

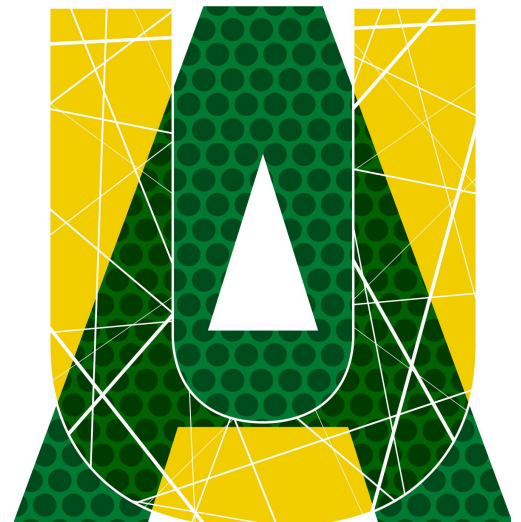


UNIVERSITY
OF ALBERTA

The University of Alberta for Tomorrow: One University

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“By working together as One University, we will build one of the world's great universities for the public good, poised to tackle the challenges of today and tomorrow.”

We Are One University

Launched two years ago, the University of Alberta for Tomorrow (UAT) set an ambitious goal: to turn the university's unprecedented financial challenges into a strategic transformation, positioning the U of A for success for decades to come. UAT advanced a clear vision: to operate not as a collection of silos but as a unified university focused on our core mission. As One University, our core mission is to harness all the power and potential of the University of Alberta towards building and sustaining one of the world's great universities for the public good.

A top-five Canadian university and most recently in the [top 100 globally](#), the U of A is a teaching and research institution with a long history of excellence. Though the past two years have proven challenging working through a global pandemic while undergoing campus-wide academic and administrative restructuring, what continues to unite us all is our commitment to inspire the human spirit through excellence in learning, discovery, and citizenship. Many recent advancements illustrate our community's commitment to addressing complex global challenges: diversifying our energy industry, delivering vaccines to the world, and coming together across disciplines to create a more equitable and just society. Unchanged since the university's founding, our goal is to uplift the whole people, as Henry Marshall Tory said when he delivered the U of A's first convocation address in 1908.

But competition for people and resources is fierce, and we compete in a global arena. For universities, globalization means opportunities for collaborating with international partners on global challenges and attracting talent from all over the world. However, it also means students, researchers and staff are free to fulfill their potential anywhere. And the competition gets steeper by the day. We must build on the University of Alberta's strong foundation as a global university and propel further growth.

Leading global universities create an atmosphere where people can think broadly, collaboratively and across disciplines about how to solve the world's most challenging problems. They are nimble and respond rapidly to evolving expectations of our increasingly diverse students and faculty. For example, we are seeing the likes of Cambridge, Imperial College London, and King's College London enter a joint venture in medical research – the Francis Crick Institute – so faculty members can work across disciplines and institutions to solve major health challenges. Leading global universities design inclusive programs for today's students and tomorrow's leaders, who draw from multiple disciplines to solve local and global challenges.

The challenge – and opportunity – for the U of A is how to set ourselves up for success in this rapidly evolving environment. We need to unleash the potential of our researchers through greater access to funding, building critical mass to address global challenges and expanding opportunities to collaborate with other great minds around the world. We have the opportunity to leverage the college model to develop new programming across disciplines, provide relevant and creative opportunities for experiential and work-integrated learning, and ensure a consistently outstanding student experience among the best in the world. And we must seize this moment to ensure our world-leading programs are inclusive and accessible to new and lifelong learners across Alberta, Canada and the world.

In short, what do we need to do today to sustain and grow our position as a world-leading university for the next century? Working together as One University, we will align all our resources to maximize our impact in Alberta, Canada and around the world.

A Stronger Focus on the Core Mission

Working as One University, we can leverage the strength of our faculties as the primary drivers of the university's impact. We have already taken a necessary first step in streamlining our administrative processes to lower costs while sustaining – and aiming to improve – student, faculty and staff service experience. These changes enable us to allocate the maximum available dollars to our core teaching and research mission. Over the past two years, through the Service Excellence Transformation initiative, we have reduced our administrative costs by \$102 million.

