to **change the Office of Administrative Responsibility from Faculty Relations to Human Resources, Health, Safety and Environment.**
- **Remove references to the Board of Governors** from the Conflict Policy, because **they are governed by the Code of Conduct: Board Members’ Obligations Respecting Conflict of Interest** as approved by the Board and the provincial ethics commissioner.
- Update position titles to keep the policy current.
- Define University Community as it relates to the Conflict Policy.

Summary of proposed changes to the **Reporting Conflict Procedure** (Attachment 2a, 2b for recommended approval per the above motion):

- The Reporting Conflict Procedure operationalizes the Conflict Policy and it is recommended to **change the approver of the Reporting Conflict Procedure from the Board of Governors to the Vice-President (University Services, Operations and Finance), the Provost and Vice-President (Academic), and the Vice-President (Research and Innovation),** in line with the Managing Conflict of Interest in Employment Procedure.
- **Remove references to the Board of Governors** from the Reporting Conflict Procedure, because **they are governed by the Code of Conduct: Board Members’ Obligations Respecting Conflict of Interest** as approved by the Board and the provincial ethics commissioner.
  - **With this change, the Reporting Conflict Procedure will no longer apply to the Board** or its committees and can be properly considered and approved at the vice-president level.





**ITEM NO. 9.2**

- The Reporting Conflict Procedure applies to all university employees, not only academic staff, so it is proposed to **change the Office of Administrative Responsibility from Faculty Relations to Human Resources, Health, Safety and Environment.**
- Update position titles to keep the procedure current.
- Define Board of Governors, Person's Corporation, and University Community as it relates to the Reporting Conflict Procedure.

Summary of Changes to the **Managing Conflict Procedure** (Attachment 3a, 3b, for information):

- Position titles have been updated to keep the procedure current.

Risk Discussion / Mitigation of the Risk

Placing approvals at the appropriate level and in the relevant/appropriate location within the university ensures proper oversight and consideration of policies and procedures.

Outdated position titles that no longer accurately reflect who has responsibility or accountability for policies and procedures in question can lead to confusion and/or errors in their application. Updating position titles mitigates this risk.

Next Steps

Upon approval, the updated policy and procedure will be shared as information with the Academic Planning Committee, Council on Student Affairs, and General Faculties Council and posted to the university's policies and procedures website.

**Supporting Materials:**

1. Conflict of Interest and Commitment and Institutional Conflict Policy (4 pages)
  - a. redline version
  - b. clean version *for approval*
2. Conflict of Interest and Conflict of Commitment Reporting and Assessment Procedure (7 pages)
  - a. redline version
  - b. clean version *for approval*
3. Managing Conflict of Interest in Employment Procedure (4 pages)
  - a. redline version
  - b. clean version *for approval*



Original Approval Date: June 26, 2009

Most Recent Approval: [insert]

Editorial Amendments: n/a

Parent Policy: Conflict of Interest and Commitment and Institutional Conflict Policy

## ~~Conflict Policy~~—Conflict of Interest and Commitment and Institutional Conflict Policy

Office of Administrative Responsibility:	<del>Faculty Relations</del> Human Resources, Health, Safety + Environment
Office of Accountability:	Provost and Vice-President (Academic) <del>Vice-President (University Services, Operations and Finance)</del>
Approving Authority:	Board of Governors

### Purpose

The University is committed to academic freedom and excellence in teaching and research. In pursuit of this mission, the University and members of the University community frequently engage in activities or situations where actual or perceived **conflicts** will exist, or which raises the potential of actual or perceived conflicts. Rather than disallow all conflicts, the University assesses conflict considerations and, when appropriate, permits certain managed conflicts.

However, conflict is permitted only if it can be managed in a way that:

- Is compliant with legislation;
- Considers, protects and serves the interests, integrity and reputation of the University; and,
- Withstands the test of reasonable and independent scrutiny.

To maintain public trust and confidence, the University manages conflict in a fair, open, consistent, and practical manner. All members of the University share in the responsibility to appropriately address conflict.

Assessing conflict requires the collection of personal information as defined in the *Freedom of Information and Protection of Privacy Act*. The University will conduct this and other conflict-related activities with the utmost discretion and in compliance with legislation.

## Definitions

A definitions table as attached establishes the terms used in this policy document and any unique rules of interpretation that apply to this policy document.

## Scope/Application

Compliance with this policy document extends to all members of the **University Community**.

## Policy

1. The University will be vigilant and pro-active concerning conflict.
2. A **person** engaging in an activity or a situation that involves either existing (actual or perceived) or potential (actual or perceived) conflict shall report the conflict so that it may be assessed and, where appropriate, managed in accordance with the associated procedures. A person shall not engage in, or continue, the activity or situation until the University has assessed whether the conflict is permitted and, if so, how the conflict will be managed.
3. The University determines whether or not a situation or activity involves conflict. Therefore, all existing or potential conflict must be reported.
4. Non-compliance with this policy constitutes misconduct and may be pursued under the applicable collective agreement, University policy, or law. The University reserves the right to recover any profit or financial benefit achieved by a person as a result of non-compliance.
5. The **Board of Governors** will review this policy at least every five years.

## Definitions

Any definitions listed here apply to this policy document only with no implied or intended institution-wide use.	
<b>Academic Staff</b>	An employee of the Board of Governors who, as a member of a category of employees or individually, has been designated as an academic staff member by the Board of Governors.
<b>Board of Governors</b>	The Governors of the University of Alberta as defined in the <i>Post-secondary Learning Act</i> P-19.5 2003.
<b>Conflict(s)</b>	Conflict of interest, conflict of commitment, or institutional conflict. <b>In all cases, conflict includes actual or perceived conflict.</b>
<b>Conflict of Commitment</b>	A situation whereby the external or personal activities, undertakings or relationships of a person are so demanding or organized in such a manner or are otherwise such that they may interfere with the person's obligations to the University or to others or institutions that are separate from the University but to whom the person owes an obligation because of their relationship to the University.

<b>Conflict of Interest</b>	A situation in which there is or may be perceived to be a divergence between the private <b>financial benefit</b> or <b>financial interest</b> or <b>personal benefit</b> of a person, <b>family member</b> , or an <b>outside party</b> , and that person's obligations to the University, such that an impartial observer might reasonably question whether related actions to be taken or decisions made by the person would be influenced by consideration of the person's own interests.
<b>Family Member</b>	Includes a person's spouse or adult interdependent partner or another individual to whom the person is related by blood, marriage or adoption.
<b>Financial Benefit</b>	The receipt or expectation of anything of monetary value, including pay or salary or other payments for services (e.g. consulting fees or honoraria), equity (shares, options or the like) security or other ownership interests, and intellectual property rights (e.g., patents, copyrights, royalties or carried interests or options related to such rights).
<b>Financial Interest</b>	(A) Ownership in the form of shares in a privately held company, or  (B) ownership in a publicly traded company in the form of shares with a market value of greater than \$50,000.00 or representing more than 10% of the company's outstanding shares, or  (C) where the person is a member of a board of either a privately held or publicly traded company.
<b>Institution</b>	The University or any corporation, partnership, or other legal entity owned, controlled or subject to the direction of the University.
<b>Institutional Conflict</b>	A situation in which the University, or an <b>institution</b> , has an existing relationship with a party with which the University or the institution proposes to enter into an activity such that an impartial observer might reasonably question whether the existing relationship might prejudice decisions of the University or an institution with respect to the activity.
<b>Other Staff</b>	Those individuals employed by the University on a part or full-time basis, who are not academic staff or support staff, and whether or not they are part of a bargaining unit.
<b>Outside Party</b>	Includes any corporation, partnership, sole proprietorship or other legal entity organized for the furtherance of a non-University interest (for profit or otherwise) and clients or patients to whom the person or the University provides individual professional services.
<b>Person</b>	Includes <b>academic staff, support staff, other staff, students</b> , post-doctoral fellows, <del>members of the Board of Governors</del> , a <b>person's corporation</b> , and any other individual who has a contractual or fiduciary relationship with the University or an institution.
<b>Person's Corporation</b>	Any professional corporation or corporation beneficially owned or controlled by a person.

<b>Personal Benefit</b>	The receipt or expectation of any personal (workplace or otherwise) benefit of a non-monetary value.
<b>Students</b>	Includes undergraduate and graduate students.
<b>Support Staff</b>	An employee of the University who is a member of, and pays dues to the Non-Academic Staff Association (NASA).
<b>University Community</b>	All employees (including but not limited to academic staff, support staff, excluded staff and postdoctoral fellows as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) as such policy may be supplemented, amended, amended and restated or replaced from time to time), adjunct professors, professors emeriti, lecturers, clinical staff; students (including undergraduate, graduate and postdoctoral fellows and Continuing Education students); visitors, volunteers, and contractors.

## Related Policy Documents (UAPPOL)

- [Conflict of Interest and Conflict of Commitment Reporting and Assessment Procedure](#)
- [Financial Conflict of Interest for ~~U.S. Federal Agencies National Institutes of Health \(NIH\)~~ and Other Applicable Research Funding Sources Reporting and Assessment Procedure](#)
- [Managing Conflict of Interest in Employment Procedure](#)

## Related Links

- [Consensual Personal Relationships Information Document](#)

*For questions surrounding policy document interpretation or implementation, please contact the Office of Administrative Responsibility.*

*For the most recent version of this document please visit <https://www.ualberta.ca/policies-procedures/index.html>*



Original Approval Date: June 26, 2009

Most Recent Approval: [insert]

Editorial Amendments: n/a

Parent Policy: Conflict of Interest and Commitment and Institutional Conflict Policy

## Conflict of Interest and Commitment and Institutional Conflict Policy

Office of Administrative Responsibility:	Human Resources, Health, Safety + Environment
Office of Accountability:	Provost and Vice-President (Academic) Vice-President (University Services, Operations and Finance)
Approving Authority:	Board of Governors

### Purpose

The University is committed to academic freedom and excellence in teaching and research. In pursuit of this mission, the University and members of the University community frequently engage in activities or situations where actual or perceived **conflicts** will exist, or which raises the potential of actual or perceived conflicts. Rather than disallow all conflicts, the University assesses conflict considerations and, when appropriate, permits certain managed conflicts.

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- Is compliant with legislation;
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To maintain public trust and confidence, the University manages conflict in a fair, open, consistent, and practical manner. All members of the University share in the responsibility to appropriately address conflict.

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## Definitions

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## Scope/Application

Compliance with this policy document extends to all members of the **University Community**.

## Policy

1. The University will be vigilant and pro-active concerning conflict.
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3. The University determines whether or not a situation or activity involves conflict. Therefore, all existing or potential conflict must be reported.
4. Non-compliance with this policy constitutes misconduct and may be pursued under the applicable collective agreement, University policy, or law. The University reserves the right to recover any profit or financial benefit achieved by a person as a result of non-compliance.
5. The **Board of Governors** will review this policy at least every five years.

## Definitions

<i>Any definitions listed here apply to this policy document only with no implied or intended institution-wide use.</i>	
<b>Academic Staff</b>	An employee of the Board of Governors who, as a member of a category of employees or individually, has been designated as an academic staff member by the Board of Governors.
<b>Board of Governors</b>	The Governors of the University of Alberta as defined in the <i>Post-secondary Learning Act</i> P-19.5 2003.
<b>Conflict(s)</b>	Conflict of interest, conflict of commitment, or institutional conflict. In all cases, conflict includes actual or perceived conflict.
<b>Conflict of Commitment</b>	A situation whereby the external or personal activities, undertakings or relationships of a person are so demanding or organized in such a manner or are otherwise such that they may interfere with the person's obligations to the University or to others or institutions that are separate from the University but to whom the person owes an obligation because of their relationship to the University.

<b>Conflict of Interest</b>	A situation in which there is or may be perceived to be a divergence between the private <b>financial benefit</b> or <b>financial interest</b> or <b>personal benefit</b> of a person, <b>family member</b> , or an <b>outside party</b> , and that person's obligations to the University, such that an impartial observer might reasonably question whether related actions to be taken or decisions made by the person would be influenced by consideration of the person's own interests.
<b>Family Member</b>	Includes a person's spouse or adult interdependent partner or another individual to whom the person is related by blood, marriage or adoption.
<b>Financial Benefit</b>	The receipt or expectation of anything of monetary value, including pay or salary or other payments for services (e.g. consulting fees or honoraria), equity (shares, options or the like) security or other ownership interests, and intellectual property rights (e.g., patents, copyrights, royalties or carried interests or options related to such rights).
<b>Financial Interest</b>	(A) Ownership in the form of shares in a privately held company, or  (B) ownership in a publicly traded company in the form of shares with a market value of greater than \$50,000.00 or representing more than 10% of the company's outstanding shares, or  (C) where the person is a member of a board of either a privately held or publicly traded company.
<b>Institution</b>	The University or any corporation, partnership, or other legal entity owned, controlled or subject to the direction of the University.
<b>Institutional Conflict</b>	A situation in which the University, or an <b>institution</b> , has an existing relationship with a party with which the University or the institution proposes to enter into an activity such that an impartial observer might reasonably question whether the existing relationship might prejudice decisions of the University or an institution with respect to the activity.
<b>Other Staff</b>	Those individuals employed by the University on a part or full-time basis, who are not academic staff or support staff, and whether or not they are part of a bargaining unit.
<b>Outside Party</b>	Includes any corporation, partnership, sole proprietorship or other legal entity organized for the furtherance of a non-University interest (for profit or otherwise) and clients or patients to whom the person or the University provides individual professional services.
<b>Person</b>	Includes <b>academic staff, support staff, other staff, students</b> , post-doctoral fellows, a <b>person's corporation</b> , and any other individual who has a contractual or fiduciary relationship with the University or an institution.
<b>Person's Corporation</b>	Any professional corporation or corporation beneficially owned or controlled by a person.
<b>Personal Benefit</b>	The receipt or expectation of any personal (workplace or otherwise) benefit of a non-monetary value.



<b>Students</b>	Includes undergraduate and graduate students.
<b>Support Staff</b>	An employee of the University who is a member of, and pays dues to the Non-Academic Staff Association (NASA).
<b>University Community</b>	All employees (including but not limited to academic staff, support staff, excluded staff and postdoctoral fellows as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) as such policy may be supplemented, amended, amended and restated or replaced from time to time), adjunct professors, professors emeriti, lecturers, clinical staff; students (including undergraduate, graduate and postdoctoral fellows and Continuing Education students); visitors, volunteers, and contractors.

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Original Approval Date: November 16, 2009

Most Recent Approval: [insert]

Editorial Amendments: n/a

Parent Policy: ~~Conflict Policy~~ [Conflict of Interest and Commitment and Institutional Conflict Policy](#)

## Conflict of Interest and Conflict of Commitment Reporting and Assessment Procedure

Office of Administrative Responsibility:	<del>Faculty Relations</del> Human Resources, Health, Safety + Environment
Office of Accountability:	Provost and Vice-President (Academic) <del>Vice-President (University Services, Operations and Finance)</del>
Approving Authority:	<del>Vice-President (University Services, Operations and Finance)</del> Provost and Vice-President (Academic) Vice-President (Research & Innovation) <del>Board of Governors</del>

### Purpose

To clarify reporting requirements for existing or potential conflict, whether it is actual or perceived, and to outline the process for assessing conflict in order to make informed and sound decisions pertaining to matters of **conflict of commitment** and **conflict of interest**.

A **person** will comply with the University's Conflict Policy and will review it regularly and be familiar with the University's definitions of **conflict**.

### Definitions

A definitions table as attached establishes the terms used in this policy document and any unique rules of interpretation that apply to this policy document.

### Scope/Application

Compliance with this policy document extends to all members of the **University Community**.

## Procedure

### 1. REPORTING BY A PERSON

- a. A person engaging in an activity or situation that involves either existing or potential conflict shall report the conflict so that it may be assessed and, where appropriate, managed.
- b. A person shall not engage in, or continue, the activity or situation until the University has assessed whether the conflict is permitted and, if so, how the conflict will be managed.
- c. In accordance with this procedure, a person will self-assess and report activities or situations that may involve actual or perceived conflict and will complete a **disclosure report** and submit it to a **reporting officer**.
- d. The following persons are required to complete a disclosure report on an annual basis, according to a 12-month in-the-future reporting period:
  - i. **academic staff** under the Faculty Agreement or Librarian Agreement or Faculty Service Officer Agreement or Administrative and Professional Officer Agreement;
  - ii. **support staff** who make financial or hiring decisions or who may have a research-related conflict;
  - iii. **other staff** who make financial or hiring decisions;
  - iv. other staff employed in a department, office or unit which has as its primary function the creation of legal relationships with individuals or entities that are not part of the University;
  - v. other staff who have the authority to enter into contracts or commitments on behalf of the University;
  - vi. other staff who, as part of normal duties, have regular formal contact with individuals or entities that are not subject to the conflict policy;
  - vii. A person who may have a research-related conflict.
- e. Notwithstanding the requirements outlined in 1.b. of this procedure, the University has the discretion to require additional persons to complete a disclosure report on an annual basis, according to a 12-month in-the-future reporting period, or on a case-by-case basis.
- f. Any time there is a change in material facts that were disclosed in a disclosure report, a reporting individual must submit a revised disclosure report immediately.
- g. A reporting officer will:
  - i. solicit and monitor the submission of disclosure reports from those persons who they anticipate receiving a disclosure report;

- ii. send second notice date-specified requests for a disclosure report to persons from whom he or she would anticipate receiving a disclosure report; and
  - iii. refer to a conflict review officer in instances where an expected disclosure report has not been submitted.
- h. The failure of a reporting officer to solicit a disclosure report does not release a person from his or her obligation to disclose existing or potential conflict.

