

The University of Alberta

Institutional Access Plan

Submitted December 15, 2008

University of Alberta

Institutional Access Plan

Glossary of Terms

AAHEIT	Alberta Association in Higher Education for Information Technology
AAPF	Alberta Access Planning Framework
ACAT	Alberta Council on Admissions & Transfer
AET	Department of Advanced Education and Technology (<i>Gov't of Alberta</i>)
ALES	Agricultural, Life and Environmental Sciences
ASI	Application Submission Initiative
BA	Bachelor of Arts Degree
BARD	Book and Record Depository (<i>University of Alberta</i>)
BCom	Bachelor of Commerce
BEd	Bachelor of Education Degree
BMgt	Bachelor of Management
CALCs	Community Adult Learning Councils
CAPS	Career and Placement Services (<i>UofA Placement Centre</i>)
CAQC	Campus Alberta Quality Council
CCIs	Comprehensive Community Institutions
CIP	Classification of Instructional Program
CREATE	Collaborative Research and Training Experience
CSEE	Canada School of Energy and Environment
CSJ	Campus Saint-Jean
DAAD	German Academic Exchange Services (<i>English translation</i>)
DDS	Doctoral of Dental Surgery
DH	Dental Hygiene
ENCS	Environmental and Conservation Sciences
EPE	Enrolment Planning Envelope
ESL	English as a Second Language
FLEs	full load equivalent (student count)
FOG	Facilities Operation Grants
GOA	Government of Alberta
GPRC	Grande Prairie Regional College
IAP	Institutional Access Plan
ICT	information and communication technology
IMP	Infrastructure Maintenance Program (<i>AB Infrastructure program</i>)
LEEDS	Leading Environmental Engineering Design Standard (is an environmental rating for buildings)
LEERS	Learner and Enrolment Reporting System
LLB	Bachelor of Law (<i>LLB is Latin</i>)
LLM	Masters of Law (<i>LLM is Latin</i>)
MA	Master of Arts
MBA	Master of Business Administration
MEd	Master of Education
MIT	Massachusetts Institute of Technology
MOU	Memorandum of Understanding
MSc	Master of Science Degree
NEOS	is a Library Consortium

NS	Faculty of Native Studies
NSERC	Natural Sciences and Engineering Research Council
NSSE	National Survey of Student Engagement
OT	Occupational Therapy
PhD	Doctor of Philosophy
PER	Faculty of Physical Education & Recreation
Pharm D	Doctor of Pharmacy
PSE	Post Secondary Education
PT	Physical Therapy
P3	public private partnership
RDC	Red Deer College
R&M	Roles and Mandates
SLP	Speech Language Pathology
UCLA	University of California at Los Angeles
UBC	University of British Columbia

i. Institutional Access Plan Preamble

We are pleased to present our inaugural Institutional Access Plan.

The University of Alberta is a publicly funded institution that has long served the province of Alberta. Since 1908, we have built the academy one professor, one staff member, and one student at a time. As a comprehensive academic research institution under the Provincial Roles and Mandates framework, we are a full service institution - offering undergraduate to graduate programs, a full range of post doctoral fellowships, certificate and outreach programs, and a variety of professional development opportunities.

The University of Alberta is a balanced academy, with strong arts and sciences programs, featuring the Faculties of Agricultural, Life and Environmental Sciences, Arts, Augustana, Faculté Saint-Jean, Native Studies, Physical Education and Recreation, and Science. These faculties are foundational to and interlinked with our network of strong professional faculties, including Business, Education, Engineering, Graduate Studies and Research, Law, Medicine and Dentistry, Nursing, Pharmacy and Pharmaceutical Sciences, Rehabilitation Medicine, and the School of Public Health. In addition, our Faculty of Extension offers arts and sciences and professional credentials to a diverse audience. A majority of our undergraduate students pursue baccalaureate degrees in arts and sciences. In addition, many programs require pre-professional year(s) in arts and/or sciences, and the others require substantial arts and/or science coursework in the early years of their degree programs. As a principle, the University of Alberta is committed to maintaining this balanced academy.

We have used a broad consultative process to establish this plan. The plan has been built from information provided by professors within Faculties, and has been refined by a variety of groups, ranging from undergraduate and graduate students to the President of the University. Please see page 19 for further information on the process used to develop this plan.

A number of key principles underlie this plan, including:

1. The balanced academy described above defines any top ranked institution. The University of Alberta has a vision to become one of the top 20 publicly funded institutions in the world by the year 2020, with recognition that this bold vision requires investment.
2. There are critical target ratios that not only reflect ratios in top universities in North America and throughout the world, but also reflect an enriched undergraduate and graduate experience, and an enhanced teaching and research environment: 1:3 graduate student: undergraduate student; 1:4 professor: graduate student; and 1:15 professor to overall student number.
3. As a result of ratios listed above, our IAP identifies a differential increase in graduate students. This increase in graduate students will result in an increase in research innovation, and a concomitant increase in the knowledge economy. Graduate student increases will also require a differential increase in space, in types of specialized space, and in the costs of space required.
4. There will be an increase in undergraduate students in both government and institutional priority areas. Institutional priorities will be those programs that represent new and innovative connections between faculties on our campus, or between institutions.
5. There will be provision of increased access to underrepresented groups, particularly aboriginal and rural students.
6. The information in the IAP is used in the production of the Capital Plan.

In addition to the principles listed above, we have three key underlying data assumptions. Firstly, resources are required to support this plan. Resources cited in this IAP include EPE funding, minimally at the current level of funding for undergraduate programs, and potentially at new funding levels for graduate student programs (i.e., knowledge generation unit). Secondly, funding for the learner services area must be based on head count, rather than FLEs, which will allow us to focus on the quality of the educational experience for all students on campus. Finally, there are a number of resource issues related to facilities and operations. We have recommended facility operations grants remain in place as part of the EPE funding model to allow the institution to continue to invest in outstanding issues around standards within our built infrastructure. It is clear to us that the development of our existing South Campus is critical to accommodate future growth in both enrollment and research. We also recognize the importance of, and support for, alternate funding model partnerships and ongoing facility support, particularly for the eventual development of the South Campus.

We have found the development of this document to be a very valuable process. We think there is great value in the collection of data and strategies related to institutional access in one document. We have confirmed that true program innovation happens at the professor level. Work done in completing this document resulted in stronger connections between portfolios, particularly the academic and facilities and operations portfolios, in a very complex institution. Finally, this document has highlighted and affirmed the importance of institutional autonomy in planning.

I. Institutional Context

In this section, describe the institution's role within Alberta's post-secondary system. How does the institution see its role in relation to Alberta Advanced Education and Technology's business plan goals, Government of Alberta policies, and Alberta Access Planning Framework (AAPF) priorities?

A. Institution Mandate or Institution Mission

Provide the institution's ministerially approved mandate (public institutions) or mission statement (publicly funded private institutions).

Please note: The mandate below has been approved by the University of Alberta Board of Governors, but has yet to receive ministerial approval. We understand that a process to approve university mandates will be discussed in early 2009.

The University of Alberta is a board-governed, publicly funded comprehensive teaching/research university founded in 1906, operates under Alberta's Post-Secondary Learning Act. Its fundamental mandate, originally expressed by its first president, is to serve the entire province "for the uplifting of the whole people." To this end, the University has graduated generations of students and inspired an impressive record of research and creativity. Recognized nationally and internationally for educational and research pre-eminence, the University of Alberta offers a very broad range of outstanding programs through a comprehensive set of faculties and schools. The University recruits the best and

brightest students from Alberta, Canada, and the world. With the most extensive academic support infrastructure in the province, the University takes responsibility for a leadership role and collaborates by mutual agreement with other Alberta institutions. The University's focus on teaching excellence in a multi-faceted research environment is supported by and responds to vital community relationships at every level. The cumulative outcome is to build Alberta's capacity for long-term, knowledge-driven sustainable development.

In the context of Alberta's prairie and northern values, the University of Alberta gives a national and international voice to Alberta innovation, taking a lead role in placing Canada at the global forefront. The far-reaching scope and celebrated quality of the University's programs enhances student opportunities and Alberta's economy and society. Within a vibrant and supportive learning and research environment in a residential, multi-campus setting, the University community discovers, disseminates, and applies new knowledge through the following five interrelated core activities.

1. Learning

The University of Alberta's primary educational goal is the development of whole persons who are responsible citizens and leaders of tomorrow, able to contribute to the well-being of society and to compete successfully with the world's best. They will use their newly acquired skills in learning and research, critical thinking and independent judgment, creativity and enterprise, communication and international understanding. The University of Alberta offers undergraduate and graduate students the opportunity to earn internationally respected degrees in a teaching environment that is infused with research excellence, providing a dynamic and thoroughly integrated learning experience. Programs are offered at the pre-baccalaureate, baccalaureate, master, doctorate and other advanced levels to students from Alberta, Canada and the world, some through distance delivery. Programs will include certificates and diplomas. Post-doctoral fellows are invited to the University to refine their teaching, mentoring, and research skills.

Original scholarship continually opens fresh possibilities. The University is committed to academic programs at the undergraduate, graduate and post-doctoral levels of exceptional quality for the people of Alberta in emerging as well as established disciplines. Leading-edge programs, including those that are multi-disciplinary or inter-disciplinary, are developed and updated regularly by the Faculties of Agricultural, Life and Environmental Sciences; Arts; Augustana; Business; Education; Engineering; Extension; Graduate Studies and Research; Law; Medicine and Dentistry; Native Studies, Nursing; Pharmacy and Pharmaceutical Sciences; Physical Education and Recreation; Public Health; Rehabilitation Medicine; Faculté Saint-Jean; Science; the Health Sciences Council; and the School of Library and Information Studies.

The University has invested considerable resources in unique programs that serve the province of Alberta. These government-approved programs include professional undergraduate and/or graduate degrees in a number of Faculties and Departments.

In addition, the four public Alberta universities offer research-based graduate degree

programs in all fields of study (the three residential universities have uniquely invested in research-based doctoral programs), and the two comprehensive universities are the providers of professional undergraduate and graduate degree programs in engineering, law, and medicine. Together, these represent large investments on the part of the universities, generating the capacity Alberta needs to continue to grow and thrive in the 21st century.

The University of Alberta offers its programs at various campuses in Edmonton (North, South, Downtown - Enterprise Square), at its French language campus in Edmonton (Faculté Saint-Jean), and at its rural campus in Camrose (Augustana Faculty), at its many research and field facilities, and through distance delivery.

2. Life-long Learning

The University of Alberta extends opportunities for life-long learning to all Albertans, offering a wide range of credit, non-credit, and professional development courses to individuals and organizations directly through campus and distance education programs, and increasingly through cooperative education programs. The Faculty of Extension takes a leadership role in life-long learning, with key certification programs that equip graduates with recognized qualifications for important services. Many more health and community programs are offered by the other faculties and departments.

3. Research, Discovery, and Creative Activity

The University of Alberta integrates research and creative activity with teaching, producing a dual impact through the preparation of highly qualified graduates and a continuous flow of innovation. The University's faculty, post-doctoral fellows, students and staff foster, conduct and disseminate research and creative activity within and across all the major program areas at an internationally-recognized level of excellence, and provide research expertise and service to the University's local, national, and international communities. The University actively transfers new knowledge and creative works to Alberta and the world for community benefit, including, when appropriate and feasible, commercial development of intellectual property. High-profile results in such areas as medicine and health sciences, nanotechnology, fine arts, and prospects in China studies signal equally distinguished contributions across an enormous range of inquiry. The effect is multiplied by attracting scholars of international reputation to Alberta.

4. Community Involvement and Citizenship

In every aspect of its mandate, the University of Alberta is a partner in Alberta's social, cultural, and economic development, fostering the national and international connections and understandings that support leading global enterprise and citizenship for Albertans. University specialists contribute regularly to public debate and to government and corporate decision-making. The University constitutes a major enterprise with a very large economic and social impact for Alberta, not only in its immediate operations but also in the value added over the long term through its graduates, its creative and research advances, and its opportunities for community-based and life-long learning. The Saint-Jean and Augustana campuses are special

facilities that provide French language studies and a rural Alberta setting. Various University of Alberta centres such as the Canadian Circumpolar Institute, the Canadian Institute of Ukrainian Studies, the Western Centre for Economic Research, the Alberta Diabetes Institute, the Chester Ronning Centre for the Study of Religion and Public Life, and the Institute for United States Policy Studies, open new prospects for international linkages of mutual benefit to Alberta, Canada, and the world.

5. Partnerships

As a key element in program delivery, the University of Alberta values an extensive range of course transfers from undergraduate programs at other Alberta institutions and graduate programs at other western Canadian universities. Strong collaborative degree completion arrangements with several Alberta colleges and exchange agreements with numerous international universities enhance student opportunities. Memoranda of Understanding with Alberta partner institutions help to serve rural and aboriginal communities with access to University of Alberta credentials in imaginative new collaborations. Similar innovative arrangements centred at the University deliver information and knowledge resources to the Alberta post-secondary and government communities through such initiatives as the NEOS shared online catalogue and Alberta Relais inter-library loan consortia.

In the spirit of Alberta Advanced Education and Technology's November 2007 Roles and Mandates Policy Framework, the University of Alberta will continue to provide Albertans – both students on campus and students and citizens throughout the province – with access to globally competitive education, research and citizenship opportunities, and in partnerships that add important choices within the Alberta post-secondary system.

Through research partnerships with business, academe, three orders of government, and public agencies like Capital Health/Alberta Health Services, the Alberta Research Council, University Faculties, Centres and Institutes combine with an ever-expanding roster of national and international agencies in a leadership role for the development of Alberta's knowledge-based economy and society. The National Institute for Nanotechnology (with the National Research Council and the governments of Alberta and Canada) and the China Institute (with the Government of Alberta, major donors, and China links) are examples that demonstrate the scope and quality of the possibilities.

B. Alberta Policy Environment

In the context of the institution's mandate, discuss how the institution's strategies and initiatives are influenced by Government of Alberta (GOA) policies and Advanced Education and Technology (AET) goals. Refer to the GOA policies and AET goals that are outlined in the AAPF and the AET 2008-2011 Business Plan. Examples of relevant GOA policies include Alberta's Climate Change Strategy, Alberta Nanotechnology Strategy, Alberta's Rural Development Strategy, Building and Educating Tomorrow's Workforce, Health Workforce Action Plan, and The Spirit of Alberta: Alberta's Cultural Policy.

The Government of Alberta has consistently and explicitly expressed Alberta's need to use the prosperity of its current resource-based economy to build a diverse, knowledge-based

economy for the future. The Government of Alberta's 2008 Strategic Business Plan, "Building Tomorrow", envisions "Alberta's next generation economy – one that is more diversified, innovative, knowledge-based, value-added, globally competitive and resilient". Alberta is recognized as a forward-thinking innovation partner for contributions and leadership in arts, science, policy, engineering, health and culture that attracts and leverages investments with leading institutions and agencies throughout the world.

Targeted investments need to be balanced with an environment that allows the unimaginable discoveries to occur and define the next generation's strategic niche. A research intensive university is a core part of that environment, serving as the engine that generates knowledge. More than ever, the global arena competes for human talent—and North America no longer has a hold on where innovation, science, and creative influences are arising. The next wave of prosperity will rely on increased investment in the quality and quantity of professors, graduate students and post doctoral fellows, and the advanced technical and administrative personnel that support them, what we call the *knowledge generation units* in the recent document "Building World Class Universities in Alberta", and in the differential graduate student increases proposed in our inaugural Institutional Access Plan.

The linchpin document for the current Alberta policy environment appeared in November 2007: *Advanced Education and Technology's Roles and Mandates Policy Framework for Alberta's Publicly Funded Advanced Education System*. The *Framework* provides a strong foundation to guide the advanced education system and harness human talent and strategic investments in innovation. Differentiation of the roles and mandates of institutions is considered to be an important step toward a post-secondary education system that is focused and efficient, and avoids duplication. The Roles and Mandates Policy Framework has identified the University of Alberta as a comprehensive academic and research institution. There are expectations associated with that role, namely developing and doing teaching, research and creative activities at a world-class level. We meet these expectations through the quantity and quality of professors, graduate students, postdoctoral fellows and staff at our institution. To achieve these expectations, we propose to increase the ratio of graduate students relative to undergraduate students. We will maintain undergraduate enrollment in certain areas, and focus on defining innovative, cross-disciplinary undergraduate programs across the academy that exploit our unique position within the post-secondary system.

As part of the Alberta Access Planning Framework, Alberta Advanced Education and Technology has developed a set of key policy directions to guide institutional access plans:

- Increased access in the following program bands: Health/Health Sciences; Business/Management; Physical, Natural and Applied Sciences (includes engineering); and Trades and Technology.
- Increased attraction and retention of students in graduate programs (Masters, PhD), with particular emphasis on graduate students in science-related programs.
- Enhanced collaboration among institutions, including such elements as credential laddering opportunities, transfer programs, and other learner pathway programs.
- Increased access for under-represented groups (especially Aboriginal).
- Proactive strategies to deal with immigrant education and training needs, improved policies to articulate the role of international students in Alberta's advanced education system, and mechanisms to address retention.

As you will note in this IAP, we have responded to all of the policy directions above with

explicit institutional strategies. We believe our role is not only to increase access, but to increase access to innovative programs. Thus, we have proposed innovative interdisciplinary programs that represent a move towards an evolutionary trend in education that takes us outside the traditional program bands noted above, but which are rooted in core expertise of disciplines.

A collection of recent documents address more specific aspects of the Government of Alberta's strategy: *Alberta's 2008 Climate Change Strategy*, *The Alberta Nanotechnology Strategy*; the *Health Workforce Action Plan*; *Building and Educating Tomorrow's Workforce* (and its sector-specific updates); *The Spirit of Alberta: Alberta's Cultural Policy*; *Alberta's Rural Development Strategy*; and *International Education: Linking Alberta to the World*, to cite several of particular significance for post-secondary education. All these strategies share a common emphasis on new knowledge generation, innovation and enhanced higher education, not only to respond to short-term and long-term labour market demands, but to attain broader goals in areas including creating strong and vibrant communities as well as enhancing value-added activity.

