



UNIVERSITY OF
ALBERTA

Building the Next Institutional Strategic Plan

SU Council

December 1, 2015

Steven Dew

Provost and Vice-President (Academic)

Overview

- Institutional strategic planning process
- The changing postsecondary landscape
- The U of A today
- Discussion

Strategic Planning Process

OUTCOME: One strategic plan to guide all institutional academic and administrative priority-setting, decision-making, and governance.

STAGE 1: Campus Consultation

- Common Values
- Collective Vision
- Goals and Strategies

STAGE 2: Draft Plan Approval

- Community Feedback
- Governance Review

Development of Discussion Paper

- Evolved out of 17 faculty meetings in spring 2015
- Senior Administrators Retreat- August
- In process of convening an advisory committee

A changing postsecondary environment

- Changing demographics
- Increased competition nationally and internationally
- Current economic climate
- Anticipated tightening of government budgets

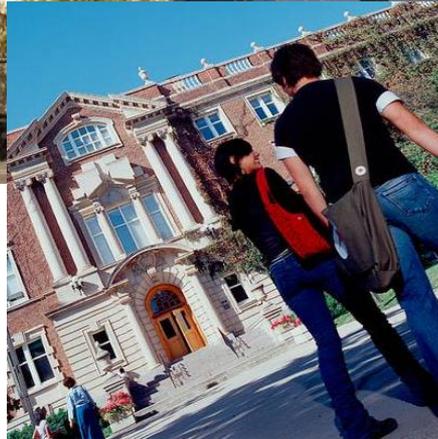
The University of Alberta



GREEN & GOLD
university colours

INSPIRATION: autumn colours of river valley; prairie land flanked by deep spruce forests