## 2. ASSESSMENT BY A REPORTING OFFICER

- a. A reporting officer will receive disclosure reports from reporting individuals and will assess the information that has been provided in the disclosure report in accordance with this procedure.
- b. If the reporting officer has a **financial benefit** or **financial interest** or **personal benefit** in the considerations being assessed, the reporting officer will refer the disclosure report to the next appropriate senior reporting officer who will assume the role of reporting officer or assign an alternate.
- c. Where an existing or potential activity or situation is assessed for an actual or perceived conflict and where it is determined that there is:
  - i. no conflict, the reporting officer will contact the reporting individual to indicate that he or she is free to proceed with the activity or engage in the situation.
  - ii. a conflict and the activity or situation does not sufficiently serve the interests of the University or is not appropriately manageable or not able to withstand the test of reasonable and independent scrutiny, the conflict will not be allowed and the reporting officer will contact the reporting individual to indicate that he or she is not free to proceed with, or continue to engage in, the activity or situation.
  - iii. a conflict and the activity or situation can be managed as an **allowed conflict**, a suitable method of monitoring and managing the allowed conflict will be determined and implemented before the reporting individual is free to proceed with, or continue to engage in, the activity or situation.

## 3. MANAGEMENT OF ALLOWED CONFLICT

When an activity or situation can be managed as an allowed conflict, the reporting officer will:

- a. Work with the reporting individual to settle on the terms and conditions under which an activity or situation associated with an allowed conflict will be conducted and managed;
- b. Ensure documentation of any outcome in a Memorandum of Agreement (form attached);
- c. Ensure the term, conditions, and management of an activity associated with an allowed conflict is consistent with the Freedom of Information and Protection of Privacy Act and other legislation and University policy relevant to that activity;
- d. Administer or delegate the on-going monitoring and management of allowed conflict;

- e. Document all related matters and maintain records;
- f. Refer unresolved matters to a conflict review officer appropriately; and
- g. Keep senior officers of the University appropriately apprised.
- h. In all instances of conflict involving research, the disclosure form should be submitted to the individual's reporting officer who will then consult with the Dean, Vice-President (Research & Innovation) and Office of Faculty Relations as appropriate.

#### 4. REFERRAL PROCESS

- a. In the case of conflict of commitment, it is expected that the reporting individual and the reporting officer will come to an agreement; however, in the event that this is not possible, the position of the reporting officer is final and will stand as the University's position on the matter.
- b. In the case of conflict of interest, the reporting individual and reporting officer need to first agree on whether the conflict considerations warrant an allowed conflict or not and, where applicable, on the method by which an allowed conflict is to be monitored and managed. If agreement cannot be reached, the matter is to be referred by the reporting officer to a conflict review officer or **conflict review committee**.
- c. The conflict review officer or conflict review committee will work with the reporting individual and reporting officer in an effort to reach an agreeable outcome and will ensure documentation of any outcome in a Memorandum of Agreement (see forms section below). If an agreeable outcome cannot be reached, the conflict review officer or conflict review committee will render a decision which shall be final and binding.

#### 5. CONFLICT REVIEW COMMITTEE MEMBERSHIP

- a. For conflict involving research activity:
  - i. Chair, appointed by the Vice-President (Research & Innovation);
  - ii. One representative of the Research Services Office;
  - iii. One academic staff member, appointed by the Vice-President (Research & Innovation); and
  - iv. Two members-at-large, appointed by the Provost and Vice-President (Academic).

Within the overall membership, it is recommended that there be one member with legal expertise and one with previous conflict resolution experience.

- b. For conflict involving non-research activity:
  - i. Chair, appointed by the Provost and Vice-President (Academic);

- ii. One staff member appointed by the ~~Vice Provost and Associate Vice President (Human Resources)~~ Associate Vice-President (Human Resources, Health, Safety and Environment); and
- iii. Two members-at-large, appointed by the ~~Vice Provost and Associate Vice President (Human Resources)~~ Associate Vice-President (Human Resources, Health, Safety and Environment).

Within the overall membership, it is recommended that there be one member with legal expertise and one with previous conflict resolution experience.

## 6. NON-COMPLIANCE CONSTITUTES MISCONDUCT

Non-compliance constitutes misconduct. In the event of non-compliance, the University may initiate actions under applicable collective and other agreements or University Policy.

## Definitions

Any definitions listed here apply to this policy document only with no implied or intended institution-wide use.	
<b>Academic Staff</b>	An employee of the <b>Board of Governors</b> who, as a member of a category of employees or individually, has been designated as an academic staff member by the Board of Governors.
<b>Allowed Conflict</b>	Conflict that can be managed in a way that is compliant with legislation, considers, protects and serves the interests, integrity and reputation of the University, and will withstand the test of reasonable and independent scrutiny.
<b>Board of Governors</b>	<del>The Governors of the University of Alberta as defined in the <i>Post-secondary Learning Act P-19.5 2003</i>.</del>
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<b>Conflict Review Committee</b>	A committee established in accordance with this procedure.
<b>Conflict Review Officer</b>	According to those relationships detailed in the disclosure report, the next appropriate senior reporting officer.
<b>Disclosure Report</b>	A report that discloses conflict-type specific considerations relevant to deciding whether a person wishing to proceed with an activity that would or may give rise to conflict should be allowed to undertake that activity.
<b>Family Member</b>	Includes a person's spouse or adult interdependent partner or another individual to whom the person is related by blood, marriage or adoption.
<b>Financial Benefit</b>	The receipt or expectation of anything of monetary value, including pay or salary or other payments for services (e.g. consulting fees or honoraria), equity (shares, options or the like) security or other ownership interests, and intellectual property rights (e.g., patents, copyrights, royalties or carried interests or options related to such rights).
<b>Financial Interest</b>	(A) Ownership in the form of shares in a privately held company, or  (B) ownership in a publicly traded company in the form of shares with a market value of greater than \$50,000.00 or representing more than 10% of the company's outstanding shares, or  (C) where the person is a member of a board of either a privately held or publicly traded company.
<b>Other Staff</b>	Those individuals employed by the University on a part or full-time basis, who are not academic staff or support staff, and whether or not they are part of a bargaining unit.
<b>Outside Party</b>	Includes any corporation, partnership, sole proprietorship or other legal entity organized for the furtherance of a non-University interest (for profit or otherwise) and clients or patients to whom the person or the University provides individual professional services.
<b>Person</b>	Includes <b>academic staff, support staff, other staff, students</b> , post-doctoral fellows, <del>members of the Board of Governors</del> , a <b>person's corporation</b> , and any other individual who has a contractual or fiduciary relationship with the University or an institution.
<b>Person's Corporation</b>	<b>Any professional corporation or corporation beneficially owned or controlled by a person.</b>
<b>Personal Benefit</b>	The receipt or expectation of any personal (workplace or otherwise) benefit of a non-monetary value.
<b>Reporting Individual</b>	A person required to report in accordance with this procedure.
<b>Reporting Officer</b>	For any person, the holder of the office to whom the person reports or who has supervisory responsibility over the reporting individual.

	<p>Specifically, for example:</p> <ul style="list-style-type: none"> <li><del>for the Chair of the Board of Governors, the Audit Committee of the Board of Governors.</del></li> <li><del>for members of the Board of Governors, the Chair of the Board of Governors.</del></li> <li>for the President, the Chair of the Board of Governors.</li> <li>for a Vice-President, the President.</li> <li>for a Deputy Provost or a Vice-Provost, the Provost and Vice-President (Academic).</li> <li>for an Assistant or Associate Vice-President, the appropriate Vice-President.</li> <li>for a Dean of a Faculty and the Chief Librarian, the <b>College Dean or Provost and Vice-President (Academic) as applicable.</b></li> <li>for an Associate Dean or Vice-Dean, the Dean.</li> <li>for a Chair of a Department, the Dean.</li> <li>for the Director of an administrative unit or equivalent, the Vice-President responsible for that unit.</li> <li>for support staff, the holder of the office to whom the support staff reports or who has supervisory responsibility over the support staff; however, the reporting officer for a support staff will not be another support staff.</li> <li>for academic staff of a Faculty with departments, the Chair.</li> <li>for academic staff of a Faculty without departments, the Dean.</li> <li>for a post-doctoral fellow, the supervisor of the post-doctoral fellow.</li> <li>for a graduate student, the student's supervisor or supervisory committee.</li> <li>for a staff member of a centre or institute, the person within the University responsible for that centre or institute.</li> </ul>
<b>Support Staff</b>	An employee of the University who is a member of, and pays dues to the Non-Academic Staff Association (NASA).
<b>University Community</b>	All employees (including but not limited to academic staff, support staff, excluded staff and postdoctoral fellows as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) as such policy may be supplemented, amended, amended and restated or replaced from time to time), adjunct professors, professors emeriti, lecturers, clinical staff; students (including undergraduate, graduate and postdoctoral fellows and Continuing Education students); visitors, volunteers, and contractors.

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- [Managing Conflict of Interest in Employment Procedure](#)



## Related Links

- [Allowed Conflict - Memorandum of Agreement Form](#)
- [Conflict of Interest and Conflict of Commitment Sample Scenarios](#)
- [Disclosure Report for Conflicts of Commitment and Interest](#)

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Original Approval Date: November 16, 2009

Most Recent Approval: [insert]

Editorial Amendments: n/a

Parent Policy: [Conflict of Interest and Commitment and Institutional Conflict Policy](#)

## Conflict of Interest and Conflict of Commitment Reporting and Assessment Procedure

Office of Administrative Responsibility:	Human Resources, Health, Safety + Environment
Office of Accountability:	Provost and Vice-President (Academic) Vice-President (University Services, Operations and Finance)
Approving Authority:	Vice-President (University Services, Operations and Finance) Provost and Vice-President (Academic) Vice-President (Research & Innovation)

### Purpose

To clarify reporting requirements for existing or potential conflict, whether it is actual or perceived, and to outline the process for assessing conflict in order to make informed and sound decisions pertaining to matters of **conflict of commitment** and **conflict of interest**.

A **person** will comply with the University's Conflict Policy and will review it regularly and be familiar with the University's definitions of **conflict**.

### Definitions

A definitions table as attached establishes the terms used in this policy document and any unique rules of interpretation that apply to this policy document.

### Scope/Application

Compliance with this policy document extends to all members of the **University Community**.

### Procedure

1. REPORTING BY A PERSON

- a. A person engaging in an activity or situation that involves either existing or potential conflict shall report the conflict so that it may be assessed and, where appropriate, managed.
- b. A person shall not engage in, or continue, the activity or situation until the University has assessed whether the conflict is permitted and, if so, how the conflict will be managed.
- c. In accordance with this procedure, a person will self-assess and report activities or situations that may involve actual or perceived conflict and will complete a **disclosure report** and submit it to a **reporting officer**.
- d. The following persons are required to complete a disclosure report on an annual basis, according to a 12-month in-the-future reporting period:
  - i. **academic staff** under the Faculty Agreement or Librarian Agreement or Faculty Service Officer Agreement or Administrative and Professional Officer Agreement;
  - ii. **support staff** who make financial or hiring decisions or who may have a research-related conflict;
  - iii. **other staff** who make financial or hiring decisions;
  - iv. other staff employed in a department, office or unit which has as its primary function the creation of legal relationships with individuals or entities that are not part of the University;
  - v. other staff who have the authority to enter into contracts or commitments on behalf of the University;
  - vi. other staff who, as part of normal duties, have regular formal contact with individuals or entities that are not subject to the conflict policy;
  - vii. A person who may have a research-related conflict.
- e. Notwithstanding the requirements outlined in 1.b. of this procedure, the University has the discretion to require additional persons to complete a disclosure report on an annual basis, according to a 12-month in-the-future reporting period, or on a case-by-case basis.
- f. Any time there is a change in material facts that were disclosed in a disclosure report, a reporting individual must submit a revised disclosure report immediately.
- g. A reporting officer will:
  - i. solicit and monitor the submission of disclosure reports from those persons who they anticipate receiving a disclosure report;
  - ii. send second notice date-specified requests for a disclosure report to persons from whom he or she would anticipate receiving a disclosure report; and
  - iii. refer to a conflict review officer in instances where an expected disclosure report has not been submitted.

- h. The failure of a reporting officer to solicit a disclosure report does not release a person from his or her obligation to disclose existing or potential conflict.

## 2. ASSESSMENT BY A REPORTING OFFICER

- a. A reporting officer will receive disclosure reports from reporting individuals and will assess the information that has been provided in the disclosure report in accordance with this procedure.
- b. If the reporting officer has a **financial benefit** or **financial interest** or **personal benefit** in the considerations being assessed, the reporting officer will refer the disclosure report to the next appropriate senior reporting officer who will assume the role of reporting officer or assign an alternate.
- c. Where an existing or potential activity or situation is assessed for an actual or perceived conflict and where it is determined that there is:
  - i. no conflict, the reporting officer will contact the reporting individual to indicate that he or she is free to proceed with the activity or engage in the situation.
  - ii. a conflict and the activity or situation does not sufficiently serve the interests of the University or is not appropriately manageable or not able to withstand the test of reasonable and independent scrutiny, the conflict will not be allowed and the reporting officer will contact the reporting individual to indicate that he or she is not free to proceed with, or continue to engage in, the activity or situation.
  - iii. a conflict and the activity or situation can be managed as an **allowed conflict**, a suitable method of monitoring and managing the allowed conflict will be determined and implemented before the reporting individual is free to proceed with, or continue to engage in, the activity or situation.

## 3. MANAGEMENT OF ALLOWED CONFLICT

When an activity or situation can be managed as an allowed conflict, the reporting officer will:

- a. Work with the reporting individual to settle on the terms and conditions under which an activity or situation associated with an allowed conflict will be conducted and managed;
- b. Ensure documentation of any outcome in a Memorandum of Agreement (form attached);
- c. Ensure the term, conditions, and management of an activity associated with an allowed conflict is consistent with the Freedom of Information and Protection of Privacy Act and other legislation and University policy relevant to that activity;
- d. Administer or delegate the on-going monitoring and management of allowed conflict;
- e. Document all related matters and maintain records;
- f. Refer unresolved matters to a conflict review officer appropriately; and
- g. Keep senior officers of the University appropriately apprised.

- h. In all instances of conflict involving research, the disclosure form should be submitted to the individual's reporting officer who will then consult with the Dean, Vice-President (Research & Innovation) and Office of Faculty Relations as appropriate.

#### 4. REFERRAL PROCESS

- a. In the case of conflict of commitment, it is expected that the reporting individual and the reporting officer will come to an agreement; however, in the event that this is not possible, the position of the reporting officer is final and will stand as the University's position on the matter.
- b. In the case of conflict of interest, the reporting individual and reporting officer need to first agree on whether the conflict considerations warrant an allowed conflict or not and, where applicable, on the method by which an allowed conflict is to be monitored and managed. If agreement cannot be reached, the matter is to be referred by the reporting officer to a conflict review officer or **conflict review committee**.
- c. The conflict review officer or conflict review committee will work with the reporting individual and reporting officer in an effort to reach an agreeable outcome and will ensure documentation of any outcome in a Memorandum of Agreement (see forms section below). If an agreeable outcome cannot be reached, the conflict review officer or conflict review committee will render a decision which shall be final and binding.

#### 5. CONFLICT REVIEW COMMITTEE MEMBERSHIP

- a. For conflict involving research activity:
  - i. Chair, appointed by the Vice-President (Research & Innovation);
  - ii. One representative of the Research Services Office;
  - iii. One academic staff member, appointed by the Vice-President (Research & Innovation); and
  - iv. Two members-at-large, appointed by the Provost and Vice-President (Academic).

Within the overall membership, it is recommended that there be one member with legal expertise and one with previous conflict resolution experience.

- b. For conflict involving non-research activity:
  - i. Chair, appointed by the Provost and Vice-President (Academic);
  - ii. One staff member appointed by the Associate Vice-President (Human Resources, Health, Safety and Environment); and
  - iii. Two members-at-large, appointed by the Associate Vice-President (Human Resources, Health, Safety and Environment).

Within the overall membership, it is recommended that there be one member with legal expertise and one with previous conflict resolution experience.

## 6. NON-COMPLIANCE CONSTITUTES MISCONDUCT

Non-compliance constitutes misconduct. In the event of non-compliance, the University may initiate actions under applicable collective and other agreements or University Policy.

## Definitions

Any definitions listed here apply to this policy document only with no implied or intended institution-wide use.	
<b>Academic Staff</b>	An employee of the <b>Board of Governors</b> who, as a member of a category of employees or individually, has been designated as an academic staff member by the Board of Governors.
<b>Allowed Conflict</b>	Conflict that can be managed in a way that is compliant with legislation, considers, protects and serves the interests, integrity and reputation of the University, and will withstand the test of reasonable and independent scrutiny.
<b>Board of Governors</b>	The Governors of the University of Alberta as defined in the <i>Post-secondary Learning Act</i> P-19.5 2003.
<b>Conflict(s)</b>	Conflict of interest, conflict of commitment, or institutional conflict. In all cases, conflict includes actual or perceived conflict.
<b>Conflict of Commitment</b>	A situation whereby the external or personal activities, undertakings or relationships of a person are so demanding or organized in such a manner or are otherwise such that they may interfere with the person's obligations to the University or to others or institutions that are separate from the University but to whom the person owes an obligation because of their relationship to the University.
<b>Conflict of Interest</b>	A situation in which there is or may be perceived to be a divergence between the private <b>financial benefit</b> or <b>financial interest</b> or <b>personal benefit</b> of a person, <b>family member</b> , or an <b>outside party</b> , and that person's obligations to the University, such that an impartial observer might reasonably question whether related actions to be taken or decisions made by the person would be influenced by consideration of the person's own interests.
<b>Conflict Review Committee</b>	A committee established in accordance with this procedure.
<b>Conflict Review Officer</b>	According to those relationships detailed in the disclosure report, the next appropriate senior reporting officer.
<b>Disclosure Report</b>	A report that discloses conflict-type specific considerations relevant to deciding whether a person wishing to proceed with an activity that would or may give rise to conflict should be allowed to undertake that activity.
<b>Family Member</b>	Includes a person's spouse or adult interdependent partner or another individual to whom the person is related by blood, marriage or adoption.