Technology commercialization has become a central point for Alberta's value-added economic diversification efforts, and in June, 2008, the government released *Alberta's Action Plan for Bringing Technology to Market*, emphasizing that the economy of the future will be based on "the resource that never depletes – knowledge". The strategy proposes several key actions that the government will take in order to establish the province as an international hub of innovation commercialization. All these actions center on talented people. Our IAP includes proposed increases to a broad range of programs, from the joint BA degree offered by the Faculties of Physical Education and Recreation and Native Studies in Aboriginal Recreation, Sports & Community Wellness, to a BSc in Environmental and Conservation Sciences, to a PhD in Religious Studies. We have proposed increases to the MBA program, some of which will occur in the specialization in Technology, Transfer, and Commercialization, which has been in existence for 7 years, produced many successful graduates, and has produced partnerships with TEC Edmonton and the Alberta Research Council. To the extent that the government plans stress research and innovation, they also put a premium on graduate studies, with particular emphases in such technical directions as nanotechnology and other "science-related programs." We have proposed increased access to a variety of innovative science related graduate programs, including, for example, the MSc in Petroleum Engineering, and PhD in Nanoengineering. Another common focus is on increasing Alberta's participation in the knowledge-based economy of the future to a leading level, both overall and from such under-represented groups as "First Nations, Métis, Inuit peoples, persons with disabilities, Albertans with literacy challenges, immigrants in Alberta, youth, mature workers, Albertans with low-income, and women." Through our IAP, students will have increased access to programs such as the Aboriginal Teacher Education Program, and the Bilingual BSc in Nursing offered collaboratively through the Faculty of Nursing and Faculté Saint-Jean. Finally, the intention to elevate the educational opportunities of rural Albertans is matched by a commitment to enhance international educational contacts and experiences for Albertans. You will find many programs listed in the following pages, such as the BEd (secondary) degree proposed to be offered collaboratively between our Faculty of Education and Grande Prairie College that will allow students to live and study in their rural communities. In summary, our inaugural IAP responds to these strategic government directions through a proposed differential increase in graduate students in a variety of innovative programs, and

targeted increases in under-represented groups.

The University of Alberta will continue to play a leading role in positioning Alberta as a national and global hub for innovation through the education and recruitment of creative people and the creation of knowledge. Development of a world-class Alberta talent pool that can function in the international context and has the right mix of science, engineering, business, and arts graduates, builds and attracts more talent. This kind of dynamic is common to outstanding universities that cultivate exciting corridors of innovation and enterprise (such as Massachusetts, California, and North Carolina). The University of Alberta ignites tremendous advantages, building these same kinds of innovation corridors right here in Alberta.

In a global economy where knowledge, ideas, ingenuity, and innovation are the determinants of success, the University of Alberta is well positioned to play its part. For 100 years, the University of Alberta has helped to create economic and social prosperity for all Albertans and to educate great leaders. *Dare to Discover: A Vision for a Great University* recognizes the University's strong tradition of leadership, scholarship, teaching and learning and seeks a new prominence in the national and international scenes. *Dare to Deliver*, the University of Alberta's accompanying academic plan, outlines several strategies for turning the ambitious vision of *Dare to Discover* into reality. These strategies will lead to dramatic advancement of fundamental elements in the university's scholarly environment by fostering discovery learning, incubating scholarship, engaging local, national, and international communities, and building a transformative organization. Both *Dare to Discover* and *Dare to Deliver* evolved through extensive consultations with all university partners, students, staff, and faculty, strengthening the campus community's already solid commitment to building an Alberta-based, world-class post-secondary education system. Since these documents have been developed, a companion paper has been written for international engagement, and northern and aboriginal strategies are being drafted.

C. Environmental Scan

Using institutional planning data, including the AAPF and Regional Access Plans, describe significant international, national, provincial, and regional demographic, social, and economic trends that may influence the institution's access goals and strategies. Provide supporting data in the Appendix.

The Alberta Access Planning Framework

The *Access Planning Framework* set out by Alberta Advanced Education and Technology contains three major considerations:

- Alberta's population (including high school population and transitions to advanced education);
- Alberta's post-secondary system and its capacity;
- Alberta's labour force profile and projected future demand.

The *Framework* identifies key challenges associated with each element, and highlights "collaboration among system partners" as an over-arching value to be added.

With respect to Alberta's population, the *Framework* foresees a growth in demand across Alberta of 23,000 additional full-load equivalent students by 2017-18. Not only is the 18-34

age group growing faster in Alberta than elsewhere in Canada, but its participation rate in post-secondary education remains lower than in other Canadian jurisdictions. This begins with the nation's lowest high school completion rate, and is compounded by delay of entry into post-secondary institutions. There is regional variation in Alberta's participation patterns and under-representation of certain groups, notably Aboriginal people. Participation in post-secondary education is critical to the economic success of Albertans as data conclusively demonstrates the role that level of educational attainment plays in subsequent earnings. (See Appendix Chart A.1)

Beyond the general problem of low participation, Alberta's post-secondary system is seen to have two particular access shortcomings. One is a relatively low proportion of university graduate students, who form a major component in successful research and innovation models that stimulate development of a knowledge-based economy. Increased undergraduate participation and international students can augment the supply of graduate students, however both require incentives to attract and retain them. The other problem is a limited ability to re-align nimbly to rapid shifts in demand for specifically skilled workers. Better forecasting of needs and innovative ways to allow people to work and learn at the same time are critical strategies being explored.

Projected long term labour market shortages exceed the projected supply at current graduation rates within Alberta, especially in expected high demand specialties (trades and technology, health, business/management, and sciences). This presents immediate reason to increase participation rates, particularly among under-represented groups, although additional reliance on immigration and inter-provincial in-migration will continue to fill gaps (See Chart A.2 in Appendix). A focus on projected needs of the current economic profile does not, of course, address the additional needs for graduates (especially with graduate degrees) to fuel new, knowledge-driven directions. The role of a major research institution like the University of Alberta may not be to fully respond to labor market shortages, but rather to first and foremost define innovative high quality undergraduate and graduate programming that is forward thinking, producing the graduates that define the next wave.

The call for collaboration among system partners is justified for many reasons, but in the *Framework*, it emerges especially in light of the obvious differences in post-secondary capacity pressures across regions of Alberta. On the space side alone, the *Framework* expects approved capital projects to accommodate some 15,000 additional FLEs, but sees available space in some regions as part of the solution for the remaining enrolment growth. Space is by no means, of course, the only element in growth capacity.

The Flagship Role of the University of Alberta

Our role within the roles and mandates framework is clearly to be the flagship research intensive institution that offers the highest quality education to Albertans and competes globally for undergraduate and graduate students. The University of Alberta cannot meet this expectation without certain kinds of investments that start aligning us with top tier public institutions around the world. The University of Alberta's student-faculty ratio of 22:1 is not on par with the ratios of two of our top North American public research university comparators: University of Wisconsin (16:1) and the University of Washington (13.5:1). Secondly, the University's graduate-undergraduate student ratio of 1:5.4 is not aligned with the 1:3 ratio that defines leading North American universities, such as Washington and

McGill. There is a reason why these ratios are important signals of quality: they reflect an enriched undergraduate student experience and enhanced research and teaching environment. Please see Appendix 1 Charts A.3 and A.4 for further details.

A key premise is that Alberta's prosperity hinges on being a jurisdiction with a world-class university, and that is the role that the University of Alberta must take. World-class student experience and research programs drive the development of new opportunities in the global economy. A vibrant local economy – one that is part of the global economy – keeps graduates and researchers in close connection to the University's culture and knowledge base. Sustained advancement of knowledge generates a steady stream of new practical applications and attracts capital and talented people. The impact ripples through the post-secondary system, the economy, and Alberta's communities.

Access planning within the context of the roles and mandates framework defines a distinctive role for the University of Alberta: a clear focus on high quality graduate student education and enhanced opportunities for under-represented Alberta regions and groups at both the undergraduate and graduate level. Given the exponential growth in the Aboriginal population, particularly in the Edmonton region, the University of Alberta pays special attention to educating Aboriginal people across all government and institutional priority areas. The University also pays special attention to Government priority areas of undergraduate growth, while maintaining our mandate to offer a broad selection of programs.

The University of Alberta's Dare to Discover vision document puts community engagement and global citizenship at the forefront of our activities, in a way it has never been before. As a response, we have an increased focus on international elements to student and faculty recruitment, undergraduate learning, graduate study, research, community interactions, and alumni connections. One of the most important contributions the University of Alberta can make to all Albertans—students, graduates, and citizens—is to be a truly international place of learning and research.

Economic Context

The University of Alberta has an immediate economic impact on Alberta through the sheer size and scope of its activity and spending. In terms of return on investment, for every dollar invested by the Alberta Government in salaries, benefits and other operational costs (about 90% of which is spent in Alberta), there is a return through the Alberta economy of an additional two dollars and fifty cents. Some of this comes from the outside research and other funding and visitors that University research and learning enterprises attract, and much more comes from the multiplier effect of all that spending. The most visible impact of the economic ripple is the tens of thousands of jobs that it creates.

But the long-term effect is far more significant. On average, each continuing faculty member teaches 120 undergraduate and graduate students and supervises four graduate students, supporting many of them through an average \$250,000 in research funding. The productive lives of nearly 9,000 graduates per year and the research many of them have been part of constitute the true outcomes of University activity. The impact of every degree (including advanced degrees) accumulates for decades, providing advanced expertise and leadership for a knowledge-based economy and society, with new enterprises, innovations in existing enterprises, innovative public policy, and expanded international engagement and attraction

for investment in Alberta.

New companies spun out of U of Alberta research and new technologies licensed to existing companies lead the province in new directions and employ new graduates. Much of the impacts are in health care, energy and agriculture. University graduates take the lead in expanding cultural enterprises and enriching Albertans' quality of life. Even the enhanced return in taxes generates opportunities for superior government services. The University's contributions reach into every aspect of Alberta life, and can be markedly accelerated by strategic infusions into key generator factors like increased proportions of graduate study (See Appendix Chart A.5).

Alberta's ability to be globally competitive in the face of emerging economies hinges on our ability to develop, attract and retain world class talent. The retention of international graduates in Alberta will help mitigate the current labour market shortage of highly qualified personnel, and will contribute to further development of the provincial economy. Alberta's future success depends on the province's ability to embrace fully the next generation economy, the backbone of which is what we call knowledge energy. The knowledge energy produced in the process of graduate education is what drives research breakthroughs, creates innovation, attracts capital and partnerships, builds clusters, and powers up a geographic as well as institutional super magnet for talent.

Two related challenges must be overcome if we are to unleash the knowledge energy that will advance the next generation economy. The first challenge relates to increasing the number of graduate students that will create the talent centres and clusters, expanding the pool of ideas and innovation and attracting more talented people, capital, technology, market creation and wealth generation. Alberta will need to count on a growing number of graduate students in the next generation economy in all fields – government, business, industry, technology, health care, education, social services, aboriginal relations, the arts, and more. There is extreme competition for graduate students amongst Canadian and international institutions – and we need to position ourselves and provide incentives to be nationally and globally competitive.

The second challenge is recruiting and retaining additional professors to supervise and mentor the next generation. The environment for attracting and retaining the best professors is highly globally competitive. (See also Charts A.6, A.6A and A.7 for Student/Staff ratios, both at the University of Alberta and selected peer institutions)

As the University of Alberta steps into its second century and strives to become one of the world's top twenty publicly funded institutions, it is clear that a new level of investment will be required. The cost of a knowledge generation unit (i.e., Lead professor, graduate students, post doctoral fellows, and advanced technical and administrative support) is \$600,000. We have suggested a differential increase in graduate students in our IAP, and the funding for these students will require a different financial model than currently exists.

In addition to the above, the Alberta government's commitment to match private donations to post-secondary institutions through the Access to the Future Fund will have a very positive impact upon the University of Alberta's ability to raise new and transformational revenue. This important incentive to leverage private funding sources needs to be activated at its fully-

funded level to reach maximum benefit. Matching funds make a significant difference in developing student scholarships and bursaries. The University considers student financial support a priority for ensuring the success of its students, especially those living with disabilities and those from financially disadvantaged families, rural communities, and under-represented cultural settings. At the same time, the University recognizes the importance of providing incentives to top students to attract them to the University of Alberta for their post-secondary education.

There is some distance to go to reach the top. According to the latest available comparative data (2006-07), the University of Alberta's total operating funding per full-time equivalent student (\$20,222) was sixth among its G13¹ peers (after Queen's, Toronto, UBC, McMaster, and Dalhousie). In addition, deferred maintenance of the University's buildings and facilities has risen to \$879 million and threatens to hinder the integrity of the university's infrastructure and therefore its support of students, faculty and staff. This figure more than doubles with allowances for building code or accreditation upgrades, removal of hazardous materials, or functional renewal of building systems.

Facilities and Infrastructure

University facilities and infrastructure are advertised globally through the internet. A world class university that attracts and retains high quality talent cannot have substandard facilities and infrastructure for scientific innovation, classroom learning and discovery, and creative activities. Well-maintained facilities are fundamental to faculty, staff, and student health and safety, and to the University of Alberta's ability to attract and retain the best people. The Alberta government's increase in special projects funding has allowed the University of Alberta to target major issues for select projects. With increased IMP annual funding levels, the university is now able to start to address the backlog of deferred maintenance in selected facilities. This funding program needs to be continued and augmented (see Chart A.8 in Appendix A). The immediate need is to reduce the risk of a system failure somewhere that could shut down facilities and disrupt teaching and research activity. These areas have been identified as priorities in our Capital Plan.

Once the deferred maintenance backlog is overcome, ongoing functional and infrastructure renewal will need to remain about 1.5 to 2.0 per cent of the replacement value of its buildings and infrastructure each year. Applying appropriate resources to preservation in the first place is essential to prevent further escalation of deferred maintenance. The renewal of furnishings, fixtures, and equipment more generally also requires support.

Student residences present a special case, as they are subject to municipal property taxation and are not included in current Alberta government funding programs, yet they are a leading component in the quality of the residential student environment. Further, residences form an important part of any access and recruitment plans, particularly for rural, out of province and international students, as well as those with special needs. Government funding for deferred maintenance in student residences and investment (equity) in residence expansion will be critical to facilitating the accommodation of thousands of students from Alberta, Canada, and the world, as Alberta and its universities continue to grow. Residences inherently include programmed areas which reduce need on supported infrastructure.

¹ The Group of 13 universities consists of: Alberta, British Columbia, Calgary, Dalhousie, Laval, McGill, McMaster, Montreal, Ottawa, Queen's, Toronto, Waterloo and Western Ontario.

Any major space renewal project requires us to move our faculty and students elsewhere, while the renewal occurs, and this itself is a significant cost. A decant building would provide the University with flexibility to accommodate larger-scaled projects in open buildings and would hasten the schedule and reduce the costs of renewal projects.

Over the past few years, construction inflation has distorted budget estimates. A new funding envelope for the planning and schematic design of selected institutional priority projects would help in a number of ways. Detailed scopes of work would provide more accurate scheduling and budgeting details, identify a greater number of site specific conditions of older buildings designated for renewal, and position projects to move more quickly into construction once government approval is obtained. The University of Alberta has been a leader in providing innovative project delivery. This, in conjunction with our commitment to working with various levels of government, other post secondary institutions, and the construction community, could see the University spearhead a joint examination of various delivery and procurement models (design-bid-build, P3, alternate financing, design-build) that could improve best value for each specific project through risk sharing and cost certainty.

New government infrastructure programs are also needed to address the maintenance and evergreening of information technology installations, with their unique problems of rapid obsolescence. A new information technology plan at the University of Alberta addresses the challenging complexity of this growth activity, cutting across every aspect of university operations. Its proposals respond to the aspirations of *Dare to Discover* and areas of commitment in *Dare to Deliver*, while also ensuring equitable distribution across the many units at the university. The plan also seeks a service-oriented approach to planning, deployment and sustainability, and addresses the need for continuous change.

In addition to the above, data security and recovery, emergency preparedness, and growing security needs for systems and staff represent risks to the institution and the sector which need to be addressed.

The Government of Alberta's six per cent annual increases to base-operating funding have been instrumental in preventing the downsizing of the university's faculty and in dealing with operational and maintenance pressures. This funding has allowed us to maintain the current high quality of staff and students but has not been sufficient to grow beyond this point. Additional transformative funding would allow the University of Alberta to not only hire additional professors and recruit more graduate students, but would also address critical infrastructure issues that would amplify both learning and research at the university while ensuring the quality of the post-secondary system and its transformation into an innovation engine for Alberta.

II. Institutional Access Plan Development

Consistent with AAPF and as part of its stewardship role, each institution responds to the needs of the community within its region as defined by its mandate or mission. One of the ways an institution can respond is through consultation and collaboration with employers, community organizations, etc. In this section, describe the consultations that have taken place in the development of the IAP, as well as the results of the consultations.

A. Regional and System Consultation/Collaboration

Provide a brief description of the discussions the institution has had with other Alberta institutions about the collaborative principles associated with Campus Alberta, the R&M, and the AAPF. In addition, briefly describe the process the institution used to develop its Institutional Access Plan and the process the institution plans to use in the future.

i. Collaboration

The University of Alberta has been the strongest supporter of and contributor to the Campus Alberta concept since its inception. We lead many Campus Alberta innovations, collaborating with a number of rural colleges to offer university degree opportunities to students living in rural Alberta and smaller centres. The University of Alberta has entered into such agreements with the Blue Quills First Nations College, Grande Prairie Regional College, Keyano College, Lakeland College, Medicine Hat College, Northern Lakes College, Olds College, and Portage College. The University of Alberta also has partnerships with urban Alberta institutions such as the University of Calgary, Grant MacEwan, Mount Royal, NorQuest, Red Deer, and SAIT. Degree programs or course transfer arrangements are in place for the Faculties of Agricultural, Life and Environmental Sciences; Arts; Augustana; Business; Education; Engineering; Nursing; Physical Education and Recreation; and Science. Further, we are in the process of developing a recruitment strategy for Augustana Faculty, and exploring the opportunities for connections between programs at Augustana and other faculties at the University of Alberta, and with rural colleges.

In June, 2008, the University of Alberta hosted a symposium for Campus Alberta. Our college partners and leaders in government were invited to review the history of Campus Alberta with us, share positive experiences of collaboration and to identify institutional support services required at each site. Partners who attended included: ACAT, AET, Blue Quills College, CAQC, Grande Prairie Regional College, Keyano College, Lakeland College, Maskwachees Cultural College, Medicine Hat College, Olds College, Red Deer College, and Yellowhead Tribal College. This is the kind of proactive consultation that will allow us to define a relevant and coherent contribution to Campus Alberta.