Multi-campus environment



Teaching Excellence

41 National 3M
Teaching Fellows
the most in Canada

Class sizes
AMONG THE SMALLEST
at major Canadian universities

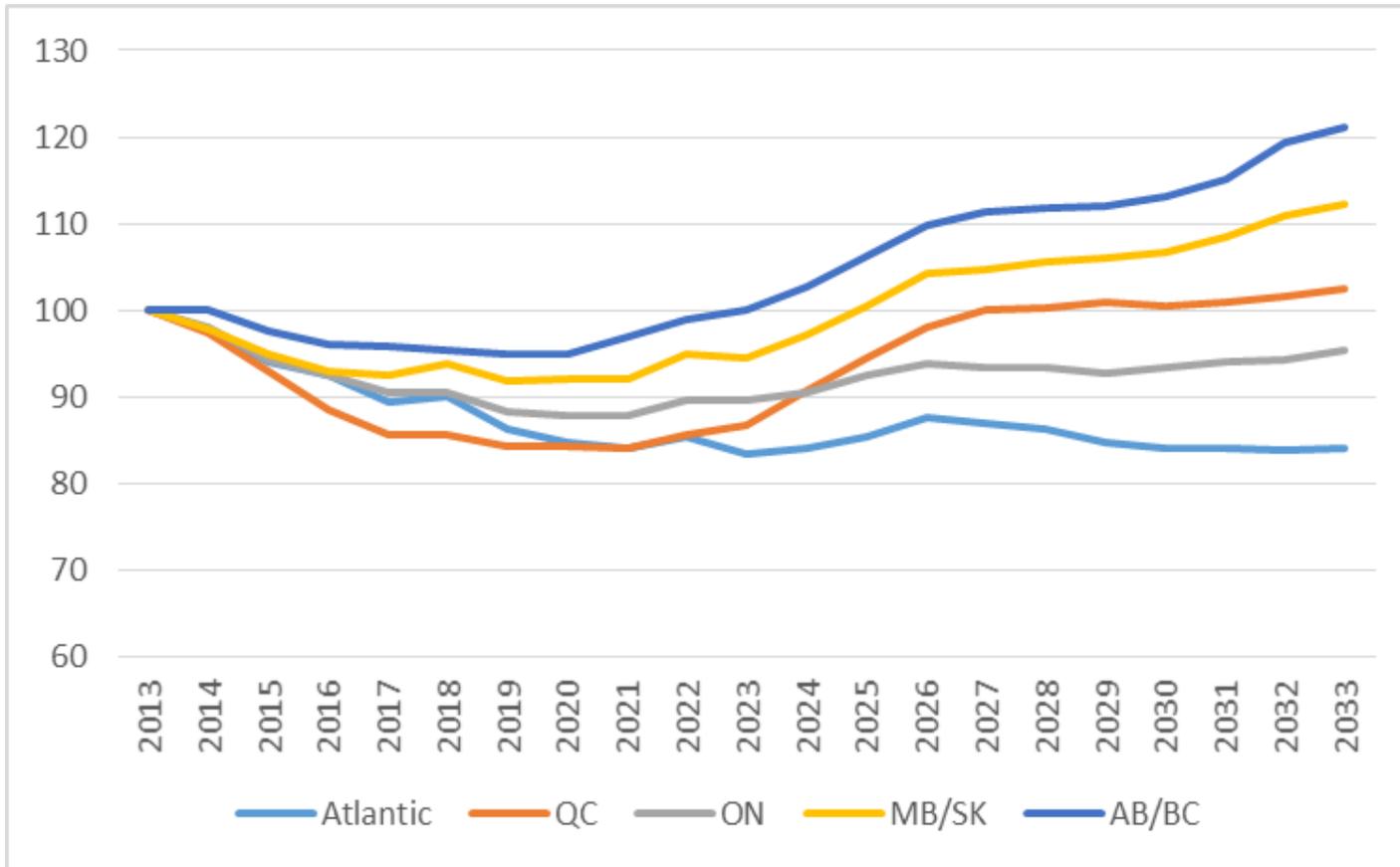
CENTRE FOR TEACHING AND LEARNING

provides practical tools to help instructors excel

ANNUAL FESTIVAL OF TEACHING celebrates teaching and learning

Canadian student demographics

Demographic trends, 18 year olds



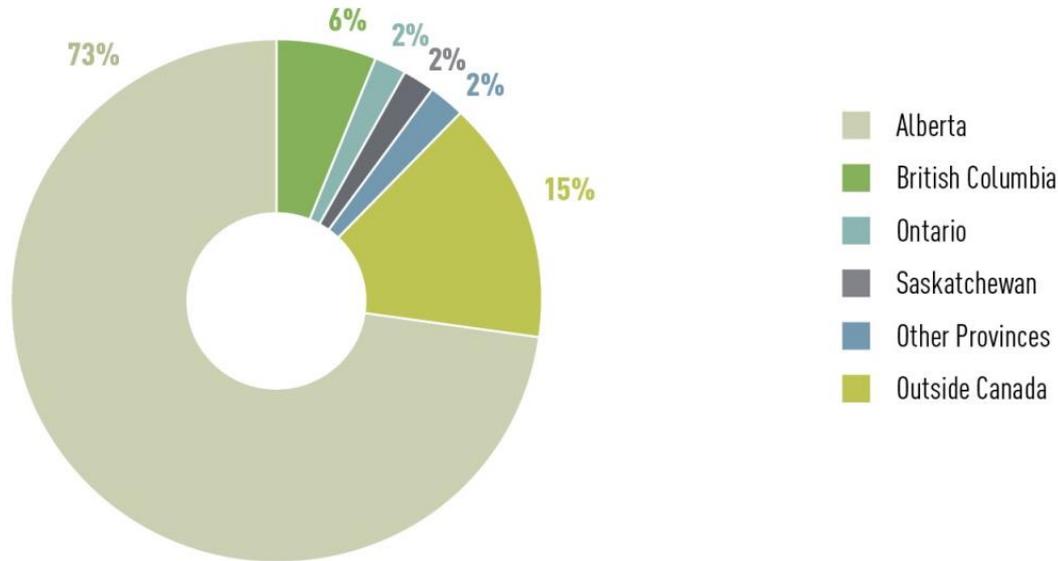
Data source: Alex Usher, Higher Education Strategy Associates

Our students

- The U of A was home to 37,749 students in 2014-15
- In 2014-15, 49.6 percent of undergraduates reported their hometown as Edmonton
- International students comprised 35.1 per cent of graduate students and 13.8 per cent of undergraduate (2014-15)
- The number of undergraduate students who self-identify as Aboriginal has risen from 2.7 per cent of total student population in 2005-06 to 3.0 per cent in 2014-2015

Where do our students come from?