<b>Financial Benefit</b>	The receipt or expectation of anything of monetary value, including pay or salary or other payments for services (e.g. consulting fees or honoraria), equity (shares, options or the like) security or other ownership interests, and intellectual property rights (e.g., patents, copyrights, royalties or carried interests or options related to such rights).
<b>Financial Interest</b>	<p>(A) Ownership in the form of shares in a privately held company, or</p> <p>(B) ownership in a publicly traded company in the form of shares with a market value of greater than \$50,000.00 or representing more than 10% of the company's outstanding shares, or</p> <p>(C) where the person is a member of a board of either a privately held or publicly traded company.</p>
<b>Other Staff</b>	Those individuals employed by the University on a part or full-time basis, who are not academic staff or support staff, and whether or not they are part of a bargaining unit.
<b>Outside Party</b>	Includes any corporation, partnership, sole proprietorship or other legal entity organized for the furtherance of a non-University interest (for profit or otherwise) and clients or patients to whom the person or the University provides individual professional services.
<b>Person</b>	Includes <b>academic staff, support staff, other staff, students</b> , post-doctoral fellows, a <b>person's corporation</b> , and any other individual who has a contractual or fiduciary relationship with the University or an institution.
<b>Person's Corporation</b>	Any professional corporation or corporation beneficially owned or controlled by a person.
<b>Personal Benefit</b>	The receipt or expectation of any personal (workplace or otherwise) benefit of a non-monetary value.
<b>Reporting Individual</b>	A person required to report in accordance with this procedure.
<b>Reporting Officer</b>	<p>For any person, the holder of the office to whom the person reports or who has supervisory responsibility over the reporting individual.</p> <p>Specifically, for example:</p> <ul style="list-style-type: none"> <li>• for the President, the Chair of the Board of Governors.</li> <li>• for a Vice-President, the President.</li> <li>• for a Deputy Provost or a Vice-Provost, the Provost and Vice-President (Academic).</li> <li>• for an Assistant or Associate Vice-President, the appropriate Vice-President.</li> <li>• for a Dean of a Faculty and the Chief Librarian, the College Dean or Provost and Vice-President (Academic) as applicable.</li> <li>• for an Associate Dean or Vice-Dean, the Dean.</li> <li>• for a Chair of a Department, the Dean.</li> <li>• for the Director of an administrative unit or equivalent, the Vice-President responsible for that unit.</li> </ul>

	<ul style="list-style-type: none"> <li>• for support staff, the holder of the office to whom the support staff reports or who has supervisory responsibility over the support staff; however, the reporting officer for a support staff will not be another support staff.</li> <li>• for academic staff of a Faculty with departments, the Chair.</li> <li>• for academic staff of a Faculty without departments, the Dean.</li> <li>• for a post-doctoral fellow, the supervisor of the post-doctoral fellow.</li> <li>• for a graduate student, the student's supervisor or supervisory committee.</li> <li>• for a staff member of a centre or institute, the person within the University responsible for that centre or institute.</li> </ul>
<b>Support Staff</b>	An employee of the University who is a member of, and pays dues to the Non-Academic Staff Association (NASA).
<b>University Community</b>	All employees (including but not limited to academic staff, support staff, excluded staff and postdoctoral fellows as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) as such policy may be supplemented, amended, amended and restated or replaced from time to time), adjunct professors, professors emeriti, lecturers, clinical staff; students (including undergraduate, graduate and postdoctoral fellows and Continuing Education students); visitors, volunteers, and contractors.

## Related Policy Documents (UAPPOL)

- [Conflict of Interest and Commitment and Institutional Conflict Policy](#)
- [Financial Conflict of Interest for U.S. Federal Agencies and Other Applicable Research Funding Sources Reporting and Assessment Procedure](#)
- [Managing Conflict of Interest in Employment Procedure](#)

## Related Links

- [Allowed Conflict - Memorandum of Agreement Form](#)
- [Conflict of Interest and Conflict of Commitment Sample Scenarios](#)
- [Disclosure Report for Conflicts of Commitment and Interest](#)

*For questions surrounding policy document interpretation or implementation, please contact the Office of Administrative Responsibility.*

*For the most recent version of this document please visit <https://www.ualberta.ca/policies-procedures/index.html>*





# Managing Conflict of Interest in

## Employment Procedure

Original Approval Date:

June 29, 2010

Most Recent Approval: [insert]

Editorial Amendments: n/a

Parent Policy: ~~Conflict Policy~~ [Conflict of Interest and Commitment and Institutional Conflict Policy](#)

Office of Administrative Responsibility:	<del>Vice Provost and</del> Associate Vice-President (Human Resources, <del>Health, Safety and Environment</del> )
Office of Accountability:	Provost and Vice-President (Academic) <del>Vice-President (University Services, Operations and Finance)</del>
Approving Authority:	<del>Vice-President (University Services, Operations and Finance and Administration)</del> <del>Provost and Vice-President (Academic)</del> Vice-President (Research & Innovation)

## Purpose

The University hires on the basis of merit. It is committed to ensuring consistent hiring and employment practices and to employ those individuals who will contribute to the achievement of the University's strategic goals. A **University staff member** who employs a **family member** or an **associated individual** is in a **conflict of interest** position in the hiring and employment of the family member or associated individual. A conflict of interest may occur either at the time of hire, during the employment relationship, or where a change in personal relationship has occurred during an existing employment relationship.

These procedures outline the steps that must be followed to manage the conflict of interest when a University staff member is involved in the hiring and employment of a family member or an associated individual.

## Definitions

A definitions table as attached establishes the terms used in this policy document and any unique rules of interpretation that apply to this policy document.

## Scope/Application

Compliance with this policy document extends to all members of the **University Community**.

## Procedure

1. Detailed records will be kept outlining the steps taken in the hiring process and decision to employ the family member or associated individual.
2. A University staff member will declare the conflict of interest when a change in relationship occurs which re-defines the status of an employee to that of family member or an associated individual and the University staff member will take appropriate steps as outlined in this procedure to manage the conflict of interest.
3. When appropriate and as outlined in the conflict policy, the University will manage this conflict of interest (**nepotism** or **favoritism in employment**) in a fair, open, consistent and practical manner. Therefore, a University staff member, in the matter of employment of a family member or an associated individual will not be involved in the hiring process or decision to employ and will not be involved in a **formal reporting relationship**; however, may be involved in a **functional reporting relationship** if circumstances warrant such a relationship.
4. The family member or associated individual will not have a formal reporting relationship with the University staff member.
  - a. Matters related to terms of employment, performance reviews, compensation, benefits, and formal working conditions of the family member or associated individual will not be the responsibility of the University staff member, but will be the responsibility of an appropriate neutral party, with arrangements as approved by the Dean, Department Chair, Director, or other Manager.
  - b. In situations where, by virtue of their expertise and specific skills, the University staff member and the family member or associated individual work together (for instance, in a research laboratory) the terms described in 3.a. will apply. It is recognized, however, that in order to complete the work, a supervisor-employee working relationship (functional reporting relationship) may be established between the University staff member and the family member or associated individual, subject to the express approval of the appropriate Vice-President.
  - c. These arrangements will be documented annually in an *Allowed Conflict - Memorandum of Agreement Form*.
5. The family member or associated individual will not:
  - a. Be supervised by a direct report of the University staff member, or
  - b. Supervise a graduate student of the University staff member in an employment setting.
6. Failure to comply fully with this procedure could constitute grounds for disciplinary action against a staff member.

## Definitions

<i>Any definitions listed here apply to this policy document only with no implied or intended institution-wide use.</i>	
<b>Associated Individual</b>	An individual, whose employment by a University staff member, under scrutiny by a reasonable and independent person would appear conflictual. These types of relationships include consensual personal relationships and business relationships.
<b>Conflict of Interest</b>	A situation in which there is or may be perceived to be a divergence between the private interest or benefit (financial or otherwise) of a person, family member, or an outside party, and that person's obligations to the University, such that an impartial observer might reasonably question whether related actions to be taken or decisions made by the person would be influenced by consideration of the person's own interests.
<b>Family member</b>	Includes a University staff member's spouse or adult interdependent partner or another individual to whom the University staff member is related by blood, marriage or adoption.
<b>Favoritism in employment</b>	A University staff member participating in decisions which would involve direct benefit or detriment of an associated individual.
<b>Formal reporting relationship</b>	A reporting relationship in consideration of matters concerning, but not limited to, terms of employment, performance reviews, compensation, benefits, workload issues and working conditions.
<b>Functional reporting relationship</b>	Day-to-day supervision in an employment setting to facilitate the completion of work-related tasks.
<b>Nepotism</b>	A University staff member participating in decisions which would involve direct benefit or detriment of a family member.
<b>University staff member</b>	A person employed by the University of Alberta
<b>University Community</b>	All employees (including but not limited to academic staff, support staff, excluded staff and postdoctoral fellows as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories) as such policy may be supplemented, amended, amended and restated or replaced from time to time), adjunct professors, professors emeriti, lecturers, clinical staff; students (including undergraduate, graduate and postdoctoral fellows and Continuing Education students); visitors, volunteers, and contractors.

## Related Policy Documents (UAPPOL)

- ~~Conflict Policy~~ [Conflict of Interest and Commitment and Institutional Conflict Policy](#)
- [Conflict of Interest and Conflict of Commitment Reporting and Assessment Procedure](#)

- [Financial Conflict of Interest for ~~U.S. Federal Agencies National Institutes of Health \(NIH\)~~ and Other Applicable Research Funding Sources Reporting and Assessment Procedure](#)

## Related Links

- [Allowed Conflict - Memorandum of Agreement Form](#)

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Original Approval Date: June 29, 2010

Most Recent Approval: [insert]

Editorial Amendments: n/a

Parent Policy: [Conflict of Interest and Commitment and Institutional Conflict Policy](#)

## Managing Conflict of Interest in Employment Procedure

Office of Administrative Responsibility:	Associate Vice-President (Human Resources, Health, Safety and Environment)
Office of Accountability:	Provost and Vice-President (Academic) Vice-President (University Services, Operations and Finance)
Approving Authority:	Vice-President (University Services, Operations and Finance) Provost and Vice-President (Academic) Vice-President (Research & Innovation)

### Purpose

The University hires on the basis of merit. It is committed to ensuring consistent hiring and employment practices and to employ those individuals who will contribute to the achievement of the University's strategic goals. A **University staff member** who employs a **family member** or an **associated individual** is in a **conflict of interest** position in the hiring and employment of the family member or associated individual. A conflict of interest may occur either at the time of hire, during the employment relationship, or where a change in personal relationship has occurred during an existing employment relationship.

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## Procedure

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2. A University staff member will declare the conflict of interest when a change in relationship occurs which re-defines the status of an employee to that of family member or an associated individual and the University staff member will take appropriate steps as outlined in this procedure to manage the conflict of interest.
3. When appropriate and as outlined in the conflict policy, the University will manage this conflict of interest (**nepotism** or **favoritism in employment**) in a fair, open, consistent and practical manner. Therefore, a University staff member, in the matter of employment of a family member or an associated individual will not be involved in the hiring process or decision to employ and will not be involved in a **formal reporting relationship**; however, may be involved in a **functional reporting relationship** if circumstances warrant such a relationship.
4. The family member or associated individual will not have a formal reporting relationship with the University staff member.
  - a. Matters related to terms of employment, performance reviews, compensation, benefits, and formal working conditions of the family member or associated individual will not be the responsibility of the University staff member, but will be the responsibility of an appropriate neutral party, with arrangements as approved by the Dean, Department Chair, Director, or other Manager.
  - b. In situations where, by virtue of their expertise and specific skills, the University staff member and the family member or associated individual work together (for instance, in a research laboratory) the terms described in 3.a. will apply. It is recognized, however, that in order to complete the work, a supervisor-employee working relationship (functional reporting relationship) may be established between the University staff member and the family member or associated individual, subject to the express approval of the appropriate Vice-President.
  - c. These arrangements will be documented annually in an *Allowed Conflict - Memorandum of Agreement Form*.
5. The family member or associated individual will not:
  - a. Be supervised by a direct report of the University staff member, or
  - b. Supervise a graduate student of the University staff member in an employment setting.
6. Failure to comply fully with this procedure could constitute grounds for disciplinary action against a staff member.

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<b>Favoritism in employment</b>	A University staff member participating in decisions which would involve direct benefit or detriment of an associated individual.
<b>Formal reporting relationship</b>	A reporting relationship in consideration of matters concerning, but not limited to, terms of employment, performance reviews, compensation, benefits, workload issues and working conditions.
<b>Functional reporting relationship</b>	Day-to-day supervision in an employment setting to facilitate the completion of work-related tasks.
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## Related Policy Documents (UAPPOL)

- [Conflict of Interest and Commitment and Institutional Conflict Policy](#)
- [Conflict of Interest and Conflict of Commitment Reporting and Assessment Procedure](#)

- [Financial Conflict of Interest for U.S. Federal Agencies and Other Applicable Research Funding Sources Reporting and Assessment Procedure](#)

## Related Links

- [Allowed Conflict - Memorandum of Agreement Form](#)

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AGENDA ITEM NO. 9.3

☒ Decision    ☐ Discussion    ☐ Information

**ITEM OBJECTIVE:** To seek approval to rescind the Off-Campus Activity and Travel Policy that will be replaced by the Off-Campus Activity and Travel Procedure.

DATE	March 28, 2025
TO	Board of Governors
RESPONSIBLE PORTFOLIO	Vice-President (University Services, Operations and Finance)

**MOTION:** THAT The Governors of The University of Alberta, on the recommendation of the Board Audit and Risk Committee, rescind the Off-Campus Activity and Travel Policy, effective upon approval and implementation of the Off-Campus Activity and Travel Procedure by the Vice-President (University Services, Operations and Finance).

**EXECUTIVE SUMMARY:**

The current Off-Campus Activity and Travel Policy and Procedures are out of date, do not reflect best or current practices within the University of Alberta, and present risk to the university.

In response to these gaps, a new Off-Campus Activity and Travel Procedure (the “**procedure**”) (Attachment 1 a-b) and supporting Risk Matrix, Checklists, and Field Activity Plan Central Registry have been developed and the university is recommending that the current Policy be rescinded and replaced with the new procedure.

- The new procedure addresses the current gaps and implements reasonable changes that will not unduly burden travellers while managing risk to the university.
- The new procedure will be incorporated within the Hazard Management element of the university’s Health, Safety and Environment Management System (HSEMS) under the Health, Safety and Environment Policy.

Administration recommends the current policy be rescinded effective upon approval and implementation of the Off-Campus Activity and Travel Procedure ([link to current policy](#)).

Background

The university’s Off-Campus Activity and Travel Policy and Procedures were approved in 2011. There were greater controls in place to manage certain elements of student off-campus activity and travel than there were for faculty and staff. Since 2011, changes such as geo-political risks, severe weather patterns, and the impact of global pandemics have impacted best practices in supporting safe



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**AGENDA ITEM NO. 9.3**

off-campus activity and travel. Furthermore, the university has implemented administrative changes to the review and approval of off-campus activity and travel that are not reflected in the current board-approved policy and procedures.

- In 2020, the university approved a number of new practices outside the travel policy and procedures to facilitate safe off-campus activity and travel in response to the COVID-19 pandemic. Some of these practices are still in place.
- In 2024, as part of the Jakeman Glacier Fatality Corrective Actions:
  - changes were made to the Risk Matrix which forms part of the current travel policy and
  - modifications were made to the approval processes for field research activity.
- Additionally, new services are now offered to the university community with respect to data and information security while travelling.

Analysis / Discussion

The substantive elements of the Policy along with the incorporation of best practices are reflected in the Procedure, the finalized version of which will be approved by the Vice-President, University Services, Operations and Finance (“**VPUSOF**”) and the Provost and Vice-President Academic (“**Provost**”).

The incorporation of these substantive elements into the Procedure was done as a result of considering the Policy through the lens of the Board’s [recently adopted definition](#) of “**Board-level Policy**”.

When applying the Board Policy definition to this proposal, consideration was made to the Board’s approval of *SHAPE: A Strategic Plan of Impact (2023-2033)* (the “**Strategic Plan**”). The Strategic Plan highlights, among other things, that:

- The safety, health, well-being and flourishing of faculty, staff and students underpin the implementation of the Strategic Plan – in every initiative of every size.
- The University is committed to its people’s physical, psychological and cultural safety, and to providing a safe and healthy work and study environment that enables high-quality education and research.

The Strategic Plan contains high-level statements of guiding principles and standards and articulates the University’s values and behavioural expectations with respect to safety, which is ultimately at the core of the Policy.