In addition to collaboration on degree opportunities noted above, the University of Alberta also has numerous centres and institutes that work in collaborative fashion with other partners, including post secondary institutions. The University of Alberta has recognized that institutional partnerships with the University of Calgary and the University of Lethbridge bring great power to Alberta's position in many areas. These research opportunities emerge opportunistically under the right leadership. One of the most recent examples of this form of collaboration is the Canada School of Energy and Environment (CSEE), which brings together unique and extensive expertise in diverse areas - engineering, science, arts, agriculture,

native studies, business, law, public health, medicine and others – in 3 institutions, including the University of Alberta (School of Energy and the Environment), University of Calgary (Institute for Sustainable Energy, Environment and Economy), and the University of Lethbridge (Water Institute) . Other initiatives are underway to formalize University of Alberta and University of Calgary research partnerships in space sciences and instrumentation.

Further, we have faculties which are unique in their approach. As an example, the School of Public Health, which is unique in Canada, builds upon and integrates the existing strengths in public health sciences, the Centre for Health Promotion Studies, and the Alberta Centre for Injury Control and Research. Another example, the Faculty of Native Studies, the only free standing Faculty in the country related to Native Studies, works collaboratively with the Faculties of Agricultural, Life and Environmental Sciences, Business, Education, Faculté Saint-Jean, Law, and Physical Education and Recreation to educate both Aboriginal and non-Aboriginal graduates to work in all government priority areas. Our Faculty of Rehabilitation Medicine is also unique in Canada as a stand alone faculty, and boasts the largest English language Speech Language Pathology program in North America. The Faculty liaises with a number of Campus Alberta partners, including the University of Calgary, Grant MacEwan College, NAIT and Norquest, as well as Alberta Health Services partners such as the Glenrose Hospital and Alberta Rehabilitation Network.

The University of Alberta has been a full participant in providing feedback as the Roles and Mandates policy framework and the AAPF were being developed. We participated on 3 of 4 subcommittees related to the Roles and Mandates Framework (Budget, Planning and Research) where we fully discussed and debated issues with our institutional partners, and also participated in feedback on both frameworks through the Alberta Universities Association.

The University of Alberta has taken a significant leadership role in the development of ApplyAlberta, the web based Alberta Post Secondary Application System. The University has engaged with the other public postsecondary institutions in the province towards the creation of a common application system that will ensure effective facilitation of both the application process and transcript interchange between institutions including Alberta Education. Critical information on student transitions among institutions will be possible to track through this process. We expect to finalize our own transition to ApplyAlberta in the near future, with anticipated full implementation in spring 2009.

We have also had a number of collaborations in information and communications technology. WestGrid is a Canada Foundation for Innovation-funded initiative for putting high-performance computing facilities in Western Canada. It started in 1997 as a partnership between the University of Alberta and the University of Calgary, and has since expanded to include 14 institutions over four provinces. The University of Alberta has been a major leader in this initiative. This project, to date, has brought in over \$100 million of equipment that has been used for innovations and to attract faculty, post doctoral fellows, and graduate students. In the current round of WestGrid, we received \$20M from CFI and \$6.75M from the Province of Alberta. Another initiative, Cybera, is the successor to Netera. The University of Alberta and the University of Calgary combined to build a business plan for next generation networking infrastructure – cyberinfrastructure. The result was the evolution of Netera into Cybera. Cybera has strong ties with WestGrid. A new aspect of Cybera is to include a strong

industrial component. We continue to play a major role in this initiative. We have also been involved with the AAHEIT (Alberta Association in Higher Education for Information Technology), which has worked together in numerous ICT areas. For example, we have negotiated province-wide software licenses, allowing for cost savings due to economies of scale.

We also have a number of learning services initiatives that connect us with a variety of partners in Alberta. We play a lead role in the Lois Hole Digital Library, which was created to further the Government of Alberta's Campus Alberta vision of a post secondary education system that meets the needs of Albertans, takes advantage of the supernet investment and encourages life-long learning opportunities. The University of Alberta Book and Record Depository (BARD) now supplies an annual average of 25,000 loans of library print materials to rural and college libraries throughout the Province, while within the NEOS consortium about 300,000 items are distributed and redistributed through BARD annually. This service supports the successful functioning of diverse post-secondary teaching programs at: Canadian University College, Concordia University College, Grande Prairie Regional College, Grant MacEwan College, King's University College, Lakeland College, Newman Theological College, Olds College, Red Deer College, and Taylor University College.

The University of Alberta has the largest coordinated museum system at a university or college in North America. Greater than 17 million objects and specimens, of which 90% are in the sciences, are integral to our research and teaching programs and are in on-going use by post secondary institutions in Alberta, such as Grant MacEwan College and the Universities of Calgary and Lethbridge. These collections are also used by government agencies such as Alberta Agriculture, Fish and Wildlife Services. We have proposed a multi-faceted project for innovation in learner services termed Cameron Library and Information Pavilion (CLIP). This project focuses on three initiatives: Cameron Library upgrade, Curatorial Facility, and a dedicated BARD. The CLIP will be a site of institutional collaboration by virtue of the inter-campus services it houses, creating a model of intensive support and organizational efficiency for teaching, learning and research. Services offered at CLIP will provide best practices for implementation and collaboration throughout not only campuses within Alberta, but all partners that we serve.

The University of Alberta and University of Calgary are working on a joint Work Plan focusing on delivery of additional student housing. The aim of this work plan is to explore ways that post-secondary institutions that have residence programs can expand and maintain quality housing for students and do so at a cost that makes housing affordable. While this plan is in its initial stages, it is hoped that the University of Alberta will be able to expand the group to include 4-5 other institutions in order to develop a post secondary model that can be used by all PSE institutions.

Finally, in addition to consulting and collaborating with our PSE partners, the University of Alberta is also in regular discussions with regional and provincial health groups; local, national and international professional associations; and the Cities of Edmonton and Camrose. These discussions help to frame unique collaborations that result ultimately in optimal preparation of graduates from the University of Alberta.

ii. Process used to develop collaborative programs for the IAP:

Inter-institutional collaboration for programs can occur in two primary ways at the University of Alberta. The majority of our collaborative programs are originated and formed at the Faculty or Unit level, and are typically the result of strategic partnerships that Deans actively seek or identify, or that a partner institution is actively seeking. Ideas for new programs germinate for good reasons, and we respect germination of new opportunities for innovative engagement. We are effectively networked at the grass roots level through units that deal with transfer credit and student mobility. Secondly, the impetus for collaboration may come from the senior administration level, either from the University of Alberta or potential partner institutions. These top down initiatives frequently result when information available at the senior level creates a unique opportunity for innovation. These requests are typically disseminated to faculties and/or units for further exploration and discussion.

B. Community-Based Adult Learning Access and Service Goals

Comprehensive Community Institutions (CCIs)—provide information the institution has received from a Regional Access Advisory Council or other advisory bodies about adult learning access and service access goals. For example, describe consultation with Community Adult Learning Councils (CALCs), community groups, school districts, employers, etc. Also provide a brief description about future plans for community-based adult learning access and service goals.

Other institutions—provide information the institution has received from community organizations, employers, school districts, etc., about potential community outreach and community engagement activities.

Connecting Communities is one of the cornerstones on which the vision of the University of Alberta is anchored (*Dare to Discover*), and community engagement is one of four commitments in our academic plan (*Dare to Deliver*). Thus, we have a number of strategies to ensure a high level of community engagement. Further, these strategies provide us with regular feedback from community partners that allow us to develop programs that are current and meet the needs of the community. We have provided select examples for each strategy – and will be happy to provide further examples if required.

One key strategy is to bring community leaders to campus and draw from their expertise. For example, former City Councillor Michael Phair is working in External Relations, particularly focusing on enhancing relationships with the downtown Edmonton community. Former MLA and Cabinet Minister, Shirley McClellan, is a Distinguished Scholar in Residence in the Faculty of Agricultural, Life and Environmental Sciences. Susan Aglukark is working as a Distinguished Scholar in Residence with the Faculties of Native Studies, Education and Arts, to help aboriginal youth.

A second strategy involves programming off campus. One of these programs is the Community Service Learning initiative, which currently connects the University and its students to 155 communities. This program allows students to learn in situ, and to enhance theoretical information learned in the classroom. In most of our programs, we also have student practica and work-related experiences throughout Edmonton, Canada, and the world. Two years ago we hosted a 2-day, in-house symposium on experiential and community-

based learning; all faculties were represented at this event. Another example of programming off campus includes the award winning Faculty of Graduate Studies and Research Community Outreach Program which connects University of Alberta volunteers (mainly graduate students) with the community at large through activities that respond to the needs and interests of the broader community. In 2007, the Outreach Program supported 118 activities, reaching 10,000 members of the community outside the University with the assistance of 700 graduate student volunteers.

A third strategy involves community outreach through our various Centres and Institutes. For example, the Alberta Centre for Active Living, a centre housed in our Faculty of Physical Education and Recreation with connections to the Universities of Calgary and Lethbridge, provides programs like the Home Support Exercise Program and services ranging from nutritional counselling to specialized activities for elderly clients.

A fourth strategy includes service-oriented programs whereby we provide a much needed service to those who may be disadvantaged. An example is the Dental Outreach Program. Students travel to rural clinics from McLennan to High Level and provide critical dental service. Students also work within the Dental Clinics on campus to provide service to the local community. We also have established an international partnership with the Dresden (Germany) Dental School, which has been successful in qualifying for a substantial financial grant from DAAD to put on a minimum 2 week summer school program in advanced prosthodontics at the University of Alberta. This program started in July, of 2008, is likely the first such program offered in Canada, and carries with it excellent opportunities to broaden the scope of prosthodontics in our institution. This international partnership also includes an exchange program for students

A fifth strategy includes local faculty initiatives. All Faculties have Faculty Advisory or Visiting Committees formed of alumni, University of Alberta senate members, community and industry leaders, representatives of professional organizations and in some cases representatives from other educational institutions that provide critical advice related to strategic directions for the Faculty. In addition, all Faculties have outreach programming to connect them to the broader community. For example, Augustana Faculty's Biathlon program includes a leadership component, whereby athletes serve as mentors to young athletes aged 9 to 17. The School of Business provides executive and management education opportunities to community and government leaders. The Senior Executive Management Program for the Government of Alberta, offered through the School of Business, has existed for over 25 years, and the Management Development Program for a decade. The School also offers an MBA specialization in Public Management which is very popular with government of Alberta employees. The Faculty of Extension serves over 15,000 community members a year with a variety of course options. The Faculty of Medicine and Dentistry's Division of Continuous Professional Learning serves the needs of physicians and dentists in the community.

C. Intra-Institutional Consultation

Describe the internal consultation process the institution used when developing its IAP.

A small working group, chaired by the Deputy Provost, was created representing multiple functional areas within the University of Alberta. Members included representatives from University Governance, Budget, Strategic Analysis, Facilities and Operations, Registrar's Office, Academic Programs, Graduate Studies and Research, and Government Relations. The first Provost's Fellow, a position created to aid in succession planning for central administration and to enhance collaboration between central administration and the Faculties, was tasked with providing support to the Deputy Provost and the working group in the development of the IAP. The group met regularly to create a seamless IAP document with input from all functional areas and Faculties that would be consistent with all other important University strategic and management documents.

Faculties were extensively consulted. Prior to the initial request for documentation concerning possible future expansions, the Deputy Provost met with Deans and responded to any questions or concerns raised. In addition, she met with Associate Deans in charge of programs and program development to provide the same information. At these meetings, Deans and Associate Deans (Academic) were provided the information necessary to understand the context of the request for the IAP and the process that had led to the request from AET. The Associate Deans were also consulted on several occasions as the IAP went from draft to final form.

Deans provided the IAP Working Group with estimates for each of the next 5 years of their existing and future capacity to take additional students, and identified potential program alterations and deletions over that same time period. Faculties identified potential new students as graduate or undergraduate and whether any of the programs aligned with government priorities. Faculties were also asked to indicate what additional resources (in particular, facilities, space, staff) they required in order to achieve the enrolments they projected. The facility data provided by the Faculties was compared to that provided by the Facilities and Operations Group, and where inconsistencies were identified, both groups were contacted for clarification. Where collaborations between faculties were identified, both Deans were contacted to ensure consistency of information. Finally, programs currently under review with the Government of Alberta were identified for inclusion in this IAP, if they had not been previously identified in the process outlined above.

The Capital Plan was reviewed, and the Facilities and Operations group were asked to provide an update and projected timeline for new buildings and facility alterations and renovations and any proposed shut down of facilities due to poor condition and lack of functionality.

The responses of the Faculties were vetted by a small subcommittee of the Working Group, and a draft IAP was developed from these responses. This draft was first vetted by the Working Group, and then went through an extensive management and governance consultation process. After this consultation process, the final version of the IAP was sent to the Board of Governors of the university for information.

III. Access Goals, Expected Outcomes, and Performance Measures

In each section below, provide an overview of institutional access goals as they relate to the AAPF. Each goal should be fairly broad and focused on an overall institutional direction that the institution considers to be strategically important. Although the template provides space for one access goal in each section, it can be expanded (using the structure provided in the template) to include additional goals in each category.

A. Enrolment Management Initiatives

An important part of the AAPF is to increase enrolment and graduates in the system. In this section, describe the institution’s goals that are designed to increase access, enrolment, and completion rates at the institution. Be as specific as possible in terms of institutional enrolment and graduate projections. Note, however, that specific program development and program expansion plans are included in Section B.

Strategies associated with each goal may include institutional plans to (1) enhance recruitment and retention, including recruitment of underrepresented groups, (2) increase capacity in areas of high student demand, and (3) mitigate declining enrolment, etc.

Access Goal A-1

To differentially increase graduate student enrolment.
 (Please note: an increase in graduate student enrolment will result in a differential increase in space needs)

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Increase enrolment of graduate students in government priority areas.	Increased enrolment in Business, Health Sciences, and Physical, Natural and Applied Sciences. Specific programs include MBA; MA Communications and Technology; Masters/PhD Nursing; Masters OT, PT, SLP; MSc, PhD (ALES, Engineering, Science); MED in Health Sciences Education
Increase enrolment of graduate students in areas of high student demand.	Increased enrolment in Business, Education, Health Sciences, Languages, Social Sciences, Arts and Humanities, Legal and Security, and Physical, Natural and Applied Sciences. Specific programs include those above, plus

	LLM and PhD in Law; MSc Integrated Petroleum GeoSciences; MSc, PhD in Physical Education; MA, PhD in Social Sciences, Arts, and the Humanities; MEd Counselling.
Increase enrolment of graduate students in under-represented groups.	Numbers of aboriginal students enrolled in graduate programs. Specific programs include MA in Native Studies, MEd, PhD in Education (aboriginal); MA (aboriginal), and targets may be established in other programs listed above.
Increase enrolment of international graduate students	Numbers of international students enrolled in graduate programs.

Access Goal A-2

To increase enrolment in undergraduate programs of high demand.

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Increased capacity in areas of government priority	Increased enrolment in Business, Health Sciences, and Physical, Natural and Applied Sciences. Specific programs include: BCom major in Natural Resources, Energy and the Environment; BSc ENCS; Joint BA in Environmental Studies; BSc Engineering; various BSc degrees in the Faculty of Science; MD; DDS; DH; BSc in Med Lab Science; BA/BSc Energy; BSc Engineering Nanotechnology; BSc Nutrition and Food Science; Joint BA (NS/PER) in Aboriginal Recreation, Sport and Community Wellness
Increased capacity in areas of high student demand.	Increased enrolment in Business, Health Sciences, Physical, Natural and Applied Sciences, Legal and Security, Education, and Languages, Social Sciences, Arts and Humanities. Specific programs include: the above plus Pharm D; LLB; BSc/BA Planning
Increased capacity to recruit and enroll under-represented groups.	Numbers of aboriginal, rural and francophone students enrolled in undergraduate programs. Specific programs include Joint BA

	<p>(NS/PER) in Aboriginal Recreation, Sport and Community Wellness (NS/PER); BSc/BEd (Augustana, Education); BEd (aboriginal); BEd (Secondary) with Grande Prairie Regional College; Bilingual BSc in Nursing; BEd Urban Aboriginal Teacher Education program; MD (rural and aboriginal); DDS (rural and aboriginal); BA (aboriginal)</p> <p>Central and Faculty programming to help increase student success rates.</p> <p>Development of the Aboriginal Gathering Place and Aboriginal Residence.</p>
Increased capacity to recruit and enroll international students	<p>Numbers of international students enrolled in undergraduate programs (please see Chart A.9 in Appendix A for comparative data).</p> <p>Central and Faculty programming to help increase student success rates.</p> <p>Increased residence capacity – International House.</p>

Access Goal A-3

To provide increased opportunities in undergraduate programs of institutional priority.

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Increase capacity by partnering with other Campus Alberta institutions.	<p>New program development; specific programs include BA in Agriculture (Horticulture Major) with Olds College; BEd (Secondary) with Grande Prairie Regional College</p> <p>Increased enrolment in existing collaborative programs: BSc Nursing with Grande Prairie, Keyano, and Red Deer Colleges (4 year program) and Augustana (After Degree); BEd collaborative with Keyano and Medicine Hat College</p>
Increase recruitment of under-represented groups.	Numbers of aboriginal students enrolled in undergraduate programs (identified in section above) and rural students enrolled in BA in

	Agriculture (Horticulture Major) with Olds College
Increase enrolment of international students	Numbers of international students enrolled in undergraduate programs
Increase presence in Northern and Rural Communities	Increased enrolment at Augustana Campus, and in Aboriginal Colleges where there are collaborative agreements with the Faculty of Education

Access Goal A-4

To increase completion rates of degree programs at the University of Alberta.

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Research (e.g., surveys) highlighting issues.	<p>Establish standards for assessing completion rates</p> <p>Work with AET to use Alberta student number to better track completion rates</p> <p>Determine reasons for low completion rates in programs</p> <p>Study drop out/ retention rates for first and second year Arts and Science students as well as three applied faculties (Engineering, Nursing and ALES). We will use NSSE results to identify questions relating to social and academic integration (based on Tinto's student retention model). We will use the NSSE data for clues for relationships on drop out rates within each of these faculties and target them for interventions.</p>
Develop strategies to address issues identified.	Completion rates to increase by at least 5% where appropriate (Please see Appendix Chart A.10 for further information)

System and Regional Implications of Access Goals

How will the access goals identified in this section impact the post-secondary system especially as it relates to the AAPF and R&M priorities? What are the provincial or regional implications of the goal?

Graduate students: The University of Alberta, as one of 4 institutions in the Comprehensive Academic and Research Institution sector in the Roles and Mandates framework, is mandated by the Government of Alberta to educate graduate students. Graduate students are critical to the research mandate of the University of Alberta, and the growth of the knowledge-based economy of the province. Graduate students contribute to the development of new teaching initiatives and methodologies and are a crucial factor in the renewal of the professoriate not only at the University of Alberta but throughout the Alberta post-secondary system and beyond. Graduate students in the Health Sciences area, including health informatics and health analytics, will be available not only to deliver health services to the Alberta community, but also to instruct, mentor and supervise future students in these areas.

