

The following Motions and Documents were considered by the GFC Academic Planning Committee at its Wednesday, April 19, 2017 meeting:

Agenda Title: **Proposed termination of the Bachelor of Music Liturgical Arts Major and the Bachelor of Music Musical Arts Major, Augustana Faculty**

CARRIED MOTION: THAT the GFC Academic Planning Committee recommend to General Faculties Council the termination of the Augustana Bachelor of Music Liturgical Arts Major and the Bachelor of Music Musical Arts Major as set forth in Attachment 1, and as proposed by Augustana Faculty, to take effect upon final approval

Final Recommended Item: 4

Agenda Title: **Proposal from the Centre collégial de l'Alberta for a New Health Care Aide (Préposé aux soins de santé (PSS) Certificate Program**

CARRIED MOTION: THAT the GFC Academic Planning Committee approve the proposed Health Care Aide (Préposé aux soins de santé (PSS) Certificate Program, as submitted by the Centre collégial de l'Alberta (in cooperation with Faculté Saint-Jean) and as set forth in Attachment 1, to take effect in September 2017.

Final Item: 5

Agenda Title: **University of Alberta's Comprehensive Institutional Plan (2017-2020): Academic Chapter**

CARRIED MOTION: WHEREAS the University of Alberta Comprehensive Institutional Plan (2017-2020) Appendices A: Financial and Budget Information and F: Capital Plan were previously approved by the GFC Academic Planning Committee in February 2017 and the Board of Governors in March 2017,

THAT the GFC Academic Planning Committee recommend, with delegated authority from General Faculties Council, that the Board of Governors:

- approve the University of Alberta's Comprehensive Institutional Plan (2017-2020) including the university's Enrolment Table, as set forth in Attachments 1 and 2, and
- empower administration to incorporate the Enrolment Table into the CIP, as well as make any other editorial changes to the CIP, as needed, as long as the changes do not have the force of policy

Final Recommended Item: 6

OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal for the Termination of the Bachelor of Music Liturgical Arts Major and the Bachelor of Music Musical Arts Major, Augustana Faculty**

Motion: THAT the GFC Academic Planning Committee recommend to General Faculties Council the termination of the Augustana Bachelor of Music Liturgical Arts Major and the Bachelor of Music Musical Arts Major as set forth in Attachment 1, and as proposed by Augustana Faculty, to take effect upon final approval.

Item

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| Action Requested | <input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation |
| Proposed by | Augustana Faculty |
| Presenter | Karsten Mündel, Associate Dean, Academic, Augustana Faculty |

Details

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| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is (please be specific) | Approval of the (proposed) Termination of the Augustana BMus Liturgical Arts Major and the BMus Musical Arts Major |
| The Impact of the Proposal is | No impact. There have been no students registered in either major since the University of Alberta began officially maintaining the Augustana Faculty student records in September 2006. |
| Replaces/Revises (eg, policies, resolutions) | Will require removal of the programs and all references to the programs from the University Calendar: Augustana Faculty Bachelor of Music section. |
| Timeline/Implementation Date | Termination to take effect upon approval. Program will be removed from the 2018-2019 University Calendar. |
| Estimated Cost and funding source | N/A |
| Next Steps (ie.: Communications Plan, Implementation plans) | Formal Calendar change will be implemented upon approval. After approval by the Board of Governors, the proposal will be submitted to the Ministry of Advanced Education for approval. |
| Supplementary Notes and context | Since September 2006, no students have been registered in either of the Liturgical Arts or Musical Arts BMus majors offered by Augustana Faculty. Official student reporting by the University to the Government of Alberta does show 3 students registered in the Musical Arts Major from 2006-2016. However, close examination determined all 3 were actually Undeclared majors who were reported as Musical Arts majors due to the reporting requirements stipulated by the Government of Alberta. The last reported Musical Arts major was in 2010. Given the lack of registrations in these majors, consultation with the Office of the Provost and Vice President (Academic) and the Government of Alberta recommended moving forward with the termination of these majors, without a period of suspension. |

Engagement and Routing (Include meeting dates)

Item No. 4

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| <p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p> | <p><u>Those who have been informed:</u></p> <ul style="list-style-type: none"> • Wide ranging discussions in Summer/Fall of 2016 on Augustana Faculty within the Music division, Department of Fine Arts and Humanities, Augustana Dean’s Office, Augustana Prospective Students Office, Augustana Learning, Advising & Beyond Office, Augustana Registrar’s Office. |
| | <p><u>Those who have been consulted:</u></p> <ul style="list-style-type: none"> • Karsten Mündel, Augustana Associate Dean, Academic, December 11, 2015 • Jonathan Hawkins, Assistant Registrar, Augustana Campus, November 9, 2016 • Kate Peters, Office of the Provost Portfolio Initiatives Manager, November 23, 2016 • Department of Fine Arts and Humanities Meeting, January 9, 2017 • Augustana Curriculum Committee Meeting, January 12, 2017 |
| | <p><u>Those who are actively participating:</u></p> <ul style="list-style-type: none"> • Milton Schlosser, Professor of Music and Director of Music, Augustana Faculty • Augustana Music Division – regular consultation with all Music instructors, staff, and students at Augustana Faculty in Spring, Summer, Fall, 2016. • Augustana Music Division meeting to propose termination of majors, November 14, 2016 |
| <p>Approval Route (Governance) (including meeting dates)</p> | <p>Augustana Faculty Council – February 6, 2017 GFC Academic Planning Committee – April 19, 2017 General Faculties Council – Fall 2017 (meeting times to be determined) Board Learning and Discovery Committee – Fall 2017 (meeting times to be determined) Board of Governors – Fall 2017 (meeting times to be determined)</p> |
| <p>Final Approver</p> | <p>Board of Governors</p> |

Alignment/Compliance

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|--|---|
| <p>Alignment with Guiding Documents</p> | <p>For the Public Good</p> <p>GOAL: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all.</p> <p>Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> |
| <p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p> | <p>1. Post-Secondary Learning Act (PSLA): The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs and more specifically to “determine all programs of study to which clause (b) does not apply that are to be offered by the university for credit toward the requirements for any degree or diploma” (26(1)(c))</p> <p>2. PSLA: The PSLA gives Faculty Councils power to “determine the programs of study for which the faculty is established” (29(1)(a)).</p> |

3. GFC Academic Planning Committee Terms of Reference

(Mandate) “8. Establishment/Termination of Academic Programs [...] b. To recommend to GFC on the termination of academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions.”

4. Board Learning and Discovery Committee (BLDC) Terms of Reference:

“3. MANDATE OF THE COMMITTEE

Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the *Post-Secondary Learning Act*, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

[...]

c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters;

[...]

4. LIMITATIONS ON DELEGATION BY THE BOARD

This general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Board shall make all decisions with respect to: [...] b. program approvals involving the creation or abolition of a degree program (but not specializations of an existing degree).

Attachments:

1. Attachment 1 – Proposal Template: Termination of the Augustana Faculty BMus Liturgical Arts Major and Musical Arts Major

Prepared by: Jonathan Hawkins, Assistant Registrar, Augustana Campus, jonathan.hawkins@ualberta.ca

Proposal Template: Program Suspension, Reactivation and Termination

This template is for the presentation of proposals for suspension or termination of an existing program or specialization within an existing program; and for reactivation of a suspended program or specialization.

Basic Information

| | |
|---|---|
| Institution | University of Alberta, Augustana Faculty |
| Program/specialization title | Augustana Faculty - BMus in Liturgical Arts Major Augustana Faculty - BMus in Musical Arts Major |
| Credential awarded | Bachelor of Music |
| Proposed date(s) of suspension term, reactivation or termination | July 1, 2018 |

A: Suspension

1. Rationale for suspension (for example, changes in applications, enrolment, employer demand, program obsolescence, etc.). Comment on the alignment of the proposed change with the institution's strategic direction and priorities. If enrolment is a key rationale, provide historical enrolment data.
2. Anticipated impacts on students and graduates and plans to ameliorate these impacts. Describe the institution's plan to teach out active students and stop-outs. Include evidence of consultation with students and a communications plan for informing stopped-out students of the change.
3. Identify anticipated impacts on external stakeholders (e.g. employers, professional/regulatory organizations, other post-secondary institutions) and provide evidence of consultation.
4. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, classroom and lab space). Discuss plans for the reallocation of any resources freed up by the proposed suspension.

B: Reactivation

1. Rationale for reactivation (for example, increased employer demand, student demand, new funding sources, etc.). Comment on the alignment of the proposed change with the institution's strategic direction and priorities.
2. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, and classroom and lab space).
3. Provide a simplified enrolment plan using the following table. Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).

| Proposed Enrolment | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Annual Ongoing |
|------------------------------|--------|--------|--------|--------|--------|----------------|
| Intake (head count) | 0 | 0 | 0 | 0 | 0 | 0 |
| Total head count | 0 | 0 | 0 | 0 | 0 | 0 |
| Total FLE | 0 | 0 | 0 | 0 | 0 | 0 |
| Anticipated No. of Graduates | 0 | 0 | 0 | 0 | 0 | 0 |

C: Termination

1. Describe measures taken by the institution to ensure that active students and stop-outs have had ample opportunity to complete their programs of study.

No student has been registered in either the Augustana Bachelor of Music Liturgical Arts major or Musical Arts major since the University of Alberta began officially maintaining the Augustana Faculty student records in September 2006. Official student headcounts reported to the Government of Alberta by the University indicate no students registered in Liturgical Arts since 2006. Three Musical Arts registrations were reported (1 each in 2006, 2007, and 2010); however, close examination determined all 3 were actually Undeclared students who were reported as being Musical Arts majors due to reporting requirements. The students reported in 2006 and 2007 subsequently graduated from the University of Alberta – Augustana Faculty with different BMus majors; the student reported in 2010 withdrew from the program after the Fall 2010 and has not returned to the University. If this student returns, as an Undeclared major, she can still choose between the remaining BMus majors offered by Augustana Faculty - Comprehensive, Piano, and Voice - and would not even notice the change in offerings. As such, there are no active students or stop-outs eligible for these majors.

The Augustana Fine Arts and Humanities Department has informed the Augustana Prospective Students Office of the intention to terminate these majors. Historically, there has been no demand for registration in these programs, but in the highly unlikely event of

an applicant requesting consideration for either major in the current admission cycle, such an applicant would be directed into one of the three remaining BMus majors offered by Augustana Faculty – Comprehensive, Piano, or Voice.

2. Where applicable, summarize the actual re-allocation of resources during the period of suspension, and any additional re-allocation anticipated upon termination, and specify the impacts of re-allocation on institutional operations.

Upon recommendation of the Office of the Provost and Vice President (Academic) in consultation with the Government of Alberta, Augustana Faculty proposes to terminate both majors without a period of suspension. The lack of registration in either major results in no resources available for reallocation, but does allow for a clarity of opportunity and resourcing for the remaining three majors in the Augustana BMus program.

Appendix 1: 2018/19 Calendar Changes for Augustana Faculty

| Current (2017-18 Calendar Entry) | Proposed (2018-19) Calendar Entry |
|---|---|
| <p>Bachelor of Music (BMus) [Augustana]</p> <p>Overview</p> <p>The Bachelor of Music program consists of ★122, including ★65 of core music requirements, ★24 in one of the five Bachelor of Music majors, and ★33 of non-music requirements. In two of these majors, Liturgical Arts and Musical Arts, a minor is required; in the other three majors, Piano, Voice, and Comprehensive, a minor is optional. The minor consists of a minimum of ★18 in one discipline or approved interdisciplinary area, including at least ★12 at the senior level. A student should be aware that it may not be possible to complete certain combinations of majors and minors without extending the time required to earn the degree.</p> <p>Residence Requirement</p> <p>Students registered in a BMus program must complete at least 60 senior credits offered by the Augustana Faculty. However,</p> <ol style="list-style-type: none"> 1. Language or other study abroad may, with special permission of the Associate Dean, Academics, count toward the residence requirement 2. An exception to this may be granted to students already holding a BA or BSc who can transfer sufficient credits from their first degree to be able to complete the requirements of the Bachelor of Music degree in fewer than ★60. Normally in such cases at least the final ★45 must be completed at Augustana. <p>General Information</p> <p>Five majors are available in the Bachelor of Music degree program: Piano, Voice, Comprehensive, Liturgical Arts, Musical Arts:</p> | <p>Bachelor of Music (BMus) [Augustana]</p> <p>Overview</p> <p>The Bachelor of Music program consists of ★122, including ★65 of core music requirements, ★24 in one of the three Bachelor of Music majors, and ★33 of non-music requirements. A minor is optional in all three majors. The minor consists of a minimum of ★18 in one discipline or approved interdisciplinary area, including at least ★12 at the senior level. A student should be aware that it may not be possible to complete certain combinations of majors and minors without extending the time required to earn the degree.</p> <p>Residence Requirement</p> <p>Students registered in a BMus program must complete at least 60 senior credits offered by the Augustana Faculty. However,</p> <ol style="list-style-type: none"> 1. Language or other study abroad may, with special permission of the Associate Dean, Academics, count toward the residence requirement 2. An exception to this may be granted to students already holding a BA or BSc who can transfer sufficient credits from their first degree to be able to complete the requirements of the Bachelor of Music degree in fewer than ★60. Normally in such cases at least the final ★45 must be completed at Augustana. <p>General Information</p> <p>Three majors are available in the Bachelor of Music degree program: Piano, Voice, Comprehensive:</p> <p>Piano</p> |

Piano

and

Voice

A student whose primary career interest is to perform and teach piano or voice would choose one of these majors. Professional employment as, for example, a soloist, chorister, accompanist, chamber musician, or teacher, is a possibility for a graduate seeking a career as a music performer. Along with independent freelance career opportunities, a degree with either of these majors can also lead to a career as professor in music performance in a college, university, or conservatory. These majors require high artistic standards, include courses specific to piano and voice in literature and pedagogy, and provide for a broadly-based music education with advanced studies in music theory and music history. Four years of ensembles (choral/instrumental and chamber) are required.

Comprehensive

A student who seeks intensive studies in an instrument or voice, variety in music options, and advanced studies in music history, theory, and ensembles, should consider this major. It is suitable for the student desiring to prepare for a career as, for example, a professional wind, brass, or string player, a choral or instrumental conductor, an arts administrator, or a professional librarian. Like the Bachelor of Arts degree in music, this major enables the student to enter graduate studies in more specific fields such as music theory, music history, ethnomusicology, and popular music studies. If the student enrolls in third- and fourth-year recital courses, this degree may facilitate entry into performance-based graduate programs as well.

Liturgical Arts

A student considering professional employment as a church musician, or considering graduate studies, may designate this major at the end of the second year of full time studies (or part-time equivalent). The major emphasizes

and

Voice

A student whose primary career interest is to perform and teach piano or voice would choose one of these majors. Professional employment as, for example, a soloist, chorister, accompanist, chamber musician, or teacher, is a possibility for a graduate seeking a career as a music performer. Along with independent freelance career opportunities, a degree with either of these majors can also lead to a career as professor in music performance in a college, university, or conservatory. These majors require high artistic standards, include courses specific to piano and voice in literature and pedagogy, and provide for a broadly-based music education with advanced studies in music theory and music history. Four years of ensembles (choral/instrumental and chamber) are required.

Comprehensive

A student who seeks intensive studies in an instrument or voice, variety in music options, and advanced studies in music history, theory, and ensembles, should consider this major. It is suitable for the student desiring to prepare for a career as, for example, a professional wind, brass, or string player, a choral or instrumental conductor, an arts administrator, or a professional librarian. Like the Bachelor of Arts degree in music, this major enables the student to enter graduate studies in more specific fields such as music theory, music history, ethnomusicology, and popular music studies. If the student enrolls in third- and fourth-year recital courses, this degree may facilitate entry into performance-based graduate programs as well.

Admission Requirements

See Augustana Faculty. Each student must complete the Music Theory Placement Exam (MTPE); a student who scores lower than 70% must register in AUMUS 100. For further information about entrance into the Music program, contact the Department of Fine Arts and Humanities, Augustana Faculty.

performance-oriented study in organ, piano, or voice, advanced music history and theory, ensembles, and advanced conducting skills. Studies in liturgical arts, work-experience practica, a required minor in Religion, and other courses from the liberal arts and sciences, provide for a scholarly understanding of and a creative approach to ritual.

Musical Arts

A student desiring a performance-intensive emphasis in an instrument or voice and wishing to prepare for innovative, emerging research areas and musical professions, would choose this major. It provides for a liberalized curriculum that combines the strong performance emphasis and scholarly breadth of a Bachelor of Music, the requirements for a minor in another discipline, and interdisciplinary research on the relationships between the two disciplines. This is the most unique and “cutting edge” of the Bachelor of Music majors. A student may apply for this major at the end of two years—full-time study or part-time equivalent.

Admission Requirements

See Augustana Faculty. Each student must complete the Music Theory Placement Exam (MTPE); a student who scores lower than 70% must register in AUMUS 100. For further information about entrance into the Music program, contact the Department of Fine Arts and Humanities, Augustana Faculty.

Program Requirements

The minimum of ★122 required during the program is drawn from three areas: Core Music Requirements, Additional Music Requirements According to Major, and Non-Music Requirements.

Core Music Requirements (★65):

A common core of music courses and requirements is required of every student enrolled in the Bachelor of Music program.

- Passing grade in the Keyboard Skills Proficiency Examination (KSPE).

Program Requirements

The minimum of ★122 required during the program is drawn from three areas: Core Music Requirements, Additional Music Requirements According to Major, and Non-Music Requirements.

Core Music Requirements (★65):

A common core of music courses and requirements is required of every student enrolled in the Bachelor of Music program.

- Passing grade in the Keyboard Skills Proficiency Examination (KSPE).
- Successful completion of the Recital Attendance Requirement (RAR). Every student is required to attend a minimum of 10 recitals or concerts held at Augustana each year, with a minimum of 40 recitals or concerts required for graduation.
- A student who fails to achieve at least a C+ standing in a primary instrument or voice at the end of an academic year will be required to withdraw from the Bachelor of Music program. Each student’s progress will be reviewed annually.
- A student beyond first year who fails to achieve an academic average of at least 2.3 will be required to withdraw from the Bachelor of Music program. Each student’s progress will be reviewed annually.

Music Performance (★24)

- Applied Music, solo instruments and/or voice (★18); at least ★16 and fourth-year status in one instrument or in voice. Note: Consult Department of Fine Arts and Humanities for details.
- Choral Ensembles (★6): The Augustana Choir, Sangkor, or encore. A student may substitute these credits with those from instrumental chamber ensembles only with permission of both the director of The Augustana Choir and the

- Successful completion of the Recital Attendance Requirement (RAR). Every student is required to attend a minimum of 10 recitals or concerts held at Augustana each year, with a minimum of 40 recitals or concerts required for graduation.
- A student who fails to achieve at least a C+ standing in a primary instrument or voice at the end of an academic year will be required to withdraw from the Bachelor of Music program. Each student's progress will be reviewed annually.
- A student beyond first year who fails to achieve an academic average of at least 2.3 will be required to withdraw from the Bachelor of Music program. Each student's progress will be reviewed annually.

Music Performance (★24)

- Applied Music, solo instruments and/or voice (★18); at least ★16 and fourth-year status in one instrument or in voice. Note: Consult Department of Fine Arts and Humanities for details.
- Choral Ensembles (★6): The Augustana Choir, Sangkor, or encore. A student may substitute these credits with those from instrumental chamber ensembles only with permission of both the director of The Augustana Choir and the Conservatory Administrator.

Music History and Literature, Music in Society (★18):

- AUMUS 170 - Tuning In: An Introduction to Music
- AUMUS 224 - Medieval and Renaissance Music
- AUMUS 225 - Baroque and Classical Music
- AUMUS 226 - Romantic and Twentieth-Century Music
- and six additional credits of Music courses in this category at the 300 or 400-level as approved by the Department of Fine Arts and

Conservatory Administrator.

Music History and Literature, Music in Society (★18):

- AUMUS 170 - Tuning In: An Introduction to Music
- AUMUS 224 - Medieval and Renaissance Music
- AUMUS 225 - Baroque and Classical Music
- AUMUS 226 - Romantic and Twentieth-Century Music
- and six additional credits of Music courses in this category at the 300 or 400-level as approved by the Department of Fine Arts and Humanities.

Theoretical and Analytical Studies, Musicianship Skills (★21.5) credits:

- AUMUS 199 - Fundamental Keyboard Skills OR
- AUMUS 299 - Fundamental Keyboard Skills
- AUMUS 160 - Theoretical and Analytical Studies I
- AUMUS 162 - Aural and Sight Singing Skills I
- AUMUS 260 - Theoretical and Analytical Studies II
- AUMUS 261 - Theoretical and Analytical Studies III
- AUMUS 262 - Aural and Sight Singing Skills II
- AUMUS 263 - Aural and Sight Singing Skills III
- AUMUS 361 - Form, Analysis, and the Construction of Musical Meaning
- AUMUS 369 - Retheorizing Music: From Modernism to Postmodernism OR
- AUMUS 469 - Retheorizing Music: From Modernism to Postmodernism

Music Studies and Information Literacy (★1.5):

Humanities.

**Theoretical and Analytical Studies,
Musicianship Skills (★21.5) credits:**

- AUMUS 199 - Fundamental Keyboard Skills OR
- AUMUS 299 - Fundamental Keyboard Skills

- AUMUS 160 - Theoretical and Analytical Studies I
- AUMUS 162 - Aural and Sight Singing Skills I
- AUMUS 260 - Theoretical and Analytical Studies II
- AUMUS 261 - Theoretical and Analytical Studies III
- AUMUS 262 - Aural and Sight Singing Skills II
- AUMUS 263 - Aural and Sight Singing Skills III
- AUMUS 361 - Form, Analysis, and the Construction of Musical Meaning

- AUMUS 369 - Retheorizing Music: From Modernism to Postmodernism OR
- AUMUS 469 - Retheorizing Music: From Modernism to Postmodernism

Music Studies and Information Literacy (★1.5):

- AUMUS 228 - Music Studies and Information Literacy

**Additional Music Requirements
According to Major (★24):**

In addition to the Core Music Requirements (★65) listed above, additional courses are required in each major:

Piano: [Augustana]

- ★6: Additional applied credits in Piano. Note: Consult Department of Fine Arts and Humanities for details.

- AUMUS 228 - Music Studies and Information Literacy

**Additional Music Requirements
According to Major (★24):**

In addition to the Core Music Requirements (★65) listed above, additional courses are required in each major:

Piano: [Augustana]

- ★6: Additional applied credits in Piano. Note: Consult Department of Fine Arts and Humanities for details.
- ★1-3: Music options. For a student taking AUMUS 196 and AUMUS 197 instead of AUMUS 195, only ★1 Music option is available.

★15:

- AUMUS 229 - History of Piano Literature OR
- AUMUS 329 - History of Piano Literature

- AUMUS 235 - Introduction to Conducting
- AUMUS 238 - Piano Pedagogy
- AUMUS 347 - Chamber Ensemble
- AUMUS 447 - Chamber Ensemble

Voice: [Augustana]

- ★1-3: Music options. For a student taking AUMUS 196 and AUMUS 197 instead of AUMUS 195, only ★1 Music option is available.

**★6: Additional applied music credits
in voice, taken from**

- AUMUS 397 - Applied Music

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| <ul style="list-style-type: none"> ★1-3: Music options. For a student taking AUMUS 196 and AUMUS 197 instead of AUMUS 195, only ★1 Music option is available. <p>★15:</p> <ul style="list-style-type: none"> AUMUS 229 - History of Piano Literature OR AUMUS 329 - History of Piano Literature AUMUS 235 - Introduction to Conducting AUMUS 238 - Piano Pedagogy AUMUS 347 - Chamber Ensemble AUMUS 447 - Chamber Ensemble <p>Voice: [Augustana]</p> <ul style="list-style-type: none"> ★1-3: Music options. For a student taking AUMUS 196 and AUMUS 197 instead of AUMUS 195, only ★1 Music option is available. <p>★6: Additional applied music credits in voice, taken from</p> <ul style="list-style-type: none"> AUMUS 397 - Applied Music AUMUS 497 - Applied Music <p>Note: Consult Department of Fine Arts and Humanities for details.</p> <p>★15:</p> <ul style="list-style-type: none"> AUMUS 227 - History of Vocal Literature OR AUMUS 327 - History of Vocal Literature AUMUS 235 - Introduction to Conducting | <ul style="list-style-type: none"> AUMUS 497 - Applied Music <p>Note: Consult Department of Fine Arts and Humanities for details.</p> <p>★15:</p> <ul style="list-style-type: none"> AUMUS 227 - History of Vocal Literature OR AUMUS 327 - History of Vocal Literature AUMUS 235 - Introduction to Conducting AUMUS 239 - Vocal Pedagogy OR AUMUS 339 - Vocal Pedagogy AUMUS 347 - Chamber Ensemble AUMUS 447 - Chamber Ensemble <p>Comprehensive: [Augustana]</p> <ul style="list-style-type: none"> ★21: Music options. Of these ★21, no more than ★6 from applied music and ★6 from ensemble courses. Note: A student interested in pursuing graduate studies in choral conducting is advised to register in AUMUS 236, AUMUS 239/AUMUS 339 and AUMUS 336. <p>★3:</p> <ul style="list-style-type: none"> AUMUS 235 - Introduction to Conducting <p>Non-Music Requirements (★33 minimum):</p> <p>Non-Music Required Courses: ★12</p> |
|---|---|

- AUMUS 239 - Vocal Pedagogy OR
- AUMUS 339 - Vocal Pedagogy
- AUMUS 347 - Chamber Ensemble
- AUMUS 447 - Chamber Ensemble

Comprehensive: [Augustana]

- ★21: Music options. Of these ★21, no more than ★6 from applied music and ★6 from ensemble courses. Note: A student interested in pursuing graduate studies in choral conducting is advised to register in AUMUS 236, AUMUS 239/AUMUS 339 and AUMUS 336.

★3:

- AUMUS 235 - Introduction to Conducting

Liturgical Arts: [Augustana]

- ★4: Music options.

★6:

(Liturgical Arts I and II).

- AUMUS 270
- AUMUS 271

★9:

- AUMUS 235 – Introduction to Conducting
- AUMUS 236 – Introduction to Choral Techniques, Literature, and Interpretation
- AUMUS 336 – Advanced Conducting

★3:

(Co-op Education Studies I and II).

- AUMUS 375 – Co-op Education Studies I

- ★6: second language, with all credits from one language. Note: A Voice major student must include ★6 from AUGER 101, AUGER 102, AUGER 200, AUGER 201, AUGER 202.

★6 from:

- AUENG 102 – Critical Reading, Critical Writing
- AUENG 103 - English Literature from the Romantic Period to the Present
- AUENG 104 - English Literature from the Middle Ages to the Romantic Period

Non-Music Option Courses: ★21

- When choosing non-Music options, the student is encouraged to select non-music courses from liberal arts and sciences core categories which have not been covered through music courses.
- A maximum of ★12 in specialized professional courses is allowed in terms of non-Music options.

A Voice major student must include AUDRA 144.

{...no further changes...}

- AUMUS 475—Co-op Education Studies II

★2:

(Service Playing):

- AUMUS 289—Service Playing

Notes:

A student must complete a minimum of ★16 and achieve fourth-year status in organ, piano, or voice. A student may apply for consideration for Liturgical Arts major status at the end of two-year's full-time study or equivalent, and will be accepted only with the permission of an adviser (a continuing-stream music faculty member) and the Chair of the Department of Fine Arts and Humanities; ★3 from AUREL 100, AUREL 207, and AUREL 208 must be completed or enrolled in at time of application.

Musical Arts: [Augustana]

- ★6: Additional applied music credits in the designated primary instrument or voice. Note: Consult Department of Fine Arts and Humanities for details.
- ★13-15: Music options. For a student taking AUMUS 196 and AUMUS 197 instead of AUMUS 195, only ★13 of Music options are available.
- ★3: AUMUS 476, an interdisciplinary research project involving music and another discipline.

Note:

A student may apply for consideration for Musical Arts major status at the end of two years full-time studies or equivalent and will be accepted only with the permission of an adviser (a continuing-stream music faculty member) and the Chair of the Department of Fine Arts and Humanities. The student must have completed the prerequisite junior-level courses in the second discipline (minor) by the end of the second year.

Non-Music Requirements (★33 minimum):

Non-Music Required Courses: ★12

- ★6: second language, with all credits from one language. Note: A Voice major student must include ★6 from AUGER 101, AUGER 102, AUGER 200, AUGER 201, AUGER 202.

★6 from:

- AUENG 102 – Critical Reading, Critical Writing
- AUENG 103 - English Literature from the Romantic Period to the Present
- AUENG 104 - English Literature from the Middle Ages to the Romantic Period

Non-Music Option Courses: ★21-24

- All majors require a minimum of ★21 of non-Music options, except for the Musical Arts major which requires ★24.
- When choosing non-Music options, the student is encouraged to select non-music courses from liberal arts and sciences core categories which have not been covered through music courses.
- A maximum of ★12 in specialized professional courses is allowed in terms of non-Music options.

A Voice major student must include AUDRA 144.

A Liturgical Arts major student must complete a minor in Religion (★18). For remaining credits, the student is also encouraged to consider Drama and Art courses as well as those which examine aspects related to Christianity (e.g., AUENG 231/AUENG 331, AUENG 239/AUENG 339, AUENG 301, AIDS 250, AUPHI 357, AUPHI 358, AUSOC 103, AUSOC 283).

A Musical Arts major student must complete a

| | |
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| <p>minor in another discipline (★18). For available minors see Programs.</p> <p>{ ...no further changes... }</p> | |
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OUTLINE OF ISSUE
Action Item

Agenda Title: **Proposal for a New Health Care Aide (Préposé aux soins de santé (PSS) Certificate Program, Centre collégial de l'Alberta (CCA)**

Motion: THAT the GFC Academic Planning Committee approve the proposed Health Care Aide (Préposé aux soins de santé (PSS) Certificate Program, as submitted by the Centre collégial de l'Alberta (in cooperation with Faculté Saint-Jean) and as set forth in Attachment 1, to take effect in September 2017.

Item

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| Action Requested | <input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation |
| Proposed by | Pierre-Yves Mocquais, Dean, Faculté Saint-Jean |
| Presenter | Dolorèse Nolette, Assistant Dean and Director, Centre collégial de l'Alberta |

Details

| | |
|---|---|
| Responsibility | Provost and Vice-President (Academic) |
| The Purpose of the Proposal is (please be specific) | To establish a Health Care Aide (Préposé aux soins de santé (PSS) certificate program, as licensed by the Ministry of Health, at the Centre collégial de l'Alberta |
| The Impact of the Proposal is | To provide CCA students with the opportunity to pursue a French-language college-level Health Care Aide certificate program that will prepare them for positions as a Health Care Aide in Alberta's growing health industry. |
| Replaces/Revises (eg, policies, resolutions) | N/A |
| Timeline/Implementation Date | September 2017 |
| Estimated Cost and funding source | See attached proposal |
| Next Steps (ie.: Communications Plan, Implementation plans) | Once approved through University Governance, this proposal will be submitted to the Ministry of Advanced Education for approval. Concurrently, a request is being submitted to Alberta Health to obtain licensing. |
| Supplementary Notes and context | The terms of reference for APC state that the committee has the authority to "approve proposals from Centre collégial de l'Alberta de l'University of Alberta for the establishment of or termination of diploma programs"; while this is a certificate and not a diploma program, the approval route through APC assumes the intention behind the delegation of authority for college programs to APC. |

Engagement and Routing (Include meeting dates)

| | |
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| Participation: (parties who have seen the proposal and in what capacity) <For further information see the link posted on the Governance Toolkit section Student Participation Protocol > | <u>Those who have been informed:</u> September 23, 2016: Faculté Saint-Jean Executive Committee (for information only) October 2016: Faculté Saint-Jean Council (for information only) |
| | <u>Those who have been consulted:</u> Office of the Provost and Vice-President (Academic) Office of the Registrar Dr. Anita Molzahn, Dean, Faculty of Nursing |

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| | Members, Health Sciences Council Community Advisory Body, Centre collegial de l'Alberta FSJ Dean, Associate Deans, Faculty members and staff |
| | <u><i>Those who are actively participating:</i></u> June 2016 : Centre collégial de l'Alberta, Comité de planification de programme (recommandation for approval by Comité exécutif, CCA) |
| Approval Route (Governance) (including meeting dates) | June 2016 : Centre collégial de l'Alberta Executive Committee (approval) |
| Final Approver | GFC Academic Planning Committee – April 19, 2017 |

Alignment/Compliance

| | |
|----------------------------------|--|
| Alignment with Guiding Documents | <p><u>Institutional Strategic Plan – For the Public Good</u></p> <p>GOAL: Experience diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success.</p> <p>7 . OBJECTIVE Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience.</p> <p>i. Strategy: Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally.</p> <p>9. OBJECTIVE: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.</p> <p>ii. Strategy: Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services.</p> <p>10.OBJECTIVE: Expand access to and engagement in the University of Alberta for learners engaging in continuing and professional education programs, experiences, and lifelong learning activities.</p> <p>GOAL: Engage communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations.</p> <p>18.OBJECTIVE: Seek, build, strengthen, and sustain partnerships with local, national, or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations.</p> |
| Compliance with Legislation, | 1. <i>Post-Secondary Learning Act (PSLA)</i> : General Faculties Council |

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| <p>Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p> | <p>(GFC) has responsibility, subject to the authority of the Board of Governors, over academic affairs. (Section 26(1)) and student affairs (Section 31). GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</p> <p>2. GFC Academic Planning Committee Terms of Reference (Section 14/Diploma Programs Offered by Centre collégial de l'Alberta de l'University of Alberta): "GFC delegates to APC the sole authority to consider and approve proposals from Centre collégial de l'Alberta de l'University of Alberta for the establishment of or termination of diploma programs (including all admission/transfer, academic standing/graduation, and related matters) to be offered by this unit. Where a new funding model is proposed for a new or existing diploma program, however, APC will forward the proposal (with recommendation) on to the appropriate standing committee of the Board of Governors."</p> |
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Attachments

1. Attachment 1 (page(s) 1 - 43 Centre Collégial de l'Alberta Proposed New Health Care Aide (Préposé aux soins de santé (PSS) Certificate Program
2. Attachment 2 (Pages 1- 123) Appendix F : Market Analysis Report by Axion

Prepared by: Marie Simuong, Governance Coordinator, Faculté Saint-Jean

Proposal Template Diploma, Certificate and Non-credential Programs

The following template outlines the information required by Innovation and Advanced Education to support its comprehensive review of proposals for new certificate, diploma and non-credential programs and new specializations in existing certificate, diploma and non-credential programs.

The guiding premise of the review is to ensure that the program adds value to Campus Alberta. The review will focus on the institution's assessment of student and employer demand; the situation of the program in the context of Campus Alberta; the financial viability of the program, including implications for students and taxpayers; and dimensions of program quality.

SECTION 1: PROGRAM OVERVIEW

1.1 Program Name

Provide the name to be used in the calendar and on the parchment.

Préposé aux soins de santé (Health Care Aide, Government of Alberta Provincial Curriculum)

1.2 Institution(s)

Centre collégial de l'Alberta, Campus Saint-Jean, University of Alberta

1.3 Contact Person

Name: Dolorèse Nolette

Telephone: 780-485-8648

Email: dnolette@ualberta.ca

1.4 Type of Initiative

New Certificate, Diploma or Non-credential program; or new specialization(s) in existing program.

This is a new Certificate program.

1.5 Program Length

Define the length of the proposed program using measures appropriate to the schedule and delivery format. This will include total course credits and weeks, and, where relevant, hours and semesters of instruction.

The proposed program will be 21 to 28 weeks in duration but may take longer to complete depending on student's English language proficiency at admission (see admission criteria). Students must meet the English-language proficiency level defined by Alberta Health before entering the practicum so that they can function in a

bilingual environment. A total of 198.5 theory hours, and 86.5 lab hours, are needed to complete the curriculum for an overall total of 285 hours. There are 24 credits taken within seven required courses and two integrated practicum(see appendix A.) in the program. This program can be completed over the Fall/Winter and Spring/Summer semesters of one year. Clinical practicum totaling 200 hours must also be completed before certification.

1.6 Program Description

Provide a brief (1-2 paragraphs) description of the program, summarizing its intended purpose, curriculum design, and methods of delivery and highlighting distinctive attributes. Attach as an Appendix a complete list of courses, including credit values, instructional hours and brief (calendar style) course descriptions. For elective options, specify course selection parameters. Identify new courses to be developed for this program.

Despite the growing Francophone population in Alberta and the associated needs in health-related services in French, no French-language Health Care Aide program is available in Alberta. Approval is hereby sought for the Centre collégial de l'Alberta to fill this educational gap by offering a one year Health Care Aide program (Préposé aux soins de santé - PSS) to French-speaking cohorts of students.

This program, which complies with the standards set out in the Alberta Health curriculum, aims at developing the skills needed to provide safe, ethical and respectful care according to the client's needs. The proposed program includes topics on personal care, assisting with mobility, feeding needs and medication delivery, communication, and clinical skills. The program delivery is a blend of classroom learning, practical training in labs, and clinical instruction in long-term care, acute care and community/home care settings. The admission requirements for the program include compulsory English proficiency. Students admitted with a deficiency in English will have the opportunity to take English as a Second Language training and will be required to meet proficiency levels before beginning their practicum. Mosby's Canadian Textbook for the Support Worker is the compulsory textbook for the program as proposed by the provincial curriculum. The textbook is not available in French and English language proficiency will need to be sufficient to follow the text.

Other specific training, such as CPR, may be provided in conjunction with this program so that graduates are ready for the work force when they complete the program. Once the University of Alberta is licensed to provide the Health Care Aide curriculum, graduates of the program will be certified to fill Health Care Aide positions and will be able to offer health care services in both French and English.

(See Appendix B for Calendar style course specific information.)

1.7 Proposed Implementation Date

September 2017

1.8 Enrolment Plan

Include assumptions and explanatory notes (e.g., attrition, part-time enrolment). Also:

- *If program implementation will occur over a number of years, provide data for each year to full implementation.*

- *If internal reallocation of existing resources is proposed, describe any anticipated decrease in enrolment in other programs that would result.*

| Proposed Enrolment | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Annual Ongoing |
|-------------------------------------|--------|--------|--------|--------|--------|----------------|
| Total head count | 8 | 8 | 8 | 8 | 8 | 8 |
| • Full-Time Year 1 | 8 | 8 | 8 | 8 | 8 | 8 |
| Total FLE | 0 | 0 | 0 | 0 | 0 | 0 |
| • FLE Year 1 | 6.4 | 6.4 | 6.4 | 6.4 | 6.4 | 6.4 |
| Anticipated No. of Graduates | 8 | 8 | 8 | 8 | 8 | 8 |

SECTION 2: DEMAND

2.1 Student Demand Analysis

Analysis should be supported by relevant data for the region and for Campus Alberta, as might be derived from: systematic questionnaire surveys of target audiences; application and enrolment summaries and trends for similar programs currently offered by other institutions; tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events; demographic projections for relevant sub-populations.

The target audience for the PSS program includes Francophone, French immersion and Core French high school graduates, adults in pursuit of career reorientation, and Francophone newcomers to Alberta. It is expected that the majority of students will be recruited within Alberta, but some students may be attracted to the program from other Canadian provinces and territories.

Alberta Education statistics indicate that the number of students enrolled in these various French language programs is growing year-to-year. A recent study (see Axion Market Study report, appendix 1) of the pool of potential students shows that 20,889 young students are currently studying in French in the provinces and territories of Western Canada, in addition to the 302,849 attending immersion schools in the same area. The report also indicated that over the last year, there has been a 4% increase in the number of students attending such schools. Therefore, the pool of potential students is approximately 321,000 youth with knowledge of the French language who may want to take college or university level programs in French. To attract students, the institution is putting in place quality programs in accordance with industry standards. The programs are presented in an innovative manner in order to meet the needs of French-speaking students throughout Alberta and elsewhere in the West, but also in order to train bilingual health care practitioners who will be able to operate in a dual linguistic environment. Because of the specific mandate, it has been given by the Ministry of Advanced Education when it was created at Campus Saint-Jean at the University of Alberta, the Centre collégial de l'Alberta is best suited to deliver such health programs in French in Western and Northern Canada.

Consultations with other institutions offering this program in French in other parts of Canada show that enrollment in programs varies from province to province as does the French-speaking population. The following table shows enrollment data in various institutions. Some changes in regulation were made

in Ontario which explains the variance between the two academic years of the program offered at La Cité.

| Institution | Program | Academic year | | Enrollment | |
|-------------------------------|---|-----------------------------|-----------|------------|----|
| Collège Acadie, PEI | Préposé aux soins de santé | Implemented in January 2017 | | 4 | |
| Collège Educacentre, BC | Préposé aux soins de santé | 2015-2016 | 2016-2017 | 3 | 2 |
| Collège Communautaire NB | Service de soutien en soins infirmiers | 2015-2016 | 2016-2017 | 64 | 62 |
| Collège Boréal, ON | Préposé aux services de soutien personnel | 2015-2016 | 2016-2017 | 26 | 15 |
| La Cité, ON | Préposé aux services de soutien personnel | 2015-2016 | 2016-2017 | 98 | 23 |
| Université Saint-Boniface, MB | Aide en Soins de Santé | 2015-2016 | 2016-2017 | 9 | 8 |

2.2 Labour Market Analysis

Analysis should be supported by relevant data and placed in the context of the target occupational/regional labour market(s). Relevant data sources include systematic surveys of prospective employers; occupational supply/demand projections from government or industry sources; tabulations of job postings/‘help wanted’ advertising; surveys of recruitment and graduate employment rates of similar programs; and demographic projections (i.e. for relevant regions and sub-populations.) Describe anticipated employment outcomes.

Target employment

Bilingual health care aides will find work in a variety of contexts. According to the data provided by Alberta Health, 90% of health care aides work in continuing care, while 10% work in acute care. Health care aides (HCAs) can work at long-term care institutions or in the patient’s home. The hours of work vary greatly, as some agencies offer 24-hour and weekend service. It therefore often involves shift work and weekend work. Given the nature of the work (lifting, washing and dressing patients), aides may be required to lift heavy loads and remain standing for long periods. They must, therefore, be in good health and be familiar with techniques for lifting patients without injuring them.

In Alberta, most people employed as HCAs work in the Health Care and Social Assistance industry and are employed by acute care hospitals, continuing care facilities, community care agencies, assisted living centres, occupational health departments, primary care clinics and physicians' offices, schools, group homes and homes. There are several facilities who have expressed an interest in hiring bilingual health care aides (see Appendix X) By working collaboratively with nursing professionals and other

members of the overall health care team, health care aides provide daily personal assistance, comfort and support services for elderly, disabled, acute or chronically ill people who require short-term assistance, ongoing support or end-of-life care. They may help patients/residents with feeding, mobility and exercise as needed. (Source : <http://www.albertahealthservices.ca/>).

Context and Rationale for Preparing Bilingual Health Professionals

There is a distinct need for French-language health services in Alberta. Training students who can provide both French and English language services in a variety of healthcare settings would help to meet that need. As stated in the Axion Market Study report, attached as Appendix 1, the Francophone population of Alberta is older than the province's population. In fact, 27.8% of Francophones were 55 or older in 2011, compared to 21% of the population as a whole. As well, according to the 2006 census by Statistics Canada, 80% of Francophone seniors aged 65 and over were located in four census divisions: 42% in the Edmonton metropolitan area, 22% in the greater Calgary area, 8% in northeastern region, and 8% in the northwest (see attached market study report led by Axion).

This situation will have an impact on the demand for health services over the short, medium and long terms. In fact, several Canadian and international studies show a sharp decline in the second language learned (in this case English) among seniors after their retirement (Source: *Littérature en santé au Canada, une question de bien-être. Conseil canadien sur l'apprentissage*, Ottawa, 2008). Moreover, studies clearly show that, in stressful situations, seniors tend to turn to their mother tongue. Finally, seniors with a cognitive disability such as dementia gradually lose their ability to communicate in the second language learned.

Furthermore, since the health care system is increasingly making use of home care, it is important to provide the required bilingual personnel to meet the needs of French-speaking individuals.

As demonstrated in the Market Study report, see Appendix 1, according to the 2011 National Household Survey, Francophones represent 2.1% of the total population of Alberta, or 74,075 people whose first official language spoken (FOLS) is French. Between 2006 and 2011, the population of Alberta with French as their first official language spoken increased by 10.6%, from 67,000 to 74,074 people. In 10 years (2001-2011), the population of Alberta with French as their first official language spoken increased by 19.5%, or 12,070 people. The sharp increase in the number of people with French as their first official language spoken is explained in large part by the arrival of recent immigrants whose first official language spoken was French (see attached market study report led by Axion). In fact, three out of four new residents of Alberta (76.7%) with French as their first official language spoken were recent immigrants who arrived in Canada between 2001 and 2011. This growth in the Francophone and bilingual population will lead to a rise in the demand for health services in French and to the creation of a growing number of positions that highlight bilingualism as an asset.

Indeed, research indicates that language barriers are at the root cause of the variance often observed between the state of health of the majority population and that of the linguistic minority population (Source: *Language Barriers in Access to Health Care*. Health Canada, 2001). In a 2005 study conducted by Réseau Santé Alberta, 82% of respondents indicated that as a result of the lack of French-language health services in Alberta they had had problems being understood, understanding the information provided to them, understanding the diagnosis, being referred to the right specialist, or other consequences. (Source: *Réseau santé albertain, French Language Primary Health Care in*

Alberta, 2007.)

The present proposal is in line with the National Consortium for Health Training in French (Consortium National de Formation en Santé, CNFS, of which the Campus Saint-Jean is a member) initiative aiming at developing the active offer of health services in French across the country. This aim being a major goal in their “Feuille de route 2013-2018” approved and financially supported by Health Canada.

Employability of graduates

Bilingual health care aides will have a unique added value to offer to employers making them preferred candidates in certain contexts and in general, their employability will be high. In Alberta, 31,083 people were working as nurse aides, orderlies and patient service associates as of December 31, 2014, making that category of profession the second largest in the number of employees in the province's health sector. Given the average age of 44 for nurse aides, orderlies and patient service associates (NOC 3413), retirements are expected to increase considerably over the next few years.

According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, 40% of employers seeking to hire health care aides had difficulty finding employees and 12% still had positions available after four months. According to the data, the vacancy rate for health care aides was at 4% in 2013. The demand for health care aides will continue to increase, as health professionals are ageing and retiring and the Francophone population is continuing to age. As well, it is very difficult to find Francophone or bilingual health care aides.

A number of sources indicate that the outlook for employment of Health Care Aides and in the health sector overall is excellent for the foreseeable future. Employment in the Health Care and Social Assistance industry is expected to grow between 2.0% and 2.9% annually between 2011 and 2015. (Source: Government of Alberta, *Employment and Immigration, Alberta Modified Canadian Occupational Projection System (COPS) Outlook 2011 - 2015, Industry Employment Outlook*). Moreover, [Alberta's Occupational Demand and Supply Outlook \(2011-2021\)](#) predicts a growing occupational demand and supply shortage of Assisting occupations in support of health services for the foreseeable future (with a cumulative shortage of 2,322 by 2021) (Source: <http://eae.alberta.ca/documents/occupational-demand-and-supply-outlook.pdf>)

It is therefore anticipated that the graduates of the PSS program will be in high demand. Moreover, the dual language skills of PSS graduates will be an asset that will be best utilized in those areas of Alberta where the French-speaking population is concentrated.

2.3 Support

Provide evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.

This proposal benefits from strong support from internal and external stakeholders.

Dean Mocquais consulted with the Dean of the Faculty of Nursing as well as to the Health Sciences Council in regards to the implementation of this program. Specific concerns voiced were about clinical placement opportunities. CCA is working closely with Covenant Health to secure placements

which in turn will meet a very specific need for qualified French-Speaking HCAs.

The recently completed Market Study report found as a separate attachment as well as letters of support show the need for graduates of such a program as well as the availability of clinical placements in francophone and bilingual sites. Please find letters of support attached, Appendix 2.

2.4 Clinical or Work Experience

If clinical or work experience is an essential part of program delivery:

2.4.1 Provide evidence that the placements will be available when needed.

It is expected that the graduates of the PSS program will be in high demand. With the prospect of a considerable increase in the aging population, the need for Health Care Aides and therefore the opportunities for placements will be increasing over the next year. CCA has been working closely with representatives of Covenant Health and an advisory committee to ensure that the placements are available. Please refer to letters of support for complementary information.

2.4.2 Describe the student's role in securing placements.

The role of the student in securing placements will be to:

- Provide a current Police Information Check with Vulnerable Sector Search and an up-to-date immunization record prior to the first clinical practicum.
- Obtain a CPR Healthcare Provider Level Certificate which is often required by employers.
- Meet other requirements as requested by the employer where the student will be placed.
- Meet with potential off-site practicum supervisors as required.

2.4.3 Explain how the institution will supervise/monitor the learning experience of students in off-site settings?

The Centre collégial de l'Alberta (CCA) will assign the monitoring of the student's practicum learning experience to one of its academic staff members who meets Alberta Health requirements for this role. This coordinator will work jointly with healthcare providers directly supervising students to evaluate the learning experience of each student.

2.4.4 Identify potential employer/employee liability related to this aspect of the program, and how the institution intends to manage this liability.

When in the off-site settings, students will be subject to all conditions that an employee would be subjected to in this setting. CCA representatives will work closely with on-site supervisors to ensure that students and the work-place are aware of this condition and that all proper documentation is provided.

SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT

3.1 Institutional Strategy

How does the proposed program align with the institution's strategic priorities and the Comprehensive Institutional Plan?

The PSS program aligns with the University of Alberta's new institutional strategic plan, [*For the Public Good / Au Service de l'intérêt publique*](#). One goal of the University of Alberta, as reflected in its strategic planning is to connect with its communities, notably embracing and extending strengths such as la Francophonie at Campus Saint-Jean, so as to enhance the University's interconnectedness with local communities. By drawing students from various Francophone communities as well as from the general public, and preparing graduates to return to work environments in this milieu, the PSS program enhances this connectedness between the University of Alberta and Alberta and Western Canada's Francophonie and the growing interest for bilingualism (as manifested by enrollments in immersion programs) in the general population. This program will enhance the University of Alberta's reputation as a leader in French language postsecondary education West of Winnipeg.

Campus Saint-Jean's academic vision is based on a desire to become the Canadian institution that trains the bilingual leaders in the social, economic, cultural and scientific fields from Alberta, Western Canada and elsewhere in order to best prepare them for their future role in the global village. To this end, CSJ's objectives are to:

- Train responsible, committed citizens,
- Encourage excellence among our students
- Promote a mix of social classes, cultures, experiences and values within the student population
- Advance knowledge and encourage greater intellectual curiosity among students.

The PSS program fits with this vision by training students from various backgrounds to become knowledgeable workers who have critical thinking skills, who can deliver quality health services in both official languages to all Albertans, and who are equipped to become leaders in their field.

3.2 Institutional Programs

Explain how the proposed program fits with existing programs at the institution, and the anticipated positive or negative impacts on other programs.

The common thread linking all programs at Campus Saint-Jean is the use of French as the language of instruction to prepare bilingual professionals for the workplace. There are absolutely no laddering opportunities between this program and the Baccalauréat bilingue, Sciences infirmières, the collaborative program between Faculté Saint_Jean and Faculty of Nursing. However, the CCA will be moving forward with a proposal for a Practical Nurse program and there will be some laddering opportunities built in between these two programs.

3.3 Internal Review and Approval

Provide a brief description of the internal review and approval process followed in developing the proposal.

Centre collégial de l'Alberta has a specific UA internal review and approval process. Please refer to Appendix 3 for further details. Stated here are the specifics for this proposal:

- June 2016 : Centre collégial de l'Alberta, Comité de planification de programme(recommendation for approval by Comité exécutif, CCA)
- June 2016 : Centre collégial de l'Alberta Executive Committee (approval)
- October 2016: Faculté Saint-Jean Faculty Council (for information only)

- Consultation within University of Alberta Faculties and Departments
- April 2017: U of A General Faculty Council Academic Planning Committee(APC)
- U of A to forward proposal to Alberta Advanced Education once approved by APC.
- Summer 2016: Letter requesting permission to use the provincial curriculum to be sent to Alberta Health (Appendix 4)

3.4 Campus Alberta Programs/Initiatives

Discuss the relationships (similarity, complementarity, transfer, competition) of the proposed program to other programs or initiatives in Campus Alberta and explain what the proposed program would add to the system. If the proposed program would duplicate existing programs, explain why that duplication is warranted.

The PSS certificate program will be part of Alberta's postsecondary college level system, as are other HCA programs in Alberta. A number of publicly funded postsecondary educational institutions and private vocational training institutions in Alberta offer diploma HCA programs.

The content and learning outcomes of the proposed PSS diploma program mirror those of the HCA program currently being offered in most institutions in Alberta. The learning outcomes have been validated by and approved by Alberta Health Services, who has developed a standard curriculum for Health Care Aide training that is offered by post-secondary education institutions throughout the province.

All existing programs offered in Alberta and across Western Canada are presently offered only in English. Most of the teaching in CCA's program will be done in French; however, the required textbook will be Mosby's Canadian Textbook for the Support Worker (in English). Also, some of the practicum work will be done in English and almost always in an English speaking setting. The PSS program is unique and distinct in that it will provide opportunity to students to develop workplace skills and knowledge in French as well as English. The cohort graduating from the PSS program will therefore be bilingual health care professionals.

3.5 Consultation

Summarize the type and outcomes of consultations with other institutions offering related programs. Attach copies of relevant documents (e.g. letters, meeting summaries). Discuss the potential for inter-institutional collaboration.

Past discussions have been held between Campus St-Jean (Centre collégial de l'Alberta) representatives and Bow Valley College. Discussions were also held with NorQuest College but did not result in a partnership for delivery because of the requirements of the federal funding agencies and Health Canada. CCA/CSJ is in the best position to liaise with the Francophone community and with French speakers at large in every corner of the province. Obtaining a license to offer this program is therefore critical.

3.6 Learner Pathways

3.6.1 Identify potential pathways from work to school (where applicable).

| Operational Costs | | | | | | |
|-----------------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Salaries, Wages and Benefits | \$91 000 | \$91 000 | \$91 000 | \$91 000 | \$91 000 | \$91 000 |
| Materials and Contracted Services | \$5000 | \$5000 | \$5000 | \$5000 | \$5000 | \$5000 |
| Other Direct Costs | \$82 000 | \$82 000 | \$82 000 | \$82 000 | \$82 000 | \$82 000 |
| Indirect Costs | \$7 350.00 | \$7 350.00 | \$7 350.00 | \$7 350.00 | \$7 350.00 | \$7 350.00 |
| Total Operational Costs | \$185 350 | \$185 350 | \$185 350 | \$185 350 | \$185 350 | \$185 350 |

Notes:

3. Consortium national de formation en santé(CNFS) (115,000 confirmed), Government of Canada, OLE funding (50,000, confirmed).
4. Most indirect costs such as Student Support Services, IT Support Services, Learner Support Services and Shuttle Services are negotiated within a Costing Model between CSJ and CCA that is taken from base CCA administration grant.

| One-time expenditures | Amount | Revenue Source | Details |
|---------------------------------------|---------------|---------------------------------------|--|
| Facilities | | | |
| Equipment and IT | \$15 000 | CNFS special funding | Equipment in lab space developed to accommodate PSS/HCA needs. A special grant will be requested from CNFS for this expense. |
| Curriculum Development | \$68 000 | CNFS regular funding, so in 2016-2017 | This will be done with CNFS funds for the 2016-2017 fiscal year (7 courses * 8500\$/course). |
| Marketing and Promotion | \$5 000 | CNFS regular funding, 2016-2017 | This will be done with CNFS funds for the 2016-2017 fiscal year and through CSJ Public Relations and Recruitment staff. |
| Faculty Recruitment and Establishment | \$5000 | | Faculty will be recruited through CSJ staff . |
| Library Enhancements | \$1600.00 | CNFS regular funding, 2106-2017 | Initial purchase of Monographs and periodicals. |
| Other | \$ | | |

4.2 Impact

4.2.1 *Compare the proposed tuition rate with that of similar programs in Campus Alberta.*

Proposed tuition rate for PSS program:

Canadian students:

Total tuition for program: (\$47.12/ft) \$2544.48 for the program

Total fees: as determined by UA, students are subject to all mandatory fees.

International students:

Total tuition for program: (130.82/ft) \$ 7064.28 for the program

Total fees: as determined by UA, students are subject to all mandatory fees.

Proposed tuition fees are in line with rates established in other institutions. Rates for Canadian students are slightly lower than, for example at NorQuest(\$2800.00). UA mandatory non-instructional fees are significantly higher than in other institutions offering this certificate program (NorQuest: \$986).

4.2.2 *Discuss the financial impact on students and the learner funding system, taking into account the costs of education and the potential debt burden relative to post-graduation earning capacity.*

Funding options by way of student loans for Alberta students and student bursaries provided by the CCA and various endowment funds will be available to students. Since this is a one year program, the financial burden is lower than other programs and is in line with post-graduation earning capacity and work-force hiring capacity.

4.2.3 *If program funding includes internal reallocation, evaluate the impact of this reallocation on the institution's operations and overall financial position.*

Because of small class numbers and the relative number of students expected in the proposed program compared to the total number of students at CSJ (about 2%), it is anticipated that, for the time being, the impact on Student Services and space at CSJ will be absorbed. The impact of the long term development of the program will need to be reassessed.

SECTION 5: QUALITY ASSESSMENT

5.1 Institutional Capacity

5.1.1 List instructional positions that would support the proposed program, specifying position title, credential and experience requirements, and areas of expertise. Distinguish between new and existing positions; and regular and sessional appointments. Describe mechanisms (existing and planned) to develop and ensure currency of teaching skills and disciplinary expertise.

The instructional positions necessary to offer the program will be equivalent to one and a half full-time positions for the period of instruction. Given the nature of CCA staffing, these will be CAS:T members and be full-time and part-time sessional lecturers. In order to meet Alberta Health criteria for licensing, CCA has already identified an LPN and an RN who are both working on the overall preparation for implementation. These two individuals have the language skills, the expertise and the experience to teach in the program. CSJ will seek instructional staff with the best expertise and language skills to provide quality instruction and will give preference to instructors with clinical experience.

5.1.2 List instructional support positions (e.g. lab technicians, tutors) related to the proposed program.

To date, no need for instructional support positions are expected.

5.1.3 Describe facilities, equipment and information resources (existing and planned) that would house and support delivery of the proposed program.

Because of the small class size, it is anticipated that there will not be a significant impact on infrastructure at CSJ, including library, computer labs, student services, etc.

5.1.4 Discuss the anticipated impacts of the proposed program on student support services.

Because of the low number of students, it is anticipated that there will not be a significant impact on student support services at the Campus Saint-Jean which is hosting about 700 students this 2016 Fall term. Students in the PSS program will participate in Student Services to the same degree as CSJ university-level students.

5.2 Curriculum

Describe the process of development and validation of curriculum for the proposed program. If available, please attach external review documents.

The program uses the learning outcomes and competencies defined in the Alberta Health curriculum. This ensures it is in alignment with our English-language college program counterparts in Alberta. Qualified staff will develop the learning material.

5.3 Academic Standards

List the requirements for admission and any alternate routes to admission; for residency; for academic progression; and for graduation. Compare these requirements to those for similar programs.

Admission requirements

a) French

One of Français 20-1, Français 20-2, French 30 (9 years), French Language Arts 20-1 or French Language Arts 20-2, or equivalent.

Note: French 30 (3 years) may be accepted on the basis of the result of the placement test in French.

OR

Having completed a first diploma from an accredited institution where French is the language of instruction.

b) English

One of English 20-1, English 20-2, or equivalent.

Admission from Another Province

- Students from other Canadian provinces who have successfully completed work at the high school level will be considered for admission to the CCA provided they present subjects equivalent to the requirements of the program.
- Equivalent: The CCA maintains the right to evaluate the equivalent values and the classification of courses taken in other provinces.
- All students who don't meet the requirements should contact the Admissions office at the Faculté Saint-Jean.

Admission with deficiency in English

Prior to practicum placement, students enrolled in the *Préposé aux soins de santé* program must demonstrate an acceptable level of English proficiency. Applicants whose first language is not English and do not present English (English 20-1 or 20-2 or their equivalent) upon admission will be required to demonstrate proficiency in one of the following ways:

- TOEFL (Test of English as a Foreign Language), score of 71.
- IELTS (International English Language Testing System), overall score of 5.5 with no section less than 5.0.
- CLB(Canadian Language Benchmarks), score of 7.

Pre-practicum requirements

- Successful completion of all prerequisite courses.
- A current Police Information Check (PIC) with Vulnerable Sector Search(VSS) must be submitted prior to practicum placement. Students who fail to provide a clear Police Information Check will not be allowed to participate in the practicum. Students who are entering the program and who have concerns related to their ability to satisfy a Police Information Check should consult with CCA admission staff immediately upon being admitted to the program.
- Immunization requirements as expressed in UA and placement policies must be met in order to participate in practicum placements.
- Complete [Alberta Health Services \(AHS\) Information & Privacy](#) training online learning module and submit the signed Confidentiality and User Agreement on the last page of the module as indicated below.
- Current N95 Mask Fit testing as arranged by the program.

Graduation requirements

Students will be required to validate each component of the program to obtain their PSS certificate. This will include validating English language competency, passing all courses and being successful in the compulsory practicum. A GPA of 2.0 must be obtained to graduate.

Academic Standing:

Academic standing is determined by a student's performance throughout the program. Students must attain a pass grade in each course to progress through the program. The student who fails a course will be asked to withdraw from the program or successfully complete the course before progressing to the practicum.

5.4 Learning Outcomes

5.4.1 Summarize the learning outcomes of the proposed program (e.g. career-specific knowledge and skills, employability skills).

This program aims at training healthcare professionals contributing to physical, emotional, social, and spiritual needs of clients. This program will provide the student with the skills necessary to support clients in their daily activities such as:

- Provide care in home, daily assisted-living or hospital care settings in an efficient and safely manner
- Provide person-centered care respecting ethical and legal regulations associated with the healthcare aide duties
- Intervene with diverse types of clients providing person-centered care by taking into consideration the particular needs of the client and of his/her family
- Provide compassionate care that optimize the person's autonomy and safety
- Contribute to care planning
- Provide medical care, including pharmacotherapy, under the direct or indirect supervision of a healthcare provider
- Evaluate the client needs and collect useful measures to evaluate the care plan efficiency
- Keep a clear written report of the observations and actions taken with a client
- Develop significant and adequate interpersonal relationships with clients, their families as well as with the other members of the care-providing team

5.4.2 Describe the consultative process with employers, industry/professional bodies or advisory groups that helped formulate these learning outcomes.

These outcomes of this program are mandated by the provincial HCA curriculum. Alberta Health manages and controls this curriculum.

5.4.3 Provide evidence of alignment/compliance with regulatory, industry, program accreditation and professional accreditation standards relevant to the program.

The fact that our program is based on the Alberta Health curriculum ensures it is in alignment with our English counterparts in Alberta

5.5 Institutional Quality Assurance

5.5.1 Describe the criteria and methods for evaluating the success of the program and achieving continuous quality improvement. Include expected outcomes, key performance indicators and performance targets for the program.

The proposal to establish college level programs at CSJ(2007) that was adopted by the Board of Governors of the University of Alberta in March 2008 stated that a number of measures will be employed to evaluate the performance and success of the programs on an annual basis. In its proposal to offer college-level programs, CSJ stated that the performance measures that will attest to the success of programs will be:

- Quality of programs
- Quality of instruction
- Quality and quantity of opportunities for practice-based learning
- Sustained enrolment
- Completion rate of at least 75%
- % of graduates finding employment
- Levels of satisfaction: students and graduates, employers, instructors
- Financial sustainability

Targets for these indicators will be set out in the CCA Strategic Plan, and results will be tracked and reported to appropriate stakeholders.

5.5.2 Indicate whether a program advisory committee is planned or in place and, if so, comment on the role of the committee in program quality assurance.

Presently, the Conseil consultatif communautaire (CCC-CCA) meets twice a year. This group is composed of representatives from various community stakeholders. Their role is primarily to advise the CCA Executive Committee (EC-CCA) on all matters concerning programming. Until a specific program committee is struck, the CCC-CCA will advise on program quality assurance, as will the EC-CCA.

Once the program is operational, a specific program committee, the Comité consultatif, Programmes de santé du CCA will be struck. Representatives from the Réseau santé Alberta, Fédération des aînés francophones, Alberta Health, Centre de santé Saint-Thomas, CCA health programs students, alumni and staff will be convened. Their mandate will include program quality assurance through a process approved by the EC-CCA.

RECOMMENDATION (FOR DEPARTMENT USE)

Do Any Issues or Information Gaps Remain?

Recommendation(s)

Reviewer(s)

Date Completed

New Program Proposal – System Coordination and Quality Review
Diploma/Certificate Programs

Appendix A : Course liste / Liste de cours PSSTC Course Description / Description des cours

List :

PSSTC 100 Working Safely and Effectively as a Health Care Aide / Travailler de façon sécuritaire et efficace en tant que Préposé aux soins de santé

PSSTC 101 Working and Communicating in a Health Care Environment / La communication dans l'environnement des soins de santé

PSSTC 120 Providing Client Care and Comfort / Prodiguer des soins aux clients

PSSTC 130 Assisting with Medication Delivery / Aider à l'administration de médicaments

PSSTC 110 Structure and Function of the Human Body, Health and Chronic Illness / Structure et fonction du corps humain, la santé et la maladie

PSSTC 121 Meeting Complex Care Needs / Satisfaire aux besoins complexes

PSSTC 122 Special Activities for Diverse Clients / Activités spéciales pour clients ayant diverses conditions

PSSTC 150 Integrated Clinical Practicum I / Stage clinique intégré I

PSSTC 151 Integrated Clinical Practicum II / Stage clinique intégré II

PSSTC 100 –
Working Safely
and Effectively
as a Health Care
Aide

3 credits, 45 hours (40 Lecture, 5 Lab)

This course provides the foundation upon which the knowledge and skills learned in all other programs are built. The students will be introduced to the standards of client-centered care with a focus on the roles of the health care aide in meeting these standards. Provincial legislation, employer's policies and procedures as well as the ability to work safely and effectively as part of a health care team will be discussed to give students the tools to provide a safe, ethical and respectful care based on the client's need.

Modules:

Role of the Health Care Aide, Theory Hrs: 8

Legislation, Theory Hrs: 3

Function Effectively as a Team Member, Theory Hrs: 10

Environmental Safety, Theory Hrs: 10, Lab Hrs: 2

Client Safety, Theory Hrs: 3, Lab Hrs: 1

Self-Care and Safety, Theory Hrs: 6, Lab Hrs: 2

PSSTC 100 –
Travailler de
façon sécuritaire
et efficace en
tant que
Préposé aux
soins de santé

Ce cours présente les fondements sur lesquels reposent toutes les connaissances et compétences apprises dans les autres cours du programme. Les étudiants seront initiés aux normes de soins axés sur le bénéficiaire, et notamment aux responsabilités du préposé aux soins de santé quant au respect de ces normes. La législation provinciale, les politiques et procédures de l'employeur ainsi que l'aptitude à travailler de façon sécuritaire et avec efficacité dans le cadre d'une équipe de soins de santé sont des sujets qui seront abordés pour outiller les étudiants de sorte à dispenser des soins de façon sécuritaire, respectueuse et conforme à la déontologie et ce, en fonction des besoins du bénéficiaire.