A holistic and unified approach to the University of Alberta for Tomorrow – operating as One University – will provide aligned structures to increase our effectiveness and better meet the needs of our students, faculty and researchers. Operating as One University will allow us to set institutional strategic priorities and work towards them together. These include a commitment to advancing Indigenous Initiatives, and equity, diversity and inclusion - priorities that span all spheres of our work and speak to our core values as a university. The result will be better teaching and research outcomes, a more consistent and supportive student experience, greater social impact and enhanced international recognition of the university.

We have the capacity and potential to do even better. Based on our substantial research spending, the University of Alberta can aim to not only retain our position in the top 100 universities globally but to rise to within the top 50. The world's leading universities have generally increased their research dedicated to specific areas – focusing on scale – rather than simply expanding the number of research areas. As reflected in their improved rankings, they have found success through focused investment and increased research performance in STEM, health, and the humanities and social sciences. Operating as One University will enable us to leverage our strengths and further build our global reputation for research excellence.

Moving From a Federation to One University

The first step in moving forward as One University was reimagining our administrative and academic structures. Like most Canadian universities, we had long operated as a highly decentralized federation of faculties. In the case of the U of A, we had 18 faculties, significantly more than most other Canadian universities, with each faculty primarily responsible for the independent delivery of much of its administrative and student services.

With no standard administrative operating model for the university, each faculty designed and delivered its administrative services, creating inconsistent models with little coordination, variable quality and few opportunities to realize economies of scale. There were costly redundancies and duplications across programs. Although we had some examples of highly successful centralized operations, such as our libraries and museums, serving all programs and people across the university, this was the exception rather than the rule.

According to the 2020 UniForum benchmark, which included a diverse group of globally leading universities such as the University of Toronto, the University of British Columbia, Cambridge and Oxford, our administrative costs were 38 percent above the predicted cost for

a university of our size and research intensity. Our administrative costs were higher than any other university in the 50+ member benchmark group. If we could reduce our costs to the benchmark average, we could save more than \$125 million per year in administrative costs.

In short, we were diverting significant resources from our core teaching and research mission, placing the U of A at a significant comparative disadvantage vis-a-vis our global competitors. We also had an academic leadership structure that was fragmented, overly complicated and unbalanced and was – by design – slow to move and to seize opportunities.

Given our size and substantial research output, including more than \$500 million a year in research revenue, one could argue that we were underperforming in the global rankings. Smaller universities with substantially less research funding, such as King's College London, the University of Warwick and Australian National University, have consistently ranked among the top 80 universities in the world. With similar levels of research income to the U of A, the University of Manchester ranks in the top 50. With less than one-half the research revenue, the University of Leeds ranks at the same level as U of A.

Working together as One University, we could tell a more powerful story about our teaching and research excellence. We could advance university-wide strategic priorities to enhance the student experience, develop innovative academic programs and build even greater research output and impact. We could aspire not only to retain our position among the top 100 universities globally but to advance into the top 50.

To build the University of Alberta for Tomorrow and position the U of A for success, we needed more efficient coordination of administrative and student services and a more streamlined and effective academic and leadership structure. We needed to operate as One University rather than a loose federation of many mostly autonomous faculties.

One University and the Colleges

The college model is key to delivering on the components necessary for global leadership in the post-secondary environment, creating opportunities to further our core teaching and research mission. In aligning 13 faculties under three colleges, we created a College of Social Sciences and Humanities (faculties of arts, business, education and law), a College of Natural and Applied Science (faculties of ALES, engineering and science) and a College of Health Sciences (faculties of kinesiology, sport, and recreation; medicine and dentistry; nursing; pharmacy and pharmaceutical sciences; public health; and rehabilitation medicine). The Colleges create three new academic units of comparable size and scale while preserving each faculty's core mission in a way that builds alignment with the university's shared goals.

At the same time, preserving three stand-alone faculties — Augustana, Campus Saint-Jean (CSJ) and the Faculty of Native Studies (FNS) — ensures we serve the needs of distinct communities. They bring those communities and their perspectives into connection and collaboration with our entire university, expanding options for students, opening access to underserved populations, and deepening community-engaged research and teaching. Along with the colleges, they are essential to building One University.