High demand programs: Expansion of Business programs at the University of Alberta will provide more opportunity for Alberta students to access high quality Business and Management education. Business programs are in high demand across the province, and the University attracts not only Albertans, but other Canadian and international applicants to Business programs at both the undergraduate and graduate level. Expanding Business will also result in an increased ability of students to transfer from other Alberta post-secondary institutions into the University of Alberta. New proposed programming in Business in Natural Resources, Energy and the Environment allows students further opportunities to study in depth in an area of vital importance to the economy, and would attract students from around the province, nationally and internationally. The School of Business and the Faculty of Native Studies share a new joint appointment who will help to build Aboriginal and non-Aboriginal capacity for effective business partnerships. Additional spaces will also be made available in the MBA program. Expansion of the programs in Law would provide greater access for students in an area where there is a current shortage of space and a very high demand. Only two post-secondary institutions in Alberta offer the Law degree and there is demand for spaces substantially higher than existing system capacity. Increased capacity in the Law program at the University of Alberta would permit a higher number of students with first degrees from other post-secondary institutions to pursue legal studies. Newer programs, such as the course-based Master of Science program in Integrated Petroleum Geosciences, will provide students with the knowledge base that they will need in order to be successful in the oil industry of the future. The proposed Bachelor of Science/Bachelor of Arts in Planning degrees will help to meet the growing shortage of qualified and experienced planners in Alberta.

Government Priority programs: The University of Alberta is committed to increasing access in all university program areas identified as Government priorities. We have already been granted EPE funding to permit substantial growth in the next few years and we have proposed further increases through this plan. One important note that we would like to signal in this plan is a proposed expansion of our Faculty of Rehabilitation Medicine through the development of a satellite centre in Calgary, which will help to address the projected shortages in rehabilitation medicine disciplines in years to come. This proposal has been positively received by the University of Calgary.

Institutional Priority programs: The University of Alberta has placed a priority on developing programs that are collaborative, either as intra-institutional programs (such as collaborative Faculté Saint-Jean programs with Education or Nursing, Physical Education collaboration with Native Studies, or multi-campus programs such as Augustana initiatives), or inter-institutional (such as collaborative secondary Education degree programs with Grande Prairie Regional College). We have additional priorities in addressing the needs and access of Northern and rural students, and seek to increase our presence in those areas through collaborative programming and through outreach programs and services. Such actions will increase the ability of students in those areas to transition between the University of Alberta and other regional post-secondary institutions.

Underrepresented groups: The University of Alberta is committed to providing increased access to university education to underrepresented groups, such as aboriginals and francophones. Bilingual programs in Education and Nursing between those faculties and Faculté Saint-Jean have planned increases. Aboriginal students are particularly targeted in a number of programs both at the graduate and undergraduate level. Many of these have as one of their goals returning students to their communities upon graduation to serve their communities and act as mentors and teachers. The new joint degree between Physical Education and Recreation and Native Studies aims to educate students to become leaders in their communities in providing sport and recreation opportunities in order to improve health and wellness. Education plans an Urban Aboriginal Teacher program where students from urban settings develop their ability to teach to native communities within urban areas. All of these initiatives increase the likelihood of young aboriginal students completing secondary education and progressing to post-secondary studies in a wide variety of areas. They also increase the likelihood that aboriginal students in other parts of the post-secondary system will be able to transfer to the University of Alberta and be successful.

Completion rates: Improving completion rates of students in all programs will provide graduates who will be able to contribute to society, and will increase the highly skilled workforce available in the province.

Resource Implications

Provide the budget assumptions that underlie this access goal (for example, include anticipated increases to base or EPE funding, or plans for re-allocation of funding). Detailed figures are not required in this section; however, assumptions should be provided regarding extraordinary costs that fall outside the traditional funding mechanisms (for example, costs associated with recruiting or serving under-represented groups).

Include a list of assumptions regarding capital requirements. Note that cost estimates are not required.

All increases proposed are predicated on appropriate allocation of resources. For undergraduate programs, EPE funding of value equal minimally to current rates would be required for those programs identified. At the graduate level, we are proposing that consideration be given to a new funding model recently submitted to AET (i.e., knowledge generation unit).

In addition to EPE funding, we will be requesting specific funding to help with recruitment and special programming for underrepresented groups. Increasing underrepresented groups will increase costs, particularly related to proactive support to ensure that the groups are successful once they get to campus.

It is important that the current practice of allocated Facilities Operation Grants (FOG) be continued to enable institutions to raise facilities management standards across the institution. This is particularly important for older institutions, where the needs are greatest. The University of Alberta is one of the highest density campuses within North America, and space is at a premium. In addition, the average age of the University's buildings is over 40 years. Our inventory of older space is not configured to facilitate the types of learning and teaching environments that are critical to today's students and faculty. Technology, connectivity, and advanced teaching and learning methodologies are new elements that must be added and enhanced within our inventory to attract top students and researchers. Thus, we have two space needs: 1. the need to renew existing space; and 2. the need to develop new space. These needs are often in opposition, in that while needing space for additional students, space is being taken out of the inventory as renewal projects proceed. We recently submitted a request to the Government of Alberta for a decant facility to ease space pressures during transition periods.

As a result of the opposing pressures of increased space demand and need for enhanced older space suitable for today's learning environments, we have increasingly had to lease space to ensure that students and staff can operate in a safe environment. While the university continues to expand, a majority of our new inventory is not ready for occupancy until the 2010-2011 and 2011-2012 academic program years. The current deferred maintenance program places increasingly high pressures on student and staff safety as these projects proceed in occupied space. Over the next two to three years, support for interim lease space to accommodate increased access may become an important part of the business cost models.

Current space shortage at the institution exceeds 100,000 square meters based on current enrolments across multiple faculties (this is after accounting for the impact of Centennial Centre for Interdisciplinary Sciences and Edmonton Clinic North). As further enrolment is approved, we support the need to meet with Ministry officials to determine one time only funding requirements to address renovation and/or renewal of existing space and systems to facilitate proposed growth. To the best of our ability, our Capital Plan, which includes our 2020 Capital Forecast, represents our understanding of our future needs. Given these needs, the future development of South Campus is an integral part of the University of Alberta's strategic plan particularly for the Faculties of Physical Education and Recreation, and Agricultural, Life and Environmental Sciences along with shared community facilities, residence/housing, support services and other partnering opportunities. The South Campus will play a key role in the development of the Linear Urban Campus strategy. An important initial step will be the planning and pre-design tasks and then the implementation of the necessary infrastructure and site utilities. If the Universiade 2015 bid is successful, then the timelines for South Campus infrastructure and utilities development will be accelerated.

Given the current global risks around security, requirements around data backup and disaster recovery and general security need to be addressed. Facilities, resources, systems and staff are required to mitigate these increasing risks.

B. New Program Development and Expansion of Existing Programs

In this section, describe the institution's access goals for new program development or program expansion initiatives that are being planned over the next four years (including apprenticeship, certificate, diploma and degree programs, or specializations within these programs). CCIs are asked to include program and educational service delivery initiatives within the institution's service region in cooperation with other providers (e.g. CALCs). Ensure that FLE expansion in a given year is informed by overall institutional incremental growth projections. As the planning horizon increases, the information about program development may become more general. It is important that for 2009/2010, however, program development and expansion initiatives should be as specific as possible, so the IAP can guide future EPE discussions.

2009/2010 Program Development

Previously Approved Program Expansion through EPE for 2009-2010

Please note: The incremental FLEs identified in the Table below have been previously approved in EPE calls.

Program	Incremental 2009/10 FLE
Business	15
Education	5
Health Sciences	218
Languages, Social Science, Arts & Humanities	7
Physical, Natural and Applied Sciences	475
PhD Programs	60
Total	780

Of the 780 students identified, 321 are graduate students (161 masters;160 PhDs).

Proposed Expansion to Existing Programs 2009/2010

Please note – The incremental FLEs proposed in the Table below are the number of students we could admit to the University of Alberta with funding through EPE. Programs listed below are currently existing programs, and the numbers represent expansion. Current and previously approved facilities allow for this expansion.

Program	FLE	Year	Rationale (brief overview only)
Business	3	9/10	AET Priority Business, Graduate Students
Health Sciences	59	9/10	AET Priority Health Sciences, Graduate Students, and under-represented groups
Languages, Social Sciences, Arts and Humanities	5	9/10	AET Priority Graduate Students
Legal and Security	9	9/10	AET Priority Graduate Students
Physical, Natural and Applied Sciences	12	9/10	AET Priority Physical, Natural and Applied Sciences, Graduate Students
Total	88	9/10	

Of the 88 students identified, 60 are graduate students (47 masters; 13 PhDs).

All FLE are incremental from the previous year.

N.B. Details on specific programs within each band may be found in Appendix B.

Proposed New Program Development 2009/2010

Please note – The incremental FLEs proposed in the Table below are the number of students we could admit to the University of Alberta with funding through EPE. The programs listed below are NEW programs, and either have been approved or will receive full approval by June 30, 2009. Current and previously approved facilities allow for this expansion.

Program	FLE	Year	Rationale (brief overview only)
Languages, Social Sciences, Arts and Humanities	10	9/10	AET Priority Graduate Students
Physical, Natural and Applied Sciences	39	9/10	AET Priority Physical, Natural and Applied

Applied Sciences			Sciences, Graduate Students
Underrepresented Groups	25	9/10	AET Priority Underrepresented Groups, Graduate Students
Total	74		

Of the 74 students identified, 25 are graduate students (15 masters; 10 PhDs).

All FLE are incremental from the previous year.

N.B. Details on specific programs within each band may be found in Appendix B.

System and Regional Implications of Program Expansion or New Program Development

How will the proposed new programs and/or expansion of existing programs impact the institution’s service region and the post-secondary system as a whole?

See this box under section III A

Resource Implications

Provide the budget assumptions that underlie this access goal (for example, include anticipated increases to base or EPE funding, or plans for re-allocation of funding). Detailed figures are not required in this section; however, assumptions should be provided regarding extraordinary costs that fall outside the traditional funding mechanisms (for example, costs associated with recruiting or serving under-represented groups).

Include a list of assumptions regarding capital requirements. Note that cost estimates are not required.

See this box under section III A

2010/2011 Program Development

Previously Approved Program Expansion through EPE for 2010-2011

Please note: The incremental FLEs identified in the Table below have been previously approved in EPE calls.

Program	Incremental 2010/11 FLE
Education	5
Health Sciences	190
Languages, Social Science, Arts & Humanities	6
Physical, Natural and Applied Sciences	357
Total	558

Of the 558 students identified, 167 are graduate students (85 masters; 82 PhDs).

Proposed Expansion to Existing Programs 2010/2011

Please note – The incremental FLEs proposed in the Table below are the number of students we could admit to the University of Alberta with funding through EPE. Programs listed below are currently existing programs, and the numbers represent expansion. This expansion is also predicated on approval of certain facilities, in particular the development of a new building for the School of Business through a unique partnership. This development will in turn allow for a back fill plan for the Business Building on campus to permit graduate program growth in the Faculty of Arts.

Program	FLE	Year	Rationale (brief overview only)
Business	265	10/11	AET Priority Business, Graduate Students
Health Sciences	69	10/11	AET Priority Health Sciences, Graduate Students, and under-represented groups
Languages, Social Sciences, Arts and Humanities	45	10/11	AET Priority Graduate Students
Legal and Security	45	10/11	AET Priority Graduate Students
Physical, Natural and Applied Sciences	284	10/11	AET Priority Physical, Natural and Applied Sciences, Graduate Students
Underrepresented Groups	50	10/11	AET Priority Underrepresented Groups, Graduate Students
Total	758		

Of the 758 students identified, 205 are graduate students (125 masters; 80 PhDs).

All FLE are incremental from the previous year.

N.B. Details on specific programs within each band may be found in Appendix C.

Proposed New Program Development 2010/2011

Please note – The incremental FLEs proposed in the Table below are the number of students we could admit to the University of Alberta with funding through EPE. The programs listed below are NEW programs, and either have been approved or will receive full approval by June 30, 2010. Current and previously approved facilities allow for this expansion.

Program	FLE	Year	Rationale (brief overview only)
Education	25	10/11	Collaborative undertakings with Augustana Campus and Grande Prairie Regional College
Health Sciences	32	10/11	AET Priority Health Sciences, Graduate Students, and under-represented groups
Languages, Social Sciences, Arts and Humanities	10	10/11	AET Priority Graduate Students
Physical, Natural and Applied Sciences	95	10/11	AET Priority Physical, Natural and Applied Sciences, Graduate Students
Underrepresented Groups	8	10/11	AET Priority Underrepresented Groups, Graduate Students
Total	170		

Of the 170 students identified, 43 are graduate students (33 masters; 10 PhDs).

All FLE are incremental from the previous year.

N.B. Details on specific programs within each band may be found in Appendix C.

System and Regional Implications of Program Expansion or New Program Development

How will the proposed new programs and/or expansion of existing programs impact the institution's service region and the post-secondary system as a whole?

See this box under section III A

Resource Implications

Provide the budget assumptions that underlie this access goal (for example, include anticipated increases to base or Enrolment Planning Envelope (EPE) funding, or plans for re-allocation of

funding). Detailed figures are not required in this section; however, assumptions should be provided regarding extraordinary costs that fall outside the traditional funding mechanisms (for example, costs associated with recruiting or serving under-represented groups).

Include a list of assumptions regarding capital requirements. Note that cost estimates are not required.

See this box under section III A

2011/2012 and Beyond Program Development

Previously Approved Program Expansion through EPE for 2011/2012 and Beyond

Please note: The incremental FLEs identified in the Table below have been previously approved in EPE calls.

Program	Incremental 2011/12 & Beyond FLE
Education	5
Health Sciences	108
Languages, Social Science, Arts & Humanities	6
Physical, Natural and Applied Sciences	213
Total	332

Of the 332 students identified, 98 are graduate students (16 masters; 82 PhDs).

Proposed Expansion to Existing Programs 2011/2012 and Beyond

Please note – The incremental FLEs proposed in the Table below are the number of students we could admit to the University of Alberta with funding through EPE. Programs listed below are currently existing programs, and the numbers represent expansion. This expansion is also predicated on approval of certain facilities, in particular the development of a new building for the School of Business through a unique partnership. This development will in turn allow for a back fill plan for the Business Building on campus to permit graduate program growth in the Faculty of Arts.

Program	FLE	Year	Rationale (brief overview only)
Business	527	11/12 – 13/14	AET Priority Business, Graduate Students
Health Sciences	181	11/12 – 14/15	AET Priority Health Sciences, Graduate Students, and under-represented groups
Languages, Social Sciences, Arts and Humanities	130	11/12 – 13/14	AET Priority Graduate Students
Legal and Security	72	11/12 – 12/13	AET Priority Graduate Students
Physical, Natural and Applied Sciences	1322	11/12 – 14/15	AET Priority Physical, Natural and Applied Sciences, Graduate Students
Underrepresented Groups	150	11/12 – 13/14	AET Priority Underrepresented Groups, Graduate Students
Total	2382		

Of the 2382 students identified, 814 are graduate students (442 masters; 378 PhDs).

All FLE are incremental from the previous year

N.B. Details on specific programs within each band may be found in Appendix D.

New Program Development 2011/2012 and Beyond

Please note – The incremental FLEs proposed in the Table below are the number of students we could admit to the University of Alberta with funding through EPE. All programs are approved or will receive approval by June 30, 2011 (or beyond).

Program	FLE	Year	Rationale (brief overview only)
Business	120	11/12 – 13/14	AET Priority Business, Graduate Students
Education	95	11/12 – 13/14	Institutional priority - Collaborative undertakings with Augustana Campus and Grande Prairie Regional College
Health Sciences	120	11/12	AET Priority Health Sciences, Graduate Students, and

		- 14/15	under-represented groups
Languages, Social Sciences, Arts and Humanities	65	11/12 - 13/14	AET Priority Graduate Students
Physical, Natural and Applied Sciences	233	11/12 - 14/15	AET Priority Physical, Natural and Applied Sciences, Graduate Students
Underrepresented Groups	75	11/12 - 13/14	AET Priority Underrepresented Groups, Graduate Students
Total	708		

Of the 708 students identified, 120 are graduate students (100 masters; 20 PhDs).

All FLE are incremental from the previous year

N.B. Details on specific programs within each band may be found in Appendix D.

Further Ideas for New Academic Degrees being explored at the University of Alberta

Note: These degree programs are currently in the exploration stage, and may move into future IAPs as they are refined and approved.

Potential Undergraduate Programs:

Bachelor of Arts Fashion Business Management (jointly offered by ALES and School of Business)

Bachelor of Arts Writing Studies

Bachelor of Arts/Bachelor of Science Planning*

Bachelor of Commerce Natural Resources and Energy and the Environment Major

Bachelor of Science/Bachelor of Education Combined, Secondary (Augustana and Education)*

Bachelor of Science Nutrition (ALES and Faculté Saint-Jean)

Joint Bachelor of Science in Environmental and Conservation Sciences [Faculty of Agricultural, Life and Environmental Sciences (University of Alberta) and Yukon College, including Faculty of Native Studies courses, with plans to grow towards delivery of existing joint Bachelor of Arts in Native Studies/Bachelor of Science in Environmental Conservation Sciences]

Doctor of Podiatric Medicine

Potential Graduate Programs:

Master of Arts in Canadian Studies (currently taught in French at Faculté Saint-Jean; will be taught in English with Augustana and Arts)

Master of Arts in Continuing Professional Development (Faculty of Extension)

Master of Arts in Environmental Philosophy and Stewardship (Faculty of Arts and School of Public Health)

Master of Arts in Material Culture

Master of Arts with specialization in Peace & Governance

Master of Arts in Philosophy of Biology and the Life Sciences (Faculty of Arts and School of Public Health)

Master of Arts in Public Policy and Health Ethics (Faculty of Arts and School of Public Health)

Master of Arts in Scholarship of Engagement (Faculty of Extension)

Master of Arts Women Studies (Faculty of Arts)

Master of Arts/Master of Science in Museum Arts and Sciences (Interdisciplinary program offered through the Faculties of Arts, Science, and ALES in collaboration with Education, Law, and Native Studies)*

Master of Science Audiology*

Master of Science in Public Health Sciences with specialization in Communicable Disease Control and Prevention

Master of Business Administration in Financial Management in China (School of Business)

Master in Health Services Education*

Master in Public Health with specialization in Communicable Disease Control and Prevention

Audiology Doctorate/Doctor of Philosophy in Audiology*

Doctor of Philosophy in Canadian Studies (Faculté Saint-Jean)

Doctor of Philosophy in Digital Arts (Faculty of Arts)

Doctor of Philosophy in Environmental and Resource Economics (interdisciplinary program offered through the Faculties of ALES, Arts [Economics], and Business)

Doctor of Philosophy in Health Informatics (Faculties of Medicine and Dentistry and Science)

Doctor of Philosophy in Writing, Rhetoric and Professional Communication (Faculty of Arts)

*Please note that these programs are further along in their development, and thus you will see proposed program enrollment in 2010 and beyond in the appendices, pending funding through EPE.