PSSTC 120 –
Providing Client

4 Credits, 69 hours (31 Lec, 38 Lab)

This course teaches the student the basic care skills to allow Health Care Aide

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| communication dans l'environnement des soins de santé | stratégies visant à gérer les conflits et à relever les défis et les obstacles à la communication entre les clients et le soignant en raison de la maladie et de l'âge. Les étudiants développeront ici leur habileté à communiquer (communication verbale, écrite et électronique) de façon professionnelle avec le bénéficiaire, sa famille et les membres de l'équipe. On traitera également de la documentation dans les dossiers du bénéficiaire et la rédaction de rapports. |
| <p>PSSTC 110 – Structure and Function of the Human Body, Health and Chronic Illness</p> <p>PSSTC 110 – Structure et fonction du corps humain, la santé et la maladie chronique</p> | <p>3 Credits, 48 hours (48 Lec, 0 Lab)</p> <p>This course introduces the student to the anatomy and physiology of the 12 systems making up the human body throughout the ages. The most common illnesses encountered by Health Care Aides will be discussed and information on how to provide safe care based on best practices according to the client's diagnoses, needs, and care plans will be developed. Students will also review care strategies on how to provide compassionate end-of-life care to support the client, the client's family, and yourself through the process of a client's dying and death.</p> <p>Modules: Body Systems and Function, Theory Hrs: 18 Human Growth and Development, Theory Hrs: 3 Health, Aging and Independence, Theory Hrs: 6 Chronic Conditions, Theory Hrs: 12 Meeting Care Needs at the Time of Death, Theory Hrs: 3 End of Life Care, Theory Hrs: 6</p> <p>Ce cours vise à initier les étudiants à l'anatomie et à la physiologie des douze systèmes composant l'organisme humain en fonction de l'âge. On discutera des pathologies les plus fréquentes qui se présenteront aux préposés aux soins de santé et on transmettra l'information sur la façon de prodiguer des soins sécuritaires selon les pratiques exemplaires et en fonction des diagnostics du bénéficiaire, de ses besoins et des plans de soins seront élaborés. Les étudiants examineront aussi les stratégies de soins en fin de vie fondées sur la compassion et l'accompagnement du client, le soutien à la famille et l'encadrement du soignant tout au long du processus menant à la mort du bénéficiaire.</p> |
| PSSTC 121 – Meeting Complex Care Needs | <p>2 Credits, 35 hours(14.5 Lec, 20.5 Lab)</p> <p>This course provides advance skills needed to support care such as wound, ostomy, respiratory, catheter and tube feed care. The student will also acquire skills to accurately measure vital signs.</p> <p>Modules: Assisting with Wound Care, Theory, Hrs: 1.5, Lab Hrs: 1.5 Assisting with Nasogastric and Gastrostomy Care and Tube Feeds, Theory Hrs: 1.5, Lab Hrs: 1.5 Assisting with Urinary Catheters and Drainage Systems, Theory Hrs: 2, Lab Hrs: 2 Assisting with Ostomy Care, Theory Hrs: 2, Lab Hrs: 2 Measuring Vital Signs, Pain, Height and Weight, Theory Hrs: 3, Lab Hrs: 9 Assisting with Specimen Collection, Theory Hrs: 1.5, Lab Hrs: 1.5 Assisting with Respiratory Care and oral Suctioning, Theory Hrs: 3, Lab Hrs: 3</p> <p>PSSTC 121 – Ce cours porte sur l'enseignement des compétences spécialisées nécessaires à</p> |

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| Satisfaire aux besoins complexes | l'administration de soins dans des cas de blessure, de stomie, de problèmes respiratoires, de cathéters et d'alimentation par sonde. Les étudiants acquerront également des compétences lui permettant d'interpréter les signes vitaux avec précision. |
| PSSTC 122 – Special Activities for Diverse Clients | 3 Credits, 40 hours (38 Lec, 2 Lab) This course prepares the students to work with a diverse client group in a variety of care settings. The students will here develop skills to assist with the care of clients facing dementia, mental health disorders, developmental delays, and physical disabilities. The care for infants and children will also be discussed in this course. Modules: Work with Clients with a Diagnosis of Dementia, Theory Hrs: 18 Assisting with the Care of Infants, Theory Hrs: 2, Lab Hrs: 2 Assisting with Child Care, Theory Hrs: 3 Assisting Clients with Physical Disabilities and developmental Delays, Theory Hrs:5 Caring for Clients with a Mental Health Diagnosis, Theory Hrs: 10 |
| PSSTC 122 – Activités spéciales pour clients ayant diverses conditions. | Ce cours prépare les étudiants à travailler auprès d'un groupe diversifié de bénéficiaires dans un éventail de contextes de soins. Les étudiants acquerront des compétences leur permettant d'aider à l'administration de soins à des bénéficiaires aux prises avec la démence, des troubles psychiques, des retards de développement et des limitations physiques. Les soins aux nourrissons et aux enfants seront également abordés dans le cadre de ce cours. |
| PSSTC 150 – Integrated Clinical Practicum I | 2 credits, 80 hours (80 Work Experience) Under the direction of a regulated health-care professional, students will work in a designated assisted living (DAL) site providing care and support for clients. This clinical practicum may be completed under the direct supervision of a professional nurse who is fulfilling the role of clinical instructor or under the indirect supervision of a clinical instructor through a mentored practicum experience. |
| PSSTC 150 – Stage clinique intégré I | Sous la direction d'un professionnel de la santé réglementé, les étudiants dispenseront des soins et une assistance aux bénéficiaires d'un centre de soins de longue durée. Ce stage en clinique peut être réalisé sous la supervision directe d'un infirmier professionnel qui assume le rôle d'enseignant clinique ou sous la supervision indirecte de l'enseignant responsable de l'encadrement d'un stage en clinique. |
| PSSTC 151 – Integrated Clinical Practicum II | 4 credits, 120 hours (120 Work Experience) Under the direction of a regulated health-care professional, students will work in a continuing care setting providing care and support for clients. The practicum may be completed under the direct or indirect supervision of an instructor or an onsite mentor. |
| PSSTC 151 – Stage clinique intégré II | Sous la direction d'un professionnel de la santé réglementé, les étudiants dispenseront des soins et une assistance aux bénéficiaires d'un centre de soins continus. Le stage peut être réalisé sous la supervision directe ou indirecte d'un enseignant ou d'un mentor sur les lieux. |

Appendix B

Centre collégial de l'Alberta, Faculté Saint-Jean

CALENDAR CHANGE REQUEST – Préposé aux soins de santé

| Current | Proposed |
|---------|--|
| NEW | <p><i>Admission requirements</i></p> <p>c) French One of Français 20-1, Français 20-2, French 30 (9 years), French Language Arts 20-1 or French Language Arts 20-2, or equivalent. Note: French 30 (3 years) may be accepted on the basis of the result of the placement test in French. OR Having completed a first diploma from an accredited institution where French is the language of instruction.</p> <p>d) English One of English 20-1, English 20-2, or equivalent.</p> <p><i>Admission from Another Province</i></p> <ul style="list-style-type: none"> • Students from other Canadian provinces who have successfully completed work at the high school level will be considered for admission to the CCA provided they present subjects equivalent to the requirements of the program. • Equivalent: The CCA maintains the right to evaluate the equivalent values and the classification of courses taken in other provinces. • All students who don't meet the requirements should contact the Admissions office at the Faculté Saint-Jean. <p><i>Admission with deficiency in English</i></p> <p>Prior to practicum placement, students enrolled in the <i>Préposé aux soins de santé</i> program must demonstrate an acceptable level of English proficiency. Applicants whose first language is not English and do not present English (English 20-1 or 20-2 or their equivalent) upon admission will be required to demonstrate proficiency in one of the following ways:</p> <ul style="list-style-type: none"> • TOEFL (Test of English as a Foreign Language), score of 71. • IELTS (International English Language Testing System), overall score of 5.5 with no section less than 5.0. • CLB(Canadian Language Benchmarks), score of 7. <p><i>Pre-practicum requirements</i></p> |

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| | <ul style="list-style-type: none"> • Successful completion of all prerequisite courses. • A current Police Information Check (PIC) with Vulnerable Sector Search(VSS) must be submitted prior to practicum placement. Students who fail to provide a clear Police Information Check will not be allowed to participate in the practicum. Students who are entering the program and who have concerns related to their ability to satisfy a Police Information Check should consult with CCA admission staff immediately upon being admitted to the program. • Immunization requirements as expressed in UA and placement policies must be met in order to participate in practicum placements. • Complete Alberta Health Services (AHS) Information & Privacy training online learning module and submit the signed Confidentiality and User Agreement on the last page of the module as indicated below. • Current N95 Mask Fit testing as arranged by the program. <p>Graduation requirements Students will be required to validate each component of the program to obtain their PSS certificate. This will include validating English language competency, passing all courses and being successful in the compulsory practicum. A GPA of 2.0 must be obtained to graduate.</p> <p>Academic Standing: Academic standing is determined by a student’s performance throughout the program. Students must attain a pass grade in each course to progress through the program. The student who fails a course will be asked to withdraw from the program or successfully complete the course before progressing to the practicum.</p> |
| <p>New Course</p> | <p>PSSTC 100 – Working Safely and Effectively as a Health Care Aide</p> <p>*3(fi 6)(either semester, 3-0-1/2)</p> <p>This course provides the foundation upon which the knowledge and skills learned in all other programs are built. The students will be introduced to the standards of client-centered care with a focus on the roles of the health care aide in meeting these standards. Provincial legislation, employer’s policies and procedures as well as the ability to work safely and effectively as part of a health care team will be discussed to give students the tools to provide a safe, ethical and respectful care based on the client’s need.</p> <p>Modules: Role of the Health Care Aide, Theory Hrs: 8 Legislation, Theory Hrs: 3 Function Effectively as a Team Member, Theory Hrs: 10 Environmental Safety, Theory Hrs: 10, Lab Hrs: 2 Client Safety, Theory Hrs: 3, Lab Hrs: 1 Self-Care and Safety, Theory Hrs: 6, Lab Hrs: 2</p> <p>PSSTC 100 – Travailler de façon sécuritaire et efficace en tant que Préposé aux soins de santé</p> |

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| | <p>*3(<i>fi</i> 6)(l'un ou l'autre des semestres, 3-0-1/2)</p> <p>Ce cours présente les fondements sur lesquels reposent toutes les connaissances et compétences apprises dans les autres cours du programme. Les étudiants seront initiés aux normes de soins axés sur le bénéficiaire, et notamment aux responsabilités du préposé aux soins de santé quant au respect de ces normes. La législation provinciale, les politiques et procédures de l'employeur ainsi que l'aptitude à travailler de façon sécuritaire et avec efficacité dans le cadre d'une équipe de soins de santé sont des sujets qui seront abordés pour outiller les étudiants de sorte à dispenser des soins de façon sécuritaire, respectueuse et conforme à la déontologie et ce, en fonction des besoins du bénéficiaire.</p> |
| <p>New course</p> | <p>PSSTC 120 – Providing Client Care and Comfort</p> <p>*4(<i>fi</i> 8)(either semestres, 3-0-3)</p> <p>This course teaches the student the basic care skills to allow Health Care Aide to provide safe and efficient care to clients and to support them in maintaining their independence. The students will acquire skills in assisting clients at mealtimes, with grooming and hygiene and with elimination in a professional and compassionate manner. Also, methods for carrying out client lifts and transfers in a safe and comfortable manner will be learned.</p> <p>Modules:</p> <p>Client Grooming and Personal Hygiene, Theory Hrs: 9, Lab Hrs: 9 Assist with Elimination, Theory Hrs: 4, Lab Hrs: 4 Positioning Transfers and Lifts, Theory Hrs: 3, Lab Hrs: 6 Assisting at Mealtime, Theory Hrs: 4, Lab Hrs: 3 Bathing the Client, Theory Hrs: 3, Lab Hrs: 3 Bed Making, Theory Hrs: 2, Lab Hrs: 4 Range of Motion, Theory Hrs: 3, Lab Hrs: 3 Assisting with Client Mobility, Theory Hrs: 3, Lab Hrs: 6</p> <p>PSSTC 120 – Prodiguer des soins aux clients</p> <p>*4(<i>fi</i> 8)(l'un ou l'autre des semestres, 3-0-3)</p> <p>Ce cours porte sur l'enseignement de techniques de base en matière de soins de santé permettant de prodiguer aux bénéficiaires des soins sécuritaires et efficaces et de les aider à conserver leur indépendance. L'étudiant acquerra des compétences lui permettant d'assurer le soutien aux bénéficiaires lors des repas, pour la toilette et l'hygiène ainsi que pour l'élimination de façon professionnelle et compatissante. De plus, des méthodes sécuritaires de levée et de transfert des clients seront apprises.</p> |
| <p>New course</p> | <p>PSSTC 130 – Assisting with Medication Delivery</p> <p>*1(<i>fi</i> 2)(either semestres, 1/3-0-1)</p> <p>This course provides skills and confidence in assisting clients with the very challenging and highly responsible task of delivering medications. The student will acquire practical knowledge in the laboratories.</p> <p>Modules:</p> <p>Assist with Medication Delivery, Theory Hrs: 6, Lab Hrs: 12</p> <p>PSSTC 130 – Aider à l'administration de médicaments.</p> <p>*1(<i>fi</i> 2)(l'un ou l'autre des semestres, 1/3-0-1)</p> <p>Ce cours fournit la compétence et l'assurance nécessaires au moment d'aider</p> |

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| | <p>les clients en s'acquittant de la tâche très exigeante et de grande responsabilité qu'est l'administration des médicaments. L'étudiant acquerra des connaissances pratiques en laboratoire.</p> |
| <p>New course</p> | <p>PSSTC 101 –Working and Communicating in a Health Care Environment *2(fi 4)(either semestres, 3/2-0-1) This course provides skills in problem-solving and strategies to handle conflicts and overcome the challenges and barriers in communication between the clients and the caregiver due to disease and aging. The students will here develop their ability to communicate (oral, written, and electronic communication) professionally with clients, clients families, and team members. Documentation in client records and completion of reports will also be discussed. Modules: Person to Person Communication, Theory Hrs: 3 Communication Impairments and Related Strategies, Theory Hrs: 9, Lab Hrs: 3 Dealing with Conflict, Theory Hrs: 3, Lab Hrs: 3 Documentation, Theory Hrs: 6, Lab Hrs: 3</p> <p>PSSTC 101 – La communication dans l'environnement des soins de santé *2(fi 4)(l'un ou l'autre des semestres, 3/2-0-1) Ce cours permet d'acquérir des compétences en résolution de problèmes et des stratégies visant à gérer les conflits et à relever les défis et les obstacles à la communication entre les clients et le soignant en raison de la maladie et de l'âge. Les étudiants développeront ici leur habileté à communiquer (communication verbale, écrite et électronique) de façon professionnelle avec le bénéficiaire, sa famille et les membres de l'équipe. On traitera également de la documentation dans les dossiers du bénéficiaire et la rédaction de rapports.</p> |
| <p>New course</p> | <p>PSSTC 110 – Structure and Function of the Human Body, Health and Chronic Illness *3(fi 6)(either semestres, 3-0-0) This course introduces the student to the anatomy and physiology of the 12 systems making up the human body throughout the ages. The most common illnesses encountered by Health Care Aides will be discussed and information on how to provide safe care based on best practices according to the client's diagnoses, needs, and care plans will be developed. Students will also review care strategies on how to provide compassionate end-of-life care to support the client, the client's family, and yourself through the process of a client's dying and death. Modules: Body Systems and Function, Theory Hrs: 18 Human Growth and Development, Theory Hrs: 3 Health, Aging and Independence, Theory Hrs: 6 Chronic Conditions, Theory Hrs: 12 Meeting Care Needs at the Time of Death, Theory Hrs: 3 End of Life Care, Theory Hrs: 6</p> <p>PSSTC 110 – Structure et fonction du corps humain, la santé et la maladie chronique *3(fi 6)(l'un ou l'autre des semestres, 3-0-0)</p> |

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| | <p>Ce cours vise à initier les étudiants à l'anatomie et à la physiologie des douze systèmes composant l'organisme humain en fonction de l'âge. On discutera des pathologies les plus fréquentes qui se présenteront aux préposés aux soins de santé et on transmettra l'information sur la façon de prodiguer des soins sécuritaires selon les pratiques exemplaires et en fonction des diagnostics du bénéficiaire, de ses besoins et des plans de soins seront élaborés. Les étudiants examineront aussi les stratégies de soins en fin de vie fondées sur la compassion et l'accompagnement du client, le soutien à la famille et l'encadrement du soignant tout au long du processus menant à la mort du bénéficiaire.</p> |
| <p>New course</p> | <p>PSSTC 121 – Meeting Complex Care Needs *2(fi 4)(with semestres, 1-0-1.5) This course provides advance skills needed to support care such as wound, ostomy, respiratory, catheter and tube feed care. The student will also acquire skills to accurately measure vital signs. Modules: Assisting with Wound Care, Theory, Hrs: 1.5, Lab Hrs: 1.5 Assisting with Nasogastric and Gastrostomy Care and Tube Feeds, Theory Hrs: 1.5, Lab Hrs: 1.5 Assisting with Urinary Catheters and Drainage Systems, Theory Hrs: 2, Lab Hrs: 2 Assisting with Ostomy Care, Theory Hrs: 2, Lab Hrs: 2 Measuring Vital Signs, Pain, Height and Weight, Theory Hrs: 3, Lab Hrs: 9 Assisting with Specimen Collection, Theory Hrs: 1.5, Lab Hrs: 1.5 Assisting with Respiratory Care and oral Suctioning, Theory Hrs: 3, Lab Hrs: 3</p> <p>PSSTC 121 –Satisfaire aux besoins complexes *2(fi 4)(l'un ou l'autre des semestres, 1-0-1.5) Ce cours porte sur l'enseignement des compétences spécialisées nécessaires à l'administration de soins dans des cas de blessure, de stomie, de problèmes respiratoires, de cathéters et d'alimentation par sonde. Les étudiants acquerront également des compétences lui permettant d'interpréter les signes vitaux avec précision.</p> |
| <p>New course</p> | <p>PSSTC 122 – Special Activities for Diverse Clients *3(fi 6)(either semestres, 3-0-2/14) This course prepares the students to work with a diverse client group in a variety of care settings. The students will here develop skills to assist with the care of clients facing dementia, mental health disorders, developmental delays, and physical disabilities. The care for infants and children will also be discussed in this course. Modules: Work with Clients with a Diagnosis of Dementia, Theory Hrs: 18 Assisting with the Care of Infants, Theory Hrs: 2, Lab Hrs: 2 Assisting with Child Care, Theory Hrs: 3 Assisting Clients with Physical Disabilities and developmental Delays, Theory Hrs:5 Caring for Clients with a Mental Health Diagnosis, Theory Hrs: 10</p> <p>PSSTC 122 – Activités spéciales pour clients ayant diverses conditions. *3(fi 6)(l'un ou l'autre des semestres, 3-0-2/14)</p> |

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| | <p>Ce cours prépare les étudiants à travailler auprès d'un groupe diversifié de bénéficiaires dans un éventail de contextes de soins. Les étudiants acquerront des compétences leur permettant d'aider à l'administration de soins à des bénéficiaires aux prises avec la démence, des troubles psychiques, des retards de développement et des limitations physiques. Les soins aux nourrissons et aux enfants seront également abordés dans le cadre de ce cours.</p> |
| New course | <p>PSSTC 150 – Integrated Clinical Practicum I *2(fi 4)(either semestres, 0-8-0) Under the direction of a regulated health-care professional, students will work in a designated assisted living (DAL) site providing care and support for clients. This clinical practicum may be completed under the direct supervision of a professional nurse who is fulfilling the role of clinical instructor or under the indirect supervision of a clinical instructor through a mentored practicum experience. Prerequisite: Successful completion of PSSTC 120</p> <p>PSSTC 150 – Stage clinique intégré I *2(fi 4)(l'un ou l'autre des semestres, 0-8-0) Sous la direction d'un professionnel de la santé réglementé, les étudiants dispenseront des soins et une assistance aux bénéficiaires d'un centre de soins de longue durée. Ce stage en clinique peut être réalisé sous la supervision directe d'un infirmier professionnel qui assume le rôle d'enseignant clinique ou sous la supervision indirecte de l'enseignant responsable de l'encadrement d'un stage en clinique. Préalable : La réussite de PSSTC 120.</p> |
| New course | <p>PSSTC 151 – Integrated Clinical Practicum II *4(fi 8)(either semestres, 0-12-0) Under the direction of a regulated health-care professional, students will work in a continuing care setting providing care and support for clients. The practicum may be completed under the direct or indirect supervision of an instructor or an onsite mentor. Prerequisite: Successful completion of all courses including PSSTC 150.</p> <p>PSSTC 151 – Stage clinique intégré II *4(fi 8)(l'un ou l'autre des semestres, 0-12-0) Sous la direction d'un professionnel de la santé réglementé, les étudiants dispenseront des soins et une assistance aux bénéficiaires d'un centre de soins continus. Le stage peut être réalisé sous la supervision directe ou indirecte d'un enseignant ou d'un mentor sur les lieux. Préalable : La réussite de tous les cours du programme incluant PSSTC 150.</p> |

Appendix C: Letters of support



Edmonton, May 31, 2016

Dr. Pierre-Yves Mocquais
Dean
Campus Saint-Jean, University of Alberta
8406, rue Marie-Anne Gaboury
Edmonton, AB T6C 4G9

Object: Letter of support for the program of Health Care Aide

Dear Dr. Mocquais,

For more than a decade, Réseau santé albertain has been working collaboratively with the health care system and professionals, advocating for language as a key component of quality health care. With the help of volunteers, we raise awareness and engage stakeholders across the province in an effort to improve access to French-language services in key areas of health.

Since 2004, we have collaborated closely with Campus Saint-Jean. Together, we have developed a positive working relationship based on trust, respect for each other's competences and with the goal of creating the biggest positive impact possible on the community.

Language is a key factor for delivering quality of care and ensuring patient safety. Health Care Aides capable of delivering services in French to our population, whether it is at home, in Assisted Daily Living centres or long-term facilities will contribute significantly to quality care and patient safety. Thus, we strongly support the application of Campus Saint-Jean for training health care aides in Alberta in French.

By hiring an additional person to their staff for the purpose of ensuring the success of the service incubator and taking care of other outstanding concerns, the ACFA of Calgary will no doubt become an even stronger partner for the RSA.

Sincerely,

A handwritten signature in blue ink, appearing to read "Luc Therrien", is written over a faint, light blue background graphic of stylized human figures.

Luc Therrien, MN, RN
Executive Director



La Cité francophone
8627 rue Marie-Anne-Gaboury (91^e Rue)
Pavillon II, Bureau 303
Edmonton, Alberta T6C 3N1

www.acfa.ab.ca

Edmonton, le 10 juin 2016

Campus Saint-Jean
Dr. Pierre-Yves Mocquais, doyen
8406 rue Marie-Anne-Gaboury
Edmonton, Alberta T6C 4G9

OBJET : Lettre d'appui pour le programme de Préposé aux soins de santé

Dr. Mocquais,

Au nom de l'ACFA, qui est l'organisme porte-parole de la francophonie albertaine, il nous fait plaisir d'appuyer la demande du Campus Saint-Jean en vue d'offrir le programme de préposé aux soins de santé, en français en Alberta, à travers le Centre collégial de l'Alberta.

Alberta Health Services avait adopté en 2012 un cadre d'intervention avec plan d'action identifiant les francophones comme une population vulnérable et prioritaire nécessitant une programmation sur mesure en matière de gestion de maladies chroniques, de soins de santé primaires et communautaires. Par ailleurs, notre système de soins de santé albertain dit prôner une approche santé axée sur les besoins du patient et de sa famille.

Nos patients francophones ont besoin d'abord et avant tout de communiquer dans leur langue maternelle afin de s'assurer de la qualité des services qu'ils reçoivent et de leur sécurité. Plusieurs études menées au Canada et ailleurs dans le monde ont démontré que les barrières linguistiques ont des conséquences négatives sur l'accès aux services de santé et sur la qualité des soins. La prestation de soins linguistiquement adaptés diminue non seulement le risque d'erreur, mais améliore aussi l'adhésion au traitement, la relation soignant-patient et l'état de santé général de ceux-ci. Ainsi, nous sommes convaincus que la mise en place d'un programme de préposé aux soins de santé permettant de former des professionnels de la santé bilingues sera bénéfique pour les Albertains d'expression française et viendra adresser un important enjeu au sein de notre communauté.

Nous vous souhaitons le meilleur des succès dans le cadre de cette application et nous demeurons disponibles pour vous appuyer avec toute autre démarche.

Veillez agréer, Dr. Mocquais, mes plus sincères salutations.

Le président,

Jean Johnson

P.j. English version of this letter.



La Cité francophone
8627 rue Marie-Anne-Gaboury (91^e Rue)
Pavillon II, Bureau 303
Edmonton, Alberta T6C 3N1

www.acfa.ab.ca

June 10th, 2016

Campus Saint-Jean
Dr. Pierre-Yves Mocquais, Dean
8406 91 Street
Edmonton, Alberta T6C 4G9

OBJECT: Letter of support for the program of Health Care Aids

Dr. Mocquais,

On behalf of the ACFA, which is the spoke organization for Alberta's French-speaking community, we strongly support the application of Campus Saint-Jean to deliver the program of Health Care Aids, in French in Alberta, through le Centre collégial de l'Alberta.

In 2012, Alberta Health Services adopted a framework with an action plan identifying Francophones as a vulnerable population and a priority requiring a custom programming for chronic disease management, primary, and community health care. Furthermore, our health care system refers to a Patient- and family- centred care approach.

Our francophone patients need first and foremost to be able to communicate in their mother-tongue to ensure the quality of services they receive and their safety. A number of studies conducted in Canada and elsewhere have shown that language barriers adversely affect access to health services and the quality of care. Delivering linguistically appropriate care not only reduces the risk of error, but also improves adherence to treatment, doctor-patient relationship and the overall health of these patients. Therefore, we are convinced that the establishment of a Health Care Aids program to train bilingual health professionals will benefit French-speaking Albertans and will address an important issue in our community.

We wish you the best of success with this application and we remain available to assist you with any other approach.

Sincerely,

Jean Johnson,
President

Enclosed: Version française de cette lettre.



June 14, 2016

Nisrine Mokri, M.D.
Director of Health Programs
Faculty Service Officer
Campus Saint-Jean/University of Alberta
8406 - 91 Street
Edmonton (AB), T6C 4G9

Dear Mrs. Mokri,

The *Fédération des aînés franco-albertains* (FAFA) wishes to support your request for the creation of a *Health Care Aide Program* at the Campus Saint-Jean. It is our belief that such a program would meet the needs of our rapidly aging Franco-Albertan population whose documented wish is to overwhelmingly choose to “age in place”.

The most recent population census underscored the aging demographics of Alberta’s official language minority:

- People 65 years of age and older already represent 15.1% of the Franco-Albertan population compared to 10.6% in the general provincial population.
- Over the past 10 years, the number of Franco-Albertan seniors has increased from 8,000 to 12,000.
- With the arrival of the babyboomer cohort that represents 25% of the senior Franco-Albertan population, aging of the population will noticeably speed up over the next few years as people continue to reach 65 years of age.

The qualitative analysis of the needs of Franco-Albertan seniors completed by FAFA (*Portrait of 50+ Franco-Albertans: Qualitative analysis of the needs of francophone adults 50 years of age and older in Alberta* – Feb. 2013) revealed that, ideally, “aging in place” was the consensus of the vast majority Franco-Albertan seniors. However, their “vision” could not be satisfied because of the lack of services in French in the present health care continuum. Francophone seniors often have to leave their communities to receive appropriate care in French; this results in social and cultural uprooting. For the aging-at-home model to succeed, it requires the availability of a range of qualified personnel to meet this identified quality-of-life goal.

Given this context, the *Fédération des aînés franco-albertains* believes that having workers trained in the new *Health Care Aide Program* would not only make a huge difference to our Franco-Albertan communities by filling the present gap in the continuum of services but, also provide good employment opportunities to its graduates.

Should you require more information or support in promoting the establishment of a *Health Care Aide Program* at the Campus Saint-Jean, please do not hesitate to communicate with us.

Sincerely,



Linda Groth

President

Yannick Freychet

Executive Director





Saint Elizabeth

June 16, 2016

Mme Nisrine Mokri
Director of Health Programs
Faculty Service Officer
Campus Saint-Jean
University of Alberta

On behalf of Saint Elizabeth Health Care, I am pleased to provide this letter of support for the creation of a Health Care Aide Program at Campus Saint-Jean.

Saint Elizabeth is a diversified health care company and not-for-profit charitable organization that has been opening the door to new possibilities and care experiences for more than a century. Recognized as Canada's largest social enterprise, we employ 8,000 people who spread hope and happiness through 18,000 care exchanges daily. Since 2014, we have been working with Covenant Care to provide direct care services at Saint-Thomas Health Centre. Saint-Thomas has 200-units and is committed to meeting the health care needs of the Edmonton francophone community.

As the population ages and the demand for health and social care services continues to grow, the availability of qualified, well-trained Health Care Aides is vital to meeting the needs of Alberta's French speaking population. As a leader in person and family centred care, Saint Elizabeth is committed to providing exceptional care through a holistic approach that meets the unique linguistic, cultural and health needs of the people and communities we serve.

University of Alberta Campus Saint-Jean is a leader in bilingual education, and as such, is well situated to train bilingual and French-speaking Health Care Aides. We wish you great success and look forward to hearing more about the program.

Sincerely,

Rheta Fanizza
Chief Business Officer & Senior Vice President, Innovation
Saint Elizabeth

Cc: Paul Denis Board Chair, Community Board, Saint Thomas Health Centre

90 Allstate Parkway, Suite 300
Markham, ON L3R 6H3
T 905.940.9655
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www.saintelizabeth.com

To support our charitable programs, please visit our website.

May 29th. 2016

Mme Nisrine Mokri
Director of Health Programs
Faculty Service Officer
Campus Saint-Jean, U of A

I want to personally support the creation of a Health Care Aide Program at Campus Saint-Jean. Such a program would be welcomed by the francophone community as the need for Health Care Aides has become evident over the past few years and it will continue to grow at a rapid pace.

In a publication prepared by the Francophone Seniors Federation of Alberta published in 2012, the following statistics on the francophone population of Alberta was reported. Most of this information comes from Statistics Canada. There are 68,500 Albertans whose first language is French.

Edmonton accounts for 42% or 28,700 Francophones.

St-Paul/Bonnyville has 8% or 5,500 Francophones.

Peace River area has also 8% or 5,500 Francophones.

According to statistics Canada the Baby Boomer population will almost double between 2011 and 2036, going from 14% to 24% of the general population. However the Francophone group has a higher number of seniors per capita than the general population.

In Edmonton alone the Francophone seniors will number 6,900 people. If we add the numbers from St-Paul/Bonnyville and Peace River, an additional 2,600 people, the total number of francophone seniors is close to 10,000. Many will be looking for continuing care health services in French.

Some 15% to 20% of these people will require supportive living services.

Conservatively, as many as 1,300 seniors from Edmonton are potential clients for the St-Thomas Health Center operated by Covenant Care, situated across the street from Campus Saint-Jean. Add an uncertain number from areas North of Edmonton and Calgary and this number could be as many as 2,000.

Edmonton has seen its francophone population increase considerably with immigration from French speaking African countries. The needs for continuing care will become more evident as this population grows older. It would be important to find students from these countries registered in this Health Care Aide Program.

Graduates from the Campus Saint-Jean Health Care Aide Program could find employment immediately at the St-Thomas Health Care Center which could also provide practicums for the students.

This is an exciting situation which can lead to the creation of a great example of health care that meets the needs of a growing population, taking into account the need for linguistically & culturally adapted health care.

It would also highlight the contribution to the francophone community of the University of Alberta Campus Saint-Jean. The francophone community created Collège Saint-Jean, now part of the U of A, now known as Campus St. Jean. It is fitting that the University provide this program which would meet an ever more important need in the francophone community.

As President of the Community Board of St-Thomas Health Center, I can confirm the unreserved support of all the members of our board. St-Thomas also houses close to 100 francophone seniors who occupy apartments in the independent living area. These people would like to know that when the time comes, should they need supportive living services, they will have access to qualified and well trained Health Care Aides. It would bring great comfort to them if we could tell them that Campus Saint-Jean will soon be offering a program that will meet that need.

Also, the Calgary area has a considerable number of francophone seniors who need or will need supportive living health care services over the next decade and more. Trained health care aids graduating from Campus Saint-Jean may very well be able to fill positions in all parts of Alberta wherever the need is manifest.

Should you require more information or assistance in promoting the Health Care Aide Program at Campus Saint-Jean, please do not hesitate to communicate with me at your convenience.

Regards;
Paul Denis

President
Community Board
St-Thomas Health Center

Appendix D : Prior Learning Assessment and Recognition

Préposé aux soins de santé(PSS), Prior Learning Assessment and Recognition(PLAR)

The PSS PLAR process is a certification process for individuals who have had directly related continuing care work experience in the past three years but do not currently have a certificate that is recognized in Alberta. These would include:

1. individuals who have been working as a nursing attendant or personal support worker, but do not have a certificate currently recognized in Alberta.
2. nurses or nursing attendants trained in another country who have experience in geriatric care and believe they have the skills and knowledge to meet the standards for the CCA Préposé aux soins de santé certificate.

Individuals requesting that their prior experiences be recognized, they must

1. meet the Admission Requirements for the PSS certificate program and
2. have 600 hours of experience in the last 3 years as a healthcare worker. These must be documented with a proof-of-employment letter from the employer(s).

Once individuals have been approved for the PSS PLAR process, they will receive an individualized learner plan. The CCA's PSS qualified staff will evaluate the profile of each individual requesting admission to the PSS PLAR certificate. All candidates will take the following mandatory course: **PSSTC 120** Prodiguer des soins aux clients.

Depending on their individualized plan, candidates may challenge the other courses in the program while taking the mandatory courses.

Classes will be offered in a hybrid online model including face to face classes and labs.

Appendix F : Market Analysis Report by Axion

UNIVERSITY AND COLLEGE PROGRAMS IN HEALTH



March 2016

MARKET STUDY PREPARED FOR CAMPUS SAINT-JEAN

AXION

Ottawa, ON
Tel.: 613-369-4333
www.axionplus.biz

PROJECT COORDINATION: Axion

PROJECT ADVISORS:

Denis Fontaine, Campus Saint-Jean
Dolorèse Nolette, Campus Saint-Jean

This study was conducted in cooperation with the Campus Saint-Jean component of the Consortium national de formation en santé (national health education consortium).

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I. SUMMARY

Campus Saint-Jean is studying the possibility of creating eight new college and university programs to train Francophone and bilingual professionals in the health sector.

The market study targets the health service needs of Francophones in relation to each proposed program. Particular attention is paid to the college *Health Care Aide* program.

There are three distinct elements to the methodology used in carrying out this study, namely demographic research regarding Francophones in Alberta, consultation with the province's Francophone communities, and a market study for eight distinct college and university programs.

Demographic data

According to the 2011 National Household Survey, Francophones represent 2.1% of the total population of Alberta, or 74,075 people whose first official language spoken (FOLS) is French.

Between 2006 and 2011, the population of Alberta with French as their first official language spoken increased by 10.6%, from 67,000 to 74,074 people. In 10 years (2001-2011), the population of Alberta with French as their first official language spoken increased by 19.5%, or 12,070 people. The sharp increase in the number of people with French as their first official language spoken is explained in large part by the arrival of recent immigrants whose first official language spoken was French. In fact, three out of four new residents of Alberta (76.7%) with French as their first official language spoken were recent immigrants who arrived in Canada between 2001 and 2011.

The Francophone population of Alberta is older than the province's population. In fact, 27.8% of Francophones were 55 or older in 2011, compared to 21% of the population as a whole. As well, according to the 2006 census by Statistics Canada, 80% of Francophone seniors aged 65 and over were located in four census divisions: 42% in the Edmonton metropolitan area, 22% in the greater Calgary area, 8% in northeastern region, and 8% in the northwest.

This situation could have an impact on the demand for health services over the short, medium and long terms. In fact, several Canadian and international studies show a sharp decline in the second language learned (in this case English) among seniors after their retirement. Moreover, studies clearly show that, in stressful situations, seniors tend to turn to their mother tongue. Finally, seniors with a cognitive disability such as dementia gradually lose their ability to communicate in the second language learned.

Another characteristic of the Francophone population in Alberta is the sharp rise in the number of Francophone immigrants who arrived in the province between 2001 and 2011. It must be noted that 41% of very recent immigrants have indicated only French as their first official language spoken. In general, immigrants who arrive in Canada are in relatively good health. However, several studies note that the health of immigrants tends to deteriorate.

Consultations with Francophone communities

In order to identify the need for Francophone and bilingual labour to better serve Francophone communities in Alberta in terms of health care, consultations were organized in four regions (Calgary, Edmonton, Northeast and Northwest). A total of 68 people participated in the 6 consultations.

A discussion template with four main questions was prepared to gather the same information from the various communities:

- Health services currently available in French;
- Health services that should be available as a priority in French;
- The relevance of creating a health care aide program;
- The order of priority for the programs previously identified.

In light of the profile of the Francophone population and the results obtained from the consultations, the project managers selected five college programs and three university programs, for which Axion developed targeted market studies.

College Programs

- Health care aide (NOC 3413)
- Licensed practical nurse (NOC 3233)
- Mental health worker (NOC 4212)
- Emergency medical personnel (NOC 3234)
- Speech language assistant (NOC 3235)

University programs

- Nurse practitioner (NOC 3152)
- Psychologist (NOC 4151)
- Dietitian (NOC 3132)

College program – Health care aide

In Alberta, 31,083 people were working as nurse aides, orderlies and patient service associates as of December 31, 2014, making that category of profession the second largest in the number of employees in the province's health sector.

Given the average age of 44 for nurse aides, orderlies and patient service associates (NOC 3413), retirements are expected to increase considerably over the next few years.

According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, 40% of employers seeking to hire health care aides had difficulty finding employees and 12% still had positions available after 4 months. According to the data, the vacancy rate for health care aides was at 4% in 2013.

All respondents believe that there will be a moderate expansion of the job market for graduates from a Francophone or bilingual health care aide program over the next five to seven years. Although health agencies that hire these professionals are not seeking bilingual personnel, the demand for health care aides will continue to increase, as health professionals are ageing and retiring and the Francophone population is continuing to age. As well, it is very difficult to find Francophone or bilingual health care aides.

Like everywhere else in Canada, the profession of health care aide is not regulated in Alberta. Educational institutions issue a certificate to attest to the student's success, but there is no final program examination.

However, in 2001, Alberta Health established a competency profile for health care aides. An updated competency profile should be released in 2016.

At this time, the program is offered by a large number of private institutions, community colleges and employers certified by the province. No institution offers the health care aide program in French.

In the other western provinces, two programs are offered in French: a health care aid certificate at Université de Saint-Boniface and the distance and classroom resident care attendant program from Éducacentre College. According to Éducacentre College's website, its program is not recognized by the Government of Alberta, unlike the vast majority of programs offered by private and public institutions in Alberta.

Given the promising number of positions for health care aides that will be created in the province over the next few years, the high percentage of elderly Francophones in Alberta (primarily in Edmonton and the northeast and northwest of the province), the difficulty finding bilingual health care aides at this time, the interest of new Francophone immigrants in taking such training, and the lack of French-language training programs approved by the Province of Alberta that are offered in the province or elsewhere in the West, **Axion recommends that Campus Saint-Jean create a health care aide program to be offered in French.**

College program – Licensed practical nurse

In Alberta, 13,915 people were working as licensed practical nurses as of December 31, 2015. That profession grew by 51% between 2009 and 2014. At this time, 5.3% of licensed practical nurses working in the province obtained their diploma abroad.

According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, 23% of employers seeking to hire licensed practical nurses had difficulty finding employees and 6% still had positions available after 4 months.

Almost all respondents believe that there will be a moderate expansion of the job market for graduates from a Francophone or bilingual licensed practical nurse program over the next five to seven years. Respondents indicated that the greatest demand for licensed practical nurses would be from hospitals, long-term care facilities, and Primary Care Networks. To a lesser degree, community centres and home care services could also recruit licensed practical nurses.

In Alberta, the profession of licensed practical nurse is regulated by the *Health Professions Act* and the *Licensed Practical Nurses Profession Regulation*. To exercise the profession, a licensed practical nurse must have successfully completed a training program approved by the Education Standards Advisory Committee, a committee of the College of Licensed Practical Nurses of Alberta (CLPNA), and have passed the Canadian Practical Nurse Registration examination administered by the CLPNA.

At this time, 10 colleges offer a licensed practical nurse program in English across the province. No institution offers the licensed practical nurse program in French. Only one program is offered in French in Western Canada, in Winnipeg. However, it seems that that program is not recognized by the College of Licensed Practical Nurses of Alberta.

Given the promising forecasts regarding the number of positions for licensed practical nurses that will be created in the province over the next few years, the high percentage of elderly Francophones in Alberta (primarily in Edmonton and the northeast and northwest of the province), the difficulty finding bilingual

licensed practical nurses at this time, the interest of new Francophone immigrants in taking such training, and the lack of French-language training programs approved by the CLPNA that are offered in the province or elsewhere in the West, **Axion recommends that Campus Saint-Jean create a licensed practical nurse program to be offered in French.**

College program – Mental health worker

In 2013, more than 12,000 people were working as social and community service workers (NOC 4212) in Alberta. Job prospects are above average. This group is expected to see growth of 3.3% per year by 2017. It is expected that 396 positions for social and community service workers will be created each year, in addition to the positions that will become available due to changes in positions, promotions or retirements.

According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, 29% of employers seeking to hire mental health workers had difficulty finding employees and 6% still had positions available after 4 months.

Most respondents believe that there will be a sharp or moderate expansion of the job market for graduates from a Francophone or bilingual mental health worker program over the next five to seven years. Respondents indicated that the greatest demand for mental health workers would be from the educational sector, community health centres and Primary Care Networks.

The profession of mental health worker is not regulated in Alberta. The qualifications for mental health workers can vary considerably. Some are nurses, some are psychologists, and some are social workers.

No college in Alberta offers a mental health worker program as such. Four institutions offer a community service worker or community support worker program, which seems similar at first glance to the mental health worker program found in other provinces. No French-language or bilingual institutions offer such a program in French in Western Canada.

Given the promising forecasts regarding the number of positions for social and community service workers that will be created in the province over the next few years, the high percentage of Francophone seniors in Alberta (primarily in Edmonton and the northeast and northwest of the province), the high percentage of new immigrants who speak only French as their first official language and who have recently arrived in large centres such as Calgary and Edmonton, the difficulty finding bilingual mental health workers at this time, the increased social awareness of mental health problems, and the lack of this type of training program in French in Alberta and Western Canada, **Axion recommends that Campus Saint-Jean create a mental health worker program to be offered in French.**

Moreover, given that no training programs for mental health workers are currently offered in English in Alberta or in Western Canada, we recommend further reflection be undertaken with potential employers (school boards, clinics, etc.) to find the exact name of the French-language program.

College program – Emergency medical personnel

In Alberta, on December 31, 2015, there were 3,843 EMRs, 4,259 EMTs, and 2,579 EMT-Ps, for a total of 10,681 professionals. Between 2009 and 2013, growth in this profession varied widely based on the level of

qualification of personnel. Growth was very high for technicians and technologists, while it was rather low for medical responders.

According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, 37% of employers seeking to hire emergency medical personnel and paramedics had difficulty finding employees and 19% still had positions available after 4 months. According to the data, the vacancy rate for emergency medical personnel and paramedics was at 3% in 2013.

Respondents indicated that there will be a sharp or moderate expansion of the job market for graduates from an emergency medical personnel or paramedic staff program over the next five to seven years. The greatest demand will be for EMR paramedic staff. The number of graduates is not sufficient to keep up the growth in this sector and to replace departures. Respondents indicated that the greatest demand for these professionals would be from the private sector, Alberta Health and the industrial sector. One respondent indicated that the region of Girouxville, McLennan and Clare had needs for Francophone or bilingual emergency medical personnel or paramedics. According to the respondents, there is a high demand for ambulance transport for seniors who do not have a car, particularly in rural areas.

In Alberta, the profession of emergency medical personnel and paramedics is regulated by the Alberta College of Paramedics. To be recognized as an EMR, EMT or EMT-P, emergency medical personnel must have successfully completed a training program that meets Alberta College of Paramedics standards and must pass Alberta College of Paramedics written and practical exams within one year.

Several programs are offered in Alberta to train emergency medical personnel (EMR, EMT and EMT-P). Eleven institutions offer the EMR program approved by the Alberta College of Paramedics, seven offer the EMT certificate program, and five offer the EMT-P diploma program. No French-language or bilingual institutions offer these programs in French in Western Canada.

Given the promising forecasts regarding the number of positions for emergency medical personnel and paramedics that will be created in the province over the next few years, the high percentage of elderly Francophones in Alberta (primarily in Edmonton and the northeast and northwest of the province), the difficulty finding emergency medical personnel and paramedics at this time, and the lack of French-language training programs that are offered in Alberta and Western Canada, **Axion recommends that Campus Saint-Jean create a training program for emergency medical personnel and paramedics to be offered in French and approved by the Alberta College of Paramedics.**

The programs that seem most interesting are the certificate programs (Emergency Medical Technician – Emergency medical personnel or EMT) and diploma programs (Emergency Medical Technologist - Paramedic or EMT-P).

College program – Speech language assistant

In 2013, more than 2,900 people were working in the Other Technical Occupations in Therapy and Assessment category (NOC 3235). Job prospects are above average and this group is expected to grow by 3.2% per year by 2017.

According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, more than two thirds (68%) of employers seeking to hire technical personnel in therapy and assessment had difficulty finding employees and more than one third (39%) still had positions

available after 4 months. The vacancy rate for technical personnel in therapy and assessment was at 14% in 2013.

Most respondents believe that there will be a sharp or moderate expansion of the job market for graduates from a speech language assistant program over the next five to seven years. Respondents indicated that the greatest demand for speech language assistants would be from the educational sector, hospitals, rehabilitation centres, daycares, the preschool sector, and home care programs.

The profession of speech language assistant is not regulated in Alberta. Speech language assistants can obtain voluntary accreditation from the Therapy Assistant Association of Alberta if they obtain their diploma from a program recognized by the Association and if they have worked as a speech language assistant for at least 3,000 hours in three years.

At this time in Alberta, only two colleges offer a speech language assistant program that is recognized by the Therapy Assistant Association of Alberta. One is in Edmonton and the other in Medicine Hat. No French-language or bilingual institutions offer such a program in French in Western Canada.

Given the promising forecasts regarding the number of positions in the category of Other Technical Occupations in Therapy and Assessment (NOC 3235) that will be created in the province over the next few years, the high percentage of Francophone seniors in Alberta (primarily in Edmonton and the northeast and northwest of the province), the high percentage of new immigrants who speak only French as their first official language and who have recently arrived in large centres such as Calgary and Edmonton, the difficulty finding Francophone speech language assistants at this time, and the lack of training programs in French in Alberta and Western Canada, **Axion recommends that Campus Saint-Jean create a speech language assistant program to be offered in French.**

Given that the pool of jobs for Francophone speech language assistants is nonetheless limited in Alberta and Western Canada, it is recommended that the program include courses on language development in English and on the phonology of both languages so graduates are able to work in French and in English.

University program – Nurse practitioner

As of December 31, 2015, there were 491 nurse practitioners in Alberta. However, this group of professionals grew by 52.6% between 2009 and 2014.

According to the professional nurse practitioners associations, the lack of funding makes it difficult to hire nurse practitioners in primary care. Other barriers cited by the professional associations are federal and provincial laws.

Most respondents believe that there will be a sharp or moderate expansion of the job market for graduates from a nurse practitioner program over the next five to seven years. One respondent felt that there would only be low expansion in this area because, in his opinion, the province does not support the use of this type of professional. Moreover, according to that respondent, 75% of nurse practitioners in the province do not do the work for which they were trained.

Respondents indicated that most demand for nurse practitioners would be from hospitals and long-term care centres. Four out of the seven respondents also indicated their interest in hiring a total of 11.5 full-time nurse practitioners and 1 part-time nurse practitioner in the next three years.

The occupation of nurse practitioner in Alberta requires certification as a registered nurse in Alberta or another province or territory, successful completion of a program approved by the Nurse Practitioner Association of Alberta or a similar program recognized elsewhere in Canada, and a passing mark on the Alberta nurse practitioner accreditation exam.

At this time in Alberta, only three universities offer a nurse practitioner program in English. No French-language or bilingual institutions offer such a program in French in Western Canada.

It is difficult to predict the growth in this sector due to the small number of nurse practitioners within the larger category of registered nurses. As well, graduates have difficulty working in their field of expertise and there is a lack of provincial funding for hiring this type of professional. Moreover, the sampling of employers interviewed is limited and Axion was unable to obtain information from hospital human resource departments. We must also consider the interest shown in this type of profession among the people interviewed (possible creation of 11.5 nurse practitioner positions over three years) and the lack of training programs in French in Alberta and Western Canada. Therefore, **Axion recommends that Campus Saint-Jean study the market further before making a decision to create a French or bilingual nurse practitioner program.**

University program – Psychologist

As of December 31, 2015, there were 2,628 psychologists in Alberta. This group of professionals grew by 13.8% between 2009 and 2014. As of December 31, 2015, the average age of psychologists was 49, and 54.6% were 50 or younger. Just over 45% of psychologists (1,192) will be of retirement age in the next five years.

According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, 38% of employers seeking to hire psychologists had difficulty finding employees and 9% still had positions available after 4 months. The vacancy rate for psychologist positions was at 3% in 2013.

All respondents believe that there will be a sharp or moderate expansion of the job market for graduates from a psychology program over the next five to seven years. The respondents indicated that the greatest demand for psychologists will be from private practices, schools, mental health centres, hospitals and crisis lines. Four out of the seven respondents also indicated their interest in hiring a total of nine full-time psychologists in the next three years. The representative from the Psychologists' Association of Alberta indicated receiving frequent requests for Francophone psychologists.

The occupation of psychologist in Alberta requires accreditation from the College of Alberta Psychologists (CAP). To obtain accreditation, the person must have a master's degree in psychology that meets CAP academic criteria, have worked at least 1,600 hours under the supervision of an accredited psychologist recognized by CAP, and have passed an exam in clinical or theoretical psychology approved by CAP.

Alberta and Quebec are the only provinces where a psychologist can practice the profession with a master's degree and not a doctorate. At this time, six universities offer a master's program in psychology.

Four are Alberta universities, while the other two are foreign universities. No French-language or bilingual institutions offer such a program in French in Western Canada.

Given the promising forecasts regarding the number of psychologist positions that will be created in the province over the next few years, the large number of psychologists who will be of retirement age in the next five years, the high percentage of Francophone seniors in Alberta (primarily in Edmonton and the northeast and northwest of the province), the high percentage of new immigrants who speak only French as their first official language and who have recently arrived in large centres such as Calgary and Edmonton, the difficulty finding Francophone psychologists at this time, and the lack of training programs in French in Alberta and Western Canada, **Axion recommends that Campus Saint-Jean create a master of psychology program.**

University program – Dietitian

As of December 31, 2015, there were 1,238 dietitians in Alberta. This group of professionals grew by 23.8% between 2009 and 2014. As of December 31, 2015, the average age of dietitians was 39, making it a very young profession; 80.9% of dietitians were 50 or younger.

The Alberta Learning Information Service has no statistics regarding the predicted growth rate for the profession over the next few years. However, according to the health and social services industry profile prepared by the Government of Alberta in 2015, this sector is expected to continue growing at an average rate of 3% per year between 2015 and 2019. That rate will be greater than the average growth of the other sectors of the Alberta economy.

Almost all respondents believe that there will be a sharp or moderate expansion of the job market for graduates from a dietitian program over the next five to seven years.

Respondents indicated that the greatest demand for dietitians will be from Primary Care Networks, hospitals, retirement homes, mental health centres, long-term care facilities, home care programs, private practices, and community health centres.

To work as a dietitian in Alberta, accreditation is required from the College of Dietitians of Alberta (CDA). To obtain accreditation, the person must have a bachelor or master's degree in food sciences or nutrition approved by the CDA, have completed an internship of 35 to 40 weeks in an accredited Canadian internship program, under the supervision of an accredited dietitian, and have passed the Canadian Dietetic Registration Examination.

In Alberta, only the University of Alberta offers a Nutrition and Food Sciences program accredited by the CDA. It is also the only university to offer an integrated internship program recognized by the CDA. No institutions offer such a program in French in the province or in Western Canada.

Given the growth seen in this profession between 2009 and 2014 and the expansion anticipated by respondents to the survey over the next few years, the increase in health problems due to obesity and the increased use of dietitian services to prevent and treat health problems, the high percentage of Francophone seniors in Alberta (primarily in Edmonton and the northeast and northwest of the province), the high percentage of obese people in the North, the high percentage of new immigrants who speak only French as their first official language and who have recently arrived in large centres such as Calgary and Edmonton, the difficulty finding Francophone dietitians at this time, and the lack of training programs in

French in Alberta and Western Canada, **Axion recommends that Campus Saint-Jean create a bachelor of nutrition program.**

Pool of potential students

A study of the pool of potential students shows that 20,889 young students are currently studying in French in the provinces and territories of Western Canada, in addition to the 302,849 attending immersion schools in the same area.

There is a large market for Campus Saint-Jean. However, to attract them, the institution must adopt quality programs in accordance with industry standards. The programs must also be presented in an innovative manner in order to meet the needs of Francophone students throughout Alberta and elsewhere in the West and North. Competition is fierce. Youth have a wide choice of programs and institutions. Campus Saint-Jean must position itself as a hub for health programs in French in Western and Northern Canada.

1. PRESENTATION OF THE STUDY

1.1 BACKGROUND

Campus Saint-Jean is studying the possibility of creating eight new college and university programs to train Francophone and bilingual professionals in the health sector.

At this time, Campus Saint-Jean does not offer any health programs at the college level, but offers a bilingual Bachelor of Science in Nursing and a Postgraduate Certificate in Francophone Practice for Speech language therapists.

The market study targets the health service needs of Francophones in relation to each proposed program. Particular attention is paid to the college *Health care aide* program.

Before making a decision to launch new programs, it is essential that Campus Saint-Jean rely on solid data.

The educational institution wishes to:

- Identify the major health needs of Francophones;
- Determine the job market demand for new college and university programs to train health care professionals;
- Analyze and interpret the data regarding job market demand in order to make informed decisions regarding the creation of possible programs.

In particular, Campus Saint-Jean wishes to determine:

- The health needs of Francophones;
- The characteristics of the work;
- The size of the job market;
- The size of the target market;
- The nature of the competition;
- A description of similar programs in the Western provinces and elsewhere in Canada;
- Demographic data;
- Trends;
- Educational needs in this area;
- Job prospects;
- Areas of application and opportunities for future graduates;
- Prospects for clinical internships;
- Accreditation and certification requirements;
- Francophone prospects in a minority setting.

The project includes a full market analysis, based on the following approach:

- Analysis of the health needs of Francophones
- Analysis of the job market
- Study of the competition from other educational institutions across Canada
- Interpretation of the results of the survey of employers

The recommendations presented in the conclusion aim to help Campus Saint-Jean develop and implement programs, as applicable.

1.2 METHODOLOGY

There are three distinct elements to the methodology used in carrying out this study, namely demographic research regarding Francophones in Alberta, consultation with the province's Francophone communities, and a market study for eight distinct college and university programs.

First, Axion consulted Francophone associations and organizations to obtain recent demographic data regarding Francophones in Alberta. The information needed was related, among other things, to:

- The characteristics of the Francophone population of Alberta according to the 2011 National Household Survey;
- A portrait of Francophone immigration in Alberta;
- The health problems of certain communities with a larger concentration of Francophones.

This information was analyzed in order to present a demographic profile of the Francophone population of the province.

The second part of this study aimed to consult Francophone communities in the province in order to identify their workforce needs in the health sector. A series of consultations were organized in eight communities in the south, centre, northeast and northwest of the province. The meetings aimed at obtaining more information regarding the health services that should be available as a priority in order to better serve the province's Francophone communities.

With the information obtained, Axion was able to target eight educational programs for which targeted market studies were conducted.

Each of the market studies was conducted using the same methodology.

Axion conducted a survey of online research from:

- Several major stakeholders in the targeted sectors, such as Alberta Health and national and provincial professional associations;
- Colleges in Alberta and Canada;
- Various levels of government.

The studies included four sections:

- A presentation of sectoral data;
- A presentation and analysis of data from interviews with key people;
- Conditions for access to the profession;
- The conclusion and recommendations.

The presentation of sectoral data, using documentation, is divided into four subsections. We consider the professional profiles, we examine the general characteristics of the field, we analyze labour market trends and current and future areas of application, and we study qualitative and quantitative data regarding the workforce in Ontario.

The second component includes an analysis of the results of a survey of 24 individuals, employers and representatives from professional associations in the eight chosen disciplines. The individuals in question

were selected jointly by Axion and Campus Saint-Jean. This qualitative and non-scientific survey focused on the potential for development in the field. Axion contacted about fifty people throughout Alberta by telephone and by email. The questionnaire is in Appendix 1 and the list of people who responded to the survey is in Appendix 2.

In addition to the individuals previously identified, Axion tried several times to contact officials from the Human Resource departments of various health institutions (hospitals, long-term care centres, etc.).

The third component deals with conditions for accessing the profession in Alberta and educational programs offered at colleges and universities in Alberta and elsewhere in Canada.

Each market study ends with recommendations to Campus Saint-Jean regarding the creation of an educational program.

2. PRESENTATION OF THE DEMOGRAPHIC PROFILE

2.1 FRANCOPHONE POPULATION IN ALBERTA

According to the 2011 National Household Survey, Francophones represent 2.1% of the total population of Alberta, or 74,075 residents whose first official language spoken is French.¹ In Alberta, the portrait of the Francophone community varies largely depending on the criterion used, namely that of mother tongue (MT) or first official language spoken (FOLS), primarily regarding immigrants. In fact, French is not the mother tongue of a lot of immigrants, for whom French is their FOLS and who speak French as a second or third language.

The FOLS criterion is increasingly used in other provinces, such as Ontario, to present a portrait of the minority Francophone community.

Although data from 2011 must be treated with caution, it is nonetheless interesting to note that, between 2006 and 2011, the population of Alberta for whom French was the FOLS increased by 10.6%, from 67,000 to 74,074 people. In 10 years (2001-2011), the population of Alberta with French as their FOLS increased by 19.5%, or 12,070 people.² The other provinces, with the exception of Ontario and British Columbia, saw a decrease in the number of people with French as their FOLS during the same period.³

The sharp increase in the number of people with French as their FOLS in Alberta is explained in large part by the arrival of recent immigrants whose FOLS was French. In fact, three of four new residents of Alberta

¹ Brynaert Brennan and Associates. *Immigration francophone en Alberta, Portrait statistique*. November 2014. p. 12.

² Consortium national de formation en santé. *Qui sont les francophones? Analyse de définitions selon les variables du recensement*. September 2009, p. 15.

³ Statistics Canada. *French and the francophonie in Canada*, https://www12.statcan.gc.ca/census-recensement/2011/as-sa/98-314-x/98-314-x2011003_1-eng.cfm. Site accessed in February 2016.

(76.7%) with French as their FOLS were recent immigrants who arrived in Canada between 2001 and 2011.⁴

When we compare data for Francophones and Francophone immigrants in Alberta by age group, we see that nearly one in two Francophones (46%) is over the age of 45, while that figure is only 37.2% for the general population. Moreover, the percentage of Francophones 0 to 14 years old is much lower than the provincial percentage for the same age group (11% compared to 19%).

Table 1. Population of Alberta with French as their FOLS, by age group⁵

| YEAR | TOTAL | AGE 0 TO 14 | AGE 15 TO 24 | AGE 25 TO 44 | AGE 45 TO 54 | AGE 55 TO 64 | AGE 65 AND OVER |
|--------------------------|-----------|-------------|--------------|--------------|--------------|--------------|-----------------|
| Alberta | 3,567,980 | 679,240 | 490,080 | 1,071,185 | 554,735 | 409,415 | 363,330 |
| % | | 19.0 | 13.7 | 30.0 | 15.5 | 11.5 | 10.2 |
| FOLS French | 74,075 | 8,200 | 7,815 | 24,040 | 13,410 | 10,695 | 9,915 |
| % | | 11.1 | 10.6 | 32.5 | 18.1 | 14.4 | 13.4 |
| FOLS French (immigrants) | 16,230 | 1,850 | 2,340 | 6,760 | 2,465 | 1,440 | 1,375 |
| % | | 11.4 | 14.4 | 41.7 | 15.2 | 8.9 | 8.5 |

More than one in four Francophone immigrants is 25 to 44 years old and more than one in two immigrants is 15 to 44 years old.

If we study the place of residence of Francophones in Alberta more carefully, we see that the large majority (71.5%) are in the urban centres of Calgary and Edmonton. The Francophone population of Calgary is quite young, thus following the trend of the overall population of Calgary. In Edmonton, however, the percentage of Francophones over the age of 45 is greater than that of the general population,

Table 2. Population of Calgary and Edmonton with French as their FOLS, by age group⁶

| YEAR | TOTAL | AGE 0 TO 14 | AGE 15 TO 24 | AGE 25 TO 44 | AGE 45 TO 54 | AGE 55 TO 64 | AGE 65 AND OVER |
|----------|-----------|-------------|--------------|--------------|--------------|--------------|-----------------|
| Calgary | 1,199,125 | 18.6% | 13.3% | 32.4% | 15.8% | 11% | 8.9% |
| | 24,745 | 3,150 | 2,860 | 9,210 | 4,500 | 2,925 | 2,100 |
| % | 2.1% | 12.7% | 11.6% | 37.2% | 18.2% | 11.8% | 8.5% |
| Edmonton | 1,139,585 | 17.9% | 14.4% | 30.4% | 15.4% | 11.6% | 10.4% |

⁴ Statistics Canada, 2011 National Household Survey, Data tables – Immigration and Ethnocultural Diversity. Catalogue No. 99-010-x2011031.

⁵ *Ibid.*

⁶ *Ibid.*

| YEAR | TOTAL | AGE 0 TO 14 | AGE 15 TO 24 | AGE 25 TO 44 | AGE 45 TO 54 | AGE 55 TO 64 | AGE 65 AND OVER |
|------|--------|-------------|--------------|--------------|--------------|--------------|-----------------|
| | 28,190 | 3,410 | 3,240 | 8,600 | 4,910 | 3,995 | 4,035 |
| % | 2.5% | 12.1 | 11.5 | 30.5 | 17.4 | 14.2 | 14.3 |

Almost all immigrants with French as their FOLS (89%) live in the regions of Calgary and Edmonton. It is important to note that one third of Francophones (using the FOLS criterion) who live in Calgary are immigrants. That figure is slightly lower in the greater Edmonton area, where just under one in four Francophones is an immigrant.

Table 3. Population of Calgary and Edmonton with French as their FOLS (immigrants and non-immigrants)

| LOCATION | TOTAL POPULATION | FRANCOPHONES (FOLS) | FRANCOPHONE IMMIGRANTS (FOLS) | % OF TOTAL NUMBER OF FRANCOPHONES (FOLS) |
|----------|------------------|---------------------|-------------------------------|--|
| Calgary | 1,199,125 | 24,745 | 7,895 | 32% |
| Edmonton | 1,139,585 | 28,190 | 6,595 | 23.3% |
| Alberta | 3,567,980 | 74,075 | 16,230 | 22% |

The other Francophones live in smaller communities northwest and northeast of Edmonton. There are also a certain number of Francophones in Central and Southern Alberta, in the municipalities of Red Deer, Medicine Hat and Lethbridge. Data for those communities are from the Statistics Canada tables (French as mother tongue and French and another language).

Table 4. List of the main Francophone communities in Alberta⁷

| COMMUNITY | TOTAL POPULATION | TOTAL FRANCOPHONE POPULATION (FRENCH AS MOTHER TONGUE AND FRENCH AND ANOTHER LANGUAGE) | % OF TOTAL POPULATION |
|------------------------------|------------------|--|-----------------------|
| Northeast | | | |
| Wood Buffalo (Fort McMurray) | 65,565 | 2,065 | 3.1 |
| Cold Lake | 13,839 | 1,010 | 7.3 |

⁷ Statistics Canada, 2011 Census of Population, Alberta (Code 48) and Canada (Code 01). Product No. 98-316 — XWF in the Statistics Canada catalogue. Released on October 24, 2012. <http://www12.statcan.gc.ca/census-recensement/2011/dp-pd/prof/index.cfm?Lang=E>, Site accessed in January 2016.

| COMMUNITY | TOTAL POPULATION | TOTAL FRANCOPHONE POPULATION (FRENCH AS MOTHER TONGUE AND FRENCH AND ANOTHER LANGUAGE) | % OF TOTAL POPULATION |
|-------------------------|------------------|--|--------------------------|
| Lac La Biche | 8,402 | 670 | 8 |
| Bonnyville | 6,216 | 460 | 7.4 |
| St. Paul | 5,400 | 790 | 14.6 |
| Plamondon | N/A | N/A | N/A |
| Northwest | | | |
| Grande Prairie | 55,032 | 1,655 | 3 |
| Slave Lake | 6,782 | 130 | 1.9 |
| Peace River | 6,744 | 385 | 5.7 |
| High Level | 3,641 | 55 | 1.5 |
| Falher | 1,075 | 500 | 46.5 |
| McLennan | 809 | 115 | 14.2 |
| Girouxville | 266 | 140 | 52.6 |
| St. Isidore | N/A | N/A | N/A |
| Jasper | 4,051 | 240 | 5.9 |
| Central | | | |
| Red Deer | 90,564 | 1,485 | 1.6 |
| Rocky Mountain House | 6,933 | 95 | 1.4 |
| Wainwright | 5,925 | 195 | 3.3 |
| South | | | |
| Lethbridge | 83,517 | 1,000 | 1.2 |
| Medicine Hat | 60,005 | 805 | 1.3 |
| Okotoks | 24,511 | 430 | 1.7 |
| Brooks | 13,676 | 255 | 1.9 |
| Canmore | 12,288 | 745 | 6.1 |
| Banff | 7,584 | 395 | 5.2 |

2.2 CHARACTERISTICS OF THE FRANCOPHONE POPULATION

As mentioned previously, the Francophone population of Alberta is older than the province's population. In fact, 27.8% of Francophones were 55 or older in 2011, compared to 21% of the population as a whole.

A second element that must be considered is that, according to the 2006 census by Statistics Canada, 80% of Francophone seniors aged 65 and over were in four census divisions. There were 42% in the Edmonton metropolitan area, 22% in the greater Calgary area, 8% in the northeast, including Bonnyville and Saint-Paul, where one in four seniors was Francophone in 2006, and 8% in the northwest, in the villages of Falher and Girouxville, where four of five seniors were Francophones.⁸

This situation could have an impact on the demand for health services over the short, medium and long terms. In effect, several Canadian and international studies show a sharp decline in the second language learned (in this case English) among seniors after their retirement. Moreover, studies clearly show that, in stressful situations, seniors tend to turn to their mother tongue. Finally, seniors with a cognitive disability such as dementia gradually lose their ability to communicate in the second language learned.⁹

Another characteristic of the Francophone population in Alberta is the sharp rise in the number of Francophone immigrants who arrived in the province between 2001 and 2011. In fact, according to the National Household Survey, 22% of Francophones (FOLS) in Alberta are immigrants, or 16,230 people. One quarter of them (4,215) arrived between 2001 and 2006 and just under one third (5,040) chose to live in Alberta between 2006 and 2011. It must be noted that 41% of very recent immigrants indicated only French as their FOLS.¹⁰

In general, immigrants who arrive in Canada are in relatively good health due to selection processes and disease screening policies. However, several studies, including the one published by the *Canadian Medical Association Journal* in 2011, note that the health of immigrants tends to deteriorate. That deterioration may be the result of several factors: lifestyle (stress, sedentariness), diet (difficulty finding food in the country of origin), culture and language (language barrier), or poor knowledge of the health care system (lack of a family doctor, or poor knowledge of methods for preventing illness, such as preventive tests, vaccines and screening).¹¹

2.3 HEALTH PROFILE OF COMMUNITIES WITH A GREATER CONCENTRATION OF FRANCOPHONES

Over the last few years, the Government of Alberta has developed a series of community profiles that provide demographic and socioeconomic data, as well as data on the health of communities in the province. The province was subdivided into five large health services zones (North, Central, South, Calgary and Edmonton). Those zones were then subdivided into smaller areas, referred to as Local Geographic Areas (LGA). The purpose of the profiles is to make it easier to plan health services in the 132 LGAs established by Alberta Health Services. One of the socioeconomic indicators is related to the language spoken at home, but unfortunately, it only refers to non-official languages. However, some of that data can be used to provide a portrait of communities with the greatest concentration of Francophones.

⁸ Freychet, Yannick. *Portrait des 50 + franco-albertains*. September 2012. p. 23.

⁹ Bowen, Sarah. *Impact of Language Barriers on Patient Safety and Quality of Care*. June 2015. p. 22.

¹⁰ Brynaert Brennan and Associates. *Immigration francophone en Alberta, Portrait statistique*. November 2014. p. 20.

¹¹ *Canadian Medical Association Journal*. *Evidence-based clinical guidelines for immigrants and refugees*. 2011.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3168666/>. Site consulted in March 2016.

It is important to note that this data is from 2014. The difficult economic situation that currently prevails in Northern Alberta could have an impact on the health of the population, in addition to causing an exodus of residents.

2.3.1 NORTH ZONE

The obesity rate in the North is much higher than the provincial average, according to data from 2013 (27.4% for the North vs. 19.3% for Alberta as a whole). Moreover, the proportion of sedentary people is slightly higher than the province as a whole (43.8% for the North vs. 42.6% for Alberta).¹²

Northwest region

In the Northwest, the local geographic areas with a concentration of Francophones are Grand Prairie (3%), Peace River (5.7%) and Falher (46.5%). Alberta Health Services grouped Girouxville, with 52.6% Francophones, and McLennan, with 14.2% Francophones, in the geographic region of Falher and St-Isidore, along with the area of Peace River.

In the Falher region, which includes Girouxville and McLennan, the population decreased by 10% between 1994 and 2014 and is older than the provincial population. In fact, 16.7% of the population in the Falher region are over the age of 65, while that figure is 11.3% for the province.

Moreover, proportionally more families live below the after-tax low income cut-off (14.1% for the region vs. 10.7% for Alberta). Some facts worth mentioning regarding the health of the population in that region:¹³

- The birth rate among young girls is **nearly double** that of the province (35.8 vs. 17.4 births per 1,000 women).
- The death rate per 100,000 residents is higher in the region (596.2 vs. 452.2 for Alberta). Cardiovascular diseases were the main cause of death reported between 2004 and 2013.

The geographic area of Peace River (which includes St-Isidore) saw a population growth of 13.2% between 1994 and 2014, compared to an increase of 56% for the province as a whole. The proportion of youth under the age of 17 (25.6%) in the area of Peace River is slightly higher than that of the province (22.2%). The region has a greater proportion of Aboriginal residents (10.2% vs. 3.4% for Alberta). Some other interesting facts worth mentioning:¹⁴

- The birth rate is higher among women than for Alberta as a whole (31.2 vs. 26.8 births per 1,000 women). That rate is more than double the provincial rate among young girls (39.3 vs. 17.4 per 1,000 young girls).
- The spread rate of sexually transmitted infections is higher in the region than in the province as a whole for four of the five most common diseases.
- The mortality rate per 100,000 residents is higher in the region (564.1 vs. 452.2 for Alberta). Cardiovascular diseases were the main cause of death reported between 2004 and 2013.
- The number of visits to the emergency room for mental and behavioural disorders is higher in the region than in the province as a whole (899.4 vs. 633.3 per 100,000 residents).

¹² Alberta Health, *Community Profile*. March 2015. <http://www.health.alberta.ca/documents/PHC-Profile-Falher.pdf>, p. 4. Site accessed in February 2016.

¹³ Alberta Health, *Community Profile*. March 2015. <http://www.health.alberta.ca/documents/PHC-Profile-Falher.pdf>. Site accessed in February 2016.

¹⁴ Alberta Health, *Community Profile*. March 2015. <http://www.health.alberta.ca/documents/PHC-Profile-PeaceRiver.pdf>. Site accessed in February 2016.

The geographic area of Grande Prairie saw a population growth of 121.5% between 1994 and 2014, compared to an increase of 56% for the province as a whole. The proportion of youth under the age of 17 (24.6%) is slightly higher than the provincial rate (22.2%), while the proportion of seniors is lower than that of the province (6.1% vs. 11.3%). Other interesting facts to note:³⁵

- The birth rate is higher among women than for Alberta as a whole (35.6 vs. 26.8 births per 1,000 women) and among young girls (27.1 vs. 17.4 per 1,000 young girls).
- The spread rate of sexually transmitted infections is higher in the region than in the province as a whole for four of the five most common diseases.
- The mortality rate per 100,000 residents is higher in the region (513.4 vs. 452.2 for Alberta). Cardiovascular diseases were the main cause of death reported between 2004 and 2013.