**AGENDA ITEM NO. 9.3**

Furthermore, the *Health, Safety, and Environment Policy* highlights that individuals involved in conducting “university affairs”<sup>1</sup> will integrate responsible health, safety and environmental practices into their activities according to all applicable legislation and university policies and procedures.

The ultimate objective of the *Health, Safety, and Environment Policy* is to operationalize the strategic guidance set out in the Strategic Plan. The substantive elements of the Policy fundamentally amount to procedural guidance, as opposed to existing as a stand-alone policy.

Even if the substantive elements of the Policy did satisfy the first step in the analysis, these elements do not relate to strategic, material, **and** institutionally significant matters. The second step in the analysis is not satisfied.

In summary, the substantive elements of the Policy are properly framed as procedural and the VPUSOF and Provost should have the administrative responsibility/accountability for the same.

**Risk Discussion / Mitigation of the Risk**

With the substantive elements of the Policy now incorporated into the Procedure, there are risks to not rescinding the Policy. First, the existence of overlapping guidance between the Policy and the Procedure can cause confusion for staff and other interest holders, leading to inconsistent practices. It may also undermine accountability, as it could be unclear which document holds authority.

Additionally, retaining an outdated policy can create legal or compliance risks in the course of the University’s audit review, since the outdated policy might no longer reflect current standards or practices. Moreover, it can impair decision-making processes, as ambiguity may arise about which set of rules to follow, causing inefficiency or operational delays.

Finally, failure to rescind the Policy can harm the University’s credibility, as it may signal disorganization or an inability to properly manage governance structures.

**SUPPORTING MATERIALS:**

New procedure provided for information:

1. Off-Campus Activity and Travel Procedure<sup>2</sup> - Draft
  - a. Redline (13 pages)
  - b. Clean version (9 pages)

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<sup>1</sup> Defined as “any activity that is directly related to or arising out of the operations of the university at any location.”

<sup>2</sup> The procedure also includes links to additional resources, web pages and forms that are already in use.



**AGENDA ITEM NO. 9.3**

**SCHEDULE A:**

Engagement and Routing

Those who are actively **participating**:

- Health, Safety and Environment
- University of Alberta International
- Information Services and Technology
- Insurance and Risk Management
- Safeguarding Research Office

Those who have been **consulted**:

- Field Research Activities Committee
- Dean of Students
- Faculty Relations
- Employee and Labour Relations
- The Association of the Academic Staff of the University of Alberta (AASUA)
- President's Executive Committee - Operations (PEC-O)
- Statutory Deans' Council
- Academic Planning Committee (APC)
- Provost's Advisory Council of Chairs (PACC)
- College General Managers and Faculty General Managers
- Chairs' Council

Those who have been **informed**:

- Joint Health and Safety Committee
  - Includes representatives from the Non-Academic Staff Association, Graduate Students' Association and Postdoctoral Fellows Association.
  - \*AASUA is also represented on this committee but was consulted separately

**Approval Route:**

- VPUSOF and Provost (for approval of the Procedure)
- Board Audit and Risk Committee (for recommendation to rescind the Policy)
- Board of Governors (for approval to rescind the Policy)



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AGENDA ITEM NO. 9.4

Decision      Discussion      Information

**ITEM OBJECTIVE:** To approve tuition levels associated with the creation of new programs, including the Master of Real Estate Development, the Graduate Certificate in Sustainability, and the Master of Nurse Practitioner Practice.

DATE	March 28, 2025
TO	Board of Governors
RESPONSIBLE PORTFOLIO	Provost and Vice-President (Academic)

**MOTION:** THAT The Governors of The University of Alberta (“the Board”), on the recommendation of the Board Finance and Property Committee, approve domestic and international tuition rates for the Master of Real Estate Development, the Certificate in Sustainability, and the Master of Nursing Practitioner Programs, as detailed in the documents disseminated to the Board for its review.

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**EXECUTIVE SUMMARY:**

Background

The GFC Programs Committee, on delegated authority from the General Faculties Council, recently approved the creation of three new programs: Master of Real Estate Development, Graduate Certificate in Sustainability, and Master of Nurse Practitioner Practice. All three programs have now been submitted to the Ministry of Advanced Education for their approval.

The University has proposed to implement the Graduate Certificate in Sustainability for Fall 2025. The Master of Real Estate Development and the Master of Nurse Practitioner Practice are anticipated to be implemented for Fall 2026.

The Board of Governors has the authority to approve tuition levels for new programs.

The Provost and Vice-President (Academic) has the authority to propose tuition levels for new programs to the Board. These proposals are developed in collaboration with the Office of the Registrar and the Faculties proposing these programs.



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**AGENDA ITEM NO. 9.4**

Program-specific Rationale

Master of Real Estate Development

The proposed tuition rate is set at \$36,000 for both domestic and international students. This uniform rate is proposed based on market analysis and costs associated with the development and delivery of a fully online program. Since tuition rates are regulated and domestic and international tuition increase at different rates each year, the equal pricing will apply only in the program's first year of operation.

Graduate Certificate in Sustainability

The proposed domestic tuition rate is set at \$2,253.72 per 3-credit course, which aligns with the existing standard rate for international course-based graduate tuition. As above, the uniform domestic and international rate is based on market analysis and the costs associated with development and delivery of a fully online program.

Master of Nurse Practitioner Practice

Following completion of the financial costing analysis for the proposed degree and consideration of local market circumstances for the MNPP, the proposed tuition for the MNPP will be \$27,500. This will position the proposed degree within the top 3 nationally, comparable to Dalhousie University at \$27,117 and well below the University of Toronto at \$33,468. Of note, the University of Alberta's nursing program is ranked as the best in the country for both program and research reputation.

Risk Discussion / Mitigation of the Risk

Through the Post-Secondary Learning Act and the Tuition Fee Regulation, the Government of Alberta regulates the ability of institutions to increase tuition after the initial tuition level is set. That being the case, the University must be strategic in tuition setting to balance revenue opportunities, costs, quality, and enrolment goals.

Tuition is the University's largest single source of revenue, representing ~46% of the institution's operating income. Given cuts to the Government of Alberta's funding to Universities, tuition has become increasingly important to ensure that the University can cover rising costs while maintaining a high-quality learning environment.

**SUPPORTING MATERIALS:**

Attachment 1: [New Tuition Proposals](#)

Engagement and Routing



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**AGENDA ITEM NO. 9.4**

Consultation and Stakeholder Participation / Approval Route (parties who have seen the proposal and in what capacity) <[Governance Resources Section Student Participation Protocol](#)>

**Those who are actively participating:**

- Office of the Provost
- Office of the Registrar
- Faculty of Business,
- Faculty of Nursing
- College of Natural and Applied Sciences
- GFC Programs Committee
- Registrar's Advisory Committee on Fees
- Online Learning and Continuing Education

**Approval Route:**

Board Finance and Property Committee (March 13, 2025)  
Board of Governors (March 28, 2025)

Supplementary Notes / Context



AGENDA ITEM NO. 9.5

☒ Decision    ☐ Discussion    ☐ Information

**ITEM OBJECTIVE:** Seek approval from The Governors of The University of Alberta to approve the institution's Capital Plan 2025-26 to 2027-28 prior to submission to the Government of Alberta.

DATE	March 28, 2025
TO	Board of Governors
RESPONSIBLE PORTFOLIO	University Services, Operations and Finance

**MOTION:** THAT The Governors of The University of Alberta ("**the Board**"), on the recommendation of the Board Finance and Property Committee, approve the institution's Capital Plan 2025-26 to 2027-28, in the form disseminated to the Board, and authorize the Vice-President (University Services, Operations and Finance) to make minor grammatical, formatting, or stylistic revisions to the plan, provided that such revisions do not alter the intent or substantive content of the approved plan.

**EXECUTIVE SUMMARY:**

- The University of Alberta Capital Plan (Attachment 1) is updated following the February 27, 2025, Government of Alberta Budget 2025 release.
  - The Biological Sciences redevelopment, known as the Life Sciences Innovation and Future Technologies Centre (LIFT), is removed from the list of priorities due to confirmed provincial funding approval in Budget 2025.
- The 2025-26 to 2027-28 Capital Plan maintains a number of the same priorities as the 2024-25 to 2026-27 submission, but the full list has been reviewed and revised by the Capital Plan Advisory Committee to better align with the goals, objectives, and priorities of the university and alignment with Government of Alberta strategic objectives.
- A key consideration by Capital Plan Advisory Committee members is strategic alignment with Shape as well as the Government of Alberta priorities.

Risk Discussion / Mitigation of the Risk

The following risks are mitigated by approval of the capital plan:

- Enrolment management/faculty and staff/research enterprise/student success - Infrastructure priorities that are not aligned with the university's strategic objectives will negatively impact the learning, teaching, and research environment. The capital plan is strongly aligned with institutional goals.
- Funding and resource management - Lack of government funding to support key infrastructure priorities will increase pressure on the university to cover all funding for these projects; it is





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**AGENDA ITEM NO. 9.5**

important that thoughtful requests are aligned with government objectives to increase the likelihood of consideration/approval.

- Physical infrastructure/safety - Not investing in the renewal of buildings or addressing maintenance issues may make campuses unattractive and unsafe for students, faculty, staff and our community; the most pressing maintenance priorities are identified in the capital plan.

Relevant Legislation/Policy

- Post-secondary Learning Act
- Board Finance and Property Committee - Terms of Reference Section 2s

Next Steps

Once approved, the 2025-26 to 2078-28 Capital Plan will be submitted to the Government of Alberta by June 30, 2025.

**SUPPORTING MATERIALS:**

1. Capital Plan 2025-26 - 2027-28 (12 pages) *for approval*

# **The University of Alberta Capital Plan**

## **2025/26 - 2027/28**

DRAFT

## Message from the President

Placeholder

DRAFT

## Message from the Vice-President, University Services, Operations and Finance

Placeholder

DRAFT

## Current State

The University of Alberta is undertaking a bold evolution. With the release of *Shape: The University of Alberta Strategic Plan* in September 2023, we are intently focusing on our shared vision for infrastructure, innovation, enrolment growth, meaningful engagement, and partnership with Indigenous communities, while enacting the university's commitment **to access, community, and belonging**. The ambitious target in *Shape* means we are committed to thinking differently about space - optimizing our existing infrastructure while continuing efforts to reduce operating costs and deferred maintenance as well as minimizing our environmental impact. We are focused on renewing existing spaces to accommodate growth, to ensure a better student and teaching experience, and to facilitate more impactful research.

The U of A is the oldest and largest postsecondary institution in Alberta, **managing over 1.5 million square meters of space in almost 200 buildings across its five campuses**. What does this mean for capital investment and renewal?

- Targeted capital investments will allow for significant growth in our teaching and research enterprise without a commensurate increase in our infrastructure footprint. This effort to optimize existing space will also reduce infrastructure operating costs.
- Some infrastructure predates World War I, and more than 50 per cent was built in post-war (1951-1975) or modern (1976-1990) periods - both of which are known for lower standard construction practices. A number of these buildings require renewal to ensure we're positioned for greater interdisciplinary research and experiential learning.
- Because these buildings have a projected **40-50 year lifespan** their critical mechanical and electrical systems are at or nearing end of life and require renewal. Building system failures that have the potential to interrupt teaching and research are a strong likelihood.
- Historically, the University of Alberta has received a variable grant under the Capital Maintenance Renewal (CMR) program, intended to help manage overall deferred maintenance liability. Outside of CMR, the university will seek to maximize capital grants, including those for capital renewal, to fund specific projects based on eligibility under federal or provincial programs, such as grants that target energy efficiency upgrades, where such programs exist.

## The University of Alberta Capital Plan Creating Space for Change-Makers

Over the next decade, the U of A has a unique opportunity to invest in its spaces to attract top talent, researchers, and students from around the world, making a bigger and bolder local and global impact.

Aligned with the Government of Alberta's and the university's strategic direction, and demonstrating a spirit of collaboration and dedication to evidence-informed decision making

using analytics and modeling, this Capital Plan provides a roadmap for a more sustainable, resilient, and effective infrastructure portfolio.

Recognizing the University of Alberta's role in contributing to the provincial government's mandate, the institution's investments in infrastructure are prioritized to ensure alignment with key government actions and outcomes.

#### GOVERNMENT OF ALBERTA STRATEGIC PLAN 2025-28

##### Objective Two: Connecting Albertans to jobs

- Government is addressing current and longer-term labour market challenges by supporting Alberta's workforce through responsive training and employment programming, attracting talent, and creating a labour force to meet the demands of Alberta's growing economy.

#### ALBERTA ADVANCED EDUCATION BUSINESS PLAN 2025-28

##### Key Objectives:

- 1.1 Strengthen the alignment of post-secondary programs to employment and expand innovative learning opportunities, such as work-integrated learning and apprenticeship learning models, to meet Albertans' skills development needs and enhance education opportunities for in-demand industries.
- 2.1 Continue to strengthen Alberta's adult learning system and ensure accountability, oversight, and sustainability to provide the high-quality education and skills for Alberta's future.
- 2.2 Ensure that Alberta's approach to provider and program recognition strengthens the province's competitiveness by enabling quality, labour market relevance, innovation and efficiency.
- 2.3 Position Alberta as a top destination for world-class talent and provide learners with international education opportunities through partnerships and exchanges.

#### ALBERTA TECHNOLOGY AND INNOVATION BUSINESS PLAN 2025-28

##### Key Objectives:

- 1.1 Continue the implementation of a digital strategy to accelerate the adoption of technology and innovation in government operations.
- 1.3 Build capability and modernize infrastructure and service delivery approaches to create a stronger, more efficient government that delivers better, faster, smarter, and safer services that are accessible to more Albertans.
- 2.1 Enhance security and privacy controls for digital government services through the use of advanced protection and detection tools.
- 2.3 Collaborate with Alberta public and private organizations to strengthen the overall cybersecurity posture of the province.

- 3.1 Lead government's implementation of the Alberta Technology and Innovation Strategy to foster more jobs, investment and companies in the technology sector supporting Alberta's economic diversification.
- 3.2 Incentivize investment in research and commercialization to build the province's innovation capacity.

#### ALBERTA INFRASTRUCTURE BUSINESS PLAN 2025-28

##### Key Objectives:

- 1.1 Work with ministry partners and industry to deliver new construction and major modernization projects for health, school, and government-owned facilities
- 2.1 Manage government assets through effective decision-making related to facilities, land, and leasing to aid in cost-effective delivery of public services.
- 2.2 Maximize the efficiency of government-owned and -operated infrastructure, support vital public services and the economy, and achieve annual operating savings through effective long-term investments in core assets and by disposing of assets government no longer needs.

#### HEALTH BUSINESS PLAN 2025-28

##### Key Objectives:

- 1.1 Enhanced access to health care services for Albertans by improving Emergency Health Services, reducing surgical and emergency department wait times, increasing acute care capacity, reducing wait times for laboratory and diagnostic imaging services, and improving primary health care across the province.
- 1.2 Ensure equitable, timely, and culturally relevant access to health services across the province, including remote, rural, and First Nations, Métis, and Inuit communities, by advancing workforce recruitment and retention strategies and policies, and modernizing critical capabilities in the delivery of health care services.
- 2.3 Strengthen and modernize Alberta's primary health care system in partnership with Albertans, including First Nations, Métis, and Inuit communities by implementing targeted innovations to ensure equitable access to safe, timely, and appropriate primary health care services.

The U of A strategic plan *Shape* calls for action across three core aspects of our mandate: education, research, and community engagement. Each aspect is pursued purposefully to generate more transformational impacts for students, communities, alumni, and partners.

1. Education – Delivering innovative, flexible learning and experiences that prepare students as global citizens who make impacts on the world.
2. Research – Reinforcing and enhancing our research, innovation and creative activities to make impacts that solve the complex challenges facing the world.
3. Engagement – Fulfilling our responsibility as a leader and convenor to help shape and positively impact communities in Alberta, in Canada, and worldwide.

Other key strategic documents that inform the University of Alberta's Capital Plan include:

1. The institution's *Integrated Asset Management Strategy (IAMS)*, which sets the strategic direction for infrastructure investments and ensures that decisions related to the stewardship of its infrastructure across the five campuses are made holistically and with the university's long-term objectives in mind.
2. *Built for Purpose: The University's Strategic Campus Plan* outlines the University of Alberta's long-term priorities for infrastructure utilization, space optimization, and investment prioritization to meet our strategic objectives and growth targets over the next 20 years.
3. The *Strategic Plan for Research and Innovation*, which outlines the ambition of the University of Alberta to be a leader in knowledge generation and translation, inspiring solutions to grand challenges of local, provincial, national and global importance through creativity, research, innovation and higher education.
4. *Changing the Story: An Integrated Action Plan for Transforming Our Vibrant and Interconnected University Community*, which sets the vision for sustainable and impactful access and accessibility improvements to the built environment.
5. *Braiding Past, Present and Future*, the University of Alberta's Indigenous Strategic Plan, which includes a key goal of utilizing university infrastructure to to acknowledge the foundational nature of Canada's relationship with diverse Indigenous nations, the First Peoples of the places that the University of Alberta currently manages, and to create safe and welcoming spaces for all.
6. The *Student Experience Action Plan (SEAP)* strives to ensure our students are activated to learn, explore, and pursue customized experiences during their university journey.
7. The *People Strategy* identifies our people as the cornerstone of our ambitions for the next decade. Enabling our faculty and staff to flourish and excel is a critical element of our ability to deliver on our ambitious goals laid out for the next decade.