System and Regional Implications of Access Goal

For 2011/2012 and beyond, generally describe the institution's plans for program development. How will the proposed new programs and/or expansion of existing programs impact the institution's service region and the post-secondary system as a whole?

See this box under section III A

Resource Implications

Provide the budget assumptions that underlie this access goal (for example, include anticipated increases to base or EPE funding, or plans for re-allocation of funding). Detailed figures are not required in this section; however, assumptions should be provided regarding extraordinary costs that fall outside the traditional funding mechanisms (for example, costs associated with recruiting or serving under-represented groups).

Include a list of assumptions regarding capital requirements. Note that cost estimates are not required.

See this box under section III A

C. Collaboration

Identify the institution's access goals for new collaborative initiatives that are being planned for the next four years. Collaboration may be defined as an initiative involving two or more stakeholders designed to increase access in terms of programs and institutional efficiencies.

Access Goal C-1

Increase collaborative opportunities with other Alberta post-secondary institutions

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Introduce a collaborative secondary BEd with Grande Prairie Regional College	Number of enrolled students, number of graduates.
Increase enrolment in collaborative partnerships that are ongoing.	Specific programs include BSc Nursing with Augustana , Grande Prairie (After Degree and 4 yr program), Red Deer College
Campus Alberta First Nations Information Connection	Number of communities engaged

Access Goal C-2

Increase collaborative opportunities between faculties within the University of Alberta.

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Develop innovative programming as a result of new partnerships between faculties	Specific programs include BA/BSc in Energy (Arts and Science); BA Environmental Studies (ALES and Arts); BA/BSc in Planning (Science, Extension and Arts); Joint BA (NS/PER) in Aboriginal Recreation, Sport and Community Wellness (NS/PER); BComm Natural Resources, Energy and the Environment (Business and Arts); BSc/BEEd (Augustana, Education); Bilingual BSc in Nursing (CSJ, Nursing); MA/MSc in Museum Arts and Sciences; MEd in Health Sciences Education (Education, Faculty of Medicine and Dentistry)

If required, expand the table to include additional strategies and performance measures.

Note: If the institution has identified additional goals to meet the objectives outlined in this priority area, copy and paste the above section here (for example, Access Goal C-2).

System and Regional Implications of Access Goals

How will the access goals identified in this section impact the post-secondary system especially as it relates to the AAPF and R&M priorities? What are the provincial or regional implications of the goal?

See box under Section III A.

Resource Implications

Provide the budget assumptions that underlie this access goal (for example, include anticipated increases to base or EPE funding, or plans for re-allocation of funding). Detailed figures are not required in this section; however, assumptions should be provided regarding extraordinary costs that fall outside the traditional funding mechanisms (for example, costs associated with recruiting or serving under-represented groups).

Include a list of assumptions regarding capital requirements. Note that cost estimates are not required.

See box under Section III A.

D. Program Renewal and Realignment (To be completed)

Excluding new program development, identify the access goals for program changes that are designed to enhance efficiency and effectiveness of the institution's existing program mix. Describe anticipated program redesign, suspensions, or terminations, as well as realignment of funding from low-demand to high-demand programs.

Access Goal D-1

To ensure University of Alberta graduates in Pharmacy compete globally

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Phase out existing BSc (Pharmacy) and replace with PharmD program	Proposed start date September, 2010

Access Goal D-2

To provide innovations in programming.

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Develop Collaborative Research and Training Experience (CREATE) programs through Natural Sciences and Engineering Research Council (NSERC)	Successful applications to NSERC in a variety of areas
BMus/BEd Elementary	Students enrolled in joint Music/Education degrees program; enrolment will be managed in both the Faculties of Education and Arts such that enrolment in either Faculty does not increase
BA Drama/BEd Secondary	Students enrolled in joint Drama/Education degrees program; enrolment will be managed in both the Faculties of Education and Arts such that enrolment in either Faculty does not increase

Access Goal D-3

Rationalize and/or downsize and/or suspend and/or eliminate some programming within the next four years

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Delete BSc in Occupational Therapy	Program eliminated
Delete BScN collaborative degree with Grant MacEwan	Program eliminated
Delete Post-graduate Diploma in Law	Program eliminated
Delete Faculté Saint-Jean Diploma Programs in Francophone Education in Minority Settings and French Immersion Education	Program eliminated
Delete Faculty of Science programs: Specialization in Environmental Physical Sciences; Honours in Applied Physics; Honours and Specialization in Computational Science (Physics); Honours and Specialization in Cell Biotechnology; Diploma After-Degree; Certificate of Specialization After a BSc Degree (Chemistry)	Programs eliminated

If required, expand the table to include additional strategies and performance measures.

Note: If the institution has identified additional goals to meet the objectives outlined in this priority area, copy and paste the above section here (for example, Access Goal D-2).

System and Regional Implications of Access Goals

How will the access goals identified in this section impact the post-secondary system especially as it relates to the AAPF and R&M priorities? What are the provincial or regional implications of the goal?

The change from a BSc (Pharmacy) degree to a PharmD will allow our graduates to be recognized with international standards.

Innovative programming outlined in Access Goal D-2 will result in graduates that will contribute to a diverse, knowledge-based economy who can compete in the global marketplace. For example, we currently have a CREATE proposal submitted to NSERC to cross train students studying mathematics and public health. If funded, this program may be a strong element in our future initiatives in Health Informatics. Another CREATE proposal

currently in submission is a joint initiative between Business, Engineering and Science. If funded, it will help to train post doctoral fellows initially, and then eventually graduate students in aspects of technology commercialization and science entrepreneurship.

Programs highlighted in Access Goal D-3 represent typical ebb and flow of education programs in a large institution. Programs are reduced and/or eliminated for a variety of reasons, most often related to serving students in a more appropriate fashion. For example, the deletion of the BSc in Occupational Therapy is a result of a move to a Masters degree program in this area implemented a few years ago that has allowed our graduates to be globally recognized, not unlike the change proposed above to the Pharmacy degree. The collaborative BSc Nursing degree program with Grant MacEwan is no longer a viable program since Grant MacEwan can now offer a full nursing degree program.

Resource Implications

Provide the budget assumptions that underlie this access goal (for example, include anticipated increases to base or EPE funding, or plans for re-allocation of funding). Detailed figures are not required in this section; however, assumptions should be provided regarding extraordinary costs that fall outside the traditional funding mechanisms (for example, costs associated with recruiting or serving under-represented groups).

Include a list of assumptions regarding capital requirements. Note that cost estimates are not required.

Innovative programming, such as the NSERC CREATE programs, may result in increased expenses as typically groups are relatively small with a lower faculty: student ratio (e.g., 1:6 as opposed to our current 1:22). We are currently seeking external sources of funding through NSERC to help offset the costs of these programs.

E. Learner Services

Identify the institution’s access goals for enhancing support for students within the institution and the system. This may include new services for under-represented groups, increased advising services, or expansion of existing student services.

Access Goal E-1

Increase opportunities for student engagement.

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Task force on student engagement.	1. Increase number of faculty/student (e.g., science cohort), peer/peer (e.g., Vitamin A Buddy program) mentorship programs by 10%, as

	<p>measured by student participation rates</p> <ol style="list-style-type: none"> 2. Inventory and then post all First Year Initiatives 3. Increase the number of Living-Learning Community Models like International House 4. Development of a co-curricular transcript (e-portfolio) 5. Positively impact the National Survey of Student Engagement (NSSE) scores to reflect greater satisfaction
<p>Research project on student involvement. Freshman academic records data will be analyzed to identify relationships among academic achievement, class size, course load, high school grades, high school location (rural, urban, out of province, international), choice of program, etc.</p>	<p>A report that will identify a foundation for building lifelines for academic success. Success would be realized by reducing the number of students that are required to withdraw, and by reducing the time from program start to convocation.</p>
<p>Increased funding for student engagement opportunities to the North campus, Faculté Saint-Jean, and Augustana Campus</p>	<p>Increased engagement of students in activities on 3 campuses (either through increased numbers of students that are involved in activities that previously existed, or involvement in new activities that are developed).</p> <p>Development and building of the Aboriginal Gathering Place.</p>
<p>Campus Sustainability initiative</p>	<p>Development of the Office of Sustainability with focus on student engagement.</p>
<p>Development of a new physical activity and health complex that will allow for co-curricular and extra-curricular programming</p>	<p>Completion of structure.</p>

Access Goal E-2

Increased access to library services and resources and object oriented collections

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Increased access to existing research collections	Increase in support services in campus libraries and in classroom teaching
Digitization projects	Amount of content made publicly available through institutional repositories
Increase Open Access opportunities	Amount of content made publicly available through institutional repositories; number of hosted Open Access journals
Embed Librarians in learning communities	Number of research and learning groups with embedded librarians
Development and building of Cameron Library Information Pavilion (CLIP)	Facilities that increase our ability to share resources with Campus Alberta partners, and that enhance our research capacity

Access Goal E-3

Increased access to student study and social space.

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
New buildings, as well as repurposed buildings, will include specially designed student study and social space.	Utilization rates of new space.
Development of policies for use of new space.	Policy development and approval.
Continued development of the "wireless campus"	All spaces on the university campuses are accessible through wireless communication.
Increased access to specialized learning facilities with support services available	Number of specialized learning facilities open for extended hours, with support personnel in place
Upgrade existing infrastructure for new learning model to increase flexible study space	Increased space and utilization of that space

Access Goal E-4

Increase in student support services.

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Enhance student counseling services	NSSE survey results
Enhance services for students with a disability and/or other needs identified.	NSSE survey results
Enhance Aboriginal Counselling Services.	Completion of Aboriginal Gathering Place; sustained staffing.
Enhance provision of services to mature students or returning learners.	Number of mature learners served
Providing all students with free access to the Edmonton public library collections and services	Utilization of materials to supplement learning materials available in the University of Alberta library

Access Goal E-5

Increase in financial aid provided to students.

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Increase bursaries	Increase in number and value of bursaries
Increase scholarships	Increase in number and value of scholarships
Potential housing stipends for graduate students	Increase access to affordable housing
Potential housing stipends for students on clinical placements	Increase access to affordable housing while on clinical placement

Access Goal E-6

Increase and enhance academically related services for students.

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Expansion of the Centre for Writers	NSSE results
Writing Across the Curriculum	NSSE results
Community Service Learning	Increased number of students involved in community learning opportunities
Co-curricular residence programming	Global education programs offered on campus
Access to library/learning systems for Aboriginal Colleges off campus	Utilization rates of services Success rate of students transferring from Aboriginal Colleges Completion of Aboriginal Gathering Place

Access Goal E-7

Increase student housing

Strategy	Performance Indicator
Build Aboriginal Residence with Aboriginal Gathering Place	Completion of structure
Build Graduate Student Residence	Completion of structure
Build additional International Residence	Completion of structure
Build residence(s) on South Campus	Completion of structure

System and Regional Implications of Access Goals

How will the access goals identified in this section impact the post-secondary system especially as it relates to the AAPF and R&M priorities? What are the provincial or regional implications of the goal?

All strategies listed above will contribute to a quality educational experience. A quality educational experience will lend itself to enhanced retention and completion rates, and will encourage the development of life long learners.
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Resource Implications

Provide the budget assumptions that underlie this access goal (for example, include anticipated increases to base or EPE funding, or plans for re-allocation of funding). Detailed figures are not required in this section; however, assumptions should be provided regarding extraordinary costs that fall outside the traditional funding mechanisms (for example, costs associated with recruiting or serving under-represented groups).

Include a list of assumptions regarding capital requirements. Note that cost estimates are not required.

Expansion of the student base carries with it important institutional responsibilities for full and proper student engagement, in order that all students on campus have a quality experience. Learner and Student Services are a critical component leading to student retention, completion, and successful integration into Alberta society. It is mandatory that all students, irrespective of course load, have access to full learner and student services. Part time students, for example, must have access to the library. In this context, head count, rather than a FLE, is a better measure of the load placed on learner and student services. We recommend a new budget model that includes the cost of learner services by head count.

F. Community Responsiveness

Identify the institution's goals developed in response to international, national, provincial, regional, and community needs that lie beyond instructional initiatives. For example, describe institutional involvement in cultural or social activities within the community, or national/international collaborative activities that enhance research and development projects. Ensure that access goals and strategies in this section are consistent with the institution's mandate or mission.

Access Goal F-1

Campus Alberta Strategy

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Use agreements and MOUs to identify expectations	Number of students transferring to and graduating from the University of Alberta
Host an annual symposium	Symposium held
Foster a climate of exchange between faculty	Sharing of resources; joint student initiatives
Develop in concert with partners a new budget model for Campus Alberta collaborations	New budget model in place

Access Goal F-2

City of Edmonton Strategy

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Connect to the downtown community through initiatives at Enterprise Square	Increased activity with civic partners
Learning communities	Increased opportunities to create communities of practice between City and University of Alberta employees
Development of South Campus	Successful completion of planned development

Travel Demand Management Strategy	Alternative forms of transportation provided at reasonable cost, and increased utilization rates of public transport
Partnership for the provision of health services and research with the City and Alberta Health Services	Provision of health services and training opportunities in the Capital region

Access Goal F-3

Digital Connection Strategy

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Lois Hole Digital Library – allows consistent use of resources to support teaching and learning across all post secondary institutions	Use of resources across the province
Westgrid	Continued attraction of funding and researchers
Cybera	Addition of industrial component

Access Goal F-4

International Strategy.

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Global Education	Enrolment of international students in cooperative education programs Participation rates in global education curriculum project Participation rates in exchange programs Participation rates during International Week Participation rates in programs like Doctors without Borders; Engineers without Borders; Alberta Smithsonian Internship Program; Students' International Health Association

Develop programs for transition to the University of Alberta for international students	Enrolment in ESL programs Enrolment in co-curricular programs in I-House
Develop programs for transition to the workforce for international students	Use of CAPS: Your U of A Career Centre (central and faculty) by International Students Use of International Centre by International Students

Access Goal F-5

Northern Strategy.

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Partnerships with Northern colleges/institutions	Delivery of a variety of programs with northern partners (e.g., Joint BSc Environmental and Conservation Sciences (ALES [University of Alberta] and Yukon College, including Faculty of Native Studies courses)
University of the Arctic	Number/quality of initiatives in which the University of Alberta participates

Access Goal F-6

Student Recruitment Strategy

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Graduate student recruitment	Increased enrolment in a diverse group of graduate students in an effort to achieve an overall target ratio of 1:3 undergraduate: graduate students
Undergraduate student recruitment	Increased enrolment in targeted undergraduate programs

Under represented group recruitment	Increased enrolment of aboriginal students Increased enrolment of rural students Increased enrolment of international students at the undergraduate level
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Access Goal F-7

Sustainability Strategy

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Enhance sustainability practices.	Establish the Office of Sustainability (this office will coordinate sustainability efforts in all portfolios, particularly Facilities and Operations and the Academic program) Develop new multi-year program for energy management Increased number of LEEDS certified facilities on campus Increased student, staff and faculty engagement in sustainability initiatives
Green computing.	Power reduction, lower computing renewal costs, less toxic materials

If required, expand the table to include additional strategies and performance measures.

Note: If the institution has identified additional goals to meet the objectives outlined in this priority area, copy and paste the above section here (for example, Access Goal F-2).

System and Regional Implications of Access Goals

How will the access goals identified in this section impact the post-secondary system especially as it relates to the AAPF and R&M priorities? What are the provincial or regional implications of the goal?

The strategies identified above will ensure that the University of Alberta is connected locally, regionally, provincially, nationally and internationally. As an institution within the Comprehensive Academic and Research sector in the Roles and Mandates Framework, we know that these connections will help to foster world class learning, research, and innovation.

Further, these connections and the resultant sharing, application and expansion of knowledge will help to contribute to the uplifting of the whole people, an important founding objective of the University of Alberta.

Resource Implications

Provide the budget assumptions that underlie this access goal (for example, include anticipated increases to base or EPE funding, or plans for re-allocation of funding). Detailed figures are not required in this section; however, assumptions should be provided regarding extraordinary costs that fall outside the traditional funding mechanisms (for example, costs associated with recruiting or serving under-represented groups).

Include a list of assumptions regarding capital requirements. Note that cost estimates are not required.

There will be some direct costs associated with the above strategies. We would encourage an examination of the budget model currently used for Campus Alberta activities as our partners have indicated dissatisfaction with the current model. The City of Edmonton Strategy includes the development of South Campus, which will be an expensive endeavor. However, these costs may be mitigated through successful bids to Universiade 2015 and the World's Fair in 2017. Both bids will require civic, provincial and federal infusion of funds. The Digital Connections Strategy will require funds, but the total costs will be offset through potential research funds in this area. The costs of the International Strategy will eventually be offset by international differential fees. The Northern Strategy will require infusion of funds from a variety of partners, including participating institutions, the federal government, and a variety of research agencies. The Student Recruitment Strategy will be funded through an allocation of funds from the university budget. The Sustainability Strategy will be funded in part through the cost savings derived from the strategy, and through a small allocation from the University budget.

G. International Students

Identify the institution's access goals for international students. This may include increasing international student support, marketing and targeting programs to enhance recruitment of international students, and enhancing affordability.

Access Goal G-1

Increase number of international students at the University of Alberta

In the following table, identify the specific strategies and performance measures that the institution plans to implement over the next four years to accomplish this goal.

Strategy	Performance Indicator
Increase recruiting activity in the international area to generate more applications from international students.	Number of applications by international students to the University of Alberta.
Identify and increase faculty specific recruiting where there is a high international student demand for programs.	Number of applications by international students to high demand programs.
Enhance processes to assist international students from application to enrollment.	Number of international students enrolled at the University of Alberta.
Increase support for international students to facilitate movement through programs.	Number of international students graduating from the University of Alberta.

If required, expand the table to include additional strategies and performance measures.

Note: If the institution has identified additional goals to meet the objectives outlined in this priority area, copy and paste the above section here (for example, Access Goal G-2).