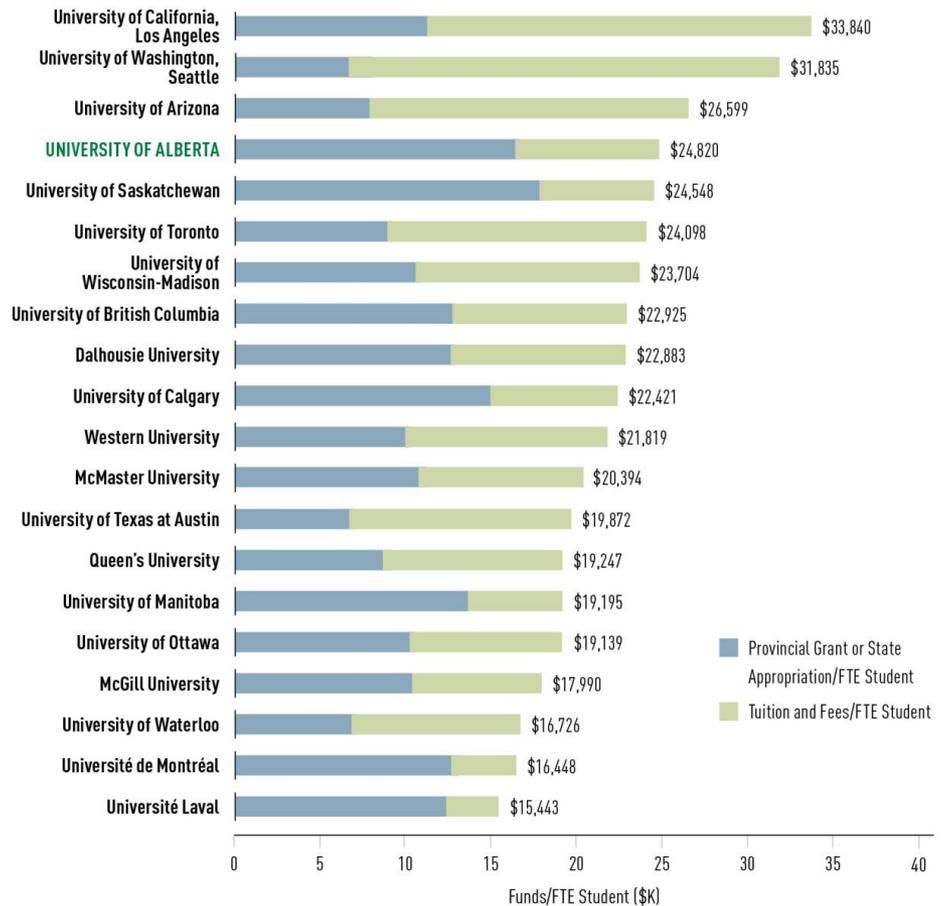
Last School Location of New Undergraduate Students, Fall 2015



Notes: Last school location is self-reported and data does not include those who did not report
Source: Institutional Data Warehouse as of October 25, 2015.

Revenue per FTE student

Provincial Grants/State Appropriations and Tuition/Fees per FTE Student, University of Alberta and Selected Peers 2013-14 (Operating Revenue Only)