For capital investments, this strategic direction translates into:

- Creating spaces that lead to an outstanding student experience within an inclusive environment, and that lend themselves to greater partnerships with the community.
- A greater focus on shared and/or flexible spaces that allow for multi-disciplinary research and greater experiential learning as well as community spaces.
- Changing how we think about student study spaces to ensure there is adequate space for students to experience both online course delivery and in-person classes.
- Increasing accessibility to state-of-the-art spaces where students, faculty, staff, and researchers can do their best learning, teaching, and discoveries.
- Continuing with efforts to optimize existing spaces (better spaces), while reducing operating costs and the deferred maintenance liability (better spaces for less).



## University of Alberta Capital Priority Projects for Government of Alberta Investment

The Capital Plan highlights priorities for 2025/26-2027/28, aligned with both the Government of Alberta and the University of Alberta strategic direction.

Priority capital investment projects are significant redevelopment or new construction projects:

- Planning for an Integrated Health Sciences Innovation Complex (ECHA 2.0) new development to replace aged facilities and demolition (\$30 million).
- Planning for a new University Data Centre development to support increasing digital infrastructure needs (\$5 million).

Priority capital renewal projects are ideal to be funded as an incremental increase under the provincial Capital Maintenance and Renewal program as renovations of existing buildings:

- Athabasca Hall (\$17.7 million)
- Planning for renewal of Clinical Sciences Building mechanical and building envelope (\$8 million)
- Planning for renewal of Mechanical Engineering Building (\$5 million)
- Chemistry East Instruction Labs (\$29.4 million)

## Capital Investment Priority Projects - Overviews

### Integrated Health Sciences Innovation Complex (ECHA 2.0): Planning

Total request: **\$30 million**, beginning as early as **2025/26**, for demolition of the existing Research Transition Facility and for functional programming of Edmonton Clinical Health Academy (ECHA) 2.0.

Under the Alberta Health Services' (AHS) 2030 Master Plan, there is a need to reclaim space for beds within the Walter C MacKenzie Health Sciences Centre to address infection control protocols and AHS' need for growth. This is compelling the University of Alberta to relocate research labs, teaching labs, and lecture theatres from the Clinical Sciences Building into this new development, as well as move administrative offices from the Walter C MacKenzie Centre.

This multi-year project requires collaboration between the University of Alberta, Alberta Infrastructure, and Alberta Health Services, and could build on the successful development and operation of the existing Edmonton Clinic Health Academy (ECHA).

The strategic location of the building on campus positions researchers close to potential research subjects and gives clinicians access to the latest technology, cultivating an environment ideal for advancing research, academics, and patient care. This continued integrative approach better positions the university to first attract, then address, expanded student intake across all health science faculties. The proposed spin off incubation space fosters the commercialization of the university's leading research thereby further advancing research and bolstering investment in both the university and the province.

Overall, this new infrastructure would create care capacity, interdisciplinary innovation and health-care training in a state-of-the-art facility with specialized medical systems and technologies.

While in early ideation discussions, it would consolidate high service medical laboratory space in one location and enable the consolidation of academic offices into a repurposed Medical Sciences Building, which has aging infrastructure that is too costly and challenging to refurbish in its current state. In time, and with focused investment, the long-term benefit would allow the university to further work towards vacating aging assets.

### University Data Centre

Total request: **\$5 million, beginning in 2025/26 to advance planning and start land preparation**

work to support a new data centre.

In alignment with the University of Alberta's commitment to advancing digital infrastructure and supporting its growing academic and research needs, the proposed Data Centre will serve as a critical asset. This new facility will be designed to meet the increasing demand for secure, reliable, and scalable digital infrastructure to support academic, administrative, and research functions across the university.

The need for this project arises from the rapid expansion of digital services, the increase in computing power required for AI research, the growing volume of research data, and the university's strategic goal of enhancing technological capabilities to drive innovation and academic excellence. By centralizing the university's data services, the new Centre will provide a robust and future-proof platform for the next generation of research and learning initiatives.

The consolidation of critical IT infrastructure into this dedicated facility will also allow for the optimization of existing resources, enabling the university to decommission outdated data centres and repurpose space for other academic and research uses.

In time, the proposed Data Centre will not only enhance the university's technological capacity but will also foster interdisciplinary collaboration, support high-performance computing initiatives, and provide a foundation for the growth of digital services, ultimately advancing the university's standing as a global leader in research and education.

The university has committed \$250,000 to planning in 2025/26 and is actively pursuing partnership opportunities to support the project. Updates will be provided to the Government of Alberta, including any confirmed partnership funding as well as Business Case as planning progresses in 2025/26 with updated project costs.

## Capital Renewal Priority Projects - Overviews

### Athabasca Hall: Renewal

Total request: \$17.7 million over three years, beginning in 2025/26

Athabasca Hall is one of the key hallmark buildings that flank the open green space called the Quad. The hall served as a student residence in the early 1900s and was built using wood frame construction with a lighter structural capacity, which best serves an academic office environment. This renewal would modernize the building's infrastructure systems and allow for a more optimized footprint with improved functionality in the heart of North Campus.

This renewal project will relocate a suitable academic department from the Faculty of Arts and/or Faculty of Science that does not require high service lab/teaching space into Athabasca Hall, thereby making better use of its infrastructure and enabling the renewal of the Biological Sciences into the Life Sciences Innovation and Future Technologies Centre. Current residents of Athabasca Hall have moved into the new University Commons, which means that renewal of Athabasca Hall could occur as early as 2025/26.

### Clinical Sciences Building: Renewal

Total request: \$8 million for detailed planning, phasing and preliminary design, beginning in 2025-26.

The Clinical Sciences Building primarily supports teaching and research, housing a variety of high-use spaces such as classrooms and research laboratories, with a focus on advancing academic programs and research activities. Renewal of the building's envelope and mechanical systems is vital to extending the life of this facility and ensuring it continues to meet the operational needs of the university's health sciences programs.

Aging infrastructure now requires urgent attention to maintain safety, functionality, and comfort for students, faculty, and staff. The building has undergone numerous remediation efforts in response to frequent flooding incidents due to failing envelope and perimeter mechanical systems and the university is funding a feasibility study on potential longer term remediation measures to prevent further flooding and related building failures. This feasibility study is expected to be completed by Fall 2025 and will inform the total project cost.

Renewal of the Clinical Sciences Building will ensure a reliable, energy-efficient facility that continues to support the university's academic programs and research innovation. This project will also ensure that the Clinical Sciences Building remains available for future expansion of Alberta Health Services in the event of the completion of the ECHA 2.0 project,

which would see the university relocate out of this building.

## **Mechanical Engineering Building: Renewal**

Total request: \$5 million for planning, beginning in 2025-26.

The Mechanical Engineering Building, located in the northwest corner of North Campus, serves as a cornerstone for the Faculty of Engineering, supporting a wide range of functions critical to student success. It is home to both high- and low-service lab spaces, classrooms, and faculty administration, all designed to provide student-focused support and learning.

In response to growth in student enrollment and expansion of academic programs, the renewal will address key infrastructure challenges and space optimization, enhancing the building's functionality to better support teaching, research, and collaboration. The project will not only modernize aging building systems but also create a more sustainable and flexible environment, incorporating energy-efficient technologies and upgraded infrastructure to meet the evolving needs of the university.

The renewal will increase the building's utilization and functionality, reduce utility costs, and better support projected growth. By investing in the revitalization of this essential facility, the university will continue to promote a positive student experience, foster academic excellence, and facilitate cutting-edge research.

## **Chemistry East Instruction Labs: Renewal**

Total request: \$29.4 million over four years, beginning in 2025/26

This project will renew the original (1973) undergraduate teaching labs of Chemistry East by revitalizing and optimizing laboratory space and will complete the full renewal of the Chemistry Complex that brings the older spaces up to date by renewing obsolete ventilation and mechanical systems.

By redesigning the floor layout, space will be used more efficiently, ultimately expanding the number of teaching labs available to accommodate a growing student population. The upgraded labs will contribute to the university's growth objectives while providing an enhanced student experience and improving teaching outcomes simultaneously.

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**ITEM NO. 9.6**Decision ☒ Discussion ☐ Information ☐

**ITEM OBJECTIVE:** To obtain approval from the Board of Governors on the proposed updates to the University Funds Investment Policy, section 7.1, relating to responsible investment.

<b>DATE</b>	March 28, 2025
<b>TO</b>	Board of Governors
<b>RESPONSIBLE PORTFOLIO</b>	Vice-President (University Services, Operations and Finance)

**MOTION:** THAT The Governors of The University of Alberta ("**the Board**"), on the recommendation of the Board Investment Committee, approve the revised University Funds Investment Policy, in the form disseminated to the Board, with changes to take effect upon final approval.

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**EXECUTIVE SUMMARY:**

- University Funds Investment Policy, section 7.1, is updated based upon consultation with the university community and feedback received at the November 28, 2024, Board Investment Committee (BIC) meeting.
- There are no substantive changes between the draft submitted for recommendation (Supporting Materials 1) and the draft previously shared with the Board of Governors at the December 13, 2024 meeting. Minor housekeeping updates (noted in blue font) are recommended for consistency, including:
  - to make all references to asset managers or investment managers consistent by calling them "external investment managers;"
  - adding "investee" after supports to read: *"The university supports investee company efforts to abide by international laws" for clarity;*
  - to remove "financial" from "heightened financial risks from conflicts, climate-related physical or transition risks and human and labour rights abuses" so that risks are not narrowed only to financial risks; and
  - adding "for example" in front of " conflicts, climate-related physical or transition risks and human and labour rights abuses" so that the list does not appear closed.
- A "What We Heard" Report will capture comments and feedback from the university community and will be shared via the Investments and Treasury section on the university website. A first draft of the report is included as attachment 3.

**Background/Current Situation**

In June 2024, President Bill Flanagan outlined to the community a path forward on progress toward meaningful change for the university following the encampments. This included a commitment from the Board of Governors to review the university's investment policies and practices.

The services of the Canadian Shareholder Association for Research and Education (SHARE) were

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**ITEM NO. 9.6**

retained to support this review. SHARE provided input and educational materials to both the Board Investment Committee (October 4, 2024) and Board of Governors (October 11, 2024) on responsible investment and the latest trends and developments in this space. No further changes were requested by the Board at that time.

The updated draft policy was then presented to the Board Investment Committee on November 28, 2024. The draft policy was subsequently updated based on discussions at this meeting in preparation for presentations to the Board Reputation and Public Affairs Committee on November 29, 2024, and the Board of Governors on December 13, 2024.

**Consultation and Engagement**

Consultation continued through 2024 and early 2025, including a virtual Responsible Investment Information and Engagement Session on December 12, 2024, as well as through numerous academic and leadership committees for information or discussion. Feedback received throughout the review and consultation process was captured and will be reflected in a “What We Heard” Report, which will be shared with the university community in late March / early April, as well as with the Board of Governors in March.

**Risk Discussion / Mitigation of the Risk**

There are potential financial, reputational and relational risks associated with this topic.

**Financially, there is the risk** that donors may withhold or change their donations if they do not agree with the university's approach, which may, in turn, impact the sustainability of endowment funding in perpetuity. Increasing the disclosure of investment holdings may lead to ongoing questions about the context of investments, their relation to various geopolitical issues and causes, and how the university is addressing them.

Stakeholder perception also has the potential to result in various **reputational, perceptual and relational risks**. Stakeholders may perceive that the university is either going too far, not far enough, or missing the mark entirely. Stakeholders may also have adverse reactions if they do not feel heard or see that their perspectives are not captured. It is anticipated that this risk will be partially mitigated with the publication of the *What We Heard Report*. However, it is acknowledged that this also has the potential to open these concerns.

Various strategies will be employed to mitigate and minimize risk, including a comprehensive communications strategy, transparency throughout the consultation and policy review/approval process, ongoing reviews of responsible investment commitments and continued reporting on responsible investment.

**Supporting Materials:**

1. Draft University Fund Investment Policy (14 pages) (*clean copy*) *For Approval*
2. Draft University Fund Investment Policy (14 pages) (*redline*) *For Information*
3. Draft What We Heard Report (10 pages) *For Information*



**Original Approval Date:** January 29, 2010

**Most Recent Approval:** March 22, 2024

**Amended:** March 14, 2024

**Parent Policy:** University Funds Investment Policy

## University Funds Investment Policy

<b>Office of Administrative Responsibility:</b>	Finance, Procurement and Planning (Investments & Treasury)
<b>Office of Accountability:</b>	Vice-President (University Services, Operations and Finance)
<b>Approving Authority:</b>	Board of Governors

### Purpose

The *Post-Secondary Learning Act*, Statutes of Alberta, (2003), Sections 75 and 76, provides The Governors of the University of Alberta with broad investment powers, the authority to pool funds and the authority to distribute income, subject to the terms of a trust on which it may be held.

The purpose of this investment policy is to establish distinct asset allocation and risk tolerances for each of the University funds according to the individual fund's spending obligations, objectives, and liquidity requirements.

### Definitions

A definitions table as attached establishes the terms used in this policy document and any unique rules of interpretation that apply to this policy document.

### Scope/Application

Compliance with this University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories).



# Policy

## 1.0 DESCRIPTION OF UNIVERSITY FUNDS AND GOVERNANCE

The Board of Governors has delegated investment oversight to the Board Investment Committee as documented in the Board Investment Committee's Terms of Reference. The Board of Governors has retained responsibility for the following matters (as outlined in this document):

- The University Funds Investment Policy, which shall include the establishment of broad risk tolerances, strategic asset allocation, and responsible investment.
- The investment objectives and the University Endowment Pool Spending Policy of the University.

The University Funds Investment Policy is subject to annual review by the Board Investment Committee and any recommended changes require approval by the Board of Governors. Management's investment decisions are subject to the overall direction of the Board Investment Committee as reflected in this policy.

The Board Investment Committee's role is to approve the Strategic Role Investment Guidelines (SRIGs). Management has responsibility to select, retain, monitor and dismiss investment managers in accordance with the approved Strategic Role Investment Guidelines. Funds are allocated to external managers or, when determined to be advantageous, may be managed internally.

Each investment manager shall adhere to this policy and must exercise the care, skill, diligence and judgment that a prudent investor would exercise in making investments. This includes the assessment of environmental, social and governance (ESG) risks and opportunities. Investment managers are expected to be in compliance with all applicable laws and regulations as well as the Code of Ethics and Standards of Professional Conduct established by the CFA Institute.

### 1.1. University Endowment Pool (UEP)

The UEP consists of the University's endowed trust funds or other funds of a permanent or long-term nature.

### 1.2. Other Endowments

Other endowments consist of endowed trust funds, including those managed by students as part of an academic program, which cannot be pooled for investment purposes because of constraints or conditions attached to the funds.

### 1.3. Non-Endowed Investment Pool (NEIP)

The NEIP consists of expendable funds, which are pooled for investment purposes.

### 1.4. Other Non-Endowed Funds

Other non-endowed funds include those funds earmarked for the Supplementary Retirement Plans and restricted non-endowed donations, which cannot be pooled for

investment purposes because of constraints or conditions, including those supporting investments recommended by The University of Alberta Innovation Fund Ltd. (UAIF).

## **2.0 UNIVERSITY ENDOWMENT POOL (UEP)**

### **2.1. Purpose**

The UEP represents the pooling of invested assets accumulated by or donated to the University for endowed purposes. The UEP's purpose is to foster an environment of academic excellence where superior teaching, learning, and research can be continuously pursued to benefit all generations equally over time.

### **2.2. Nature of UEP Liabilities (Spending Policy)**

The UEP provides funding to the faculties and departments of the University to be used in accordance with the terms of each endowment. The objective is an appropriate and stable spending allocation that maintains its purchasing power over time, as outlined in the University Endowment Pool Spending Policy. This policy may be amended from time to time by the Board of Governors to ensure that the real value of the endowments (i.e., net of inflation) is maintained.

## **3.0 INVESTMENT OBJECTIVES OF THE UEP**

### **3.1. Return and Risk**

The principal investment objective of the UEP is to earn a long-term real rate of return that meets or exceeds total endowment spending as outlined in the UEP Spending Policy.

At the core of this approach is a focus on intergenerational equity, which requires that the UEP be managed to provide a comparable level of support to future generations as current beneficiaries receive. This means that the value of the UEP should be preserved over time in real dollar terms in order to maintain the future purchasing power of assets. In setting the spending and investment policies for the UEP, the focus should be not just to preserve but to grow the real value of assets over time, as a margin of safety is required to maintain a stable level of support for endowed purposes across varying capital market and economic conditions.

Assets are allocated across four strategic classifications based on their primary role in the portfolio, which includes Growth, Inflation Sensitive, Deflation Hedging, and Diversifiers. In order to achieve its investment objectives, the UEP will have to maintain a majority weighting in Growth assets and less liquid investment strategies. This is based on projected capital market assumptions, which indicate that over long periods of time, these assets can be expected to provide returns that exceed total endowment spending. Deflation Hedging strategies are expected to help provide protection in times of equity market stress and support spending in a prolonged deflationary period. Conversely, Inflation Sensitive assets are expected to protect the UEP from high or unanticipated inflation, while Diversifiers consist of investment strategies that are expected to provide uncorrelated returns to the other three classifications.

There are many types of risk that impact investment performance, including but not limited to capital markets, economic, environmental, governance, interest rates, liquidity, political, and social. Risks will be monitored through the use of quantitative and qualitative indicators and managed where appropriate via asset allocation, active management, derivatives and other strategies.