The geographic area of Jasper is also included in the greater northern region according to Alberta Health Services. The proportion of youth under the age of 17 is much lower compared to the province (14.4% vs. 22.2%). There are also fewer seniors in that region than in the province as a whole (6.8% vs. 11.3%). The following statistics are also relevant:³⁶

- The spread rate of sexually transmitted infections is higher in the region than in the province as a whole for three of the four main diseases for which a comparison was possible.
- The inpatient discharge rate for mental and behavioural disorders per 100,000 residents is nearly double the provincial rate (237.8 vs. 120.0).

Northeast region

In the Northeast region, the main local geographic areas with a high concentration of Francophones are Bonnyville (7.4%), St-Paul (14.6%), Cold Lake (7.3%), Wood Buffalo including Fort McMurray (3.1%), and Lac La Biche including Plamondon (8%).

The breakdown of the population is about the same in Bonnyville as elsewhere in the province, with the exception of the proportion of Aboriginal and Inuit residents, which is higher in this region than elsewhere in Alberta (10% vs. 3.4%). There is also a large proportion of families living below the after-tax low income cut-off (13.1% for the region vs. 10.7% for Alberta). Other points of interest for this region are as follows:³⁷

- The birth rate is higher among women than for Alberta as a whole (32.3 vs. 26.8 per 1,000 women). That rate is more than double the provincial rate for young girls (42.9 vs. 17.4 per 1,000 young girls).
- The spread rate of sexually transmitted infections is higher in the region than in the province as a whole for three of the four main diseases for which a comparison was possible.
- The mortality rate per 100,000 residents is higher in the region (560 vs. 452.2 for Alberta). Cardiovascular diseases were the main cause of death reported between 2004 and 2013.
- The number of visits to the emergency room for mental and behavioural disorders is higher in the region than in the province as a whole (1,090.5 vs. 633.3 per 100,000 residents).
- The inpatient discharge rate for mental and behavioural disorders per 100,000 residents is more than double the provincial rate (298.5 vs. 120.0).

³⁵ Alberta Health. *Community Profile*. March 2015. <http://www.health.alberta.ca/documents/PHC-Profile-GrandePrairieCounty.pdf>. Site consulted in February 2016.

³⁶ Alberta Health. *Community Profile*. March 2015. <http://www.health.alberta.ca/documents/PHC-Profile-Jasper.pdf>. Site accessed in February 2016.

³⁷ Alberta Health. *Community Profile*. March 2015. <http://www.health.alberta.ca/documents/PHC-Profile-Bonnyville.pdf>. Site accessed in February 2016.

The breakdown of the population in the St-Paul region is about the same as that of the province, with the exception of youth aged 17 and under, for whom the proportion is slightly higher in St-Paul (28% vs. 22.2% for the province), which has an effect on the proportion aged 35-64, which is slightly lower than the provincial proportion (34.7% vs. 40.4% for Alberta). The proportion of Aboriginal and Inuit residents is much higher in this region than elsewhere in Alberta (32.2% vs. 3.4%). Like the Bonnyville region, St-Paul has a larger proportion of families living below the after-tax low income cut-off (13.0% for the region vs. 10.7% for Alberta). The region also has other characteristics that differ from the provincial reality:¹⁸

- The birth rate is higher among women than for Alberta as a whole (34.0 vs. 26.8 per 1,000 women). That rate is almost four times higher than for the province as a whole among young girls (66.6 vs. 17.4 per 1,000 young girls).
- The spread rate of sexually transmitted infections is higher in the region than in the province as a whole for four of the five most common diseases.
- The mortality rate per 100,000 residents is higher in the region (617.4 vs. 452.2 for Alberta). Cardiovascular diseases were the main cause of death reported between 2004 and 2013.
- The number of visits to the emergency room for mental and behavioural disorders is three times higher in the region than in the province as a whole (1,930.8 vs. 633.3 per 100,000 residents).
- The inpatient discharge rate for mental and behavioural disorders per 100,000 residents is nearly four times higher than the provincial rate (472.5 vs. 120.0).

The population of the Cold Lake region is quite young. The proportion of youth aged 17 and under is greater than that of the province as a whole (28.9% vs. 22.2% in Alberta), and the proportion of people aged 65 and over is lower than the provincial percentage (6.7% vs. 11.3%). The region has other interesting characteristics:¹⁹

- The birth rate is higher among women than for Alberta as a whole (37.3 vs. 26.8 per 1,000 women). That rate is more than double the provincial rate among young girls (42.0 vs. 17.4 per 1,000 young girls).
- The spread rate of sexually transmitted infections is higher in the region than in the province as a whole for four of the five most common diseases.
- The mortality rate per 100,000 residents is higher in the region (502.4 vs. 452.2 for Alberta). Tumours were the main cause of death reported between 2004 and 2013.

The population in the Wood Buffalo region grew by 132.4% between 1994 and 2014, compared to 56% for the province of Alberta as a whole. The proportion of youth aged 17 and under is slightly higher than the provincial percentage (26.4% vs. 22.2% for Alberta), while the percentage of people aged 65 and over is 5.9% compared to 11.3% in the province. The Wood Buffalo region has a large number of Aboriginal and Inuit residents (38.4% of the population vs. 3.4% in Alberta). We note a larger proportion of single-parent families in this region (16.0% vs. 11.1% for Alberta). Other characteristics of this region are as follows:²⁰

- The birth rate is higher among women than for Alberta as a whole (36.1 vs. 26.8 per 1,000 women). That rate is more than three times higher than for the province as a whole among young girls (54.8 vs. 17.4 per 1,000 young girls).
- The spread rate of sexually transmitted infections is higher in the region than in the province as a whole for four of the five most common diseases.

¹⁸ Alberta Health. *Community Profile*. March 2015. <http://www.health.alberta.ca/documents/PHC-Profile-StPaul.pdf>. Site accessed in February 2016.

¹⁹ Alberta Health. *Community Profile*. March 2015. <http://www.health.alberta.ca/documents/PHC-Profile-ColdLake.pdf>. Site accessed in February 2016.

²⁰ Alberta Health. *Community Profile*. March 2015. <http://www.health.alberta.ca/documents/PHC-Profile-WoodBuffalo.pdf>. Site accessed in February 2016.

- The mortality rate per 100,000 residents is higher in the region (653.3 vs. 452.2 for Alberta). Cardiovascular diseases were the main cause of death reported between 2004 and 2013.
- The number of visits to the emergency room for mental and behavioural disorders is three times higher in the region than in the province as a whole (2,059.8 vs. 633.3 per 100,000 residents).
- Life expectancy at birth for residents of the Wood Buffalo region is 74.9 years, compared to 80.5 for the province as a whole.

The Lac La Biche region also includes the community of Plamondon. The proportion of youth under the age of 17 is slightly higher in the region compared to the province as a whole (25.9% vs. 22.2%). There is also a large number of Aboriginal and Inuit residents (13.3% vs. 2.4% for Alberta). Like Bonnyville and St-Paul, this region has a larger proportion of families living below the after-tax low income cut-off (14.4% vs. 10.7% for Alberta). Other characteristics worth noting:²¹

- The birth rate is higher among women than for Alberta as a whole (30.8 vs. 26.8 per 1,000 women). That rate is nearly triple the provincial rate among young girls (48.2 vs. 17.4 per 1,000 young girls).
- The spread rate of sexually transmitted infections is higher in the region than in the province as a whole for four of the five most common diseases.
- The mortality rate per 100,000 residents is higher in the region (572.5 vs. 452.2 for Alberta). Cardiovascular diseases were the main cause of death reported between 2004 and 2013.
- The number of visits to the emergency room for mental and behavioural disorders is higher in the region than in the province as a whole (863.5 vs. 633.3 per 100,000 residents).
- The inpatient discharge rate for mental and behavioural disorders per 100,000 residents is nearly three times higher than the provincial rate (332.6 vs. 120.0).

2.3.2 CENTRAL ZONE

In the Central Zone, the only community with a notable concentration of Francophones is the local geographic area of Wainwright (3.3%). In the Central Zone, the obesity rate is slightly higher than the provincial rate (21.2% vs. 19.3% for Alberta), as is the percentage of sedentary people (45.5% vs. 42.6% for Alberta).

In the Wainwright region, the proportion of youth aged 17 and under is slightly higher than the provincial proportion (25% vs. 22.2%). The region also includes fewer Aboriginal and Inuit residents than the province as a whole (0.7% vs. 3.4%). The only other characteristic that is important to note is the following:²²

- The mortality rate per 100,000 residents is higher in the region (534.8 vs. 452.2 for Alberta). Cardiovascular diseases were the main cause of death reported between 2004 and 2013.

2.3.3 CALGARY ZONE

According to Alberta Health, the communities of Banff and Canmore are included in the greater Calgary Zone. In this zone, the obesity rate is lower than for the province as a whole (14.3% vs. 19.3% for Alberta).

²¹ Alberta Health. *Community Profile*. March 2015. <http://www.health.alberta.ca/documents/PHC-Profile-LacLaBiche.pdf>, Site accessed in February 2016.

²² Alberta Health. *Community Profile*. March 2015. <http://www.health.alberta.ca/documents/PHC-Profile-MDofWainwright.pdf>, Site accessed in February 2016.

Similarly, the proportion of sedentary people is lower than for the province as a whole (40.9% vs. 42.6% for Alberta). Banff and Canmore have 5.2% and 6.1% Francophones respectively.

One in two people in Banff is between 18 and 34 years old (49.4% vs. 40.4% for Alberta). The proportion of youth aged 17 and under is only 10.6%, while it is 22.2% provincially. There are also fewer people aged 65 and over in this region compared to the province (4.9% vs. 11.3%). The following other characteristics are to be noted:²³

- The spread rate of sexually transmitted infections is higher in the region than in the province as a whole for three of the five most common diseases.
- The inpatient discharge rate for mental and behavioural disorders per 100,000 residents is higher than the provincial rate (200.3 vs. 120.0).

The population in the Canmore region grew by 91.8% between 1994 and 2014, compared to 56% for the province of Alberta as a whole. The region has a large proportion of Aboriginal and Inuit residents (16.4% vs. 3.4% provincially). The other notable characteristics of this region are as follows²⁴

- The birth rate among young girls is nearly double that of the province (37.5 vs. 17.4 births per 1,000 young women).
- The spread rate of sexually transmitted infections is higher in the region than in the province as a whole for three of the five most common diseases.
- The number of visits to the emergency room for mental and behavioural disorders in the region is more than double that of the province as a whole (1,290.4 vs. 633.3 per 100,000 residents).

2.3.4 EDMONTON ZONE

The Edmonton Zone has a 2.5% Francophone population. The obesity rate is similar to the provincial percentage (19.8% vs. 19.3%). In the same vein, the proportion of sedentary people is very close to the provincial percentage (42.8% vs. 42.6%).²⁵

3. PRESENTATION AND ANALYSIS OF DATA FROM THE CONSULTATIONS

In order to identify the need for Francophone and bilingual labour to better serve Francophone communities in Alberta in terms of health care, consultations were organized in four regions (Calgary, Edmonton, Northeast and Northwest).

In Calgary and Edmonton, Axion organized two sessions, one in the afternoon and the other in the evening, in order to reach seniors and the general population. In the Northeast and Northwest, we organized two videoconferences in the evening to reach several communities at the same time. The Northwest region included participants in St-Isidore, Grande Prairie and Falher, while the consultation in

²³ Alberta Health. *Community Profile*. March 2015. <http://www.health.alberta.ca/documents/PHC-Profile-Banff.pdf>. Site accessed in February 2016.

²⁴ Alberta Health. *Community Profile*. March 2015. <http://www.health.alberta.ca/documents/PHC-Profile-Canmore.pdf>. Site accessed in February 2016.

²⁵ Alberta Health. *Community Profile*. March 2015. <http://www.health.alberta.ca/documents/PHC-Profile-EdmontonAbbottsfield.pdf>. Site accessed in February 2016.

the Northeast region included representatives from Cold Lake, Lac La Biche and Bonnyville. The videoconferences took place in schools. All of the consultations were held from January 19 to 21, 2016.

A discussion template with four main questions was prepared to gather the same information from the various communities:

- Health services currently available in French;
- Health services that should be available as a priority in French;
- The relevance of creating a health care aide program;
- The order of priority for the programs previously identified.

3.1 PROFILE OF PARTICIPANTS

A total of 68 people took part in the 8 consultations, for an average of 11 participants per region. The breakdown by region is indicated in Table 5.

Table 5. Date and location of consultations and number of participants

| Date | Location of consultation | Clientele | Number |
|--------------|--|----------------|-----------|
| January 19 | Calgary (Sainte-Famille parish hall) | Seniors | 17 |
| January 19 | Calgary (ACFA meeting room) | General public | 10 |
| January 20 | Edmonton (Campus Saint-Jean) | General public | 10 |
| January 20 | Northeast by videoconference – Cold Lake and Bonnyville | General public | 8 |
| January 21 | Edmonton (Saint-Thomas-d'Aquin parish hall) | Seniors | 14 |
| January 21 | Northwest by videoconference – Grande Prairie, Falher, St-Isidore and Lac La Biche | General public | 9 |
| Total | | | 68 |

In the Calgary and Edmonton areas, we consulted with about 15 Francophone seniors and retirees and about a dozen people directly or indirectly involved in health care or the education sector.

In the Northwest and Northeast, the groups were less numerous. As with Calgary and Edmonton, they involved both seniors and retirees as well as professionals in the health care and education sectors.

3.2 FRANCOPHONE NEEDS REGARDING HEALTH CARE PROFESSIONALS

Calgary area

According to participants in the Calgary area, many doctors and health care professionals speak French, but it is difficult to find those professionals and access their services. Participants indicated that approximately 300 health care professionals in Calgary speak French. The two groups consulted, however, indicated that access health care professionals who are able to provide services in French is a major issue for Calgary residents.

The groups noted that some services are available in French in Calgary: doctors, nurse practitioners, occupational therapists, dietitians, physiotherapists and dentists. However, it is important to note that those services are only available because there are bilingual professionals working in those fields.

Again according to participants, no health care services are officially available in French in Calgary, with the exception of the newly established Francophone clinic. Within health care institutions, access to Francophone professionals is random, as their number is quite limited. Translation services are also available for those who have difficulty or who request such services.

When establishing priorities regarding health care professionals, Francophones in Calgary targeted certain professions, indicated in the table below.

Table 6. Priorities regarding Francophone or bilingual health care professionals in Calgary

| Clientele | Priorities | | | | |
|----------------|--------------------------|----------------------------|--|-----------------------------------|--------------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| Seniors | Health care aides | Licensed practical nurses | Specialists in nutrition and food sciences | Optometrists and ophthalmologists | Dentists and dental hygienists |
| General public | Front line professionals | Nurses / health care aides | Social workers (technicians) | Dental hygienists | Medical office assistants |

Participants also mentioned the importance of offering French-language or bilingual postsecondary programs in the Calgary area, with internships in the community, in order to keep youth in their community. There was also the question of offering mixed diplomas in partnership with colleges or universities.

Edmonton area

The situation in the Edmonton area is substantially similar to that of Calgary. There are professionals who speak French, but they are hard to find. Moreover, some do not dare publicize that they speak French for fear of increasing their workload. That said, participants indicated that a lot of progress has been made in the last 20 years.

The situation for new residents is very difficult, however, particularly those who do not understand English. The problem of identifying Francophone professionals is the same in Edmonton and in Calgary. Over the last few years, a health navigator service has been implemented to accompany new residents and offer them interpretation services, as needed.

Within health care institutions, patients who are unable to communicate in English have difficulty explaining their health condition, which could have repercussions on their safety. The situation is the same for home care, which is governed by Alberta Health Services. Contracts are awarded to private companies that do not see language as being important.

According to participants, emphasis must be placed on primary care and front line personnel. The establishment of priorities regarding health care professionals gave the results shown in the following table.

Table 7. Priorities regarding Francophone or bilingual health care professionals in Edmonton

| Clientele consulted | Priorities | | | | |
|---------------------|---------------------------|------------------------------------|---|-------------------------------------|---------------------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| Seniors | Health care aides | Recreation specialists for seniors | Nurses / licensed practical nurses | Home care and palliative care staff | Medical office assistants (reception) |
| General public | Mental health technicians | Health care aides | Health and community services managers (administration) | Social workers | Doctors |

Some participants also mentioned the importance of recruiting students currently registered in immersion programs to offer them the opportunity to pursue their studies in French or in a bilingual program.

Northeast region

In the Northeast, French-language services are offered by the following professionals: physiotherapists, speech language therapists, pharmacists, nurse practitioners, nurses, licensed practical nurses, midwives, naturopaths, and dental hygienists. A team of psychologists, occupational therapists and speech language therapists form Edmonton services Francophone clients, but follow-up is often provided by Anglophone professionals. The health office also offers health promotion and prevention services in French and a foot care nurse is also bilingual.

The establishment of priorities regarding health care professionals gave the results shown in the following table.

Table 8. Priorities regarding Francophone or bilingual health care professionals in the Northeast

| Clientele consulted | Priorities | | | | |
|---------------------|-------------------------------|---|---|----------------------------|----------------------------------|
| | 1 | 2 | 3 | 4 | 5 |
| General public | Doctors / nurse practitioners | Professionals in all fields that affect youth (mental health, emergency, emergency medical personnel) | Professionals in all fields that affect seniors (health care aides, audiologists, optometrists, health promotion and prevention specialists, dietitians, nutritionists) | Speech language therapists | Psychologists / Psychotherapists |

Respondents also indicated that it would be important for the courses to be offered as distance courses to make education more accessible to youth in the region and to avoid them leaving the region and not returning. Offering distance courses could be complemented by on-campus sessions during specific periods.

Northwest region

In the Northwest, we see a large number of bilingual health care professionals: doctors, dentists, chiropractors, osteopaths, a few hospital nurses, some home care attendants, one hospital physiotherapist, one pharmacist and ambulance attendants. Participants indicated that some bilingual services used to be available, but that they disappeared after Francophone professionals left. In the school system, the team of occupational therapists and speech-language pathologists come from Edmonton for the initial diagnosis, but follow-ups must be conducted with Anglophone personnel.

The establishment of priorities regarding health care professionals gave the results shown in the following table.

Table 9. Priorities regarding Francophone or bilingual health care professionals in the Northwest

| Clientele consulted | Priorities | | | | |
|---------------------|-------------------------------|--|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| General public | Doctors / nurse practitioners | Specialists in the evaluation of youth (speech language therapists, occupational therapists, social workers) | Emergency specialists (nurses, emergency medical personnel, hospital reception staff) | Psychotherapists, mental health workers, psychologists, mediation specialists | Care staff for seniors (nutritionists, health care aides) |

Participants reiterated the importance for health care professionals to do their internships in the regions so they could discover the region and may return there once their studies were completed. The importance of distance programs was once again mentioned in order to make education accessible to youth in the regions.

3.3 CHOICE OF COLLEGE AND UNIVERSITY PROGRAMS

To retain the programs that garnered the most attention among participants in the consultations, we weighted the responses on a scale from five points for the first priorities and one point for the fifth priorities. Although not scientific, this approach gave a good overview, however, of the most important training programs according to participants.

The table below gives the results of the weighting process.

Table 10. Priority university and college programs according to participants in the consultations

| Program | Points |
|---|--------|
| College Programs | |
| Health Care Aide / Préposé aux soins | 24 |
| Licensed Practical Nurse / Infirmier auxiliaire | 18 |
| Mental Health Worker / Travailleur en santé mentale | 15 |
| Emergency Medical Personnel / Ambulancier | 12 |
| Social Worker / Travailleur social | 10 |
| Speech Language Assistant / Aide orthophoniste | 8 |
| Medical office assistant / Administration médicale | 8 |
| Dental Hygienist / Hygiéniste dentaire | 3 |

| Program | Points |
|---|--------|
| University programs | |
| Nurse Practitioner / Infirmier praticien | 10 |
| Psychologist / Psychologue/psychothérapeute | 7 |
| Dietitian / Diéticien ou nutritionniste | 7 |
| Speech Language Therapist / Orthophoniste | 6 |
| Optometrist / Optométriste | 5 |
| Occupational Therapist / Ergothérapeute | 4 |
| Dentist / Dentiste | 1 |

In light of the profile of the Francophone population and the results obtained from the consultations, the project managers selected five college programs and three university programs, for which Axion developed targeted market studies. An overview of job prospects for the programs selected gives the following results for the related professions, according to the profile for the health care industry in Alberta.

Table 11. Job prospects for the priority university and college programs²⁶

| Program | Job prospects |
|--|---------------------------|
| College Programs | |
| Health care aide (NOC 3413) | Above average |
| Licensed practical nurse (NOC 3233) | Above average |
| Mental health worker (NOC 4212) | Above average |
| Emergency medical personnel (NOC 3234) | Above average |
| Speech language assistant (NOC 3235) | Above average |
| University programs | |
| Nurse practitioner (NOC 3152) | Above average |
| Psychologist (NOC 4151) | Above average |
| Dietitian (NOC 3132) | Information not available |

For ease of reading, we will divide the next sections of the market study by profession, first for the college programs and then for the university programs.

²⁶ Alberta Government, *OCCInfo: Occupations and Educational Programs*, <http://occinfo.alis.alberta.ca/occinfopreview/search-results.html>, site access in February 2016.

4. PRESENTATION OF DATA FOR THE HEALTH CARE AIDE COLLEGE PROGRAM

4.1 OCCUPATIONAL PROFILE OF THE TARGET SECTOR

According to Human Resources and Skills Development Canada,²⁷ health care aides are part of the “Health Occupations” skill type and the “Nurse aides, orderlies and patient services associates” unit group in the National Occupational Classification (NOC 3413). That group is part of the larger “Assisting occupations in support of health services” group (NOC 341).

Health care aides provide assistance to elderly, disabled, or chronically ill people who require short term assistance or ongoing support.²⁸

Health care aides perform some or all of the following duties:²⁹

- Answer calls, provide and empty bedpans, wash and clothe patients and do their toiletries.
- Use food trays and feed patients or help them eat and choose their menu, and measure intake and output as needed.
- Weigh, lift, turn or position patients and help them walk with a walker or crutches.
- Supervise series of exercises done by patients, distribute medication and reminders, care for simple wounds, use respiratory equipment or provide urinary care.
- Implement therapeutic interventions for behaviour management.
- Administer suppositories and fleet enemas and assist with toileting.
- Ensure the safety of their clients and themselves.
- Communicate with clients, and observe and report on client condition.

4.2 GENERAL CHARACTERISTICS OF THE TARGET SECTOR

4.2.1 TYPE OF EMPLOYMENT

According to the data provided by Alberta Health, 90% of health care aides work in continuing care, while 10% work in acute care. Health care aides can work at long-term care institutions or in the patient’s home. The hours of work vary greatly, as some agencies offer 24-hour and weekend service. It therefore often involves shift work and weekend work.

Given the nature of the work (lifting, washing and dressing patients), aides may be required to lift heavy loads and remain standing for long periods. They must therefore be in good health and be familiar with techniques for lifting patients without injuring them.

²⁷ Human Resources and Skills Development Canada, *Nurse aides, orderlies and patient service associates unit group*, <http://www5.hrsdc.gc.ca/NOC/English/NOC/2011/Profile.aspx?val1=3413>, site accessed in February 2016.

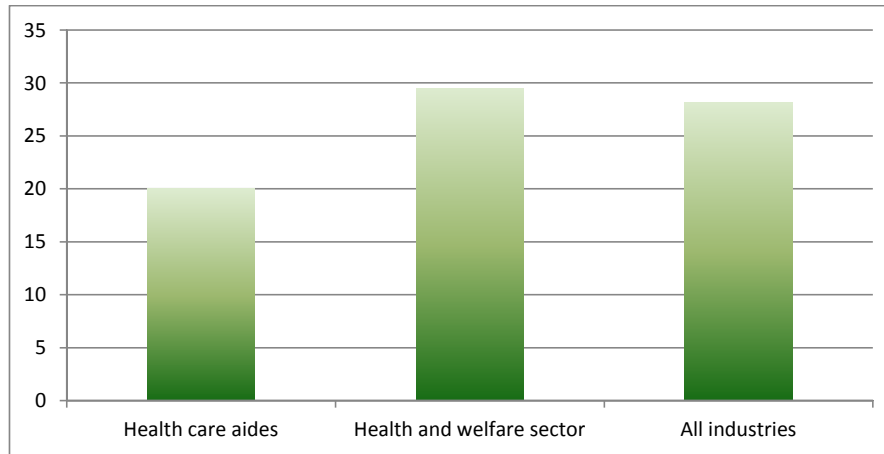
²⁸ Alberta Government, *OCCInfo, Occupations and Educational Programs*, <http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71003293>, site accessed in February 2016.

²⁹ *Ibid.*

4.2.2 SALARY

According to the Alberta Learning Information Service site, the average salary in 2013 at the start of a health care aide's career was \$17.94 per hour and could be as high as \$21.65 per hour. The average salary for health care aides was \$20 per hour or \$31,005 per year. The average salary in the health and social services industry was \$30,843 per year in 2013. The average work week for health care aids was 30 hours.³⁰

Chart 1. Average hourly salary³¹



The salaries of health care aides can vary considerably depending on the employer and the employee's responsibilities and experience.

4.3 LABOUR MARKET TRENDS

Alberta

In Alberta, 31,083 people were working as nurse aides, orderlies and patient service associates as of December 31, 2014, making that category of profession the second largest in the number of employees in the province's health sector.³²

According to information obtained from job sites in Alberta from 2013 to 2017, job prospects for health care aides are above average and this group is expected to see 3.1% growth per year until 2017.³³ It is forecasted that 248 health care aide positions will be created each year, in addition to job openings created by employment turnover, promotions or retirements.

³⁰ *Ibid.*

³¹ Alberta Government, *Industry Profiles, Health Care and Social Assistance Industry 2015*, p. 6.

³² Alberta Health, Health Human Resources Planning and Strategy Branch, *Health Care Aides*, 2016.

³³ Alberta Government, *OCCinfo: Occupations and Educational Programs*, <http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71003293>, site accessed in February 2016.

When examining the forecasts, it is nonetheless important to consider the economic conditions that affect the entire Alberta job market following the drop in the price of a barrel of oil. It is also important to note that, in some cases, growth may be concentrated outside the large centres.

Given the average age of 44 for nurse aides, orderlies and patient service associates (NOC 3413), retirements are expected to increase considerably over the next few years.³⁴

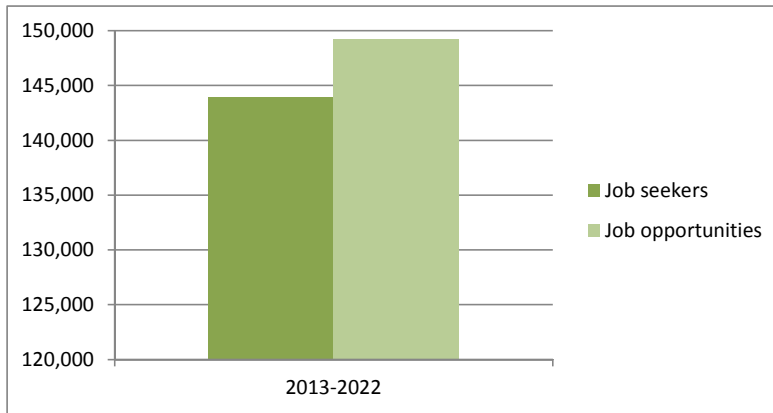
According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, 40% of employers seeking to hire health care aides had difficulty finding employees and 12% still had positions available after 4 months. According to the data, the vacancy rate for health care aides was at 4% in 2013.

According to the health and social services industry profile prepared by the Government of Alberta in 2015, this sector is expected to continue growing at an average rate of 3% per year between 2015 and 2019. That rate will be greater than the average growth of the other sectors of the Alberta economy.³⁵

Canada

During the period from 2013 to 2022, projections for the larger Assisting occupations in support of health services group (NOC 341) that includes the Nurse aides, orderlies and patient services associates group (NOC 3413) show excess demand. It is expected that, across Canada, there will be 149,262 job opportunities resulting from expansion demand and replacement demand, while there will be 143,936 job seekers.

Chart 2. Projection of demand – Assisting occupations in support of health services (NOC 341).



Job openings are projected to arise from both employment growth and retirements. The retirement rate in this occupational group is expected to be similar to the national average. As with most occupational groups in the health sector, the aging population and the increasing need for long-term care is projected to increase the demand for health services assistants. This is particularly true since these workers provide front-line services to people who are hospitalized and those living in long-term care facilities. Nevertheless, the number of jobs created is expected to remain lower than recorded over the previous decade (2003-

³⁴ *Ibid.*

³⁵ Alberta Government, *Industry Profiles, Health Care and Social Assistance Industry 2015*, p. 2.
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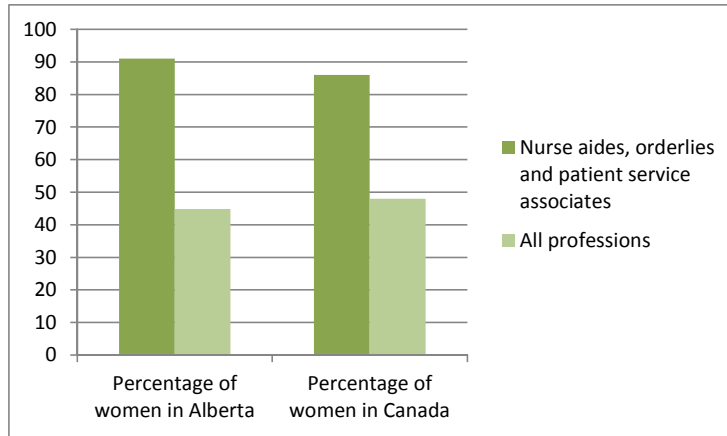
2012), mainly because of the commitment made by governments to reduce deficits, thereby requiring health care providers to develop labour-saving strategies. With regard to labour supply, there will be a significant increase in the number of school leavers in response to the high demand for workers in this occupation.³⁶

4.4 QUALITATIVE AND QUANTITATIVE LABOUR DATA

According to data from Alberta Health for 2014, 20% of workers in the Health care aide category work full-time, while 44% work part-time and 36% are casual employees. This data is very different in Alberta compared to the rest of Canada, as 71% of people in this profession were working full-time in Canada in 2013.

Again according to that data, in Alberta, women held 91% of nurse aide, orderly and patient service associate positions in 2014, while that percentage was 86% for the same category across Canada. The results are shown in Graph 3.³⁷

Graph 3. Percentage of women in the profession in Alberta and in Canada



The profession is open to new immigrants who meet the access conditions. In 2011, 20.5% of nurse aides, orderlies and patient service associates were immigrants, a percentage that is higher than for all professions (13.7%).³⁸

4.4.1 ESSENTIAL QUALIFICATIONS FOR A HEALTH CARE AIDE

The following qualifications and skills are needed to become a health care aide:³⁹

³⁶ Job Bank, *Nurse aides, orderlies and patient service associates (NOC 3413)*, <http://www.jobbank.gc.ca/report-eng.do?area=9193&lang=eng&noc=3413&province=35&action=final&ln=n&s=2#outlook>, site accessed in February 2016.

³⁷ *Ibid.*

³⁸ Service Canada, *Nurse aides, orderlies and patient service associates*, http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/3413.shtml, site accessed in February 2016.

- The ability to be understanding, patient and non-judgemental
- Good physical and mental health
- Maturity and dependability
- The ability to communicate effectively and get along with people
- Sense of responsibility and discretion
- Good judgement
- Sensitivity to the physical, social, cultural and psychological effects of aging
- Respectfulness of the client's right to privacy and to be treated with dignity
- Flexibility and resourcefulness
- The ability to work independently and as a member of a team
- Strong organizational and time-management skills

In addition to these qualifications, the studies conducted in 2005, 2007 and 2009 by Lum *et al* revealed that it is essential for health care aides to have linguistic and cultural knowledge that reflects their clientele in order to be able to understand their clients and meet their needs.⁴⁰

4.5 PRESENTATION OF DATA FROM INTERVIEWS WITH KEY PEOPLE

Axion gathered qualitative data by consulting with key people working with health care aides. We spoke with five people who were able to provide us with information regarding this sector people working for the following types of employers: health centres, seniors residences, Francophone employment centres, union representatives, and doctors. The interviews took place between February 9 and 29, 2016. The survey was not scientific, due to the number of respondents. It was more qualitative and focused on the potential for development of a French-language or bilingual training program for health care aides.

Despite numerous efforts, we were unable to talk to Human Resources staff in the province's hospitals to identify their labour needs.

Although some of the respondents manage Francophone or bilingual institutions, none employ health care aides as such, as they are employees of Alberta Health Services or Covenant Health.

4.5.1 TRAINING OF HEALTH CARE AIDES

At this time, no training programs for health care aides are offered in French in Alberta. It is therefore very difficult to find Francophone personnel to serve clients of Francophone or bilingual establishments, such as the Manoir Saint-Joachim or the Saint-Thomas Community Health Centre.

The establishments mentioned by the respondents as offering a good training program for health care aides were Bow Valley College and CDI College of Business, Technology and Health.

According to the respondents, Francophone health care aides often come from other provinces, such as Quebec. Unfortunately, their English is often poor, which makes it hard for them to find work.

³⁹ Alberta Government, *OCCinfo: Occupations and Educational Programs*, <http://occinfo.alis.alberta.ca/abca/occinfo/preview/info/browse-occupations/occupation-profile.html?id=71003293>, site accessed in February 2016.

⁴⁰ Canadian Research Network for Care in the Community, *Ontario Personal Support Workers in Home and Community Care: CRNCC/PSNO Survey Results*, <http://www.ryerson.ca/content/dam/crncc/knowledge/infocus/factsheets/InFocus-Ontario%20PSWs%20in%20Home%20and%20Community%20Care.pdf>, site accessed in February 2016.

4.5.2 FUTURE DEMAND

All respondents believe that there will be a moderate expansion of the job market for graduates from a health care aide program over the next five to seven years. Although health agencies that hire these professionals are not seeking bilingual personnel, the demand for health care aides will continue to increase, as health professionals are ageing and retiring and the population is continuing to age.

Bilingual health care aides are an asset for employers, even though the employers are not necessarily aware of that. As well, it is very difficult to find Francophone or bilingual health care aides. According to one doctor questioned, bilingual health care aides must be trained so they can be available to serve the growing Francophone community.

According to one respondent, there is interest in a French-language or bilingual health care aide program among new Francophone residents looking for work.

Respondents indicated that the greatest demand for health care aides would be from Alberta Health Services, retirement homes, or community organizations. The seniors sector is certainly the one in which there will be the most demand for these professionals. One respondent indicated that Covenant Health often posts openings for bilingual health care aides in order to fill positions in long-term care institutions.

4.5.3 PREFERRED TYPE OF TRAINING

Axion wanted to know the type of training that respondents would prefer for a health care aides program. Respondents did not seem to prefer one option over another. Some mentioned that a full-time program would better meet the needs of students and their needs, while one respondent indicated a preference for part time, while ensuring that the program is paired with English courses.

Concerning the type of training (distance or on campus) that would best meet the needs and students and employers, respondents indicated that a combination of distance training and on-campus training would make the program more interesting for Francophones across the province.

The respondents believe that it is important for such a program to offer cooperative internship opportunities that would thus allow students to obtain experience with local employers.

4.5.4 ADDITIONAL COMMENTS FROM RESPONDENTS

A few respondents made comments and suggestions for a potential program to best meet the needs of students and of the job market. The following points summarize those observations:

- It is essential to be able to count on Francophone or bilingual health care aides.
- Priority emphasis must be placed on health care close to patients.
- The importance of knowledge of English cannot be neglected.
- Internship experience in Alberta is very important for new residents.
- Marketing is needed in French-language high schools to promote careers in health care in French.
- There is little government desire to offer French-language services.

4.6 CONDITIONS FOR ACCESS TO THE PROFESSION

4.6.1 REGULATOR BODY

The profession of health care aide is not regulated by a professional order in Alberta, and there is little data for planning human resource needs. Alberta Health has nonetheless developed a competency profile for health care aides in order to standardize the teaching of this program in the various educational institutions.

Alberta Health is also working to develop a Health Care Aide Directory. That directory will provide information on the profession and on attaining the core competencies needed to train a qualified and competent workforce. The site was unveiled in Fall 2015 and should be functional by Spring 2016.⁴¹

This profession is also not regulated elsewhere in Canada and no certificate is issued by a professional order, unlike many other health care professions. Educational institutions issue a certificate to attest the student's success, but there is no final program examination.

4.6.2 TRAINING AND COMPETITION

In Alberta, the training needed to become a health care aide varies greatly from one employer to another. Several private and public institutions offer a postsecondary program for health care aides. Some employers offer an on-the-job training program in partnership with postsecondary institutions, thus allowing employees to obtain their diploma while working.

Some employers also require that their staff complete a first aid program and food security training.

In 2001, Alberta Health established a competency profile for health care aides. An updated competency profile should be released in 2016. Alberta Health is also responsible for the health care aide provincial curriculum. That curriculum was developed in 2005 and revised in 2010.

At this time, the program is offered by a large number of private institutions, community colleges and employers certified by the province. Some programs are offered full-time or part-time, while others are offered as distance education or offered partly in the regions. The full-time programs are offered over a period of 15 to 27 weeks.

⁴¹ Alberta Health Care Aide Directory, *About the Alberta Health Care Aide Directory*, <http://albertahcadirectory.com/>, site access in February 2016.

The following table presents the programs offered in English in Alberta in this field, as well as those offered in French in Western Canada.

Table 12. Colleges offering training programs for health care aids.

| INSTITUTION | TRAINING | DURATION | TYPE OF PROGRAM |
|--|--|----------------|-----------------|
| Programs offered in English | | | |
| Alberta Business and Educational Services (Calgary) | Health Care Aid Alberta provincial curriculum | 21 weeks | Certificate |
| ABM College (Calgary) | Health Care Aide Alberta provincial curriculum | 22 weeks | Certificate |
| Academy of Learning (Calgary, Edmonton, Medicine Hat, Red Deer) | Health Care Aide Alberta provincial curriculum | 22 weeks | Certificate |
| Alberta Caregiving Institute (Edmonton General Hospital) | Health Care Aide Alberta provincial curriculum | 24 weeks | Certificate |
| Bow Valley College (Calgary) | Health Care Aide Alberta provincial curriculum | 1 year or less | Certificate |
| Cambrooks College (Calgary) | Health Care Aide Alberta provincial curriculum | 17 weeks | Certificate |
| CDI College of Business, Technology and Health (Calgary, Edmonton) | Health Care Aide Alberta provincial curriculum | 23 weeks | Certificate |
| CLI College of Business, Health and Technology (Edmonton) | Health Care Aide Alberta provincial | 24 weeks | Certificate |

| INSTITUTION | TRAINING | DURATION | TYPE OF PROGRAM |
|---|--|-----------------------|-----------------|
| | curriculum | | |
| Columbia College (Calgary) | Health Care Aide Alberta provincial curriculum | 25 weeks | Certificate |
| Evergreen College (Calgary) | Health Care Aide Alberta provincial curriculum | 22 weeks | Certificate |
| Keyano College (Fort McMurray) | Health Care Aide Alberta provincial curriculum | 20 weeks | Certificate |
| Lakeland College (Vermillion) | Health Care Aide | 1 year on weekends | Certificate |
| Medicine Hat College (Medicine Hat) | Health Care Aide | 20 weeks | Certificate |
| MTG Healthcare Academy (Calgary, Red Deer) | Health Care Aide Alberta provincial curriculum | 22 weeks | Certificate |
| Nightingale Academy of Health Services (Edmonton) | Health Care Aide Alberta provincial curriculum | 22 weeks | Certificate |
| NorQuest College (Edmonton) | Health Care Aide Alberta provincial curriculum | 21 weeks | Certificate |
| Northern Lakes College (Grouard) | Health Care Aide Alberta provincial curriculum | 20 weeks | Certificate |

| INSTITUTION | TRAINING | DURATION | TYPE OF PROGRAM |
|---|--|----------------|-----------------|
| Reeves College (Calgary, Edmonton) | Health Care Aide Alberta provincial curriculum | 22 weeks | Certificate |
| Robertson College (Calgary, Edmonton) | Health Care Aide Alberta provincial curriculum | 19 to 22 weeks | Certificate |
| Rosewood College (Calgary) | Health Care Aide Alberta provincial curriculum | 15 weeks | Certificate |
| Royal Health Care Aide Training School (Lethbridge, Medicine Hat) | Health Care Aide Alberta provincial curriculum | 14 to 16 weeks | Certificate |
| The Excel Academy (Edmonton) | Health Care Aide Alberta provincial curriculum | 23 weeks | Certificate |
| The Health Care Aide Academy (Red Deer) | Health Care Aide Alberta provincial curriculum | 19 weeks | Certificate |
| Training Inc. (Cardston, Lethbridge, Pincher Creek) | Health Care Aide Alberta provincial curriculum | 20 weeks | Certificate |
| Programs offered in French in Western Canada | | | |
| Éducacentre College (Vancouver, BC) | Health care aide | 1 year | Certificate |
| Université de Saint- Boniface (Winnipeg, Manitoba) | Health care aide certificate | 1 year | Certificate |

Two programs are offered in French: a health care aide certificate at Université de Saint-Boniface and the distance and classroom resident care attendant program at Éducacentre College. According to Éducacentre College's website, its program is not recognized by the Government of Alberta, unlike the vast majority of programs offered by private and public institutions in Alberta.

In Alberta, no institutions offer the health care aides program in French.

4.7 CONCLUSION AND RECOMMENDATIONS

In Alberta, 31,083 people were working as nurse aides, orderlies and patient service associates as of December 31, 2014, making that category of profession the second largest in the number of employees in the province's health sector.

Given the average age of 44 for nurse aides, orderlies and patient service associates (NOC 3413), retirements are expected to increase considerably over the next few years.

According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, 40% of employers seeking to hire health care aides had difficulty finding employees and 12% still had positions available after 4 months. According to the data, the vacancy rate for health care aides was at 4% in 2013.

As mentioned previously, the Francophone population of Alberta is older than the province's population. In fact, 27.8% of Francophones were 55 or older in 2011, compared to 21% of the population as a whole.

All respondents believe that there will be a moderate expansion of the job market for graduates from a Francophone or bilingual personal care attendant program over the next five to seven years. Although health agencies that hire these professionals are not seeking bilingual personnel, the demand for personal care attendants will continue to increase, as health professionals are ageing and retiring and the Francophone population is continuing to age. As well, it is very difficult to find Francophone or bilingual health care aides.

According to one respondent, there is interest in a French-language or bilingual health care aide program among new Francophone residents looking for work.

Like everywhere else in Canada, the profession of health care aide is not regulated in Alberta. Educational institutions issue a certificate to attest to the student's success, but there is no final program examination. In 2001, Alberta Health established a competency profile for health care aides. An updated competency profile should be released in 2016. Alberta Health is also responsible for the health care aide provincial curriculum. That curriculum was developed in 2005 and revised in 2010.

Several private and public institutions offer a postsecondary program for health care aides. Some employers offer an on-the-job training program in partnership with postsecondary institutions, thus allowing employees to obtain their diploma while working.

At this time, the program is offered by a large number of private institutions, community colleges and employers certified by the province. Some programs are offered full-time or part-time, while others are offered as distance education or offered partly in the regions. No institutions offer the health care aide program in French.

In the other western provinces, two programs are offered in French: a health care aide certificate at Université de Saint-Boniface and the distance and classroom resident care attendant program at Éducacentre College. According to Éducacentre College's website, its program is not recognized by the Government of Alberta, unlike the vast majority of programs offered by private and public institutions in Alberta.

Given the promising number of positions for personal care attendants that will be created in the province over the next few years, the high percentage of elderly Francophones in Alberta (primarily in Edmonton and the northeast and northwest of the province), the difficulty finding bilingual health care aides at this time, the interest of new Francophone immigrants in taking such training, and the lack of French-language training programs approved by the Province of Alberta that are offered in the province or elsewhere in the West, **Axion recommends that Campus Saint-Jean create a health care aide program to be offered in French.**

The Francophones and employers consulted indicated their interest in the offer of a hybrid program (distance and on-campus) in order to allow Francophones from across Alberta to take the training. It would also be very important to include English courses in the program to ensure that graduates are able to work in an environment where the language of work is still majority English.

5. PRESENTATION OF DATA FOR THE LICENSED PRACTICAL NURSE COLLEGE PROGRAM

5.1 OCCUPATIONAL PROFILE OF THE TARGET SECTOR

According to Human Resources and Skills Development Canada, ⁴² licensed practical nurses are part of the "Health occupations competency group and the "Licensed Practical Nurses" unit group in the National Occupational Classification (NOC 3233). That group is part of the larger "Other technical occupations in health care" group (NOC 323).

Licensed practical nurses provide nursing care for patients, usually under the supervision of doctors, registered nurses or other members of the health team. They can have a variety of responsibilities, depending on the nature of their work, client needs, or the environment in which they work. In some workplaces, licensed practical nurses can have a leadership role, assigning responsibilities to health care aides, organizing patient care, and managing family concerns. ⁴³

Licensed practical nurses work in hospitals, nursing homes, long-term care facilities, rehabilitation centres, doctors' offices, clinics, businesses, community health centres, schools and mental health institutions.

⁴² Human Resources and Skills Development Canada, *Licensed Practical Nurses Unit Group*, <http://www30.rhdcc.gc.ca/CNP/English/NOC/2006/Profile.aspx?val=0&val1=3233>, site accessed in February 2016.

⁴³ Alberta Government, *OCCinfo: Occupations and Educational Programs*, <http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71002588>, site accessed in February 2016.

Licensed practical nurses carry out some or all of the following duties: ⁴⁴

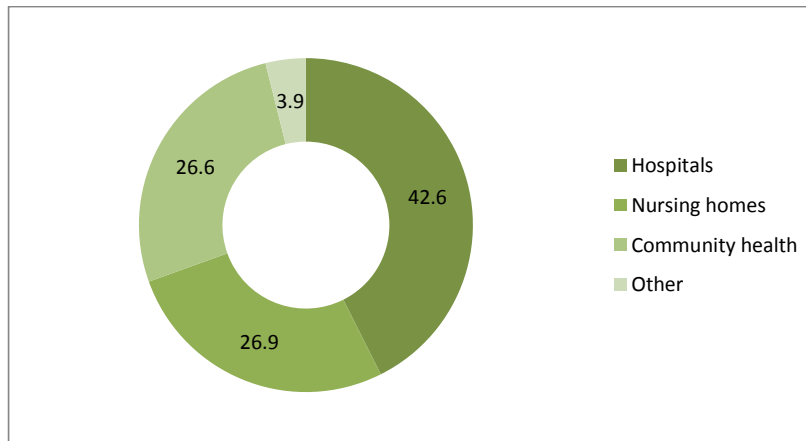
- Provide nursing services within defined scope of practice, to patients based on patient assessment and care planning procedures;
- Perform nursing interventions such as taking vital signs, applying aseptic techniques including sterile dressing, ensuring infection control, monitoring nutritional intake and conducting specimen collection;
- Administer medication and observe and document therapeutic effects;
- Provide pre-operative and post-operative personal and comfort care;
- Monitor established respiratory therapy and intravenous therapy;
- Monitor patients' progress, evaluate effectiveness of nursing interventions and consult with appropriate members of healthcare team;
- Provide safety and health education to the public;
- Take part in research activities.

5.2 GENERAL CHARACTERISTICS OF THE TARGET SECTOR

5.2.1 TYPE OF EMPLOYMENT

According to data provided by Alberta Health, 42.6% of licensed practical nurses work in a hospital setting. Nearly 27% work in nursing homes and another 26.6% work in a community setting. ⁴⁵

Chart 4. Workplace of licensed practical nurses



Evening, night and weekend work is common. Positions are often part-time, temporary and on-call, particularly early in a career. The duties of licensed practical nurses can be intellectually and emotionally demanding. This type of work also requires good physical resistance.

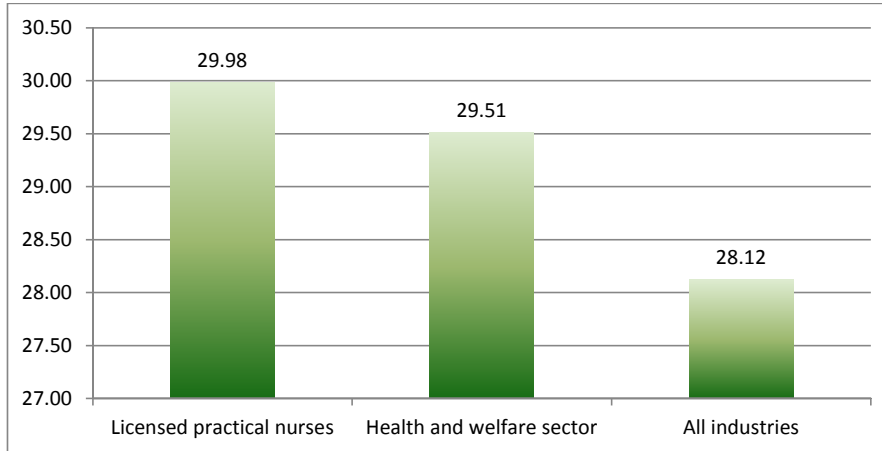
5.2.2 SALARY

⁴⁴ Human Resources and Skills Development Canada, *Licensed Practical Nurses Unit Group*, <http://www30.rhdcc.gc.ca/CNP/English/NOC/2006/Profile.aspx?val=0&val1=3233>, site accessed in February 2016.

⁴⁵ Alberta Health, Health Human Resources Planning and Strategy Branch, *Licensed Practical Nurses*, 2016.

According to the Alberta Learning Information Service site, the average salary in 2013 at the start of a licensed practical nurse’s career was \$25.93 per hour and could be as high as \$33.95 per hour. The average salary for licensed practical nurses was \$29.98 per hour or \$43,142 per year. The average salary in the health and social services industry was \$30,843 per year in 2013. The average work week for licensed practical nurses was 27.8 hours.⁴⁶

Chart 5. Average hourly salary⁴⁷



The salaries of licensed practical nurses can vary considerably depending on the employer and the employee’s responsibilities and experience.

5.3 LABOUR MARKET TRENDS

Alberta

In Alberta, 13,915 people were working as licensed practical nurses as of December 31, 2015. That profession grew by 51% between 2009 and 2014. At this time, 5.3% of licensed practical nurses working in the province obtained their diploma abroad.⁴⁸

According to information obtained from job sites in Alberta from 2013 to 2017, job prospects for licensed practical nurses are above average and this group is expected to see 3.2% growth per year until 2017.⁴⁹ It is forecasted that 224 licensed practical nurse positions will be created each year, in addition to job openings created by employment turnover, promotions or retirements.

⁴⁶ Alberta Government, *OCCinfo: Occupations and Educational Programs*, <http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71002588>, site accessed in February 2016.

⁴⁷ Alberta Government, *Industry Profiles, Health Care and Social Assistance Industry 2015*, p. 6.

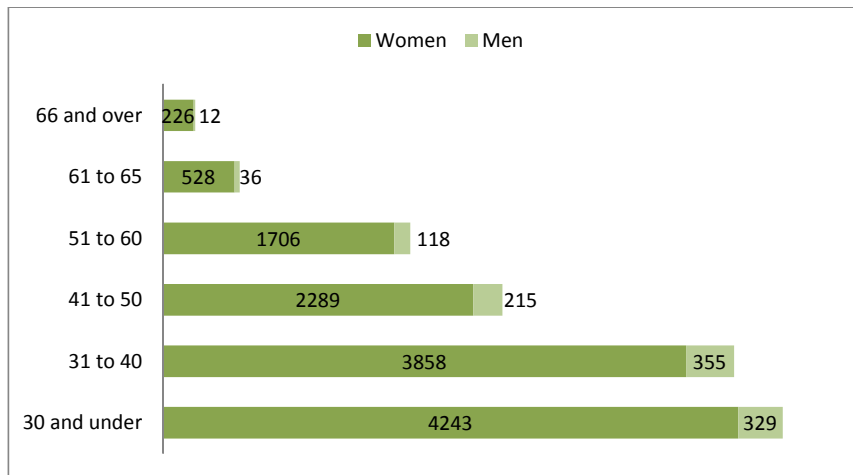
⁴⁸ Alberta Health, Health Human Resources Planning and Strategy Branch, *Licensed Practical Nurses*, 2016.

⁴⁹ Alberta Government, *OCCinfo: Occupations and Educational Programs*, <http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71002588>, site accessed in February 2016.

According to a study conducted in Quebec, the turnover rate is higher among licensed practical nurses than among registered nurses. This is due to the lower average age for licensed practical nurses, fewer promotional opportunities and limited autonomy.⁵⁰

In Alberta, retirements will have little short- or medium-term impact on the growth of this profession. The average age of licensed practical nurses is 40.3, and 63.3% are under the age of 40.

Chart 6. Demographic breakdown of licensed practical nurses in Alberta⁵¹



According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, 23% of employers seeking to hire licensed practical nurses had difficulty finding employees and 6% still had positions available after 4 months.⁵²

According to the health and social services industry profile prepared by the Government of Alberta in 2015, this sector is expected to continue growing at an average rate of 3% per year between 2015 and 2019. That rate will be greater than the average growth of the other sectors of the Alberta economy.⁵³

⁵⁰ Service Canada, *Licensed Practical Nurses*, http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/3233.shtml, site Accessed in February 2016.

⁵¹ Alberta Health, Health Human Resources Planning and Strategy Branch, *Licensed Practical Nurses*, 2016.

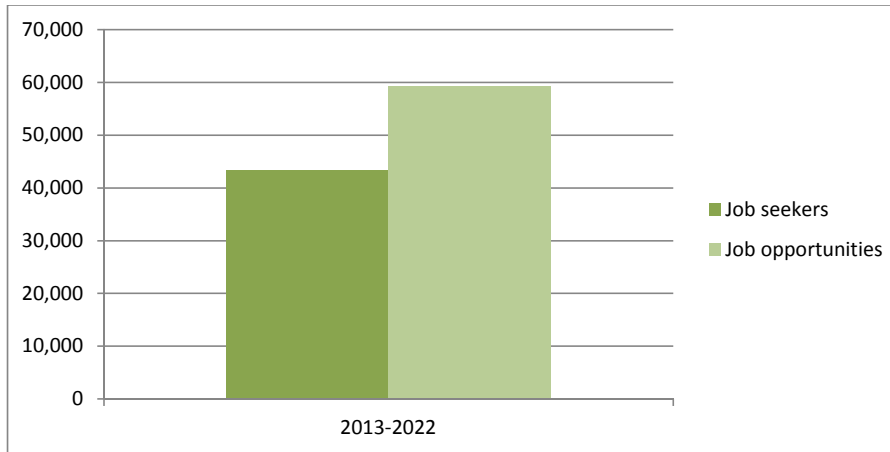
⁵² Alberta Government. *OCCinfo: Occupations and Educational Programs*. <http://occinfo.alis.alberta.ca/occinfo/preview/info/browse-occupations/occupation-profile.html?id=71002588>. Site accessed in February 2016.

⁵³ Alberta Government. *Industry Profiles, Health Care and Social Assistance Industry 2015*. p. 2.

Canada

During the period from 2013 to 2022, the projections for the larger Other technical occupations in health care group (NOC 323) that includes the licensed practical nurses group (NOC3233) show a labour shortage. It is expected that, across Canada, there will be 59,286 job opportunities that will result from expansion demand and replacement demand, while there will be 43,295 job seekers.

Chart 7. Projection of demand – Other technical occupations in health care (NOC 323) ⁵⁴



This occupational group consists of five professions. Only Opticians (NOC 3231) and Licensed practical nurses (NOC 3233) will see a labour shortage.

As with most occupations in the health sector, aging population will increase the demand for technical health care workers. Employment growth is therefore expected to be above the average of all occupations. In some provinces, more than half of the job openings are projected to result from retirements, even though the retirement rate is expected to be similar to the average of all occupations. School leavers are projected to account for the majority of job seekers. However, there will not be enough of these school leavers to meet the expected demand. Moreover, that shortage of workers is expected to be exacerbated by negative inter-occupational mobility. Indeed, the difficult working conditions (night and weekend shifts, part-time work) in the early stages of a career in these occupations discourage many workers.

Furthermore, these workers need to be licensed either by the provincial or territorial regulatory body to perform their work, which constrains labour supply for this occupational group. ⁵⁵

5.4 QUALITATIVE AND QUANTITATIVE LABOUR DATA

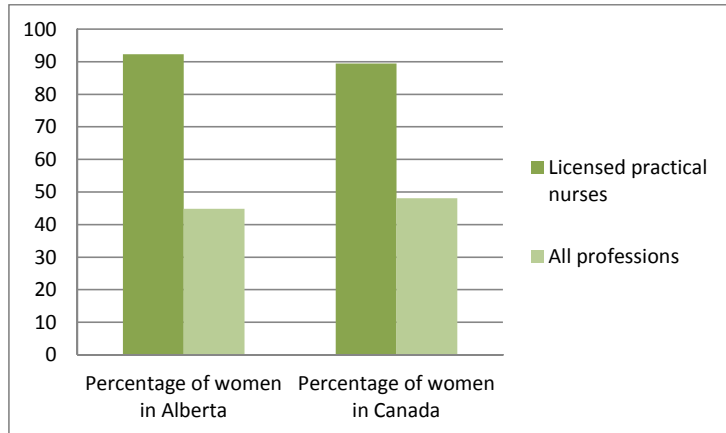
⁵⁴ Job Bank. *Licensed Practical Nurses*. <http://www.jobbank.gc.ca/report-eng.do?area=25161&lang=eng&noc=3233&action=final&ln=n&s=2&source=8>. Site accessed in February 2016.

⁵⁵ *Ibid.*

According to data from Alberta Health for 2015, 41% of workers in the licensed practical nurse category (NOC 32343) work full-time, while 41% work part-time and 18% are casual employees.

According to the same data, in Alberta, women held 92.3% of licensed practical nurse positions, a figure that is very similar to the 89.4% for that category across Canada. The results are presented in Chart 8.⁵⁶

Chart 8. Percentage of women in the profession in Alberta and in Canada



The profession is open to new immigrants who meet the access conditions. In 2011, 19% of licensed practical nurses were immigrants, a percentage that is higher than for all professions (13.7%).⁵⁷

5.4.1 ESSENTIAL QUALIFICATIONS FOR A LICENSED PRACTICAL NURSE

The following qualifications and skills are needed to become a licensed practical nurse:⁵⁸

- Very good physical and mental health and endurance
- Good communication skills
- Good manual skills and dexterity
- Ease working with the public
- Good emotional balance
- Ability to listen to the patient and family members (calm, patient, and discreet)
- Sense of responsibility and good judgement
- Initiative
- Attention to detail and accuracy, and conscientious
- Independence and resourcefulness
- Ability to work as part of a team
- Very good resistance to stress and fatigue

⁵⁶ *Ibid.*

⁵⁷ Service Canada, *Licensed Practical Nurses*, http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/3233.shtml. Site accessed in February 2016.

⁵⁸ Alberta Government, *OCC info: Occupations and Educational Programs*, <http://occinfo.alis.alberta.ca/occinfo/preview/info/browse-occupations/occupation-profile.html?id=71002588>. Site accessed in February 2016; and Métiers Québec, *Infirmier(ère) auxiliaire*, http://www.metiers-quebec.org/sante/infirmier_auxiliaire.htm. Site accessed in February 2016 [French only].

- Empathy, honesty and integrity
- Professionalism and leadership

5.5 PRESENTATION OF DATA FROM INTERVIEWS WITH KEY PEOPLE

Axion gathered qualitative data by consulting with key people working with licensed practical nurses. We spoke with six people who were able to provide us with information regarding this sector – people working for the following types of employers: health centres, seniors residences, Francophone employment centres, union representatives, school boards, and community health agencies. The interviews took place between February 9 and 29, 2016. The survey was not scientific, due to the number of respondents. It was more qualitative and focused on the potential for development of a French-language or bilingual training program for licensed practical nurses.

Despite numerous efforts, we were unable to talk to human resources staff in the province's hospitals to identify their labour needs.

5.5.1 TRAINING OF LICENSED PRACTICAL NURSES

At this time, no training programs for licensed practical nurses are offered in French in Alberta. It is therefore very difficult to find Francophone personnel to serve clients of Francophone or bilingual establishments, such as the Manoir Saint-Joachim or the Saint-Thomas Community Health Centre. The organizations represented by the people interviewed had a few licensed practical nurses working for them, but only one had a bilingual licensed practical nurse, who had received her training outside Canada.

5.5.2 FUTURE DEMAND

Almost all respondents believe that there will be a moderate expansion of the job market for graduates from a Francophone or bilingual licensed practical nurse program over the next five to seven years. One respondent believes that there will be strong expansion. Although health agencies that hire these professionals are not seeking bilingual personnel, the demand for licensed practical nurses in all languages will continue to increase, as health professionals are ageing and retiring and the population is continuing to age.

Bilingual licensed practical nurses are an asset for employers, even though the employers are not necessarily aware of that. According to one doctor questioned, the number of bilingual health professionals must be increased, particularly those who do front line work, such as licensed practical nurses, who are closer to patients and families.

According to one respondent, there is interest in a French-language or bilingual licensed practical nurse program among new Francophone residents looking for work.

Respondents indicated that the greatest demand for licensed practical nurses would be from hospitals, long-term care facilities, and primary care networks. To a lesser degree, community centres and home care services could also recruit licensed practical nurses.

Two respondents indicated their interest in hiring a total of 4.5 Francophone licensed practical nurses over the next three years, while another respondent indicated that a seniors' institution in the Northwest part of the province has an urgent need for bilingual licensed practical nurses.

5.5.3 PREFERRED TYPE OF TRAINING

Axion wanted to know the type of training that respondents would prefer for a licensed practical nurse program. Respondents did not seem to prefer one option over another. Some mentioned that a part-time program would allow students to continue working during their training. One respondent indicated a preference for part-time, while ensuring that the program was paired with English courses.

Concerning the type of training (distance or on campus) that would best meet the needs and students and employers, almost all respondents indicated that a combination of distance training and on-campus training would make the program more interesting for Francophones across the province. This would also encourage graduates to remain in their community, and the program would thus create less constraints for employers.

The respondents believe that it is important for such a program to offer cooperative internship opportunities that would thus allow students to obtain experience with local employers. Students would also better understand their work and would develop a good network of contacts, which could help them find their first job. Two respondents stated that their organizations could take on intern licensed practical nurses.

5.5.4 ADDITIONAL COMMENTS FROM RESPONDENTS

A few respondents made comments and suggestions for a potential program to best meet the needs of students and of the job market. The following points summarize those observations:

- There is a need for Francophone health care professionals
- Priority emphasis must be placed on health care close to patients.
- Students must understand the expectations of the profession before embarking in it.
- The importance of knowledge of English cannot be neglected.
- Internship experience in Alberta is very important for new residents.
- Marketing is needed in French-language high schools to promote careers in health care in French.
- There is little government desire to offer French-language services. Bilingualism is not a criterion at this time when hiring health care professionals.
- At this time, there is no need to increase internal capacity in French for licensed practical nurses, as there is little demand from clients.

5.6 CONDITIONS FOR ACCESS TO THE PROFESSION

5.6.1 REGULATOR BODY

In Alberta, the profession of licensed practical nurse is regulated by the *Health Professions Act* and the *Licensed Practical Nurses Profession Regulation*. To exercise the profession, a licensed practical nurse must:⁵⁹

- have successfully completed a training program approved by the Education Standards Advisory Committee, a committee of the College of Licensed Practical Nurses of Alberta (CLPNA);

⁵⁹ College of Licensed Practical Nurses of Alberta, *New Graduates Announcements*, <http://www.clpna.com/applicants/i-am-an-applicant/new-graduates/>, site accessed in February 2016.

- and have passed the Canadian Practical Nurse Registration examination administered by the CLPNA.

Once those conditions are met, a licensed practical nurse can use the title of registered licensed practical nurse.

Before writing the registration exam, a licensed practical nurse can work for a maximum of one year with special authorization from the CLPNA.

Licensed practical nurses who received their diploma in another province can be authorized to work in Alberta if the duties and responsibilities are similar in both jurisdictions.

5.6.2 TRAINING AND COMPETITION

In Alberta, licensed practical nurses must have obtained their diploma from an institution recognized by the CLPNA. In April 2015, the CLPNA published a new competency profile for its professionals. The new profile reflects the new environments in which licensed practical nurses work due to demographic changes over the last few years and the emphasis that governments have placed on community health and leadership.⁶⁰

At this time, 10 colleges offer a licensed practical nurse program in English across the province. Some institutions offer the program full-time on-campus, while others offer alternative teaching methods (online, hybrid, distance, etc.).

The following table presents the programs offered in English in Alberta in this field, as well as the only program offered in French in Western Canada.

Table 12. Colleges offering training programs for licensed practical nurses

| INSTITUTION | TRAINING | DURATION | TYPE OF PROGRAM |
|---|-----------------|---|-----------------|
| Programs offered in English | | | |
| Keyano College (Fort McMurray) | Practical Nurse | 2 years | Diploma |
| Northern Lakes College (Grande Prairie, Grouard, Athabasca, Slave Lake, Peace River, Fort Vermilion) | Practical Nurse | 2 years (hybrid) | Diploma |
| Portage College (Lac La Biche) | Practical Nurse | 2 years (full-time and hybrid) | Diploma |
| NorQuest College (Edmonton) | Practical Nurse | 2 years (full-time, part-time, online, hybrid) | Diploma |

⁶⁰ Alberta Health, Health Human Resources Planning and Strategy Branch, *Licensed Practical Nurses*, 2016.

| INSTITUTION | TRAINING | DURATION | TYPE OF PROGRAM |
|--|-------------------|--|-----------------|
| Prairie College of Applied Arts and Technology (Three Hills) | Practical Nurse | 2 years (diploma from Bow Valley College) | Diploma |
| Red Deer College (Red Deer) | Practical Nurse | 2 years | Diploma |
| Bow Valley College (Calgary, Three Hills, Airdrie, Okotoks) | Practical Nurse | 2 years | Diploma |
| Columbia College (Calgary) | Practical Nurse | 2 years | Diploma |
| Lethbridge College (Lethbridge) | Practical Nurse | 2 years | Diploma |
| Medicine Hat College (Brooks) | Practical Nurse | 2 years | Diploma |
| Program offered in French in Western Canada | | | |
| Université de Saint-Boniface (Winnipeg, Manitoba) | Practical Nursing | 2 years | Diploma |

Only one program is offered in French in Western Canada, in Winnipeg. However, it seems that that program is not recognized by the College of Licensed Practical Nurses of Alberta.

In Alberta, no institutions offer the licensed practical nurse program in French.

5.7 CONCLUSION AND RECOMMENDATIONS

In Alberta, 13,915 people were working as licensed practical nurses as of December 31, 2015. That profession grew by 51% between 2009 and 2014. At this time, 5.3% of licensed practical nurses working in the province obtained their diploma abroad.

According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, 23% of employers seeking to hire licensed practical nurses had difficulty finding employees and 6% still had positions available after 4 months.

According to the health and social services industry profile prepared by the Government of Alberta in 2015, this sector is expected to continue growing at an average rate of 3% per year between 2015 and 2019. That rate will be greater than the average growth of the other sectors of the Alberta economy. As mentioned previously, the Francophone population of Alberta is older than the province's population. In fact, 27.8% of Francophones were 55 or older in 2011, compared to 21% of the population as a whole.

Almost all respondents believe that there will be a moderate expansion of the job market for graduates from a Francophone or bilingual licensed practical nurse program over the next five to seven years. Respondents indicated that the greatest demand for licensed practical nurses would be from hospitals, long-term care facilities, and primary care networks. To a lesser degree, community centres and home care services could also recruit licensed practical nurses.

According to one respondent, there is interest in a French-language or bilingual licensed practical nurse program among new Francophone residents looking for work.

In Alberta, the profession of licensed practical nurse is regulated by the *Health Professions Act* and the *Licensed Practical Nurses Profession Regulation*. To exercise the profession, a licensed practical nurse must:

- have successfully completed a training program approved by the Education Standards Advisory Committee, a committee of the College of Licensed Practical Nurses of Alberta (CLPNA);
- and have passed the Canadian Practical Nurse Registration examination administered by the CLPNA.

At this time, 10 colleges offer a licensed practical nurse program in English across the province. Some institutions offer the program full-time on-campus, while others offer alternative teaching methods. No institutions offer the licensed practical nurse program in French.

Only one program is offered in French in Western Canada, in Winnipeg. However, it seems that that program is not recognized by the College of Licensed Practical Nurses of Alberta.

Given the promising forecasts regarding the number of positions for licensed practical nurses that will be created in the province over the next few years, the high percentage of elderly Francophones in Alberta (primarily in Edmonton and the Northeast and Northwest of the province), the difficulty finding bilingual licensed practical nurses at this time, the interest of new Francophone immigrants in taking such training, and the lack of French-language training programs approved by the CLPNA that are offered in the province or elsewhere in the West, **Axion recommends that Campus Saint-Jean create a licensed practical nurse program to be offered in French.**

The Francophones and employers consulted indicated their interest in the offer of a hybrid program (distance and on-campus) in order to allow Francophones from across Alberta to take the training. It would also be very important to include English courses in the program to ensure that graduates are able to work in an environment where the language of work is still majority English.

6. PRESENTATION OF DATA FOR THE MENTAL HEALTH WORKER COLLEGE PROGRAM

6.1 OCCUPATIONAL PROFILE OF THE TARGET SECTOR

According to Human Resources and Skills Development Canada,⁶¹ mental health workers are part of the “Occupations in education, law and social, community and government services” competency group and the “Community and Social Service Workers” unit group in the National Occupational Classification (NOC 4212). That group is part of the larger “Paraprofessional occupations in legal, social, community and education services” group (NOC 421).

Community and social service workers administer and implement a variety of social assistance programs and community services, and assist clients to deal with personal and social problems. They are employed by social service and government agencies, mental health agencies, group homes, school boards, correctional facilities and other establishments.⁶²

Mental health workers perform some or all of the following duties:⁶³

- Meet with clients to prepare a case history and obtain general information.
- Assess clients’ strengths and weaknesses in relation to competencies
- Help clients and their families examine the solutions available to them and to develop plans of action, while providing them with the assistance and accompaniment they need.
- Help clients find and use the resources available in the community.
- Meet with clients to assess their progress, encourage them and discuss various problems or difficulties.
- Refer clients to other social services.
- Help clients manage medications.
- Maintain the confidentiality of records.
- Implement and organize the delivery of specific services in the community.
- Help assess the effectiveness of care programs by closely monitoring changes in behaviour in clients and their reactions to interventions.
- Maintain relations with other social service agencies and health care providers working with the same clients in order to provide information and inquire about their progress.
- Keep up to date with new developments in the field of mental health.