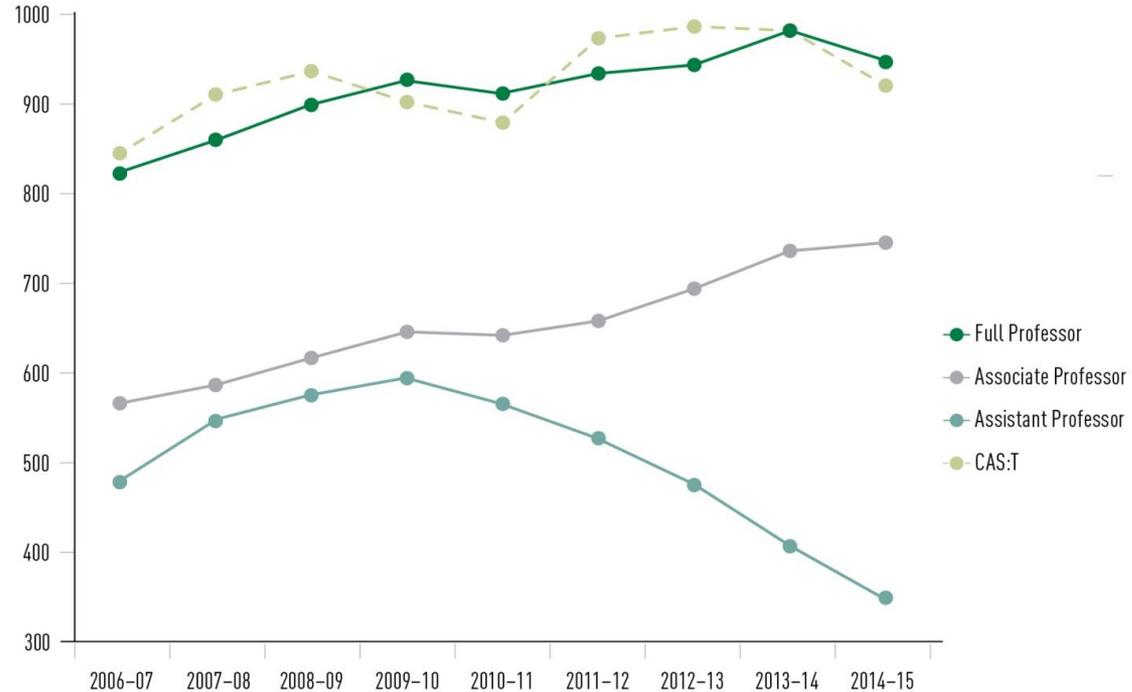


Notes: Data are the most recent available. Figures do not represent total operating revenue. FTE (full-time equivalent) students represent the count of full-time students plus one-third of the count of part-time students. Post-graduate medical education residents are excluded. Figures are in Canadian dollars. Conversion from U.S. to Canadian dollars is based on Bank of Canada rates for September 30, 2013 (1.03).

Sources: For Canadian universities: CAUBO Financial Information of Universities and Colleges, 2013-14 Report 3.1 and the U15 Data Exchange. For U.S. universities: their respective Common Data Sets as of July 2014 for enrolment and their respective financial statements for financial figures.

Faculty demographics

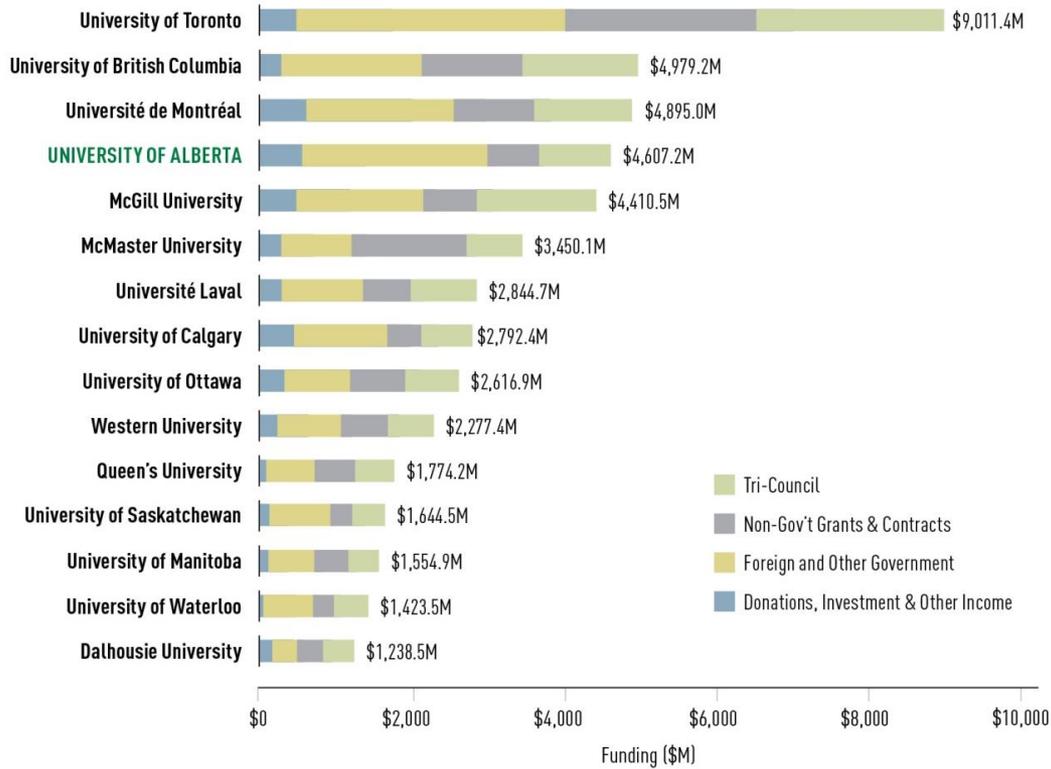
Change in the Number of Faculty and CAS:T Members by Rank, 2006/07 – 2014/15