### 3.2. Asset Allocation

The strategic asset allocation is determined by the following four factors:

- Objective of a real rate of return that equals or exceeds the total rate of spending
- Expected long-term return, volatility, and correlation expectations for individual asset classes
- Diversification across asset classes and investment strategies
- Projected liquidity requirements of the UEP

The theoretically infinite time horizon of the UEP allows for the adoption of a strategic asset allocation policy with a high allocation to Growth assets along the following parameters:

Strategic Asset Allocation			
	Minimum	Target	Maximum
Growth	50%	60%	70%
Inflation Sensitive	15%	20%	25%
Deflation Hedging	0%	5%	10%
Diversifiers	10%	15%	20%
Total		100%	

To achieve diversification the UEP will invest in the following asset classes:

Growth			
	Minimum	Target	Maximum
Public Equity	30%	40%	55% *
Private Markets	10%	20%	25%
		60%	
Inflation-Sensitive			
Real Estate & Infrastructure	5%	10%	15%
Real Assets	5%	10%	15%
		20%	
Deflation Hedging			
Global Government Bonds	0%	5%	10%
		5%	
Diversifiers			
Absolute Return	10%	15%	20%
Cash	-5%	0%	5%
		15%	

\* The higher maximum allocation to Public Equity is required to allow for a transition from the current asset allocation to the strategic asset allocation, after which the maximum allocation will be reduced to 50%.

### **3.3. Categories of Investments**

Strategic Role Investment Guidelines shall be classified in accordance with the following general categories in the context of overall fund objectives and the strategic asset allocation described above.

#### **3.3.1. Growth**

Growth assets include marketable equity securities, directional long/short equity hedge funds, and credit based fixed income strategies. Private investments include private debt, private equity, and venture capital.

#### **3.3.2. Inflation Sensitive**

Inflation sensitive assets include inflation linked bonds, real estate, infrastructure, timberland, farmland, natural resource public equities, mining and minerals, commodities, and energy and renewable resources.

#### **3.3.3. Deflation Hedging**

Deflation hedging assets include high quality sovereign fixed income securities.

#### **3.3.4. Diversifiers**

Diversifiers include cash and cash equivalents, active currency management, and liquid alternatives including but not limited to strategies such as relative value, market neutral, event driven, merger arbitrage, trend following, volatility arbitrage, systematic/discretionary global macro, and tail hedging.

### **3.4. Rate of Return Goals**

In order of priority, it is expected that the UEP will achieve over any 4-year rolling period:

- An annualized real return that meets or exceeds total endowment spending.
- An annualized return, in excess of the following benchmark. The current benchmark will be modified towards the target benchmark as the strategic asset allocation is implemented.

UEP Policy Benchmark	Target
MSCI ACWI IMI	50%
MSCI ACWI IMI + 3% (3 month lag)	10%
IPD/Realpac Global Property Index	10%
S&P Global Natural Resources Index	10%
FTSE Canada Federal Bond Index	5%
SOFR + 6%	15%
	100%

#### 4.0 OTHER ENDOWMENTS

Other Endowments are invested with the same goals, restrictions and quality levels as described above, subject to any stipulation required by contractual agreement, or by condition of the estate, or administrative arrangement.

#### 5.0 NON-ENDOWED INVESTMENT POOL (NEIP)

##### 5.1. Purpose

The NEIP consists of expendable funding that is pooled for investment purposes. The two-fold purpose of the NEIP is to provide liquidity for the University's daily operations and return enhancement to support strategic initiatives. Cash in excess of the University's short-term obligations may be invested with a longer time horizon and with less than immediate liquidity.

##### 5.2. Return and Risk

The principal investment objective of the NEIP is to generate income for the University across all strategic classifications. Assets are allocated across three strategic classifications based on their primary roles in the portfolio, which includes Liquidity, Yield and Return Seeking.

The Liquidity strategy meets the University's short-term cash flow needs, and has a weighting that takes into account the seasonality of cash balances. In order to enhance returns the Yield strategy takes on additional duration, credit and illiquidity across a highly diversified group of rates based asset classes.

The Return Seeking strategy has a long-term focus and is invested in the UEP for compounded growth. The allocations to the Yield and Return Seeking strategies are balanced for risk management and return diversification purposes.

There are many types of risk that impact investment performance, including but not limited to capital markets, economic, environmental, governance, interest rates, liquidity, political, and social. Risks will be monitored through the use of quantitative and qualitative indicators and managed where appropriate via asset allocation, active management, derivatives and other strategies.

### 5.3. Asset Allocation

The strategic asset allocation is determined by the following factors:

- Cash flow requirements to meet the University's financial obligations
- Capital preservation
- Diversification to reduce volatility of investment earnings
- Income generation to support budgeted investment income and future strategic initiatives.

Given the short and long-term objectives of the NEIP, the strategic asset allocation is aligned into the following time horizons:

Strategic Asset Allocation			
	Minimum	Target	Maximum
Liquidity	15%	20%	25 %
Yield	35%	40%	45%
Return Seeking	35%	40%	45%

To achieve diversification within the Yield strategy, the NEIP will invest in the following asset groups and classes:

Fixed Income			
	Minimum	Target	Maximum
Global Fixed Income (public)	20%	30%	40%
Private Credit	10%	20%	30%
Internally-managed (Canadian bonds)	0%	0%	10%
	30%	50%	70%
Preferred Shares			
Preferred Shares	0%	10%	20%
	0%	10%	20%
Real Property			
Commercial Mortgages and Mortgage Backed Securities	10%	20%	30%
Real Estate & Infrastructure	0%	0%	10%
	10%	20%	30%
Diversifiers			
Absolute Return Strategies	10%	20%	30%
Insurance Linked Securities	0%	0%	10%
	10%	20%	30%
Internally-managed (loans)			
Internally-managed (loans)	0%	0%	20%
	0%	0%	20%
Total Yield		100%	

## **5.4. Categories of Investments**

Strategic Role Investment Guidelines shall be classified within the following categories:

### **5.4.1. Liquidity**

Assets in the liquidity category include cash, government bills or notes, bank deposits or obligations, and corporate money market securities. All Liquidity investments will have a maturity profile of one year or less.

### **5.4.2. Yield**

The Yield strategy is broken down into the following asset groups:

#### **5.4.2.1. Fixed Income**

Fixed income provides greater security of capital than equities, and more stable income flows over the long-term. These assets will include global government, corporate, and securitized fixed income securities, bank loans and private credit.

#### **5.4.2.2. Preferred Shares**

Preferred shares have both equity and fixed income characteristics, can provide consistent income and diversification benefits.

#### **5.4.2.3. Real Property**

Real property backed investments include asset classes that over longer time horizons can offer stable income streams, and are often structured to provide protection against inflation. Real Property assets includes commercial mortgages, mortgage backed securities, real estate, and infrastructure.

#### **5.4.2.4. Diversifiers**

Diversifiers are investment strategies that lower overall portfolio risk. Absolute return strategies include but are not limited to, multi-asset strategies that aim to generate positive returns in all stages of the economic cycle. Insurance linked securities generate returns that are completely uncorrelated to capital markets.

#### **5.4.2.5. Internal Loans**

Internal loans include loans to University of Alberta Properties Trust Inc., University faculties, departments and staff. Loans to University of Alberta Properties Trust Inc. will be at prevailing commercial terms and conditions. The Internal Loan Policy approved by the Board of Governors governs internal loans.

#### 5.4.3. Return Seeking

All return seeking funds are invested in the UEP with the objective of earning a higher long-term rate of return, and are managed in accordance with Sections 2 through 4 of this policy.

#### 5.5. Budget Considerations and Risk Management

All realized NEIP Investment Earnings not required for current budget purposes will be reinvested to build an investment income reserve. Appropriations from this investment income reserve can be made in a fiscal year when realized NEIP Investment Earnings are less than budgeted. Appropriations from this investment income reserve to the strategic initiatives fund can only be made when total market value of Yield and Return Seeking exceeds the underlying obligation (investment cost) by a factor of 1.17x.

#### 5.6. Performance Benchmarks

For each component of the NEIP the benchmark is:

	NEIP Policy Benchmark	Target
Liquidity	FTSE Canada 91 Day T-Bill Index	20%
Yield	Canadian Consumer Price Index (CPI) + 3%	40%
Return seeking	Current UEP benchmark (section 3.4)	40%
		100%

### 6.0 OTHER NON-ENDOWED FUNDS

Investment assets received through donations, bequests, contracts and spin-off companies may be subject to contractual stipulations, constraints, conditions of the estate, or other administrative arrangements. These assets may be held until such constraints are removed or the conditions of the agreements are fulfilled. Assets supporting the Supplementary Retirement Plans shall be invested in accordance with their respective agreements. Investments recommended by UAIF, will be managed by UAIF and subject to the governance oversight established for that subsidiary.

### 7.0 GENERAL

#### 7.1. Responsible Investment

Responsible investment involves considering environmental, social and governance (ESG) risks and opportunities when making investment decisions and influencing companies or assets through stewardship practices. The university recognizes that the integration of ESG risks and opportunities in the investment process complements traditional financial analysis and portfolio construction techniques and can lead to improved financial performance.

The university supports investee company efforts to abide by international laws and to uphold standards of responsible business conduct as outlined in international standards,



including the Organization of Economic Co-operation and Development (OECD) Guidelines for Multinational Enterprises.

The university works with external investment managers, impacting the university's ability to influence the selection of individual assets. Therefore, the university focuses on encouraging its external investment managers to demonstrate leadership, accountability and transparency in their approaches to responsible investment. Where applicable, the university will regularly engage and collaborate with its external investment managers on matters related to ESG risks and opportunities.

Specifically, the university will:

- Integrate responsible investment considerations into the selection and ongoing monitoring of external investment managers.
- Obtain and evaluate annual disclosure from all external investment managers on how ESG risks and opportunities are incorporated into their investment decision-making processes.
- Regularly review and track stewardship activities by its external investment managers, including engagements with investee companies and proxy voting records on ESG-related risks and opportunities, where relevant.
- Ensure its external investment managers are conducting due diligence of those companies, sectors and regions that face heightened risks from, for example, conflicts, climate-related physical or transition risks, and human and labour rights abuses.
- Report with transparency and accountability to stakeholders on ESG risks and opportunities, including in the Investment Committee's annual report.

## **7.2. Use of Derivatives**

Derivatives offer ways to enhance risk adjusted returns or to protect against unwanted market movements. Where prudent and appropriate, derivatives may be used to gain market exposure, assist with hedging, and/or risk management.

## **7.3. Leverage**

Leverage is an integral component of certain investment strategies. Where leverage is used, investments will be structured to limit potential maximum losses to the amount invested, or notionally collateralized by UEP and NEIP cash balances. The use of leverage will not be undertaken at the portfolio or fund level. The UEP may temporarily have a negative weight to cash for short-term cash flow management purposes.

## **7.4. Securities Lending and Commission Recapture**

The securities may be loaned to investment dealers and banks as part of the custodian's lending program when it is deemed that such lending may add incremental return to the funds at minimal risk. External equity investment managers may be directed to

participate in a commission recapture program in order to help mitigate internal investment research related expenses.

**7.5. Exercise of Proxies and Voting Rights**

Proxy or other voting rights will be exercised in the best interest of the University. The responsibility for voting may be delegated to the investment manager, but the University reserves the right to direct the investment manager on the voting of proxies.

**7.6. Valuation of Infrequently Traded Investments**

The valuation of infrequently traded investments shall be determined by the general partner, trustee or custodian of the fund. In the case of other direct investments, the valuation shall be based on independent opinions of qualified appraisers as required.

**7.7. Conflict of Interest Guidelines and Related Parties Transactions**

The University's Conflict Policy - Conflict of Interest and Commitment and Institutional Conflict will govern investment activities. Related Party transactions will be at fair market value.

**7.8. Custody**

To maintain a proper segregation of duties and adequate controls, all marketable securities held shall remain with or be monitored by a third-party custodian.

**7.9. Donated Securities**

Subject to market conditions, donated securities will generally be sold immediately upon receipt by the University. However, where it is advantageous to do so, and subject to the constraints of this policy, the University may hold these securities as other non-endowed funds.

**7.10. Policy Review**

This policy shall be reviewed at least annually by the Board Investment Committee, who will either confirm or recommend changes to the Board of Governors. Upon recommendation from the Board Investment Committee, the Board of Governors can approve exceptions to this policy.

**7.11. Compliance Notification**

If an asset allocation or class in section 3.2 or 5.3 of this policy is outside of its minimum to maximum range, but is able to be rebalanced back into the range within a three-month time frame, the Chair of the Board Investment Committee shall be notified by Management. Should the asset allocation or class be expected to be outside the range for more than three months, then Management will provide the Board Investment Committee with an explanation of the situation and a plan to bring the asset allocation or class back within the minimum to maximum range at its next regularly scheduled meeting.



## Definitions

Any definitions listed here apply to this policy document only with no implied or intended institution-wide use.	
<b>Absolute Return</b>	Investments and/or strategies that seek to achieve positive returns regardless of the direction of capital markets, also commonly referred to as hedge funds or liquid alternatives. These include but are not limited to strategies such as long/short equity & credit, market neutral, event driven, merger arbitrage, trend following, volatility arbitrage, systematic/discretionary global macro, and tail hedging.
<b>Asset Allocation</b>	The process of dividing investments into different categories (Growth, Inflation Sensitive, Deflation Hedging, and Diversifiers) based on the role that the underlying category or investment strategy performs towards achieving the return and risk tolerance objectives of the portfolio. Each category comprises a specific group of investments that have similar expected return patterns, similar expected risk profiles, high correlations with other investments in the same category, or have a high sensitivity to inflation.
<b>Consumer Price Index (CPI)</b>	A Statistics Canada index of retail prices for goods and services. Increases in the CPI are also referred to as increases in the cost of living and are directly correlated to increases in inflation.
<b>Custodian</b>	A financial institution, usually a bank or trust company, which holds an investment portfolio's securities and cash in safekeeping.
<b>Deflation Hedging</b>	Any asset class that serves the primary objective of providing protection in times of market stress, and supports spending in a prolonged deflationary period. This consists primarily of high quality government and investment grade fixed income securities.
<b>Derivatives</b>	A financial instrument whose value is dependent on the performance of an underlying instrument or asset typically a commodity, bond or equity. They are also available on currencies, interest rates, and equity indices. Futures and options are examples of derivatives.
<b>Diversifiers</b>	Any asset class or investment strategy that is expected to be uncorrelated with Growth, Inflation Sensitive, and Deflation Hedging assets. This may include cash, active currency management, managed futures, and hedge fund strategies including but not limited to low beta long/short equity, market neutral, event driven, merger arbitrage, and global macro.

<b>Growth</b>	Any asset class or investment strategy which can be expected to provide returns that exceed the inflation adjusted rate of spending over the long-term. This may include marketable equity securities, directional long/short equity hedge funds, and credit based fixed income strategies. Private investments include private debt, private equity, and venture capital.
<b>Inflation Sensitive</b>	Any asset class or investment strategy that is expected to protect the fund from high or unanticipated inflation. This may include inflation linked bonds, real estate, infrastructure, timberland, farmland, natural resource public equities, commodities, and energy and renewable resources.
<b>Investment Earnings</b>	The total of realized and unrealized investment gains and losses on the assets of the UEP and NEIP for any given fiscal year; where realized investment gains and losses are typically made up of interest, dividends, rents and capital gains/losses arising from the sale of investments; unrealized investment gains and losses represent the change in fair value of assets held.
<b>Liquidity</b>	Any asset class or investment strategy which can be expected to preserve capital, mature in one year or less from the date of purchase and be liquidated to cash within three months.
<b>Private Markets</b>	Any asset class or investment strategy which can be expected to preserve capital, mature in one year or less from the date of purchase and be liquidated to cash within three months.
<b>Proxy</b>	A written authorization given by a shareholder to another individual, usually the company's management, in order to cast his/her vote at a shareholder meeting or at some other point in time.
<b>Rate of Return</b>	The percentage change in the value of an asset, including interest and dividends, over an evaluation period.
<b>Real</b>	Used in conjunction with asset values and rates of return and restates these nominal amounts for movements in the Consumer Price Index.
<b>Real Assets</b>	Investments and/or strategies that derive their value from physical assets. These include but are not limited to natural resource equities, energy and renewable resources, commodities, agriculture, timber, and farmland.

<b>Return Seeking</b>	Any asset class or investment strategy which can be expected to be invested without the need for liquidity for at least ten years.
<b>Risk</b>	The possibility of loss and/or the uncertainty of future returns.
<b>Risk Tolerance</b>	An individual's ability to handle temporary and sustained declines in the value of their portfolio.
<b>Strategic Role Investment Guidelines</b>	A statement of objectives that defines the investment rationale, asset class and/or strategy, risk characteristics and performance expectation.
<b>Yield</b>	Any asset class or investment strategy which can be expected to preserve capital and mature between one and ten years.

## Related Policy Documents (UAPPOL)

- [Interest Procedure – Restricted Special Purpose and Restricted Research Accounts](#)
- [Internal Loan Policy](#)
- [University Endowment Pool \(UEP\) Spending Policy](#)

## Related Links

- [Board Investment Committee Statement of Investment Principles & Beliefs](#)
- [Board Investment Committee Terms of Reference](#)

*For questions surrounding policy document interpretation or implementation, please contact the Office of Administrative Responsibility.*

*Contact for questions about this policy: [policy.treasury@ualberta.ca](mailto:policy.treasury@ualberta.ca)*

*For the most recent version of this document please visit <https://www.ualberta.ca/policies-procedures/index.html>*



**Original Approval Date:** January 29, 2010

**Most Recent Approval:** March 22, 2024

**Amended:** March 14, 2024

**Parent Policy:** University Funds Investment Policy

## University Funds Investment Policy

<b>Office of Administrative Responsibility:</b>	Finance, Procurement and Planning (Investments & Treasury)
<b>Office of Accountability:</b>	Vice-President (University Services, Operations and Finance)
<b>Approving Authority:</b>	Board of Governors

### Purpose

The *Post-Secondary Learning Act*, Statutes of Alberta, (2003), Sections 75 and 76, provides The Governors of the University of Alberta with broad investment powers, the authority to pool funds and the authority to distribute income, subject to the terms of a trust on which it may be held.