System and Regional Implications of Access Goals

How will the access goals identified in this section impact the post-secondary system especially as it relates to the AAPF and R&M priorities? What are the provincial or regional implications of the goal?

Enrolling a significant number of international students and facilitating their full participation in the classroom and in extracurricular activities is critical to achieving a dynamic learning environment at the University of Alberta. Coming from around the world, international students contribute a diversity of perspectives on all issues including our most pressing global challenges. Positive interactions between Canadian and international students allow all students to gain a global perspective, enhance their intercultural competencies and gain a better understanding of their role as global citizens. These are fundamental learning outcomes that we aspire to for all our students. See Chart A.11 for breakdown of new students by location of last school attended.

Attracting the best students from around the world in significant numbers is key to achieving this positive impact across campus. Please refer to Chart A.9 for comparator data.

Upon graduation some of these students will elect to continue to make their home in Alberta contributing to the life of the province. In fact international students are a key audience the Alberta government is actively encouraging to remain in Alberta as permanent residents to help build a skilled workforce to improve the long-run sustainability of Alberta's economy. Despite an increased growth in the province, Alberta's inter-provincial migration numbers have decreased, which has resulted in a worsened provincial labour shortage. The Ministry of Employment and Immigration have estimated that the province will be short 111,000 skilled workers by 2017. International students who are recruited to the University of Alberta and who remain in the province following graduation will be critical in contributing highly qualified personnel to help address the provincial labour market demands. Those who return to their

home countries will bring benefits to the University of Alberta and the province through the connections and enhanced social, cultural and economic relationships that will be developed.

A critical element in any international student strategy is the development of residence and residence life support services and programs. There is an expectation and identified need.

Resource Implications

Provide the budget assumptions that underlie this access goal (for example, include anticipated increases to base or EPE funding, or plans for re-allocation of funding). Detailed figures are not required in this section; however, assumptions should be provided regarding extraordinary costs that fall outside the traditional funding mechanisms (for example, costs associated with recruiting or serving under-represented groups).

Include a list of assumptions regarding capital requirements. Note that cost estimates are not required.

The costs for any increases in international students will be offset in part by international differential fees. However, these fees will not contribute to the capital needs related to the expanded student housing that will be required. Other sources of revenue, including international donors and alternate financing options for housing will be pursued.

IV. Appendix

A. Supporting Data for Access Goals

Include data and information that provide support for the access goals that are identified in the Institutional Access Plan. Include a five-year enrolment history by major program area, and projections for access goals related to (1) graduate and undergraduate enrolment, (2) estimated time to program completion, (3) participation of under-represented groups, (4) community-based adult learning, and (5) e-learning. Draw data from the Learner and Enrolment Reporting System (LERS) and the Application Submission Initiative (ASI) wherever possible. Utilize the enrolment table provided by the ministry to report enrolment for 2007/2008 and project future years' enrolment based on the access goals. To provide context, ensure that the assumptions underlying the projections are included with the data.

Charts:

A.1 Earnings by Educational Level

A.2 Projections of University Enrolment of Albertans

A.3 Graduate to undergraduate ratios, University of Alberta and select peers

A.4 Graduate to undergraduate ratios, University of Alberta

A.5 Commercialization Chart

A.6 Student/Staff Ratios at University of Alberta

A.6A Graduate Student/Faculty Ratio

A.7 Student/Staff Ratios at University of Alberta Comparison with Peer Institutions

A.8 Maintenance and Facility Renewal Costs vs IMP & One-Time Funding

A.9 International Proportion of Undergraduate Student Enrolment (Headcount), University of Alberta and select peers

A.10 Completion Rates

A.11 Fall 2007 New Students At The University of Alberta by Location of Last School Attended

A.1 Earnings by Educational Attainment Level

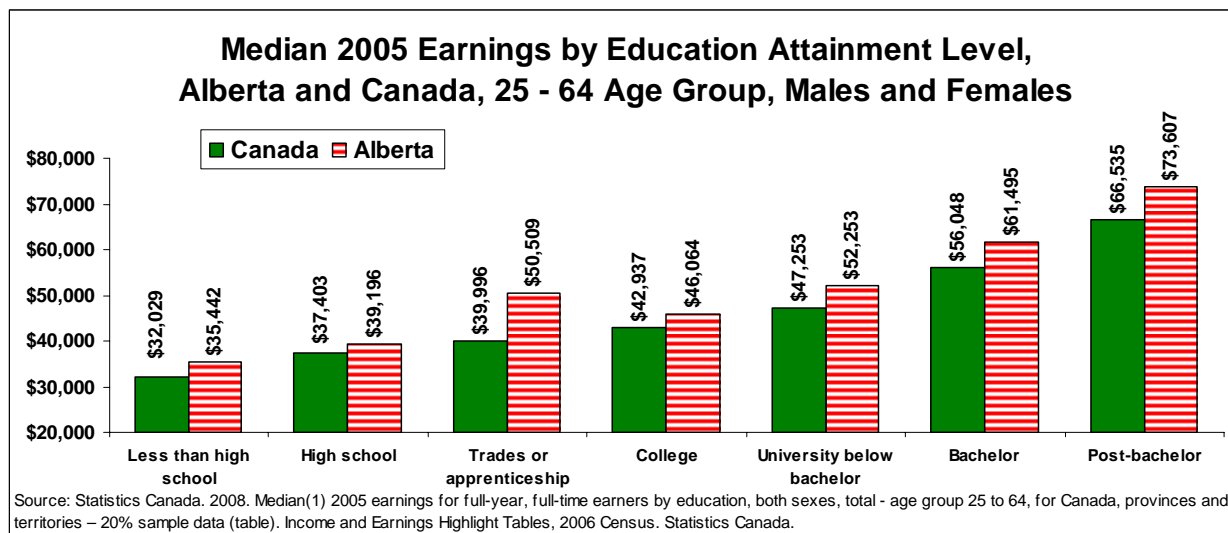
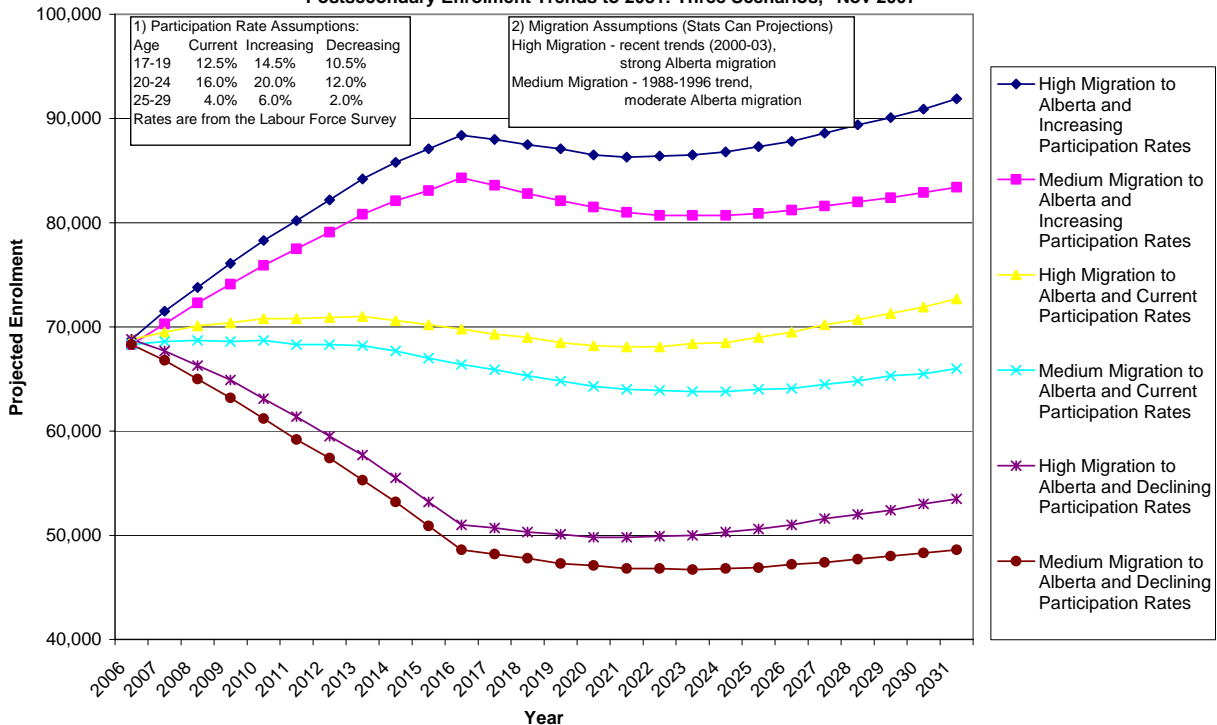


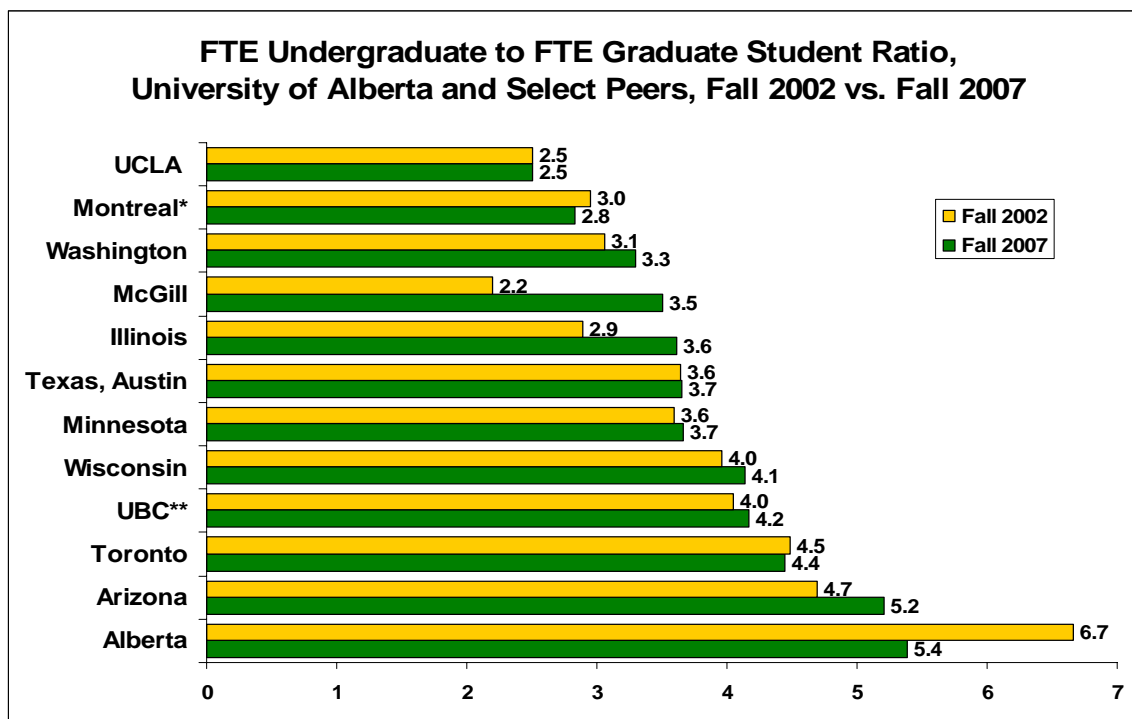
Chart A.2

Projected University Enrolment of Albertans (at Alberta and non-Alberta Universities)
 Dale Olausen, University of Alberta Strategic Analysis, Based on Statistics Canada publication
 "Postsecondary Enrolment Trends to 2031: Three Scenarios," Nov 2007



A.3 Graduate to undergraduate ratios

Dare to Discover comparison chart of Undergraduate/ Graduate Ratios



* Montreal data includes HEC and École Polytechnique.

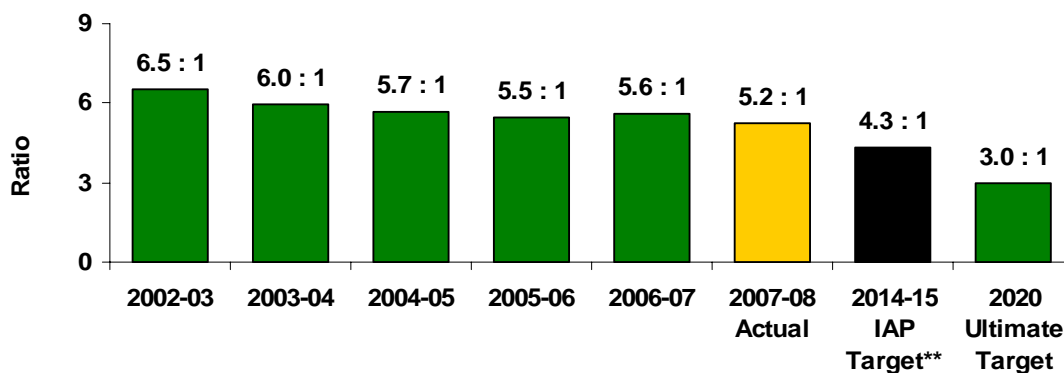
**UBC data reflects fall 2003 and fall 2007 enrolment.

Sources: U.S. Common Data Sets; University of Alberta Data Book; University of Toronto enrolment reports; McGill Enrolment Reports; UBC Planning and Institutional Research Office website; and Université de Montréal enrolment reports.

A.4 Graduate to undergraduate ratios

University of Alberta Undergraduate/ Graduate Ratios

Fall Full-time Equivalent (FTE*) Undergraduate /Graduate Student Ratio (excluding Postgraduate Medical Education students)



*FTE for undergraduates is calculated by adding all full-time students in at least three courses plus 1/4 of part-time undergraduates. Augustana enrolment included beginning in 2006-07. FTE for graduate students is calculated by adding all full-time graduate students plus 1/3 of part-time graduate students.

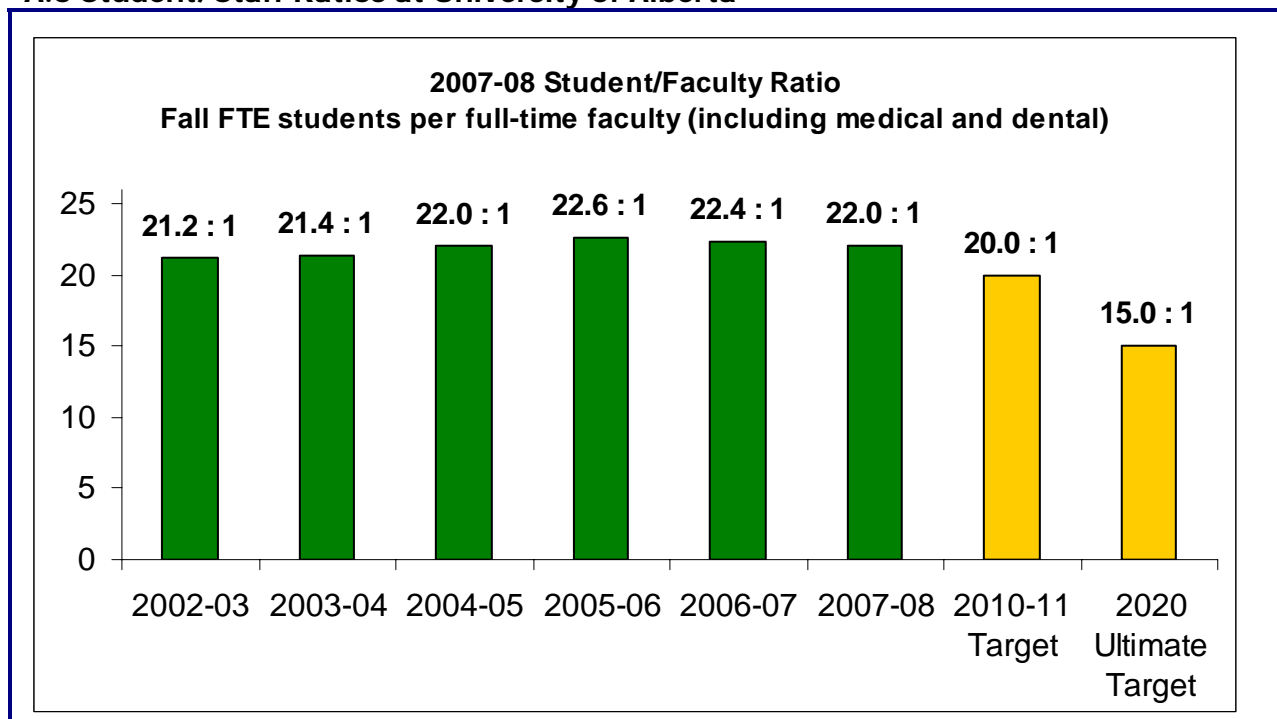
** The IAP target ratio of 4.3 is an estimated FLE (full load equivalent) value.