Notes: Totals include faculty and CAS:T members from teaching units only (administrative units are excluded). These data are based on headcount, which is a distinct count of staff as of Oct. 1 of each reporting year. **Source:** Institutional Data Warehouse as of Sept. 24, 2015.

Research funding

U15 Sponsored Research Income by Type 2004/05 – 2013/14

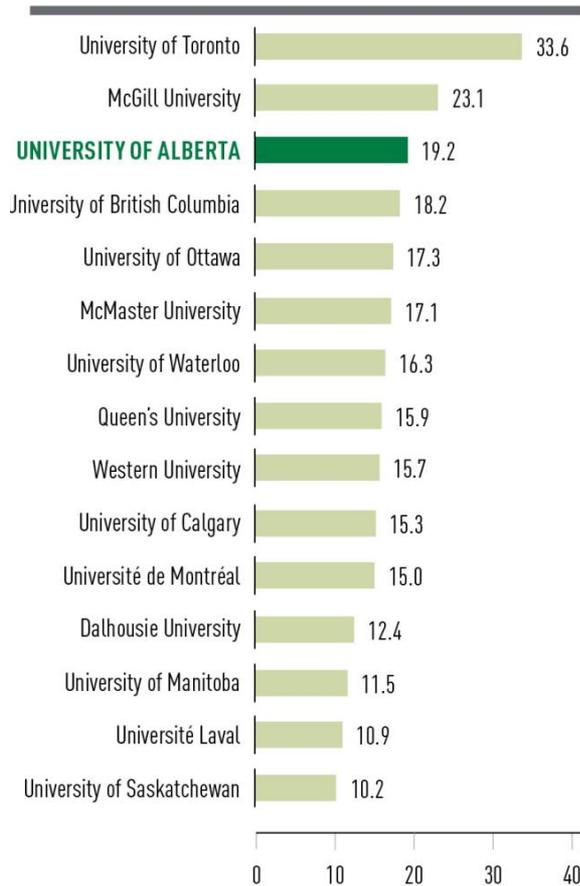


Notes: Income from Tri-Council includes the Social Sciences and Humanities Research Council (SSHRC), the Natural Sciences and Engineering Research Council (NSERC), and the Canadian Institutes of Health Research (CIHR). Other Government income reflects grant and contract income from all government departments and agencies, less Tri-Council, and includes foreign government income. Donations, non-governmental grants and contracts, and investments and other income are reported in each respective category on the CAUBO report. Université de Montréal includes École Polytechnique de Montréal and HEC Montréal.

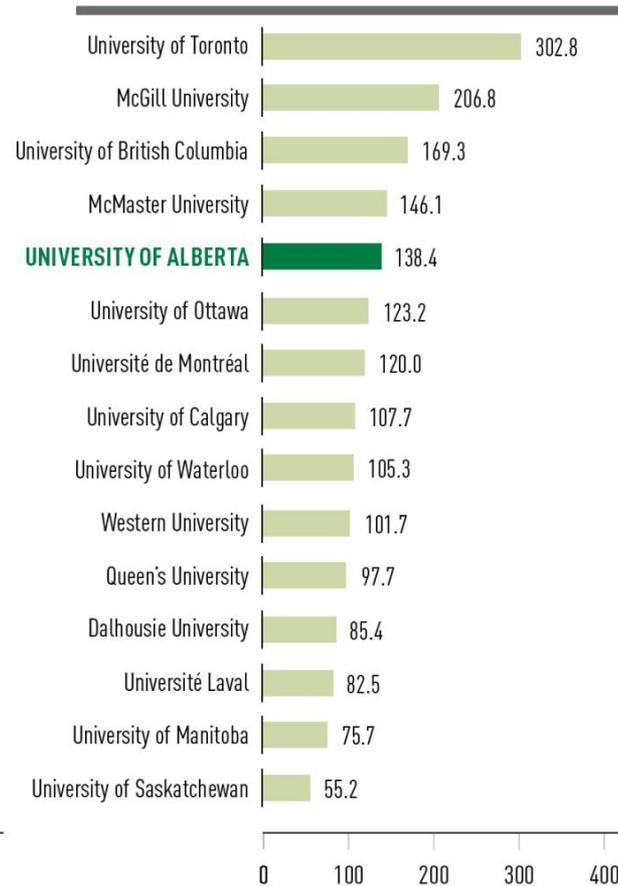
Sources: Canadian Association of University Business Officers (CAUBO): Financial Information of Universities and Colleges, Report 3.1. Data are the most recent available.