⁶¹ Human Resources and Skills Development Canada, *Unit Group 4212 Community and Social Service Workers*, <http://www30.rhdcc.gc.ca/CNP/Francais/CNP/2006/Profil.aspx?val=0&val1=4212>, site accessed in February 2016.

⁶² *Ibid.*

⁶³ *Ibid.* and *OCCinfo: Occupations and Educational Programs*, <http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71002146>, site accessed in February 2016.

6.2 GENERAL CHARACTERISTICS OF THE TARGET SECTOR

6.2.1 TYPE OF EMPLOYMENT

According to data provided by the Alberta Learning Information Service, 76% of workers in this category (NOC 4212) work in health and community services and in public administration.⁶⁴ They are seen in health centres, hospitals, rehabilitation centres, group homes, community organizations that manage day programs, mental health clinics, seniors' facilities, long-term care facilities, private practices and correctional centres.

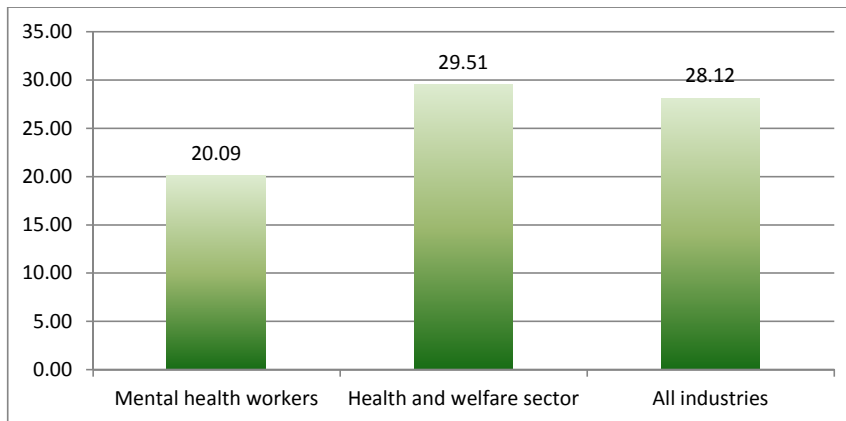
These professionals normally work in offices and have regular hours, but they may be required to work evenings or weekends to organize or attend meetings or activities.

According to the 2014 Labour Force Survey, 78% of community and social service workers work full-time, compared to an average of 81% for all professions.⁶⁵

6.2.2 SALARY

According to the Alberta Learning Information Service site, the average salary in 2013 at the start of a mental health worker's career was \$18.10 per hour and could be as high as \$22.87 per hour. The average salary for mental health workers was \$20.09 per hour or \$34,493 per year. The average salary in the health and social services industry was \$30,843 per year in 2013. The average work week for mental health workers was 32.7 hours.⁶⁶

Chart 9. Average hourly salary⁶⁷



The salaries of mental health workers can vary considerably depending on the employer and the employee's responsibilities and experience.

⁶⁴ *Ibid.*

⁶⁵ Job Bank, *Community and Social Service Workers (NOC 4212)*, <http://www.jobbank.gc.ca/report-eng.do?area=25156&lang=eng&noc=4212&ln=n&s=2&source=3#outlook>, site accessed in February 2016.

⁶⁶ Alberta Government, *OCCinfo: Occupations and Educational Programs*, <http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71002146>, site accessed in February 2016.

⁶⁷ Alberta Government, *Industry Profiles, Health Care and Social Assistance Industry 2015*, p. 6.

6.3 LABOUR MARKET TRENDS

Alberta

In 2013, more than 12,000 people were working as social and community service workers (NOC 4212) in Alberta. Job prospects are above average. This group is expected to see growth of 3.3% per year by 2017.⁶⁸ It is forecasted that 396 positions for social and community service workers will be created each year, in addition to the positions that will become available due to changes in positions, promotions or retirements.

According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, 29% of employers seeking to hire mental health workers had difficulty finding employees and 6% still had positions available after 4 months.⁶⁹

According to the health and social services industry profile prepared by the Government of Alberta in 2015, this sector is expected to continue growing at an average rate of 3% per year between 2015 and 2019. That rate will be greater than the average growth of the other sectors of the Alberta economy.⁷⁰

Canada

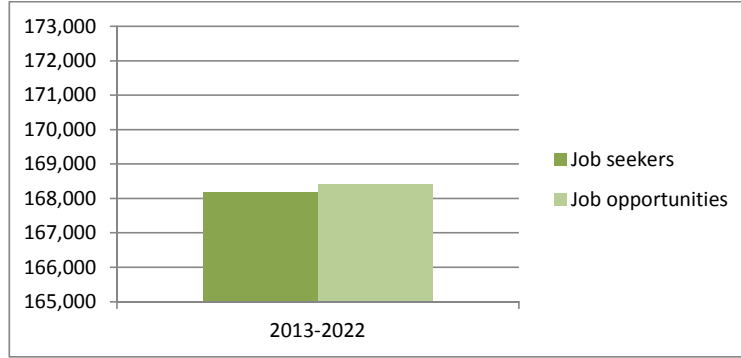
During the period from 2013 to 2022, projections for the larger Paraprofessional occupations in legal, social, community and education services group (NOC 421) that includes the Social and community service workers group (NOC 4212) indicate that the labour market will be balanced. It is expected that, across Canada, there will be 168,406 job opportunities that will result from expansion demand and replacement demand, while there will be 168,173 job seekers.

⁶⁸ Alberta Government, *OCCinfo: Occupations and Educational Programs*, <http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71002588>, site accessed in February 2016.

⁶⁹ *Ibid.*

⁷⁰ Alberta Government, *Industry Profiles, Health Care and Social Assistance Industry 2015*, p. 2.

Chart 10. Projection of demand – Paraprofessional occupations in legal, social, community and education services (NOC 421)⁷¹



This occupational group consists of seven professions. There will be a surplus of workers in certain fields, but that of community and social service workers will be balanced.

Job openings are projected to arise from strong employment growth and from retirements. Expansion demand is expected to be above the average, given the major needs in the social services sector. Moreover, although the number of retirements is expected to be high, the retirement rate is projected to be similar to the average for all occupations. Workers in this occupational group are generally younger than those in all occupations, but also usually retire at a younger age. With regard to labour supply, school leavers are expected to account for the majority of job seekers. Immigration also accounts for an appreciable number of job seekers. However, an appreciable number of workers are expected to seek opportunities in other occupations, which will create additional replacement needs.

This occupation tends to receive many university graduates who were unable to find work related to their studies after graduating.⁷²

6.4. QUALITATIVE AND QUANTITATIVE LABOUR DATA

According to the 2014 Labour Force Survey, 78% of workers in this profession (NOC 4212) work full-time, compared to an average of 81% for all professions. As well, according to the same survey, 20% of workers in the larger group (NOC 421) were self-employed workers, while the average for all professions was 14%.⁷³

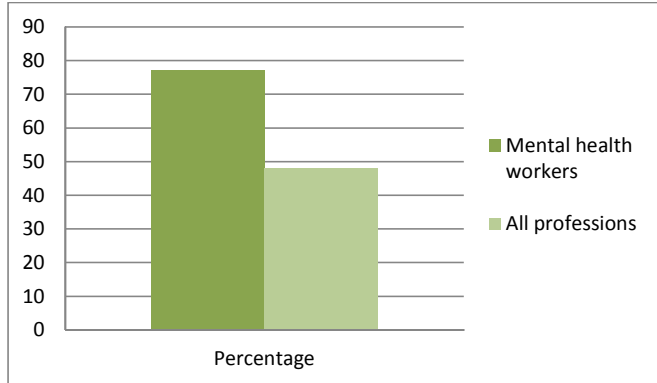
According to the same data, in Canada, women held 77% of positions in this profession, compared to an average of 48% for all professions. The results are presented in Chart 11.⁷⁴ These data are not available for this profession in Alberta.

⁷¹ Job Bank, *Community and Social Service Workers (NOC 4212)*, <http://www.jobbank.gc.ca/report-eng.do?area=25156&lang=eng&noc=4212&ln=n&s=2&source=3#outlook>, site accessed in March 2016.

⁷² *Ibid.*

⁷³ *Ibid.*

⁷⁴ *Ibid.*

Chart 11. Percentage of women in the profession in Canada

6.4.1 ESSENTIAL QUALIFICATIONS FOR A MENTAL HEALTH WORKER

The following qualities and skills are needed to become a mental health worker:⁷⁵

- Good verbal and written communication
- Active listening skills
- Good judgement and emotional maturity
- Ability to remain calm in tense situations
- Positive attitude and excellent flexibility
- Problem resolution skills
- Decision-making skills
- Interest in helping others and resolving problems
- Ability to maintain a distance from clients
- Ability to develop programs and initiatives
- Ability to work independently or as part of a team

6.5 PRESENTATION OF DATA FROM INTERVIEWS WITH KEY PEOPLE

Axion gathered qualitative data by consulting with key people working with mental health workers. We spoke with six people who were able to provide us with information regarding this sector – people working for the following types of employers: school boards, mental health centres, placement agencies, health clinics, early childhood organizations, and union representatives. The interviews took place between February 9 and 29, 2016. The survey was not scientific, due to the number of respondents. It was more qualitative and focused on the potential for development of a French-language or bilingual training program for mental health workers.

Despite numerous efforts, we were unable to talk to human resources staff in the province's hospitals to identify their labour needs.

⁷⁵ Alberta Government, *OCCinfo: Occupations and Educational Programs*, <http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71002588>. Site accessed in February 2016.

6.5.1 TRAINING OF MENTAL HEALTH WORKERS

At this time, no training programs for mental health workers are offered in French in Alberta. It is therefore very difficult to find Francophone personnel to serve clients in Francophone or bilingual establishments. Two respondents hired bilingual mental health workers in the last five years: one person full-time and five part-time. Most of those workers had studied in Quebec. One graduate had been trained in English at a college in Alberta. One respondent stated that it is sometimes hard to hire a bilingual person in this field, as training is not always recognized.

6.5.2 FUTURE DEMAND

Most respondents believe that there will be a sharp or moderate expansion of the job market for graduates from a Francophone or bilingual mental health worker program over the next five to seven years. Two respondents believe that there is a great need for this type of expertise, as society recognizes the more long-term impact of inaction for the clientele affected. As the current economic situation in Alberta does not help, respondents see even more need to have workers in place that can help families experiencing difficulties. One respondent added that, in mental health, language is very important in understanding clients' needs.

Respondents indicated that the greatest demand for mental health workers would be from the educational sector, community health centres and Primary Care Networks.

Three of five respondents also indicated their interest in hiring a total of 5.5 mental health workers in the next three years, while two respondents stated that they know of organizations (three hospitals, a Francophone clinic and a military base) that need Francophone mental health workers in the Northeast of the province and in the Calgary area.

6.5.3 PREFERRED TYPE OF TRAINING

Axion wanted to know the type of training that respondents would prefer for a mental health worker program. Respondents did not seem to prefer one option over another. Some mentioned that a part-time program would allow students to continue working during their training. One respondent indicated a preference for part-time, while ensuring that the program is paired with English classes so that graduates can work in both languages.

Concerning the type of training (distance or on campus) that would best meet the needs and students and employers, almost all respondents indicated that a combination of distance training and on-campus training would make the program more interesting for Francophones across the province. That type of training would be more financially accessible for many potential students. This would also encourage graduates to remain in their community, and the program would also create fewer constraints for employers.

The respondents believe that it is important for such a program to offer cooperative internship opportunities that would thus allow students to obtain experience with local employers. Students would also better understand their work and would develop a good network of contacts, which could help them find their first job. Two respondents stated that their organization could take on mental health interns, mainly in the winter and spring.

6.5.4 ADDITIONAL COMMENTS FROM RESPONDENTS

A few respondents made comments and suggestions for a potential program to best meet the needs of students and of the job market. The following points summarize those observations:

- There is a need for Francophone health care professionals.
- Students must understand the expectations of the profession before embarking in it.
- Students must be ready to travel as part of their work.
- It is important for students to be fully bilingual.
- It is important for the curriculum to correspond to needs and regulations.
- Marketing is needed in French-language high schools to promote careers in health care in French.
- There is little government desire to offer French-language services. Bilingualism is not a criterion at this time when hiring health care professionals.
- At this time, there is no need to increase internal capacity in French for mental health workers, as there is very little demand from clients.

6.6 CONDITIONS FOR ACCESS TO THE PROFESSION

6.6.1 REGULATOR BODY

The profession of mental health worker is not regulated in Alberta.⁷⁶

The qualifications for mental health workers can vary considerably. Some are nurses, some are psychologists, and some are social workers.

This profession is not regulated elsewhere in Canada. No certificate is issued by a professional order, unlike several other health professions. Educational institutions issue a certificate to attest the student's success, but there is no final program examination.

Elsewhere in Canada, college or university studies specializing in social work, child and youth care, counselling or another area of social sciences or health are usually required.

6.6.2 TRAINING AND COMPETITION

No college in Alberta offers a mental health worker program as such. Several institutions offer a Community Service Worker or Community Support Worker program, which seems similar at first glance to the mental health worker program found in other provinces. The program is defined as follows:

This diploma program will help you to acquire the knowledge and develop the skills necessary to provide physical, psychological, and social support to individuals across their lifespan. Upon graduation, you will be able to provide safe and competent support for those in need. You will be able to pursue meaningful work in a public or private setting. This career choice will allow you to make a difference in the lives of others.

Several courses are on mental health and counselling.

⁷⁶ *Ibid.*

At this time, four colleges offer a Community Service Worker or Community Support Worker program. Some institutions offer the program full-time on-campus, while others offer alternative teaching methods (online, hybrid, distance, etc.).

The following table presents the programs offered in Alberta in this field.

Table 14. Colleges offering training programs for mental health workers

| INSTITUTION | TRAINING | DURATION | TYPE OF PROGRAM |
|---|-----------------------------|----------|-----------------|
| Programs offered in English in Alberta | | | |
| Academy of Learning (Airdrie, Brooks, Calgary, Edmonton, High River, Medicine Hat, Red Deer) | Community Service Worker | 43 weeks | Diploma |
| Evergreen College (Calgary) | Community Service Worker | 43 weeks | Diploma |
| Robertson College (Calgary, Edmonton) | Community Support Worker | 47 weeks | Diploma |
| The Excel Academy (Edmonton) | Community Support Worker | 17 weeks | Certificate |

No French-language or bilingual institutions offer such a program in French in Western Canada. In Alberta, no institutions offer a similar program in French.

6.7 CONCLUSION AND RECOMMENDATIONS

In 2013, more than 12,000 people were working as social and community service workers (NOC 4212) in Alberta. Job prospects are above average. This group is expected to see growth of 3.3% per year by 2017. It is expected that 396 positions for social and community service workers will be created each year, in addition to the positions that will become available due to changes in positions, promotions or retirements.

According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, 29% of employers seeking to hire mental health workers had difficulty finding employees and 6% still had positions available after 4 months.

According to the health and social services industry profile prepared by the Government of Alberta in 2015, this sector is expected to continue growing at an average rate of 3% per year between 2015 and 2019. That rate will be greater than the average growth of the other sectors of the Alberta economy.

As mentioned previously, the Francophone population of Alberta is older than the province's population. In fact, 27.8% of Francophones were 55 or older in 2011, compared to 21% of the population as a whole. Several Canadian and international studies show a sharp decline in the second language learned (in this

case English) among seniors after their retirement. Moreover, seniors with a cognitive disability such as dementia gradually lose their ability to communicate in the second language learned.

Another characteristic of the Francophone population in Alberta is the sharp rise in the number of Francophone immigrants who arrived in the province between 2001 and 2011. It must be noted that 41% of very recent immigrants have indicated only French as their FOLS.

Several studies indicate that language barriers encourage patients to wait before seeking treatment for mental health problems.⁷⁷ According to the study by Sarah Bowen (2015), there is no other field of health care in which diagnosis and treatment are so closely tied to language and culture as mental health.⁷⁸

Most respondents believe that there will be a sharp or moderate expansion of the job market for graduates from a Francophone or bilingual mental health worker program over the next five to seven years. Respondents indicated that the greatest demand for mental health workers would be from the educational sector, community health centres and Primary Care Networks.

The profession of mental health worker is not regulated in Alberta. The qualifications for mental health workers can vary considerably. Some are nurses, some are psychologists, and some are social workers.

No college in Alberta offers a mental health worker program as such. Four institutions offer a community service worker or community support worker program, which seems similar at first glance to the mental health worker program found in other provinces. No French-language or bilingual institutions offer such a program in French in Western Canada.

Given the promising forecasts regarding the number of positions for social and community service workers that will be created in the province over the next few years, the high percentage of Francophone seniors in Alberta (primarily in Edmonton and the northeast and northwest of the province), the high percentage of new immigrants who speak only French as their first official language and who have recently arrived in large centres such as Calgary and Edmonton, the difficulty finding bilingual mental health workers at this time, the increased social awareness of mental health problems, and the lack of this type of training program in French in Alberta and Western Canada, **Axion recommends that Campus Saint-Jean create a mental health worker program to be offered in French.**

Moreover, given that no training programs for mental health workers are currently offered in English in Alberta or in Western Canada, we recommend further reflection be undertaken with potential employers (school boards, clinics, etc.) to find the exact name of the French-language program.

Once again, the Francophones and employers consulted indicated their interest in the offer of a hybrid program (distance and on-campus) in order to allow Francophones from across Alberta to take the training.

7. PRESENTATION OF DATA FOR THE EMERGENCY MEDICAL PERSONNEL COLLEGE PROGRAM

⁷⁷ Bowen, Sarah. *Language Barriers in Access to Health Care*. 2001. p. 64.

⁷⁸ Bowen, Sarah. *Impact of Language Barriers on Patient Safety and Quality of Care*, June 2015, p. 17.

7.1 OCCUPATIONAL PROFILE OF THE TARGET SECTOR

According to Human Resources and Skills Development Canada,⁷⁹ emergency medical personnel are part of the “Health occupations” competency group and the “Paramedical occupations” unit group in the National Occupational Classification (NOC 3234). That group is part of the larger “Other technical occupations in health care” group (NOC 323).

Emergency medical personnel and paramedics administer pre-hospital emergency medical care to patients with injuries or medical illnesses and transport them to hospitals or other medical facilities for further medical care.⁸⁰ In Alberta, the profession of emergency medical personnel is divided into three levels: emergency medical responder (EMR), emergency medical technician (EMT) and emergency medical technologist-paramedic (EMT-P).

Emergency medical personnel and paramedics carry out some or all of the following duties:⁸¹

- Assess the extent of injuries or medical illnesses or traumas, patients with respiratory disease or stress, overdose and poisoning victims, industrial accident victims and other ill or injured individuals to determine emergency medical treatment
- Comfort and reassure patients
- Administer pre-hospital emergency care to patients, such as oxygen therapy, cardiopulmonary resuscitation (CPR), spinal immobilization, bandaging and splinting
- Use a cardiac defibrillator
- Establish and maintain intravenous treatment, apply adjunctive equipment for ventilation and circulation complications, administer medications and provide other advanced emergency treatment to patients
- Transport patients by air, land or water to hospital or other medical facility for further medical care
- Collaborate with ambulance dispatch centres, hospital staff, police, firefighters and family members to ensure relevant information is collected and proper treatment is administered
- Document and record nature of injuries and illnesses and treatment provided
- Assist hospital personnel with provision of medical treatment, if necessary
- Maintain ambulances and emergency care equipment and supplies
- May train and supervise other workers in this unit group
- May assist with triage of emergency patients

7.2 GENERAL CHARACTERISTICS OF THE TARGET SECTOR

7.2.1 TYPE OF EMPLOYMENT

In Alberta, emergency medical responders (EMRs) work very seldom in the emergency sector. These graduates are often volunteers in rural communities or have obtained that title while studying as a firefighter or police officer. Emergency medical technicians – ambulance (EMTs) work with ambulance services and emergency services in the industrial sector. Emergency medical technologists – paramedics

⁷⁹ Human Resources and Skills Development Canada. *Paramedical occupations*.

<http://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&TVD=122372&CVD=122376&CPV=3234&CST=01012011&CLV=4&MLV=4>. Site accessed in February 2016.

⁸⁰ *Ibid.*

⁸¹ *Ibid.*

(EMT-Ps) work with emergency services, ambulance services and other care environments. The oil industry can hire emergency medical technicians – paramedics to offer emergency medical services at large sites.⁸²

These professionals work inside and outside, often in highly stressful conditions and sometimes in extreme weather. They can sometimes work full-time, sometimes part-time, or even as volunteers for small rural communities. They work full-time or part-time and can work evenings, weekends and holidays. Their work shifts can be 8, 10, 12, 14, or 24 hours.

According to the 2014 Labour Force Survey, in Canada, 91.6% of emergency medical personnel and paramedics work full-time, compared to an average of 81% for all professions.⁸³

7.2.2 SALARY

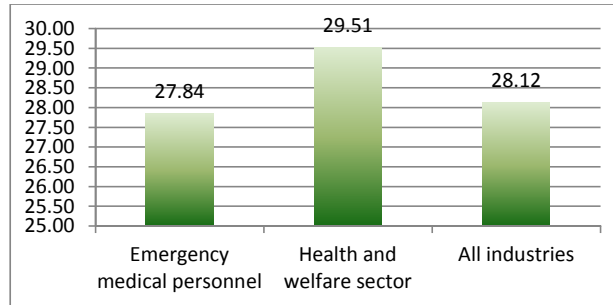
According to the Alberta Learning Information Service site, the average salary in 2013 at the start of an emergency medical or paramedic career was \$24.55 per hour and could be as high as \$33.54 per hour. The average salary for emergency medical personnel and paramedics was \$27.84 per hour or \$48,233 per year. The average salary in the health and social services industry was \$30,843 per year in 2013. The average work week for emergency medical personnel and paramedics was 32.7 hours.⁸⁴

⁸² Alberta Government. *OCCinfo: Occupations and Educational Programs*. <http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71033628>. Site accessed in March 2016.

⁸³ Service Canada. *Ambulance Attendants and Other Paramedical Occupations*. http://www.servicecanada.gc.ca/eng/qc/emploi_avenir/statistiques/3234.shtml. Site accessed in March 2016.

⁸⁴ Alberta Government. *OCCinfo: Occupations and Educational Programs*. <http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71002146>. Site accessed in February 2016.

Chart 12. Average hourly salary⁸⁵



The salary of emergency medical personnel and paramedics can vary considerably depending on the employer and the employee’s responsibilities, qualifications and experience.

7.3 LABOUR MARKET TRENDS

Alberta

In Alberta, on December 31, 2015, there were 3,843 EMRs, 4,259 EMTs, and 2,579 EMT-Ps, for a total of 10,681 professionals. Between 2009 and 2013, growth in this profession varied widely based on the level of qualification of personnel. Growth was very high for technicians and technologists, while it was rather low for medical responders.⁸⁶

Table 15. Emergency medical personnel and paramedics: number of workers and rate of growth 2009-2013

| Emergency medical personnel | Number on December 31, 2015 | Growth 2009-2013 |
|--|-----------------------------|------------------|
| Emergency medical responder (EMR) | 3,843 | 2.6% |
| Emergency medical technician – ambulance (EMT) | 4,259 | 22.1% |
| Emergency medical technologist – paramedic (EMT-P) | 2,579 | 24.6% |

The emergency medical personnel and paramedic group is expected to see growth of 3.0% by 2017.⁸⁷ It is forecasted that 168 positions will be created each year, in addition to job openings created by employment turnover, promotions or retirements.

According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, 37% of employers seeking to hire emergency medical personnel and paramedics had difficulty finding employees and 19% still had positions available after 4 months. According to the data, the vacancy rate for emergency medical personnel and paramedics was at 3% in 2013.

⁸⁵ Alberta Government. *Industry Profiles, Health Care and Social Assistance Industry 2015*. p. 6.

⁸⁶ Alberta Health, Health Human Resources Planning and Strategy Branch. *Licensed Practical Nurses*. 2016.

⁸⁷ Alberta Government. *OCCinfo: Occupations and Educational Programs*, <http://occinfo.alis.alberta.ca/occinfo/preview/info/browse-occupations/occupation-profile.html?id=71033628>. Site accessed in March 2016.

When examining the forecasts, it is nonetheless important to consider the economic conditions that affect the entire Alberta job market following the drop in the price of a barrel of oil.

According to the health and social services industry profile prepared by the Government of Alberta in 2015, this sector is expected to continue growing at an average rate of 3% per year between 2015 and 2019. That rate will be greater than the average growth of the other sectors of the Alberta economy.⁸⁸

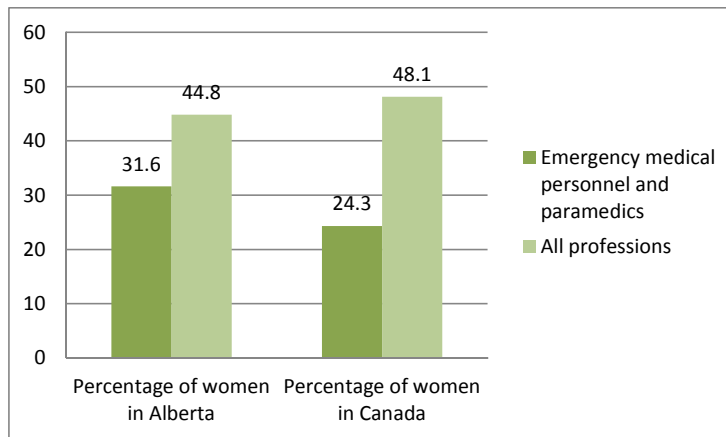
Canada

During the period from 2013-2022, projections for the Paramedical occupations group (NOC 3234) indicate that the labour market will be balanced, as the number of job seekers will be similar to the number of job opportunities.⁸⁹

7.4 QUALITATIVE AND QUANTITATIVE LABOUR DATA

According to data from Alberta Health, women represent 31.6% of emergency medical personnel and paramedics, while that percentage is 44.8% for all professions in Alberta. The percentage of women in this profession across Canada is lower than in Alberta, at 24.3%.⁹⁰

Chart 13. Percentage of women in the profession in Alberta and in Canada



Very few immigrants work in this sector. In 2011, immigrants represented 3.5% of emergency medical personnel and paramedics in Canada.⁹¹ The percentage of immigrant workers is 13.7% for all professions.

⁸⁸ Alberta Government. *Industry Profiles, Health Care and Social Assistance Industry 2015*. p. 2.

⁸⁹ Job Bank. *Ambulance Attendants and Other Paramedical Occupations (NOC 3234)*. http://www.jobbank.gc.ca/rapport-fra.do?region=26264&lang=eng&cnp=3234&ln=n&s=2#report_tabs_container2. Site accessed in March 2016.

⁹⁰ *Ibid.*

⁹¹ *Ibid.*

7.4.1 ESSENTIAL QUALIFICATIONS FOR EMERGENCY MEDICAL PERSONNEL AND PARAMEDICS

The following qualities and skills are needed to work as emergency medical personnel and paramedics:⁹²

- Good verbal and written communication
- Excellent leadership ability
- Good decision-making skills and good judgement
- Great interest in helping those in need
- Excellent ability to remain calm, effective and reassuring in times of crisis
- Ability to work independently or as part of a team

7.5 PRESENTATION OF DATA FROM INTERVIEWS WITH KEY PEOPLE

Axion gathered qualitative data by consulting with key people working with emergency medical personnel and paramedics. We spoke with two people who were able to provide us with information regarding this sector – an association president and a paramedic working in that field. The interviews took place between February 9 and 29, 2016. The survey was not scientific, due to the number of respondents. It was more qualitative and focused on the potential for development of a French-language or bilingual training program for emergency medical personnel and paramedics.

Despite numerous efforts, we were unable to talk to human resources staff in the province's hospitals to identify their labour needs.

7.5.1 TRAINING OF EMERGENCY MEDICAL PERSONNEL AND PARAMEDICS

At this time, no training programs for emergency medical personnel and paramedics are offered in French in Alberta. It is therefore difficult to find Francophone personnel to serve clients. One respondent mentioned the difficulty of recruiting bilingual emergency medical personnel, while the other mentioned that he was not aware of a need for bilingual or Francophone paramedic personnel. One respondent stated that it is sometimes difficult to hire bilingual personnel from Quebec, as emergency medical personnel do not receive the same training in Quebec and Alberta. Quebec graduates must take an upgrading course before practicing in Alberta. According to one respondent, the two best training programs in this field are the courses offered by the Professional Medical Associates (PMA) and the one offered by Calgary by SAIT.

7.5.2 FUTURE DEMAND

Both respondents indicated that there will be a sharp or moderate expansion of the job market for graduates from an emergency medical personnel or paramedic program over the next five to seven years. The greatest demand will be for EMR paramedic staff. At this time, employers often recruit from outside the province. The number of graduates is not sufficient to keep up with growth in this sector and to replace departures. One respondent, however, mentioned that current economic conditions could result in a reduction in demand.

The respondents indicated that the greatest demand for these professionals would be from the private sector, Alberta Health and the industrial sector. One respondent indicated that the region of Girouxville,

⁹² Alberta Government. *OCCinfo: Occupations and Educational Programs*. <http://occinfo.alis.alberta.ca/occinfo/preview/info/browse-occupations/occupation-profile.html?id=7103362>. Site accessed in March 2016.

McLennan and Clare had needs for Francophone or bilingual emergency medical personnel and paramedics. The summer period (July to November) is the best for hiring new graduates due to forest fires.

7.5.3 PREFERRED TYPE OF TRAINING

Axion wanted to know the type of training that respondents would prefer for an emergency medical personnel and paramedic program. One respondent did not prefer one option over another, but the other respondent believes that a mix of full-time and part-time training (e.g. one week full-time per month) would be popular. That approach is already used at Northern College. A part-time program would allow students to continue working during their training.

Concerning the type of training (distance or on campus) that would best meet the needs and students and employers, respondents indicated that a combination of distance training and on-campus training would make the program more accessible for Francophones across the province. This would also encourage graduates to remain in their community, and the program would also create fewer constraints for employers.

The respondents believe that it is important for such a program to offer cooperative internship opportunities, thus allowing students to experience actual situations.

7.5.4 ADDITIONAL COMMENTS FROM RESPONDENTS

The respondents made comments and suggestions for a potential program to best meet the needs of students and of the job market. The following points summarize those observations:

- It is important for the program to be properly developed.
- There is a high demand for ambulance transport for seniors who do not have a car, particularly in rural areas.
- It is important for graduates to be properly prepared to pass the provincial examination. Many graduates fail and must write the examination several times.
- The North of the province has difficulty attracting and retaining emergency medical personnel.
- At this time, there is no need to increase internal capacity in French for emergency medical personnel, as there is very little demand from clients.

7.6 CONDITIONS FOR ACCESS TO THE PROFESSION

7.6.1 REGULATOR BODY

In Alberta, the profession of emergency medical personnel and paramedic is regulated by the Alberta College of Paramedics. To be recognized as an EMR, EMT or EMT-P, emergency medical personnel must:⁹³

- have passed a training program that corresponds to the standards of the Alberta College of Paramedics;

⁹³ Alberta College of Paramedics. *Registration*, <http://www.collegeofparamedics.org/home/registration.aspx>. Site accessed in February 2016.

- and, within one year, pass the written and practical examinations from the Alberta College of Paramedics.

Once these two conditions are met, graduates can apply for employment as an EMR, EMT or EMT-P, depending on the training taken and the examinations passed.

Graduates in ambulance services who have obtained their accreditation in another province can obtain registration in the Province of Alberta.

7.6.2 TRAINING AND COMPETITION

Several programs are offered in Alberta to train emergency medical personnel (EMR, EMT and EMT-P). The EMR (Emergency Medical Responder) program is short and is offered by a large number of institutions and organizations, such as St. John Ambulance. The program lasts from 3 to 17 weeks. The EMT (Emergency Medical Technician – Ambulance) program is a certificate that is usually offered over one year. Finally, the EMT-P (Emergency Medical Technologist – Paramedic) program is a diploma that is offered over two years.

At this time, 5 colleges offer the two-year program, 7 institutions offer the one-year program and 11 colleges and institutions offer the short EMR program. Some institutions offer the program full-time on their campus, while other colleges offer alternative teaching methods (online, hybrid, distance, etc.).

The following table presents the programs offered in Alberta in this field.

Table 16. Colleges offering training programs for emergency medical personnel and paramedics

| INSTITUTION | TRAINING | DURATION | TYPE OF PROGRAM |
|--|--|-----------|-----------------|
| Programs offered in English | | | |
| Alberta Health and Safety Institute (Calgary, Red Deer) | Emergency Medical Responder (EMR) | 120 hours | Certificate |
| Breath for Life Inc. (Edmonton) | Emergency Medical Responder (EMR) | 120 hours | Certificate |
| Emergency Services Academy (Sherwood Park) | Emergency Medical Responder (EMR) | 98 hours | Certificate |
| | Emergency Medical Technician — Ambulance (EMT) | 18 weeks | Certificate |
| Keyano College (Fort McMurray) | Emergency Medical Technician — Ambulance (EMT) | 20 weeks | Certificate |
| Kinetic Medical (Mount Royal University, | Emergency Medical Responder (EMR) | 158 hours | Certificate |

| INSTITUTION | TRAINING | DURATION | TYPE OF PROGRAM |
|--|---|---|-----------------|
| Calgary) | | | |
| NAIT (Edmonton, Vermilion, Lethbridge) | Emergency Medical Responder (EMR) | 80 hours | Certificate |
| | Emergency Medical Technician — Ambulance (EMT) | 1 year | Certificate |
| | Emergency Medical Technologist — Paramedic (EMT-P) (Edmonton only) | 2 years | Diploma |
| Northern Lakes College (Slave Lake, High Level, Peace River, Wabasca, Grande Prairie) | Emergency Medical Responder (EMR) | 15 weeks | Certificate |
| | Emergency Medical Technician — Ambulance (EMT) (Slave Lake only) | 38 weeks — 1 year | Certificate |
| | Emergency Medical Technologist — Paramedic (EMT-P) (Slave Lake only) | 68 weeks — 2 years (approved in 2016) | Diploma |
| Portage College (Lac La Biche) | Emergency Medical Responder (EMR) | 1 year or less | Certificate |
| | Emergency Medical Technician — Ambulance (EMT) | 1 year or less | Certificate |
| | Emergency Medical Technologist — Paramedic (EMT-P) | 2 years | Diploma |
| Professional Medical Associates | Emergency Medical Responder (EMR) | 17 weeks | Certificate |

| INSTITUTION | TRAINING | DURATION | TYPE OF PROGRAM |
|--|---|----------------|-----------------|
| (Calgary, St. Albert, Three Hills, Wood Buffalo) | (Calgary, St. Albert, Three Hills) | | |
| | Emergency Medical Technician — Ambulance (EMT) (Calgary, St. Albert, Three Hills) | 20 weeks | Certificate |
| | Emergency Medical Technologist — Paramedic (EMT-P) (Calgary, St. Albert, Wood Buffalo) | 18 months | Diploma |
| SAIT (Calgary) | Emergency Medical Responder (EMR) | 1 year or less | Certificate |
| | Emergency Medical Technician — Ambulance (EMT) | 1 year or less | Certificate |
| | Emergency Medical Technologist — Paramedic (EMT-P) | 2 years | Diploma |
| Ambulance Saint-Jean (Edmonton, Calgary, Lethbridge, Medicine Hat, Red Deer, Grande Prairie, Fort McMurray) | Emergency Medical Responder (EMR) | 1 year or less | Certificate |
| Vital Signs Health Services (Edmonton) | Emergency Medical Responder (EMR) | 6 weeks | Certificate |

No institutions offer this type of program in French in Alberta or in Western Canada.

7.7 CONCLUSION AND RECOMMENDATIONS

In Alberta, on December 31, 2015, there were 3,843 EMRs, 4,259 EMTs, and 2,579 EMT-Ps, for a total of 10,681 professionals. Between 2009 and 2013, growth in this profession varied widely based on the level of qualification of personnel. Growth was very high for technicians and technologists, while it was rather low for medical responders.

The emergency medical personnel and paramedics group is expected to see growth of 3.0% by 2017. It is expected that 168 positions will be created each year, in addition to the positions that will become available due to changes in positions, promotions or retirements.

According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, 37% of employers seeking to hire emergency medical personnel and paramedics had difficulty finding employees and 19% still had positions available after 4 months. According to the data, the vacancy rate for emergency medical personnel and paramedics was at 3% in 2013.

According to the health and social services industry profile prepared by the Government of Alberta in 2015, this sector is expected to continue growing at an average rate of 3% per year between 2015 and 2019. That rate will be greater than the average growth of the other sectors of the Alberta economy.

As mentioned previously, the Francophone population of Alberta is older than the province's population. In fact, 27.8% of Francophones were 55 or older in 2011, compared to 21% of the population as a whole. Several Canadian and international studies show a sharp decline in the second language learned (in this case English) among seniors after their retirement. As well, seniors with a cognitive disability such as dementia gradually lose their ability to communicate in the second language learned.

Respondents indicated that there will be a sharp or moderate expansion of the job market for graduates from an emergency medical personnel or paramedic program over the next five to seven years. The greatest demand will be for EMR paramedic staff. The number of graduates is not sufficient to keep up with the growth in this sector and to replace departures. Respondents indicated that the greatest demand for these professionals would be from the private sector, Alberta Health and the industrial sector. One respondent indicated that the region of Girouxville, McLennan and Clare had needs for Francophone or bilingual emergency medical personnel or paramedics. According to the respondents, there is a high demand for ambulance transport for seniors who do not have a car, particularly in rural areas.

In Alberta, the profession of emergency medical personnel and paramedic is regulated by the Alberta College of Paramedics. To be recognized as an EMR, EMT or EMT-P, ambulance personnel must have successfully completed a training program that meets Alberta College of Paramedics standards and must pass Alberta College of Paramedics written and practical exams within one year.

Several programs are offered in Alberta to train emergency medical personnel (EMR, EMT and EMT-P). Eleven institutions offer the EMR program approved by the Alberta College of Paramedics, seven offer the EMT certificate program, and five offer the EMT-P diploma program. No French-language or bilingual institutions offer these programs in French in Western Canada.

Given the promising forecasts regarding the number of positions for emergency medical personnel and paramedics that will be created in the province over the next few years, the high percentage of elderly Francophones in Alberta (primarily in Edmonton and the northeast and northwest of the province), the difficulty finding emergency medical personnel and paramedics at this time, and the lack of French-language training programs that are offered in Alberta and Western Canada, **Axion recommends that Campus Saint-Jean create a training program for emergency medical personnel and paramedic personnel to be offered in French and approved by the Alberta College of Paramedics.**

The programs that seem most interesting are the certificate programs (Emergency Medical Technician – Ambulance or EMT) and diploma programs (Emergency Medical Technologist - Paramedic or EMT-P).

Once again, the people consulted indicated their interest in the offer of a hybrid program (distance and on-campus) in order to allow Francophones from across Alberta to take the training.

8. PRESENTATION OF DATA FOR THE SPEECH LANGUAGE ASSISTANT COLLEGE PROGRAM

8.1 OCCUPATIONAL PROFILE OF THE TARGET SECTOR

According to Human Resources and Skills Development Canada,⁹⁴ speech language assistants are part of the “Health occupations” competency group and the “Other Technical Occupations in Therapy and Assessment” unit group in the National Occupational Classification (NOC 3235). That group is part of the larger “Other technical occupations in health care” group (NOC 323).

Speech language assistants implement programs and treatments developed by speech language therapists to improve clients’ communication. Their title can vary from speech language assistant to speech-language pathologist assistant to communication disorders assistant. They work under the supervision of speech language therapists.⁹⁵

Speech language assistants carry out some or all of the following duties:⁹⁶

- Follow treatment plans or protocols established by speech language therapists.
- Work with clients and their families.
- Administer hearing and language tests.
- Prepare material and activities necessary for treatments.
- Coordinate the reservation and setup of assessment and treatment rooms.
- Document and report on client progress.
- Compile statistics.
- Perform clerical tasks, such as filing, photocopying, and scheduling appointments.
- Order, maintain and inventory supplies and equipment.
- Report to the speech language therapist on clients' progress.
- Assist in organizing public events.

8.2 GENERAL CHARACTERISTICS OF THE TARGET SECTOR

8.2.1 TYPE OF EMPLOYMENT

According to data provided by the Alberta Learning Information Service, 87% of workers in category “Other Technical Occupations in Therapy and Assessment” category (NOC 3235) work in health and community services and in retail sales.⁹⁷ There are seen in schools, daycares, preschool programs, community health centres, hospitals, rehabilitation centres, and private speech language therapy practices.

⁹⁴ Service Canada. *Other Technical Occupations in Therapy and Assessment*.

http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/3235.shtml. Site accessed in March 2016.

⁹⁵ Alberta Government. *OCCinfo: Occupations and Educational Programs*. <http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71007042>. Site accessed in March 2016.

⁹⁶ *Ibid.*

⁹⁷ *Ibid.*

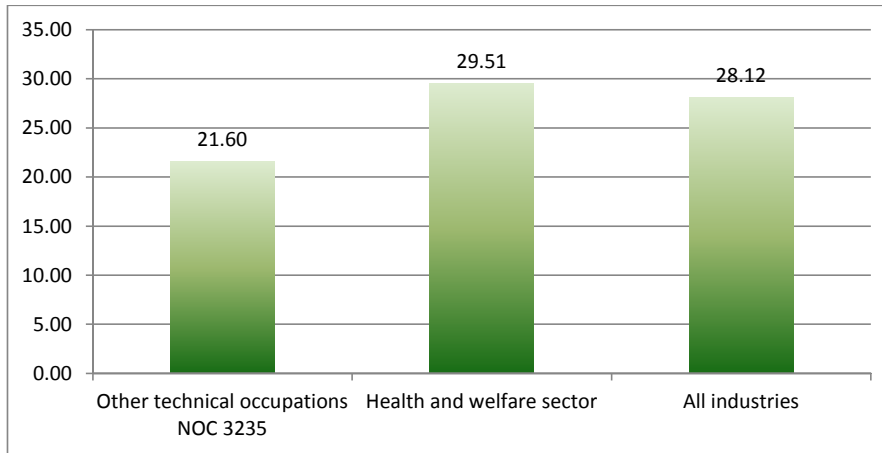
These professionals usually work in offices or schools and work regular hours. They may be required to travel for their work and to transport relatively heavy equipment.

According to the 2011 National Household Survey, in Canada, 78% of people in this category work full-time, compared to an average of 81% for all professions.⁹⁸

8.2.2 SALARY

According to the Alberta Learning Information Service site, the average salary in 2013 at the start of a speech language assistant’s career was \$22.42 per hour and could be as high as \$27.15 per hour. The average salary for all profession in the NOC 3235 group was \$21.60 per hour or \$38,981 per year. The average salary in the health and social services industry was \$30,843 per year in 2013. The average work week for speech language assistants was 35 hours.⁹⁹

Chart 14. Average hourly salary¹⁰⁰



8.3 LABOUR MARKET TRENDS

Alberta

In 2013, more than 2,900 people were working in the Other Technical Occupations in Therapy and Assessment category (NOC 3235). Job prospects are above average and this group is expected to grow by 3.2% per year by 2017.¹⁰¹

⁹⁸ Service Canada. *Other Technical Occupations in Therapy and Assessment*. http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/3235.shtml. Site accessed in March 2016.
⁹⁹ Alberta Government. *OCCinfo: Occupations and Educational Programs*. <http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71007042>. Site accessed in March 2016.
¹⁰⁰ Alberta Government. *Industry Profiles, Health Care and Social Assistance Industry 2015*. p. 6.
¹⁰¹ Alberta Government. *OCCinfo: Occupations and Educational Programs*. <http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71007042>. Site accessed in March 2016.

According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, more than two thirds (68%) of employers seeking to hire technical personnel in therapy and assessment had difficulty finding employees and more than one third (39%) still had positions available after 4 months. The vacancy rate for technical personnel in therapy and assessment was at 14% in 2013.¹⁰²

According to the health and social services industry profile prepared by the Government of Alberta in 2015, this sector is expected to continue growing at an average rate of 3% per year between 2015 and 2019. That rate will be greater than the average growth of the other sectors of the Alberta economy.¹⁰³

Canada

Over the last few years, the number of workers in other technical occupations in therapy and assessment has increased sharply. Besides the factors that influence all occupations in the health sector, those that explain this strong rise in employment vary greatly depending on the many specialties included in this occupational group. Employment in this occupational group is expected to continue to grow sharply over the next few years. Unfortunately the speech language assistant group is not large enough to allow Statistics Canada to analyze their job prospects.¹⁰⁴

Job opportunities will result mainly from employment increase, but also from jobs vacated by people in this occupational group who are retiring. Other jobs will become available as people change careers. Job opportunities will result mainly from employment increase, but also from jobs vacated by people in this occupational group who are retiring. Other jobs will become available as people change careers. In fact, the unappealing working conditions, such as a very high percentage of part-time jobs, which is close to three times higher than the average (52% compared with 19%) according to 2011 National Household Survey data, lead many people in this occupation to seek work elsewhere. Finally, some people in this occupation will be promoted to management positions, and if they have the required training, to professional positions in their respective fields (speech therapy, physiotherapy, etc.), which will create a few additional opportunities.¹⁰⁵

8.4 QUALITATIVE AND QUANTITATIVE LABOUR DATA

According to the 2011 National Household Survey, in Canada, more than one in two workers (59.3%) in the Other Technical Occupations in Therapy and Assessment group (NOC 3235) were self-employed workers, while the average for all professions was 10.7%.¹⁰⁶

According to the same data, in Canada, women represented 82% of workers in this profession, compared to an average of 48% for all professions. The results are presented in Chart 15.¹⁰⁷ These data are not available for this profession in Alberta.

¹⁰² *Ibid.*

¹⁰³ Alberta Government, *Industry Profiles, Health Care and Social Assistance Industry 2015*, p. 2.

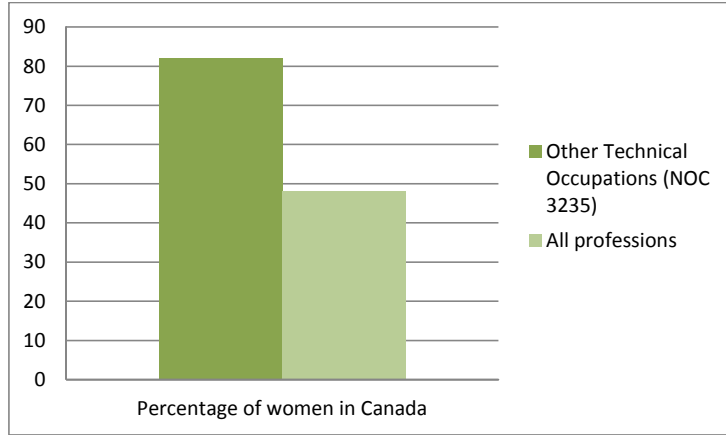
¹⁰⁴ Service Canada. *Other Technical Occupations in Therapy and Assessment*.

http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/3235.shtml. Site accessed in March 2016.

¹⁰⁵ *Ibid.*

¹⁰⁶ *Ibid.*

¹⁰⁷ *Ibid.*

Chart 15. Percentage of women in the profession in Canada

8.4.1 ESSENTIAL QUALIFICATIONS FOR A SPEECH LANGUAGE ASSISTANT

The following qualifications and skills are needed to become a speech language assistant:¹⁰⁸

- Good verbal and written communication
- Good observation and active listening skills
- Good flexibility and adaptability
- Strong organizational and time-management skills
- Good interpersonal skills
- Good pronunciation
- Patience
- Creativity
- Ability to follow instructions from the speech language therapist
- Ability to work independently or as part of a team

8.5 PRESENTATION OF DATA FROM INTERVIEWS WITH KEY PEOPLE

Axion gathered qualitative data by consulting with key people working with speech language assistants. We spoke with six people who were able to provide us with information regarding this sector – people working for the following types of employers: school boards, health clinics, early childhood organizations, union representatives, and the provincial association of speech language assistants. The interviews took place between February 9 and 29, 2016. The survey was not scientific, due to the number of respondents. It was more qualitative and focused on the potential for development of a French-language training program for speech language assistants.

¹⁰⁸ Alberta Government. *OCCinfo: Occupations and Educational Programs*.

<http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71002588>. Site accessed in February 2016.

8.5.1 TRAINING OF SPEECH LANGUAGE ASSISTANTS

At this time, no training programs for speech language assistants are offered in French in Alberta. It is therefore very hard to find Francophone personnel to serve clients at Francophone institutions. Two respondents hired speech language assistants in the last five years, one full-time and two part-time. Most of those workers had studied in Quebec or were from outside Canada. According to the respondents, it is hard to recruit Francophone professionals. School boards that are far from the large centres have difficulty attracting and retaining workers.

8.5.2 FUTURE DEMAND

Most respondents believe that there will be a sharp or moderate expansion of the job market for graduates from a speech language assistant program over the next five to seven years. According to the representative from the provincial association of speech language assistants, the increase in demand for these professionals is related in part to the ageing population (effects of cerebral hemorrhages, concussions, etc.). Schools are also attentive to the needs of youth in this area.

Two respondents believe that there is a great need for this type of Francophone or bilingual expertise, as communication in the client's language is an essential component for speech language assistants.

Respondents indicated that the greatest demand for speech language assistants would be from the educational sector, hospitals, rehabilitation centres, daycares, the preschool sector, and home care programs.

Two of the six respondents also indicated their interest in hiring a total of 1.5 speech language assistants in the next 3 years. One respondent is currently seeking a Francophone speech language therapist.

8.5.3 PREFERRED TYPE OF TRAINING

Axion wanted to know the type of training that respondents would prefer for a speech language assistant program. Respondents did not seem to prefer one option over another. Some mentioned that a part-time program would allow students to continue working during their training. Another respondent indicated a preference for a full-time program so that it would not be too long to take.

Concerning the type of training (distance or on campus) that would best meet the needs and students and employers, almost all respondents indicated that a combination of distance training and on-campus training would make the program more interesting for Francophones across the province. That type of program would be more financially accessible for many potential students. It would also encourage graduates to remain in their community, and the program would thus create fewer constraints for employers.

All respondents believe that it is important, or even essential, for such a program to offer cooperative internship opportunities that would thus allow students to obtain experience with local employers. Students would also better understand their work and would develop a good network of contacts, which could help them find their first job. Two respondents indicated that their organization could take on speech language assistant interns, mainly in the spring or early summer.

8.5.4 ADDITIONAL COMMENTS FROM RESPONDENTS

A few respondents made comments and suggestions for a potential program to best meet the needs of students and of the job market. The following points summarize those observations:

- There is a need for Francophone health care professionals
- Students must be open to travelling in their work.
- It is important for the curriculum to correspond to needs and regulations.
- It is important for students to be able to do internships in rural areas.
- Marketing is needed in French-language high schools to promote careers in health care in French.
- There is little government desire to offer French-language services. Bilingualism is not a criterion at this time when hiring health care professionals.

8.6 CONDITIONS FOR ACCESS TO THE PROFESSION

8.6.1 REGULATOR BODY

The profession of speech language assistant is not regulated in Alberta.¹⁰⁹

Some speech language assistants were trained by their employer, but employers prefer to hire staff who already have the knowledge and experienced needed to carry out the duties. The ability to speak other languages, in addition to English, is an asset for employers. Employers also look for employees who have a valid driver's license and sound knowledge of computers.

Speech language assistants can obtain voluntary accreditation from the Therapy Assistant Association of Alberta if they obtained their diploma from a program recognized by the Association and if they have worked as a speech language assistant for at least 3,000 hours in three years. Moreover, to maintain their accreditation, they must take annual training.¹¹⁰

8.6.2 TRAINING AND COMPETITION

At this time in Alberta, only two colleges offer a speech language assistant program that is recognized by the Therapy Assistant Association of Alberta. One is in Edmonton and the other in Medicine Hat.

Table 17 presents the programs offered in Alberta in this field.

¹⁰⁹ *Ibid.*

¹¹⁰ *Ibid.*

Table 17. Colleges offering training programs for speech language assistants

| INSTITUTION | TRAINING | DURATION | TYPE OF PROGRAM |
|--|---|----------|-----------------|
| Programs offered in English | | | |
| MacEwan University (Edmonton) | Therapist Assistant – Speech Language Pathologist Assistant | 2 years | Diploma |
| Medicine Hat College (Medicine Hat) | Therapist Assistant – Speech Language Pathologist Assistant | 2 years | Diploma |

No French-language or bilingual institutions offer such a program in French in Western Canada.

8.7 CONCLUSION AND RECOMMENDATIONS

In 2013, more than 2,900 people were working in the Other Technical Occupations in Therapy and Assessment category (NOC 3235). Job prospects are above average and this group is expected to grow by 3.2% per year by 2017.

According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, more than two thirds (68%) of employers seeking to hire technical personnel in therapy and assessment had difficulty finding employees and more than one third (39%) still had positions available after 4 months. The vacancy rate for technical occupations in therapy and assessment was at 14% in 2013.

According to the health and social services industry profile prepared by the Government of Alberta in 2015, this sector is expected to continue growing at an average rate of 3% per year between 2015 and 2019. That rate will be greater than the average growth of the other sectors of the Alberta economy.

As mentioned previously, the Francophone population of Alberta is older than the province's population. In fact, 27.8% of Francophones were 55 or older in 2011, compared to 21% of the population as a whole. Several Canadian and international studies show a sharp decline in the second language learned (in this case English) among seniors after their retirement. As well, seniors with a cognitive disability such as dementia gradually lose their ability to communicate in the second language learned.

Another characteristic of the Francophone population in Alberta is the sharp rise in the number of Francophone immigrants who arrived in the province between 2001 and 2011. It must be noted that 41% of very recent immigrants have indicated only French as their FOLS.

Most respondents believe that there will be a sharp or moderate expansion of the job market for graduates from an audiometric assistant program over the next five to seven years. Respondents indicated that the

greatest demand for speech language assistants would be from the educational sector, hospitals, rehabilitation centres, daycares, the preschool sector, and home care programs.

The profession of speech language assistant is not regulated in Alberta.

Speech language assistants can obtain voluntary accreditation from the Therapy Assistant Association of Alberta if they obtained their diploma from a program recognized by the Association and if they have worked as a speech language assistant for at least 3,000 hours in three years.

At this time in Alberta, only two colleges offer a speech language assistant program that is recognized by the Therapy Assistant Association of Alberta. One is in Edmonton and the other in Medicine Hat. No French-language or bilingual institutions offer such a program in French in Western Canada.

Given the promising forecasts regarding the number of positions in the category of Other Technical Occupations in Therapy and Assessment (NOC 3235) that will be created in the province over the next few years, the high percentage of Francophone seniors in Alberta (primarily in Edmonton and the northeast and northwest of the province), the high percentage of new immigrants who speak only French as their first official language and who have recently arrived in large centres such as Calgary and Edmonton, the difficulty finding Francophone speech language assistants at this time, and the lack of training programs in French in Alberta and Western Canada, **Axion recommends that Campus Saint-Jean create an audiometric assistant program to be offered in French.**

Given that the pool of jobs for Francophone speech language assistants is nonetheless limited in Alberta and Western Canada, it is recommended that the program include courses on language development in English and on the phonology of both languages so graduates are able to work in French and in English.

Once again, the people consulted indicated their interest in the offer of a hybrid program (distance and on-campus) in order to allow Francophones from across Alberta to take the training.

9. PRESENTATION OF DATA FOR THE NURSE PRACTITIONER UNIVERSITY PROGRAM

9.1 OCCUPATIONAL PROFILE OF THE TARGET SECTOR

According to Human Resources and Skills Development Canada,¹¹¹ nurse practitioners are part of the "Health Occupations" competency group and the "Registered Nurses" unit group in the National Occupational Classification (NOC 3152). That group is part of the larger "Nurse Supervisors and Registered Nurses" group (NOC 315).

Nurse practitioners are registered nurses who have advanced training in health assessment, health promotion and illness prevention. They diagnose and treat health problems, order and interpret tests, and analyze and prescribe drugs.¹¹²

¹¹¹ Service Canada. *Registered nurses*. http://www.servicecanada.gc.ca/fra/qc/emploi_avenir/3.shtml. Site accessed in March 2016.

¹¹² Alberta Government. *OCCinfo: Occupations and Educational Programs*.

<http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71017912>. Site accessed in March 2016.

Nurse practitioners carry out some or all of the following duties:¹¹³

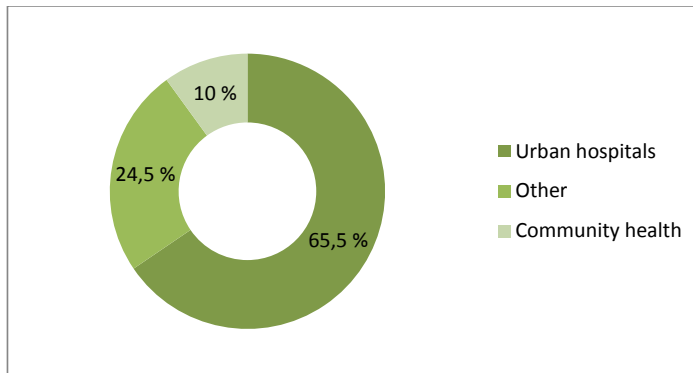
- Conduct an advanced assessment of patients' health.
- Diagnose health problems.
- Support and counsel patients regarding their health problems.
- Manage care for patients with complex chronic illnesses.
- Order and interpret diagnostic tests.
- Critically evaluate the care to be provided based on probative data.
- Read research results and integrate them into everyday practices.
- Refer patients to other specialists as needed.
- Prescribe medication to treat diseases and injuries.
- Consult and collaborate with doctors or other professionals as needed.
- Participate in initiatives to promote community health and prevent illness and injury.

9.2 GENERAL CHARACTERISTICS OF THE TARGET SECTOR

9.2.1 TYPE OF EMPLOYMENT

According to data provided by the Alberta Learning Information Service, 65.5% of nurse practitioners work in hospitals in urban settings, 10% in the community sector, and 24% in other sectors.¹¹⁴ According to the representative from the Nurse Practitioner Association of Alberta, 53% of members work in Edmonton, 39% in Calgary, and 8% elsewhere in the province. Most work for Alberta Health in surgery and intensive care in hospitals. Very few are in private practice or work with primary care networks.

Chart 16. Workplace of nurse practitioners



Nurse practitioners can work in rural and isolated communities. They can work regular hours, be on call for emergencies, or work evenings, weekends and/or holidays. The duties of nurse practitioners can be very intellectually and emotionally demanding. This type of work also requires good physical resistance.

¹¹³ *Ibid.*

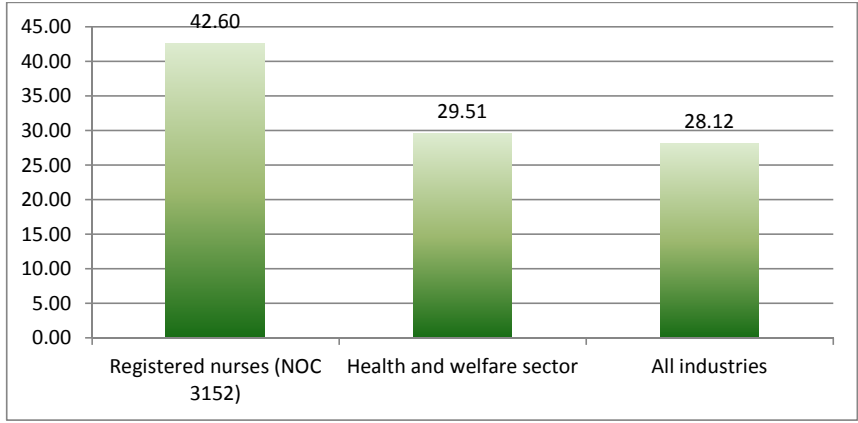
¹¹⁴ Alberta Health, *Nurse Practitioners*, 2016.

According to the 2011 National Household Survey, in Canada, 78% of nurse practitioners work full-time, compared to an average of 81% for all professions.¹¹⁵

9.2.2 SALARY

According to the Alberta Learning Information Service site, the average salary in 2013 at the start of a career for someone in the nurse practitioners group (NOC 3152) was \$32.38 per hour and could be as high as \$52.89 per hour. The average salary for all professions in the NOC 3152 group was \$42.60 per hour or \$63,922 per year. The average salary in the health and social services industry was \$30,843 per year in 2013. The average work week for the members of this group was 28.8 hours. Nurse practitioners are not unionized and must therefore negotiate their own salaries.¹¹⁶

Chart 17. Average hourly salary¹¹⁷



9.3 LABOUR MARKET TRENDS

Alberta

As of December 31, 2015, there were 491 nurse practitioners in Alberta. However, this occupational group experienced growth of 52.6% between 2009 and 2014. The chart below shows the significant growth of this occupation during the period of 2009 to 2015. The average age of nurse practitioners is 44.5 years, with 71.1% being 50 or under.

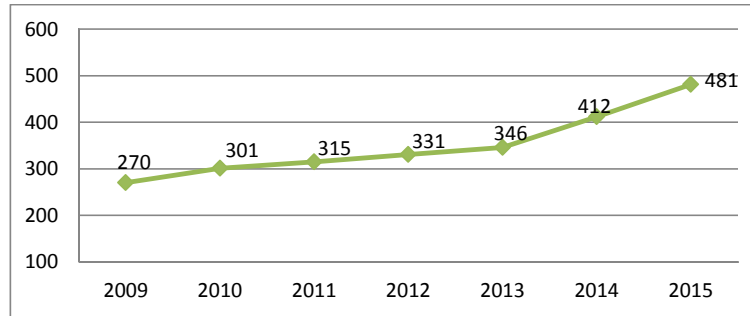
Chart 18. Number of nurse practitioners, 2009-2015

¹¹⁵ *Ibid.*

¹¹⁶ Alberta Government. *OCCinfo: Occupations and Educational Programs*.

<http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71017912>. Site accessed in March 2016.

¹¹⁷ Alberta Government. *Industry Profiles, Health Care and Social Assistance Industry 2015*. p. 6.



According to the professional nurse practitioners associations, the lack of funding makes it difficult to hire nurse practitioners in primary care. Other barriers cited by the professional associations are federal and provincial laws. Alberta Health is currently developing a strategy to try to eliminate some of those obstacles.

Unfortunately, the low number of nurse practitioners prevents us from establishing reliable projects regarding the job market growth to be expected in Alberta over the next few years.

According to the health and social services industry profile prepared by the Government of Alberta in 2015, this sector is expected to continue growing at an average rate of 3% per year between 2015 and 2019. That rate will be greater than the average growth of the other sectors of the Alberta economy.¹¹⁸

Canada

During the period from 2013 to 2022, projections for the Nurse Supervisors and Registered Nurses group (NOC 315) that includes registered nurses (NOC 3152) indicate that the labour market will be experiencing a labour shortage. It is expected that, across Canada, there will be 156,576 job opportunities that will result from expansion demand and replacement demand, while there will be 110,130 job seekers.¹¹⁹

There are very few nurse practitioners in the larger Nurse Supervisors and Registered Nurses occupational group. We therefore cannot extrapolate these projects to the nurse practitioner sub-group.

However, we can state with a high degree of certainty that the ageing population will result in an increase in demand for health services, which will be reflected in the demand for health care professionals.

¹¹⁸ *Ibid.*, p. 2.

¹¹⁹ Service Canada. *Registered Nurses*. http://www.servicecanada.gc.ca/eng/qc/job_futures/3.shtml. Site accessed in March 2016.

9.4 QUALITATIVE AND QUANTITATIVE LABOUR DATA

According to data from Alberta Health for 2015, women held 91.1% of nurse practitioner positions, while that figure was 90% for the Registered Nurses group as a whole (NOC 3152).¹²⁰ The profession is open to new immigrants who meet the access conditions. In 2011, 13.8% of registered nurses were immigrants, the same percentage as for all professions (13.7).¹²¹

9.4.1 ESSENTIAL QUALIFICATIONS FOR A NURSE PRACTITIONER

The following qualifications and skills are needed to become a nurse practitioner:¹²²

- Excellent verbal and written communication
- Excellent problem-solving and critical thinking skills
- Excellent organizational skills
- Good judgment and the ability to make decisions quickly in difficult situations
- Patience, understanding and a caring attitude
- Flexibility and enthusiasm
- The ability to lead and work co-operatively with others
- Good health

9.5 PRESENTATION OF DATA FROM INTERVIEWS WITH KEY PEOPLE

Axion gathered qualitative data by consulting with key people working with nurse practitioners. We spoke with seven people who were able to provide us with information regarding this sector – people working for the following types of employers: retirement homes, primary care networks, Francophone clinics, early childhood organizations, bilingual health services organizations, Francophone employment centres and the Nurse Practitioner Association of Alberta. The interviews took place between February 9 and 29, 2016. The survey was not scientific, due to the number of respondents. It was more qualitative and focused on the potential for development of a French-language or bilingual training program for nurse practitioners.

Despite numerous efforts, we were unable to talk to human resources staff in the province's hospitals to identify their labour needs.

9.5.1 TRAINING OF NURSE PRACTITIONERS

At this time, no training programs for nurse practitioners are offered in French in Alberta. It is therefore very hard to find Francophone personnel to serve Francophone clients. Two respondents hired a total of 11 part-time nurse practitioners in the last five years. All professionals hired had taken a nurse practitioner program in English in Alberta. The institutions mentioned most often were Athabasca University, the University of Lethbridge, the University of Alberta, the University of Calgary, and Grande Prairie College.

9.5.2 FUTURE DEMAND

¹²⁰ *Ibid.*

¹²¹ *Ibid.*

¹²² Alberta Government. *OCCinfo: Occupations and Educational Programs*.

<http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71017912>. Site accessed in March 2016.

Most respondents believe that there will be a sharp or moderate expansion of the job market for graduates from a nurse practitioner program over the next five to seven years. One respondent felt that there would only be low expansion in this area because, in his opinion, the province does not support the use of this type of professional. Moreover, according to that respondent, 75% of nurse practitioners in the province do not do the work for which they were trained. According to one respondent, there is currently no demand for bilingual nurse practitioners and no job offers mention bilingualism as a hiring criterion.

Respondents indicated that most demand for nurse practitioners would be from hospitals and long-term care centres.

Four of the seven respondents also indicated their interest in hiring a total of 11.5 full-time nurse practitioners and 1 part-time nurse practitioner in the next three years.

9.5.3 PREFERRED TYPE OF TRAINING

Axion wanted to know the type of training that respondents would prefer for a nurse practitioner program. Respondents did not seem to prefer one option over another. A few respondents believe that the program should be offered full-time and part-time.

Concerning the type of training (distance or on campus) that would best meet the needs and students and employers, almost all respondents indicated that a combination of distance training and on-campus training would make the program more interesting for Francophones across the province. That type of program would be more financially accessible for many potential students. It would also encourage graduates to remain in their community.

All respondents believe that it is important for such a program to offer workplace internship opportunities. Students would thus better understand their work and would develop a good network of contacts, which could help them find their first job. Four respondents stated that their organization could take on an intern from a nurse practitioner program at any time of the year.

9.5.4 ADDITIONAL COMMENTS FROM RESPONDENTS

A few respondents made comments and suggestions for a potential program to best meet the needs of students and of the job market. The following points summarize those observations:

- It would be important to offer internships in Francophone or bilingual workplaces.
- Marketing is needed in French-language high schools to promote careers in health care in French.
- At this time, there is no need to increase internal capacity in French for nurse practitioners, as there is little demand from clients.
- There is little government desire to offer French-language services. Bilingualism is not a criterion at this time when hiring health care professionals.

9.6 CONDITIONS FOR ACCESS TO THE PROFESSION

9.6.1 REGULATOR BODY

The following is required in order to work as a nurse practitioner in Alberta: ¹²³

- Hold accreditation as a registered nurse from Alberta or from another province or territory
- Have successfully completed a program approved by the Nurse Practitioner Association of Alberta or a similar program recognized elsewhere in Canada
- Have passed the Alberta nurse practitioner accreditation exam in one of the three selected areas (family/all ages; adult; or pediatric, with neonatal specialty)

Nurse practitioners who obtained their diploma in another province can be authorized to work in Alberta in their field of expertise. That recognition does not apply to nurse practitioners from Quebec, who must be evaluated individually.

9.6.2 TRAINING AND COMPETITION

At this time in Alberta, only three universities offer a nurse practitioner program in English.

The following table presents the programs offered in Alberta in this field.

Table 18. Colleges offering training programs for nurse practitioners

| INSTITUTION | TRAINING | DURATION | TYPE OF PROGRAM |
|-------------------------------------|--|----------|-----------------|
| Programs offered in English | | | |
| Athabasca University (Athabasca) | Master of Nursing – Nurse Practitioner (Family All Ages) | 2 years | Master's |
| University of Alberta (Edmonton) | Master of Nursing – Nurse Practitioner (Adult or Family All Ages) | 2 years | Master's |
| University of Calgary (Calgary) | Master of Nursing – Nurse Practitioner (Adult Health Acute Care) | 2 years | Master's |

No French-language or bilingual institutions offer such a program in French in Western Canada.

9.7 CONCLUSION AND RECOMMENDATIONS

As of December 31, 2015, there were 491 nurse practitioners in Alberta. However, this occupational group grew by 52.6% between 2009 and 2014.

¹²³ Alberta Health, *Nurse Practitioners*, 2016.
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According to the professional nurse practitioners associations, the lack of funding makes it difficult to hire nurse practitioners in primary care. Other barriers cited by the professional associations are federal and provincial laws.

As mentioned previously, the Francophone population of Alberta is older than the province's population. In fact, 27.8% of Francophones were 55 or older in 2011, compared to 21% of the population as a whole. Several Canadian and international studies show a sharp decline in the second language learned (in this case English) among seniors after their retirement. As well, seniors with a cognitive disability such as dementia gradually lose their ability to communicate in the second language learned.

Most respondents believe that there will be a sharp or moderate expansion of the job market for graduates from a nurse practitioner program over the next five to seven years. One respondent felt that there would only be low expansion in this area because, in his opinion, the province does not support the use of this type of professional. Moreover, according to that respondent, 75% of nurse practitioners in the province do not do the work for which they were trained.

Respondents indicated that most demand for nurse practitioners would be from hospitals and long-term care centres. Four of the seven respondents also indicated their interest in hiring a total of 11.5 full-time nurse practitioners and 1 part-time nurse practitioner in the next three years.

The occupation of nurse practitioner in Alberta requires certification as a registered nurse in Alberta or another province or territory, successful completion of a program approved by the Nurse Practitioner Association of Alberta or a similar program recognized elsewhere in Canada and a passing mark on the Alberta nurse practitioner accreditation exam.