The purpose of this investment policy is to establish distinct asset allocation and risk tolerances for each of the University funds according to the individual fund's spending obligations, objectives, and liquidity requirements.

### Definitions

A definitions table as attached establishes the terms used in this policy document and any unique rules of interpretation that apply to this policy document.

### Scope/Application

Compliance with this University policy extends to all academic, support and excluded staff, postdoctoral fellows, and academic colleagues as outlined and defined in the Recruitment Policy (Appendix A and Appendix B: Definitions and Categories).

# Policy

## 1.0 DESCRIPTION OF UNIVERSITY FUNDS AND GOVERNANCE

The Board of Governors has delegated investment oversight to the Board Investment Committee as documented in the Board Investment Committee's Terms of Reference. The Board of Governors has retained responsibility for the following matters (as outlined in this document):

- The University Funds Investment Policy, which shall include the establishment of broad risk tolerances, strategic asset allocation, and responsible investment.
- The investment objectives and the University Endowment Pool Spending Policy of the University.

The University Funds Investment Policy is subject to annual review by the Board Investment Committee and any recommended changes require approval by the Board of Governors. Management's investment decisions are subject to the overall direction of the Board Investment Committee as reflected in this policy.

The Board Investment Committee's role is to approve the Strategic Role Investment Guidelines (SRIGs). Management has responsibility to select, retain, monitor and dismiss investment managers in accordance with the approved Strategic Role Investment Guidelines. Funds are allocated to external managers or, when determined to be advantageous, may be managed internally.

Each investment manager shall adhere to this policy and must exercise the care, skill, diligence and judgment that a prudent investor would exercise in making investments. This includes the assessment of environmental, social and governance (ESG) risks and opportunities. Investment managers are expected to be in compliance with all applicable laws and regulations as well as the Code of Ethics and Standards of Professional Conduct established by the CFA Institute.

### 1.1. University Endowment Pool (UEP)

The UEP consists of the University's endowed trust funds or other funds of a permanent or long-term nature.

### 1.2. Other Endowments

Other endowments consist of endowed trust funds, including those managed by students as part of an academic program, which cannot be pooled for investment purposes because of constraints or conditions attached to the funds.

### 1.3. Non-Endowed Investment Pool (NEIP)

The NEIP consists of expendable funds, which are pooled for investment purposes.

### 1.4. Other Non-Endowed Funds

Other non-endowed funds include those funds earmarked for the Supplementary Retirement Plans and restricted non-endowed donations, which cannot be pooled for



investment purposes because of constraints or conditions, including those supporting investments recommended by The University of Alberta Innovation Fund Ltd. (UAIF).

## **2.0 UNIVERSITY ENDOWMENT POOL (UEP)**

### **2.1. Purpose**

The UEP represents the pooling of invested assets accumulated by or donated to the University for endowed purposes. The UEP's purpose is to foster an environment of academic excellence where superior teaching, learning, and research can be continuously pursued to benefit all generations equally over time.

### **2.2. Nature of UEP Liabilities (Spending Policy)**

The UEP provides funding to the faculties and departments of the University to be used in accordance with the terms of each endowment. The objective is an appropriate and stable spending allocation that maintains its purchasing power over time, as outlined in the University Endowment Pool Spending Policy. This policy may be amended from time to time by the Board of Governors to ensure that the real value of the endowments (i.e., net of inflation) is maintained.

## **3.0 INVESTMENT OBJECTIVES OF THE UEP**

### **3.1. Return and Risk**

The principal investment objective of the UEP is to earn a long-term real rate of return that meets or exceeds total endowment spending as outlined in the UEP Spending Policy.

At the core of this approach is a focus on intergenerational equity, which requires that the UEP be managed to provide a comparable level of support to future generations as current beneficiaries receive. This means that the value of the UEP should be preserved over time in real dollar terms in order to maintain the future purchasing power of assets. In setting the spending and investment policies for the UEP, the focus should be not just to preserve but to grow the real value of assets over time, as a margin of safety is required to maintain a stable level of support for endowed purposes across varying capital market and economic conditions.

Assets are allocated across four strategic classifications based on their primary role in the portfolio, which includes Growth, Inflation Sensitive, Deflation Hedging, and Diversifiers. In order to achieve its investment objectives, the UEP will have to maintain a majority weighting in Growth assets and less liquid investment strategies. This is based on projected capital market assumptions, which indicate that over long periods of time, these assets can be expected to provide returns that exceed total endowment spending. Deflation Hedging strategies are expected to help provide protection in times of equity market stress and support spending in a prolonged deflationary period. Conversely, Inflation Sensitive assets are expected to protect the UEP from high or unanticipated inflation, while Diversifiers consist of investment strategies that are expected to provide uncorrelated returns to the other three classifications.

There are many types of risk that impact investment performance, including but not limited to capital markets, economic, environmental, governance, interest rates, liquidity, political, and social. Risks will be monitored through the use of quantitative and qualitative indicators and managed where appropriate via asset allocation, active management, derivatives and other strategies.

### 3.2. Asset Allocation

The strategic asset allocation is determined by the following four factors:

- Objective of a real rate of return that equals or exceeds the total rate of spending
- Expected long-term return, volatility, and correlation expectations for individual asset classes
- Diversification across asset classes and investment strategies
- Projected liquidity requirements of the UEP

The theoretically infinite time horizon of the UEP allows for the adoption of a strategic asset allocation policy with a high allocation to Growth assets along the following parameters:

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	Minimum	Target	Maximum
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To achieve diversification the UEP will invest in the following asset classes:

Growth			
	Minimum	Target	Maximum
Public Equity	30%	40%	55% *
Private Markets	10%	20%	25%
		60%	
Inflation-Sensitive			
Real Estate & Infrastructure	5%	10%	15%
Real Assets	5%	10%	15%
		20%	
Deflation Hedging			
Global Government Bonds	0%	5%	10%
		5%	
Diversifiers			
Absolute Return	10%	15%	20%
Cash	-5%	0%	5%
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\* The higher maximum allocation to Public Equity is required to allow for a transition from the current asset allocation to the strategic asset allocation, after which the maximum allocation will be reduced to 50%.

### **3.3. Categories of Investments**

Strategic Role Investment Guidelines shall be classified in accordance with the following general categories in the context of overall fund objectives and the strategic asset allocation described above.

#### **3.3.1. Growth**

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#### **3.3.2. Inflation Sensitive**

Inflation sensitive assets include inflation linked bonds, real estate, infrastructure, timberland, farmland, natural resource public equities, mining and minerals, commodities, and energy and renewable resources.

#### **3.3.3. Deflation Hedging**

Deflation hedging assets include high quality sovereign fixed income securities.

#### **3.3.4. Diversifiers**

Diversifiers include cash and cash equivalents, active currency management, and liquid alternatives including but not limited to strategies such as relative value, market neutral, event driven, merger arbitrage, trend following, volatility arbitrage, systematic/discretionary global macro, and tail hedging.

### **3.4. Rate of Return Goals**

In order of priority, it is expected that the UEP will achieve over any 4-year rolling period:

- An annualized real return that meets or exceeds total endowment spending.
- An annualized return, in excess of the following benchmark. The current benchmark will be modified towards the target benchmark as the strategic asset allocation is implemented.

UEP Policy Benchmark	Target
MSCI ACWI IMI	50%
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	100%

#### 4.0 OTHER ENDOWMENTS

Other Endowments are invested with the same goals, restrictions and quality levels as described above, subject to any stipulation required by contractual agreement, or by condition of the estate, or administrative arrangement.

#### 5.0 NON-ENDOWED INVESTMENT POOL (NEIP)

##### 5.1. Purpose

The NEIP consists of expendable funding that is pooled for investment purposes. The two-fold purpose of the NEIP is to provide liquidity for the University's daily operations and return enhancement to support strategic initiatives. Cash in excess of the University's short-term obligations may be invested with a longer time horizon and with less than immediate liquidity.

##### 5.2. Return and Risk

The principal investment objective of the NEIP is to generate income for the University across all strategic classifications. Assets are allocated across three strategic classifications based on their primary roles in the portfolio, which includes Liquidity, Yield and Return Seeking.

The Liquidity strategy meets the University's short-term cash flow needs, and has a weighting that takes into account the seasonality of cash balances. In order to enhance returns the Yield strategy takes on additional duration, credit and illiquidity across a highly diversified group of rates based asset classes.

The Return Seeking strategy has a long-term focus and is invested in the UEP for compounded growth. The allocations to the Yield and Return Seeking strategies are balanced for risk management and return diversification purposes.

There are many types of risk that impact investment performance, including but not limited to capital markets, economic, environmental, governance, interest rates, liquidity, political, and social. Risks will be monitored through the use of quantitative and qualitative indicators and managed where appropriate via asset allocation, active management, derivatives and other strategies.

### 5.3. Asset Allocation

The strategic asset allocation is determined by the following factors:

- Cash flow requirements to meet the University's financial obligations
- Capital preservation
- Diversification to reduce volatility of investment earnings
- Income generation to support budgeted investment income and future strategic initiatives.

Given the short and long-term objectives of the NEIP, the strategic asset allocation is aligned into the following time horizons:

Strategic Asset Allocation			
	Minimum	Target	Maximum
Liquidity	15%	20%	25 %
Yield	35%	40%	45%
Return Seeking	35%	40%	45%

To achieve diversification within the Yield strategy, the NEIP will invest in the following asset groups and classes:

Fixed Income			
	Minimum	Target	Maximum
Global Fixed Income (public)	20%	30%	40%
Private Credit	10%	20%	30%
Internally-managed (Canadian bonds)	0%	0%	10%
	30%	50%	70%
Preferred Shares			
Preferred Shares	0%	10%	20%
	0%	10%	20%
Real Property			
Commercial Mortgages and Mortgage Backed Securities	10%	20%	30%
Real Estate & Infrastructure	0%	0%	10%
	10%	20%	30%
Diversifiers			
Absolute Return Strategies	10%	20%	30%
Insurance Linked Securities	0%	0%	10%
	10%	20%	30%
Internally-managed (loans)			
Internally-managed (loans)	0%	0%	20%
	0%	0%	20%
Total Yield		100%	

## **5.4. Categories of Investments**

Strategic Role Investment Guidelines shall be classified within the following categories:

### **5.4.1. Liquidity**

Assets in the liquidity category include cash, government bills or notes, bank deposits or obligations, and corporate money market securities. All Liquidity investments will have a maturity profile of one year or less.

### **5.4.2. Yield**

The Yield strategy is broken down into the following asset groups:

#### **5.4.2.1. Fixed Income**

Fixed income provides greater security of capital than equities, and more stable income flows over the long-term. These assets will include global government, corporate, and securitized fixed income securities, bank loans and private credit.

#### **5.4.2.2. Preferred Shares**

Preferred shares have both equity and fixed income characteristics, can provide consistent income and diversification benefits.

#### **5.4.2.3. Real Property**

Real property backed investments include asset classes that over longer time horizons can offer stable income streams, and are often structured to provide protection against inflation. Real Property assets includes commercial mortgages, mortgage backed securities, real estate, and infrastructure.

#### **5.4.2.4. Diversifiers**

Diversifiers are investment strategies that lower overall portfolio risk. Absolute return strategies include but are not limited to, multi-asset strategies that aim to generate positive returns in all stages of the economic cycle. Insurance linked securities generate returns that are completely uncorrelated to capital markets.

#### **5.4.2.5. Internal Loans**

Internal loans include loans to University of Alberta Properties Trust Inc., University faculties, departments and staff. Loans to University of Alberta Properties Trust Inc. will be at prevailing commercial terms and conditions. The Internal Loan Policy approved by the Board of Governors governs internal loans.

#### 5.4.3. Return Seeking

All return seeking funds are invested in the UEP with the objective of earning a higher long-term rate of return, and are managed in accordance with Sections 2 through 4 of this policy.

#### 5.5. Budget Considerations and Risk Management

All realized NEIP Investment Earnings not required for current budget purposes will be reinvested to build an investment income reserve. Appropriations from this investment income reserve can be made in a fiscal year when realized NEIP Investment Earnings are less than budgeted. Appropriations from this investment income reserve to the strategic initiatives fund can only be made when total market value of Yield and Return Seeking exceeds the underlying obligation (investment cost) by a factor of 1.17x.

#### 5.6. Performance Benchmarks

For each component of the NEIP the benchmark is:

	NEIP Policy Benchmark	Target
Liquidity	FTSE Canada 91 Day T-Bill Index	20%
Yield	Canadian Consumer Price Index (CPI) + 3%	40%
Return seeking	Current UEP benchmark (section 3.4)	40%
		100%

### 6.0 OTHER NON-ENDOWED FUNDS

Investment assets received through donations, bequests, contracts and spin-off companies may be subject to contractual stipulations, constraints, conditions of the estate, or other administrative arrangements. These assets may be held until such constraints are removed or the conditions of the agreements are fulfilled. Assets supporting the Supplementary Retirement Plans shall be invested in accordance with their respective agreements. Investments recommended by UAIF, will be managed by UAIF and subject to the governance oversight established for that subsidiary.

### 7.0 GENERAL

#### 7.1. Responsible Investment

Responsible investment involves considering environmental, social and governance (ESG) risks and opportunities when making investment decisions and influencing companies or assets through stewardship practices. The university recognizes that the integration of ESG risks and opportunities in the investment process complements traditional financial analysis and portfolio construction techniques and can lead to improved financial performance.

The university supports investee company efforts to abide by international laws and to uphold standards of responsible business conduct as outlined in international standards,

including the Organization of Economic Co-operation and Development (OECD) Guidelines for Multinational Enterprises.

The university works with external investment managers, impacting the university's ability to influence the selection of individual assets. Therefore, the university focuses on encouraging its external investment managers to demonstrate leadership, accountability and transparency in their approaches to responsible investment. Where applicable, ~~As a responsible owner, the University~~ will regularly engage and collaborate with its ~~active~~ external investment managers on matters related to ~~environmental, social and governance (ESG)~~ risks and opportunities.

Specifically, the university will:

- Integrate ~~responsible the consideration of ESG factors into the~~ investment considerations into ~~process as an additional criterion in~~ the selection and ongoing monitoring of ~~active external~~ investment managers.
- Obtain and evaluate annual disclosure from all external investment managers on how ESG risks and opportunities are incorporated into their investment decision-making processes.
- Regularly review and track ~~stewardship activities by its the engagement of active external~~ investment managers, ~~including engagements with their~~ investee companies and ~~their~~ proxy voting records on ESG-related ~~risks and opportunities issues~~, where relevant.
- ~~Obtain and evaluate annual disclosure from all active investment managers on how ESG factors are incorporated into their investment decision making processes.~~
- Ensure its external investment managers are conducting due diligence of those companies, sectors and regions that face heightened risks from, for example, conflicts, climate-related physical or transition risks, and human and labour rights abuses.
- ~~Collaborate with other institutional investors and industry associations on ESG matters where appropriate.~~
- Report ~~with transparency and accountability to stakeholders~~ on ESG ~~matters~~ risks and opportunities, including in the Investment Committee's annual report.

## 7.2. Use of Derivatives

Derivatives offer ways to enhance risk adjusted returns or to protect against unwanted market movements. Where prudent and appropriate, derivatives may be used to gain market exposure, assist with hedging, and/or risk management.

## 7.3. Leverage

Leverage is an integral component of certain investment strategies. Where leverage is used, investments will be structured to limit potential maximum losses to the amount invested, or notionally collateralized by UEP and NEIP cash balances. The use of leverage will not be undertaken at the portfolio or fund level. The UEP may temporarily have a negative weight to cash for short-term cash flow management purposes.



#### **7.4. Securities Lending and Commission Recapture**

The securities may be loaned to investment dealers and banks as part of the custodian's lending program when it is deemed that such lending may add incremental return to the funds at minimal risk. External equity investment managers may be directed to participate in a commission recapture program in order to help mitigate internal investment research related expenses.

#### **7.5. Exercise of Proxies and Voting Rights**

Proxy or other voting rights will be exercised in the best interest of the University. The responsibility for voting may be delegated to the investment manager, but the University reserves the right to direct the investment manager on the voting of proxies.

#### **7.6. Valuation of Infrequently Traded Investments**

The valuation of infrequently traded investments shall be determined by the general partner, trustee or custodian of the fund. In the case of other direct investments, the valuation shall be based on independent opinions of qualified appraisers as required.

#### **7.7. Conflict of Interest Guidelines and Related Parties Transactions**

The University's Conflict Policy - Conflict of Interest and Commitment and Institutional Conflict will govern investment activities. Related Party transactions will be at fair market value.

#### **7.8. Custody**

To maintain a proper segregation of duties and adequate controls, all marketable securities held shall remain with or be monitored by a third-party custodian.

#### **7.9. Donated Securities**

Subject to market conditions, donated securities will generally be sold immediately upon receipt by the University. However, where it is advantageous to do so, and subject to the constraints of this policy, the University may hold these securities as other non-endowed funds.