Research excellence

Publications Per Full-Time Faculty from 2010 to 2014 at U15 Institutions



Citations Per Full-Time Faculty from 2010 to 2014 at U15 Institutions



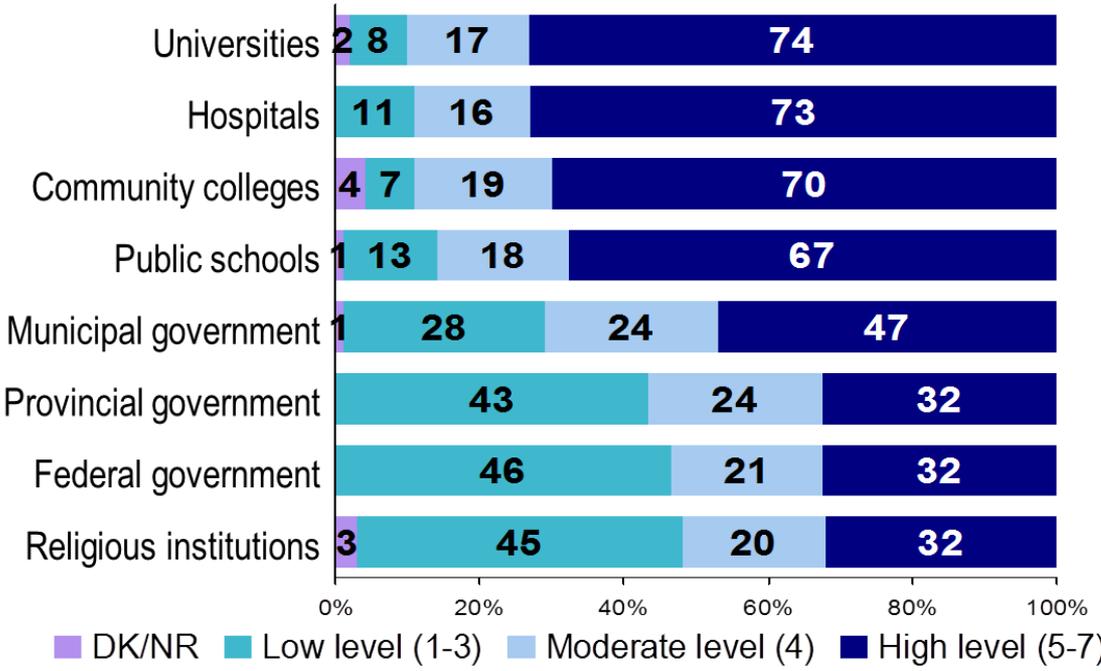
Notes: Staff figures represent averages for the reported years 2010-11 to 2013-14 (most recent data available). 2012-13 and 2013-14 staff counts are not available for Université de Montréal and Université Laval. Publication and citation counts are for the calendar years 2010 to 2014.

Sources: InCites™, Thomson Reuters (2015). InCites dataset updated Oct 7, 2015. Includes Web of Science content indexed through Aug 5, 2015; exported October 15, 2015. U15 faculty counts based on Statistics Canada: *Salaries and Salary Scales of Fulltime Teaching Staff at Canadian Universities, Final Report* and U15 Data Exchange, including full, associate and assistant professors.

We can set the agenda

- New government
- New university leadership
- The public trusts us

Canadian trust in institutions



What will be our next steps?