This model increases our ability to deliver a consistent student experience and will help expand our reach to new and lifelong learners across Alberta, Canada and the world. It optimizes an environment where researchers can think broadly, collaboratively and across disciplines as they work to address the world's most challenging problems and where new and innovative academic programs can be imagined across faculties.

Rather than an "additional" administrative layer, the colleges reduce redundancies, unnecessary duplications and administrative complexity. With fewer administrative burdens, faculties are more streamlined and responsive as we look to attract greater access to funding and deepen our research partnerships.

The new college structure — with its smaller number of larger academic units of similar size and broadly shared disciplinary interests — opens up significant opportunities to take advantage of economies of scale and advance interdisciplinary teaching and research. This more streamlined and balanced leadership structure leaves us all better equipped to advance university-wide strategic priorities, in contrast to many academic units operating as silos of

widely varying size and scale. The colleges give us unifying platforms to focus our efforts and achieve even more significant global impact.

Our critical task now is to build the colleges to advance the one-university approach and enhance our core mission, giving each college dean the authority and accountability they need to deliver on this ambitious vision. As One University, we reaffirm our commitment to leading one of the world's great universities for the public good. The colleges and college deans will play critical roles in advancing this mission.

The [operating model](#) outlines that the colleges will have three primary functions: supporting undergraduate and graduate students and programs, supporting research, and driving interdisciplinary and strategic initiatives, including delivering established priorities such as the institutional Indigenous Strategic Plan and reaffirming our commitments to equity, diversity, and inclusion. The next year will focus on implementing the model.

College Offices of Education

The Office of Education in each college will offer a coordinated approach to enrolment planning, recruitment, program administration and interdisciplinary program offerings for both graduate and undergraduate students, acting as a conduit for collaboration with centers of expertise and partner networks designed to support these functions across the entire institution. It will foster and achieve a new level of interdisciplinary teaching and work towards a more consistent delivery of high-quality student services. The Office of Education is already playing a critical role in developing and implementing an enrolment management strategy, including planning and recruiting students into their preferred and well-matched programs. This office will become increasingly important as we grow our enrollment, aiming to reach more than 50,000 students by 2026.

The Office of Education will also focus on delivering outstanding student experiences through the consolidation and consistency of processes essential for the student experience. This will include ensuring consistency in understanding issues that affect all students and the instructors who support them, including academic integrity and the student code of conduct. The Office of Education will also schedule courses, strengthening the student experience by minimizing conflicts and maximizing the available courses. Through the opportunities presented by the college model – including cross-college programs, unique internships and work-integrated learning experiences, and direct involvement in innovation and entrepreneurial opportunities – we will ensure that the U of A is a global destination of choice for top students.

The Office of Education will work towards consistent approaches to academic standing across programs: this is important for students who want to explore options and move between programs within the U of A. This consistency and clarity will facilitate opportunities for transfer students from our local and international PSE partners. The three offices of Education will be highly coordinated, ensuring consistency while focusing on needs specific to their respective colleges.

The U of A is home to exceptional students – keen to engage with the big questions and gain the necessary skills to succeed in an increasingly complex global community. As we continue to deepen and enrich the student experience, the Office of Education will help to increase the flexibility of student learning choices, advance work-integrated learning opportunities, and improve teaching and learning outcomes. The Office of Education will enhance integration through the partner network and academic leadership between institutional offices, including the Registrar's Office, Dean of Students, University of Alberta International, and FGSR and the faculties that deliver our world-leading programs to our students.

College Offices of Research

The Office of Research in each college will play an essential role in the end-to-end support of research and creative activity, innovation and entrepreneurship at the university. By working closely with VPRI and research leadership in each faculty, they will build on our record of research excellence, aiming to attract more than \$600 million annually in research revenues. The Office of Research will support research performance and grant application, capitalizing on major provincial and federal funding opportunities and advancing interdisciplinary approaches. Coordination and consolidation of research administration processes will enhance interdisciplinary partnership opportunities and engagement in a way that was not easily facilitated with multiple faculty research offices.

The colleges are broadly aligned by research disciplines – health sciences, STEM, humanities and social sciences – which affords capacity and opportunity for research coordination. By working through the three college offices of research, the VPRI can enact institutional strategic objectives in a coordinated way, especially for large interdisciplinary projects and partnerships. Federal calls for large interdisciplinary programs, such as Canada Biomedical Research Fund and Canada First Research Excellence Fund, can now be coordinated through three offices of research in a more streamlined way.