A.5 Commercialization Chart

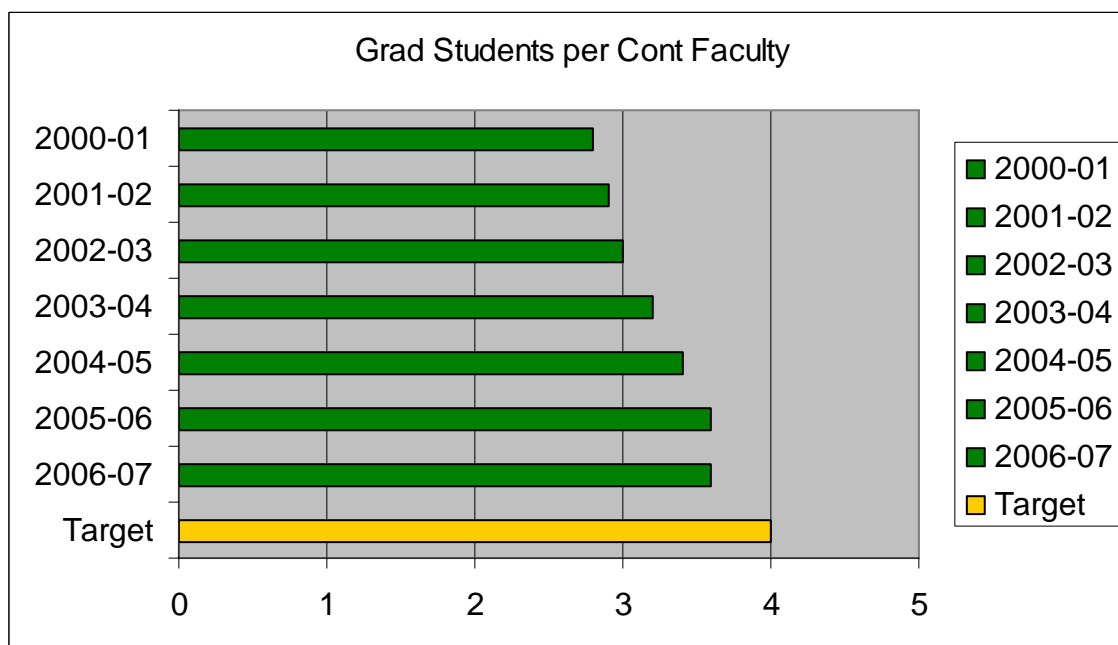
Key Indicators with Peer Institution Comparators

	Undergraduate Students*	Graduate Students*	Faculty*	Total Research Expenditures (2006 \$,000 CDN)**	US Patents Issued from 2002-06	Start-Up Companies Formed from 2002-06	Gross Licensing Income Received (2006 \$,000 CDN)*
US Public Institutions							
UCLA	25,928	10,970	2,654	-	-	-	-
Michigan	26,083	12,343	2,971	\$956,356	353	43	\$24,526
Wisconsin	30,618	8,860	2,874	\$998,274	425	17	\$50,836
Washington	28,570	9,845	3,296	\$1,123,632	204	26	\$43,439
Illinois	30,895	10,421	2,040	\$970,049	247	50	\$12,267
US Private Institutions							
Stanford***	6,584	12,160	1,048	\$839,054	418	41	\$73,573
MIT	4,172	6,048	1,704	\$1,455,360	699	101	\$52,200
Canadian Institutions							
UBC	40,696	8,313	2,520	\$485,605	105	16	\$15,983
Alberta	30,579	6,383	1,613	\$382,810	60	17	\$1,135

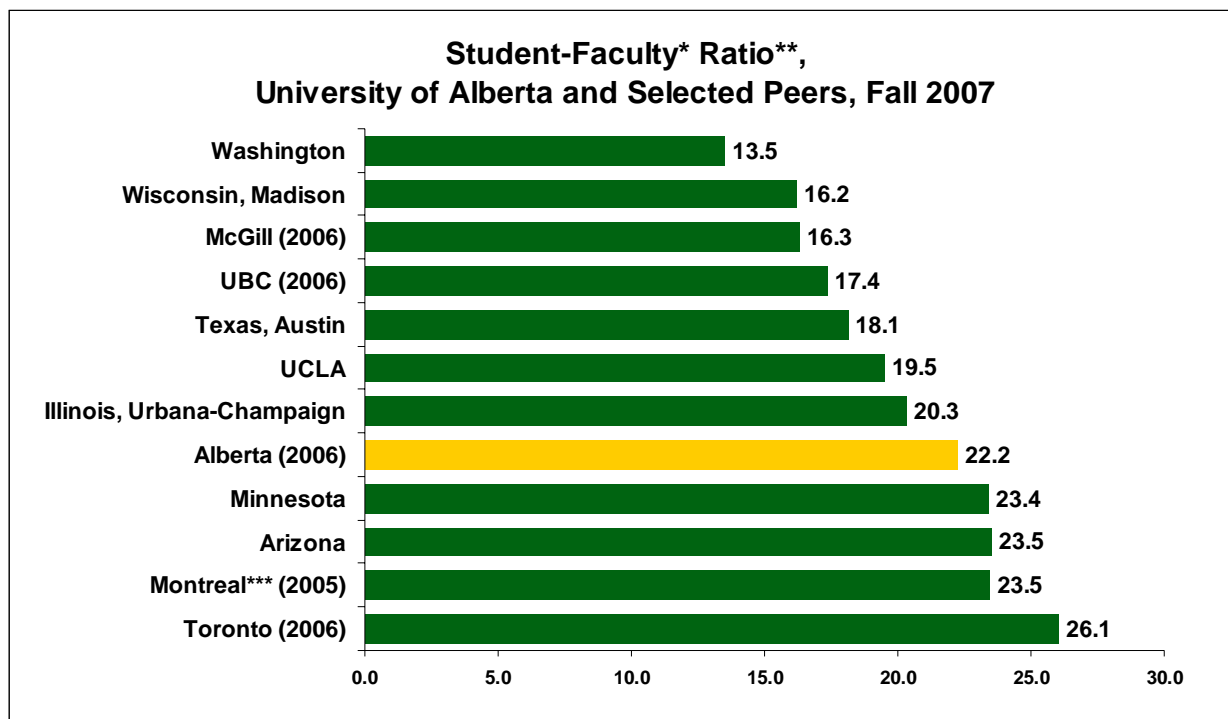
A.6 Student/Staff Ratios at University of Alberta



A.6A Graduate Student/Faculty Ratio



A.7 Student/Staff Ratio Comparison with Peer Institutions



*U.S. teaching faculty and Canadian full, associate and assistant professors.

**Ratio = Fall FTE student enrolment/full-time faculty for fall 2007 unless otherwise noted. Ratios are calculated and are not the same as the student-faculty ratio listed in the U.S. Common Data Sets.

***Montreal data includes HEC and École Polytechnique.

Sources: U.S. 2007-08 Common Data Sets and Statistics Canada's *Salaries and Salary Scales of Full-time Teaching Staff at Canadian Universities 2005-06 and 2006-07*.

A.8 Maintenance and Facility Renewal Costs vs IMP & One-Time Funding

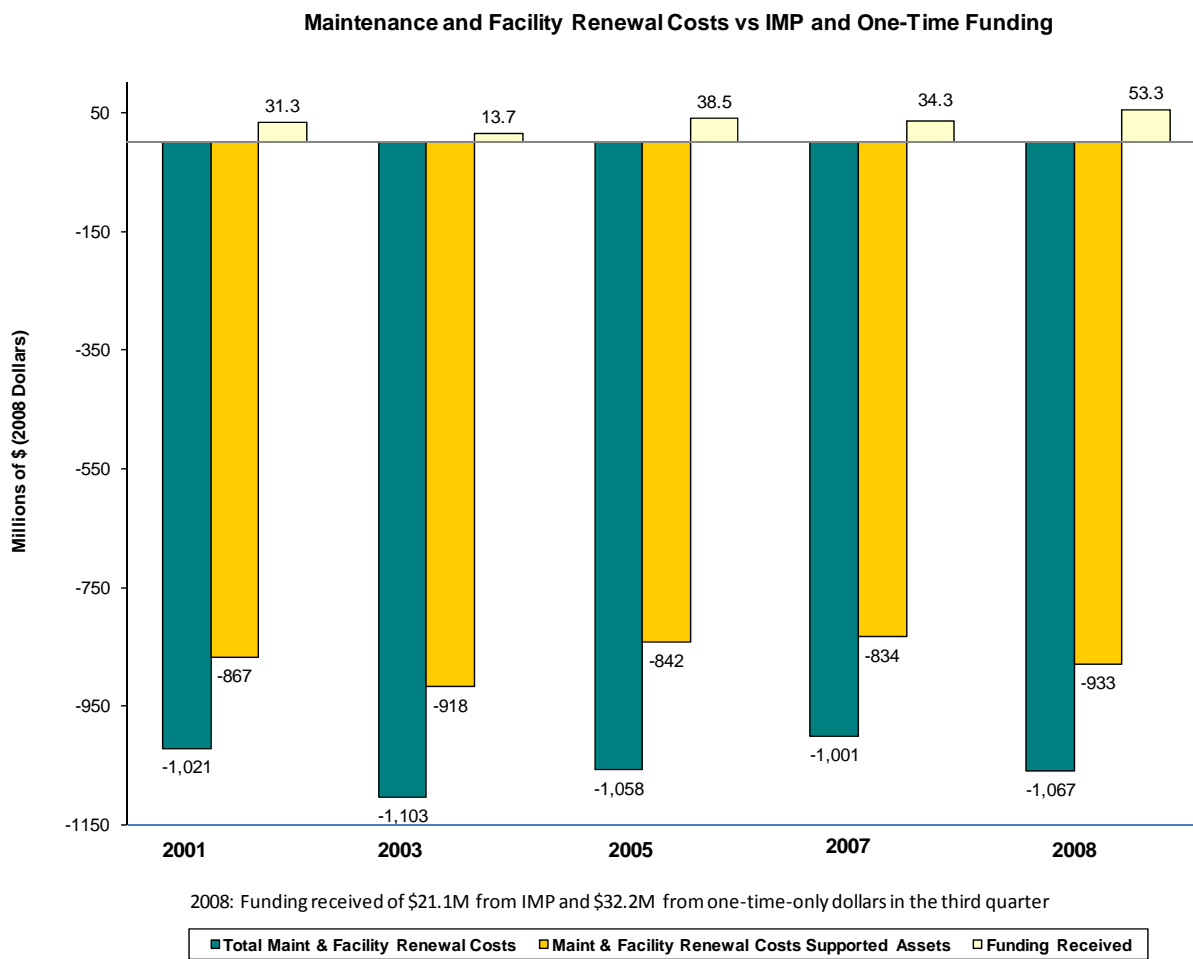
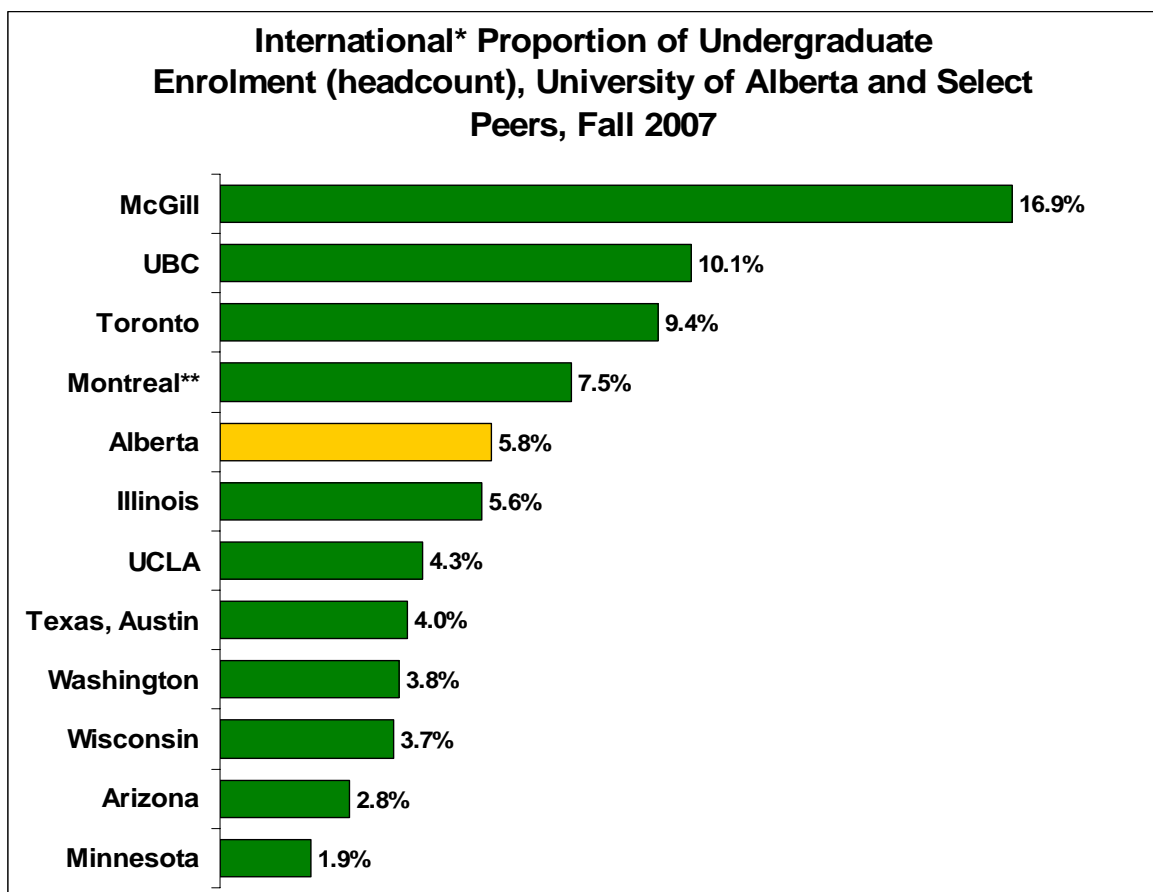


Chart A.9

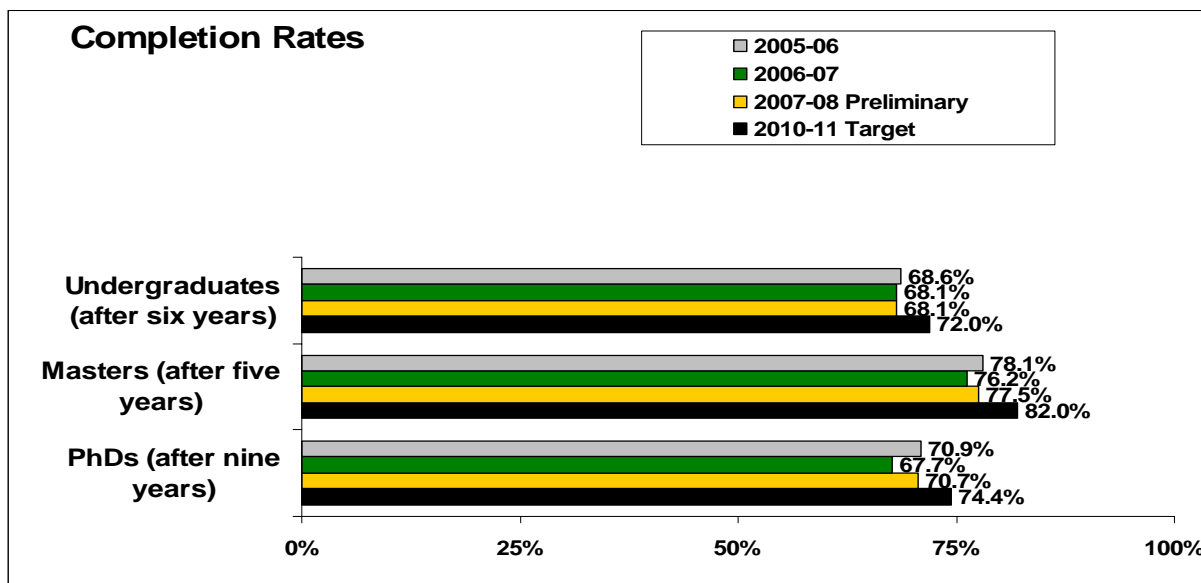


*Canadian proportions reflect visa students. U.S. proportions reflect full-time "non-resident alien" students.

**Montreal is an estimate and includes HEC and École Polytechnique.

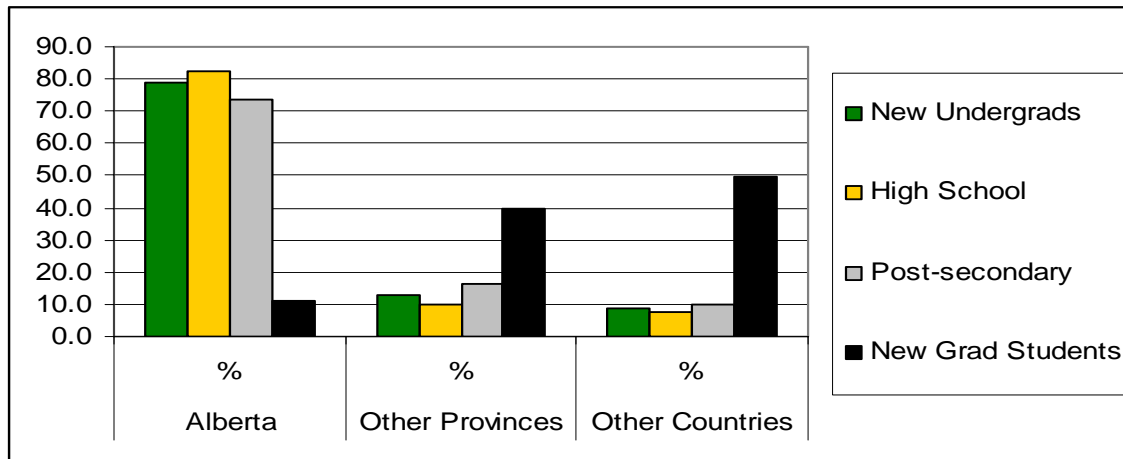
Sources: Canadian universities websites and U.S. Common Data Sets 2007-08.