At this time in Alberta, only three universities offer a nurse practitioner program in English. No French-language or bilingual institutions offer such a program in French in Western Canada.

It is difficult to predict the growth in this sector due to the small number of nurse practitioners within the larger category of registered nurses. As well, graduates have difficulty working in their field of expertise and there is a lack of provincial funding for hiring this type of professional. Moreover, the sampling of employers interviewed is limited and Axion was unable to obtain information from hospital human resource departments. We must also consider the interest shown in this type of profession among the people interviewed (possible creation of 11.5 nurse practitioner positions over three years) and the lack of training programs in French in Alberta and Western Canada. Therefore, **Axion recommends that Campus Saint-Jean study the market further before making a decision to create a French or bilingual nurse practitioner program.**

10. PRESENTATION OF DATA FOR THE PSYCHOLOGIST UNIVERSITY PROGRAM

10.1 OCCUPATIONAL PROFILE OF THE TARGET SECTOR

According to Human Resources and Skills Development Canada,¹²⁴ psychologists are part of the major group “Occupations in Social Science, Education, Government Service and Religion” in the National Occupational Classification (NOC 41) and the “Psychologists” unit group (NOC 4151). That group is part of the larger “Psychologists, Social Workers, Counsellors, Clergy and Probation Officers” group (NOC 415).

Psychologists assess and diagnose behavioural, emotional and cognitive disorders, counsel clients, provide therapy and research and apply theory relating to behaviour and mental processes. Psychologists help clients work toward the maintenance and enhancement of physical, intellectual, emotional, social and interpersonal functioning.¹²⁵

Psychologists carry out some or all of the following duties:¹²⁶

- Examine and assess behaviour, diagnose behavioural, emotional and cognitive disorders, counsel clients and provide therapy.
- Help clients deal with an illness or physical disorder.
- Provide counsel to individuals and groups to help them develop and better adapt personally, socially and professionally, and offer mediation services.
- Administer standard psychological tests for assessment purposes.
- Develop and assess intervention programs.
- Apply psychological theories and principles regarding behaviour and mental processes, such as learning, memory, perception, and language development.
- Develop hypotheses and experimental plans, review documentation, conduct studies and publish research reports, educational texts and articles.
- Give at conferences, workshops and symposiums.
- Provide consulting services to government agencies.

Psychologists specialize in applied psychology or experimental research. Sub-specialties include behavioural psychology, child psychology, cognitive, educational, school or industrial psychology, social psychology, and sports psychology.¹²⁷

¹²⁴ Service Canada. *Psychologists*. http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/4151.shtml. Site accessed in March 2016.

¹²⁵ *Ibid.*

¹²⁶ *Ibid.*

¹²⁷ *Ibid.*

10.2 GENERAL CHARACTERISTICS OF THE TARGET SECTOR

10.2.1 TYPE OF EMPLOYMENT

According to data provided by the Alberta Learning Information Service, 77% of psychologists work in the health care and social aid sector. They work in mental health clinics, correctional institutions, hospitals, private practices, rehabilitation centres, schools, post-secondary institutions, and businesses.

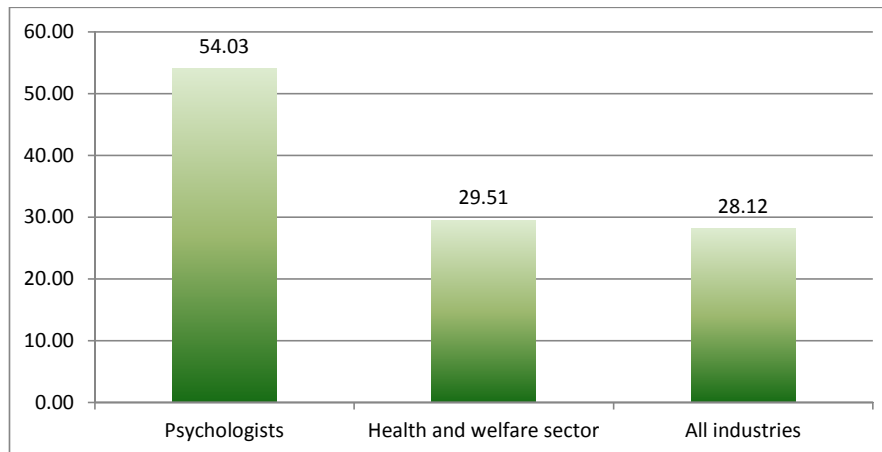
Clinical psychologists work in various locations and are required to travel to visit their clients (e.g. in a school environment). Their work schedules can vary based on their clients' needs. They can work regular hours or work evenings and weekends.

According to the 2011 National Household Survey, in Canada, 69.5% of psychologists work full-time, compared to an average of 81% for all professions.¹²⁸

10.2.2 SALARY

According to the Alberta Learning Information Service site, the average salary in 2013 at the start of a psychologist's career was \$44.48 per hour and could be as high as \$54.95 per hour. The average salary for psychologists was \$54.03 per hour, or \$90,799 per year. The average salary in the health and social services industry was \$30,843 per year in 2013. The average work week for psychologists was 33.3 hours.¹²⁹

Chart 19. Average hourly salary¹³⁰



¹²⁸ *Ibid.*

¹²⁹ Alberta Government. *OCCinfo: Occupations and Educational Programs*.

<http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71002221>. Site accessed in March 2016.

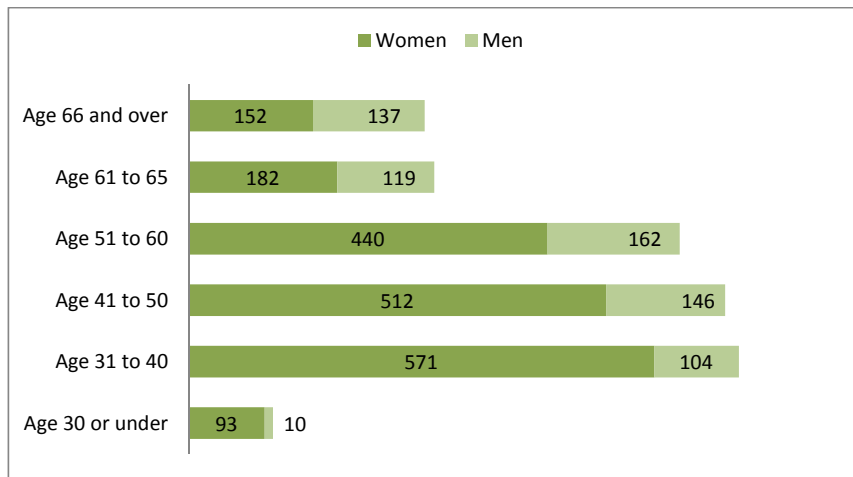
¹³⁰ Alberta Government. *Industry Profiles, Health Care and Social Assistance Industry 2015*. p. 6.

10.3 LABOUR MARKET TRENDS

Alberta

As of December 31, 2015, there were 2,628 psychologists in Alberta. This group of professionals grew by 13.8% between 2009 and 2014. As of December 31, 2015, the average age of psychologists was 49, and 54.6% were 50 or under. The following chart shows the breakdown of psychologists by gender and age.

Chart 20. Demographic breakdown of psychologists in Alberta¹³¹



The chart shows that just over 45% of psychologists (1,192) will be of retirement age in the next five years.

According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, 38% of employers seeking to hire psychologists had difficulty finding employees and 9% still had positions available after 4 months. The vacancy rate for psychologist positions was at 3% in 2013.¹³²

According to the health and social services industry profile prepared by the Government of Alberta in 2015, this sector is expected to continue growing at an average rate of 3% per year between 2015 and 2019. That rate will be greater than the average growth of the other sectors of the Alberta economy.¹³³

¹³¹ Alberta Health. *Health Human Resources Planning and Strategy Branch. Psychologists*. 2016.

¹³² Alberta Government. *OCCinfo: Occupations and Educational Programs*.

<http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71002221>. Site accessed in March 2016.

¹³³ Alberta Government. *Industry Profiles, Health Care and Social Assistance Industry 2015*. p. 2.

Canada

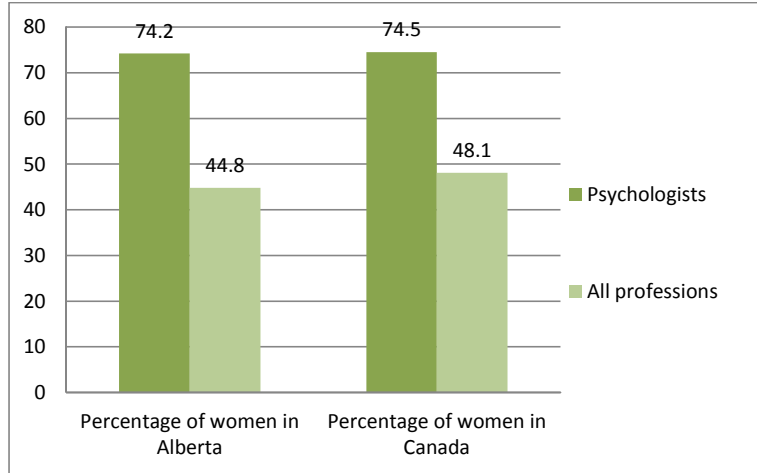
In Canada, job prospects in this occupation are good. Over the past few years, the number of psychologists has risen sharply. This rise is primarily attributable to the public's much greater sensitivity to social needs: aging population, mental health, stress, personal growth, home support, dropping out of school, behavioural problems, pathological gambling, homelessness, violence, suicide, exclusion, etc. As this trend of sharp increase should be mitigated because of government cuts, it is expected that the number of psychologists will increase over the coming years, but at a slower pace than it did in the past.¹³⁴

Openings will arise mainly from the need to replace psychologists who will be retiring, but also from employment increase. The proportion of psychologists aged 55 and over in 2011 was clearly higher than that of all occupations (29% compared with 18%, according to National Household Survey data). Turnover is low. Combined with the appropriate training, experience in this occupation can lead to promotions to management positions and can open the way to positions in many occupations: family mediator, teacher, guidance counsellor, employment counsellor, management consultant, specialist in human resources, etc.

10.4 QUALITATIVE AND QUANTITATIVE LABOUR DATA

According to data from Alberta Health for 2015, women held 74.2% of psychologist positions in 2015, while that figure was 44.8% for all professions in Alberta.¹³⁵ The percentage of women in this profession is practically the same as in Canada as a whole (74.5% according to the 2011 National Household Survey).¹³⁶

Chart 21. Percentage of women in the profession in Alberta and in Canada



¹³⁴ Service Canada. *Psychologists*. http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/4151.shtml. Site accessed in March 2016.

¹³⁵ Alberta Health, Health Human Resources Planning and Strategy Branch, *Psychologists*, 2016.

¹³⁶ Service Canada, *Psychologists*. http://www.servicecanada.gc.ca/eng/qc/job_futures/statistics/4151.shtml. Site accessed in March 2016.

According to the 2011 National Household Survey, in Canada, just over one third (35.4%) of psychologists were self-employed workers, while the average for all professions was 10.7%.¹³⁷

The profession is open to new immigrants who meet the access conditions. In 2011, 11.3% of psychologists were immigrants,¹³⁸ a percentage that is slightly lower than for all professions (13.7%).

8.4.1 ESSENTIAL QUALIFICATIONS FOR A PSYCHOLOGIST

The following qualifications and skills are needed to become a psychologist:¹³⁹

- A genuine interest in helping others
- Emotional maturity and stability
- Excellent verbal communication
- Flexibility
- A willingness to learn new methods

10.5 PRESENTATION OF DATA FROM INTERVIEWS WITH KEY PEOPLE

Axion gathered qualitative data by consulting with key people working with psychologists. We spoke with seven people who were able to provide us with information regarding this sector – people working for the following types of employers: school boards, school associations, community health centres, Francophone clinics, early childhood organizations, provincial unions and the provincial association of psychologists. The interviews took place between February 9 and 29, 2016. The survey was not scientific, due to the number of respondents. It was more qualitative and focused on the potential for development of a French-language or bilingual training program for psychologists.

Despite numerous efforts, we were unable to talk to human resources staff in the province's hospitals to identify their labour needs.

10.5.1 TRAINING FOR PSYCHOLOGISTS

At this time, no training programs for psychologists are offered in French in Alberta. It is therefore very hard to find Francophone personnel to serve Francophone clients. Four respondents hired a total of 12 full-time psychologists and 1 part-time psychologist in the last 5 years. Four of the 12 psychologists were bilingual. All of the bilingual professionals hired were from Quebec or Francophone countries. The Alberta institutions most often mentioned for training for psychologists were the University of Alberta, Athabasca University and the University of Calgary.

According to a few respondents, it is very hard to find Francophone psychologists and even harder to hire Francophone psychologists who also understand and speak English.

10.5.2 FUTURE DEMAND

¹³⁷ *Ibid.*

¹³⁸ *Ibid.*

¹³⁹ Alberta Government. *OCCinfo: Occupations and Educational Programs.*

<http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71002221>. Site accessed in March 2016.

Everyone who answered this question believes that there will be a sharp or moderate expansion of the job market for graduates from a psychology program over the next five to seven years. According to the representative from the Psychologists' Association of Alberta, the province has the largest number of psychologists per capita in North America. Despite that, the profession is still expanding in the province, as psychologists work in several fields.

In the educational sector, the demand for psychologists could increase with the coming application a new inclusive education framework. There is also increased social awareness of mental health needs. Finally, given the difficult economic situation in Alberta, respondents see even more need to rely on psychologists, who can listen to and help families who are experiencing difficulties.

The respondents indicated that the greatest demand for psychologists will be from private practices, schools, mental health centres, hospitals and crisis lines.

Four of the seven respondents also indicated their interest in hiring a total of nine full-time psychologists in the next three years. A few respondents indicated that there is an urgent need for bilingual psychologists to work in French-language schools. The representative from the Psychologists' Association of Alberta indicated receiving frequent requests for Francophone psychologists.

10.5.3 PREFERRED TYPE OF TRAINING

Axion wanted to know the type of training that respondents would prefer for a psychology program. Respondents did not seem to prefer one option over another. A few respondents believe that the program should be offered full-time and part-time to meet the needs of a greater number of students. According to the representative from the provincial association, a part-time program would better meet the needs of students who work full-time.

Concerning the type of training (distance or on campus) that would best meet the needs and students and employers, almost all respondents indicated that a combination of distance training and on-campus training would make the program more interesting for Francophones across the province. It would also encourage graduates to remain in their community.

All of the respondents believe that it is important for such a program to offer workplace internship opportunities. However, it can be difficult to find internships in Francophone environments. Four respondents indicated that their organization could take on an intern from a psychology program at any time of the year.

10.5.4 ADDITIONAL COMMENTS FROM RESPONDENTS

A few respondents made comments and suggestions for a potential program to best meet the needs of students and of the job market. The following points summarize those observations:

- It would be important to offer internships in Francophone or bilingual workplaces.
- Marketing is needed in French-language high schools to promote careers in health care in French.
- Graduates must be fully bilingual.
- Students must be available to travel in their work.
- Graduates must understand the reality of social inclusion in order to meet the needs of youth.

- The importance of working as a team and collaborating must be taught.
- Knowledge is needed of the reality of life in a minority language situation.
- Justification for a French-language psychology program could encourage the government to agree to create a university program in that field.
- There is little government desire to offer French-language services. Bilingualism is not a criterion at this time when hiring health care professionals.

10.6 CONDITIONS FOR ACCESS TO THE PROFESSION

10.6.1 REGULATOR BODY

The occupation of psychologist in Alberta requires accreditation from the College of Alberta Psychologists (CAP). The following is required for such accreditation: ¹⁴⁰

- A master's degree in psychology that meets CAP academic criteria.
- At least 1,600 hours of work under the supervision of an accredited psychologist recognized by the CAP.
- Passing a clinical or theoretical psychology examination approved by the CAP.

Psychologists who received their diploma in another province can be authorized to work in Alberta if the skills required and the responsibilities are similar in both jurisdictions.

10.6.2 TRAINING AND COMPETITION

Alberta and Quebec are the only provinces where a psychologist can practice the profession with a master's degree and not a doctorate. According to the representative from the Psychologists' Association of Alberta, Quebec and Alberta offer a practical program that focusses less on research. At this time, six universities offer a master's program in psychology. Four are Alberta universities, while the other two are foreign universities that offer a master's program in the province.

The following table presents the programs offered in Alberta in this field.

Table 19. Universities offering training programs for psychologists

| INSTITUTION | TRAINING | DURATION | TYPE OF PROGRAM |
|---|-----------------------|----------|-----------------|
| Programs offered in English | | | |
| Athabasca University (Athabasca) | Master of Counselling | 3 years | Master's |
| City University of Seattle (Calgary, Edmonton) | Master of Counselling | 3 years | Master's |
| Gonzaga University | Master of Counselling | 3 years | Master's |

¹⁴⁰ Alberta Health, *Nurse Practitioners*, 2016.
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| INSTITUTION | TRAINING | DURATION | TYPE OF PROGRAM |
|--|--|----------|-----------------------------|
| University of Alberta (Edmonton) | Master of Education Educational Psychology | 4 years | Master's |
| University of Calgary (Calgary) | Certificate in Advanced Clinical Supervision in Psychology | 1 year | Postgraduate certificate |
| | Master of Science Clinical Psychology | 3 years | Master's |
| | Master of Science Educational Psychology | 3 years | Master's |
| | Master of Education Educational Psychology | 4 years | Master's |
| University of Lethbridge (Lethbridge) | Master of Education Counselling Psychology | 3 years | Master's |
| | Master of Counselling (Applied Psychology) | 3 years | Master's |

No French-language or bilingual institutions offer such a program in French in Western Canada.

10.7 CONCLUSION AND RECOMMENDATIONS

As of December 31, 2015, there were 2,628 psychologists in Alberta. This group of professionals grew by 13.8% between 2009 and 2014. As of December 31, 2015, the average age of psychologists was 49, and 54.6% were 50 or younger. Just over 45% of psychologists (1,192) will be of retirement age in the next five years.

According to data from the Alberta Learning Information Service, obtained through the 2013 Alberta Wage and Salary Survey, 38% of employers seeking to hire psychologists had difficulty finding employees and 9% still had positions available after 4 months. The vacancy rate for psychologist positions was at 3% in 2013.

According to the health and social services industry profile prepared by the Government of Alberta in 2015, this sector is expected to continue growing at an average rate of 3% per year between 2015 and 2019. That rate will be greater than the average growth of the other sectors of the Alberta economy.

As mentioned previously, the Francophone population of Alberta is older than the province's population. In fact, 27.8% of Francophones were 55 or older in 2011, compared to 21% of the population as a whole. Several Canadian and international studies show a sharp decline in the second language learned (in this case English) among seniors after their retirement. As well, seniors with a cognitive disability such as dementia gradually lose their ability to communicate in the second language learned.

Another characteristic of the Francophone population in Alberta is the sharp rise in the number of Francophone immigrants who arrived in the province between 2001 and 2011. It must be noted that 41% of very recent immigrants have indicated only French as their FOLS.

All respondents believe that there will be a sharp or moderate expansion of the job market for graduates from a psychology program over the next five to seven years. The respondents indicated that the greatest demand for psychologists will be from private practices, schools, mental health centres, hospitals and crisis lines. Four of the seven respondents also indicated their interest in hiring a total of nine full-time psychologists in the next three years. The representative from the Psychologists' Association of Alberta indicated receiving frequent requests for Francophone psychologists.

The occupation of psychologist in Alberta requires accreditation from the College of Alberta Psychologists (CAP). To obtain accreditation, the person must have a master's degree in psychology that meets CAP academic criteria, have worked at least 1,600 hours under the supervision of an accredited psychologist recognized by CAP, and have passed an exam in clinical or theoretical psychology approved by CAP.

Alberta and Quebec are the only provinces where a psychologist can practice the profession with a master's degree and not a doctorate. At this time, six universities offer a master's program in psychology. Four are Alberta universities, while the other two are foreign universities. No French-language or bilingual institutions offer such a program in French in Western Canada.

Given the promising forecasts regarding the number of psychologist positions that will be created in the province over the next few years, the large number of psychologists who will be of retirement age in the next five years, the high percentage of Francophone seniors in Alberta (primarily in Edmonton and the northeast and northwest of the province), the high percentage of new immigrants who speak only French as their first official language and who have recently arrived in large centres such as Calgary and Edmonton, the difficulty finding Francophone psychologists at this time, and the lack of training programs in French in Alberta and Western Canada, **Axion recommends that Campus Saint-Jean create a master of psychology program.**

Once again, the people consulted indicated their interest in the offer of a hybrid program (distance and on-campus) in order to allow Francophones from across Alberta to take the training.

11. PRESENTATION OF DATA FOR THE DIETITIAN UNIVERSITY PROGRAM

11.1 OCCUPATIONAL PROFILE OF THE TARGET SECTOR

According to Human Resources and Skills Development Canada,¹⁴¹ dietitians are part of the “Health occupations” competency group and the “Dietitians and nutritionists” unit group in the National Occupational Classification (NOC 3132). That group is part of the larger “Pharmacists, dietitians and nutritionists” group (NOC 313).

Dietitians and nutritionists plan, implement and oversee nutrition and food service programs. They plan and assess the nutritional content of means, manage food service systems, promote food security, and conduct research.¹⁴²

Dietitians carry out some or all of the following duties:¹⁴³

- Develop, administer and supervise nutrition and food preparation and service programs in hospitals, nursing homes, schools company cafeterias or similar settings.
- Evaluate the nutritional status of individuals and communities and provide nutrition guidance and consulting to health professionals, individuals, dietetic interns, community groups, government and the media.
- Aid in the prevention and/or treatment of inadequate nutrition.
- Plan, evaluate and conduct nutrition education programs and develop educational materials for various audiences.
- Analyze current scientific nutritional studies, conduct research and evaluate program effectiveness to improve the nutritional value, taste, appearance and preparation of food.

Dietitians and nutritionists may specialize in areas such as administrative dietetics, clinical dietetics, community dietetics, public health nutrition or research dietetics.¹⁴⁴

11.2 GENERAL CHARACTERISTICS OF THE TARGET SECTOR

11.2.1 TYPE OF EMPLOYMENT

¹⁴¹ Statistics Canada. *Dietitians and nutritionists*.

<http://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&TVD=122372&CVD=122376&CPV=3132&CST=01012011&CLV=4&MLV=4>. Site accessed in March 2016.

¹⁴² Alberta Government. *OCCinfo: Occupations and Educational Programs*.

<http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71002221>. Site accessed in March 2016.

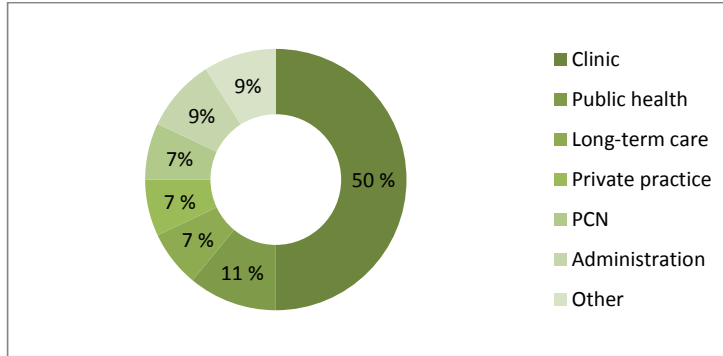
¹⁴³ Statistics Canada. *Dietitians and nutritionists*.

<http://www23.statcan.gc.ca/imdb/p3VD.pl?Function=getVD&TVD=122372&CVD=122376&CPV=3132&CST=01012011&CLV=4&MLV=4>. Site accessed in March 2016.

¹⁴⁴ *Ibid.*

According to data provided by Alberta Health, dietitians work in various settings; 50% work in clinical settings, 11% in community health, 7% in long-term care, 7% in private practice, 7% in primary care networks, and 9% in administration.

Chart 22. Workplace of dietitians¹⁴⁵



Working conditions for dietitians can vary considerably depending on the type of position they hold. In general, they work during the week, but may also be required to work evenings or weekends.

According to Alberta Health, 54% of dietitians in Alberta work full-time.¹⁴⁶

11.2.2 SALARY

According to the Alberta Learning Information Service site, the average salary in 2013 at the start of a dietitian's career was \$35.39 per hour and could be as high as \$46.60 per hour. The average salary for dietitians was \$43.19 per hour or \$73,064 per year. The average salary in the health and social services industry was \$30,843 per year in 2013. The average work week for dietitians was 32.5 hours.¹⁴⁷

Chart 23. Average hourly salary¹⁴⁸

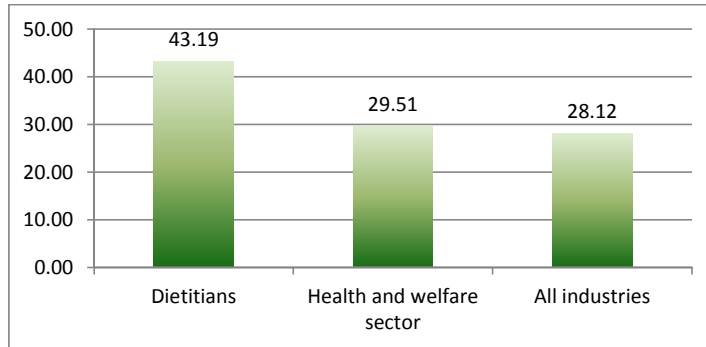
¹⁴⁵ Alberta Health. Health Human Resources Planning and Strategy Branch. 2016.

¹⁴⁶ *Ibid.*

¹⁴⁷ Alberta Government. *OCCinfo: Occupations and Educational Programs*.

<http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71002221>. Site accessed in March 2016.

¹⁴⁸ Alberta Government. *Industry Profiles, Health Care and Social Assistance Industry 2015*. p. 6.

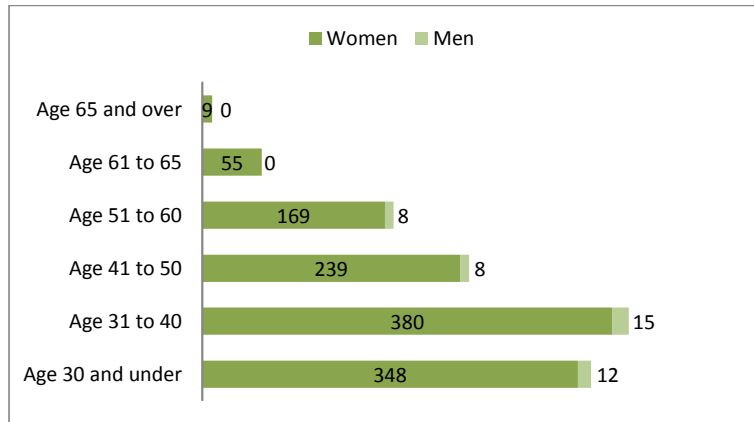


11.3 LABOUR MARKET TRENDS

Alberta

As of December 31, 2015, there were 1,238 dietitians in Alberta. This group of professionals grew by 23.8% between 2009 and 2014. As of December 31, 2015, the average age of dietitians was 39, making it a very young profession; 80.9% of dietitians were 50 or younger. The following chart shows the breakdown of dietitians by gender and age.

Chart 24. Demographic breakdown of dietitians in Alberta¹⁴⁹



The Alberta Learning Information Service has no statistics regarding the predicted growth rate for the profession over the next few years.

According to the health and social services industry profile prepared by the Government of Alberta in 2015, this sector is expected to continue growing at an average rate of 3% per year between 2015 and 2019. That rate will be greater than the average growth of the other sectors of the Alberta economy.¹⁵⁰

¹⁴⁹ Alberta Health, Health Human Resources Planning and Strategy Branch, *Psychologists*, 2016.

Canada

In Canada, job prospects in this profession are good. In recent years, the number of dietitians and nutritionists has increased sharply. This increase may be explained by the aging of the population, growing public concern about healthy eating, increased government spending in the health sector, the exacerbation of health problems due to obesity and the growing use of the services of dietitians to prevent and treat health problems. Given that most of these trends should continue, the number of dietitians and nutritionists should increase sharply over the next few years. Government budget cuts could, however, mitigate the extent of the increase.¹⁵¹

Openings will arise mainly from employment increase and, to a lesser degree, from positions left vacant by dietitians and nutritionists who are retiring or leaving the occupation to become managers.

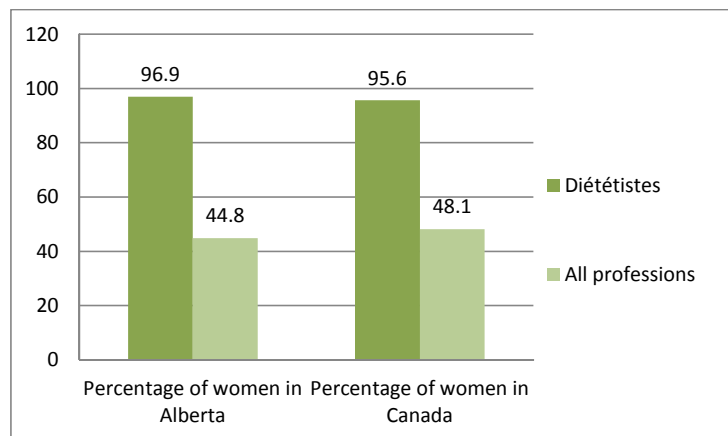
These openings will be accessible mainly to university graduates. In fact, few experienced unemployed dietitians and nutritionists will apply for these vacant positions, since the unemployment rate is very low in this occupation.

11.4 QUALITATIVE AND QUANTITATIVE LABOUR DATA

According to data from Alberta Health for 2015, women held 96.9% of dietitian positions, while that figure was 44.8% for all professions in Alberta.¹⁵²

The percentage of women in this profession is practically the same as in Canada as a whole (95.6% according to the 2011 National Household Survey).¹⁵³

Chart 25. Percentage of women in the profession in Alberta and in Canada



¹⁵⁰ Alberta Government, *Industry Profiles, Health Care and Social Assistance Industry 2015*, p. 2.

¹⁵¹ Service Canada. *Dietitians*. http://www.servicecanada.gc.ca/fra/qc/emploi_avenir/statistiques/3132.shtml. Site accessed in March 2016.

¹⁵² Alberta Health, Health Human Resources Planning and Strategy Branch, *Psychologists*, 2016.

¹⁵³ Service Canada. *Dietitians*. http://www.servicecanada.gc.ca/fra/qc/emploi_avenir/statistiques/3132.shtml. Site accessed in March 2016.

According to the 2011 National Household Survey, in Canada, 10.1% of dietitians/nutritionists were self-employed workers, a percentage that is almost identical to the figure for all professions (10.7%).¹⁵⁴

The profession is open to new immigrants who meet the access conditions. In 2011, 10.5% of dietitians were immigrants, a percentage that is slightly lower than for all professions (13.7%).¹⁵⁵

¹⁵⁴ *Ibid.*

¹⁵⁵ *Ibid.*

11.4.1 ESSENTIAL QUALIFICATIONS FOR A PSYCHOLOGIST

The following qualifications and skills are needed to become a dietitian:¹⁵⁶

- An interest in science and foods
- Good verbal communication
- Innovation and flexibility
- Honesty, ethics and caring
- Good critical thinking
- Self-assurance, sincerity and diplomacy
- Practicality and focus on results

Dietitians must also enjoy coordinating and developing educational programs, analyzing information, solving problems and working with people.

11.5 PRESENTATION OF DATA FROM INTERVIEWS WITH KEY PEOPLE

Axion gathered qualitative data by consulting with key people working with dietitians. We spoke with six people who were able to provide us with information regarding this sector – people working for the following types of employers: retirement homes, Francophone clinic, primary care network, mental health organizations, provincial unions and the provincial association of dietitians. The interviews took place between February 9 and 29, 2016. The survey was not scientific, due to the number of respondents. It was more qualitative and focused on the potential for development of a French-language training program for dietitians.

Despite numerous efforts, we were unable to talk to human resources staff in the province's hospitals to identify their labour needs.

11.5.1 TRAINING FOR DIETITIANS

At this time, no training programs for dietitians are offered in French in Alberta. It is therefore very hard to find Francophone personnel to serve Francophone clients. Two respondents hired a total of 11 full-time dietitians in the last five years. The primary care network alone hired 10 of the 11 dietitians, one of whom was bilingual. Almost all of the dietitians were trained at the University of Alberta, where the program is in English. The Alberta institutions most often mentioned for training for dietitians were the University of Alberta and Athabasca University.

According to one respondent, it is difficult to find Francophone dietitians, as the pool of Francophone graduates is smaller.

11.5.2 FUTURE DEMAND

Almost all respondents believe that there will be a sharp or moderate expansion of the job market for graduates from a dietitian program over the next five to seven years.

¹⁵⁶ Alberta Government. *OCCInfo: Occupations and Educational Programs*.

<http://occinfo.alis.alberta.ca/occinfopreview/info/browse-occupations/occupation-profile.html?id=71002221>. Site accessed in March 2016.

The representative from the provincial association of dietitians estimates that there will be strong expansion in demand for dietitians due to the ageing population and the increase in chronic illnesses associated with ageing. Only one respondent believes that demand will remain stable over the next five to seven years due to economic conditions and slowing population growth.

Respondents indicated that the greatest demand for dietitians will be from primary care networks, hospitals, retirement homes, mental health centres, long-term care facilities, home care programs, private practices, and community health centres.

11.5.3 PREFERRED TYPE OF TRAINING

Axion wanted to know the type of training that respondents would prefer for a dietitian program. Respondents did not seem to prefer one option over another. A few respondents believe that the program should be offered full-time and part-time to meet the needs of a greater number of students. According to the representative from the provincial association, a part-time program would better meet the needs of students who work full-time, particularly new residents, for whom it is important to be able to study while working.

Concerning the type of training (distance or on campus) that would best meet the needs and students and employers, almost all respondents indicated that a combination of distance training and on-campus training would make the program more interesting for Francophones across the province. It would also encourage graduates to remain in their community.

According to the representative from the provincial association, the program cannot be offered completely through distance learning, as students must also have practical training on-campus.

All respondents believe that it is important for such a program to offer workplace internship opportunities. However, it can be difficult to find internships in a Francophone environment. One respondent indicated that his organization could take on an intern dietitian at any time of the year.

11.5.4 ADDITIONAL COMMENTS FROM RESPONDENTS

A few respondents made comments and suggestions for a potential program to best meet the needs of students and of the job market. The following points summarize those observations:

- It would be important to offer internships in Francophone or bilingual workplaces.
- Marketing is needed in French-language high schools to promote careers in health care in French.
- Graduates must be fully bilingual.
- Future graduates must be available to travel in their work.
- There is no part-time dietitian program outside Edmonton, and that is a problem at this time.
- At this time, there is no need to increase internal capacity in French for dietitians, as there is very little demand from clients.
- There is little government desire to offer French-language services. Bilingualism is not a criterion at this time when hiring health care professionals.

11.6 CONDITIONS FOR ACCESS TO THE PROFESSION

11.6.1 REGULATOR BODY

To work as a dietitian in Alberta, accreditation is required from the College of Dietitians of Alberta (CDA). The following is required for such accreditation:¹⁵⁷

- A bachelor's or master's degree in food science or nutrition approved by the CDA
- Have completed an internship of 35 to 40 weeks in an accredited Canadian internship program, under the supervision of an accredited dietitian
- Have passed the Canadian Dietetic Registration Examination

Dietitians who received their diploma in another province can be authorized to work in Alberta if the skills required and the responsibilities are similar in both jurisdictions.

11.6.2 TRAINING AND COMPETITION

In Alberta, only the University of Alberta offers a Nutrition and Food Sciences program accredited by the CDA. It is also the only university to offer an integrated internship program recognized by the CDA. Students access that program through a competitive process in their third year of university studies. The internship is a prerequisite to work as an accredited dietitian in the province.

The following table presents the program offered in Alberta in this field.

Table 20. University offering a training program for dietitians

| INSTITUTION | TRAINING | NUMBER OF YEARS | TYPE OF PROGRAM |
|----------------------------------|--|-----------------|-----------------|
| Program offered in English | | | |
| University of Alberta (Edmonton) | Science in Nutrition and Food Sciences | 4 year | Bachelor |

No French-language or bilingual institutions offer such a program in French in Western Canada.

11.7 CONCLUSION AND RECOMMENDATIONS

As of December 31, 2015, there were 1,238 dietitians in Alberta. This group of professionals grew by 23.8% between 2009 and 2014. As of December 31, 2015, the average age of dietitians was 39, making it a very young profession; 80.9% of dietitians were 50 or younger.

The Alberta Learning Information Service has no statistics regarding the predicted growth rate for the profession over the next few years. However, according to the health and social services industry profile prepared by the Government of Alberta in 2015, this sector is expected to continue growing at an average

¹⁵⁷ College of Dietitians of Alberta. *Registration Requirements*.

<http://www.collegeofdietitians.ab.ca/BecomeanRD/RegistrationRequirements.aspx>. Site accessed in March 2016.

rate of 3% per year between 2015 and 2019. That rate will be greater than the average growth of the other sectors of the Alberta economy.

As mentioned previously, the Francophone population of Alberta is older than the province's population. In fact, 27.8% of Francophones were 55 or older in 2011, compared to 21% of the population as a whole. As well, a greater proportion of seniors live in Edmonton and the Northeast and Northwest parts of the province.

The percentage of obese people in the North is much higher than the provincial average, according to data from 2013 (27.4% for the North vs. 19.3% for Alberta as a whole).

Several Canadian and international studies show a sharp decline in the second language learned (in this case English) among seniors after their retirement. As well, seniors with a cognitive disability such as dementia gradually lose their ability to communicate in the second language learned.

Another characteristic of the Francophone population in Alberta is the sharp rise in the number of Francophone immigrants who arrived in the province between 2001 and 2011. It must be noted that 41% of very recent immigrants have indicated only French as their FOLS.

Almost all respondents believe that there will be a sharp or moderate expansion of the job market for graduates from a dietitian program over the next five to seven years.

Respondents indicated that the greatest demand for dietitians will be from primary care networks, hospitals, retirement homes, mental health centres, long-term care facilities, home care programs, private practices, and community health centres.

To work as a dietitian in Alberta, accreditation is required from the College of Dietitians of Alberta (CDA). To obtain accreditation, the person must have a bachelor or master's degree in food sciences or nutrition approved by the CDA, have completed an internship of 35 to 40 weeks in an accredited Canadian internship program, under the supervision of an accredited dietitian, and have passed the Canadian Dietetic Registration Examination.

In Alberta, only the University of Alberta offers a Nutrition and Food Sciences program accredited by the CDA. It is also the only university to offer an integrated internship program recognized by the CDA. No institutions offer such a program in French in the province or in Western Canada.

Given the growth seen in this profession between 2009 and 2014, and the expansion anticipated by respondents to the survey over the next few years, the increase in health problems due to obesity and the increased use of dietitian services to prevent and treat health problems, the high percentage of Francophone seniors in Alberta (primarily in Edmonton and the northeast and northwest of the province), the high percentage of obese people in the North, the high percentage of new immigrants who speak only French as their first official language and who have recently arrived in large centres such as Calgary and Edmonton, the difficulty finding Francophone dietitians at this time, and the lack of training programs in French in Alberta and Western Canada, **Axion recommends that Campus Saint-Jean create a bachelor of nutrition program.**

Once again, the people consulted indicated their interest in the offer of a hybrid program (distance and on-campus) in order to allow Francophones from across Alberta to take the training.

13. POOL OF POTENTIAL STUDENTS

Not only is it important to study the demand for French-language programs in health in Alberta, but it is also important to obtain data regarding the pool of potential students.

First, we studied the number of youth attending French-language schools in the Western provinces and the territories. The following table shows that nearly 21,000 students study there in French. Over the last year, there has been a 4% increase in the number of students attending such schools.

Table 21. Number of youth attending French-language schools in Western and Northern Canada¹⁵⁸

| Province or Territory | Number 2014-2015 | Number 2015-2016 | Annual increase |
|-----------------------|---------------------|---------------------|-----------------|
| British Columbia | 5,382 | 5,546 | 3.05% |
| Alberta | 7,158 | 7,728 | 8% |
| Yukon | 224 | 244 | 8.93% |
| Northwest Territories | 223 | 218 | -2.24% |
| Saskatchewan | 1,878 | 1,813 | -3.46% |
| Manitoba | 5,212 | 5,340 | 2.46% |
| Total | 20,077 | 20,889 | 4% |

In the same vein, in 2013-2014, more than 300,000 youth were registered in a French immersion program in the West and the North.

Table 22. Number of youth registered in a French immersion program¹⁵⁹

| Province or Territory | Number 2013-2014 |
|-----------------------|------------------|
| British Columbia | 224,822 |
| Alberta | 42,285 |
| Yukon | 591 |
| Northwest Territories | 726 |
| Saskatchewan | 12,319 |
| Manitoba | 22,106 |
| Total | 302,849 |

We can therefore see that the pool of potential students is approximately 321,000 youth with knowledge of the French language who may want to take college or university programs.

¹⁵⁸ Fédération nationale des conseils scolaires francophones. *Tableau des inscriptions dans les conseils scolaires francophones en milieu minoritaire*. 2016.

¹⁵⁹ Canadian Parents for French – Alberta Branch, *Données du nombre de jeunes étudiants en immersion en français dans l'Ouest et le Nord du Canada*. 2016.

However, to do so, the institution must adopt quality programs in accordance with industry standards. The programs must also be presented in an innovative manner in order to meet the needs of Francophone students throughout Alberta and elsewhere in the West. Competition is fierce. Youth have a wide choice of programs and institutions. Campus Saint-Jean must therefore position itself as a hub for health programs in French in Western and Northern Canada.

CONCLUSION AND GENERAL RECOMMENDATIONS

Following the preparation of a demographic profile of Francophones in Alberta and the consultations conducted with the various Francophone communities around the province, it is clear that there is currently a lack of health professionals who are able to serve the province's Francophone community.

This first finding helped identify eight areas in which Francophone or bilingual health professionals could help improve the health services offered to the province's Francophone population.

Axion recommends the creation of the following programs based on the eight separate market studies conducted.

Table 23. Program recommendations

| PROGRAM | Recommendation |
|-------------------------------------|---|
| College program | |
| Health care aide | Positive |
| Licensed practical nurse | Positive |
| Mental health worker | Positive, but reflection required regarding the name to give to the program |
| Emergency medical personnel (EMT-P) | Positive |
| Speech language assistant | Positive |
| University program | |
| Nurse practitioner | Further study before making a decision |
| Psychologist | Positive |
| Nutrition | Positive |

A study of the pool of potential students shows that 20,889 young students are currently studying in French in the provinces and territories of Western Canada, in addition to the 302,849 attending immersion schools in the same area.

There is a large market for Campus Saint-Jean. However, to attract them, the institution must adopt quality programs in accordance with industry standards. The programs must also be presented in an innovative manner in order to meet the needs of Francophone students throughout Alberta and elsewhere

in the West and North. Competition is fierce. Youth have a wide choice of programs and institutions. Campus Saint-Jean must therefore position itself as a hub for health programs in French in Western and Northern Canada.

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APPENDIX 1



Multi-Program Interview

Campus Saint-Jean is studying the possibility of offering several new postsecondary college and university training programs in the health sector.

Consultations were held in January with the Franco-Albertan community and various partners, which identified needs for new graduates able to work in French and English in the health sector.

Those consultations identified several disciplines that require more bilingual professionals. The purpose of this survey is to assess whether there is a market to receive new graduates with bilingual training in the following eight disciplines:

| College Programs | University programs |
|--|--|
| <ul style="list-style-type: none"> • Health Care Aide / Préposés aux soins • Licensed Practical Nurse / Infirmière auxiliaire • Mental Health Worker / Travailleur en santé mentale • Emergency Medical Personnel / Ambulancier • Speech Language Assistant / Assistant-orthophoniste | <ul style="list-style-type: none"> • Nurse Practitioner / Infirmière praticienne • Psychologist / Psychologue-psychothérapeute • Dietitian / Diététicienne-nutritionniste |

The information gathered will remain confidential and will be used solely for statistical purposes.

Do you teach or have you ever taught in the health sector at a public or private postsecondary institution?
 Yes No - If so, which one? _____

In this document, the masculine is used solely for the sake of conciseness.

| General information |
|--|
| Respondent's name: |
| Title: |
| Organization or company's name: |
| Type of business: Public organization <input type="checkbox"/> Private organization <input type="checkbox"/> |
| City and province: |

1. How many new graduates have you hired, full-time and part-time, in the last five years in each of the target disciplines?

| | Full-time | Part-time |
|-----------------------------|-----------|-----------|
| Health care aide | | |
| Licensed practical nurse | | |
| Mental health worker | | |
| Emergency medical personnel | | |
| Speech language assistant | | |
| Nurse practitioner | | |
| Psychologist | | |
| Dietitian | | |
| Total | | |

2. How many are bilingual (official languages)?

| | Full-time – Bilingual | Part-time – Bilingual |
|-----------------------------|-----------------------|-----------------------|
| Health care aide | | |
| Licensed practical nurse | | |
| Mental health worker | | |
| Emergency medical personnel | | |
| Speech language assistant | | |
| Nurse practitioner | | |
| Psychologist | | |
| Dietitian | | |
| Total | | |

3. What language of work is used most often (excluding notes in medical records)?

French

English

4. Do you know what postsecondary institutions trained the majority of your _____?

| | Name of institution | Number of graduates from the program | Language of the program | Duration of the program |
|------------------------------------|---------------------|--------------------------------------|-------------------------|-------------------------|
| Health care aides | | | | |
| | | | | |
| | | | | |
| Licensed practical nurses | | | | |
| | | | | |
| | | | | |
| Mental health workers | | | | |
| | | | | |
| | | | | |
| Emergency medical personnel | | | | |
| | | | | |
| | | | | |
| Speech language assistants | | | | |
| | | | | |
| | | | | |
| Nurse practitioners | | | | |
| | | | | |
| | | | | |
| Psychologists | | | | |
| | | | | |
| | | | | |
| Dietitians | | | | |

5. In your opinion, what are the two most well-known postsecondary institutions for training _____?

| | 1 st choice | 2 nd choice |
|------------------------------------|------------------------|------------------------|
| Health care aides | | |
| Licensed practical nurses | | |
| Mental health workers | | |
| Emergency medical personnel | | |
| Speech language assistants | | |
| Nurse practitioners | | |
| Psychologists | | |
| Dietitians | | |

6. At the current time, is it harder to hire bilingual graduates (official languages) than unilingual Anglophone graduates as _____?

| | Yes | No |
|------------------------------------|-----|----|
| Health care aides | | |
| Licensed practical nurses | | |
| Mental health workers | | |
| Emergency medical personnel | | |
| Speech language assistants | | |
| Nurse practitioners | | |
| Psychologists | | |
| Dietitians | | |

Why?

Market trends

7. In your opinion, what will the demand be for new graduates (bilingual or not) over the next five to 7 years in your area for _____?

| | Sharp expansion | Moderate expansion | Low expansion | Stable | Low decline | Moderate decline | Sharp decline |
|-----------------------------|-----------------|--------------------|---------------|--------|-------------|------------------|---------------|
| Health care aides | | | | | | | |
| Licensed practical nurses | | | | | | | |
| Mental health workers | | | | | | | |
| Emergency medical personnel | | | | | | | |
| Speech language assistants | | | | | | | |
| Nurse practitioners | | | | | | | |
| Psychologists | | | | | | | |
| Dietitians | | | | | | | |

Explain:

8. In your opinion, what three sectors will see the most demand for _____?

| | Greatest demand | Second | Third |
|-----------------------------|-----------------|--------|-------|
| Health care aides | | | |
| Licensed practical nurses | | | |
| Mental health workers | | | |
| Emergency medical personnel | | | |
| Speech language assistants | | | |
| Nurse practitioners | | | |
| Psychologists | | | |
| Dietitians | | | |

9. Estimate the number of full-time and part-time positions that new _____ could hold in your organization in each of the next three years.

| | Full-time | Part-time |
|---------------------------|-----------|-----------|
| Health care aides | | |
| Licensed practical nurses | | |
| Mental health workers | | |

| | Full-time | Part-time |
|-----------------------------|-----------|-----------|
| Emergency medical personnel | | |
| Speech language assistants | | |
| Nurse practitioners | | |
| Psychologists | | |
| Dietitians | | |

10. Do you know of organizations that have an urgent need for bilingual _____?

| | Yes | Name of organization |
|-----------------------------|-----|----------------------|
| Health care aides | | |
| Licensed practical nurses | | |
| Mental health workers | | |
| Emergency medical personnel | | |
| Speech language assistants | | |
| Nurse practitioners | | |
| Psychologists | | |
| Dietitians | | |

11. In general, should French-language training programs be offered full-time or part-time in order to better meet your needs and those of students?

| | Students' needs | Your needs |
|---------------|-----------------|------------|
| Full-time | | |
| Part-time | | |
| No difference | | |

12. Are there any exceptions?

13. In general, should training programs be offered as distance education or on-campus in order to better meet your need or those of students?

| | Students' needs | Your needs |
|---------------------------------------|-----------------|------------|
| Distance courses | | |
| On-campus courses | | |
| Combination of distance and on-campus | | |
| No difference | | |

14. Are there any exceptions?

15. In general, do you believe that it would be important for the programs to include a cooperative teaching internship?

Yes No Explain : _____

16. Do you know of a public or private institution that is currently studying the possibility of creating a new bilingual study program in _____?

| | Yes | No | New program |
|-----------------------------|-----|----|-------------|
| Health care aide | | | |
| Licensed practical nurse | | | |
| Mental health worker | | | |
| Emergency medical personnel | | | |
| Speech language assistant | | | |
| Nurse practitioner | | | |
| Psychologist | | | |
| Dietitian | | | |

17. In general, what three means work best for recruiting new bilingual graduates in the target disciplines? (1 represents the best)

- Employment centres _____
- Newspapers _____
- Job fairs in that field _____
- Job search websites _____
- Journals, magazines and specialized websites _____
- Educational institutions offering training in that field _____
- Other (specify): _____

18. Is there a period in the year when you hire more graduates for permanent positions?

Yes No

If so, what period is best for hiring?

19. Is there a period in the year when you hire more graduates for part-time positions?

Yes No

If so, what period is best for hiring?

20. Would your organization be prepared to take on interns from the _____ program at Campus Saint-Jean?

| | Yes | No | Do Not Know |
|-----------------------------|-----|----|-------------|
| Health care aide | | | |
| Licensed practical nurse | | | |
| Mental health worker | | | |
| Emergency medical personnel | | | |
| Speech language assistant | | | |
| Nurse practitioner | | | |
| Psychologist | | | |
| Dietitian | | | |

If you answered "No" or "Do not know", explain:

21. If you answered "Yes", what months in the year would be best for taking on interns from the _____ program?

| | Jan | Feb | March | April | May | June | July | Aug | Sept | Oct | Nov | Dec | Do Not Know |
|-----------------------------|-----|-----|-------|-------|-----|------|------|-----|------|-----|-----|-----|-------------|
| Health care aide | | | | | | | | | | | | | |
| Licensed practical nurse | | | | | | | | | | | | | |
| Mental health worker | | | | | | | | | | | | | |
| Emergency medical personnel | | | | | | | | | | | | | |
| Speech language assistant | | | | | | | | | | | | | |
| Nurse practitioner | | | | | | | | | | | | | |
| Psychologist | | | | | | | | | | | | | |
| Dietitian | | | | | | | | | | | | | |

22. If you answered “Yes”, how many _____ could you take on?

| | Number |
|-----------------------------|--------|
| Health care aides | |
| Licensed practical nurses | |
| Mental health workers | |
| Emergency medical personnel | |
| Speech language assistants | |
| Nurse practitioners | |
| Psychologists | |
| Dietitians | |

23. Do you have any suggestions or recommendations for the new program(s) to best meet the needs of students of the labour market over the short and medium terms?

24. If Campus Saint-Jean decides to move ahead with the offer of new programs, would you be prepared to sit on an advisory committee?

- Yes
- No
- Do not know
- Contact information:

Your organization

25. How many full-time employees work at your organization? (*your branch*)

- 1 to 10 employees
- 11 to 20 employees
- 21 to 30 employees
- 31 to 40 employees
- 41 to 50 employees
- Other _____

26. How many part-time employees work at your organization? (*your branch*)

- 1 to 10 employees
- 11 to 20 employees
- 21 to 30 employees
- 31 to 40 employees
- 41 to 50 employees
- Other _____

Thank you for your cooperation!

Questionnaire completed by: _____

Date: _____

APPENDIX 2

| Family name | First Name | Organization | City | Telephone | Region: | Interest in participating in an advisory committee |
|--------------|------------|---|---------------|----------------|----------|--|
| Reid | Kathy | Northern Lakes College | Slave Lake | 780-805-2052 | North | |
| Goasdoué | Erwan | Centre d'emploi francophone de Calgary and Connexion Carrière | Calgary | 587-390-6262 | Calgary | X |
| Lavoie | Éric | Nurse Practitioner Association of Alberta | Edmonton | 403-991-2557 | Edmonton | |
| Thérien | Luc | Réseau de santé albertain | Edmonton | 780-908-8395 | Edmonton | X |
| Bérubé | Rachelle | Centre de Santé Communautaire Sacré-Cœur | McLennan | 780-324-4246 | North | X |
| Sebastian | Francesca | Saint-Thomas Community Health Centre | Edmonton | 780-434-2778 | Edmonton | X |
| Drapeau | Gaëtan | Union of Health Care Professionals | Edmonton | 1-844-280-4722 | Edmonton | |
| March | Rebecca | CASA Child, Adolescent and Family Mental Health | Edmonton | 780-400-2271 | Edmonton | X |
| Kropielnicki | Brigitte | Conseil scolaire du Nord-Ouest N°1 | Saint-Isidore | 780-219-2737 | Nord | X |
| Boivin | Audrey | Réseau provincial d'adaptation scolaire | Edmonton | 780 490-7577 | Edmonton | X |
| Perron-Clow | Jonathan | ACFA (Francophone clinic in Calgary) | Calgary | 403-532-8576 | Calgary | X |
| Zapisocky | Brigitte | Conseil scolaire-Centre Nord | Edmonton | 780-468-6440 | Edmonton | X |
| Cousineau | Christine | Conseil scolaire Centre-Est | St. Paul | 780-573-8024 | Nord | X |

| | | | | | | |
|------------|------------|---|----------------|--------------|----------|---|
| Collin | Éliane | Conseil scolaire FrancoSud | Calgary | 403-686-6998 | South | X |
| Boyd | Karen | Dietitians of Canada | Edmonton | 403-675-2693 | Edmonton | X |
| Malone | Judi | Psychologists Association of Alberta | Edmonton | 780-424-0294 | Edmonton | X |
| Tewson | Roger | Alberta Paramedic Association | Edmonton | 403-358-2670 | Edmonton | X |
| Maarouf | Nabil | Bilingual Health Network / Alberta Health | Grande Prairie | 780-402-8131 | Nord | X |
| Tanguay | Christiane | Société de la Petite enfance et de la famille du Sud de l'Alberta | Calgary | 403-249-0525 | Calgary | X |
| Craig | Doug | Edmonton Southside Primary Care Network | Edmonton | 780-395-2621 | Edmonton | X |
| Gunn | Kate | City of Edmonton | Edmonton | 780-442-5441 | Edmonton | |
| Lyman | Katherine | Government of Alberta - Health Analytics Branch | Edmonton | 780-415-1521 | Edmonton | |
| Reid | Lisa | Alberta College of Speech-Language Pathologists and Audiologists | Edmonton | 780-944-1609 | Edmonton | X |
| Létourneau | Léo | La Société des Manoirs Saint-Joachim et Saint-Thomas | Edmonton | 780-488-7104 | Edmonton | X |

OUTLINE OF ISSUE
Action Item

Agenda Title: **University of Alberta's Comprehensive Institutional Plan (CIP) (2017-2020)**

Motion:

WHEREAS the University of Alberta Comprehensive Institutional Plan (2017-2020) Appendices A: Financial and Budget Information and F: Capital Plan were previously approved by the GFC Academic Planning Committee in February 2017 and the Board of Governors in March 2017,

THAT the GFC Academic Planning Committee recommend, with delegated authority from General Faculties Council, that the Board of Governors:

- approve the University of Alberta's Comprehensive Institutional Plan (2017-2020) including the university's Enrolment Table, as set forth in Attachments 1 and 2, and
- empower administration to incorporate the Enrolment Table into the CIP, as well as make any other editorial changes to the CIP, as needed, as long as the changes do not have the force of policy.

Item

| | |
|------------------|---|
| Action Requested | <input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation |
| Proposed by | President and Vice-Chancellor, David Turpin; Provost and Vice-President (Academic) Steven Dew; Vice-President (Research) Lorne Babiuk |
| Presenter | Provost and Vice-President (Academic) Steven Dew; Vice-President (Research) Lorne Babiuk |

Details

| | |
|---|---|
| Responsibility | President and Vice-Chancellor |
| The Purpose of the Proposal is (please be specific) | Under guidelines from Advanced Education, the University of Alberta has prepared a Comprehensive Institutional Plan (CIP) that incorporates the university's enrolment plan, research plan, capital plan, and budgets into one comprehensive document. The format and contents of the CIP are specified by Advanced Education guidelines. The CIP fulfills core provincial accountability requirements. The Budget and Capital Plan components of the CIP were approved by GFC APC in February 2017 and the Board of Governors in March 2017. The remainder of the document is present for approval during the current governance cycle. |
| The Impact of the Proposal is | The university is required to submit the Comprehensive Institutional Plan to government in June 2017. |
| Replaces/Revises (eg, policies, resolutions) | N/A |
| Timeline/Implementation Date | 2017-2020 |
| Estimated Cost and funding source | N/A |
| Next Steps (ie.: Communications Plan, Implementation plans) | Following approval, the university's CIP receives professional design and layout and is submitted to the Minister of Advanced Education. After submission, the CIP is made available on the university web site. |

Item No. 6

| | |
|---------------------------------|--|
| Supplementary Notes and context | <p>Note: The Budget and Capital Plan were approved by GFC APC in February 2017 and the Board of Governors in March 2017. The remainder of the document is present for approval during the current governance cycle.</p> <p>Due to formatting requirements, the university's Enrolment Table is appended to the CIP. The Enrolment Table will be incorporated into the body of the CIP during design and layout.</p> |
|---------------------------------|--|

Engagement and Routing (Include meeting dates)

| | |
|---|--|
| <p>Participation: (parties who have seen the proposal and in what capacity)</p> <p><For further information see the link posted on the Governance Toolkit section Student Participation Protocol></p> | <p>Note: the engagement described below refers specifically to development of the CIP; however, the extensive and exhaustive consultation that took place in development of <i>For the Public Good</i> is also relevant, as the core content of the CIP is drawn directly from that document.</p> <p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> • Deans' Council • General Faculties Council (including APC, GFC Exec) • Board Learning and Discovery Committee <p><u><i>Those who have been consulted:</i></u></p> <ul style="list-style-type: none"> • President's Executive Committee (review of draft), January 26, 2017 and March 16, 2017; • Joint BFPC/Board of Governors/GFC- APC- CIP Briefing – February 3, 2017 • BFPC (budget and capital) – February 27, 2017 • Board of Governors (budget and capital) – March 17, 2017 <p><u><i>Those who are actively participating:</i></u></p> <ul style="list-style-type: none"> • CIP Working Group, including the following representation: <ul style="list-style-type: none"> ○ Office of the President ○ Office of the Provost and Vice-President (Academic) ○ Office of the Vice-President (Research) ○ Office of the Vice-President (Facilities and Operations) ○ Office of the Vice-President (Finance and Administration) ○ Office of the Vice-President (University Relations) ○ Strategic Analysis and Data Warehousing ○ Office of Government and Stakeholder Relations |
| Approval Route (Governance) (including meeting dates) | <p>GFC Academic Planning Committee (APC): Budget and Capital Plan – February 15, 2017 Board Finance and Property Committee: Budget and Capital Plan – February 28, 2017 Board of Governors: Budget and Capital Plan – March 17, 2017</p> <p>GFC Academic Planning Committee (APC): CIP – April 19, 2017 Board Finance and Property Committee: CIP – April 24, 2017 Board of Governors: CIP – May 12, 2017</p> |
| Final Approver | Board of Governors |

Alignment/Compliance

| | |
|----------------------------------|--|
| Alignment with Guiding Documents | The CIP is written in support of the University's strategic plan, <i>For the Public Good</i> . |
| Compliance with Legislation, | <i>Post-Secondary Learning Act (PSLA)</i> Section 26(1) states: |

| | |
|---|---|
| <p>Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p> | <p>“Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing has the authority to [...] (o) make recommendations to the board with respect to affiliation with other institutions, academic planning, campus planning, a building program, the budget [...] and any other matters considered by the general faculties council to be of interest to the university[.] [...]”</p> <p>2. Post-Secondary Learning Act (PSLA) Section 78 states:</p> <p>“Business plans</p> <p>78(1) Each year a board must prepare and approve a business plan that includes (a) the budget, and (b) any other information required by the Minister.</p> <p>(2) The business plan approved under subsection (1) must be submitted to the Minister on or before the date specified by the Minister.</p> <p>[...]</p> <p>Access plan</p> <p>78.1 Each year a board must prepare an access plan in accordance with the regulations and submit it to the Minister on or before the date specified by the Minister.”</p> <p>3. Post-Secondary Learning Act (PSLA) Section 80 states: “The board must submit to the Minister any reports or other information required by the Minister.”</p> <p>4. GFC Academic Planning Committee Terms of Reference/3. Mandate of the Committee: “The Academic Planning Committee (APC) is GFC's senior committee dealing with academic, financial and planning issues. [...]</p> <p>APC is responsible for making recommendations to GFC and/or to the Board of Governors concerning policy matters and action matters with respect to the following:</p> <p>1. Planning and Priorities: To recommend to GFC and/or the Board of Governors on planning and priorities with respect to the University's longer term academic, financial, and facilities development.</p> <p>[...]</p> |
|---|---|

Attachments:

1. Comprehensive Institutional Plan
2. Enrolment Table
3. Addendum: CIP-*For the Public Good* Alignment (*not to be included with formal submission*)

Prepared by: Kathleen Brough, Senior Administrative Officer, Office of the Provost and Vice-President (Academic); Logan Mardhani-Bayne, Acting Strategic Development Manager, Office of the Provost and Vice-President (Academic)

Revised: 4/20/2017

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COMPREHENSIVE INSTITUTIONAL PLAN 2017-20

DRAFT

APR. 2017

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EXECUTIVE SUMMARY

The University of Alberta aims to serve “For the Public Good.” This guiding ethos, affirmed through the recent completion of a university-wide strategic planning process, expresses the U of A’s commitment to “inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world’s great universities for the public good.”

Ranked within the top 100 universities in the world, the University of Alberta is the province’s leading educator, generator of new ideas, and engine of social, cultural and economic prosperity. The university’s new strategic plan, *For the Public Good*, articulates the central goal to provide education and research that is truly transformative to the respective groups it serves: students, the community, our province, country and the world.

This driving mandate is in alignment with key Government of Alberta priorities to diversify the provincial economy, lead on humanity’s grand challenges—such as climate change, educate and train citizens to compete in the global economy, build safe and inclusive communities, and create health and social wellbeing.

We are a diverse and inclusive community with a far-reaching impact.

The multi-campus University of Alberta plays a pivotal role in Alberta’s post-secondary system, educating the citizens that serve in our social, industrial and corporate sectors. With over 29,000 undergraduate and 7,000 graduate students, over 600 post-doctoral fellows, over 2,000 full-time faculty members in 18 faculties, and 15,000-plus employees, the U of A is Alberta’s fourth-largest employer and has an economic impact of \$12.3 billion per year in Alberta.

The university prizes excellence in teaching and is first among Canadian universities with 41 3M Teaching Fellowship winners, Canada’s highest honour for undergraduate teaching. The U of A embraces community engagement. Last year, over 1,500 students participated in Community Service-Learning with over 180 community partners.

We are a leading research enterprise.

With over \$4.6 billion in sponsored research over the last decade, U of A researchers have produced numerous game-changing discoveries such as the world-famous Edmonton Protocol treatment for Type 1 Diabetes; received \$75 million to launch Future Energy Systems to build on the university’s broad energy and environmental expertise to innovate towards a zero-carbon future; discovered the first life-saving antiviral therapy for hepatitis B; and attracted the largest joint research gift in U of A history—\$54 million—for the Women’s and Children’s Health Research Institute, which mobilizes ground-breaking research into changes in practice that improve the health of women and children the world over.

We solve problems.

Across a wide range of issues, the university takes a multi-faceted approach to solving relevant problems. A \$14 million facility in Edmonton is building on research based in the Faculty of Agricultural, Life & Environmental Sciences to deploy innovative technologies that use crops to produce nutraceuticals, pharmaceuticals, and cosmetics, increasing economic diversity and investment in the agricultural sector. The Alberta Cell Therapy Manufacturing facility, the only facility of its kind in western Canada, will produce clinical grade human cell and tissue products—offering hope for a host of regenerative treatments for diseases ranging from cancer to cardiovascular

disease to neurological disorders. A breakthrough technology using feed stock—animal fat, beef tallow, restaurant grease—has been pioneered, allowing this waste to be converted into the next generation of renewable fuels and creating value-added products for Alberta's economy. The U of A's Protective Clothing and Equipment Research Facility tests and develops fabrics for extreme environments, such as forest fire-fighting, and the Western Partnership for Wildland Fire Science studies the fires themselves—each aspect supporting the work of the other as well as the work of Albertans handling real crises in the province.

Fundamentally, the university's far-ranging work is conducted within the mandate of its role in the six-sector system and embraces the Province of Alberta's *Adult Learning System Principles*.

The 2017 Comprehensive Institutional Plan presents the university's priorities for the next three years according to each of the principles. Highlights of these include:

Accessibility

The U of A provides access to a full range of foundational programs, specialized professional programs, and graduate programs that drive research and innovation. By ensuring the availability of a wide array of programs within the province, we support a diversity of career aspirations and wider economic objectives. It is a priority to ensure that the U of A is accessible and that the wellness of our community is enhanced, recognizing that all students, and particularly under-represented cohorts, are served by improved supports, communication, facilities, and infrastructure. The university directly supports accessibility through a robust system of financial supports, administering approximately \$90 million in scholarship and bursary funding.

A key accessibility goal is an action-oriented response to the final report of the Truth and Reconciliation Commission of Canada, one that achieves meaningful change for Indigenous students, staff, and faculty. Through dedicated hiring, community outreach, student supports, and partnerships with Indigenous post-secondary institutions, we are committed to closing the long-standing educational attainment gap between Indigenous and non-Indigenous people.

We will also address equity through improved recruitment and hiring practices that identify and address systematic biases that discourage diversity. We will increase the proportion of women, visible minorities, and persons with disabilities among our faculty, staff, and students. We will launch a university-wide wellness strategy to enhance wellbeing, safety, and security, and will continue implementation of recommendations from a 2015 review of sexual assault support services.

Affordability

The University of Alberta supports affordability through direct financial support to students—over \$89 million in annual student bursaries and awards—and by ensuring the efficiency and sustainability of our programs, services, and infrastructure. Efficient administration and financial stewardship enable us to devote scarce resources to academic programming and to student services and supports, minimizing organizational costs that must be supported through our tuition base. With economic growth, cost pressures must be managed to align resources and needs with natural and pervasive inflationary effects to produce the stable development of fee structures.

In the next three years, our priorities relating to affordability include: securing funding to support key strategic goals; upgrading IT infrastructure to increase service reliability to the U of A community and to extend reach to partner institutions and isolated communities; enhancing transparency and consultation within the university to promote efficiencies and evidence-based decision-making across the institution; and renewing key physical infrastructure through our Capital Plan, which is focused on asset renewal to drive efficient space utilization and meet program needs sustainably.

Quality

The University of Alberta is committed to quality across our teaching, research, and administrative functions. Our global ranking reflects our reputation for excellence, and we remain committed to attracting world-class faculty and research to support the best and brightest students from Alberta, Canada, and the world. Our research enterprise in particular is a major driver of Alberta's innovation and economic diversification for the future.

Central to our quality agenda is a process to identify and support *signature areas of research and teaching excellence*. These are areas of local, national, and global relevance in which the U of A is, or is emerging as, a world leader with a critical mass of scholars and students. Identifying signature areas will enable us to focus resources strategically to maximize our impact and our success pursuing major funding opportunities. To ensure the long-term sustainability of our professoriate, we are committed to developing a faculty renewal program, with an initial focus on increasing our proportion of Assistant Professors and achieving equity and diversity in the academy. The university is driving quality and innovation in teaching through initiatives such as an enhanced focus on experiential learning, ensuring that our graduates are exposed to many environments and develop world-ready skills.

Coordination

As the province's largest post-secondary institution, the U of A embraces its leadership role within a differentiated Campus Alberta system. Examples of our collaborations with Campus Alberta partners include: hosting of the Olds College PeopleSoft financial system; provision of the moodle Learning Management System to four institutions; support for the Norquest College capital expansion project through provision of project management, design and operational review, business case development, construction delivery advisement and procurement assistance; and, through TEC Edmonton, collaboration with NAIT to share infrastructure in supporting commercialization.

In the next three years, specific goals include strengthening relationships with Indigenous post-secondaries in Alberta, with rural and remote learners through IT supports, and with Alberta Health Services to enhance health-related teaching, learning, and continuous education opportunities within both organizations.

As a community of over 50,000 individuals, we also promote and embrace coordination across our five campuses, 18 faculties, and multiple administrative units. This is a key driver for our administrative and information technology goals over the next three years.

Accountability

The University of Alberta is responsible and accountable to the Government of Alberta and other investors for our funding. As a top 100 global university, the University of Alberta is also accountable to researchers, scholars, teachers, industries and other organizations to fulfill its mandate to continuously generate new knowledge and new scientific discoveries. From dinosaurs to islet transplants to ease the burden of Type 1 diabetes; to the University Hospital's strength as a centre for organ transplants and cardiac care; from bitumen extraction from the oilsands to the finest live theatre acting program in Canada; communities and organizations look to the university for innovation, discoveries, and for talented graduates who will carry those organizations forward.

In the next three years, the U of A will focus on both fiscal and social accountability. To drive long-term stewardship, we are undertaking to revise our budget model and to continue to diversify our funding sources and donor base. Socially, we are committed to changing the university environment to be more supportive of Indigenous people and new Canadians, and to contribute to the necessary development of economic and social diversity in Edmonton and in Alberta.