Institutional partnerships with organizations such as AHS that have a disciplinary or cross-disciplinary focus can be coordinated through this office with a single point of contact, ensuring clarity of pathways and processes for external partners and U of A researchers. A coordinated approach to interdisciplinary and multidisciplinary research projects with external partners uses economies of scale to enhance the impact of research excellence in ways that benefit both our researchers and valued external partners.

College Strategic Initiatives

The colleges will have a significant facilitation and leadership role in advancing critical strategic initiatives. Examples include Indigenous Initiatives, EDI, workplace safety, international initiatives, and space and facility optimization. Leaders in strategic initiatives will work with the college leadership and the offices of Education and Research to advance institutional strategy.

For example, the U of A has recently reaffirmed its commitment to the Truth and Reconciliation Commission Calls to Action and Indigenous Initiatives in the [*Braiding Past, Present and Future: Indigenous Strategic Plan*](#). The colleges will play a key role in supporting the Indigenous strategy through programs that have cross-college impact and engagement. I-STEAM Pathways is a cross-college program to create careers for Indigenous students in science, technology, engineering, arts, management, law and policy. This program pairs students and faculty members across the U of A for summer research internships. The colleges offer administrative support for the program through the partner network. They are working with the I-STEAM leadership and the Vice-Provost of Indigenous Initiatives and Research to ensure the program's sustainability and increase capacity for the high-demand internship places. The colleges will provide coordination, administrative support and facilities to develop and support Indigenous Initiatives across disciplines and the university.

Workplace safety is another critical initiative. Safety on our campuses includes physical, psychological, and cultural safety, and our goal is to create a culture of care and consistently embed health and safety as a core value within the university community. The U of A is a large and complex institution, and safety is paramount to our research and education mission. At the same time, we have variability across units in the prioritization and ownership of safety. Reducing that variability is an institutional priority. The colleges will have an important role in coordinating safety compliance and culture. For example, this past year, the College of Natural and Applied Sciences (CNAS) leveraged the expertise within the David and Joan Lynch School of Engineering Safety and Risk Management to unite safety leadership. This enabled them to leverage and share tools, processes and practices across CNAS. Within a single year, there was the adoption of some processes across the college. This example of sharing expertise will now move across colleges to serve as a powerful primer for reaching institutional goals of safety ownership.

Stand-Alone Faculties

It is important to highlight that our vision of One University embraces the vital contributions of our three stand-alone faculties – Augustana, Campus Saint-Jean (CSJ) and the Faculty of Native Studies (FNS) – all serving the needs of distinct communities. Along with the colleges, they are essential to building One University.

We are already seeing the impact of the colleges supporting the education and research mission through the stand-alone faculties. The College of Natural and Applied Sciences (CNAS) Office of Education has worked to ensure that CSJ and Augustana science students interested in internship programs offered through CNAS are available to them. FNS and CNAS are working together to ensure the success of summer internships for Indigenous Peoples in Genomics Canada (SING). The CNAS Office of Education also worked closely with CSJ on proposals for making micro-credential offerings available to students in both English and French. The College of Social Sciences and Humanities Office of Education is supporting CSJ enrollment planning. The Faculty of Nursing in the College of Health Sciences (CHS) has had a long history of offering a collaborative bilingual nursing program with CSJ. The CHS Office of Education can now apply principles and learnings from this successful collaboration to develop potential programming for other disciplines and maximize opportunities for even greater student experience and success.

The Faculty Dean within the College

When we set out down the path of academic restructuring, after extensive community consultation, we decided not to amalgamate any of our faculties. Instead, we made a careful decision to preserve all existing faculties and the role of the faculty dean. We heard clearly that faculty identity was important to the success of the academic unit. Instead of amalgamating any group of faculties into one larger faculty, we created a new academic unit – the college – that permitted us to group 13 of our faculties into three larger colleges of similar size and scale, all broadly sharing a disciplinary focus.