A.10 Completion Rates



Progress has been made in completion rates among undergraduate students in the latest update, but not for Masters and PhD students. By its nature, this indicator will take some time to improve, since strategies implemented with current students will generate indicator results many years later. The completion rates presented above are affected by a number of factors such as student transfers and “stop outs”, for example, to work in a booming resource development economy. The objective, however, is to encourage both higher rates and greater speeds of completion. The target set for 2010-11 is to increase 2005-06 actuals by five per cent

A.11 Fall 2007 New Students At The University of Alberta by Location of Last School Attended



B. 2009/2010 Program Development

Approved Program Expansion Details

Program Band	Program	CIP	Incremental 2009/10 FLE
Business	Master of Business Administration	52	15
Education	Bachelor of Education (Aboriginal students)	13	4
	Master of Education (Aboriginal students)	13	1
Health Sciences	Bachelor of Science Med Lab Science	51	11
	Bachelor of Science Nursing	51	7
	Bachelor of Science Nursing After Degree	51	91
	Diploma in Dental Hygiene	51	7
	Doctor of Dental Surgery	51	3
	Doctor of Dental Surgery (Rural)	51	2
	Doctor of Medicine Rural and Aboriginal	51	5
	Doctor of Medicine 2007, 2008	51	55
	Master of Science: Occupational Therapy 2007, 2008	51	10
	Master of Science: Physical Therapy (Edmonton) 2007, 2008	51	7
	Master of Science: Speech Pathology and Audiology	51	20
Languages, Social Science, Arts and Humanities	Bachelor of Arts (Aboriginal)	16	6
	Master of Arts (Aboriginal)	16	1
Physical, Natural and Applied Sciences	Bachelor of Science,	var	38
	Bachelor of Science in Engineering 2006, 2008	14	90
	Bachelor of Science in Engineering Nanotechnology	14	100

	Bachelor of Science in Nutrition and Food Science	1	20
	Bachelor of Arts/Bachelor of Science Energy	30	20
	Doctor of Philosophy: Agriculture, Life and Environmental Science Various	1	15
	Doctor of Philosophy: Engineering Various	14	21
	Doctor of Philosophy: Engineering Various	14	44
	Doctor of Philosophy: Science Various	var	20
	Master of Engineering	14	82
	Master of Science: Agricultural, Life and Environmental Sciences	1	10
	Master of Science: Various Majors 2006, 2008	var	15
Various	Doctor of Philosophy Programs	var	60
	Total		780

Proposed Expansion to Existing Programs Details 2009/10

Program Band	Program	CIP	Incremental 2009/10 FLE	Rationale (brief overview only)
Business	Master in Communications and Technology	52	3	AET Priority Business, Graduate Students
Health Sciences	Bilingual Bachelor of Science Nursing/Faculté Saint-Jean	51	16	AET Priority Health Sciences, Graduate Students
	Masters in Nursing	51	6	AET Priority Health Sciences, Graduate Students
	Doctor of Philosophy Nursing	51	7	AET Priority Health Sciences, Graduate Students
	Master of Science Physical Therapy	51	20	AET Priority Health Sciences, Graduate Students

	Master of Science Occupational Therapy	51	5	AET Priority Health Sciences, Graduate Students
	Master of Science Rehabilitation Science	51	5	AET Priority Health Sciences, Graduate Students
Languages, Social Sciences, Arts & Humanities	Master of Arts/ Doctor of Philosophy various	var	5	AET Priority Graduate Students
Legal and Security	Master of Laws	22	6	AET Priority Graduate Students
	Doctor of Philosophy Law	22	3	AET Priority Graduate Students
Physical, Natural and Applied Sciences	Bachelor of Science Environmental and Conservation Sciences	1	12	AET Priority Physical, Natural and Applied Sciences

Proposed New Program Development Details 2009/10

Program Band	Program	CIP	Incremental 2009/10 FLE	Rationale (brief overview only)
Languages, Social Sciences, Arts & Humanities	Doctor of Philosophy Religious Studies		10	AET Priority Graduate Students
Physical, Natural and Applied Sciences	Bachelor of Science Animal Health	1	24	AET Priority Physical, Natural and Applied Sciences
	Master of Science Integrated Petroleum Geosciences	40	15	AET Priority Physical, Natural and Applied Sciences, Graduate students
Under- represented Groups	Bachelor of Education Urban Aboriginal Teacher Education Program	13	25	AET Priority Under- represented Groups

C. 2010/2011 Program Development

Approved Program Expansion Details

Program Band	Program	CIP	Incremental 2010/11 FLE
Education	Bachelor of Education (Aboriginal students)	13	4
	Doctor of Education (Aboriginal students)	13	1
Health Sciences	Bachelor of Science Medical Laboratory Science	51	11
	Bachelor of Science Nursing After Degree	51	84
	Bachelor of Science Nursing Collaborative with RDC	51	18
	Diploma in Dental Hygiene	51	9
	Doctor of Dental Surgery	51	3
	Doctor of Medicine 2007, 2008	51	55
	Master of Science Occupational Therapy	51	2
	Master of Science Physical Therapy (Edmonton)	51	2
	Master of Science Speech Pathology and Audiology	51	6
Languages, Social Sciences, Arts & Humanities	Bachelor of Arts (Aboriginal students)	16	6
Physical, Natural and Applied Sciences	Bachelor of Science	var	31
	Bachelor of Science in Engineering	14	60
	Bachelor of Science in Engineering Nanotechnology	14	100
	Bachelor of Science in Nutrition and Food Science	1	20
	Doctor of Philosophy: Agriculture, Life and Environmental Science Various	1	18
	Doctor of Philosophy: Engineering Various	14	43
	Doctor of Philosophy: Science Various	var	20

	Master of Engineering	14	45
	Master of Science: Agricultural, Life and Environmental Sciences	1	12
	Master of Science: Various	var	8
	Total		558

Proposed Expansion to Existing Programs Details 2010/11

Program Band	Program	CIP	Incremental 2010/11 FLE	Rationale (brief overview only)
Business	Bachelor of Commerce program	52	240	AET Priority Business
	Bachelor Management Augustana	52	10	AET Priority Business
	Master of Communication Technology	52	5	AET Priority Business, Graduate Students
	Master of Business Administration	52	10	AET Priority Business, Graduate Students
Health Sciences	Bilingual Bachelor of Science Nursing/Faculté Saint-Jean	51	16	AET Priority Health Sciences
	Doctor of Philosophy/Master of Science in Physical Education and Recreation	51	3	AET Priority Health Sciences, Graduate Students
	Masters in Nursing	51	5	AET Priority Health Sciences, Graduate Students
	Doctor of Philosophy Nursing	51	15	AET Priority Health Sciences, Graduate Students
	Master of Science Occupational Therapy	51	5	AET Priority Health Sciences, Graduate Students
	Master of Science Speech Pathology and Audiology	51	20	AET Priority Health Sciences, Graduate Students

	Master of Science Rehabilitation Science	51	5	AET Priority Health Sciences, Graduate Students
Languages, Social Sciences, Arts & Humanities	Master of Arts/Doctor of Philosophy various	var	45	AET Priority Graduate Students
Legal and Security	Bachelor of Laws	22	25	Institutional Priority
	Master of Laws	22	12	AET Priority Graduate Students
	Doctor of Philosophy Law	22	8	AET Priority Graduate Students
Physical, Natural and Applied Sciences	Bachelor of Science Environmental and Conservation Sciences	1	12	AET Priority Physical, Natural and Applied Sciences
	Bachelor of Science	Var	200	
	Doctor of Philosophy/Master of Science ALES	1	20	
	Doctor of Philosophy/Master of Science Physical Education and Recreation	36	2	AET Priority Graduate Students
	Doctor of Philosophy/Master of Science – Science	var	50	AET Priority Physical, Natural and Applied Sciences, Graduate students
Under- represented Groups	Bachelor of Arts, Education, Science Faculté Saint-Jean	var	50	AET Priority Under- represented Groups, Graduate students

Proposed New Program Development Details 2010/2011

Program Band	Program	CIP	Incremental 2010/11 FLE	Rationale (brief overview only)
Education	Bachelor of Science/Bachelor of	13	5	AET Priority Under- represented Groups

	Education Education/Augustana			
	Bachelor of Education collaboration with Grande Prairie Regional College	13	20	AET Priority Under- represented Groups
Health Sciences	Doctor of Pharmacy	51	12	AET Priority Health Sciences
	Master of Education in Health Sciences Education	51	20	AET Priority Health Sciences, Graduate Students
Languages, Social Sciences, Arts & Humanities	Doctor of Philosophy Religious Studies		10	AET Priority Graduate Students
Physical, Natural and Applied Sciences	Bachelor of Arts Environmental Studies	1	8	AET Priority Physical, Natural and Applied Sciences
	Bachelor of Science Animal Health	1	57	AET Priority Physical, Natural and Applied Sciences
	Bachelor of Science Collaboration with Olds College	1	20	AET Priority Physical, Natural and Applied Sciences
	Master of Science Integrated Petroleum Geosciences	40	10	AET Priority Physical, Natural and Applied Sciences, Graduate students
Under- represented Groups	Bachelor of Arts Aboriginal Recreation, Sport and Community Wellness/PER and Native Studies	36	5	AET Priority Under- represented Groups
	Master of Arts Native Studies	5	3	AET Priority Under- represented Groups, Graduate students

D. 2011/2012 and beyond Program Development

Approved Program Expansion Details

Program Band	Program	CIP	Incremental 2011/12 & Beyond FLE
Education	Bachelor of Education (Aboriginal students)	13	4
	Doctor of Education (Aboriginal students)	13	1
Health Sciences	Bachelor of Science Nursing Collaborative with GPRC, RDC	51	23
	Diploma in Dental Hygiene	51	4
	Doctor of Dental Surgery	51	3
	Doctor of Medicine	51	78
Languages, Social Sciences, Arts & Humanities	Bachelor of Arts (Aboriginal students)	16	6
Physical, Natural and Applied Sciences	Bachelor of Science	var	40
	Bachelor of Science in Engineering	14	60
	Bachelor of Science in Nutrition and Food Science	1	15
	Doctor of Philosophy: Agriculture, Life and Environmental Science	1	24
	Doctor of Philosophy: Engineering Various	14	43
	Doctor of Philosophy: Science	var	15
	Master of Science: Agricultural, Life and Environmental Sciences	1	16
	Total		332

Proposed Expansion to Existing Programs Details 2011/12 and beyond

	Program	CIP	Incremental	Rationale (brief overview)
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Program Band			2011/12 & Beyond FLE	only)
Business	Bachelor of Commerce 11/12	52	240	AET Priority Business
	Bachelor of Commerce 12/13	52	240	AET Priority Business
	Bachelor of Management Augustana 11/12	52	10	AET Priority Business
	Bachelor of Management Augustana 12/13	52	10	AET Priority Business
	Master of Arts in Communication Technology 11/12	52	5	AET Priority Business, Graduate Students
	Master of Arts in Communication Technology 12/13	52	7	AET Priority Business, Graduate Students
	Master of Arts in Communication Technology 13/14	52	5	AET Priority Business, Graduate Students
	Master of Business Administration 11/12	52	10	AET Priority Business, Graduate Students
Health Sciences	Bilingual Bachelor of Science Nursing/Faculté Saint-Jean 11/12	51	16	AET Priority Health Sciences
	Bilingual Bachelor of Science Nursing/Faculté Saint-Jean 12/13		16	AET Priority Health Sciences
	Doctor of Philosophy/Master of Science Physical Education and Recreation 11/12	51	3	AET Priority Health Sciences, Graduate Students
	Doctor of Philosophy/Master of Science Physical Education and	51	3	AET Priority Health Sciences, Graduate Students

	Recreation 12/13			
	Doctor of Philosophy/Master of Science Physical Education and Recreation 13/14	51	3	AET Priority Health Sciences, Graduate Students
	Master of Nursing 11/12	51	5	AET Priority Health Sciences, Graduate Students
	Doctor of Philosophy Nursing 11/12	51	5	AET Priority Health Sciences, Graduate Students
	Master of Science Physical Therapy 11/12	51	40	AET Priority Health Sciences, Graduate Students
	Master of Science Physical Therapy 13/14	51	60	AET Priority Health Sciences, Graduate Students
	Master of Science Occupational Therapy 13/14	51	25	AET Priority Health Sciences, Graduate Students
	Master of Science Rehabilitation Science	51	5	AET Priority Health Sciences, Graduate Students
Languages, Social Sciences, Arts & Humanities	Master of Arts/Doctor of Philosophy various 11/12	var	45	AET Priority Graduate Students
	Master of Arts/Doctor of Philosophy various 12/13	var	45	AET Priority Graduate Students
	Master of Arts/Doctor of Philosophy various 13/14	var	40	AET Priority Graduate Students
Legal and Security	Bachelor of Laws 11/12	22	25	Institutional Priority
	Bachelor of Laws 12/13	22	25	Institutional Priority
	Master of Laws 11/12	22	6	AET Priority Graduate Students
	Doctor of Philosophy Law 11/12	22	8	AET Priority Graduate Students

	Doctor of Philosophy Law 12/13	22	8	AET Priority Graduate Students
Physical, Natural and Applied Sciences	Bachelor of Science Environmental and Conservation Sciences 11/12	1	12	AET Priority Physical, Natural and Applied Sciences
	Bachelor of Science Environmental and Conservation Sciences 12/13	1	12	AET Priority Physical, Natural and Applied Sciences
	Bachelor of Science Environmental and Conservation Sciences 13/14	1	12	AET Priority Physical, Natural and Applied Sciences
	Bachelor of Science Engineering 12/13	14	100	AET Priority Physical, Natural and Applied Sciences
	Bachelor of Science Engineering 13/14	14	100	AET Priority Physical, Natural and Applied Sciences
	Master of Science Engineering 12/13	14	45	AET Priority Physical, Natural and Applied Sciences
	Master of Science Engineering 13/14	14	45	AET Priority Physical, Natural and Applied Sciences, Graduate students
	Doctor of Philosophy Engineering 12/13	14	90	AET Priority Physical, Natural and Applied Sciences, Graduate students
	Doctor of Philosophy Engineering 13/14	14	90	AET Priority Physical, Natural and Applied Sciences, Graduate students
	Bachelor of Science 11/12	Var	200	AET Priority Physical, Natural and Applied Sciences
	Bachelor of Science 12/13	Var	200	AET Priority Physical, Natural and Applied Sciences
	Bachelor of Science 13/14	Var	200	AET Priority Physical, Natural and Applied

				Sciences
	Doctor of Philosophy/Master of Science ALES 11/12	1	20	AET Priority Physical, Natural and Applied Sciences, Graduate students
	Doctor of Philosophy/Master of Science ALES 11/12	1	20	AET Priority Physical, Natural and Applied Sciences, Graduate students
	Doctor of Philosophy/Master of Science ALES 11/12	1	20	AET Priority Physical, Natural and Applied Sciences, Graduate students
	Doctor of Philosophy/Master of Science Physical Education and Recreation 11/12	36	2	AET Priority Graduate Students
	Doctor of Philosophy/Master of Science Physical Education and Recreation 12/13	36	2	AET Priority Graduate Students
	Doctor of Philosophy/Master of Science Physical Education and Recreation 13/14	36	2	AET Priority Graduate Students
	Doctor of Philosophy/Master of Science - Science 11/12	Var	50	AET Priority Physical, Natural and Applied Sciences, Graduate students
	Doctor of Philosophy/Master of Science - Science 11/12	Var	50	AET Priority Physical, Natural and Applied Sciences, Graduate students
	Doctor of Philosophy/Master of Science - Science 11/12	Var	50	AET Priority Physical, Natural and Applied Sciences, Graduate students
Under-represented Groups	Bachelor of Arts, Education, Science Faculté Saint-Jean 11/12	Var	50	AET Priority Under-represented Groups, Graduate students

	Bachelor of Arts, Education, Science Faculté Saint-Jean 12/13	Var	50	AET Priority Under- represented Groups, Graduate students
	Bachelor of Arts, Education, Science Faculté Saint-Jean 13/14	Var	50	AET Priority Under- represented Groups, Graduate students

Proposed New Program Development Details 2011/2012 and beyond

Program Band	Program	CIP	Incremental 2011/12 & Beyond FLE	Rationale (brief overview only)
Business	Bachelor of Commerce specialization Natural Resources, Energy and the Environment 11/12	52	40	AET Priority Business
	Bachelor of Commerce specialization Natural Resources, Energy and the Environment 12/13	52	40	AET Priority Business
	Bachelor of Commerce specialization Natural Resources, Energy and the Environment 13/14	52	40	AET Priority Business
Education	Bachelor of Science/Bachelor of Education Education/Augustana 11/12	13	7	AET Priority Under- represented Groups
	Bachelor of Science/Bachelor of Education Education/Augustana	13	15	AET Priority Under- represented Groups

	12/13			
	Bachelor of Science/Bachelor of Education Education/Augustana 13/14	13	13	AET Priority Under-represented Groups
	Bachelor of Education collaboration with Grande Prairie Regional College 11/12	13	20	AET Priority Under-represented Groups
	Bachelor of Education collaboration with Grande Prairie Regional College 12/13	13	20	AET Priority Under-represented Groups
	Bachelor of Education collaboration with Grande Prairie Regional College 13/14	13	20	AET Priority Under-represented Groups
Health Sciences	Doctor of Pharmacy 11/12		12	AET Priority Health Sciences
	Doctor of Pharmacy 12/13		26	AET Priority Health Sciences
	Doctor of Pharmacy 13/14	51	47	AET Priority Health Sciences
	Doctor of Philosophy in Audiology 11/12	51	5	AET Priority Health Sciences, Graduate Students
	Doctor of Philosophy in Audiology 12/13	51	5	AET Priority Health Sciences, Graduate Students
	Doctor of Philosophy in Audiology 13/14	51	5	AET Priority Health Sciences, Graduate Students
	Master in Education Health Sciences Education 11/12	51	20	AET Priority Health Sciences, Graduate Students
Languages, Social Sciences, Arts & Humanities	Doctor of Philosophy Religious Studies 11/12	38	10	AET Priority Graduate Students

	Doctor of Philosophy Religious Studies 12/13	38	10	AET Priority Graduate Students
	Master of Arts/Master of Science Museum Arts and Sciences 11/12		15	AET Priority Graduate Students
	Master of Arts/Master of Science Museum Arts and Sciences 12/13		15	AET Priority Graduate Students
	Master of Arts/Master of Science Museum Arts and Sciences 13/14		15	AET Priority Graduate Students
Physical, Natural and Applied Sciences	Bachelor of Arts Environmental Studies 11/12	1	8	AET Priority Physical, Natural and Applied Sciences
	Bachelor of Arts Environmental Studies 12/13	1	8	AET Priority Physical, Natural and Applied Sciences
	Bachelor of Arts Environmental Studies 13/14	1	16	AET Priority Physical, Natural and Applied Sciences
	Bachelor of Science Animal Health 11/12	1	51	AET Priority Physical, Natural and Applied Sciences
	Bachelor of Science Animal Health 12/13	1	50	AET Priority Physical, Natural and Applied Sciences
	Bachelor of Science Collaboration with Olds College 11/12	1	20	AET Priority Physical, Natural and Applied Sciences
	Bachelor of Arts / Bachelor of Science Planning 11/12	30	25	AET Priority Physical, Natural and Applied Sciences
	Bachelor of Arts / Bachelor of Science Planning 12/13	30	25	AET Priority Physical, Natural and Applied Sciences

	Bachelor of Arts / Bachelor of Science Planning 13/14	30	20	AET Priority Physical, Natural and Applied Sciences
	Master of Science Integrated Petroleum Geosciences 11/12	40	5	AET Priority Physical, Natural and Applied Sciences, Graduate students
	Master of Science Integrated Petroleum Geosciences 12/13	40	5	AET Priority Physical, Natural and Applied Sciences, Graduate students
Under- represented Groups	Bachelor of Arts Aboriginal Recreation, Sport and Community Wellness PER/Native Studies 11/12	36	5	AET Priority Under- represented Groups
	Bachelor of Arts Aboriginal Recreation, Sport and Community Wellness PER/Native Studies 12/13	36	5	AET Priority Under- represented Groups
	Bachelor of Arts Aboriginal Recreation, Sport and Community Wellness PER/Native Studies 13/14	36	5	AET Priority Under- represented Groups
	Bachelor of Education Urban Aboriginal Teacher Education Program 11/12	13	25	AET Priority Under- represented Groups
	Bachelor of Education Urban Aboriginal Teacher Education Program 13/14	13	25	AET Priority Under- represented Groups
	Master of Arts Native Studies 11/12	5	5	AET Priority Under- represented Groups, Graduate students
	Master of Arts Native Studies 12/13	5	5	AET Priority Under- represented Groups, Graduate students