ACCOUNTABILITY STATEMENT

This Comprehensive Institutional Plan was prepared under the Board's direction in accordance with legislation and associated ministerial guidelines, and in consideration of all policy decisions and material, economic, or fiscal implications of which the Board is aware.

Michael Phair
Chair, Board of Governors

INSTITUTIONAL CONTEXT

University of Alberta Mandate

Created by the *University Act*, 1906, of the Legislative Assembly of the Province of Alberta, the University of Alberta is a board-governed, publicly-funded, multi-campus university that operates as a Comprehensive Academic and Research Institution under the authority of Alberta's *Post-Secondary Learning Act*. Its fundamental mandate is to offer a broad range of outstanding learning and research programs to prepare citizens and leaders who will make a difference. The university plays a leading role in Campus Alberta through collaboration with other Alberta institutions, responding to vital community relationships at every level and giving a national and international voice to Alberta innovation. Its activities enhance the range and quality of student opportunities, and build Alberta's capacity for long-term, knowledge-driven, sustainable development at the global forefront.

The university provides instructional excellence through both on-campus and distance delivery in a vibrant and supportive learning and research environment. Its residential, multi-campus setting includes many research and field facilities. The university community discovers, disseminates, and applies new knowledge through interrelated core activities.

In a dynamic and integrated learning and research environment, the University of Alberta offers graduate and undergraduate students the opportunity to earn internationally respected credentials, including bachelor's, master's and doctoral degrees, and university certificates and diplomas. It also offers French-language programs leading to university degrees, certificates, and diplomas, as well as college certificates and diplomas. A number of its programs are unique within Alberta and western Canada. Post-doctoral fellows come to the university to refine their teaching, mentoring, and research skills.

The University of Alberta is a balanced multi-campus academy, with strong arts and sciences programs featuring the Faculties of Agricultural, Life and Environmental Sciences, Arts, Augustana, Extension, Native Studies, Physical Education and Recreation, Science, and Campus Saint-Jean. These faculties are foundational to and interlinked with the university's network of strong professional faculties, including Business, Education, Engineering, Graduate Studies and Research, Law, Medicine and Dentistry, Nursing, Pharmacy and Pharmaceutical Sciences, Public Health, and Rehabilitation Medicine. In addition, all of our faculties are involved in professional development and continuing education.

The university establishes and maintains an environment of inquiry-based learning anchored in strong academic programming and an array of co-curricular student life opportunities. Academic support, social and community enrichment, health and wellness, and career and life development are cornerstones of the University of Alberta student experience. The intellectual and creative diversity of the campus, including its international and multi-cultural population and exchange programs, makes for an engaging student experience. Fine arts displays, stage performances, museum collections, athletics, and recreational opportunities combine with residence life to present multi-dimensional possibilities. Experiential learning opportunities based in the community augment on-campus activities with real-life applications.

Transfer and collaborative degree completion agreements with partner institutions broaden student opportunities and provide rural, northern, and Indigenous communities with access to University of Alberta programs. Similar innovative arrangements centred at the university deliver information and

knowledge resources to post-secondary and government communities through our Libraries and highly-trained librarians using inter-library loans and online access.

The university's research and creative activities produce a dual impact through the preparation of highly-qualified graduates and a continuous flow of innovation. The university attracts scholars of international reputation: undergraduate and graduate students, post-doctoral fellows, staff, and faculty. Collectively, they foster, conduct, and disseminate research and creative activity, both pure and applied, within and across all the major program areas at an internationally recognized level of excellence.

University faculties, centres, and institutes combine resources and talents for collaborative advantage through research partnerships with other academic institutions, business, governments, and public agencies. The Centre for Entrepreneurship and Family Enterprise is dedicated to understanding family businesses—often the seeds economic development. The university actively transfers new knowledge and creative works to Alberta, Canada, and the world for community benefit, including commercial development of intellectual property when appropriate and feasible. Research and innovation are core contributors to Alberta's economic growth and sustainability.

In every aspect of its mandate, the University of Alberta partners with the province of Alberta in social, cultural, and economic development, fostering and establishing the provincial, national, and international connections and understanding that support leading global enterprise and citizenship for Albertans. University administrators, faculty, staff, and students contribute regularly to public debate and to government and corporate examination of issues. Start-up companies and new technologies licensed to existing companies lead Alberta in new directions and employ graduates. The university continually moves out into its communities through its graduates, its creative and research advances, and its ongoing opportunities for experiential and lifelong learning.

As approved by the Minister of Advanced Education and Technology, July 2009

University of Alberta Mission Statement

Within a vibrant and supportive learning environment, the University of Alberta discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships. The University of Alberta gives a national and international voice to innovation in our province, taking a lead role in placing Canada at the global forefront.

For the Public Good, approved June 2016

CONSULTATION

This Comprehensive Institutional Plan (CIP) builds upon, and derives its goals from, the recently-adopted Institutional Strategic Plan, *For the Public Good*, which was unanimously approved by the General Faculties Council and the Board of Governors in June of 2016. *For the Public Good* was community-developed, drawing on the experiences, perspectives, and leadership of our students, faculty and staff, and on the many communities and institutions with which the university fosters productive relationships.

The consultation process on *For the Public Good* was extensive, and included the following steps:

- The formation of an Institutional Strategic Plan Advisory Committee with broad representation from across the university.
- Pre-planning consultations with all faculty councils and with senior administration that resulted in the development of a discussion paper that supported institutional discussions about our approach to the new plan.
- The discussion paper supported the next round of consultations, including campus forums, roundtable meetings, meetings with student associations, meetings with faculty councils, consultation with university committees, the Senate, the Alumni Council and the Board of Governors, and the collection of online and email submissions. Based on these consultations, a first draft was developed.
- Consultation on the draft plan included a new round of campus forums, roundtables, meetings with student associations, meetings with faculty councils, consultation with university committees, the Senate, the Alumni Council and the Board of Governors.
- Regular updates to the university community, including summaries of the consultation, were provided through the Institutional Strategic Plan website.
- In the end, more than 65 meetings with stakeholders and members of the university community were held, engaging a combined total of more than 1,800 people. More than 125 online and email responses were received.
- A separate consultation process with administrative and governance committees took place in fall 2016 on institutional indicators for measuring our progress on *For the Public Good*. These performance measures were approved in early 2017.

The goals and priority initiatives described in this CIP reflect the input received over many months of consultation on the Institutional Strategic Plan in 2015-16. These goals and initiatives directly support Alberta's Adult Learning System Principles: ensuring the *accessibility* of a wide range of programs and experiences to Albertans and top students from Canada and the world; maintaining the *affordability* of the U of A experience and the sustainability of our programming and infrastructure; delivering research and teaching that has global *quality*, relevance, and impact; promoting *coordination* within and beyond our walls, with partners in education, community, government, and industry; and embracing our *accountability* to government, to our community, and to a wide array of stakeholders within and beyond the academy.

The measures described in the CIP align with those developed as a part of the accountability process in *For the Public Good*, and will align with the university's annual reporting process to the Government of Alberta. Where quantitative measures cannot be identified, a narrative update on progress on the priority initiatives listed in the CIP will be provided in the Annual Report.

The University of Alberta Comprehensive Institutional Plan is developed by a working group with representation from all administrative units across the institution and is approved through a robust governance process.

As the university now turns its attention to the implementation of the goals and objectives articulated in *For the Public Good*, and reflected in the Comprehensive Institutional Plan, the university continues to consult with those stakeholders affected by specific strategies to ensure that the plan's realization continues to be a reflection of our diverse community.

In addition to the consultation process described above, the University of Alberta is in regular communication with the other Comprehensive Academic and Research Institutions (CARI) institutions, and other institutions in Alberta, to share information about our approach to the CIP. The university has also been in regular contact with officials from the Ministry of Advanced Education to ensure full understanding of the CIP Guidelines and to ensure that the CIP includes the information expected from the ministry.

GOALS, PRIORITY INITIATIVES, AND EXPECTED OUTCOMES

Overview

For the Public Good affirms our vision to inspire the human spirit through outstanding achievements in learning, discovery, and citizenship, motivated by the University of Alberta's 109-year history of leadership and public service.

The goals described in *For the Public Good* directly support Alberta's Adult Learning System Principles, and position us to lead on the accessibility, affordability, quality, coordination, and accountability of the post-secondary and research system as whole.

Alberta's Adult Learning System Principles

Accessibility

The University of Alberta is committed to accessibility for Albertans, Canadians, and citizens of the world. As a Comprehensive Academic and Research Institution (CARI), the U of A plays a critical role in Alberta's post-secondary system by providing access to a full range of foundational programs, specialized programs in the professions (e.g., Law, Medicine, and Engineering), and graduate programs that support Alberta's research and innovation needs across faculties. Our multi-campus environment provides access to diverse experiences, ranging from our downtown Enterprise Square to rurally-based Augustana to the francophone Campus Saint-Jean, unique in western Canada. Through its breadth of offerings, the U of A provides students at all stages with access to a variety of academic and career pathways, and our internationally renowned quality positions our graduates to make an impact for the benefit of all Albertans. Accessibility is supported by almost \$90 million in scholarship and bursary funding per year.

Over the next three years, the U of A will prioritize increasing the diversity of the student body by reaching out to under-represented communities of learners—including Indigenous, rural, and francophone students—and diversifying our international student population without decreasing access for Albertans. It is also critical to ensure that our academic and non-academic workforce begins to reflect the makeup of the population we serve and benefits from a rich diversity of cultures, experiences, and ideas. Accordingly, we aim to increase the proportion of women professors, Indigenous professors, visible minorities, Indigenous peoples, and persons with disabilities among our faculty, staff, and students by reviewing recruitment and hiring practices to eliminate barriers to diversity and encourage under-represented groups, such as Indigenous young men.

The university is committed to responding to the Calls to Action of the Truth and Reconciliation Commission of Canada with concrete initiatives that contribute to closing the educational gap between Indigenous and non-Indigenous people and improving relationships with Indigenous peoples and communities. The development of the Maskwa House of Learning as a place for understanding and dialogue between Indigenous and non-Indigenous members of our community is central to this commitment.

Our accessibility goals are supported by a commitment to the health and wellness of our students, faculty, and staff. The key to great programs is great people offering and participating in them. The

university is launching an institution-wide Healthy University Strategy, and continues to improve services for victims of sexual assault in response to a comprehensive review conducted in 2015.

Affordability

In addition to its robust systems for student financial aid, the university supports affordability by ensuring the efficiency and sustainability of our programs, administrative systems, and infrastructure. By ensuring efficient and optimal performance across all areas, we are able to continue to offer programs and educational experiences of international quality while preserving affordability and accessibility. Sustainability should ensure that programs, including specialty programs, remain in reach of the students desiring them, and that cost drivers and market conditions are constantly monitored to ensure that programs are appropriately placed to attract and support participation across economic circumstances.

The specialty, professional, and research-intensive programs available at the University of Alberta enhance accessibility and affordability to Albertans who might otherwise have to travel further and live in different economic climates to pursue careers in areas such as Law, Public Health, Business, Economics, Medicine, Animal Science, and Engineering, to name a few. Note: initiatives related to student financial supports are included under Accessibility, as they directly support the university's goals in this area.

Over the next three years, the university will particularly prioritize seeking secure funding to support strategic goals, upgrading its IT infrastructure to increase the reliability of services to the university community and to extend reach to partner institutions and isolated communities and to enhance communication clarity and effectiveness within the university and to its partners and stakeholder communities. On an ongoing basis, the university monitors the quality, relevance, and appeal of its programs through regular program quality reviews and continual tracking of application pressure and program completion.

Quality

Quality is paramount for the University of Alberta. The university is committed to a minimum acceptable standard of quality in all its activities. The province must have world-class institutions of higher learning to attract the best and brightest students, faculty, and staff who all equally participate as citizens. A high quality intellectual environment will continue to attract diverse and creative thinkers to the province, where they will invigorate established industries and develop economic and social diversity. Only with world-class faculty members and students in a secure, inviting, diverse, and innovative environment can world-class outcomes of teaching, learning, research, and innovation be achieved.

At the centre of our quality agenda is a process to identify and support *signature areas of research and teaching* excellence. These are areas of local, national, and global relevance in which the U of A is, or can become, a world leader with a critical mass of scholars and students. Identifying signature areas will enable us to focus resources strategically to maximize our impact and our success in pursuing major funding opportunities. To ensure the long-term sustainability of our professoriate, we are also committed to developing a faculty renewal program, with an initial focus on increasing the proportion of Assistant Professors and supporting equity and diversity in the academy. The university is driving quality and innovation in teaching through initiatives such as an enhanced focus on experiential learning, ensuring that our graduates are exposed to a range of environments and develop world-ready skills outside the classroom. In the immediate future, we are developing an inventory of existing opportunities and online resources to make current and new opportunities and supports more accessible to students.

Coordination

The university's approach to coordination is reflected in its ongoing partnerships with Campus Alberta institutions across the post-secondary system and its numerous and long-standing collaborations with community organizations—for the public good. Our deep commitment to engagement, outreach, and partnership ensures that we make efficient use of our resources, maximize the impact and relevance of our research, and deliver value for the communities we serve. As a community of over 50,000 people, we also promote and embrace coordination across our five campuses, 18 faculties, and multiple administrative units.

Over the next three years, the U of A will continue to build capacity to connect with diverse communities across our campuses, including seeking funding and support for shared-use, community-access infrastructure in downtown Edmonton and at South Campus. We are developing strategies to ensure that we are taking full advantage of our multi-campus environment to offer diverse experiences and engage local and regional stakeholders on an ongoing basis.

We will continue to build relationships with Indigenous post-secondary providers in Alberta, to support rural and remote learners through IT supports, and work with Alberta Health Services to enhance health-related teaching, learning, and continuous education opportunities within both organizations.

Accountability

As an institution dedicated to the public good, the university is accountable to government and other funders, as well as to the local community, our students and faculty, and to the global community of scholars and teachers. These accountabilities inform our commitments to the responsible stewardship of our resources and the transparent communication of our impact. Core priorities for the 2017-20 period include revising our budget model, developing a suite of measures and tools for reporting on institutional performance, and continuing to build our advancement function to diversify our funding sources. We are also prioritizing the development of an institutional communications strategy to better tell the university's story and demonstrate its impact on communities locally, nationally, and abroad—this is critical to our accountability to community, and directly supports a broad range of community engagement activities described above. Our commitment to accountability is also reflected in our active response to the Truth and Reconciliation Commission of Canada, as outlined in our Accessibility initiatives.

Financial and Budget Information

To support all these activities, the university must respond to existing budget pressures and commitments, and manage its budget and finances frugally. For any uncommitted funds, we have prioritized renewing the professoriate, which entails making career-long commitments to the best and brightest faculty and staff who will be role models of diversity and will contribute to our research and scholarly missions. The budget remains subject to systemic risks that are largely outside the control of the university, most notably the Campus Alberta Grant—the university's largest source of unrestricted revenue—and revenue from tuition and fees.

Enrolment and Programming

The university is rolling out new national and international recruitment plans to ensure that we remain competitive for top students without compromising access for Albertans. Overall, program enrolment is expected to be stable over the next three years, with some small shifts between programs within faculties. Several faculties have the capacity to enrol beyond current targets if funded. In contrast, numerous other programs experience significant application pressure they

cannot accommodate within their current funding envelopes—these include Computer Science, Kinesiology, Augustana B.Sc. programs, the Collaborative Nursing program, all programs in Pharmacy (being one of only two PharmD programs in Canada), the BCom in Accounting and Finance and the MBA in Business, all Engineering, the Education collaborative program with Red Deer College, and the Aboriginal Teacher Education Program. With additional dedicated funding, capacity in these programs could be increased to address unmet demand from qualified applicants.

Research

A unique feature of the CARI sector is the mandate to produce cutting-edge knowledge, technologies, and products through the research enterprise. Across a range of partnerships and initiatives, the university is a major driver of Alberta's research outcomes: a strong economy and effective resource management; environmental stewardship; and supporting the health of Albertans in all of our communities.

The university is also mindful of the need to meet the Grand Challenges facing our world, and we will continue to enthusiastically pursue all funding options to support world-class research and scholarship, including partnerships with industries, organizations, and communities to facilitate knowledge translation.

Community outreach and underrepresented learners

Community engagement is a core priority of *For the Public Good*. The university boasts many strong partnerships with community, such as the Saville Community Sports Centre on South Campus. Projects across the academic, research, and capital plans are heavily-focused on strengthening engagements with community stakeholders. Prominent examples are the South Campus Community Arenas project, the Maskwa House of Learning, and Future Energy Systems, which will bring together researchers across scientific disciplines to examine energy and other resource use. A specific plan has been developed to recruit and retain Indigenous students, thus we expect to see increased participation and increased rates of degree completion and overall satisfaction with their university experience.

Internationalization

The province benefits from graduates who are aware of the world-wide best practices and approaches to performance, professions, technology, social and environmental management. Students benefit from understanding different perspectives and the vibrancy created by diversity in their social and work groups. The university will increase its relevance to the world by its continuous presence on the global stage in all its activities.

An *International Diversity Plan* has been developed for international student recruitment. Internationalization is created by ensuring diversity among students (maintaining a 15 per cent overall proportion) and offering excellent learning opportunities to international students that they cannot access elsewhere. These efforts reap dividends for the province with more than 80 per cent of international students staying in Alberta, contributing to our economy and society. Internationalization also entails ensuring that the professoriate includes diverse, global viewpoints, that University of Alberta people visit others around the world, and that visitors come to us from far and wide to share and germinate ideas.

Capital Plan

We must continue to ensure infrastructure of a level and quality commensurate with our current global position and ambitious goals. Our Capital Plan emphasizes renewal and repurposing,

ensuring that previous investments are respected and preventing expensive and unnecessary new builds. Renewal and repurposing keeps pace with the changing world and needs of our students, faculty, and staff, while increasing sustainability and reducing our carbon footprint. Our highest priorities are campus-specific.

At Augustana and Campus Saint-Jean, science labs and classrooms need to be renewed to ensure that all students and instructors have access to the high quality facilities and learning spaces. At North Campus, the biggest campus, the top priority is the Maskwa House of Learning. Second is the renewal of several key buildings including the historically significant Dentistry/Pharmacy Building. Finally, various upgrades are necessary to support new teaching and learning technologies not imagined 50 to 100 years ago when these buildings were constructed. At South Campus, a continued focus on multi-use facilities that serve the university and engage the surrounding communities are priorities, including a High Performance Training and Research Centre that will bring together the best athletes and the best scientists, and the South Campus Community Arenas project that will contribute to the general facilities context of the province.

Information Technology

From an infrastructure standpoint, it is abundantly clear that Information Technology is the backbone of communications and knowledge translation effectiveness and capacity. In order to stay competitive and serve our mandate, the university needs to keep pace with a lightning-fast technological world, use those technologies to their maximum potential, and to constantly educate ourselves and the university stakeholder communities about engaging with those technologies, and learning and engaging with cyber security measures in this fast-paced domain.

Key outcomes


The University of Alberta's new strategic plan speaks to our commitment to ensuring that everything we do—in teaching, research, outreach, and administration—offers value to the communities we serve.

The University of Alberta will deliver key outcomes that help realize that commitment. It will deliver a renewed faculty that positions us to strengthen world-class teaching excellence; drive research and innovation for Alberta; ensure an academy that is more diverse and inclusive, and with a healthier balance of junior and senior rank academics. It will deliver a more diverse student body that reflects our commitment to accessibility and inclusiveness, with a higher proportion of Indigenous students and a more varied international student body. It will deliver a visible commitment to reconciliation, reflected in student and faculty recruitment, campus services, course and program offerings, and our campus environments.

By the end of this CIP time frame, we will have clearly defined *signature areas of research and teaching excellence*—areas in which we make world-class contributions for the benefit of Alberta, Canada, and the world. We will offer expanded access to experiential learning for our students, and deeper connections with community and post-secondary partners, including Indigenous post-secondaries. We will be accountable stewards, reflected in our internal budget model as well as our strategies for communicating our value and impact to Albertans—including through a new U of A-linked news site.


Through the goals and initiatives outlined below, the U of A will remain the province's leading educator, generator of new ideas, and a leading engine of social, cultural, and economic prosperity—for the public good.

Goals, priority initiatives, and expected outcomes

| ACCESSIBILITY | | | |
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| Type | Description | Expected Completion Date | For the Public Good alignment |
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| Goals | | | |
| G1 | Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive and accessible services and initiatives. | 2018 | Sustain Obj 19 |
| G2 | Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada. | Ongoing | Build Obj 4 |
| G3 | Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world. | 2025 | Build Obj 1 |
| G4 | Support the recruitment and retention of a diverse and inclusive faculty and non-academic staff to ensure that students have access to a university community reflective of Alberta's diversity. | 2025 | Build Obj 2, 3 |
| Priority Initiatives | | | |
| P1 | Develop an integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health, mental health and wellness resources, programs, and services, and promotes resilience and work-life balance. | 2017 | Sustain Obj 19 Str i |
| P2 | Continue the implementation of top recommendations of the 2016 <i>Review of the University of Alberta's Response to Sexual Assault</i> . | 2018 | N/A |
| P3 | Increase the opportunities for all undergraduate and graduate students to experience the benefits of living on campus, including guaranteeing the offer of a place in residence to every first-year undergraduate student. | 2018 | Experience Obj 8 Str i |
| P4 | Build the Maskwa House of Learning as a place of understanding, welcome, and cultural connection, where Indigenous and non-Indigenous students together can grow and celebrate the unique and proud histories of Indigenous peoples and where Indigenous students can access the social, cultural, and spiritual supports that enable their academic success. Improve cultural supports for Indigenous colleagues so they feel an essential part of the fabric of the university and for non-Indigenous colleagues so they can be more inclusive and welcoming and supportive. | 2019, pending funding | Build Obj 4 Str ii |
| P5 | Foster learning opportunities across our campuses that enable student, staff, and faculty participation in reconciliation. | 2020 | Build Obj 4 Str i |


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| P6 | Review, improve, and implement equity processes and procedures for recruiting and supporting faculty and staff in all categories to ensure a balanced academy and workforce that is representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and peoples with disabilities. | 2020 | Build Obj 2 Str ii Build Obj 3 Str ii |
| P7 | Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance, and enhance services and programs to ensure their academic success and integration into the activities of the university. | 2020 | Build Obj 1 Str iii |
| P8 | Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support. | 2025 | Build Obj 1 Str iv |
| P9 | Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across the diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive, research-intensive, multi-campus university offering francophone and rural liberal arts programming. | 2025 | Build Obj 1 Str i |
| P10 | Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada. | 2025 | Build Obj 1 Str ii |
| P11 | Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the French/English linguistic duality of Canada as well as the world-wide multi-ethnic francophonie, by positioning the university locally, nationally and internationally as a destination of choice for francophone and bilingual students; and by progressively improving Campus Saint-Jean students' and applicants' access to French-language services. | 2025 | Experience Obj 9 Str ii |
| Expected Outcomes | | | |
| EO1 | Infuse health into everyday operations, business practices and academic mandates through the launch of an integrated health and wellness strategy to support the health, wellbeing and safety of the university community. | 2017 | Sustain Obj 19 Str i |
| EO2 | An enriched student academic experience through the linkage of learning with other aspects of their lives such as a residential experience through the completion of 760 bed spaces on the Lister Hall site and in East Campus Village. Housing in on-campus residences supports student success and enhances access for rural, Indigenous, under-represented and international students. | 2018 | Experience Obj 8 |
| EO3 | An increased understanding and inclusion of First Nation, Métis and Inuit perspectives in university activities, supported by increased visibility and celebration of Indigenous culture, researchers, and learners. | 2020 | Build Obj 4 |
| EO4 | Enhanced support for equity, diversity and inclusion promotes university values, ensures that the professoriate and university workforce more closely reflect the community at large and enhances the intellectual diversity of the academy. | Ongoing, completed by 2025 | Build Obj 2 Str ii Build Obj 3 Str ii |
| EO5 | Renewal of the professoriate to increase diversity. More applications from individuals with diverse backgrounds expand our available conceptual tools, leading to a more creative academy. | 2025 | Build Obj 2 Str i, ii |
| EO6 | Enhanced diversity of the student body to more closely reflect the demographic diversity of Alberta and Canada while continuing to attract top students and serve the | 2025 | Build Obj 1 |

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| | needs of Alberta learners. | | |
| EO7 | Incremental increase in the proportion of Indigenous students to more closely reflect their demographic representation in Alberta’s population. Improved retention of Indigenous students to match retention for other groups in the same cohorts. | 2025 | Build Obj 1 Str ii |
| Performance Measures | | | |
| PM1 | Composition of the student body: percentage of the student body from Alberta (excluding Edmonton) (target: 31% in 2017-18); percentage of students from out-of-province (target: 1.5% increase in annual enrolment by 2020-21); and percentage of Indigenous students (target: 6.0% in 2024-25). | 2018-25 | Build Obj 1 |
| PM2 | Composition of faculty and staff: gender (target: 43% female professoriate by 2025), Indigenous (target: 26 faculty members by 2025), visible minority (target: 25% of faculty members by 2025), disability status. Note: Data is only available for continuing, operating-funded positions; broader data collection and target setting are pending. Data is self-reported. | 2025 | Build Obj 2 Build Obj 3 |
| PM3 | Percentage of full-time students living in purpose-built student housing where there is intentional programming Target: 25% Current: 17.6% Note: Assumes full-time enrolment to be 35,500 in 2018. | 2040 | Experience Obj 8 |
| An overview of relevant initiatives, activities, partnerships and programs in this area, including a report on the status of university wellness initiatives, will be reported in the narrative section of the Annual Report accompanying this Principle. Employee engagement data is not currently available, pending the development of an employee engagement survey instrument through the implementation of <i>For the Public Good</i> . | | | |

| AFFORDABILITY | | | |
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| Type | Description | Expected Completion Date | For the Public Good alignment  |
| Goals | | | |
| G5 | Ensure that the University of Alberta’s campuses, facilities, utilities, and Information Technology infrastructure can continue to meet the needs and strategic goals of the university. | 2018 | Sustain Obj 23 |
| G6 | Secure and steward financial resources to sustain, enhance, promote, and facilitate the university’s core mission and strategic goals. | 2020 | Sustain Obj 22 |
| G7 | Continue to build and support an integrated approach to social, economic, and environmental sustainability that incorporates teaching and learning, research, | 2020 | Sustain Obj 20 |

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| | outreach, capacity building, and the operations that support them. | | |
| Priority Initiatives | | | |
| P1 | Seek and secure resources needed to achieve and support institutional strategic goals. | 2018 | Sustain Obj 22 Str i |
| P2 | Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information, and access to shared, reliable institutional data. | 2018 | Sustain Obj 21 Str i |
| P3 | Integrate sustainability into teaching, learning, research, and outreach in ways that foster critical, interdisciplinary, long-term, and systems thinking on sustainability. | 2020 | Sustain Obj 20 Str i |
| P4 | Advance the renewal of the historic Dentistry/Pharmacy Building, taking advantage of excellent architecture and incorporating contemporary building operations and maintenance systems to support contemporary administrative, teaching, learning, and research activities | 2025 (multi-phased) | Sustain Obj 23 Str i |
| P5 | Pursue a solution to meeting program outcomes in the Faculty of Arts through one of two identified alternatives: renovation and repurposing of existing space combined with construction of purpose-built space on North Campus or the re-location of Music and Arts and Design within the “Urban Village” concept in downtown Edmonton, a project being led by the Edmonton Galleria Foundation. | 2028 (multi-phased) | Sustain Obj 23 Str i |
| Expected Outcomes | | | |
| EO1 | Launch of key IT solutions and enhancements that enable the secure, efficient and reliable delivery of high-quality programs and services, including analytics, budgeting and planning, student, financial, and human resource management. | 2018 | Sustain Obj 23 Str iii |
| EO2 | Continued advancement of the three pillars of sustainability: environmental, economic, and social, through action to “green” U of A activities, reduce energy demands, and promote sustainability across all university activities. | 2020 | Sustain Obj 20 Str i |
| EO3 | Continued optimization of the university’s financial resources, including the management of endowments, to support long-term institutional sustainability. | 2020 | Sustain Obj 22 Str ii |
| EO4 | Provision of new teaching, academic and administrative space at the heart of the North Campus through the renewal of the historic Dentistry/Pharmacy building, allowing the university to reuse a significant asset that is currently unoccupied due to its condition. | 2025 | Sustain Obj 23 Str i |
| EO5 | Continued scoping and advancement of alternatives to meet Faculty of Arts requirements. | 2025 | Sustain Obj 23 Str i |
| Performance Measures | | | |
| PM1 | STARS Rating The Sustainability Tracking, Assessment and Rating System (STARS) is an integrated assessment of institutional sustainability. The university targets a Gold rating. | 2017 | Sustain Obj 20 |
| PM2 | Net Operating Revenues Ratio | 2018 | Sustain Obj 22 |

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| | This is a core measure of financial sustainability and provides an indication of the extent to which the university is generating positive cash flows. Target is not yet established. | | |
| Major infrastructure investments will be reported in the Capital Plan section of the university's Annual Report, as per the 2016 reporting guidelines. Major enhancements in the university's Information Technology and data infrastructure will be reported in the Information Technology section of the university's Annual Report, as per the 2016 reporting guidelines. | | | |

| QUALITY | | | |
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| Type | Description | Expected Completion Date | For the Public Good alignment  |
| Goals | | | |
| G8 | Build a portfolio of <i>signature areas of research and teaching excellence</i> where the University of Alberta is, or will be recognized, as a global leader. | 2017-20 | Excel Obj 12 |
| G9 | Enable University of Alberta researchers to succeed and excel. | 2020 | Excel Obj 13 |
| G10 | Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration. | 2020 | Engage Obj 17 |
| G11 | Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta's talented, highly-qualified, and diverse academy. | 2025 | Build Obj 2 |
| G12 | Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience. | 2020 | Experience Obj 7 |
| G13 | Inspire, model, and support excellence in teaching and learning. | Ongoing | Excel Obj 14 |
| Priority Initiatives | | | |
| P1 | Develop a process to identify and support established and emerging <i>signature areas of research and teaching excellence</i> . | 2017 | Excel Obj 12 Str i |
| P2 | Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally. | 2019 | Experience Obj 7 Str i |
| P3 | Expand professional development opportunities for graduate students and post-doctoral fellows. | 2019 | Experience Obj 7 Str iii |
| P4 | Identify and remove systemic barriers to interdisciplinary collaboration, and where necessary, expand or create policies, resources, infrastructure, and strategies to encourage and reward academic and administrative partnerships and collaborations. | 2017-20 | Engage Obj 17 Str i |
| P5 | Foster, encourage, and support innovation and experimentation in curriculum | 2020 | Excel Obj 14 Str i |


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| | development, teaching, and learning at the individual, unit, and institutional levels. | | |
| P6 | Provide robust supports, tools, and training to develop and assess teaching quality, using qualitative and quantitative criteria that are fair, equitable, and meaningful across disciplines. | 2017-20 | Excel Obj 14 Str iii |
| P7 | Attract and retain a diverse complement of faculty and post-doctoral fellows from around the world, with initial attention on increasing the proportion of assistant professors. | Ongoing | Build Obj 2 Str i |
| P8 | Secure and sustain funding for the continuous evolution and operation of research facilities and resources to meet the changing needs of our broad-based research community. | Ongoing | Excel Obj 13 Str iv |
| Expected Outcomes | | | |
| EO1 | Defined process identifying “signature”, as well as emerging, areas of teaching and research excellence to be nurtured and strengthened for the future. | 2017 | Excel Obj 12 Str i |
| EO2 | Through partnerships with the federal and provincial governments, undertaking laboratory renewal projects that will modernize facilities to support research and learning environments on the Augustana Campus and at Campus Saint-Jean (supported by the Post-Secondary Institutions Strategic Investment Fund (SIF). | 2017 | Excel Obj 13 Str iv |
| EO3 | Implementation of a Good Supervision awareness campaign, and Graduate Student Management System, encouraging collegial models of supervision and mentorship. | 2017-18 | Excel Obj 14 Str iii |
| EO4 | Increased access to, and use of, professional development opportunities for graduate students and post-doctoral fellows to support their job market competitiveness, including through internship programs, events and workshops, and on-line resources to improve their ability to compete in the global employment market. | 2018 | Experience Obj 7 Str iii |
| EO5 | Enhanced and strengthened experiential learning opportunities for students achieved through the development of an institutional needs assessment, inventory, and informational resource for students. | 2017-19 | Experience Obj 7 Str i |
| EO6 | A strong, dynamic research community pursuing excellent, relevant, interdisciplinary, high impact research to address complex problems at the local and global scales. | 2020 | Build Obj 2 Excel Obj 13 |
| EO7 | Development of an action plan for supporting and expanding interdisciplinary activities, beginning with an inventory of successes and challenges, an environmental scan, and a review of best practices. | 2017-20 | Engage Obj 17 Str i |
| EO8 | Increased instructor access to training and mentorship, and uptake of new models for instructional design, assessment, and teaching by the professoriate. | 2017 20 | Excel Obj 14 Str i |
| Performance Measures | | | |
| PM1 | Student-reported experience with faculty (<i>National Survey of Student Engagement- NSSE</i>) and graduate student satisfaction (<i>Canadian Graduate and Professional Student Survey-CGPSS</i>). Note: NSSE is currently administered in three-year intervals; the next administration will take place in 2017. This administration will be used as a baseline for setting future targets. | 2017 | Excel Obj 14 |

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| PM2 | High-Impact Practices (NSSE). | 2017 | Experience Obj 7 |
| PM3 | Sponsored research funding: total and U15 rank (all sources and Tri-Council) (target: top 5) | 2018 | Excel Obj 13 |
| PM4 | Citation impact. Targets not established. | 2018 | Excel Obj 13 |
| PM5 | Employment outcomes two years after graduation: employment rate and mean income by degree level (Alberta Graduate Outcomes Survey-GOS). Note: The GOS is administered biennially. Data from the 2016 administration will be reported when available. This administration will be used as a baseline for setting future targets. | 2020 | Experience Obj 7 |
| PM6 | Incremental increase in proportion of professoriate at rank of Assistant Professors (target: 21% of faculty members at the rank of Assistant Professor by 2021). | 2017-25 | Build Obj 2 |
| PM7 | Research and teaching awards (Canada Research Chairs and 3M Teaching Awards). Targets not established. | Ongoing | Excel Obj 13 |
| <p>An overview of major professional development activities in support of the identified outcomes will be reported in the narrative section of the Annual Report accompanying this principle.</p> <p>Consistent with the 2016 reporting guidelines, the Research, Applied Research, and Scholarly Activities section of the university's Annual Report will report on the launch of the <i>signature areas of research and teaching excellence</i> and on key partnerships and research impacts.</p> | | | |

| COORDINATION | | | |
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| Type | Description | Expected Completion Date | For the Public Good alignment  |
| Goals | | | |
| G14 | Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations. | 2017-20 | Engage Obj 18 |
| G15 | Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole. | 2017-20 | Experience Obj 9 |
| G16 | Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections. | 2021 and ongoing | Engage Obj 16 |
| G17 | Encourage continuous improvement in administrative, governance, planning and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals. | Ongoing | Sustain Obj 21 |
| Priority Initiatives | | | |

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| P1 | Provide leadership in Alberta’s post-secondary sector and support integration, collaboration, and partnership across the province’s six-sector model through collaborations including but not limited to: project management support for Norquest college capital expansion; hosting of Olds College PeopleSoft financial system; coordinated commercialization activities between TEC Edmonton and NAIT. | Ongoing | Engage Obj 18 Str i |
| P2 | Maintain and pursue partnerships across the global academy to expand research and/or funding opportunities for our researchers and thus increase their capacity for success. | Ongoing | Excel Obj 13 Str ii |
| P3 | Work closely with key provincial partners and government agencies, including members of Campus Alberta, Alberta Health Services, Alberta Innovates, The Alberta Library, NEOS, etc., to undertake mutually beneficial research, and where possible, coordinate, streamline, and deliver shared systems, services, and processes to the benefit of all Albertans. | 2017-19 | Engage Obj 18 Str v |
| P4 | Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges, building on the success of collaborative projects like the Future Energy Systems). | 2020 | Engage Obj 16 Str iii |
| P5 | Welcome increased community access, participation, and engagement at all University of Alberta sites, such as our downtown campus at Enterprise Square and our sports facilities at South Campus. | 2017-20 | Experience Obj 9 Str iii Engage Obj 16 Str v |
| P6 | Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university. | 2017-20 | Experience Obj 9 Str i |
| P7 | Through delivery of the Information Technology investment plan, facilitate easy access to, and use of, university services and systems; reduce duplication and complexity; and encourage cross-institutional administrative and operational collaboration. | Ongoing | Sustain Obj 21 Str iv |
| Expected Outcomes | | | |
| EO1 | Identification of specific opportunities for new and/or enhanced shared administrative services through discussions with the Government of Alberta and Campus Alberta institutions. | Ongoing | Engage Obj 18 Str i |
| EO2 | Enhancement of research partnerships supporting resource management, environmental stewardship, and healthy communities (see Appendix C). | 2020 | Engage Obj 18 Excel Obj 13 Str ii |
| EO3 | Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement (including formal partnerships with provincial government bodies and the City of Edmonton, ongoing relationships with over 150 Community Service-Learning partners, and expanded alumni outreach to graduates from the past decade). | 2020 | Engage Obj 16 |
| EO4 | Development of an action plan to identify and strengthen the unique opportunities presented by our multi-campus environment through connections, communication, and | 2020 | Experience Obj 9 |

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| | collaborations. | | |
| EO5 | Development of shared infrastructure to foster the health, talent, skills and creativity of Edmonton’s people, benefitting both the university and its community partners: exploration of opportunities for expanding art, design and music education and research in the core of Edmonton; and development of the South Campus Community Arenas project to provide needed space for academic, varsity and recreational sport activities. | 2021 | Engage Obj 16 Str v |
| Performance Measures | | | |
| PM1 | Student-reported citizenship development (NSSE). Note: NSSE is currently administered on three-year intervals; the next administration will take place in 2017. This administration will be used as a baseline for setting future targets. | 2017 | Engage Obj 16 |
| PM2 | Delivery of Capital Plan priorities: South Campus Community Arenas project; scoping to meet Faculty of Arts needs through renewal and/or development of an “urban village” concept in downtown Edmonton. | 2021 | Engage Obj 16 Str v |
| PM3 | Development of action plan for leveraging multi-campus environment | 2020 | Experience Obj 9 |
| <p>Major initiatives in support of P1 will be reported in the narrative section of the Annual Report accompanying this Goal. Key community engagement activities will be reported in the Community section of the university’s Annual Report, as per the 2016 reporting guidelines. Major infrastructure investments will be reported in the Capital Plan section of the university’s Annual Report, as per the 2016 reporting guidelines.</p> | | | |

| ACCOUNTABILITY | | | |
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| Type | Description | Expected Completion Date | For the Public Good alignment |
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| Goals | | | |
| G18 | Build and support an integrated, cross-institutional strategy to demonstrate and enhance the University of Alberta’s local, national and international story, so that it is shared, understood, and valued by the full University of Alberta community and its many stakeholders. | 2019 | Build Obj 6 |
| G19 | Ensure responsible and accountable stewardship of the university’s resources and demonstrate to government, donors, alumni, and community members the efficient and careful use of public and donor funds. | 2020 | Sustain Obj 22 Str iii |
| Priority Initiatives | | | |
| P1 | Develop a set of equitable, meaningful, and relevant measures to monitor our progress towards strategic goals and develop the tools required to report on them. | 2018 | Sustain Obj 21 Str v |

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|-----------------------------|---|---------|----------------------------|
| P2 | Communicate, using both quantitative and qualitative evidence, how the University of Alberta serves as a cornerstone of the community bringing widespread economic and societal benefits to all Albertans, as well as to national and international partners and stakeholders. | 2019 | Build Obj 6 Str iii |
| P3 | Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement. | 2019 | Sustain Obj 22 Str ii |
| Expected Outcomes | | | |
| EO1 | Enables the university to satisfy accountability requirements and expectations for key stakeholder communities. | Ongoing | Sustain Obj 21 Str v |
| EO2 | Demonstration of strong financial stewardship through the implementation of a revised budget model to demonstrate the alignment of financial resources with university objectives. | 2019 | Sustain Obj 22 Str ii, iii |
| EO3 | Increased community awareness of the university and its social, economic, and historical contributions to the province, the country and the world. | 2019 | Build Obj 6 |
| EO4 | Ongoing advocacy and increased pride in the institution among key stakeholders and the community at large, achieved through engagement with and exposure to U of A scholars and the work of the university. | 2021 | Build Obj 6 |
| Performance Measures | | | |
| PM1 | Media impact: mentions and reach. These metrics will be supplemented through relevant web analytics and qualitative reporting related to stakeholder relationship impact. These metrics are newly established and baselines are being established to inform future target setting. | 2019 | Build Obj 6 Str iii |
| PM2 | Financial stewardship. The university's Audited Financial Statements and accompanying analysis are the foundational reporting and accountability mechanisms for goals and initiatives related to financial stewardship. Operational efficiency is reported under Affordability (PM2) | 2018 | Sustain Obj 21 |

APPENDIX A: FINANCIAL AND BUDGET INFORMATION

2017-18 Consolidated Budget

The purpose of the University of Alberta's consolidated budget is to lay out a financial plan for the coming fiscal year and to project forward for three years, the allocation of the university's resources in support of its strategic plan, *For the Public Good*. Through the implementation of its strategic plan, the university is contributing to the achievement of the ministry's priorities of accessibility, affordability, quality, coordination and accountability. As a major economic driver in the province, with government's commitment of stable and predictable funding, the university will play a critical role in buffering the Alberta economy from other sectors currently facing challenges.

The U of A's 2017-18 consolidated budget (see Table 1) reflects the entire enterprise, including unrestricted and restricted funds. Funding for general operations is fully unrestricted within the consolidated budget. Funding for ancillary operations remains within those entities while the majority of research revenues, philanthropic sources of revenue, and capital project funding are fully restricted. In an effort to provide full transparency of the university's budgets, Table 2, on page 11, provides a breakdown of the consolidated budget by fund.

For 2016-17, the university is forecasting, at year-end, a consolidated excess of revenue over expense of \$35 million: a variance of \$2.6 million below budget. Consolidated revenue is estimated to be \$20.2 million lower than budgeted, while consolidated expense is estimated to be \$17.6 million lower than budgeted. The majority of the excess funds are restricted and therefore can only be used for the purpose for which they have been granted.

For 2017-18, the consolidated budget reflects an excess of revenue over expense of \$16.4 million on budgeted revenue of \$1,919.1 million and budgeted expense of \$1,902.7 million. The \$16.4 million excess of revenue over expense is equal to less than one per cent of the university's budgeted consolidated revenue and is driven almost exclusively by excess of revenue over expense within the restricted funds. For example, endowment funds and the capitalized interest applicable to the endowment funds must remain intact in perpetuity and are unavailable for general operational spending.

The Statement of Operations and Expense by Function (consolidated budget) prepared under the Public Sector Accounting Standards and the Statement of Cash Flows are presented in Tables 5 and 6 found on pages 17 and 18.

Consolidated revenue

Budgeted revenue for 2017-18 is \$1,919.1 million. As illustrated in Figure 1, 51.1 per cent or \$980.9 million comes from the Government of Alberta, mostly through the Campus Alberta Grant, sponsored research funding, and capital funding. Of the \$980.9 million, \$628 million represents the Campus Alberta Grant, the primary source of unrestricted funding for the

university's day-to-day operating activity and as reflected in the operating fund (see Table 2). The 2017-18 budget has been prepared based on an assumption of a two per cent increase to the Campus Alberta Grant or the equivalent of \$12.3 million.

Given the current fiscal challenges facing the province, forecasting a two per cent increase to the Campus Alberta Grant is not without its risks. Given government's tremendous commitment to support higher education and the university's importance to diversifying the provincial economy, the university has factored in this increase. However, the university has also developed budget scenarios with no change to the grant and a two per cent decrease to the grant.

The federal and other government revenue of \$216.8 million largely reflects the funding received by the university in support of its research mandate, and is its third largest source of revenue. This revenue is budgeted to be \$33.2 million higher than the 2016-17 budget. This increase in research funding is driven primarily by the federal government's investment in higher education through the Post-secondary Strategic Initiatives Fund (SIF) program. The balance of the budgeted research funding is directly linked to the university's overall success in securing Tri-Council research grants and grants from other organizations and entities.

Tuition and related fees are budgeted at \$329.9 million and, at 17.2 per cent, represent the second-largest source of consolidated revenue and is budgeted to be slightly higher than 2016-2017 budgeted revenue. Tuition and related fees include all instructional fees, market modifiers, program fee differentials, international differential fees and non-instructional fees. In October 2016, the provincial government announced a continuation of the tuition freeze to 2017-18 for regulated tuition fees and Mandatory Non-Instructional Fees (MNIFs). This budget has been prepared assuming no backfill funding to offset the tuition freeze. In December 2016, the Board of Governors approved a 3.02 per cent increase to international student tuition fees as well as an additional increase of \$4,000 to all full-time graduate programs not including cost recovery programs and not including graduate based Physical Therapy, Occupational Therapy, and Speech Therapy programs. This \$4,000 increase will be offset by an equal amount of financial support provided to international graduate students. The Board also approved an increase in international differential fees in the Integrated Petroleum Geosciences program.

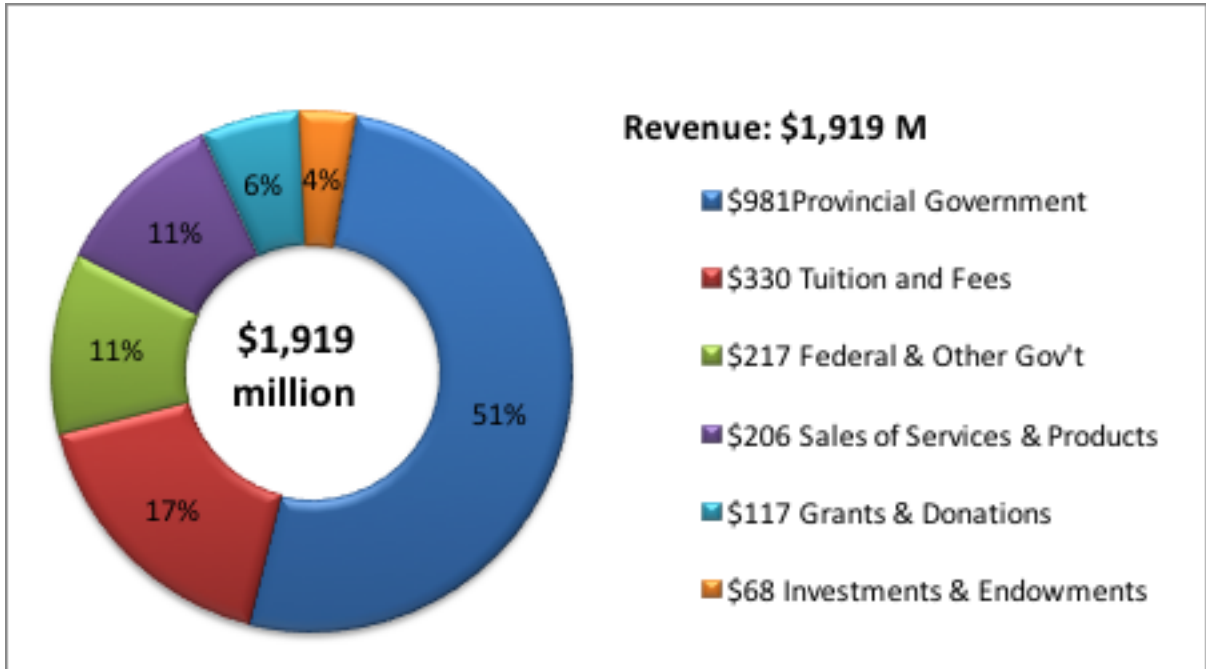
Through extensive consultation with students, the university developed an agreed to Academic Price Index (API). The API is a prospective calculation used in determining the increasing costs of the university's operations. The API is a weighted calculation based on the major operating fund expenditure categories of salaries, benefits, supplies, utilities and maintenance. The university's API for 2017-18 was calculated at 3.02 per cent. Originally developed with students to determine the annual increases in MNIFs, this formula has been further applied to set international tuition increases. Unlike the Alberta Consumer Price Index (CPI), the API basket of services is tied directly to the university's primary cost drivers. The university believes that the development of a province-wide API could be of value as government undertakes its current review of the post-secondary sector funding model and tuition fee regulation. The university has used the API calculation methodology to forecast future international tuition fee increases. However, as always, the university continues to closely monitor overall program costs, market demand and tuition levels for international students at competing institutions to determine whether additional adjustments in international tuition should be made.

The fourth-largest source of revenue is sales of services and products at \$206.1 million. The majority of sales of services and products are generated through the university's ancillary operations such as parking and the university's housing and food service operations. Increased revenue through ancillary operations is driven by forecast growth such as increased residence capacity as well as rate increases for residence services and parking as approved by the Board

in December, 2016. However, the demand for residence spaces is starting to soften in response to rental market conditions, which could impact revenues from ancillary operations.

The other sources of consolidated revenue for 2017-18 include grants and donations of \$117 million and investment income of \$68.2 million. Changes in donations are directly tied to the university’s philanthropic activities and can be influenced significantly by large single donations and economic conditions. It is important to note that the majority of donations are restricted and can only be used for the purposes designated. Investment income is driven by the overall value of the university’s restricted endowments, its short-term investments as well as changes in interest rates and the performance of the university’s investment portfolios.

Figure 1. Consolidated Revenue Budget 2017-18 by source



Consolidated expense

For 2017-18, consolidated expense is budgeted at \$1,902.7 million.

As Figure 2 illustrates, investments in salaries and benefits to maintain teaching, research, and other critical activities account for over \$1.1 billion or 60.0 per cent of total expense. This expense factors in negotiated collective agreement salary increases to faculty and staff. In addition, the university must also budget for the regulated and inflationary increases to statutory and non-statutory benefits such as supplementary health plans. Adjustments for increased pension plan contributions in response to unfunded pension plan liabilities have also been factored in.

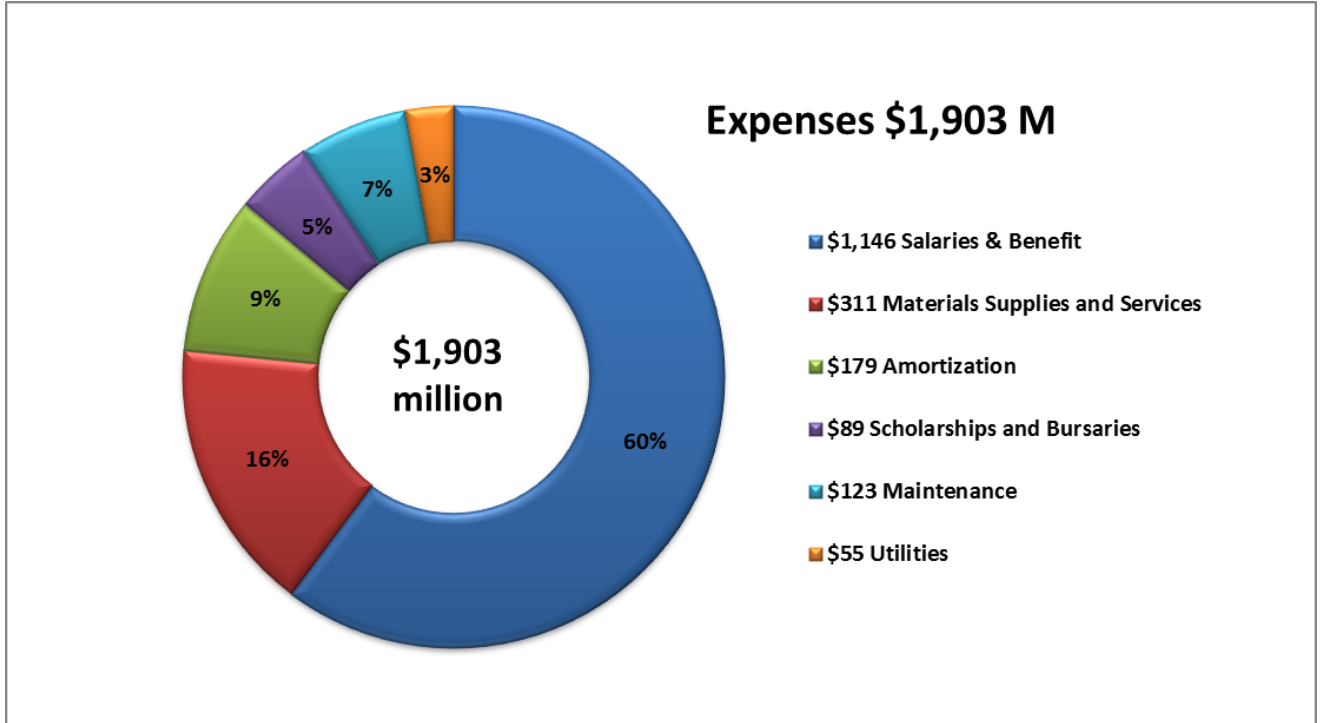
The university’s next largest expense is materials, supplies, and services. Budgeted at \$311.3 million, these expenses provide essential support across the campuses, including Information Services and Technology, research expenditures, library resources, and central expenditures such as insurance premiums. This expense line also includes the costs of goods sold and recovered, largely within ancillary operations. In budgeting for these expense items, the university continues to face the challenge whereby inflation within higher education as reflected by the Academic Price Index (API), significantly exceeds general inflationary increases as

represented by the Alberta Consumer Price Index (CPI). Reasons why the API is higher than the CPI include library collections, which are not only impacted by general inflationary increases but also the value of the Canadian dollar relative to the US dollar, in which most library purchases are made. For 2017-18 the library estimates serial and monograph inflation of between 2.5 and 6.0 per cent (on a \$25 million collections budget) and an additional currency impact of \$1.7 million. Information Technology is forecasting inflation increases of 6.2 per cent on contracts and Facilities and Operations is forecasting average inflation increases of 5.0 per cent including the impact of the increased minimum wage. The university has estimated that for the 15-month period of January 1, 2017 to March 31, 2018, the carbon levy will increase the university's utility costs by a minimum of \$2.5 million. When fully implemented the carbon levy will increase the university's utility costs by an estimated \$6 million or the equivalent of a one per cent grant adjustment to the university's 2017-18 Campus Alberta Grant.

A further significant expense in the consolidated budget is \$178.5 million for the amortization of capital assets. Amortization is an annual expense that is calculated based on the estimated useful life of the asset. These assets include buildings, scientific and computing equipment, software, and learning resources.

For 2017-18, scholarships and bursaries expenses are budgeted at \$89.2 million. This represents a \$2.1 million, or 2.4 per cent increase, over the 2016-17 budget and the university's continuing commitment to invest in its students—particularly those who require financial assistance to attend the university.

Figure 2. Consolidated Expense Budget 2017-18 by type



Operating fund investment priorities

The operating fund (see Table 2) is used to support the primary teaching and learning activities of the university. It is also within the operating fund that strategic investments are made to advance *For the Public Good* and its five strategic goals of: Build, Experience, Excel, Engage and Sustain.

The operating fund is prepared under Public Sector Accounting Standards and must reflect losses that are incurred or recoveries that are made including re-evaluations as a result of changes in market conditions. The \$9.3 million operating excess that is shown in the operating fund is the result of re-measurement of the university's unfunded benefits liability, which is driven primarily by pension plans. The improving financial markets contributed to this \$9.3 million re-evaluation gain. There remains a significant unfunded liability within the pension plans, therefore the \$9.3 million does not reflect cash on hand and cannot be used to invest in new expenditures or offset any increases in existing expenditures.

The consolidated budget has been prepared based on two fundamental assumptions. One, the university will receive a two per cent increase to the Campus Alberta Grant or approximately \$12.3 million in the operating fund. Secondly, that faculties and units will continue to be responsible for funding their portion of collective agreement increases which represents approximately \$12.0 million. Many of the faculties and units will need to reduce other expenditure lines, eliminate vacancies, lay off staff or draw down their positive carry forwards in order to fund the costs associated with their staff. The net result is that faculties and units will need to re-allocate expenditure lines within their budgets to fund salaries.

Although the provincial government has committed to investing in higher education and providing predictable funding, given the government's current fiscal situation, the two per cent grant increase assumption has some risk. Within the operating fund, priority areas identified for support include sustaining ongoing commitments to faculty recruitment and retention, partial

funding of inflationary pressures associated with the university's library collections, and base fundraising support to sustain current operations and resulting donation levels. Final allocation decisions will not be made until after the provincial budget is tabled and the ministry confirms the adjustment to the university's Campus Alberta Grant.

In the event that the university gets less than a two per cent grant increase or its grant is reduced, the university will need to apply budget cuts across the institution in addition to the impact of the faculties and units absorbing across the board (ATB) salary settlements and merit. Based on a scenario where there is no change to the grant, a budget cut up to 2.2 per cent would be required. This would be in addition to the average impact of 1.7 per cent across the operating fund as the faculties and units absorb ATB and merit, for a combined impact up to 3.9 per cent. A two per cent cut to the Campus Alberta Grant would have a combined impact of up to a 5.5 per cent cut. Every one per cent cut to the operating fund is equal to \$7.5 million which equates to 48 faculty positions, or 106 support positions or the elimination of over 1,000 class sections.

Public sector institutions like the University of Alberta play a critical role in the economy from many different perspectives. First, the university attracts hundreds of millions of dollars from outside Alberta largely for research, creating high paying professional employment opportunities and subsequent spin-off benefits to the Alberta economy. Secondly, the university attracts thousands of students from around the world, further bolstering the economy. As a world-leading research institution, the university supports diversification of the economy. Finally, it is educating tens of thousands of students who will create further economic benefits and assist in economic diversification. For these reasons and others, providing the necessary increases to the Campus Alberta Grant is a sound investment as the University of Alberta functions as a critical buffer to the economy while other industries and sectors continue to adjust to the current economic environment.

Consolidated budget highlights and sensitivities

The university prepares its fiscal estimates and final budgets using a comprehensive integrated planning and budget process, involving key stakeholders from across the institution. Key budget assumptions and sensitivities are cornerstones of the university's multi-year budgeting process. The goal is to achieve improved accuracy in forecasting elements of the budget and provide common assumptions for budget planners across the university.

2017-18 budget highlights

Key revenue highlights include:

- A two per cent increase to the Campus Alberta Grant.
- Maintaining general tuition increases and MNIF at 2014-15 levels (due to government tuition freeze) while increasing international student tuition fees by 3.02 per cent for 2017-18.
- A \$4,000 per full-time student increase to international graduate tuition offset by \$4,000 in financial support (with some program exclusions).
- Tuition increase to the Integrated Petroleum Geosciences graduate program.
- Continuation of a low interest rate environment with endowment returns budgeted at 6.97 per cent.
- Modest growth in research funding.
- Modest growth in investment income.
- Slight decline in capital funding.

Key expenditure highlights include:

- Academic staff negotiated ATB salary increase of 1.50 per cent, with an average merit of 1.10 per cent.
- Support staff negotiated ATB salary increase of 0 per cent, with an average merit of 1.04 per cent (Note: Support staff ATB salary adjustment to be negotiated if government unions negotiate an increase).
- Benefit cost increases of 3.1 per cent (excluding Fund 290).
- All faculties and administrative units absorb negotiated salary ATB and merit.
- General inflation on contractual obligations of 4.0 per cent.
- Impact of carbon levy of \$2.2 million (\$6 million impact when fully rolled in year three).
- Impact of minimum wage increase in contractual obligations of \$1.0 million.

2017-18 budget sensitivities

Revenue Approximate Value

- One per cent on Campus Alberta Grant: \$6.2 million.
- One per cent on credit tuition: \$2.7 million.
- A 0.25 per cent on short-term interest rate: \$1.5 million.

Expense Approximate Value

- One per cent change in salary settlements (ASSUA and NASA): \$6.3 million.
- One per cent increase in benefits: approximately \$1.8 million.
- A \$1/gigajoule increase in natural gas: \$2.7 million.
- One per cent operating budget reduction: \$7.5 million.

Forecast budget assumptions 2018-19 to 2020-21

The university has used the following forecast budget assumptions.

Revenue assumptions:

- The grant will increase at two per cent per year for each of 2018-19 to 2020-21. [Note: the review of post-secondary funding is currently underway by government].
- Regulated tuition will increase by the Alberta Consumer Price Index and all other fees will increase by a minimum of the Academic Price Index (approximately 3.3 per cent per year). [Note: The review of the tuition fee regulation is currently underway by government].
- All mandatory non-instructional fees will increase by the Academic Price Index (approximately 3.3 per cent).
- Modest growth in research funding.
- Interest income will remain at historically low levels with some modest recovery with endowment returns ranging from 7.0 to 7.25 per cent.
- Stable capital funding.

Expenditure assumptions:

- ATB salary adjustments and merit and benefit costs will be subject to collective agreement negotiations (AASUA agreement expires June, 2018 and NASA agreement expires March, 2019).
- Benefit cost increases forecast at 6.1 per cent per year predominantly related to pension contributions.
- All faculties and administrative units will continue to have responsibility for the funding of salary ATB adjustments and merit.
- All other expenditures are forecast to increase in the range of two to ten per cent.

Table 1. 2017-18 Consolidated Budget and Projections (\$,000)

| | 2016-17 | | Budget | Forecast | | |
|--|------------------|-------------------|------------------|------------------|------------------|------------------|
| | Budget | Estimated Actuals | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| REVENUE: | | | | | | |
| Provincial government | 969,586 | 963,838 | 980,958 | 1,000,718 | 1,026,602 | 1,045,744 |
| Federal and other government | 183,647 | 192,312 | 216,832 | 193,232 | 196,263 | 203,057 |
| Tuition and related fees | 334,378 | 324,936 | 329,954 | 343,465 | 347,336 | 355,044 |
| Sales of services and products | 192,433 | 200,556 | 206,144 | 216,177 | 221,679 | 228,408 |
| Grants and donations | 133,816 | 107,771 | 116,988 | 121,873 | 125,893 | 129,917 |
| Investment income | 62,743 | 66,982 | 68,197 | 71,190 | 73,962 | 74,804 |
| Total revenue | 1,876,602 | 1,856,395 | 1,919,071 | 1,946,654 | 1,991,736 | 2,036,974 |
| EXPENSE: | | | | | | |
| Salaries | 930,206 | 931,315 | 962,801 | 984,886 | 1,007,463 | 1,030,158 |
| Employee benefits | 188,462 | 177,088 | 182,605 | 186,340 | 198,325 | 203,456 |
| Materials, supplies and services | 306,371 | 299,487 | 311,281 | 325,392 | 331,734 | 340,776 |
| Utilities | 58,645 | 51,348 | 54,800 | 56,375 | 53,888 | 56,334 |
| Maintenance | 91,960 | 100,039 | 123,490 | 79,035 | 76,705 | 76,103 |
| Scholarships and bursaries | 87,105 | 86,532 | 89,160 | 92,357 | 95,711 | 99,200 |
| Amortization of capital assets | 176,233 | 175,528 | 178,519 | 184,526 | 193,091 | 194,505 |
| Total Expense | 1,838,982 | 1,821,338 | 1,902,655 | 1,908,912 | 1,956,916 | 2,000,533 |
| Excess of Revenue Over Expense | 37,620 | 35,057 | 16,416 | 37,743 | 34,819 | 36,441 |
| Investment In Capital Assets | (47,860) | (27,257) | (54,395) | 5,261 | (13,728) | (1,244) |
| Increase(decrease) for the Year | (10,239) | 7,800 | (37,978) | 43,003 | 21,091 | 35,197 |
| Unrestricted Net Assets Beg. Of Year | (59,216) | (41,973) | (34,173) | (72,151) | (29,148) | (8,057) |
| Unrestricted Net Assets End of Year | (69,455) | (34,173) | (72,151) | (29,148) | (8,057) | 27,140 |

Table 2. 2017-18 Consolidated Budget By Fund (\$,000)

| | Operating | Ancillary Operations | Research | Capital | Special Purpose | Total |
|---|------------------|-------------------------|----------------|-----------------|--------------------|------------------|
| Revenue (Net Deferrals) | | | | | | |
| Provincial government | 670,121 | - | 134,627 | 104,022 | 72,188 | 980,958 |
| Federal and other government | 8,374 | - | 191,443 | 17,015 | - | 216,832 |
| Tuition and related fees | 329,954 | - | - | - | - | 329,954 |
| Sales of services and products | 97,989 | 97,653 | 10,301 | - | 200 | 206,144 |
| Grants and donations | 11,001 | - | 83,498 | 11,990 | 10,500 | 116,988 |
| Investment income | 18,985 | 2 | 29,359 | 88 | 19,763 | 68,197 |
| Total Revenue | 1,136,424 | 97,655 | 449,228 | 133,114 | 102,650 | 1,919,071 |
| Expense: | | | | | | |
| Salaries | 692,177 | 24,579 | 194,065 | - | 51,980 | 962,801 |
| Employee benefits | 141,062 | 5,390 | 24,907 | - | 11,246 | 182,605 |
| Materials, supplies and services | 122,888 | 26,839 | 134,823 | - | 26,731 | 311,281 |
| Utilities | 47,792 | 7,000 | 8 | - | - | 54,800 |
| Maintenance | 33,975 | 23,530 | 2,682 | 63,242 | 61 | 123,490 |
| Scholarships and bursaries | 35,920 | - | 44,108 | - | 9,132 | 89,160 |
| Amortization of capital assets | 53,307 | 11,025 | - | 114,186 | - | 178,519 |
| Total Expense | 1,127,122 | 98,362 | 400,593 | 177,428 | 99,150 | 1,902,655 |
| Excess of Revenue Over Expense | 9,302 | (707) | 48,635 | (44,314) | 3,500 | 16,416 |
| Investment in Capital Assets | (50,061) | (3,483) | (850) | - | - | (54,395) |
| Net Transfers Credit (Debit) | 5,280 | 67 | (42,994) | 41,147 | (3,500) | - |
| Increase(Decrease) for the year | (35,479) | (4,123) | 4,791 | (3,167) | - | (37,978) |
| Unrestricted Net Assets (Deficiency), Begin Year | (148,215) | 37,150 | 62,734 | 14,158 | - | (34,173) |
| Unrestricted Net Assets (Deficiency), End Year | (183,694) | 33,027 | 67,525 | 10,991 | - | (72,151) |

Institutional budget risks

The current environment in which the university's 2017-18 budget was prepared is unprecedented in terms of the major government policy reviews underway including the post-secondary funding and tuition regulation reviews, the uncertainty around various revenue generation initiatives currently before government and the provincial government's fiscal situation. As a result, the university has identified many of its revenue and expenditure drivers at a high risk level. The degree of uncertainty associated with core elements of the university's budget would indicate that a high level of caution should be exercised regarding current and longer term budget assumptions.

Specific factors affecting the university's budget risks have been grouped in terms of systemic as well as specific revenue and expenditure risks for 2017-18. Systemic risks are those largely outside the control of the university.

Systemic Risks

Revenue

- **Campus Alberta Grant.** The grant continues to be the university's primary source of unrestricted revenue. The provincial government's current fiscal situation, along with the ongoing funding review, place any increase to the grant and the longer-term value of the grant at a high risk.
- **Tuition revenue.** Tuition revenue is a factor of quantity, mix and price. The university requires the ability to adjust enrolment numbers and mix to align with demand as well as adjust tuition levels in response to cost increases as well as market demand and conditions. This is particularly true regarding graduate and international student tuition fee levels. As well, if there are constraints on the Campus Alberta Grant, the university must have the flexibility to generate tuition revenue to fulfill its academic mission and sustain the quality of the learning experience. As the tuition regulation is currently under review by government, this revenue source may be at a high risk.
- **Student enrolment quantity and mix.** Total tuition revenue is driven by tuition levels and a complex mix of student type and degree program. A broad range of external environmental or geopolitical issues can impact the university's quantity and mix of students.
- **Interest Rates.** Interest income is an important source of revenue on the margin. With a continuation of low oil prices and the sluggish Canadian economy, there continues to be downward pressure on the Bank of Canada rate. Low interest rates continue to impact the ability of university to grow, on the margin, unrestricted revenue.
- **Alternative Revenue.** The university must increase its capacity to generate alternative sources of revenue to offset constraints to grant funding, tuition revenue limitations, and low investment income returns. However, the government has yet to approve the transfer of land to the land trust and several academic initiatives that could generate new sources of revenue.
- **Exchange Rates.** The Canadian dollar continues to hover around \$0.75 to the US dollar. Although a lower Canadian dollar benefits the provincial government in terms of oil and gas revenue, and reduces some international students' cost of tuition, a declining Canadian dollar also increases the university's costs for many of the goods and services produced in the US or purchased in US dollars.

Expenditures

- **Compensation.** The single largest expenditure for the university is employee compensation. The greatest challenge faced by the university is the fact that total compensation continues to increase at a faster rate than the university's Campus Alberta Grant and tuition, its primary sources of operating funding.
- **Unfunded Pension Plan Liabilities.** The university is carrying a large unfunded liability in its pension plans. The high contribution rates and the overall level of the unfunded liability present significant risk to the university.
- **Academic Price Index** The costs within the university (Academic Price Index) are rising at a faster rate than general inflation (Consumer Price Index) and the overall rate of increase in the university's operating revenues. The university's API is also being negatively impacted by the carbon levy as well as the increases to minimum wage. The

overall rate of increase in the API continues to put significant pressure on ability of the university to balance its operating fund.

- **Deferred Maintenance.** As the largest and oldest post-secondary institution in the province, the university's deferred maintenance continues to increase, reaching \$938 million. This level of deferred maintenance could result in a significant building system failure, negatively impacting the university's operations.

2017-18 Budget Risks

- **Campus Alberta Grant: High.** Given the current fiscal position of the provincial government receiving a two per cent increase the grant is considered high risk.
- **NASA Collective Agreement: Medium.** The NASA collective agreement is subject to a wage re-opener if the Alberta government and its employees negotiate a general wage increase. This could result in an increase to the university's salary expenditures.
- **Impact of ATB and Merit: Medium to High.** Each faculty and unit is responsible to fund their cost of ATB and merit. Each unit has a different capacity to meet these commitments. Depending on the unit, this may require a re-alignment of budgets including position eliminations and staff layoffs.
- **Salary equity Issues: Medium.** The university is continuing its review of data to assess whether salary equity issues are present within the academic workforce. If salary equity issues are identified they will need to be addressed by the university.