Expanded Role for Faculty Deans

Under this new academic structure, the role of the faculty dean has been expanded to include working with the college on larger interdisciplinary and multidisciplinary teaching and research initiatives to the benefit of the faculty, the college and the university. There will be greater opportunities for faculty deans to align faculty strategic initiatives with larger college and university-wide priorities, including strategic cross-faculty hiring initiatives, programs to enhance the learning experience for our students and support to advance research. The One University vision, including the new operating model and the colleges, is designed to enable faculty deans to focus their expertise, time and energy on the key functions of greatest importance to the success of the faculty and the university, as well as facilitate cross-faculty collaboration.

Key Accountabilities Remain

Recognizing the faculty dean's key role as the academic leader of the faculty, deans will continue to be primarily responsible for the delivery of the academic programs within the faculty, the hiring and mentoring of faculty members (including support for their teaching and research), alumni relations and fundraising. For professional faculties, relations with the profession will remain the responsibility of the faculty dean.

Only the faculty dean has the expertise within their disciplines to lead the development and support of the faculty's academic programs, including program offerings and curricula development. The faculty dean's role in hiring and mentoring faculty will likewise remain central. Only the faculty dean is close enough to the faculty and the disciplines to do this effectively. Many alumni and other external supporters also feel a primary connection to the faculty. They will want to continue to work directly with the faculty dean in support of the faculty. They will want to know that the faculty dean continues to be the lead in speaking for - and representing - the faculty and the discipline or disciplines within the faculty. This relationship with alumni and external supporters - and, where relevant, the profession - will remain fundamental to the success of the faculty and the university. The faculty dean must continue to play the lead role in all of these functions.

Key to the success of the college model is the expanded responsibility of the faculty dean to seek opportunities to synergize faculty-level initiatives and priorities with those of the other faculties within the college. The college dean will support the success of the faculties by coordinating cross-faculty services and by ensuring that resources are appropriately aligned across the college to support both the common and unique needs of the faculties.

Budget

The faculty dean will remain accountable for managing the faculty budget. As has always been the case, the Board remains accountable for setting the university budget each year, upon the recommendation of the President's Executive Committee (including the president, provost and four vice-presidents) and upon the recommendation of GFC's Academic Planning Committee. This process will now include setting the budget for the administrative portfolios, the three colleges and the three stand-alone faculties, using the budget model and the budget principles. The college dean will be accountable for setting the budget of the college, including the faculties within the college, ensuring the budget aligns with the strategic priorities of the college and university. Once set, faculty deans will remain responsible for managing the faculty budget each year, consistent with institutional targets that will be provided by the college dean as below.

The budget model will be based on a clear formula and will allocate most of our resources across the portfolios and colleges (and the faculties within the college) based on activity. The activity-based allocation approach for tuition, research and advancement revenues will create clear and reliable incentives for faculty deans to grow enrolment, research and advancement. The activity-based allocation approach also means that the college dean will have limited discretionary control over the budget allocation outside of the Strategic Initiatives Fund, which will be established to support strategic initiatives identified in the university's strategic plan.

However, colleges will play an active role in determining how the allocated budget is spent. College deans will provide targets – for research, teaching and administrative FTE – and support faculty deans in developing budget plans, which will be subject to the constraints of the operating model and hiring constraints on administrative staff. The targets, developed in collaboration with faculty deans, will complement the incentives built into the model through activity-based allocation methods to grow enrolment, research and advancement.

Supportive Role of the College Dean/Vice-Provost

Under the previous academic structure, where the provost had 24 direct reports, the provost had little time to engage in a meaningful way with individual faculty deans. With the colleges, the faculty deans will have readily available and meaningful access along with guidance and support from the college dean. The college dean will play a key role in supporting the faculties within the college, ensuring that faculty voices are heard and facilitating the alignment of faculty, college and university-wide strategic initiatives. This will have a particularly positive impact on the smaller faculties, which, under the previous academic structure, had difficulty gaining the provost's attention.

Administrative Services

Other aspects of the faculty dean's traditional role will change, particularly with regard to administrative services. Under the new operating model, much of the delivery of administrative services has now shifted to a centralized model with embedded partners within the faculty, freeing faculty deans from a significant administrative load and enabling them to focus more time and energy on academic programs, hiring and mentoring faculty, alumni relations and fundraising. Other administrative functions, as detailed above, will shift to the college, including the functions within the college offices of education and research. It is critical that college administrative functions are not duplicated within faculties. The colleges cannot be "another layer" of administration, duplicating what is already being done elsewhere. Instead, administrative functions previously within the faculty will shift and move to the college,

enabling a more efficient, consistent and cost-effective delivery of these services across the college. In short, the faculty dean's role in the delivery of administrative services will be reduced, and these services will shift to the college or be delivered by university-wide centers of expertise and the partner network.