#### **7.10. Policy Review**

This policy shall be reviewed at least annually by the Board Investment Committee, who will either confirm or recommend changes to the Board of Governors. Upon recommendation from the Board Investment Committee, the Board of Governors can approve exceptions to this policy.

#### **7.11. Compliance Notification**

If an asset allocation or class in section 3.2 or 5.3 of this policy is outside of its minimum to maximum range, but is able to be rebalanced back into the range within a three-month time frame, the Chair of the Board Investment Committee shall be notified by Management. Should the asset allocation or class be expected to be outside the range

for more than three months, then Management will provide the Board Investment Committee with an explanation of the situation and a plan to bring the asset allocation or class back within the minimum to maximum range at its next regularly scheduled meeting.

## Definitions

<i>Any definitions listed here apply to this policy document only with no implied or intended institution-wide use.</i>	
<b>Absolute Return</b>	Investments and/or strategies that seek to achieve positive returns regardless of the direction of capital markets, also commonly referred to as hedge funds or liquid alternatives. These include but are not limited to strategies such as long/short equity & credit, market neutral, event driven, merger arbitrage, trend following, volatility arbitrage, systematic/discretionary global macro, and tail hedging.
<b>Asset Allocation</b>	The process of dividing investments into different categories (Growth, Inflation Sensitive, Deflation Hedging, and Diversifiers) based on the role that the underlying category or investment strategy performs towards achieving the return and risk tolerance objectives of the portfolio. Each category comprises a specific group of investments that have similar expected return patterns, similar expected risk profiles, high correlations with other investments in the same category, or have a high sensitivity to inflation.
<b>Consumer Price Index (CPI)</b>	A Statistics Canada index of retail prices for goods and services. Increases in the CPI are also referred to as increases in the cost of living and are directly correlated to increases in inflation.
<b>Custodian</b>	A financial institution, usually a bank or trust company, which holds an investment portfolio's securities and cash in safekeeping.
<b>Deflation Hedging</b>	Any asset class that serves the primary objective of providing protection in times of market stress, and supports spending in a prolonged deflationary period. This consists primarily of high quality government and investment grade fixed income securities.
<b>Derivatives</b>	A financial instrument whose value is dependent on the performance of an underlying instrument or asset typically a commodity, bond or equity. They are also available on currencies, interest rates, and equity indices. Futures and options are examples of derivatives.

<b>Diversifiers</b>	Any asset class or investment strategy that is expected to be uncorrelated with Growth, Inflation Sensitive, and Deflation Hedging assets. This may include cash, active currency management, managed futures, and hedge fund strategies including but not limited to low beta long/short equity, market neutral, event driven, merger arbitrage, and global macro.
<b>Growth</b>	Any asset class or investment strategy which can be expected to provide returns that exceed the inflation adjusted rate of spending over the long-term. This may include marketable equity securities, directional long/short equity hedge funds, and credit based fixed income strategies. Private investments include private debt, private equity, and venture capital.
<b>Inflation Sensitive</b>	Any asset class or investment strategy that is expected to protect the fund from high or unanticipated inflation. This may include inflation linked bonds, real estate, infrastructure, timberland, farmland, natural resource public equities, commodities, and energy and renewable resources.
<b>Investment Earnings</b>	The total of realized and unrealized investment gains and losses on the assets of the UEP and NEIP for any given fiscal year; where realized investment gains and losses are typically made up of interest, dividends, rents and capital gains/losses arising from the sale of investments; unrealized investment gains and losses represent the change in fair value of assets held.
<b>Liquidity</b>	Any asset class or investment strategy which can be expected to preserve capital, mature in one year or less from the date of purchase and be liquidated to cash within three months.
<b>Private Markets</b>	Any asset class or investment strategy which can be expected to preserve capital, mature in one year or less from the date of purchase and be liquidated to cash within three months.
<b>Proxy</b>	A written authorization given by a shareholder to another individual, usually the company's management, in order to cast his/her vote at a shareholder meeting or at some other point in time.
<b>Rate of Return</b>	The percentage change in the value of an asset, including interest and dividends, over an evaluation period.

<b>Real</b>	Used in conjunction with asset values and rates of return and restates these nominal amounts for movements in the Consumer Price Index.
<b>Real Assets</b>	Investments and/or strategies that derive their value from physical assets. These include but are not limited to natural resource equities, energy and renewable resources, commodities, agriculture, timber, and farmland.
<b>Responsible Investment</b>	<del>The integration of environmental, social, and governance (ESG) factors into investment and ownership decisions.</del>
<b>Return Seeking</b>	Any asset class or investment strategy which can be expected to be invested without the need for liquidity for at least ten years.
<b>Risk</b>	The possibility of loss and/or the uncertainty of future returns.
<b>Risk Tolerance</b>	An individual's ability to handle temporary and sustained declines in the value of their portfolio.
<b>Strategic Role Investment Guidelines</b>	A statement of objectives that defines the investment rationale, asset class and/or strategy, risk characteristics and performance expectation.
<b>Yield</b>	Any asset class or investment strategy which can be expected to preserve capital and mature between one and ten years.

## Related Policy Documents (UAPPOL)

- [Interest Procedure – Restricted Special Purpose and Restricted Research Accounts](#)
- [Internal Loan Policy](#)
- [University Endowment Pool \(UEP\) Spending Policy](#)

## Related Links

- [Board Investment Committee Statement of Investment Principles & Beliefs](#)
- [Board Investment Committee Terms of Reference](#)

*For questions surrounding policy document interpretation or implementation, please contact the Office of Administrative Responsibility.*

Contact for questions about this policy: [policy.treasury@ualberta.ca](mailto:policy.treasury@ualberta.ca)

For the most recent version of this document please visit <https://www.ualberta.ca/policies-procedures/index.html>

# **Investing in the Path Forward: What We Heard During the Review of University Investment Policies and Practices**

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Office of the Vice-President, University Services,  
Operations and Finance

March 2025

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# Land Acknowledgement

The University of Alberta, its buildings, labs and research stations are primarily located on the territory of the Nêhiyaw (Cree), Niitsitapi (Blackfoot), Métis, Nakoda (Stoney), Dene, Haudenosaunee (Iroquois) and Anishinaabe (Ojibway/ Saulteaux), lands that are now known as part of Treaties 6, 7 and 8 and homeland of the Métis. The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems and cultures of all First Nations, Métis and Inuit nations.

## Executive Summary

Via a series of leadership-led discussions, the University of Alberta's Board of Governors engaged the community in a review of its investment policy with a specific focus on responsible investment practices. Conducted from September 2024 to February 2025, this review included 23 opportunities for engagement with various governance bodies, university groups and individuals, an online Information and Engagement Session, and the option to provide written feedback. Engagement opportunities were widely broadcast to the community through the university's regular channels.

Approximately 45 faculty and staff participated in the December 12, 2024, Responsible Investment Information and Engagement Session with approximately 10 of these individuals actively engaging in the discussion. Four written submissions were received via email. As such, the questions and themes within this report reflect the views of a small portion of the university community.

Feedback is captured and presented in five themes: processes and mechanisms for feedback; linkages to external standards and guidelines; the current processes and approach to investment; additional engagement opportunities; and transparency in investments.

## Purpose

This document presents the feedback received during consultation on the university's investment policies and practices. It is intended to reflect the perspectives and ideas shared by the many and diverse voices within the University of Alberta community. It was shared with the university's Board of Governors as part of its review of the university's investment policies and practices.



## Message From The Chair Of Board Of Governors

In June 2024, the Board of Governors committed to reviewing the university's investment policies and practices to ensure they continue to follow the latest industry best practices on investing responsibly. On March 28, 2025, updates to the University Funds Investment Policy were approved by the Board to achieve this important goal.

This topic requires critical examination and frank discussion. Investment earnings directly support students, scholarships, research and innovation and are an important component of the university's funding. The University of Alberta is committed to responsible investment that aligns with university policies, industry-recognized practices and that ensures the long-term value and benefit of investments. I thank the university community for their participation and contributions to this review.

Kate Chisholm, KC  
Chair, University of Alberta Board of Governors

## Message From The Vice-President, University Services, Operations And Finance

This most recent review of the university's investment policy and practices occurred in the context of current affairs that are impacting the diverse communities and people at our university in many, and different, ways. Through the many engagement opportunities, we heard from individuals and groups with an array of ideas, perspectives and beliefs regarding responsible investment.

It is notable that this initiative involved significant dedication to review a complex, important, and often polarizing topic. While the voices expressed in this document are relatively few in nature, the passion of these individuals is unmistakable and the insights provided are valued. As a university, it is through this kind of productive discourse, and through our teaching, learning and research, that we can continue to have a positive impact.

Thank you to the Board of Governors, the Canadian Shareholder Association for Research and Education and the Investment and Treasury team for their work, as well as to those in the

university community who contributed their perspectives to this important issue. The university remains committed to open discourse with the community on all matters, hearing all perspectives and ensuring there are opportunities to provide input. Direct and frank conversations are an important part of the work of the University of Alberta and are critical for informing our direction.

Todd Gilchrist,  
Vice-President, University Services, Operations and Finance

## Background

Following the May 2024 encampment events, the Board of Governors committed to reviewing the university's investment policies and practices with a specific focus on responsible investment.

The university's Board of Governors, through the Board Investment Committee, provides strategic oversight with respect to all investments. On behalf of the university, the Board Investment Committee and the Investment and Treasury Office work with investment managers to manage the university's endowed funds and other investments. Investment policies and practices are reviewed by the university on a regular basis.

The Board Investment Committee's Statement of Investment Principles and Beliefs guides asset allocation, implementation, performance evaluation and risk management and responsible investment. It is reviewed annually by the committee to ensure the documented beliefs remain valid.

Policy relating to responsible investment is enshrined within the University Funds Investment Policy, section 7.1. It is a Board-approved policy, which means all updates and decisions on university investment policy are the responsibility and accountability of the Board.

## What We Did

As part of its commitment to increasing transparency of university investments, in September 2024, the university published a list of the last three year's University Endowment Pool (UEP) investment holdings. This list will be published every year going forward. At the same time, the Chair of the University of Alberta Board of Governors provided an [update to the community](#) on the status of the review including opportunities to provide input and feedback.

The Board Investment Committee engaged the Canadian Shareholder Association for Research and Education (SHARE), an award-winning non-profit organization with deep experience in responsible investment and working with the post-secondary sector. SHARE's mandate was to review university investment policies and practices and provide the Board Investment Committee with information on the latest industry best practices for investing responsibly.

SHARE completed an environmental scan of what other universities and asset owners are doing to embed responsible investment into their investment policies. SHARE also presented educational materials on responsible investment, including the latest trends and developments in this space, to both the Board Investment Committee and the Board of Governors.

Consultation with the university community spanned the period from September 2024 to February 2025 through various opportunities. There were 23 specific touchpoints for community engagement, including the email submission option. These included meetings specific to the topic, open calls for feedback, university governance bodies, dialogues with individual student groups and representatives, student and employee associations, academic and executive governance committees and a formal information and engagement session open to the university community.

Communications to the community about the review began with the update by the Chair, Board of Governors on Sept. 19, 2024, in The Quad. In addition to The Quad, the Information and Engagement Session, and governance body touchpoints, updates were made through various community information sharing channels nine times during the September 2024 to February 2025 engagement period. In total there were 32 communications opportunities over the engagement period, with an estimated 441,000 impressions, and reaching each individual student, faculty and staff member at least six times.

A dedicated email for inquiries and feedback was launched in September 2024 and made available until January 31, 2025, to ensure the university community had a clear pathway to provide feedback. An online information and engagement session was held on December 12, 2024, which was open to the university community. The event was publicized repeatedly through institutional channels including The Quad, campus communications (e.g. digests, leadership emails and Working at the U), and highlighted on the Responsible Investment webpage.

Approximately 45 participants attended the online session and included representatives of the University of Alberta Students' Union, Postdoctoral Fellows Association and Muslim Students' Association as well as individual students, faculty and staff. Three email submissions were received via the dedicated email and one additional submission was emailed to the Office of the Provost and Vice-President (Academic). The Responsible Investment web page received 353 views during the September 2024 through January 2025 engagement period.

## Figure 1: Engagement Opportunities

[to be developed by Digital + Creative team]

## What We Heard: Emerging Themes

**THEME 1: Transparent processes**, procedures and mechanisms need to be in place that allow the university community to **voice concerns** relating to the **university's investments**.

*"How can we petition about certain investments? If someone can share how can the U of A community petition about certain investments?"*

*"... some sort of process for students' voices to be heard with regards to specific investments."*

*- attendees of the December 12, 2024 Responsible Investment Information and Engagement Session.*

A number of comments involved the process for submitting feedback relating to the review and university investments. It was expressed that there could be a clear pathway for sharing concerns and making petitions relating to some investments. This would include an avenue for submitting feedback to both the Board Investment Committee and the Board of Governors, as well as receiving responses. It was noted that there is not a clear protocol, process or procedure in place to raise, review and fully address concerns that breaches in responsible investment practices have occurred.

**THEME 2: Policy** could be updated to have **important linkages to university and international standards, guidelines and decisions**.

*"...there are different international bodies like international code of justice. We have International Criminal Code. We have United Nations. United Nations Human Rights. We have Amnesty International."*

*- attendee of the December 12, 2024 Responsible Investment Information and Engagement Session.*

Some participants suggested the possibility of referencing or linking additional authorities, organizations, decisions, principles and standards to University Funds Investment Policy, and

that the Board Investment Committee's Statement of Investment Fund Principles and Beliefs (SIP&B) could be directly linked to policy, creating a clear connection. It was noted that a lack of connection brings into question the accountability of the university to reconsider investments that do not align with the Board Investment Committee's SIP&B.

There were also inquiries as to whether the university considers, tracks, or abides by guidance or decisions from the International Criminal Code, International Court of Justice, United Nations, United Nations Human Rights Code and Amnesty International relating to responsible investment.

### **THEME 3: Questions concerning the university's consideration of ethics and the university's proactive and non-exclusionary approach to responsible investment.**

*"... is this Board open to divestment on ethical and ecological grounds, if that is the direction that is most strongly supported by members of the university community...?"*

*- attendee of the December 12, 2024 Responsible Investment Information and Engagement Session*

Concerns were voiced about the university's ethics relating to investments. Comments included how and when assessments of investments are conducted, as well as reporting requirements and process. It was noted that individual ethical concerns about investments did not appear in the [2023 annual report to the Board](#), and that it did not appear that there was a presentation on the university's methodology or an ethical assessment of its investments.

Questions included investments in specific regions or industries and how those might be reviewed or discussed with external investment managers, either currently in the past. There were also inquiries about whether the Board of Governors would be open to considering divestment if that approach is strongly supported by the university community.

### **THEME 4: Additional engagement opportunities are welcomed.** Consideration could be given to enhancing the scope of consultation.

*"We hope that the BOG [Board of Governors] is on a new path now –one that will engage the community, on a continuing basis, in determining the university's investment principles and priorities."*

*-written submission*

Additional engagement opportunities on this topic were encouraged to support further participation from the university community. One attendee stated that it was difficult to find information on the December 12 Information and Engagement Session. It was also noted that neither the Board Investment Committee nor members of the Board of Governors attended the December 12 session, nor did they lead or attend other consultation opportunities and should consider participating in the future.

Feedback was made regarding the scope of the review, including augmenting and exploring other relationships to the university such as research partnerships, partnerships with corporations, business consortiums and partnerships with other university or governmental agencies.

## **THEME 5: The university community continues to be interested in additional transparency relating to investment.**

*"So the question I had is: how did you come to the conclusion of waning interest in disclosure when it was still a policy requirement to publish these as a public institution?"*

*- attendee of the December 12, 2024 Responsible Investment Information and Engagement Session*

*"Are minutes available from the Board of Governors and Board Investment Committee discussing ethical issues and investments?"*

*- attendee of the December 12, 2024 Responsible Investment Information and Engagement Session*

It was voiced that there is continued interest in disclosures of the university's investment holdings. There was also a comment inquiring about whether minutes from both the Board Investment Committee and Board of Governors' meetings discussing ethical issues and investments are publicly available.

A suggestion was also heard to make all feedback received during the course of the review publicly available to the university community.

## **Other Important Perspectives**

To ensure that this report captures the breadth of perspectives shared during the course of this review, other, less common, feedback that was received is presented here.

### Office of the High Commissioner on Human Rights Recommendations

One question was raised on how or if SHARE integrates Office of the High Commissioner on Human Rights (OHCHR) recommendations of university non-participation in companies that the United Nations identifies as violating human rights.

### Potential Harm of Artificial intelligence and Robotics Relating to Weapons Manufacture

A concern was voiced that some companies are now using artificial intelligence for defensive and offensive weapons technology. The point was made that the university should consider not only what companies are doing currently, but what a company may do with this evolving technology in the future.

## Investing in the Path Forward

The Board of Governors considered and adopted updates to the University Funds Investment Policy on March 28, 2025. The university's [Responsible Investment](#) page continues to be updated with information on the university's responsible investment practices. University Endowment Pool (UEP) Investment Holding reports are disclosed annually as a commitment to transparency.

The Board Investment Committee will continue to annually review all investment policy, including the University Funds Policy and University Endowment Pool (UEP) Spending Policy as part of effective governance and best practices. The Board Investment Committee will also continue its annual review of their Statement of Investment Principles and Beliefs.

Requests relating to the university's investments can continue to be made through [Investment and Treasury](#).