Capital and ancillary budgets

Capital

The university can only achieve its vision if it has access to well-maintained and financially supported facilities. Through a focus on well-planned functional renewal and re-purposing of existing fiscal assets, essential teaching and research capacity that meets the needs of tomorrow's students, teachers and researchers, can be delivered. The university's ability to meet its own and the province's post-secondary access objectives, focusing on energy and carbon footprint reductions and supporting the move to renewal energy (supporting the Climate Leadership Plan), depends on increased and stable investment in deferred maintenance, and strategic investment in the renewal, upgrading and repurposing of older facilities, minimizing the need for new construction.

Table 3 lists the approved capital projects for 2017-18. New and continuing capital construction is budgeted at \$128.7 million of the \$156.7 million in capital projects. The capital budget also includes \$28 million in capital program spending under the infrastructure maintenance and energy management programs. Table 3 also identifies proposed capital projects which are subject to available funding. Detailed information on the university's Capital Plan can be found in Appendix F.

Table 3. 2017-18 Capital Budget (\$,000)

| | Actuals to Date (prelim) | 2017-18 + Recommended Budget | + Forecast to Complete | = Total Estimated Project Budget |
|--|--------------------------------|------------------------------------|---------------------------|-------------------------------------|
| Capital Projects | | | | |
| Agricultural Research Infrastructure - St Albert / Kinsella / Mattheis | 12,247 | 200 | - | 12,447 |
| CME Renewal - Levels 2, 3 & 7 | 20,900 | 100 | - | 21,000 |
| Devonian Botanic Garden - Infrastructure Upgrades | 1,211 | 8,000 | 3,789 | 13,000 |
| Devonian Botanic Garden - Islamic Garden | 8,000 | 11,000 | 1,420 | 20,420 |
| East Campus Village - Phase 3 | 3,090 | 20,000 | 12,260 | 35,350 |
| East Campus - Infill | 6,913 | 264 | - | 7,177 |
| Edmonton Clinic Health Academy | 378,504 | 3,559 | - | 382,062 |
| HRIF Project (Li Ka Shing / Katz Group) Fit Outs | 114,544 | 1,826 | - | 116,370 |
| Ice Cores - South Academic Building | 1,730 | 100 | - | 1,830 |
| Lister Tower #5 | 3,322 | 20,000 | 17,178 | 40,500 |
| Peter Lougheed Hall (formerly Leadership College) | 43,766 | 200 | - | 43,966 |
| Research & Collections Resource Facility (formerly BARD II) | 43,444 | 13,768 | 100 | 57,312 |
| Footle Field - Air Supported Structure (Dome) | 3,779 | 3,328 | - | 7,106 |
| SIF Electrical & Computer Engineering Research Facility (ECERF) | 5,000 | 18,000 | 2,000 | 25,000 |
| SIF Biological Sciences & Earth and Atmospheric Sciences | - | 13,514 | 1,000 | 14,514 |
| SIF Clinical Sciences Building (CSB) | - | 2,533 | 500 | 3,033 |
| SIF Medical Sciences Building (MSB) | - | 6,959 | 500 | 7,459 |
| Chemistry Electrical Vault Renewal | 1,000 | 5,000 | 8,000 | 14,000 |
| Other Capital Projects | 30,153 | 312 | - | 30,465 |
| Total - Projects Underway / Proceeding | 677,602 | 128,722 | 46,747 | 853,071 |
| Annual Capital Programs : | | | | |
| Infrastructure Maintenance Program Grant | | 23,572 | | |
| Energy Management | | 4,418 | | |
| Total Annual Capital Programs | | 27,990 | | |
| TOTAL | 677,602 | + 156,712 | + 46,747 | = 853,071 |

| Future Capital Projects (April 01 to March 31) | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-21 |
|--|--------------|----------------|----------------|----------------|---------------|
| Academic Student Support Space - Student Residence | 900 | 4,000 | 2,000 | | |
| Augustana Science Labs & Classroom Building | - | 10,000 | 10,000 | | |
| Campus Saint-Jean Science Labs | - | 1,000 | 8,000 | 10,000 | - |
| Dentistry Pharmacy Functional Renewal | - | 13,000 | 30,000 | 34,000 | 13,000 |
| Earth Science Building - Central System Upgrades | - | - | - | - | - |
| ECO Center Devonian Garden | - | 500 | 6,000 | 1,500 | |
| Engineering Backfill ETLC | - | 8,000 | 2,000 | - | - |
| Faculty of Arts | - | 6,500 | 33,000 | 31,000 | 28,000 |
| High Performance Training and Research Centre and Community A | 1,000 | 25,000 | 25,000 | 14,000 | |
| Maskwa House of Learning | 500 | 13,750 | 13,750 | | |
| Mechanical Engineering Building Renewal | - | - | - | - | - |
| Natural Resources Engineering Facility | - | 15,000 | 15,000 | | |
| North Campus Electrical Services Expansion and Garneau Substatio | - | 3,000 | 14,000 | 10,000 | |
| School of Business | - | - | - | - | - |
| Science Backfill | - | 6,000 | 7,000 | 3,000 | |
| South Campus Basic Infrastructure | - | 15,600 | | | |
| South Campus Infrastructure Utilities/District Energy Plant | - | | | | |
| Total Future Capital Projects | 2,400 | 121,350 | 165,750 | 103,500 | 41,000 |

The recommended Capital Budget forecast was developed on November 3, 2016 and contains values which may not align with or may not include projects identified.

Ancillaries

The university runs several large ancillary operations: Ancillary Services (Residence Services, Hospitality Services, Parking, Real Estate and Commercial Property Management Services, ONEcard) the Bookstore, Enterprise Square, the University Health Centre, and Utilities. All of the university's ancillaries must generate the required revenues to support their operating and ongoing capital requirements as well as maintain both operating and capital reserves.

Ancillary Services

Despite short-term deficiencies in annual net operations, Ancillary Services maintains a substantial positive reserve balance. Significant challenges include: Michener Park housing complex deferred maintenance; increasing residence vacancy rate; increasing costs associated with unionization; increasing minimum wage and the carbon levy; and residence and parking rates at, or near, market rates. These factors will need to be monitored carefully in terms of the long-term impact on our financial position.

Bookstore

The bookstore continues to be challenged with e-delivery of course materials and increasing competition. With a strong focus on cost control, the bookstore is returning to a positive net position.

Enterprise Square

Enterprise square remains in a positive financial position with all of its space fully occupied.

University Health Centre

The University Health Centre remains in a positive financial position. The area of greatest concern is the continuation of targeted mental health funding from government to support the provision of additional mental health support services.

Utilities

Utilities net operations remain in a balanced position while providing highly-dependable and cost-effective utilities to North Campus and surrounding entities. The greatest uncertainty is the long-term impact of the government's carbon levy policies and the need to upgrade its power grid infrastructure to align with enhancements being implemented by EPCOR.

Table 4. 2017-18 Ancillaries Budget and Projections (\$,000)

| | 2016-17 | | Budget | Projections | | |
|---|----------------|----------------|----------------|---------------|-----------------|---------------|
| | Budget | Forecast | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
| Ancillary Services* | | | | | | |
| Revenue | 77,257 | 74,245 | 77,025 | 84,493 | 89,427 | 92,862 |
| Expenses (Net Amort, Capital Acqn., Debt Rpymt) | 79,033 | 77,635 | 81,328 | 84,824 | 101,200 | 86,645 |
| Net Operations | (1,776) | (3,390) | (4,303) | (331) | (11,773) | 6,217 |
| Reserve Balances, Closing | | | | | | |
| Operating | 3,104 | 452 | (1,750) | (4,124) | (2,443) | 1,802 |
| Capital | 20,662 | 21,713 | 19,612 | 21,655 | 8,201 | 10,173 |
| Total Reserve Balance | 23,766 | 22,165 | 17,862 | 17,531 | 5,758 | 11,975 |
| Augustana: Residence, Conferencing, and Food | | | | | | |
| Revenue | 3,615 | 3,421 | 3,490 | 3,560 | 3,630 | 3,703 |
| Expenses (Net Amort, Capital Acqn., Debt Rpymt) | 4,042 | 3,530 | 3,428 | 3,485 | 3,546 | 3,607 |
| Net Operations | (427) | (109) | 62 | 75 | 84 | 96 |
| Reserve Balances, Closing | | | | | | |
| Operating | 940 | 886 | 948 | 1,000 | 1,000 | 1,000 |
| Capital | 3,637 | 4,558 | 4,558 | 4,581 | 4,665 | 4,761 |
| Total Reserve Balance | 4,577 | 5,444 | 5,506 | 5,581 | 5,665 | 5,761 |
| Bookstore | | | | | | |
| Revenue | 14,304 | 13,599 | 13,230 | 12,979 | 12,979 | 12,979 |
| Expenses (Net Amort, Capital Acqn., Debt Rpymt) | 14,314 | 13,451 | 13,112 | 12,814 | 12,859 | 12,905 |
| Net Operations | (10) | 148 | 118 | 164 | 119 | 73 |
| Reserve Balances, Closing | | | | | | |
| Operating | (1,203) | (1,057) | (939) | (775) | (655) | (582) |
| Capital | - | - | - | - | - | - |
| Total Reserve Balance | (1,203) | (1,057) | (939) | (775) | (655) | (582) |
| University Health Services | | | | | | |
| Revenue | 6,600 | 6,636 | 4,800 | 4,835 | 4,870 | 4,905 |
| Expenses (Net Amort, Capital Acqn., Debt Rpymt) | 6,497 | 6,599 | 4,800 | 4,835 | 4,870 | 4,905 |
| Net Operations | 103 | 37 | - | - | - | - |
| Reserve Balances, Closing | | | | | | |
| Operating | 366 | 300 | 200 | 200 | 200 | 200 |
| Capital | 100 | 100 | 200 | 200 | 200 | 200 |
| Total Reserve Balance | 466 | 400 | 400 | 400 | 400 | 400 |
| Utilities | | | | | | |
| Revenue | | | | | | |
| Revenue | 81,469 | 80,501 | 87,099 | 89,209 | 83,864 | 88,209 |
| Expenses (Net Amort, Capital Acqn., Debt Rpymt) | 81,469 | 80,501 | 87,099 | 89,209 | 83,864 | 88,209 |
| Net Operations | - | - | - | - | - | - |
| Reserve Balances, Closing | | | | | | |
| Operating | 4,742 | 614 | 614 | 614 | 614 | 614 |
| Capital | 4,281 | 9,585 | 9,585 | 9,585 | 9,585 | 9,585 |
| Total Reserve Balance | 9,023 | 10,199 | 10,199 | 10,199 | 10,199 | 10,199 |
| TOTAL | | | | | | |
| Revenues | 183,245 | 178,402 | 185,644 | 195,076 | 194,770 | 202,657 |
| Expenses | 185,355 | 181,716 | 189,767 | 195,167 | 206,340 | 196,271 |
| Net Operations | (2,110) | (3,314) | (4,123) | (92) | (11,570) | 6,386 |
| Reserve Balances, Closing | | | | | | |
| Operating | 7,948 | 1,195 | (927) | (3,085) | (1,285) | 3,034 |
| Capital | 28,680 | 35,956 | 33,955 | 36,021 | 22,651 | 24,719 |
| Total Reserve Balance | 36,628 | 37,150 | 33,027 | 32,936 | 21,366 | 27,752 |

*Ancillary Services includes: Enterprise Square, Commercial Property, Parking Services and Housing & Food Services

Conclusion

The university faces significant budget uncertainty in 2017-18 however is determined to move forward with the implementation of its goals, objectives and strategies as outlined in *For the Public Good*. As a major economic driver in the province and a critical contributor to the diversification of the Alberta economy, the university looks to the province for stable and predictable funding. Working in partnership with the government, the university is confident that it can fulfill its mandate, provide a dynamic and integrated learning and research environment and meet the social, cultural and economic needs of this province.

Statement of Operations and Cash Flow

Statement of Operations Budget for the Years ending March 31, 2018 to 2021 (\$,000)

Table 5. Statement of operations and expenses by function

| | Estimated Actual 2017 | Budget 2018 | Forecast 2019 | Forecast 2020 | Forecast 2021 |
|---|--------------------------|---------------------|---------------------|---------------------|---------------------|
| REVENUE | | | | | |
| Government of Alberta Grants | \$ 963,838 | \$ 980,957 | \$ 1,000,717 | \$ 1,026,602 | \$ 1,045,744 |
| Federal and other government grants | 192,314 | 216,832 | 193,232 | 196,262 | 203,057 |
| Student tuition and fees | 324,936 | 329,954 | 343,465 | 347,336 | 355,044 |
| Sales of services and products | 200,557 | 206,144 | 216,178 | 221,680 | 228,409 |
| Donations and other grants | 107,770 | 116,989 | 121,873 | 125,894 | 129,917 |
| Investment income | 66,982 | 68,196 | 71,190 | 73,962 | 74,804 |
| | 1,856,397 | 1,919,072 | 1,946,655 | 1,991,736 | 2,036,975 |
| EXPENSE | | | | | |
| Learning | 1,134,924 | 1,170,107 | 1,103,700 | 1,226,477 | 1,246,995 |
| Research | 461,768 | 474,856 | 493,009 | 511,499 | 530,743 |
| Facility operations and maintenance | 128,042 | 159,329 | 118,689 | 115,402 | 117,865 |
| Ancillary Services | 95,707 | 98,363 | 103,516 | 103,537 | 104,931 |
| | 1,820,441 | 1,902,655 | 1,818,914 | 1,956,915 | 2,000,534 |
| Annual Operating Surplus | 35,956 | 16,417 | 127,741 | 34,821 | 36,441 |
| Endowment contributions | 18,087 | 18,630 | 19,375 | 20,150 | 21,158 |
| Endowment capitalize investment inc | - | - | - | - | - |
| | 18,087 | 18,630 | 19,375 | 20,150 | 21,158 |
| Annual Surplus | 53,143 | 35,047 | 57,116 | 54,971 | 57,599 |
| Accumulated surplus, beginning of year | 1,540,519 | 1,593,662 | 1,628,709 | 1,685,825 | 1,740,796 |
| Accumulated surplus, end of year | \$ 1,593,662 | \$ 1,628,709 | \$ 1,685,825 | \$ 1,740,796 | \$ 1,798,395 |

Statement of Cash Flows for years ending March 31, 2016 to 2019 (\$000's)

Table 6. Statement of Cash Flows

| | Actual 2016 | Estimated Actual 2017 | Budget 2018 | Forecast 2019 |
|---|------------------|-----------------------------|------------------|------------------|
| OPERATING TRANSACTIONS | | | | |
| Annual surplus | \$ 62,361 | \$ 53,143 | \$ 35,047 | \$ 57,116 |
| Add (deduct) non-cash items: | | | | |
| Amortization of tangible capital assets | 173,301 | 175,529 | 178,518 | 184,526 |
| Expended capital recognized as revenue | (117,027) | (117,993) | (114,186) | (118,434) |
| (Gain) loss on sale of portfolio investments | (35,176) | (10,392) | (9,560) | (9,260) |
| (Gain) loss on disposal of tangible capital assets | 1,131 | - | - | - |
| Increase (decrease) in employee future benefits | 5,711 | (7,286) | (9,302) | (10,363) |
| Change in non-cash items | 27,940 | 39,858 | 45,470 | 46,469 |
| (Increase) decrease in accounts receivable | 10,936 | (1,973) | (2,003) | (2,033) |
| (Increase) decrease in inventory | 292 | 519 | 438 | 370 |
| Increase (decrease) in accounts payable and accrued liabilities | (47,755) | 2,625 | 2,664 | 2,704 |
| Increase (decrease) in deferred revenue | (17,102) | 39,846 | (19,652) | (12,102) |
| (Increase) decrease in prepaid expenses | 1,359 | 1,330 | 1,122 | 947 |
| Increase (decrease) in spent deferred capital contributions, less in kind donations | 41,094 | 46,563 | 77,891 | 51,900 |
| Cash provided by operating transactions | 79,125 | 181,911 | 140,977 | 145,371 |
| CAPITAL TRANSACTIONS | | | | |
| Acquisition of tangible capital assets, net of proceeds on disposals | (131,796) | (149,165) | (185,304) | (130,790) |
| Cash applied to capital transactions | (131,796) | (149,165) | (185,304) | (130,790) |
| INVESTING TRANSACTIONS | | | | |
| (Purchases) of portfolio investments, net of sales | (14,629) | (18,087) | 51,370 | (29,375) |
| Cash provided by (applied to) investing transactions | (14,629) | (18,087) | 51,370 | (29,375) |
| FINANCING TRANSACTIONS | | | | |
| Debt - new financing, net of (debt repayments) | 22,428 | (11,570) | (11,314) | 18,058 |
| Cash provided by (applied to) financing transactions | 22,428 | (11,570) | (11,314) | 18,058 |
| Increase (decrease) in cash and cash equivalents | (44,872) | 3,089 | (4,271) | 3,264 |
| Cash and cash equivalents, beginning of year | 57,963 | 13,091 | 16,180 | 11,909 |
| Cash and cash equivalents, end of year | \$ 13,091 | \$ 16,180 | \$ 11,909 | \$ 15,173 |

APPENDIX B

ENROLMENT PLAN AND PROPOSED PROGRAMMING CHANGES

Enrolment plan

The strength of the University of Alberta is founded on the quality and diversity of its people, programming, research, and resources. The U of A remains committed to attracting outstanding undergraduate and graduate students, post-doctoral fellows, and professors from Alberta, across Canada, and abroad. Our academy represents and contributes to Canada's and Alberta's cultural diversity and is an inclusive community that values the perspectives of all genders, Indigenous people, under-represented groups, and people from rural and northern communities. Along with an exceptional professoriate and highly-skilled technical and professional staff, these individuals create an integrated environment of teaching, learning, research, and creative activities. The U of A aims to provide enriched and transformative student experiences, resulting in graduates who are engaged global citizens, prepared to contribute to the social and economic wellbeing of the province, the nation, and the world.

Access to programs at the U of A evolves in response to student demand, workforce needs, and the availability of resources. The University of Alberta values its relationships with other Campus Alberta institutions, and continues to engage in productive inter-institutional collaborations supporting transfer and learner mobility.

Programs listed in the table below are drawn from the Provider and Program Registry System (PaPRS). It is important to note that there is not perfect alignment between the programs listed in PaPRS and those listed in the University Calendar. There are a number of historical and systems-related reasons for this incongruity, but university staff and staff from Advanced Education are collaborating to create better alignment.

Graduate Full Load Equivalent (FLE) numbers are artificially-inflated by the methodology for calculating FLEs prescribed by PaPRS and the Learning Enrolment Reporting System (LERS). Graduate FLEs are calculated based on a fixed per-credit allocation which may not correspond to the actual credit load of a full-time U of A graduate student. For example, PaPRS assigns thesis-based graduate students a full load of 18 credits, while a full-time U of A graduate student registered in a thesis-based program has a normal full load of 30 credits (1.7 FLE). Normal full loads for course-based programs at the U of A vary by program according to structure and requirements. At the U of A, headcount is a more accurate reflection of graduate enrolment. University of Alberta staff are engaged with Advanced Education about the challenges related to these data.

While the table below provides enrolment figures and projections for all programs, as per the government's CIP guidelines, enrolment targets are provided at a faculty level. In most cases, the university does not manage enrolment to a specific target or quota by program. Rather, enrolment is managed to an overall faculty-level target. This allows individual programs to respond dynamically to changes in demand, supporting the growth and sustainability of emerging areas of study. This approach also allows students greater flexibility to change programs within the same faculty as they refine their interests and educational goals. Finally, it allows faculties to manage the evolution of their programs, starting new ones and phasing out old ones without affecting overall enrolment numbers at the faculty level.

International enrolment, reported here as per the CIP guidelines, varies widely across programs, especially between undergraduate and graduate programs. Overall, the university's proportion of international students (graduate and undergraduate) is approximately 17 per cent, with the proportion for the undergraduate student body at 14 per cent. International enrolment within individual programs is driven by a variety of factors, including, in many cases, specific arrangements with governments in foreign countries. Graduate programs tend to have a higher proportion of international enrolment than undergraduate programs. This is consistent with other major research universities, and reflects the university's contribution to attracting outstanding future researchers, innovators, and professionals to Alberta. Graduate students pursue advanced degrees based on where they can work with key scholars, or in internationally known programs. A strong majority of international students will remain in Alberta post-graduation. According to the *2012 Graduate Outcomes Survey*, 84 per cent of Alberta students who lived outside Canada at the time they applied to school remained in Alberta after graduation. At the U of A in particular, more than 70 per cent of international PhD students who entered the U of A between 2004 and 2006 had become Permanent Residents or citizens of Canada by the time they graduated.

Proposed programming changes

Quality Degree Programs

The U of A offers foundational and relevant programs with the goal to educate every student as an engaged and informed citizen and lifelong learner. We provide a sophisticated layering of credentials through programming designed to meet the needs of all learners seeking baccalaureate credentials and higher, through to the highest professional and scientific designations.

Alongside traditional degree programs, there is growing interest in, and need for, combined degrees, interdisciplinary programs, and cross-disciplinary embedded certificates. One of the fastest-growing credential types is the Course-Based Master's degree, reflecting the need in industries and communities for workers prepared with advanced degrees. Learning is a lifelong process, and the complexity of today's economy means that learners return to the university for new credentials throughout their careers. Diversity is captured in new programs and content and in approaches to studying problems and implementing solutions. New approaches to higher education include regular evaluation of programs—allowing for refreshing and phasing out of programs not sufficiently responsive to current educational, economic, and scientific needs alongside the development of new ones—and the development of traditional credentials (e.g., professional programs) to meet evolving learner needs.

The university anticipates submitting the following new program proposals for approval during the 2017-18 and 2018-19 years:

| | |
|--|---|
| Course-based Master of Arts in the History of Art, Design and Visual Culture (HADVC) | Post-Baccalaureate Certificate (PBC) in Indigenous Business |
| Course-based Master of Arts in Native Studies | University Certificate in Teaching Complex Communication Needs Students |
| Course-based Master of Science in Genetic Counselling | Bachelor of Arts in Recreation Therapy |
| Course-based Master of Arts in Digital Humanities | Bachelor of Arts in Modern Languages and Cultural Studies |

| | |
|---|--|
| Course-based Master of Arts in Policy Studies | Certificate in Education à la Petite enfance (Child Development Worker) |
| PhD in Oral Medicine (Medical Sciences-Oral Medicine) | Diploma in Education à la Petite enfance (Child Development Supervisor) |
| Post-Baccalaureate Certificate (PBC) in Communications and Technology | Certificate in Préposé en soins de santé (Health Care Aide) |
| Post-Baccalaureate Certificate (PBC) in Accounting | Diploma in Techniques en Travail social et Santé mentale (Techniques in Social Work and Mental Health) |
| Post-Baccalaureate Certificate (PBC) in Health Care Leadership | Diploma in Infirmière auxiliaire (Licensed Practical Nurse) |
| Post-Baccalaureate Certificate (PBC) in Environmental Monitoring | |

The university anticipates submitting requests for the termination of:

- Bachelor of Science in Actuarial Science
- Bachelor of Science in Rangeland and Pasture Management
- Bachelor of Education in Adult Education
- Bachelor of Arts and Bachelor of Arts (Honors) in Italian Studies, Russian Language and Literature, Ukrainian Folklore, Ukrainian Language and Literature, Middle Eastern and African Studies
- Bachelor of Music in Music History, School Music Route, and World Music Route
- Combined Bachelor of Arts in French and Italian, German and Scandinavian, Italian and Spanish, and Russian and Ukrainian.

The university anticipates submitting requests for the suspension:

- Combined Bachelor of Science/Education in Education and Human Ecology
- Bachelor of Arts in Latin American studies, Scandinavian Language and Literature, Ancient and Medieval History, Comparative Literature, and Combined French and Spanish
- Bachelor of Music in Composition and Theory
- Bachelor of Design Computing Science Route and Printmaking Route.

The university anticipates submitting requests for three program name changes: Bachelor of Commerce in Entrepreneurship and Family Enterprise; Bachelor of Science in Family Ecology; and, Master of Arts in Digital Humanities.

Experiential Learning

Experiential learning enriches the quality of the academic experience. The University of Alberta has prioritized increasing the opportunities for, and participation rates in, experiential learning for both undergraduate and graduate students, through engagement with community, industry, professional organizations, and government locally, nationally, and internationally. The University has a rich history of providing experiential learning opportunities that enhance the learning experience and provide platforms through which our students will be better equipped to enter or re-enter the workforce post-graduation. In the near future, the university will conduct a survey to better understand the experiential learning needs of our students. Survey results will allow us to better communicate the full scope of the opportunities that exist already, and to develop new opportunities tailored to student needs.

Professional Education

The expansion of professional development opportunities for graduate students continues to be a priority for the university. Robust professional development, including internships, events, workshops and online resources, enhances their job market competitiveness. It also better prepares students to use their advanced degrees and other credentials beyond the academy. This movement is critical for the future career paths of the students as well as for the development of the industries, organizations, and disciplines in which they will work. At the U of A, this priority is facilitated by a new requirement that each graduate student create a plan for their own development and undertake at least eight hours of professional development activity during the course of their graduate degree. Professional development plans require students to research potential career paths, assess their own skillsets and fill any gaps, and establish a plan for moving from graduate degree to career.

ENROLMENT TABLE APPENDED SEPARATELY

APPENDIX C

RESEARCH, APPLIED RESEARCH, AND SCHOLARLY ACTIVITIES

As one of Canada's top research-intensive institutions, the U of A leads the province in world-class research outcomes and student experiences that drive innovation and enhance social, cultural, and economic development. The university offers research and doctoral programs across seven thematic areas: humanities and fine arts, social structure and systems, science and technology, energy, environment, food and bio-resources, and health and wellness. This full spectrum of learning and inquiry positions the U of A's academy and its graduates to make the comprehensive contributions towards scientific, social, and cultural innovations needed to support Alberta's post-secondary system principles and its identified provincial outcomes: effective resource and environmental management, a broadened economic base, and resilient and healthy individuals and communities.

The University of Alberta's ground-breaking research focuses on redefining the social, cultural, environmental, and technological contexts that we will need in the future. Teacher education, for example, must evolve to address new demands in schools where increased population diversity, as well as shifts in employment and industry, are influencing what and how we teach our children. Similar demographic changes are influencing the delivery of health care and health information. Increased use and fast-paced changes in communications technology are influencing how people access, consume, and critically examine information—all skills that university graduates need.

At the forefront of training future researchers and innovators, the University of Alberta produces the highest quality graduates, researchers, educators, highly-trained professionals and skilled personnel for potential employers, ranging from social agencies, to schools, to other research-intensive universities, to industries, and to public and private corporations. Research must also be recognized as an important career path in itself that supports the aspirations of individual Albertans and the province as a whole.

Accessibility

Accessibility and diversity

Accessibility and diversity initiatives enable equitable access to positions of influence that shape and set research agendas and priorities, and to a full range of personal growth opportunities and eventual employment paths. The U of A must bridge a critical gender gap in the professoriate, particularly in the most senior ranks, and must strive to increase the representation of Indigenous scholars in the professoriate. The U of A must also strive to increase numbers of women and Indigenous people in STEM (Science, Technology, Engineering, and Math) disciplines. Despite long-term efforts to achieve gender balance in the academy, male faculty members continue to significantly outnumber female faculty. Indigenous people currently comprise only one per cent of the professoriate. There is a dearth of Indigenous people with PhDs in Canada, and the university plays a key role in providing opportunities for Indigenous people to reach this credential. Indigenous people achieve higher education at the rate of about 12 per cent, only about half the rate among the general population (about 23 per cent). The U of

A, in partnership with other post-secondaries, must address this education gap at the undergraduate level by recruiting and offering appropriate supports to Indigenous students—one of the Calls to Action in the Truth and Reconciliation Commission report.

Balance of professors, post-doctoral fellows, graduate students and undergraduate students

In 2015-16, the U of A was home to over 36,000 students (almost 30,000 undergraduate and over 7,000 graduate). We are home to 2,071 full-time faculty members, approximately 600 post-doctoral fellows, and 926 contract academic staff. Maintaining the right balance among professors, post-doctoral fellows, graduate, and undergraduate students is critical to the university's ability to offer access to a world-class education and an environment that nurtures and supports the full educational and career lifecycle of all U of A members.

Graduate education and post-doctoral fellows

Over 200 graduate programs, attended by over 7,000 graduate students and nearly 600 post-doctoral trainees, are intricately entwined with the U of A's learning, teaching, and discovery mandate. Individuals educated to the PhD level enable large-scale, visionary, and ambitious research agendas that have the potential for big impact results. They drive innovation and research within and beyond the university, including in industrial, community, and social settings. They are key to shifting Alberta to a learning-based society that welcomes intellectual and economic diversity.

The Faculty of Graduate Studies and Research Professional Development program advances research and develops professional skills and qualities sought by employers, making the U of A's graduate students competitive in the global market for traditional educational positions (e.g., professors), industry positions (e.g., industrial research and development) and within communities (e.g., in the public service or non-profit sector).

The post-doctoral complement is critical to Alberta's research capacity and impact, yet receives no provincial support. Post-doctoral fellows are essential to our role as a global partner of choice for international research consortia and training programs with top-tier collaborators. As highly educated and mobile researchers, post-doctoral fellows ensure the continuing vitality of the academic community and increase the speed of sharing of knowledge and ideas. An expanded and diverse community of post-doctoral fellows will contribute to the U of A's capacity to discover novel solutions to complex social, cultural, and economic challenges. Cohort targets will be determined in response to the U of A strategic plan.

Quality

In 2016, the U of A began to identify and support established and emerging areas of global research distinction and leadership by building a portfolio of signature areas that distinguish us from our peer institutions in Campus Alberta and beyond, and which exemplify the University of Alberta's capacity to engage in big questions and global challenges. The first signature areas will be announced in 2017.

Research initiatives at the U of A build on our prominent international collaborations to make significant contributions to areas of fundamental importance to Albertans (including energy and the environment, health, and economic diversification), and to recruit and train the innovative leaders of tomorrow. We leverage provincial funding to attract greater external investment from the public and private sector, including participation in prominent federal funding programs such as the Canada First Research Excellence Fund (CFREF), and to foster long-term cycles of significant re-investment in Alberta.

Our strategic research priorities include projects focusing on environmental stewardship, effective resource management, supporting healthy Albertans in all of our communities, and a strong economy. Selected strategic research projects include:

A Strong Economy and Effective Resource Management

Future Energy Systems

Future Energy Systems brings together researchers across disciplines to improve energy systems related to unconventional hydrocarbon resources—tailings ponds, greenhouse emissions, water use, land reclamation, and safe, efficient energy transportation. Future Energy Systems is multi-disciplinary and will examine energy demands, sources and processes through a broad range of perspectives including social, economic, legal-scientific and technological. Building on the U of A's strengths in advanced materials, smart electrical grids and bioprocessing, Future Energy Systems will help move Canada to a low-carbon energy economy. The \$75-million federal investment is part of the Canada First Research Excellence Fund to strategically invest in areas where post-secondary research institutions have a competitive advantage and can become global leaders.

SCENEREI

Two world-class research universities in energy and the environment, Tsinghua University in Beijing, China and the University of Alberta, have established a substantial collaborative research program—the Sino-Canadian Energy and Environment Research and Education Initiative (SCENEREI) – to address the world's growing need for sustainable energy solutions that offer reduced water use and minimized environmental impact. Stage 1 and Stage 2 of this collaboration, totaling 34 research projects with more than \$1.5 million in research investment, include: clean energy (hydrocarbon recovery, lignite upgrading, geoscience), energy policy (regulation, supply chains, socioeconomics), transportation (infrastructure), and the environment (water, monitoring, minimizing impact).

The partnership works on carbon capture and storage, geothermal energy, land reclamation and water management, opening up new opportunities for technology transfer and collaboration with business and industry.

Helmholtz (HAI)

HAI-E&E (Energy and Environment), a collaboration involving over 50 U of A researchers and four Helmholtz research institutes in Germany, is involved in exploring cleaner energy production and solutions to pressing environmental issues facing Alberta's oilsands and Germany's coal production.

Environmental Stewardship

Tracking Change, funded through SSHRC's Partnership Grant, supports local and traditional knowledge research activities in the Mackenzie River basin and sister projects in the Lower Amazon and Lower Mekong River Basins. The project is led by the U of A alongside the Traditional Knowledge Steering Committee of the Mackenzie River Basin Board, the Government of Northwest Territories, and many other valued organizations. Its long-term goal is to strengthen the voices of subsistence fishers and Indigenous communities in the governance of major fresh-water ecosystems.

Supporting Healthy Albertans in all of our Communities

Addictions and mental health

The Addictions and Mental Health Research Lab in the School of Public Health is a collaborative and multi-disciplinary initiative that works closely with policy makers and health practitioners to mobilize knowledge. Current priorities include the Edmonton Drug Use and Health Survey, part

of a project funded by the Canadian Institutes of Health Research on evidence-based harm reduction policy.

Health and life sciences

Helmholtz (HAI) partnerships strengthen health and life sciences research, such as infectious disease, neuro-degenerative disease research and most recently diabetes research. An emerging partnership within HAI is the collaboration in diabetes research between the Alberta Diabetes Institute (ADI) and Helmholtz Zentrum München (HZM). Possible fields of joint strategic research also identified include: metabolism and obesity, drug targets, gene and hormone therapy and cell therapies and Immunology.

Coordination

The U of A embraces coordination with partners within and beyond Alberta to advance a diversity of research priorities and agendas and to ensure the efficient and effective use of resources through collaborations that leverage our research strengths and those of partner institutions. In keeping with this approach, the U of A continues to build and support collaborative research capacity to produce leading-edge research on critical issues that confront humanity. Priority collaborations supporting Alberta's social and economic outcomes are identified above, and the university remains open to and encouraging of a wide range of research partnerships and collaborations.

The university is committed to working with other partners in Alberta's post-secondary sector to ensure that Albertans have access to a range of programs to satisfy their post-secondary goals and employment needs. Graduate programs in particular are closely linked to the university's research faculty and activities, and a robust and varied research enterprise directly supports the availability of a diversity of programming across the learning continuum.

The U of A also remains committed to community-level collaboration, whether through the involvement of community partners in research or through ensuring that graduate students develop the skills to excel across all sectors of society. Initiatives to support collaboration in research are directly supportive of the university's quality and accessibility objectives and are described in Appendix D.

APPENDIX D

COMMUNITY OUTREACH AND UNDER-REPRESENTED LEARNERS

The University of Alberta engages with a diverse set of stakeholder communities, defined by geography, by cultural, linguistic, or ethnic affiliation, or by interest or practice. The U of A is committed to celebrating and supporting a diversity of cultures, languages, economies, and, especially, ideas. The title of the new Institutional Strategic Plan, *For the Public Good*, reflects this commitment. Engagement occurs in many forms and contexts: formally and informally; internally and externally; locally, nationally, and globally. Community engagement is integral to the U of A's approach to achieving excellence and relevance in teaching and research, to organizational effectiveness, to infrastructure development, and to serving its diverse stakeholder communities. Much of the U of A's engagement work is long-term in nature and reflects ongoing, mutually beneficial relationships between the university and the communities to which it is accountable. The sections below outline institutional priorities for 2017-19. Priorities and partnerships related to research and to capital planning are addressed in appendices C and F, respectively.

As part of its commitment to foster academic excellence through diversity, the U of A continues to prioritize recruiting and supporting under-represented and Indigenous learners. In concert, the university is committed to actively responding to the Truth and Reconciliation Commission of Canada.

Community Outreach and Engagement

Showcasing the value and impact of the U of A, its scholars, and its alumni

The university prioritizes opportunities to connect researchers with communities and to enhance the impact and profile of their work. For example, the Community-University Partnership for the Study of Children, Youth, and Families brings together U of A researchers with community agencies from across Alberta. Through projects like the Centre for Public Involvement, a partnership between the U of A and City of Edmonton, the university participates in creating 'living laboratories' to improve the practice of community engagement and outreach. And through programs like USchool, which partners with schools across Alberta to expose K-12 students to future possibilities in post-secondary education, the U of A builds bridges between its researchers and socially vulnerable communities.

The U of A connects its researchers to the general public through programs like the U of A Speakers' Bureau, partnered Speakers' Series with the Edmonton Public Library, and many others. The U of A also profiles its next generation of researchers through participation at the annual international Falling Walls Conference before a judging panel of academic, government, media and industry leaders. In addition, the university highlights exceptional efforts at engagement through its Community Connections Awards, which honour those whose work embodies the U of A's promise of "uplifting the whole people" and has a positive impact on communities near and far.

The University of Alberta's alumni showcase the positive impacts of its graduates on communities locally and abroad. The university will build on past successes as it expands outreach initiatives with graduates at all stages of their post-university life, with particular

emphasis on encouraging graduates from the last decade to re-engage with the university to help connect with their communities and participate in outreach and volunteer initiatives. Alumni engagement in 2017 will include conducting an alumni needs assessment to ensure that programs, services, and benefits align with the interests of the alumni community.

Recognizing that the university has a significant national profile, Canada's sesquicentennial year offers an opportunity to raise awareness and pride around the university's distinctive and powerful contributions to Canadian history—to bring to light stories of achievement, accomplishment, and individual and shared histories that contribute to Canada's national fabric and its diverse sense of place and self. Engagement activities will be undertaken throughout the year on the university's multiple campuses and through the digital space.

Institutional marketing and communications strategy

For 2017-18, the U of A has prioritized the development of a new institutional marketing and communications strategy that will include the building of a brand platform and launch of a news site to tell the institution's story in broader, more accessible ways. Working with internal partners, the marketing and communications strategy will use multiple delivery platforms to showcase the U of A's economic, social, and other impacts, locally and globally. This strategy is intended to raise the U of A's profile while increasing Albertans' and Canadians' awareness of the value of the university. The news site, separate from, but unabashedly connected to the University of Alberta, will carry a wide range of stories produced across the institution, and look and feel like a news website. Although completion of the marketing and communications strategy is targeted for 2018-19, work to communicate the university's contributions is ongoing.

Supporting community through campuses and infrastructure

University infrastructure across all campuses serves firstly to ensure adequate teaching, research, and experiential spaces for students, faculty, and staff, and secondly to provide shared spaces where citizens, scholars, research discoveries, sports, culture, language, and performing arts can intersect. The U of A works continuously to maintain relationships with surrounding communities and to develop new relationships with communities, near and far, of learners, researchers, professionals as well as neighborhoods, municipalities, and countries.

Locally, the institution will leverage its five campuses and infrastructure assets to establish gathering places that connect the university and communities. Rurally based Augustana Campus and bilingually focused Campus Saint-Jean boast unique opportunities to engage with distinct communities. In 2017-18, the university will commence an amendment to the Long Range Development Plan for the Augustana Campus. The university places a high level of importance on linguistic duality and multi-culturalism and will develop strategies that position the institution and Campus Saint-Jean as the leader in attracting local and international students wishing to further their post-secondary education in French. New infrastructure priorities for the next three years include the proposed community arena complex on South Campus that, in partnership with the City of Edmonton, will provide enhanced sport infrastructure for the university and city as a whole. Capital priorities are addressed in Appendix F.

Experiential and community-engaged learning

Through a strengthened emphasis on experiential learning and professional development, the U of A also aims to enhance connections between students and their community (including employers and not-for-profit organizations). At the undergraduate level, the university supports over 1,500 community service-learning (CSL) placements per year, working with nearly 200 community organizations since 2003. Leveraging this success, the university will complement its strong support for co-operative education and CSL with a focus on increasing the number and accessibility of experiential learning opportunities.

At the graduate level, the U of A's emphasis on professional development is reflected in the multi-year initiative of the Faculty of Graduate Studies and Research to place students in professional internships, providing mutually beneficial opportunities with community-based organizations and industry. The U of A is also engaged with global efforts to 'redefine the PhD' to ensure that industry benefits from more highly-prepared graduates and that PhD graduates can consider robust non-academic career paths. These initiatives will not only enhance current community relationships, but also better position our students to make an impact after graduation.

Under-represented and Indigenous learners

The U of A is pursuing a range of strategies to enhance the diversity of its student body and increase participation among under-represented and Indigenous students. The active recruitment of Indigenous students is complemented by student supports that aim to improve student success, and is supported by a broader institutional approach to Indigenization and reconciliation (outlined below).

The U of A's multi-campus environment, in particular Augustana and CSJ, plays a key role in supporting access to the U of A among rural and francophone students. Augustana offers a leading liberal arts education in a smaller institutional setting, while the scope of CSJ's French-language programming is unique in western Canada.

Through a new national recruitment strategy, the institution is seeking to diversify the university's Canadian student body, while continuing to prioritize access for Albertans. Diversity enriches the academic environment and student experience, while ensuring that the university more closely reflects the demographic composition of Alberta and Canada.

The digital environment is an important component of the U of A's efforts to expand access to learning. The U of A continues to be a leader in the delivery of Massive Open Online Courses, or MOOCs, and to date, nearly a quarter of a million registrants have taken a MOOC at the University of Alberta. With a wide variety of subject matter, classes are offered to the public for general interest as well as for-credit for U of A students and students at other institutions. The courses, which have included Dino 101, led by world-renowned paleontologist Dr. Phil Currie and Understanding Video Games and More, an area of emerging strength in Alberta, encourage lifelong learning, serve as a bridge to draw in non-traditional students and bring meaningful, university-level content to participants. Two new MOOCs, Mountains 101 and Indigenous Canada, launched in 2017.

Indigenization and reconciliation

Through sharing, listening, and supporting as well as enhanced curriculum and programming for in-class or in the digital realm, the U of A will continue to take steps to value, recognize, and reconcile with Indigenous communities and traditional ways of knowing. Advancing the construction of the new Maskwa House of Learning, a gathering and academic space for the Indigenous students on North Campus, remains a high priority. The institution continues to develop strategies to increase enrolment of Indigenous students in all faculties, with the goal of enrolling Indigenous students at least proportionately to their representation in the Alberta population. Aboriginal Students Support Services continues to provide Indigenous students assistance so that they can be successful throughout their post-secondary experience at the U of A. An Indigenous Cultural Support Office has been initiated to support culturally sensitive development of initiatives, curriculum, and individual faculty and staff. Deliberate efforts will continue within faculties to encourage participation in enduring reconciliation. The university provides multiple avenues to learn about historical relationships between the Indigenous and

non-Indigenous communities through traditional classroom offerings across several faculties in addition to the new Indigenous Canada MOOC.

APPENDIX E

INTERNATIONALIZATION

The University of Alberta's international collaborations create exceptional learning, discovery, citizenship, and innovation opportunities. Such collaborations position the U of A among the world's top public institutions, and advance the university's international reputation for excellence in teaching and learning. The U of A actively cultivates a diverse academy that welcomes international students and scholars and that offers Albertans a world-class, globally minded education.

In conjunction with the implementation of the university's strategic plan, *For the Public Good*, in 2017-18, the U of A will establish an internal leadership structure to guide strategic engagement on international initiatives. The President's Committee on International Strategy will ensure that the university's approach to global engagement continues to reflect a forward-looking, system-wide perspective.

Specific priorities for 2017-20 include exploring strategic options to further diversify the university's population of international students while maintaining the overall proportion of international students among the student body. A large majority of Alberta's international students will remain in Alberta post-graduation (84 per cent, according to the *2012 Graduate Outcomes Survey*), and international students educated at the U of A provide the province with additional highly-skilled, innovative, and entrepreneurial professionals. They also bring cultural diversity together with global connections, insights, and perspectives on shared issues and challenges.

The university also remains focused on delivering international education by providing study abroad and global engagement opportunities to our students, offering experiential, internship, and co-operative education experiences in over 60 countries, as well as multiple joint and dual degree programs with partner institutions from around the world. The Alberta School of Business also offers a Master of Financial Management program in China in partnership with Xi'an Jiao Tong University (89 full-time registrants in 2015-16). A complete list of the university's international shared credential (joint/dual degree) programs is provided in the university's 2016 Annual Report, available at ualberta.ca/reporting.

As a research-intensive institution, the U of A pursues active collaborations with partners all over the world. Global research engagement has many benefits to the U of A and the province, including leveraging funding resources and expertise from other parts of the globe to address challenges that affect everyone, including Albertans. Key research partnerships are addressed in Appendix C.

CAPITAL PLAN

Capital planning considerations: strategic investment and long-range planning

Background

As Alberta's largest and oldest post-secondary institution, the University of Alberta manages more than 1.8 million square metres of complex facility inventory, ranging in age from more than 100 years old to new. With the completion of the Institutional Strategic Plan, *For the Public Good*, and aligned with the Government's Adult Learning System's Principles of accessibility, affordability, quality, coordination and accountability, the university has refined its focus to address deferred maintenance and functional renewal and repurposing of existing physical assets, as well as reviewing how underused space can provide cost-effective opportunities for consolidation and repurposing to enhance space in order to build essential teaching and research capacity. With this key work completed, critical expansions would be required only to meet the needs of tomorrow's students, teachers and researchers, and to maintain the institution's competitive global position.

With five well-established major campuses to support, the U of A has carefully evaluated its academic requirements across all areas to ensure that all capital investments form part of the long-term vision in support of *For the Public Good*. These priority investments would capitalize on the utilization of existing, but old and functionally inadequate, infrastructure. Through renovation and repurposing, the university would initially reduce its current level of deferred maintenance (\$938 million) by approximately \$100-150 million, depending on the level of capital investment available.

By reclaiming classroom space for faculties that are badly space-constrained, university priorities improve program outcomes across a number of key faculties and, in some instances, will negate the requirement for a new build. Reclaimed space reduces reliance on leased space, sets up the conditions for projects to support multiple faculties, and results in a 'domino' effect to support other faculties on North Campus through the provision of purpose-designed and built space and the repurposing and renovation of vacated space in multiple buildings. Additionally, investment in the Augustana and Campus Saint-Jean campuses is key to maintaining and developing programming for rural liberal arts and sciences as well as the only fully bilingual postsecondary education campus in western Canada.

Deferred maintenance

Recent investment in new facilities has created an opportunity, through backfill of vacated space, to creatively address physical and functional renewal of our buildings. Many older facilities were not designed to accommodate the functional and operational requirements of current and future faculty and students (Faculty Renewal and Student Experience), nor are they particularly energy efficient. Combining functional and physical renewal projects through backfill projects provides a best-value model for capital projects, minimizing the need for new buildings while facilitating the needs of tomorrow's learners and researchers, all at a significantly reduced capital cost.

Objectives:

- Maximize opportunities to identify and proactively address deferred maintenance and functional renewal, through joint renewal and repurposing projects for existing building inventory that would also focus on energy and carbon footprint reductions and support the move to renewable energy on an opportunity basis.
- Ensure stable, long-term funding for deferred maintenance, and work with government to develop funding strategies that could support increased and sustained funding in the order of \$25 million to \$40 million annually.
- Continue to maintain and improve the condition and functionality of the university's physical assets, which plays a critical role in our ability to attract, support, and retain the best students, faculty, and staff.
- Reduce the risk of building system failures that could affect life safety or result in building closures.
- Maintain the reliability of the university's utility plant through focused investment in the functional renewal that deals with both deferred maintenance and increased efficiency with new technology.
- Support the academic and research goals of the institution and maximize use and life of existing infrastructure, by ensuring that space is functional for current and future learning and research.

Planning

In order for high quality and detailed pre-design and planning services (including functional programming to lock scope) to be conducted, a multi-year allocation of planning funds is required. This will allow the university to focus specialist resources in support of program and budget accuracy in order to be in position to develop innovative solutions that maximize the utilization of existing space while minimizing our ecological and carbon footprint, allowing us to implement projects as funding becomes available.

Objectives:

- In the short-term, seek funding for pre-design services (including the development of business cases) related to strategic priorities and major opportunities, or mandate both, to provide greater scope and budget certainty and to enable responses to new funding in a timely manner.
- As greater levels of funding become available, seek a long-term funding envelope program that would include government contributions through capital and Climate Leadership grants as well as partnered contributions from internal sources where possible.
- Provide strong and clear campus planning documents that are rooted in sustainability and leading urban design principles. The plans will seek to provide necessary direction, ensuring academic program needs of the university are met, with careful consideration to the expressed interests of the surrounding neighbourhoods and communities.
- Reduce the university's reliance on expensive, long-term commercial leasing with better pre-design planning that anticipates the university's quickly-changing space needs.

Capital projects, BLIMS and investment priorities

The following strategic capital investment priorities are focused on improved asset utilization, reducing risk and deferred maintenance, repurposing existing infrastructure and reducing reliance on leased space while focusing on academic program outcomes in line with *For the Public Good*.

For each campus, two tables are presented. The first, “Capital Project Priority,” reflects projects that have been previously identified to government as top priorities for funding consideration. The second, “BLIMS Project Priorities,” identifies additional capital needs that have been submitted through the government’s Building and Land Information Management System (BLIMS).

Investments are broken down by campus as follows:

Augustana Campus

Table 1. Augustana Capital Project Priority

| Description | Approximate Cost | Completion | For the Public Good and Adult Learning System Alignment |
|---|--|------------|--|
| Science Lab/Classroom Renewal (initial Phase 1 of a 3-phased renewal project) | \$20M Funding Strategy: • Grants | 2019-20 | Objective 1/S1, 9/S2, 13, 19/S3, 23/S1 Coordination |

Table 2. Augustana BLIMS Project Priorities:

| Description | Priority | Approximate Cost |
|---|-----------------------|------------------|
| Augustana Science Building and Classroom Phase 2 and Phase 3 (post Phase 1 renewal phase) | Expansion 1 | \$40M and \$30M |
| Augustana Auxiliary Building Repurpose | Minor Preservation 16 | \$2.2M |

Campus Saint-Jean

Table 3. Campus Saint-Jean Capital Project Priority

| Description | Approximate Cost | Completion | For the Public Good and Adult Learning System Alignment |
|--|---------------------------------------|------------|--|
| Renewal and Repurposing -- functional renewal of classroom, lab and administrative space | \$19M Funding Strategy • Grants | 2019-20 | Objective 1/S1, 6/S3, 9/S2, 13, 19/S3, 23/S1 Coordination |

Table 4. Campus Saint-Jean BLIMS Project Priority

| Description | Priority | Approximate Cost |
|---|-----------------------|------------------|
| Campus Electrical Upgrade -- complete renewal of site electrical primary distribution for increased capacity to meet building requirements. | Minor Preservation 11 | \$3.1M |

North Campus

Table 5. North Campus Capital Project Priorities

| Description | Approximate Cost | Completion | For the Public Good and Adult Learning System Alignment |
|--|--|------------|---|
| Maskwa House of Learning | \$28M Funding Strategy • Philanthropic and Grants | 2018-19 | Objective 1/S1&S2, 4/S2, 13, 20/S1 Accessibility |
| Dentistry/Pharmacy Refurbishment and Multi-phased Renewal and Building Repurposing | \$249M Funding Strategy • Grants | 2025 | Objective 1/S1, 6/S3, 13, 16, 19/S3, 23/S1 Affordability |
| Faculty of Arts, Multi-phased Renewal and Building(s) Repurposing | \$191M Funding Strategy • Grants | 2028 | Objective 1/S1, 6/S3, 13, 16, 19/S3, 23/S1 Coordination |
| School of Business Renewal and Construction | \$185M Funding Strategy • Philanthropic and Grants | 2028 | Objective 1/S1, 6/S3, 13, 16, 23/S1 Coordination |
| North Campus Electrical Service Expansion and Garneau Substation Upgrade | \$27M Funding Strategy • Grants | 2020 | Objective 1/S1, 6/S3, 13, 19/S3, 23/S1 Coordination |
| Natural Resources Engineering Facility redevelopment | \$30M Funding Strategy • Grants | 2018-19 | Objective 1/S1, 6/S3, 13, 19/S3, 23/S1 Affordability |

Table 6. North Campus BLIMS Project Priorities:

| Description | Priority | Approximate Cost |
|--|----------------------|------------------|
| Engineering Backfill NREF | Expansion 3 | \$30M |
| ECO Centre - Devonian Botanic Garden | New 7 | \$10M |
| Pre-Design and Planning Services | New 8 | \$2M |
| Mechanical Engineering Renewal | Expansion 6 | \$60M |
| Medical Science Building Phase 1 | Preservation 4 | \$30M |
| Universiade Pavilion Bldg Env. Renewal | Preservation 6 | \$16M |
| Cameron Library Envelope | Minor preservation 4 | \$3.6M |

South Campus

Table 7. South Campus Capital Project Priorities:

| Description | Approximate Cost | Completion | For the Public Good and Adult Learning System Alignment |
|---|---|------------|---|
| High Performance Training and Research Centre and South Campus Community Arenas (SCCA) | \$25M (Ask) (Total Project Cost \$65M) Funding Strategy <ul style="list-style-type: none"> Grants and Philanthropic | 2019-20 | Objective 1/S1, 6/S3, 13, 16, 23/S1 Coordination |
| Translational Laboratory (As a core integrated element (~6,500sq m) of the Alberta Health sponsored Edmonton Clinical Laboratory Hub project) | Funding Strategy <ul style="list-style-type: none"> Alberta Health sponsored | 2022 | Objective 1/S1, 6/S3, 13, 16, 23/S1 Coordination |
| South Campus Basic Infrastructure | \$15.6M Funding Strategy <ul style="list-style-type: none"> Grants | 2019 | 1/S1, 23/S1 Coordination |
| South Campus Infrastructure Utilities/District Energy Plant | \$132.2 ¹ Funding Strategy <ul style="list-style-type: none"> Grants | See Note 1 | 1/S1, 13, 23/S1 Coordination |
| South Campus Electrical Service Upgrade and Expansion | \$7.5M Funding Strategy <ul style="list-style-type: none"> Grant | 2020 | 1/S1, 23/S1 Coordination |

Table 8. South Campus BLIMS Project Priority

| Description | Priority | Approximate Cost |
|--|-----------------------|------------------|
| Agri-Food Discovery Place - replacement of cracked floor slab. | Minor preservation 22 | \$2M |

Summary of Post-secondary Strategic Investment Fund (SIF) Investment Impacts

The following projects have been carried within the Government of Alberta's capital listing and will be shown as completed on or prior to the April 2018 SIF deadline:

- Electrical & Computer Engineering Research Facility: \$25 million (GOA \$7 million),
 - Impact: eliminate the current BLIM request
- Chemistry - Lab Modernization and Renewal: \$21.35 million (GOA \$7.04 million)
 - Impact: eliminate the current BLIM request and reduce the deferred maintenance liabilities
- Chemical Materials Engineering Building: \$22 million (GOA \$7 million)
 - Impact: eliminate the current BLIM request and reduce the deferred maintenance liabilities
- Biological Science and Earth and Atmospheric Sciences: \$22 million (GOA \$5.5 million)

¹ Multi-year phased project dependent on infrastructure to be supported.

- Impact: eliminate the current BLIM request and reduce the deferred maintenance liabilities in the Biological Sciences building but this project does not reduce the deferred maintenance liability for the Earth and Atmospheric Sciences building as an additional floor is required for mechanical in order for this building to continue as lab space.
- Innovation and Incubator Space: \$3.5 million, there will be no impact to BLIM submissions
- Research Network Infrastructure Upgrade: \$20 million
 - Impact: reduce the Infrastructure submission requirements
- Augustana - Science Lab renewal: \$2.34 million
 - Impact: reduce the BLIM submission carried in previous submission (Note: this will require a revisit of the design program for the Augustana Science / Classroom Building)
- Campus Saint Jean - Science Lab renewal: \$3.10 million
 - Impact: reduce the BLIM submission carried. (Note: This will redefine the approach to the building renewal program)
- Clinical Sciences Building renewal: \$7.7 million
 - Impact: reduce the BLIM submission and reduce the deferred maintenance liabilities
- Medical Science Building renewal: \$5 million
 - Impact: reduce the BLIM submission and reduce the deferred maintenance liabilities. (Note: As work phases on this project have proceeded, this facility has been found to be more difficult to work in than expected. The deferred maintenance value will increase based on difficulty).

Ancillary Services Capital and Maintenance Investment

Housing

Table 9. Housing

| Description | Approximate Cost | Completion | For the Public Good and Adult Learning System Alignment |
|--|--|-------------------|--|
| Lister 5 <ul style="list-style-type: none"> ● adds 460 new bed spaces for early-year undergraduate students | \$39.8M Funding Strategy <ul style="list-style-type: none"> ● Debt Financing | 2018 | Objective 8 Accessibility Quality |
| East Campus Village 9 <ul style="list-style-type: none"> ● adds 300 new bed spaces for middle to upper year undergraduate and graduate students | \$35.3M Funding Strategy <ul style="list-style-type: none"> ● Debt Financing | 2018 | Objective 8 Accessibility Quality |
| Lister Community Plan <ul style="list-style-type: none"> ● redevelopment of main floor spaces in Lister Centre into student success areas | TBD Funding Strategy <ul style="list-style-type: none"> ● Debt Financing | TBD Phased | Objective 8 Accessibility Quality |

Parking

Based on current planned capital initiatives, there is a requirement to construct at least one vertical car park structure with a capacity of 600 vehicles on South Campus. Depending on government intentions over the clinical laboratory hub, potentially a second structure for at least another 600 vehicles may be required.

Hospitality Services

A number of projects related to upgrading, renewing and redeveloping dining services infrastructure are currently under development. These include four in Lister Hall, and two in the Central Academic Building.

Potential Projects with Carbon Reduction Opportunities in Support of Alberta's Climate Leadership Plan

The following projects have been identified as potential contributors to reducing the university's carbon footprint in support of province-wide initiatives to reduce Alberta's carbon emissions and contribute to sustainability.

Cameron Library

Cameron Library has a significant building envelope problem with failure of exterior paneling supports resulting in panels falling off the building face, presenting both a safety concern and a direct impact to building operations. The condition of the exterior envelope is such that a full replacement is required.

The project has been approached as a demonstration project showing that with student engagement it is possible to address deferred maintenance renewal of existing buildings in a manner that trains the next generation of engineers and designers in the renewal of aged buildings. Specific skills that students have brought to the project include; energy modelling, creation of an intelligent Building Information Model, examination of various types of building envelope solutions, solutions for embedded green power and renewed mechanical systems with solar thermal storage. Additionally, the project has a defined goal of 50 per cent reduction in energy for an existing building with incorporation of solar thermal, photovoltaic, natural light reflectors and a thermal wall.

Universiade Pavilion - Butterdome

The building envelope for the Butterdome is deteriorating with significant rusting out of the exterior panel system. Reviews of the envelope have determined that the panel system will have to be completely replaced and the rain screen assembly renewed. A design review has been undertaken which incorporates retaining the identity of the building while supporting the installation of photovoltaic (PV) panels in the new wall system creating a significant green power source and greenhouse gas reduction for the campus. The project has been planned to incorporate campus research for PV systems which provides demonstration projects for students on the skills required for a new workforce for new building envelope technologies. The project will have a significant visual impact that can be pointed to as a great example of a building renewal incorporating green energy.

Green Labs Program

The University of Alberta's Green Labs program supports our research community in building healthy, safe and green teaching and research labs. Labs can use considerable amounts of water, electricity and consumable materials. This program makes it easier for researchers to maintain environmentally-responsible and healthy laboratory workspaces and engage in practices that reduce their ecological footprint, improve energy efficiency, conserve water and reduce waste. This program influences change through networking behaviour change programs, and incenting the use of ecologically preferable equipment.

South Campus District Energy System

The U of A proposes building a District Energy System (DES), incorporating combined heat and power (CHP), to meet the energy requirements of new facilities and to transition existing facilities to the DES. It will have the ability to service government facilities in the future as the

opportunity becomes available. DES, including CHP, can make significant contributions to reducing GHG emissions.

Highlights

Summary of ongoing major capital projects

- Research and Collection Resource Facility: \$30 million (debt financed), turnover planned for Sept 2017. On budget and schedule
- Devonian Botanic Garden Infrastructure: \$13 million (grant), sequentially phased project to align with ongoing garden development, planned completion 2018. On budget and schedule.
- Lister #5: \$40 million (debt financed), turnover planned for June 2018. On budget and schedule.
- East Campus Village #9: \$35 million (debt financed), turnover planned for June 2018. On budget and schedule
- Peter Lougheed Hall: \$43.9 million, turnover planned for April 2017. On budget and schedule.
- Enterprise Square 2nd Floor: \$4.8 million, turnover planned April 2017. Under budget and on schedule.
- Slowpoke Decommissioning: \$6.6 million, turnover planned for 2017. On budget and schedule.
- SIF: see above

Energy Management

Energy Management Program

Given the success of the University of Alberta's energy management program (EMP), the university initiated a new round of energy projects for campus facilities. As in previous years, the next generation of the EMP is financed through borrowing and paid back through resulting energy savings. The accumulated impact of ongoing and significant investment in energy management initiatives has aided in reducing greenhouse gas emissions and lowering operating costs, added renewable energy to plant capacity, and contributed significantly in a partnership approach to the reduction of the deferred maintenance liability. For fiscal 2014-15 the utility cost avoidance for the measures undertaken is estimated at \$16,732,112. Since the inception of the University of Alberta's energy management program in 1975, the total accumulated cost avoidance is estimated at \$336 million.

Sustainability

The U of A's Sustainability Commitment and Guiding Principles articulate our commitment to a continuous effort to instill sustainability into the many aspects of university life, on our campuses, in our institution, and in the larger community of which we are part. The U of A strives to manage all resources in harmony, recognizing the interconnectedness of ecological, social and economic systems.

The U of A's campus sustainability initiative is facilitated by the Office of Sustainability and guided by the goals and strategies outlined in both the Institutional Strategic Plan and Sustainability Plan. The university monitors and reports our performance using the Sustainability Tracking, Assessment & Rating System (STARS™). Developed by the Association for the Advancement of Sustainability in Higher Education, this tool monitors performance in education and research, operations, planning, administration, and engagement. The university attained a STARS™ Gold rating in 2014 (up from a Silver rating in 2012). The U of A will complete its third STARS™ assessment in 2017.

Utilities

The District Energy System (DES), serving the U of A's North Campus and other partners in the Greater Campus Area (GCA), has a number of priorities that address expansion and reliability issues. The first is to replace the aging electrical infrastructure in the Heating Plant. Phase two of approximately 8 phases has just been completed. This project is funded through Utilities reserves. The second major project is the expansion and upgrade of the electrical service from EPCOR's Garneau substation to the U of A. This project is in preliminary design and regulatory phase and will require funding, for the GCA portion, from government to proceed.

On the U of A's South Campus, in addition to the DES project identified above, the upgrade of basic infrastructure, including the electrical service, needs to be addressed to accommodate further growth on this campus.

APPENDIX G

INFORMATION TECHNOLOGY

Information Technology activities for the next three years will focus primarily on ensuring the adequacy and sustainability of institutional systems to support the university's initiatives to drive access, quality, coordination, and accountability and to implement the Institutional Strategic Plan, *For the Public Good*. There is a strong need to coordinate IT activities and acquisitions as IT infrastructure becomes fundamental to teaching, learning, research, data storage and reporting, and indeed living at the university. The university will pursue the following priorities over the next three year period:

Institutional data and reporting

The university will pursue the continuous improvement and coordination of systems and procedures through further development of the institutional data warehouse and associated institutional reporting, in support of the university's coordination and accountability objectives. This will be supported by base budget through the Campus Alberta Grant.

Budgeting and Planning

In 2017-18, the U of A will implement new cloud-based capability for budgeting and planning. Phase one of the implementation will focus on the university's operating fund, replacing the university's legacy budgeting systems and introducing best practices in budget planning and forecasting processes. Phase two of the project will allow faculties and portfolios to use the new budget tool to budget across all funds at the university.

Finance and Student Systems Upgrades

The university is preparing for major upgrades of the financial and student information modules of PeopleSoft. The latter will enhance access and facilitate innovative teaching by improving flexibility in course duration, and therefore in program structure. For example, the "3-11" initiative at Augustana campus (splitting the traditional term into a 3-week and an 11-week segment, allowing for a 3 week intensive study period followed by a more traditional multiple course load) will support strategic academic goals. Pre-upgrade assessments are required to define the scope of these two projects precisely; these assessments will be supported through the Campus Alberta Grant. The ensuing projects will require larger investments (\$2 million to \$5 million each) and may require incremental funding.

Student Life-Cycle Review

Information Services and Technology is currently leading a cross-institutional consultation on systems and processes supporting the student lifecycle—from recruitment to alumni. These systems underpin the university's accessibility initiatives, including in recruitment, admission, and the provision of student supports. This project will lead to comprehensive system and capability roadmaps and portfolio coordination beginning in 2017-18. The primary goal is to meet medium-term institutional needs more cost-effectively by anticipating and combining requirements across faculties and central units. Cost estimates for specific initiatives will become known during 2017-18.



UNIVERSITY OF
ALBERTA



FLE Enrolment, Credential, Program and Specialization

The following table aligns with the enrolment reporting requirements as outlined in Advanced Education's 2017-2020 Comprehensive Institutional Plan (CIP) Guidelines:

Realistic, three-year Full-Load Equivalent (FLE) enrolment projections based on current and anticipated budgets and physical capacity should be outlined at the by program and program specialization within credential categories, including apprenticeship programs (where applicable). Institutions are also expected to provide, for immediate comparison purposes, actual and/or preliminary enrolment figures for the two years prior to the term covered by the CIP (that is, for 2015/2016 and 2016/2017).

In addition to the information requested by the GOA, the table includes U of As faculty and academic career. These have been included so that faculty FLE targets can be shown in the table. The targets are summarized at the end of each faculty's listing of undergraduate, masters and PhD programs.

Nursing program loads reflect the load change as submitted to Advanced Education through PAPRS on March 31, 2017.