Faculty Leadership within One University

Faculties can only thrive with discipline-specific, strong leadership. One university, including the new operating model and the colleges, is designed to enable faculty deans to focus their expertise, time and energy on the key functions of greatest importance to the success of the faculty and the university. At the same time, the one-university approach will facilitate cross-faculty collaboration in hiring and advancing research and improving the student experience. Operating as One University, the faculties will be in a stronger position to advance their academic programs, hire and mentor faculty with optimal teaching and research outcomes and build ever stronger links with alumni and external supporters.

Advancing the College Model

The next six months will be pivotal in advancing the colleges and strengthening the commitment to the One University approach. Following the board's decision in June 2022, the provost will delegate her reporting authority so that the faculty deans within each college will report to the college dean. To reflect this change, the position title will be amended to "college dean and vice-provost" (college dean/vice-provost). This will provide the college dean/vice-provosts with the authority they need to advance the college objectives and leverage the strengths of the faculties. It will also enable the provost to hold the college dean/vice-provosts accountable for delivering on the goals set for the colleges. We will continue to support accreditation processes where appropriate and where necessary, there will be a dotted line reporting directly to the provost for such matters. The provost has revised the [operating model](#) to reflect these changes.

Our new provost will focus much of her time on the colleges and on continuing to clarify the responsibilities and accountabilities of the college dean/vice-provosts. This will include leveraging the colleges' ability to manage budget, space, programming and research in a coordinated and unified way to advance strategic initiatives of the university, the colleges and the faculties. With a reduced number of direct reports, from 24 to 12, the provost's role will also change, enabling the provost to have more time to focus on the university's key strategic

priorities, including advancing the student experience, enrolment growth, EDI and Indigenous Initiatives, and support for research.

The provost will continue finalizing and implementing the new academic leaders' model, optimizing efficiency in faculty administrative roles through an appropriate reduction in the number of faculty members in administrative roles to ensure that we maximize the faculty resources directed towards our research and teaching mission. As interim college dean appointments will end in June 2023, the provost will immediately launch the search process for the college dean/vice-provosts.

Working closely together, the provost and the VP (University Services and Finance) will develop a new budget model to advance the one-university approach. This model will ensure that the colleges and faculties are funded appropriately to support the academic mission and there are sufficient resources to advance university-wide strategic priorities, including enhanced research performance and improved student outcomes. There will be clear incentives for the deans to advance university-wide strategic goals, including financial incentives through a university strategic fund. The provost and VP (University Services and Finance) will develop this model in close consultation with the college deans and the faculty deans to implement this model in the fall of 2023 as we develop the 2024-25 budget.

Developing a New Strategic Plan

The One University approach provides an improved structure for advancing our shared goal - a university with even greater impact. With One University as a foundation, we can now come together to develop a new vision of what U of A can be as one of the world's great universities advancing the public good.

To ensure that we develop a shared vision that integrates the views and aspirations of our entire community, we will launch a university-wide planning process this fall. This process will use One University, UAT and the Operating Model as cornerstones, and will be informed by other current planning processes (such as the Strategic Research and Innovation Plan and the Institutional Indigenous Strategic Plan). With the bulk of the administrative restructuring and budget reductions behind us, we now have the opportunity to come together as a university community to take the time necessary to develop a shared vision for the future. Building on the recently launched Institutional Indigenous Strategic Plan, this is also an opportunity to weave into our consultation process the principles of reconciliation (undoing the legacy of colonization and advancing reconciliation), relationality and inclusivity.

The overarching goal is to advance our core academic mission of teaching and research with even greater impact in the communities we serve close to home and around the world. We must draw on our collective strengths and insights to fill in the roadmap to success. What should the U of A aim to be by 2032? Currently ranked top 100 globally, should we aim to rank in the top 50 by 2032? As we pursue such goals, we already know that there will be many avenues we will go down in the strategic planning process and many key points of focus. Some, though not all, are addressed below.