**How can we build a great
university for the public good and
the betterment of our community,
nation, and world?**

Students

- **How do we educate the future graduate and undergraduate student—the engaged and informed citizen, highly skilled professional, scholar/artist, and lifelong learner?**
- **How can we more consciously assist our undergraduate and graduate students' process of self-discovery and give them the skills to engage and use their talents, creativity, and curiosity to contribute to their communities and to enhance their lives?**
- How can we minimize the impact of future demographic challenges and maximize demographic opportunities for diversifying and enriching our student population? What is the right balance of graduate to undergraduate students?

Campus Cohesion

- **What values do you think the University of Alberta should (or does) embody?**
- How can an individual or unit contribute to the overall benefit of the institution? How do we increase a culture of belonging to and engagement with the university?
- How do we balance diversity and unity across the university in the interest of the greater good in good and bad times?

Community Engagement

- **How and for what purpose are we engaging with communities? How do we ensure our community engagement is mutual, sustained, relevant, and meaningful?**
- How can we promote and encourage community engagement in research and teaching? What incentives and rewards are needed?

Participate

Visit the Webpage:

UAB.CA/STRATEGIC-PLAN

- Register to attend Campus Forums and Roundtable Discussions
- Provide Online Feedback to the Consultation Document and the Draft Plan (to be released in early 2016)
- Read and Download the latest documents

Contact us directly: engage@ualberta.ca

Questions to Consider

- Questions developed around three themes:
 - **For the Public Good**
 - **Empowering the Whole Person**
 - **Engaging the Whole People**

Leadership and Service

- What specific strategies could we undertake to provide leadership in Alberta and Canada?
- How can we encourage and reward change leaders and public intellectuals within our university community?
- What roles and responsibilities should the U of A take on to play a leadership role in responding to the recommendations of the Truth and Reconciliation Commission? How can we most effectively acknowledge, serve, and engage Canada's Indigenous communities?

Excellence

- What should be our criteria for identifying both current and emerging areas of excellence?
- What areas of strength differentiate the University of Alberta from other universities and are we ready to differentially support and promote our areas of excellence?

Creativity, Entrepreneurship, and Economic Diversification

- How can we improve our record of transferring knowledge, scholarship, creative activity, technology, and expertise to where it can positively impact the community?
- How should and can our programs evolve to ensure that our students have the creativity, critical thinking, and technical knowledge, skills, and competencies they need to be social and economic entrepreneurs in the future?

Reputation and Advocacy

- How can we engage Albertans and other core stakeholders in ways that increase their understanding and appreciation of our international, national, and provincial objectives?
- How can we develop a robust reputation on the international stage, where rankings are of increasing influence to potential students, research partners, philanthropists, and granting agencies?

Faculty

- What will it mean to be a professor in the future?
- How can we further enable and enrich the intellectual, professional, and personal development of all faculty from appointment through promotion to retirement?
- What is the right balance of ranks needed to renew and sustain the health and vitality of the academy at the U of A and how can we attain and sustain it?

Academic and Non-Academic Staff

- How can we enable and enrich the intellectual, professional, and personal development of staff members?
- How can we improve staff mobility within the university and create more opportunities for career progression to the benefit of both the individual and the university?

Diversity

- How can we build on our ongoing efforts to support and celebrate the human diversity of our campuses and promote the values of diversity and equity across the broader community?
- What incentives and supports do we need to put in place to take full advantage of the U of A's diversity by facilitating and strengthening interdisciplinary and cross-faculty research and teaching initiatives?

Edmonton and Region

- How can we continue to strengthen our engagement with the City of Edmonton, its various communities, and surrounding regions?

Alberta

- What are our key responsibilities within Alberta's six-sector (differentiated) model of post-secondary education? How can we best fulfil our leadership role?
- Where are the opportunities to increase our engagement with Alberta's communities, and to help our Alberta partners connect with others on the national and international stage?

National Leadership

- In what areas does the U of A have the greatest potential to demonstrate and provide national leadership?
- How can we build on our current engagement with partners and provide exception leadership in Canada's PSE sector, including the U15 and Universities Canada?

International Leadership

- How can and should the U of A respond to global challenges? In what areas could we have greatest impact?
- Which regions of the world should be the focus of our future international engagement? How can we most effectively engage those regions?