Strategic Plan Focus: Students

Building on our ambition to grow to more than 50,000 students and another 5,000 online learners, should we aim to be 65,000 students or more by 2032? As we grow our enrolment, how do we ensure a rich and diverse learning community? We need the right mix of international and domestic, graduate and undergraduate students that enables our institution to thrive. This will include online programs that represent our best opportunities to grow and position ourselves as national and international leaders in online education. It will also include creating a leading student service ecosystem that leverages our colleges and other new structures and enhances cross-institutional partnerships to support student retention and success. Collaborating with our students is key to enabling a nimble response to their evolving needs that will advance our goals around the student experience and research, as well as growing work-integrated learning opportunities, including co-op programs.

Strategic Plan Focus: Research and Innovation

How can we advance our vision to be an inspired leader in solving complex challenges of local and global importance through research, innovation, creativity and higher education, building on the new Strategic Research and Innovation Plan currently under development by the office of the VP Research and Innovation? It will be vital to map a route to strengthening our

participation in key international research networks and increasing our funding for interdisciplinary, large-scale, multi-partner, national and international research collaborations. We must attract, advance and retain exceptional and diverse researchers, including researchers from equity-deserving groups. This will involve strengthening research capacity by optimizing researcher support and services, including developing large-scale core research infrastructure and ensuring we safeguard research, technology transfer and intellectual property. We will support the translation and transfer of innovation, knowledge creation and entrepreneurial research to enable and support the formation of public, private and community partnerships and increase commercialization, all with the goal of enhancing the university's social impact.

Strategic Plan Focus: Our People

Enhancing our student experience and research impact will require us to attract, recruit, retain and develop the top talent from across Canada and around the globe. How do we ensure we remain competitive for academic and administrative talent in an increasingly competitive environment? How do we best enhance a university culture to one that supports the concepts of One University?

How do we build a culture of caring that bridges the gap between the academy and administration and ensures that all people are treated with respect and made to feel part of a cohesive team? Our strategic plan must focus on creating a strong employee value proposition to be part of a workplace that ensures the physical and psychological safety of its people and values their contribution.

Strategic Plan Focus: EDI and Indigenous Initiatives

A university-wide planning process must reinforce our commitment to advancing equity, diversity and inclusion in all we do. Under the leadership of a new Vice-Provost (EDI), we must evolve the current EDI strategy to address gaps, leverage opportunities for inclusive growth, and embed EDI across the campus as a core aspect of our shared culture – a goal that is key to maintaining our position as a top destination for inclusive excellence.

The Indigenous Programming and Research portfolio was established in the Office of the Provost and Vice-President (Academic) to facilitate Indigenous-led institutional collaboration and communication for the development and implementation of not only programs but to advance the implementation of the U of A's new Indigenous Strategic Plan. Under the leadership of the Vice-Provost (Indigenous Programming and Research), how can we build on the U of A's new Indigenous Strategic Plan, advancing truth and reconciliation in all that we do?

How can we enable transformative institutional practices to tackle the full scope of these endeavours?

Through the planning process, we will be looking to draw from the deep well of expertise and experience housed within the U of A.

One University: Listening and Learning

A strong and vibrant world-class post-secondary education institution is foundational to a growing economy and thriving communities. Since Alberta was founded, the U of A has played a vital role in building opportunities for Alberta, Canada and the world. Throughout our history, our university has brought economic, social, environmental and cultural opportunities to the many communities we serve. What we do here today will have an impact far beyond our university.

We do not undertake this work in a silo. As a university with a global reach, the U of A connects Edmonton and Alberta with the world and, in turn, brings the best of the world back here. Our connection to the Edmonton region is one that both strengthens the university and energizes the region and the country.

The people of the U of A are its greatest strength. We must always remember that our mission to teach and research binds us together, and the fact that we work and think differently across disciplines is a strength to be celebrated. We all share a desire to positively impact lives, and we all want to be part of a great university. Creating a strong university community will be about writing a story, together, that we can all tell with pride in which we can all see ourselves.

By working together as One University, leading with purpose, we can position ourselves to sustain and continue to build one of the world's great universities for the public good, poised to tackle the challenges of today and tomorrow and educate the leaders of the future.

Bill Flanagan, President and Vice-Chancellor

Verna Yiu, Interim Provost and Vice-President (Academic)