Table includes qualitative summaries of anticipated enrolment shifts at the faculty level and at the program level within faculties. Comments also identify current enrolment pressures and opportunities to increase enrolment capacity to meet identified needs. Note: numerical enrolment targets do not include anticipated future programs that are not yet approved.

| U of A Information | | GOA Information | | Projections | | | | |
|---|----------------------|-----------------|--|----------------|-----------------|----------------|----------------|---|
| Faculty | Career Level Group | GOA Creden | GOA program and specialization | 2015-16 Actual | 2016-17 | | | |
| | | | | FLE | Preliminary FLE | 2017-18 Target | 2018-19 Target | 2019-20 Target |
| <i>Agriculture, Life & Environmental Sciences</i> | <i>Undergraduate</i> | <i>Subtotal</i> | | 1,245.707 | 1,280 | 1227 | 1227 | 1227 |
| Agriculture, Life & Environmental Sciences | Undergraduate | Degree | Bachelor of Arts in Environmental Studies | | | | | No major changes in overall or program-level enrolment are anticipated. The Fashion Business Management program will be launched, but is not expected to result in a major change in enrolment. The change in the Dietetic specialization in the Nutrition and Food Science (NIIES) |
| | | | Environmental Studies | 27.100 | 31 | | | |
| | | | Bachelor of Science in Agricultural/Food Business Management | | | | | |
| | | | Agricultural Business Management | 33.000 | 25 | | | |
| | | | Agricultural/Food Business Management | 3.400 | 4 | | | |
| | | | Food Business Management | 14.300 | 13 | | | |
| | | | Bachelor of Science in Agriculture | | | | | |
| | | | Agriculture | 18.991 | 23 | | | |

| | | | |
|--|---------|-----|---|
| Agriculture and Resource Economics | 22.627 | 23 | NUTRITION AND FOOD SCIENCE (NUFS) program, which students will now enter after their first year, may have a minor impact on enrolment in the general NUFS program for students who are not successful getting into the Dietetic specialization. |
| Animal Science | 59.314 | 67 | |
| Crop and Horticultural Science | 27.656 | - | |
| Crop Science | | 31 | |
| Sustainable Agricultural Systems | 15.838 | 18 | |
| Bachelor of Science in Animal Health | | | |
| Companion Animal Health | 115.700 | 132 | |
| Food Animal Health | 15.300 | 19 | |
| Food Safety and Quality | 3.300 | 1 | |
| Bachelor of Science in Environmental and Conservation Sciences | | | |
| Conservation Biology | 119.776 | 127 | |
| Environmental and Conservation Sciences | 1.426 | 3 | |
| Environmental Economics and Policy | 35.281 | 28 | |
| Human Dimensions of Environmental Management | 20.625 | 16 | |
| Land Reclamation | 106.082 | 97 | |
| Northern Systems | 13.600 | 13 | |
| Wildlife and Rangeland Conservation | 11.913 | 12 | |
| Bachelor of Science in Forest Business Management | | | |
| Forest Business Management | 7.006 | 6 | |
| Bachelor of Science in Forestry | | | |
| Forestry | 51.345 | 55 | |
| Bachelor of Science in Human Ecology | | | |
| Clothing, Textiles and Material Culture | 52.825 | 48 | |
| Family Ecology | 76.951 | 96 | |
| Human Ecology | 5.256 | 3 | |
| Bachelor of Science in Nutrition and Food Sciences | | | |
| Dietetics | | 33 | |
| Food Science and Technology | 35.500 | 28 | |
| Nutrition | 113.643 | 75 | |
| Nutrition and Food | 116.517 | 66 | |
| Nutrition and Food Science | 104.428 | 176 | |

| | | | | | | | | | |
|---|--|-----------------|--|------------------|----------------|-------------|-------------|-------------|---------------------------------|
| | | | Combined Bachelor of Science in Human Ecology/Bachelor of Education | | | | | | |
| | | | Car and Tech Studies:Human Ecology | 11.969 | | 4 | | | |
| | | | Combined BSc in Environmental and Conservation Sciences/Bachelor of Arts in Native Studies | | | | | | |
| | | | Human Dimensions in Environmental Management | 5.038 | | 4 | | | |
| <i>Agriculture, Life & Environmental Sciences</i> | <i>Masters & Other Graduate (GS)</i> | <i>Subtotal</i> | | <i>445.234</i> | <i>458.081</i> | <i>225</i> | <i>225</i> | <i>225</i> | |
| Agriculture, Life & Environmental Sciences | Masters and Other GS | Degree | Master of Agriculture | | | | | | |
| | | | Agricultural, Food, and Nutritional Science | | | 0 | | | |
| | | | Renewable Resources | 0.572 | | 1 | | | |
| | | | Rural Economy | 2.716 | | 1 | | | |
| | | | Master of Arts | | | | | | |
| | | | Human Ecology | 10.218 | | 14 | | | |
| | | | Master of Engineering | | | | | | |
| | | | Agricultural, Food, and Nutritional Science | 0.905 | | 1 | | | |
| | | | Master of Forestry | | | | | | |
| | | | Renewable Resources | 5.716 | | 11 | | | |
| | | | Master of Science | | | | | | |
| | | | Agricultural, Food, and Nutritional Science | 193.619 | | 185 | | | |
| | | | Human Ecology | 15.946 | | 20 | | | |
| | | | Renewable Resources | 158.229 | | 170 | | | |
| | | | Rural Economy | 57.313 | | 55 | | | |
| <i>Agriculture, Life & Environmental Sciences</i> | <i>PhD</i> | <i>Subtotal</i> | | <i>369.024</i> | <i>368</i> | <i>215</i> | <i>215</i> | <i>215</i> | |
| Agriculture, Life & Environmental Sciences | PhD | Degree | Doctor of Philosophy | | | | | | |
| | | | Agricultural, Food, and Nutritional Science | 234.724 | | 233 | | | |
| | | | Human Ecology | 22.940 | | 21 | | | |
| | | | Renewable Resources | 92.032 | | 96 | | | |
| | | | Rural Economy | 19.328 | | 19 | | | |
| <i>Arts</i> | <i>Undergraduate</i> | <i>Subtotal</i> | | <i>4,764.729</i> | <i>4,853</i> | <i>4871</i> | <i>4871</i> | <i>4871</i> | |
| Arts | Undergraduate | Degree | Bachelor of Arts | | | | | | The Faculty of Arts does not |
| | | | Ancient and Medieval History | 4.700 | | 7 | | | anticipate any major changes in |

| | | | |
|-------------------------------------|---------|-----|--|
| Anthropology | 118.800 | 107 | overall faculty enrollment, either at the undergraduate or graduate level. No significant enrolment shift is expected within the Faculty. There will be incremental changes, particularly if the new programs (expanded BA Criminology and Masters of Public Policy) are implemented, but since neither has yet been approved, these will not significantly affect the next 3 years. Note: Honors programs are not reflected in this program list. |
| Art and Design | 121.500 | 110 | |
| Art History | 21.000 | 16 | |
| Arts General | 846.402 | 894 | |
| Chinese Language and Literature | 7.400 | 5 | |
| Classics | 24.000 | 20 | |
| Classics/Greek/Latin Combination | 1.000 | 3 | |
| Combined Chinese/Japanese | 3.000 | 2 | |
| Combined French/Spanish | 7.300 | 5 | |
| Comparative Literature | 6.900 | 10 | |
| Drama | 60.300 | 84 | |
| East Asian Languages and Literature | 21.200 | 8 | |
| East Asian Studies | 46.302 | 67 | |
| Economics | 866.600 | 749 | |
| English | 220.500 | 224 | |
| Film and Media Studies | 22.600 | 23 | |
| French Language and Literature | 27.200 | 29 | |
| German Language and Literature | 18.900 | 20 | |
| History | 141.750 | 152 | |
| Human Geography | 68.400 | 76 | |
| Latin American Studies | 5.400 | 4 | |
| Linguistics | 107.650 | 110 | |
| Mathematics (Arts) | 40.200 | 68 | |
| Middle Eastern and African Studies | 1.100 | | |
| Music | 19.800 | 26 | |
| Philosophy | 56.500 | 59 | |
| Planning | 53.300 | 46 | |
| Political Science | 369.500 | 385 | |
| Psychology (Arts) | 686.000 | 731 | |
| Religious Studies | 8.800 | 12 | |
| Romance Languages | 0.500 | | |

| | | |
|---|---------|-----|
| Scandinavian Language and Literature | 6.200 | 4 |
| Sociology | 286.600 | 298 |
| Spanish Language and Literature | 21.200 | 18 |
| Ukrainian Language and Literature | 0.500 | |
| Women's and Gender Studies | 28.700 | 37 |
| Bachelor of Arts in Criminology | | |
| Criminology | 41.900 | 41 |
| Bachelor of Arts in Drama/Bachelor of Education Secondary | | |
| Drama | 35.150 | 33 |
| Bachelor of Arts in Environmental Studies | | |
| Environmental Studies | 5.600 | 8 |
| Bachelor of Design | | |
| Business/Marketing Route | 30.966 | 38 |
| Computing Science Route | 0.800 | 1 |
| Design Engineering Route | 12.614 | 21 |
| Design General Route | 62.828 | 63 |
| Printmaking Route | 1.419 | |
| Social Sciences Route | 8.400 | 9 |
| Bachelor of Fine Arts in Art and Design | | |
| Art and Design | 71.000 | 81 |
| Bachelor of Fine Arts in Drama | | |
| Acting | 34.707 | 34 |
| Technical Theatre | 28.061 | 29 |
| Theatre Design | 9.637 | 13 |
| Bachelor of Music | | |
| Composition and Theory | 1.091 | 1 |
| General Route | 34.142 | 40 |
| Performance | 16.004 | 14 |
| Combined Bachelor of Music/Bachelor of Education | | |
| Music | 22.706 | 22 |

| | | | | | | | |
|-------------|-------------------------------|-----------------|---------|-----|-----|-----|-----|
| <i>Arts</i> | <i>Masters & Other GS</i> | <i>Subtotal</i> | 438.717 | 462 | 393 | 393 | 393 |
|-------------|-------------------------------|-----------------|---------|-----|-----|-----|-----|

| Degree | | | |
|----------------------|---|--------|----|
| Masters and Other GS | Combined Master of Arts/Master of Library Information Studies | | |
| | Humanities Computing | 11.566 | 10 |
| | Master of Arts | | |
| | Anthropology | 24.659 | 35 |
| | Art and Design | 14.497 | 13 |
| | Comparative Literature Program | 2.332 | 1 |
| | Drama | 8.669 | 7 |
| | East Asian Studies | 21.993 | 23 |
| | Economics | 55.861 | 53 |
| | English and Film Studies | 26.163 | 25 |
| | Gender and Social Justice Studies | | 8 |
| | History and Classics | 33.777 | 37 |
| | Linguistics | 0.667 | 2 |
| | Modern Languages and Cultural Studies | 24.664 | 22 |
| | Music | 13.328 | 6 |
| | Philosophy | 15.165 | 22 |
| | Political Science | 25.666 | 25 |
| | Psychology | 6.831 | 5 |
| | Religious Studies Program | 9.998 | 6 |
| | Sociology | 21.660 | 25 |
| | Master of Arts in Humanities Computing | | |
| | Anthropolgy | 1.000 | 2 |
| | English and Film Studies | 0.500 | |
| | Humanities Computing | 2.333 | 2 |
| | Interdisciplinary Studies | 31.656 | 32 |
| | Library and Information Studies | 1.000 | 4 |
| | Religious Studies Program | 1.167 | 2 |
| | Sociology | | 1 |
| | Master of Design | | |
| | Art and Design | 9.625 | 12 |
| | Master of Fine Arts | | |

| | | | | | | | | |
|--------------------------|----------------------|-----------------|---------------------------------------|----------------|------------|------------------------------------|------------|------------|
| | | | Art and Design | 18.625 | 16 | | | |
| | | | Drama | 17.792 | 16 | | | |
| | | | Master of Music | | | | | |
| | | | Music | 14.529 | 20 | | | |
| | | | Master of Science | | | | | |
| | | | Linguistics | 7.332 | 10 | | | |
| | | | Psychology | 15.662 | 18 | | | |
| <i>Arts</i> | <i>PhD</i> | <i>Subtotal</i> | | <i>579.445</i> | <i>609</i> | <i>449</i> | <i>449</i> | <i>449</i> |
| | PhD | Degree | Doctor of Music | | | | | |
| | | | Music | 23.771 | 24 | | | |
| | | | Doctor of Philosophy | | | | | |
| | | | Anthropology | 37.156 | 40 | | | |
| | | | Art and Design (Dept) | 6.998 | 7 | | | |
| | | | Comparative Literature Program | 16.661 | 15 | | | |
| | | | Drama | 6.333 | 8 | | | |
| | | | Economics | 29.660 | 29 | | | |
| | | | English and Film Studies | 97.809 | 111 | | | |
| | | | History and Classics | 50.931 | 56 | | | |
| | | | Linguistics | 32.159 | 34 | | | |
| | | | Modern Languages and Cultural Studies | 53.487 | 49 | | | |
| | | | Music | 22.994 | 25 | | | |
| | | | Philosophy | 24.164 | 27 | | | |
| | | | Political Science | 49.653 | 49 | | | |
| | | | Psychology | 48.152 | 51 | | | |
| | | | Religious Studies | 12.664 | 17 | | | |
| | | | Sociology | 66.853 | 66 | | | |
| <i>Augustana Faculty</i> | <i>Undergraduate</i> | <i>Subtotal</i> | | <i>896.365</i> | <i>929</i> | <i>899</i> | <i>899</i> | <i>899</i> |
| Augustana Faculty | Undergraduate | Degree | Bachelor of Arts (Augustana Faculty) | | | Augustana anticipates no major | | |
| | | | Art | 23.199 | 28 | changes in faculty enrolment, with | | |
| | | | Arts General | 61.030 | 53 | modest redistribution between | | |
| | | | Biology | 7.882 | 6 | the five degree programs at | | |

| | | | |
|--|---------|-----|--|
| Chemistry | 1.400 | 2 | Augustana (BA, BSc, BMan, BMus, BSc-BEd). Current trends in enrolment data and rising admissions standards suggest that with funded enrolment growth, the Faculty could accommodate application pressures in its BSc programs, likely producing increased enrolments in the BSc in Environmental Science, Biology, Physical Education-Kinesiology, Psychology. |
| Drama | 8.149 | 15 | |
| Economics | 13.933 | 14 | |
| English | 25.666 | 24 | |
| Environmental Studies | 16.232 | 18 | |
| History | 20.733 | 23 | |
| Mathematics and Physics | 1.800 | 1 | |
| Modern Languages | 3.000 | 6 | |
| Music | 10.683 | 9 | |
| Philosophy and Religion | 4.600 | 6 | |
| Physical Education | 54.209 | 64 | |
| Political Studies | 13.349 | 17 | |
| Psychology | 53.862 | 81 | |
| Sociology | 16.599 | 16 | |
| Bachelor of Management in Business Economics (Augustana Faculty) | | | |
| Bachelor of Management in Business Economics | 115.827 | 108 | |
| Bachelor of Music (Augustana Faculty) | | | |
| Comprehensive | 2.565 | 4 | |
| Piano | 2.917 | 3 | |
| Voice | 8.025 | 8 | |
| Bachelor of Science (Augustana Faculty) | | | |
| Biology | 105.145 | 112 | |
| Chemistry | 43.081 | 41 | |
| Computing Science | 23.482 | 29 | |
| Environmental Science | 43.132 | 41 | |
| Mathematics and Physics | 19.298 | 22 | |
| Physical Education | 124.869 | 117 | |
| Psychology | 27.916 | 26 | |
| Science General | 43.782 | 34 | |

| | | | | | | | | |
|-----------------|----------------------|-----------------|--|-----------|-------|------|------|------|
| <i>Business</i> | <i>Undergraduate</i> | <i>Subtotal</i> | | 1,743.200 | 1,752 | 1786 | 1786 | 1786 |
|-----------------|----------------------|-----------------|--|-----------|-------|------|------|------|

Business Undergraduate Degree Bachelor of Commerce At the undergraduate level, no

| | | | |
|---------------------------------------|---------|-----|---|
| Accounting | 574.500 | 568 | significant changes in faculty or program enrolments are anticipated. At the Master's level, enrolments are expected to be stable except for the following: Master of Financial Management (MFM) China, forecast to increase from 70 students per year to 80, and the new Master of Accounting (MAcc), projected at 25 students in 2017-18, 60 students in 2018-19 and 80 students in 2019-20. At the doctoral level, enrolment is projected to remain relatively stable, dependent on recruitment. Business sees significant application pressure at the undergraduate level in Accounting and Finance and admissions are constrained by the size of the academic staff and by available space. At the graduate level, up to 40 additional MBA admissions per year could be accommodated except for space constraints. |
| Business | 84.550 | 81 | |
| Business Economics and Law | 121.950 | 119 | |
| Business Studies | 25.600 | 32 | |
| East Asian Business Studies | 2.300 | 3 | |
| European Business Studies | 1.000 | 1 | |
| Finance | 469.400 | 485 | |
| Human Resource Management | 93.500 | 82 | |
| International Business | 41.350 | 35 | |
| Latin American Business Studies | 1.400 | | |
| Management Information Systems | 49.150 | 62 | |
| Management Science | 1.000 | 1 | |
| Marketing | 156.600 | 167 | |
| Operations Management | 59.900 | 59 | |
| Retailing and Service | 1.500 | 1 | |
| Strategic Management and Organization | 59.500 | 57 | |

| <i>Business</i> | <i>Masters & Other GS</i> | <i>Subtotal</i> | | | | | |
|-----------------|-------------------------------|--|---------|-----|-----|-----|-----|
| Business | Degree | Combined Master of Business Administration/Juris Doctor | 446.037 | 453 | 234 | 234 | 234 |
| | Masters and Other GS | Business-MBA | 4.102 | 3 | | | |
| | | Combined Master of Business Administration/Master of Agriculture | | | | | |
| | | Business-MBA | 0.100 | | | | |
| | | Combined Master of Business Administration/Master of Engineering | | | | | |

| | | | | | | | | |
|------------------|----------------------|-----------------|---|-----------|-------|-----------------------------------|------|------|
| | | | Business-MBA | 0.717 | 0 | | | |
| | | | Executive Master of Business Administration | | | | | |
| | | | Business-MBA | 73.473 | 67 | | | |
| | | | Master of Business Administration | | | | | |
| | | | Business-MBA | 229.017 | 245 | | | |
| | | | FastTrack MBA | 42.878 | 44 | | | |
| | | | Master of Financial Management | | | | | |
| | | | Financial Management | 95.750 | 92 | | | |
| | | Certificate | Post Master's Certificate | | | | | |
| | | | Innovation and Entrepreneurship | | 1 | | | |
| <i>Business</i> | <i>PhD</i> | <i>Subtotal</i> | | 65.259 | 73 | 60 | 60 | 60 |
| Business | PhD | Degree | Doctor of Philosophy | | | | | |
| | | | Business PhD | 65.259 | 73 | | | |
| <i>Education</i> | <i>Undergraduate</i> | <i>Subtotal</i> | | 2,443.639 | 2,612 | 2551 | 2551 | 2551 |
| Education | Undergraduate | Degree | Bachelor of Arts in Drama/Bachelor of Education Secondary | | | Education does not anticipate any | | |
| | | | Drama | 6.200 | 10 | major changes in overall faculty | | |
| | | | Drama Education | 1.600 | | enrolment and does not | | |
| | | | Bachelor of Education Elementary | | | anticipate any difficulty meeting | | |
| | | | Elementary Education | 1,157.800 | 1,172 | the current FLE targets for | | |
| | | | Bachelor of Education Secondary | | | undergraduate and graduate | | |
| | | | Art | 51.900 | 57 | students. There have been no | | |
| | | | Biological Sciences Education | 154.800 | 183 | major program changes and no | | |
| | | | Chemistry Education | 44.800 | 55 | major shifts in program enrolment | | |
| | | | CTS: Business, Administration and Finance | 1.400 | 3 | are expected. For many years, | | |
| | | | CTS: Computer Science | 22.400 | 39 | Education has had pressure to | | |
| | | | CTS: Human Sciences | 44.200 | 58 | increase the number of | | |
| | | | Drama Education | 34.200 | 33 | admissions to the Collaborative | | |
| | | | English Language Arts | 221.500 | 230 | Program with Red Deer College, | | |
| | | | General Science | 39.900 | 53 | focused on Middle Years Learning | | |
| | | | Mathematics Education | 118.300 | 136 | (the only stream offered at this | | |
| | | | Music Education | 21.400 | 27 | age range). Because of demand, | | |
| | | | | | | applications consistently far | | |

| | | | |
|--|---------|-----|---|
| Physical Education | 36.050 | 53 | exceed admissions and therefore the GPA admissions average has always been very high. Partners at RDC have been requesting that Education increase admissions for several years, but resources have not been sufficient to do so. With dedicated envelope funding, admissions to this program could be doubled. |
| Physical Sciences Education | 9.500 | 17 | |
| Physics Education | 32.300 | 36 | |
| Second Language - Cree | 1.700 | 1 | |
| Second Language - French | 29.300 | 34 | |
| Second Language - German | 4.300 | 5 | |
| Second Language - Italian | 0.400 | 2 | |
| Second Language - Japanese | 8.300 | 9 | |
| Second Language - Spanish | 21.600 | 27 | |
| Second Language - Ukrainian | 1.200 | | |
| Second Languages - Other | 3.400 | 2 | |
| Social Studies | 253.950 | 261 | |
| Combined Bachelor of Education (Elementary)/Bachelor of Arts in Native Studies | | | |
| Elementary Education | 0.900 | 1 | |
| Native Studies | 1.200 | 1 | |
| Native Studies and Elementary Education | 0.600 | 2 | |
| Combined Bachelor of Education (Secondary)/Bachelor of Arts in Native Studies | | | |
| Art | | 1 | |
| Social Studies | 4.100 | 3 | |
| Combined Bachelor of Education Elementary/Bachelor of Physical Education | | | |
| Generalist | 2.865 | 4 | |
| Physical Educ and Elementary Educ | 6.355 | | |
| Combined Bachelor of Education Secondary/Bachelor of Physical Education | | | |
| Physical Education and Health | 64.921 | 48 | |
| Combined Bachelor of Education/Bachelor of Music | | | |
| Music | 5.900 | 4 | |
| Music and Secondary Education | 0.500 | | |
| Music Education | 2.365 | 3 | |
| Combined Bachelor of Education/Bachelor of Science | | | |
| Biological Sciences Education | 3.600 | 5 | |
| Chemistry Education | | 1 | |

| | | | | | | | | |
|------------------|-------------------------------|-----------------|---|----------------|------------|------------|------------|------------|
| | | | Mathematical Sciences Education | 1.100 | 1 | | | |
| | | | Physical Sciences Education | 0.800 | 3 | | | |
| | | | Science & Education - Secondary Rt | 19.133 | 15 | | | |
| | | | Combined Bachelor of Education/Bachelor of Science in Human Ecology | | | | | |
| | | | Career and Technology Studies: Human Ecology | 2.100 | 6 | | | |
| | | | Human Ecology and Education | | 1 | | | |
| | | | Human Ecology Concentration | 0.800 | 1 | | | |
| | | Diploma | Diploma in Education | | | | | |
| | | | Educational Psychology | 1.600 | 2 | | | |
| | | | Elementary Education | 0.100 | 3 | | | |
| | | | Secondary Education | 2.300 | 5 | | | |
| <i>Education</i> | <i>Masters & Other GS</i> | <i>Subtotal</i> | | <i>461.186</i> | <i>456</i> | <i>409</i> | <i>409</i> | <i>409</i> |
| Education | | Degree | Master of Education | | | | | |
| | Masters and Other GS | | Educational Policy Studies | 51.191 | 54 | | | |
| | | | Educational Psychology | 94.830 | 97 | | | |
| | | | Educational Studies | 75.504 | 64 | | | |
| | | | Elementary Education | 49.360 | 50 | | | |
| | | | Health Sciences Education | 15.423 | 15 | | | |
| | | | Secondary Education | 34.889 | 32 | | | |
| | | | Master of Library & Information Studies (Crse) | | | | | |
| | | | Library and Information Studies | 139.703 | 143 | | | |
| | | Diploma | Postgraduate Diploma | | | | | |
| | | | Educational Policy Studies | 0.286 | | | | |
| <i>Education</i> | <i>PhD</i> | <i>Subtotal</i> | | <i>354.194</i> | <i>358</i> | <i>349</i> | <i>349</i> | <i>349</i> |
| Education | PhD | Degree | Doctor of Education | | | | | |
| | | | Educational Policy Studies | 3.668 | 4 | | | |
| | | | Elementary Education | | 1 | | | |
| | | | Secondary Education | 15.163 | 14 | | | |
| | | | Doctor of Philosophy | | | | | |
| | | | Educational Policy Studies | 74.485 | 75 | | | |
| | | | Educational Psychology | 130.077 | 146 | | | |

| | | | | | | | | |
|--------------------|----------------------|-----------------|--|------------------|--------------|--|-------------|--|
| | | | Elementary Education | 47.821 | 37 | | | |
| | | | Secondary Education | 82.980 | 81 | | | |
| <i>Engineering</i> | <i>Undergraduate</i> | <i>Subtotal</i> | | <i>4,205.760</i> | <i>4,122</i> | <i>4500</i> | <i>4500</i> | <i>4500</i> |
| Engineering | Undergraduate | Degree | Bachelor of Science in Chemical Engineering | | | Engineering does not anticipate any changes in overall undergraduate enrolment, as demand for admission to undergraduate programs is historically between 3.5 and 4.5 applications for each spot in the first-year class. The Faculty has been using an increase in the minimum admission average to manage enrolments to meet enrolment targets; however, there are hundreds of well-qualified students that are currently turned away. No significant shifts in undergraduate program enrolments are expected. Engineering manages enrolment at the program level based on both student and employer demands. The Canadian Council of Professional Engineers is projecting a shortfall of 100,000 engineers in Canada over the next decade and Alberta is the most engineering-intensive provincial economy in Canada. | | |
| | | | Chemical Engineering | 225.916 | 210 | | | |
| | | | Bachelor of Science in Chemical Engineering - Process Control | | | | | |
| | | | Chemical Engineering - Process Control | 30.231 | 31 | | | |
| | | | Bachelor of Science in Chemical Engineering Co-op | | | | | |
| | | | Chemical Engineering Co-op | 337.120 | 290 | | | |
| | | | Bachelor of Science in Chemical Engineering-Process Control Co-op | | | | | |
| | | | Chemical Engineering - Process Control Co-op | 33.670 | 27 | | | |
| | | | Bachelor of Science in Civil Engineering | | | | | |
| | | | Civil Engineering | 185.417 | 202 | | | |
| | | | Bachelor of Science in Civil Engineering - Co-op | | | | | |
| | | | Civil Engineering Co-op | 343.618 | 343 | | | |
| | | | Bachelor of Science in Civil Engineering - Environmental Engineering | | | | | |
| | | | Environmental Engineering | 56.205 | 62 | | | |
| | | | Bachelor of Science in Civil Engineering - Environmental Engineering Co-op | | | | | |
| | | | Environmental Engineering Co-op | 52.662 | 57 | | | |
| | | | Bachelor of Science in Computer Engineering | | | | | |
| | | | Computer Engineering | 60.022 | 77 | | | |
| | | | Bachelor of Science in Computer Engineering - Software Engineering | | | | | |
| | | | Computer Engineering - Software Engineering | 4.504 | 3 | | | |
| | | | Bachelor of Science in Computer Engineering Co-op | | | | | |
| | | | Computer Engineering Co-op | 56.912 | 60 | | | |
| | | | Bachelor of Science in Computer Engineering-Software Co-op | | | | | Graduate enrolments are expected to increase, particularly in Science and Engineering, due to Canada First Research Excellence Fund (CFREF) funding. The increase is expected at 100-200 new MSc and PhD students. |
| | | | Computer Engineering - Software Engineering Co-op | 53.384 | 70 | | | |
| | | | Bachelor of Science in Electrical Engineering | | | | | |
| | | | Electrical Engineering | 248.544 | 247 | | | |
| | | | Bachelor of Science in Electrical Engineering - Co-op | | | | | |
| | | | Electrical Engineering Co-op | 157.932 | 173 | | | These are unfunded increases. The |

| | | | |
|---|---------|-----|--|
| Bachelor of Science in Engineering Engineering General | 907.188 | 843 | <p>faculty has identified additional unmet demand pressures:</p> <p>1)At the undergraduate level, there are no Mechatronics Engineering in programs in the prairies. Mechatronics is an emerging field that will be integral to Alberta's economic diversification. The Faculty envisions the potential for Mechatronics Engineering program that would enrol a total of 250 FLEs and would be a co-operative education program; such a program could be phased in over 5 years. These are expensive programs to operate and must be appropriately funded.</p> <p>2)At the graduate level, there is a critical demand for Professional Master of Engineering programs in several areas. In some engineering and engineering-related disciplines,</p> |
| Bachelor of Science in Engineering Physics Engineering Physics | 48.794 | 61 | |
| Bachelor of Science in Materials Engineering Materials Engineering | 80.062 | 50 | |
| Bachelor of Science in Materials Engineering Co-op Materials Engineering Co-op | 70.212 | 71 | |
| Bachelor of Science in Mechanical Engineering Mechanical Engineering | 348.940 | 348 | |
| Bachelor of Science in Mechanical Engineering Co-op Mechanical Engineering Co-op | 512.894 | 563 | |
| Bachelor of Science in Mining Engineering Mining Engineering | 2.083 | 15 | |
| Bachelor of Science in Mining Engineering Co-op Mining Engineering Co-op | 180.730 | 158 | |
| Bachelor of Science in Petroleum Engineering Petroleum Engineering | 120.189 | 97 | |
| Bachelor of Science in Petroleum Engineering Co-op | | | |

Petroleum Engineering Co-op

88.531

65
 the degree required for professional practice is a course-based master's, rather than a bachelor's degree. These include structural engineering, geotechnical engineering and architecture. Employers in these areas require that their engineers complete a master's program prior to taking the lead in any project work. Additionally, the University of Alberta does not offer an architecture degree and the local development / construction community has made it clear that Edmonton and Alberta needs the University of Alberta to offer a Master of Architecture degree. As each of these is a course-based Professional Master's program, the Faculty envisions the potential for the creation of an enrolment target of 150 FLEs to be managed in aggregate and to be ramped in over 3 years. A significant portion of the cost of such professional programs can be borne

| <i>Engineering</i> | <i>Masters & Other GS</i> | <i>Subtotal</i> | | | | |
|--------------------|-------------------------------|-------------------------------------|----------------|------------|------------|------------|
| Engineering | Degree | Master of Engineering | | | | |
| | Masters and Other GS | Chemical and Materials Engineering | 2.905 | 14 | | |
| | | Civil and Environmental Engineering | 9.105 | 68 | | |
| | | Electrical and Computer Engineering | 4.886 | 21 | | |
| | | Mechanical Engineering | 3.075 | 9 | | |
| | | Master of Science | | | | |
| | | Chemical and Materials Engineering | 221.153 | 211 | | |
| | | Civil and Environmental Engineering | 293.035 | 294 | | |
| | | | 868.041 | 996 | 708 | 708 |

| | | | | | | | | |
|---------------------------|-------------------------------|-----------------|---|------------------|--------------|---|------------|------------|
| | | | Electrical and Computer Engineering | 150.706 | 161 | | | |
| | | | Mechanical Engineering | 183.176 | 219 | | | |
| <i>Engineering</i> | <i>PhD</i> | <i>Subtotal</i> | | <i>1,032.237</i> | <i>1,076</i> | <i>612</i> | <i>612</i> | <i>612</i> |
| Engineering | PhD | Degree | Doctor of Philosophy | | | | | |
| | | | Chemical and Materials Engineering | 252.531 | 260 | | | |
| | | | Civil and Environmental Engineering | 322.155 | 336 | | | |
| | | | Electrical and Computer Engineering | 303.097 | 316 | | | |
| | | | Mechanical Engineering | 154.454 | 163 | | | |
| <i>Extension</i> | <i>Masters & Other GS</i> | <i>Subtotal</i> | | <i>32.879</i> | <i>46</i> | <i>30</i> | <i>30</i> | <i>30</i> |
| Extension | Masters and Other GS | Degree | Master of Arts | | | | | |
| | | | Communications and Technology | 32.879 | 46 | | | |
| | | | | | | In Fall 2016, the Faculty of Extension formally launched a new graduate program, the Master of Arts in Community Engagement (MACE). Modest growth in the FLE count for this program is anticipated in the coming years. | | |
| <i>Faculté Saint-Jean</i> | <i>Undergraduate</i> | <i>Subtotal</i> | | <i>510.928</i> | <i>554</i> | <i>544</i> | <i>544</i> | <i>544</i> |
| Faculté Saint-Jean | Undergraduate | Degree | Bacc en sciences de l'environnement et de la conservation/BSc in Environmental and Conservation Sci | | | | | |
| | | | Environmental and Conservation Science | 0.900 | | | | |
| | | | La biologie de la conservation | 3.000 | 2 | | | |
| | | | Rehab des ressources naturelles | 4.400 | 1 | | | |
| | | | Baccalaureat bilingue en Administration des affaires/Bilingual Bachelor of Commerce | | | | | |
| | | | Accounting | 1.664 | 0 | | | |
| | | | Business Bilingual | 1.782 | 1 | | | |
| | | | Business Economics and Law | | 1 | | | |
| | | | Finances | 3.882 | 3 | | | |
| | | | International Business | 0.900 | | | | |
| | | | Marketing | 2.400 | 1 | | | |
| | | | Baccalaureat en Education Elementaire | | | | | |
| | | | Generaliste | 104.900 | 119 | | | |
| | | | | | | The market study and extensive | | |

| | | | |
|---|--------|-----|--|
| milieu francophone minoritaire | 3.100 | 2 | discussions with Alberta and British Columbia school boards point to a |
| Baccalaureat en Education Secondaire | | | |
| Enseignement de Musique | 3.700 | 7 | need to at least double the annual |
| Enseignement des Mathematiques | 11.600 | 17 | number of graduates at FSJ from |
| Etudes sociales | 28.600 | 38 | around 70 to 150. With targeted |
| Langue seconde-Francais | 17.700 | 21 | enrolment funding, FSJ would like to |
| milieu d'immersion francaise | 2.000 | 2 | increase enrolment in Education. This |
| milieu francophone minoritaire | 2.100 | 1 | would require an increase in faculty |
| Sciences generales | 11.600 | 13 | appointments in several fields in |
| Baccalaureat es arts | | | Education as well as in French |
| Arts generales | 21.300 | 21 | Language. |
| Economie | 14.800 | 25 | FSJ expects an increase in enrolment |
| Etudes canadiennes | 2.700 | 2 | in health related programs due to the |
| Etudes interdisciplinaires | 1.900 | 2 | pressure exercised at the level of the |
| Francais-langue | 6.900 | 8 | Faculté and of the Centre collegial by |
| Francais-litterature | 1.800 | 3 | the CNFS and Health Canada. |
| Psychologie (Arts) | 34.300 | 29 | Discussions have commenced with |
| Science politique | 17.300 | 18 | the Faculty of Nursing to increase |
| Sociologie | 11.100 | 8 | intake in the Bilingual Nursing |
| Baccalaureat es sciences | | | program by one third, from 16 |
| Biologie | 20.900 | 2 | students per year to 24. However, if |
| Chimie | 14.500 | 20 | implemented, this will take place |
| Mathematiques | 4.700 | 4 | gradually, likely over a three-year |
| Physique | 2.000 | 6 | period, and would be funded, in part, |
| Psychologie | 9.400 | 14 | by the CNFS. |
| Sciences biologiques | 91.200 | 112 | College programs in Health Care Aids, |
| Sciences mathematiques | 2.100 | 4 | Mental Health Social Work |
| Sciences physiques | 2.800 | 5 | Practitioners, and Licensed Practical |
| Combined Baccalaureat en Education Secondaire/Bachelor of Science | | | Nurses are scheduled to be launched |
| Science & Education - Secondaire | 0.900 | | respectively in academic years 17-18, |
| Sciences biologiques | 13.800 | 12 | 18-19, and 19-20. |

| | | | | | | | | |
|----------------------------------|-------------------------------|-----------------|--|----------------|------------|-------------------------------------|------------|------------|
| | | | Sciences mathématiques | 5.400 | 5 | | | |
| | | | Sciences physiques | 4.600 | 6 | | | |
| | | Diploma | Gestion touristique | | | | | |
| | | | Gestion touristique | | 4 | | | |
| | | | Techniques d'administration des affaires (TAA) | | | | | |
| | | | TAA Comptabilite | 1.450 | 2 | | | |
| | | | TAA General | 13.700 | 18 | | | |
| | | | TAA Management | 7.150 | | | | |
| <i>Faculté Saint-Jean</i> | <i>Masters & Other GS</i> | <i>Subtotal</i> | | <i>19.734</i> | <i>18</i> | <i>28</i> | <i>28</i> | <i>28</i> |
| | | Degree | Master of Education | | | | | |
| | | | Sciences de l'éducation | 19.734 | 18 | | | |
| <i>Faculty of Native Studies</i> | <i>Undergraduate</i> | <i>Subtotal</i> | | <i>101.731</i> | <i>134</i> | <i>130</i> | <i>130</i> | <i>130</i> |
| Faculty of Native Studies | Undergraduate | Degree | Bachelor of Arts in Native Studies | | | | | |
| | | | Native Studies | 76.300 | 101 | | | |
| | | | Combined Bachelor of Arts in Native Studies/Bachelor of Education (Elementary) | | | | | |
| | | | Native Studies | | 1 | | | |
| | | | Native Studies and Elementary Education | 7.700 | 8 | | | |
| | | | Combined Bachelor of Arts in Native Studies/Bachelor of Education (Secondary) | | | | | |
| | | | Native Studies | 0.600 | 1 | | | |
| | | | Native Studies and Secondary Education | 8.100 | 16 | | | |
| | | | Second Language-Cree | 0.400 | 2 | | | |
| | | | Combined Bachelor of Arts in Native Studies/BSc in Environmental and Conservation Sciences | | | | | |
| | | | Human Dimensions in Environmental Management | 7.337 | 6 | | | |
| | | | Native Studies | 1.094 | | | | |
| | | Certificate | Aboriginal Governance and Partnership | | | | | |
| | | | Aboriginal Governance and Partnership | 0.200 | 1 | | | |
| <i>Faculty of Native Studies</i> | <i>Masters & Other GS</i> | <i>Subtotal</i> | | <i>16.829</i> | <i>26</i> | <i>8</i> | <i>8</i> | <i>8</i> |
| Faculty of Native Studies | | Degree | Master of Arts in Native Studies | | | | | |
| | | | Native Studies | 16.829 | 26 | | | |
| <i>Law</i> | <i>Undergraduate</i> | <i>Subtotal</i> | | <i>544.448</i> | <i>561</i> | <i>525</i> | <i>525</i> | <i>525</i> |
| Law | Undergraduate | Degree | Combined Juris Doctor/ Master of Business Administration | | | No major changes in overall faculty | | |

Law
Juris Doctor
Juris Doctor

2.700

541.748

1 enrolment are expected for the period 2017-20. As part of the market modifier discussions with students in Fall 2014, Law committed to a freeze on entering class size at approximately 185 for at least three years (from 2015-16). Given challenges in the employment market for graduating lawyers, a nationwide decrease in applications, and infrastructure challenges, Law expects to keep the JD class at approximately 525 (including joint JD/MBA students). The current (2015-16) FLE total of 545 includes NCA program students (who are not JD students). The NCA program is capped at 20.

| | | | | | | | | |
|-------------------------------|-------------------------------|-----------------|---|-----------|-------|------|------|------|
| <i>Law</i> | <i>Masters & Other GS</i> | <i>Subtotal</i> | | 6.578 | 8 | 4 | 4 | 4 |
| Law | | Degree | Master of Laws | | | | | |
| | Masters and Other GS | | Law | 6.578 | 8 | | | |
| <i>Law</i> | <i>PhD</i> | <i>Subtotal</i> | | 9.664 | 11 | 8 | 8 | 8 |
| Law | PhD | Degree | Doctor of Philosophy | | | | | |
| | | | Law | 9.664 | 11 | | | |
| <i>Medicine and Dentistry</i> | <i>Undergraduate</i> | <i>Subtotal</i> | | 2,069.581 | 2,052 | 1040 | 1040 | 1040 |
| Medicine and Dentistry | Undergraduate | Degree | Bachelor of Science in Dental Hygiene | | | | | |
| | | | Dental Hygiene | 30.498 | 30 | | | |
| | | | Bachelor of Science in Medical Laboratory Science | | | | | |
| | | | Medical Laboratory Science | 75.133 | 72 | | | |
| | | | Bachelor of Science in Radiation Therapy | | | | | |
| | | | Radiation Therapy | 13.224 | 28 | | | |

The Faculty of Medicine and Dentistry is designing a new program, Bachelor of Biomedical Science (BBSc), that will enable entry from Campus Alberta into a four year program that links, through translational alliances, the basic sciences to the clinical sciences.

| | | | | | | | | |
|-------------------------------|-------------------------------|-----------------|--|----------------|--------------|------------|------------|------------|
| | | | Combined Doctor of Medicine/Doctor of Philosophy Medicine | 1.262 | 7 | | | |
| | | | Doctor of Dental Surgery Dental Surgery | 167.965 | 164 | | | |
| | | | Doctor of Medicine Medicine | 706.073 | 688 | | | |
| | Diploma | | Diploma in Dental Hygiene Dental Hygiene | 75.426 | 71 | | | |
| | Certificate | | Certificate in Dentistry Dentistry Specialty | 6.000 | 5 | | | |
| | | | Certificate in Medicine Medicine Speciality | 994.000 | 987 | | | |
| <i>Medicine and Dentistry</i> | <i>Masters & Other GS</i> | <i>Subtotal</i> | | <i>409.210</i> | <i>431</i> | <i>259</i> | <i>259</i> | <i>259</i> |
| Medicine and Dentistry | | Degree | Master of Science | | | | | |
| | Masters and Other GS | | Biochemistry | 23.546 | 31 | | | |
| | | | Biomedical Engineering | 13.387 | 19 | | | |
| | | | Cell Biology | 13.771 | 8 | | | |
| | | | Medical Microbiology and Immunology | 17.760 | 14 | | | |
| | | | Medical Sciences | 132.184 | 130 | | | |
| | | | Medicine | 51.432 | 74 | | | |
| | | | Neuroscience | 39.486 | 36 | | | |
| | | | Oncology | 44.271 | 50 | | | |
| | | | Pharmacology | 13.200 | 13 | | | |
| | | | Physiology | 23.824 | 20 | | | |
| | | | Psychiatry | 14.328 | 14 | | | |
| | | | Surgery | 22.021 | 20 | | | |
| <i>Medicine and Dentistry</i> | <i>PhD</i> | <i>Subtotal</i> | | <i>497.972</i> | <i>1,517</i> | <i>279</i> | <i>279</i> | <i>279</i> |
| Medicine and Dentistry | PhD | Degree | Combined Doctor of Philosophy/Doctor of Medicine | | | | | |
| | | | Biochemistry | 1.666 | 2 | | | |
| | | | Medical Microbiology and Immunology | 1.000 | 2 | | | |
| | | | Oncology | | 1 | | | |

This program could serve as a prelude to one of the existing Faculty undergraduate health science programs. FOMD anticipates 120 students into this new program (the majority of which are anticipated to be drawn from a cohort currently enrolled in Science).

| | | | | | | | | | |
|---------------------|-------------------------------|-----------------|--|--|------------------|--------------|-------------|-------------|--|
| | | | Pharmacology | | | 1 | | | |
| | | | Doctor of Philosophy | | | | | | |
| | | | Agricultural, Food, and Nutritional Science | | 48.987 | 58 | | | |
| | | | Biochemistry | | 55.654 | 64 | | | |
| | | | Biomedical Engineering | | 18.718 | 17 | | | |
| | | | Cell Biology | | 22.496 | 28 | | | |
| | | | Medical Microbiology and Immunology | | 35.489 | 40 | | | |
| | | | Medical Sciences | | 118.354 | 118 | | | |
| | | | Neuroscience | | 50.651 | 42 | | | |
| | | | Oncology | | 43.710 | 47 | | | |
| | | | Pharmacology | | 16.996 | 20 | | | |
| | | | Physiology | | 28.658 | 37 | | | |
| | | | Psychiatry | | 16.496 | 17 | | | |
| | | | Surgery | | 39.097 | 32 | | | |
| <i>Nursing</i> | <i>Undergraduate</i> | <i>Subtotal</i> | | | <i>1,495.029</i> | <i>1,297</i> | <i>1354</i> | <i>1354</i> | <i>1354</i> |
| Nursing | Undergraduate | Degree | Bachelor of Science in Nursing | | | | | | The Faculty of Nursing is not planning/expecting any changes in enrolment in the next three years. Nursing is slightly under-enrolled in graduate programs and is working/marketing to reach target. |
| | | | Nursing | | 1,034.583 | 959 | | | |
| | | | Nursing - After Degree | | 390.331 | 275 | | | |
| | | | Bachelor of Science in Nursing (Bilingual)/Baccalaureat es sciences infirmieres (bilingue) | | | | | | |
| | | | Nursing | | 70.115 | 64 | | | |
| <i>Nursing</i> | <i>Masters & Other GS</i> | <i>Subtotal</i> | | | <i>62.307</i> | <i>50</i> | <i>84</i> | <i>84</i> | <i>84</i> |
| Nursing | | Degree | Master of Nursing | | | | | | |
| | Masters and Other GS | | Nursing | | 62.307 | 50 | | | |
| <i>Nursing</i> | <i>PhD</i> | <i>Subtotal</i> | | | <i>97.863</i> | <i>107</i> | <i>84</i> | <i>84</i> | <i>84</i> |
| Nursing | PhD | Degree | Doctor of Philosophy | | | | | | |
| | | | Nursing | | 97.863 | 107 | | | |
| <i>Open Studies</i> | <i>Undergraduate</i> | <i>Subtotal</i> | | | <i>538.648</i> | <i>599</i> | <i>543</i> | <i>543</i> | <i>543</i> |
| Open Studies | Undergraduate | Non-Credenti | Open Studies | | | | | | |
| | | | Fresh Start | | 132.100 | 150 | | | |

| | | | | | | | | |
|---|-------------------------------|-----------------|--|----------------|---|------------|------------|--------------------------------------|
| | | | Open Studies | 335.898 | 369 | | | |
| | | | Transition Year Program | 45.750 | 52 | | | |
| | | | Visiting Student Certificate Program | 24.900 | 28 | | | |
| <i>Pharmacy & Pharmaceutical Sciences</i> | <i>Undergraduate</i> | <i>Subtotal</i> | | <i>480.091</i> | <i>496</i> | <i>467</i> | <i>467</i> | <i>467</i> |
| Pharmacy & Pharmaceutical Sciences | Undergraduate | Degree | Bachelor of Science in Pharmacy Pharmacy | 460.592 | 475 | | | |
| | | | Doctor of Pharmacy Pharmacy | 19.499 | 21 | | | |
| | | | | | Pharmacy expects a slight shift in overall faculty enrolment with the part-time post-BSc(Pharm) to PharmD program. There will be a significant shift in enrolment with the BSc(Pharm) being phased out with the last class intake in 2017 and the new entry level PharmD phased in 2018. There is significant application pressure in all programs. In particular, the U of A is now one of two universities in Canada with the post-BSc(Pharm) PharmD program, with two different streams (part time and full-time). There is an increase in applications from other provinces without such programs. The coordination of the experiential | | | |
| <i>Pharmacy & Pharmaceutical Sciences</i> | <i>Masters & Other GS</i> | <i>Subtotal</i> | | <i>31.754</i> | <i>37</i> | <i>15</i> | <i>15</i> | <i>15</i> |
| Pharmacy & Pharmaceutical Sciences | Masters and Other GS | Degree | Master of Science Pharmacy and Pharmaceutical Sciences | 31.754 | 37 | | | |
| <i>Pharmacy & Pharmaceutical Sciences</i> | <i>PhD</i> | <i>Subtotal</i> | | <i>44.964</i> | <i>45</i> | <i>31</i> | <i>31</i> | <i>31</i> |
| Pharmacy & Pharmaceutical Sciences | PhD | Degree | Doctor of Philosophy Pharmacy and Pharmaceutical Sciences | 44.964 | 45 | | | |
| <i>Physical Education & Recreation</i> | <i>Undergraduate</i> | <i>Subtotal</i> | | <i>802.707</i> | <i>860</i> | <i>800</i> | <i>800</i> | <i>800</i> |
| | Undergraduate | Degree | Bachelor of Arts in Recreation, Sport and Tourism | | | | | No major change in faculty enrolment |

| | | | | | | | | | |
|--|-------------------------------|-----------------|---|----------------|------------|---|------------|------------|--|
| Physical Education & Recreation | | | Recreation, Sport and Tourism | 149.700 | 141 | is projected. The faculty has experienced increased demand for the Bachelor of Kinesiology program (despite increasing the admission average for a third consecutive year, last year the faculty was only able to accept 43% of applicants). Should dedicated funding be available, the faculty could reduce application pressure in this program and accommodate higher enrolment. | | | |
| | | | Bachelor of Kinesiology | | | | | | |
| | | | Adapted Physical Activity | 43.900 | 61 | | | | |
| | | | Individualized Concentration | 8.400 | 15 | | | | |
| | | | Physical Activity and Health | 57.000 | 109 | | | | |
| | | | Physical Education and Health | 2.000 | 1 | | | | |
| | | | Physical Education and Recreation General | 70.100 | 42 | | | | |
| | | | Sport Coaching | 8.500 | 12 | | | | |
| | | | Sport Performance | 150.500 | 155 | | | | |
| | | | Bachelor of Science in Kinesiology | | | | | | |
| | | | Kinesiology | 251.100 | 249 | | | | |
| | | | Combined Bachelor of Physical Education/Bachelor of Education Elementary Generalist | 9.033 | 18 | | | | |
| | | | Combined Bachelor of Physical Education/Bachelor of Education Secondary | | | | | | |
| | | | Physical Education and Health | 6.257 | 1 | | | | |
| | | | Physical Education and Secondary Education | 46.217 | 56 | | | | |
| <i>Physical Education & Recreation</i> | <i>Masters & Other GS</i> | <i>Subtotal</i> | | <i>75.742</i> | <i>81</i> | <i>55</i> | <i>55</i> | <i>55</i> | |
| | | | Degree | | | | | | |
| | | | Master of Arts | | | | | | |
| Physical Education & Recreation | Masters and Other GS | | Physical Education and Recreation | 36.827 | 41 | | | | |
| | | | Master of Coaching | | | | | | |
| | | | Coaching | 9.200 | 8 | | | | |
| | | | Master of Science | | | | | | |
| | | | Physical Education and Recreation | 29.715 | 32 | | | | |
| <i>Physical Education & Recreation</i> | <i>PhD</i> | <i>Subtotal</i> | | <i>75.314</i> | <i>79</i> | <i>56</i> | <i>56</i> | <i>56</i> | |
| | | | Degree | | | | | | |
| | | | Doctor of Philosophy | | | | | | |
| Physical Education & Recreation | PhD | | Physical Education and Recreation | 75.314 | 79 | | | | |
| <i>Public Health</i> | <i>Masters & Other GS</i> | <i>Subtotal</i> | | <i>203.459</i> | <i>194</i> | <i>147</i> | <i>147</i> | <i>147</i> | |
| Public Health | Masters and Other GS | Degree | Master of Public Health | | | No substantial change in enrolment is anticipated. Note that the School of Public Health only grants MPH, MSc and PhD degrees. "Public Health Sciences" and "Health Promotion" | | | |
| | | | Public Health Sciences | 98.041 | 90 | | | | |
| | | | Master of Science | | | | | | |
| | | | Health Promotion | 5.331 | 5 | | | | |

| | | | | | | | | | | | |
|--------------------------------|-------------------------------|-----------------|--|--|---|-------------------------------|--|-----|-----|-----|--|
| | | | Public Health Sciences | | 100.087 | 100 | sciences and health promotion refer to the former Department of Public Health Sciences and Centre for Health Promotion Studies, which have been merged into a single non-departmentalized faculty. | | | | |
| <i>Public Health</i> | <i>PhD</i> | <i>Subtotal</i> | | | 72.259 | 76 | | 30 | 30 | 30 | |
| Public Health | PhD | Degree | Doctor of Philosophy Public Health Sciences | | 72.259 | 76 | | | | | |
| <i>Rehabilitation Medicine</i> | <i>Undergraduate</i> | <i>Subtotal</i> | | | 3.030 | 2 | | | | | |
| Rehabilitation Medicine | Undergraduate | Degree | Bachelor of Science in Occupational Therapy Occupational Therapy Rehabilitation Medicine | | 0.396 2.634 | 0 2 | The Faculty of Rehabilitation Medicine is not expecting any major changes in overall enrollment or shifts in program enrollment. | | | | |
| <i>Rehabilitation Medicine</i> | <i>Masters & Other GS</i> | <i>Subtotal</i> | | | 880.208 | 914 | | 835 | 835 | 835 | |
| Rehabilitation Medicine | Masters and Other GS | Degree | Master of Science Rehabilitation Medicine Speech Pathology and Audiology Master of Science in Occupational Therapy Occupational Therapy Master of Science in Physical Therapy Physical Therapy Master of Science in Speech Language Pathology Speech Pathology and Audiology | | 45.274 42.020 281.703 344.183 145.151 | 58 40 318 332 143 | | | | | |
| | | Certificate | Post-Baccalaureate Certificate Pain Management Sexual Health Stroke Rehabilitation | | 16.867 5.010 | 14 7 3 | | | | | |
| <i>Rehabilitation Medicine</i> | <i>PhD</i> | <i>Subtotal</i> | | | 53.315 | 54 | | 32 | 32 | 32 | |
| Rehabilitation Medicine | PhD | Degree | Doctor of Philosophy | | | | | | | | |

| | | | Rehabilitation Medicine | 53.315 | 54 | | | |
|----------------|----------------------|-----------------|-------------------------|------------------|--------------|---|-------------|-------------|
| <i>Science</i> | <i>Undergraduate</i> | <i>Subtotal</i> | | <i>5,300.457</i> | <i>5,515</i> | <i>5488</i> | <i>5488</i> | <i>5488</i> |
| Science | Undergraduate | Degree | Bachelor of Science | | | | | |
| | | | Animal Biology | 51.300 | 45 | <p>Science does not anticipate any significant change to enrolments. However, the Faculty has the capacity to handle 400 more undergraduates (100 new admissions per year, reaching a steady state of roughly 400 total additional students). Science is base funded for 6,098 students. With additional grant funding, Science would grow its undergraduate cohort. Science is under particularly intense pressure in Computing Science, where all required courses are filled to capacity and many have a wait-list numbering in the hundreds. Faculty members cannot teach all the courses/sections that need to be offered. The Faculty has increased section size (when space is available), maximized use of lab space (including requesting lab space from in Engineering), and hired numerous sessionals/instructors. The graduate program typically takes in 50 students a year, with over 1,000 applications for those positions. Dedicated funding would enable growth in the professoriate to respond to demand and increase the size of the graduate program. Additionally, Science has pressure in the Geology program, where dedicated resources would allow for increased enrolment</p> | | |
| | | | Applied Mathematics | 13.400 | 18 | | | |
| | | | Atmospheric Sciences | 8.100 | 9 | | | |
| | | | Biochemistry | 126.600 | 143 | | | |
| | | | Bioinformatics | 2.700 | 1 | | | |
| | | | Biological Sciences | 1,480.066 | 1,472 | | | |
| | | | Cell Biology | 33.700 | 34 | | | |
| | | | Chemistry | 398.550 | 390 | | | |
| | | | Computing Science | 645.288 | 789 | | | |
| | | | Earth Sciences | 173.966 | 153 | | | |
| | | | Environmental Biology | 17.900 | 24 | | | |
| | | | Evolutionary Biology | 9.200 | 8 | | | |
| | | | Geology | 75.200 | 68 | | | |
| | | | Geophysics | 52.100 | 35 | | | |
| | | | Immunology | 129.100 | 154 | | | |
| | | | Mathematical Physics | 15.200 | 11 | | | |
| | | | Mathematical Sciences | 8.200 | 3 | | | |
| | | | Mathematics | 198.400 | 248 | | | |
| | | | Mathematics and Finance | 32.200 | 38 | | | |
| | | | Mathematics/Economics | 57.300 | 52 | | | |
| | | | Neuroscience | 133.000 | 131 | | | |
| | | | Pharmacology | 97.700 | 135 | | | |
| | | | Physical Sciences | 30.350 | 29 | | | |
| | | | Physics | 186.200 | 184 | | | |
| | | | Physiology | 44.000 | 71 | | | |
| | | | Planning | 12.900 | 14 | | | |
| | | | Psychology | 438.704 | 462 | | | |
| | | | Science General | 746.033 | 710 | | | |

| | | | | | | | | | |
|--------------------|-------------------------------|-----------------|--|-------------------|---------------|------------|------------|------------|--|
| | | | Statistics | 69.800 | 70 | | | | allow for increased enrollment (especially the field schools, which are a funnel for the rest of the program). |
| | | | Combined Bachelor of Science/Bachelor of Education (Secondary) | | | | | | |
| | | | Biological Sciences | 11.100 | 13 | | | | |
| | | | Physical Sciences | 2.200 | 4 | | | | |
| <i>Science</i> | <i>Masters & Other GS</i> | <i>Subtotal</i> | | 735.874 | 757 | 517 | 517 | 517 | |
| Science | | Degree | Master of Arts | | | | | | |
| | Masters and Other GS | | Earth and Atmospheric Sciences | 12.329 | 12 | | | | |
| | | | Master of Science | | | | | | |
| | | | Biological Sciences | 166.441 | 170 | | | | |
| | | | Chemistry | 69.205 | 74 | | | | |
| | | | Computing Science | 147.450 | 160 | | | | |
| | | | Earth and Atmospheric Sciences | 81.803 | 98 | | | | |
| | | | Integrated Petroleum Geosciences | 36.750 | 37 | | | | |
| | | | Internetworking | 45.002 | 41 | | | | |
| | | | Mathematical and Statistical Sciences | 83.591 | 64 | | | | |
| | | | Physics | 93.303 | 100 | | | | |
| <i>Science</i> | <i>PhD</i> | <i>Subtotal</i> | | 832.473 | 889 | 563 | 563 | 563 | |
| Science | PhD | Degree | Combined Doctor of Philosophy/Doctor of Medicine | | | | | | |
| | | | Biological Sciences | 1.666 | 2 | | | | |
| | | | Doctor of Philosophy | | | | | | |
| | | | Biological Sciences | 148.235 | 159 | | | | |
| | | | Chemistry | 212.099 | 232 | | | | |
| | | | Computing Science | 112.638 | 118 | | | | |
| | | | Earth and Atmospheric Sciences | 115.964 | 125 | | | | |
| | | | Mathematical and Statistical Sciences | 104.249 | 110 | | | | |
| | | | Physics | 137.622 | 143 | | | | |
| Grand Total | | | | 36,363.822 | 37,276 | | | | |

Notes:

Medical/dental residents are included in U of As FLE values, however, they do not contribute to U of As enrolment targets.

Government of Alberta full-load values do not reflect the post-2011 graduate thesis credit loads, which results in an incorrect graduate conversion rate.

FLE International Enrollment

The CIP guidelines require specific reporting on international students as follows:

Institutions are also required to include their three-year projections, at the program level by credential type, for international student enrolment in all programs where international student enrolment currently exceeds, or is expected to exceed, 15 per cent of the program's total enrolment. Institutions are also expected to reflect this enrolment as a percentage of total projected enrolment. The enrolment targets for international students should be clearly represented as a percentage of total projected enrolment by program. In addition, institutions need to describe how these enrolment percentages consider the institution's academic and service capacity while ensuring access for Albertan students is maintained.




The following table has been constructed to meet these requirements, however, the requirements are, admittedly, unclear.

The numbers of international students in each program are reported in the "2015-16 Actual FLE column". Given that U of A does not have targets for international program enrolment the CIP working group recommended projecting out a steady state. Similarly, the projections of international enrolment as a percent of total enrolment is simply a reflection of 2015-16 actuals.


| GOA Information | | Projections (Number) | | | | | Projections (% of total) | | | |
|-----------------|--|----------------------|-----------------|----------------|----------------|----------------|--------------------------|----------------|----------------|----------------|
| GOA Credential | GOA program | 2015-16 | 2016-17 | | | 2016-17 | | | | |
| | | Actual FLE | Preliminary FLE | 2017-18 Target | 2018-19 Target | 2019-20 Target | Preliminary FLE | 2017-18 Target | 2018-19 Target | 2019-20 Target |
| Degree | Bachelor of Arts | 1,111.200 | 1,110 | 1,110 | 1,110 | 1,110 | 25% | 25% | 25% | 25% |
| Degree | Bachelor of Arts in Environmental Studies | 13.800 | 16 | 16 | 16 | 16 | 40% | 40% | 40% | 40% |
| Degree | Bachelor of Commerce | 362.400 | 352 | 352 | 352 | 352 | 20% | 20% | 20% | 20% |
| Degree | Bachelor of Management in Business Economics (Augustana Faculty) | 36.716 | 38 | 38 | 38 | 38 | 35% | 35% | 35% | 35% |
| Degree | Bachelor of Science | 869.823 | 967 | 967 | 967 | 967 | 18% | 18% | 18% | 18% |
| Degree | Bachelor of Science in Agricultural/Food Business Management | 34.900 | 29 | 29 | 29 | 29 | 67% | 67% | 67% | 67% |
| Degree | Bachelor of Science in Agriculture | 37.755 | 38 | 38 | 38 | 38 | 24% | 24% | 24% | 24% |

| | | | | | | | | | | |
|--------|--|-----------|-------|-------|-------|-------|-----|-----|-----|-----|
| Degree | Bachelor of Science in Chemical Engineering | 81.401 | 66 | 66 | 66 | 66 | 31% | 31% | 31% | 31% |
| Degree | Bachelor of Science in Chemical Engineering - Process Control | 12.855 | 14 | 14 | 14 | 14 | 47% | 47% | 47% | 47% |
| Degree | Bachelor of Science in Civil Engineering | 57.214 | 65 | 65 | 65 | 65 | 32% | 32% | 32% | 32% |
| Degree | Bachelor of Science in Civil Engineering - Environmental Engineering | 10.488 | 9 | 9 | 9 | 9 | 15% | 15% | 15% | 15% |
| Degree | Bachelor of Science in Computer Engineering | 7.285 | 15 | 15 | 15 | 15 | 20% | 20% | 20% | 20% |
| Degree | Bachelor of Science in Electrical Engineering | 57.236 | 69 | 69 | 69 | 69 | 28% | 28% | 28% | 28% |
| Degree | Bachelor of Science in Engineering | 210.069 | 199 | 199 | 199 | 199 | 24% | 24% | 24% | 24% |
| Degree | Bachelor of Science in Engineering Physics | 5.300 | 9 | 9 | 9 | 9 | 15% | 15% | 15% | 15% |
| Degree | Bachelor of Science in Forest Business Management | 2.000 | 2 | 2 | 2 | 2 | 30% | 30% | 30% | 30% |
| Degree | Bachelor of Science in Materials Engineering | 16.882 | 10 | 10 | 10 | 10 | 20% | 20% | 20% | 20% |
| Degree | Bachelor of Science in Mechanical Engineering | 86.980 | 94 | 94 | 94 | 94 | 27% | 27% | 27% | 27% |
| Degree | Bachelor of Science in Mining Engineering | | 3 | 3 | 3 | 3 | 22% | 22% | 22% | 22% |
| Degree | Bachelor of Science in Nutrition and Food Sciences | 80.264 | 99 | 99 | 99 | 99 | 26% | 26% | 26% | 26% |
| Degree | Bachelor of Science in Occupational Therapy | 0.689 | 0 | 0 | 0 | 0 | 16% | 16% | 16% | 16% |
| Degree | Bachelor of Science in Petroleum Engineering | 80.170 | 60 | 60 | 60 | 60 | 62% | 62% | 62% | 62% |
| Degree | Bachelor of Science in Petroleum Engineering Co-op | 12.778 | 12 | 12 | 12 | 12 | 18% | 18% | 18% | 18% |
| Degree | Combined BSc in Environmental and Conservation Sciences/Bachelor of Arts in Native Studies | 0.938 | 1 | 1 | 1 | 1 | 20% | 20% | 20% | 20% |
| Degree | Doctor of Education | 4.666 | 5 | 5 | 5 | 5 | 26% | 26% | 26% | 26% |
| Degree | Doctor of Music | 6.109 | 4 | 4 | 4 | 4 | 18% | 18% | 18% | 18% |
| Degree | Doctor of Philosophy | 2,008.642 | 2,173 | 2,173 | 2,173 | 2,173 | 51% | 51% | 51% | 51% |
| Degree | Master of Agriculture | 2.001 | 1 | 1 | 1 | 1 | 46% | 46% | 46% | 46% |



| | | | | | | | | | | |
|----------------|--|-----------|-------|-------|-------|-------|-----|-----|-----|-----|
| Degree | Master of Arts | 132.994 | 139 | 139 | 139 | 139 | 32% | 32% | 32% | 32% |
| Degree | Master of Arts in Humanities Computing | 9.998 | 14 | 14 | 14 | 14 | 33% | 33% | 33% | 33% |
| Degree | Master of Business Administration | 86.521 | 73 | 73 | 73 | 73 | 25% | 25% | 25% | 25% |
| Degree | Master of Design | 3.750 | 5 | 5 | 5 | 5 | 44% | 44% | 44% | 44% |
| Degree | Master of Engineering | 8.484 | 36 | 36 | 36 | 36 | 32% | 32% | 32% | 32% |
| Degree | Master of Financial Management | 90.814 | 90 | 90 | 90 | 90 | 98% | 98% | 98% | 98% |
| Degree | Master of Fine Arts | 7.042 | 6 | 6 | 6 | 6 | 19% | 19% | 19% | 19% |
| Degree | Master of Forestry | 3.429 | 6 | 6 | 6 | 6 | 55% | 55% | 55% | 55% |
| Degree | Master of Laws | 2.288 | 4 | 4 | 4 | 4 | 52% | 52% | 52% | 52% |
| Degree | Master of Music | 3.810 | 4 | 4 | 4 | 4 | 21% | 21% | 21% | 21% |
| Degree | Master of Nursing | 10.586 | 9 | 9 | 9 | 9 | 19% | 19% | 19% | 19% |
| Degree | Master of Science | 1,169.657 | 1,203 | 1,203 | 1,203 | 1,203 | 43% | 43% | 43% | 43% |
| Diploma | Techniques d'administration des affaires (TAA) | 10.600 | 11 | 11 | 11 | 11 | 56% | 56% | 56% | 56% |
| Non-Credential | Open Studies | 112.700 | 107 | 107 | 107 | 107 | 18% | 18% | 18% | 18% |

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| GOAL 1: BUILD a diverse, inclusive community of exceptional students, faculty, and staff from Alberta, Canada, and the world. | | | | |
| Objective 1: Build a diverse, inclusive community of exceptional undergraduate and graduate students from Edmonton, Alberta, Canada, and the world. | | | | |
| Strategy | Description | Expected Outcome | Expected Completion Date | CIP Alignment  |
| National recruitment strategy (Obj 1, Str i) | Develop and implement an undergraduate and graduate recruitment strategy to attract top students from across diverse communities in Alberta and Canada, leveraging our strengths as a comprehensive research-intensive, multi-campus university offering francophone and rural liberal arts programming. | Enhanced diversity of the student body to more closely reflect the demographic diversity of Alberta and Canada while continuing to attract top students and serve the needs of Albertan learners. | 2025 | Accessibility G3, P9, EO6 |
| Indigenous student recruitment and retention strategy (Obj 1, Str ii) | Develop and implement an undergraduate and graduate recruitment and retention strategy to attract Indigenous students from across Alberta and Canada. | Increase the number of Indigenous students to more closely reflect their demographic representation in the Alberta population. Improve retention of Indigenous students to match retention for other groups in the same cohorts. | 2025 | Accessibility G3, P10, EO6, EO7 |
| International recruitment strategies (Obj 1, Str iii) | Optimize our international recruiting strategies to attract well-qualified international students from regions of strategic importance, and enhance services and programs to ensure their | Enhanced diversity of the international student body and increased rates of success among those students. | 2020 | Accessibility G3, P7, EO6 |

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| | academic success and integration into the activities of the university. | | | |
| Student financial supports (Obj 1, Str iv) | Ensure that qualified undergraduate and graduate students can attend the university through the provision of robust student financial support. | This strategy directly supports other initiatives to enhanced the diversity and inclusiveness of the student body while continuing to attract top students and serve the needs of Albertan learners. | 2025 | Accessibility G 3, P8, EO6 |
| Performance Measures | | | | |
| Composition of student body: percentage of the student body from Alberta (excluding Edmonton); percentage of students from out-of-province; percentage of indigenous students | | | | Accessibility PM1 |
| Objective 2: Create a faculty renewal program that builds on the strengths of existing faculty and ensures the sustainable development of the University of Alberta’s talented, highly qualified, and diverse academy. | | | | |
| Strategy | Description | Expected Outcome | Expected Completion Date | CIP Alignment  |
| Attract and retain diverse faculty (Obj 2 Str i) | Attract and retain a diverse complement of faculty and post-doctoral fellows from around the world, with initial focus on increasing the proportion of assistant professors. | Renewal of the professoriate, increased diversity and optimized balance of ranks. Hiring of individuals with diverse backgrounds expands our available conceptual tools, leading to a more creative academy. | 2025 | Accessibility G4, EO4 |
| Improved equity and diversity practices for recruitment and support of the professoriate (Obj 2 Str ii) | Review, improve, and implement equity processes and procedures for recruiting and supporting faculty to ensure a balanced academy, representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and people with disabilities. | Enhanced support for equity, diversity and inclusion promotes university values, ensures that the professoriate more closely reflects the community at large, and enhances the intellectual diversity of the academy. | 2020 | Accessibility G4, P6, EO4, EO5 |


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| Performance Measures | | | | |
|--|--|--|---------------------------------|---|
| Proportion of professoriate at rank of Assistant Professor | | | | Quality PM1 |
| Composition of faculty (gender, indigenous, visible minority, disability status). Note: Data is only available for continuing, operating-funded positions. Data is self-reported. | | | | Accessibility PM2 |
| Objective 3: Support ongoing recruitment and retention of a highly-skilled, diverse community of non-academic and administrative staff by enriching the University of Alberta's working environment. | | | | |
| Strategy | Description | Expected Outcome | Expected Completion Date | CIP Alignment  |
| Improved equity and diversity practices for recruitment of the non-academic and administrative staff (Obj 3 Str ii) | Review, improve, and implement equity processes and procedures for recruiting and supporting staff to ensure that all categories of staff are representative of women, visible minorities, sexual and gender minorities, Indigenous peoples, and people with disabilities. | Development of a baseline and continuous assessment of faculty, staff and postdoctoral fellow engagement to enable the University to develop strategies, programs and services that target our specific needs. | 2020 | Accessibility G4, P10, EO4 |
| Performance Measures | | | | |
| Composition of faculty (gender, indigenous, visible minority, disability status). Note: Data is only available for continuing, operating-funded positions. Data is self-reported. | | | | Accessibility PM2 |
| Employee engagement data is not currently available, pending the development of an employee engagement survey instrument through the implementation of <i>For the Public Good</i> . | | | | |
| Objective 4: Develop, in consultation and collaboration with internal and external community stakeholders, a thoughtful, respectful, meaningful, and sustainable response to the report of the Truth and Reconciliation Commission of Canada. | | | | |
| Strategy | Description | Expected Outcomes | Expected Completion Date | CIP Alignment  |
| Foster participation in reconciliation | Foster learning opportunities across our campuses that enable | Increased understanding of and inclusion of First Nation, Metis and | 2020 | Accessibility G2, P5, EO3 |

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| (Obj 4, Str i) | student, staff, and faculty participation in reconciliation | Inuit perspectives. Increased awareness, understanding and commitment to find the path forward in a complicated relationship with Indigenous peoples. | | |
| Build the Maskwa House of Learning (Obj 4, Str ii) | Build the Maskwa House of Learning as a place of understanding, welcome, and cultural connection, where Indigenous and non-Indigenous students together can grow and celebrate the unique and proud histories of Indigenous peoples, and where Indigenous students can access social, cultural, and spiritual supports that enable their academic success. | Construction of the Maskwa House of Learning, pending receipt of funding. | 2019 | Accessibility G2, P4, EO3 |

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| Objective 6: Build and support an integrated, cross-institutional strategy to demonstrate and enhance the University of Alberta’s local, national, and international story, so that it is shared, understood, and valued by the full University of Alberta community and its many stakeholders. | | | | |
|--|---|--|---------------------------------|---|
| Strategy | Description | Expected Outcomes | Expected Completion Date | CIP Alignment |
| Communicate the impact of the University of Alberta (Obj 6, Str iii) | Communicate, using both quantitative and qualitative evidence, how the University of Alberta serves as a cornerstone of the community bringing widespread economic and societal benefits to all Albertans, as well as to national and international partners and stakeholders | Increased community awareness of the university and its social, economic, and historical contributions to the province, the country and the world. Ongoing advocacy and increased pride in the institution among key stakeholders and the community at large, achieved through engagement with and exposure to U of A scholars and the work of the University. | 2019 |  Accountability G18, P2, EO3, EO4 |
| Performance Measures | | | | |
| Media impact: mentions and reach. These metrics will be supplemented through qualitative reporting and relevant web analytics and qualitative reporting related to stakeholder relationship impact. | | | | Accountability PM1 |


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| GOAL 2: EXPERIENCE diverse and rewarding learning opportunities that inspire us, nurture our talents, expand our knowledge and skills, and enable our success. | | | | |
| Objective 7: Increase graduate and undergraduate students' access to and participation in a broad range of curricular experiential learning opportunities that are well-integrated with program goals and enrich their academic experience. | | | | |
| Strategy | Description | Expected Outcomes | Expected Completion Date | CIP  Alignment |
| Increase experiential learning opportunities (Obj 7, Str i) | Increase students' experiential learning through mutually beneficial engagement with community, industry, professional, and government organizations locally, nationally, and internationally. | Enhanced and strengthened experiential learning opportunities for students achieved through the development of an institutional needs assessment, inventory, and informational resource for students. | 2019 | Quality G12, P2, EO5 |
| Expand professional development opportunities (Obj 7, Str iii) | Expand professional development (PD) opportunities for graduate students and post-doctoral fellows | Increased access to and use of professional development opportunities for graduate students and post-doctoral fellows to support their job market competitiveness, including through internship programs, events and workshops, and on-line resources to improve their ability to compete in the global employment market. | 2019 | Quality G12, P3, EO4 |
| Performance Measures | | | | |
| High-Impact Practices (National Survey of Student Engagement – NSSE) Note: NSSE is currently administered on three-year intervals; the next administration will take place in 2017. This administration will be used as a baseline for setting future targets. | | | | Quality PM6, PM7 |

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| <p>Employment outcomes two years after graduation: employment rate and mean income by degree level (Alberta Graduate Outcomes Survey – GOS) Note: The GOS is administered biennially. Data from the 2016 administration will be reported when available. This administration will be used as a baseline for setting future targets.</p> <p>An overview of professional development opportunities and resources available to graduate students and postdoctoral fellows will be reported in the narrative section of the Annual Report accompanying this Goal.</p> | | | | |
|--|---|---|--------------------------|---|
| <p>Objective 8: Create and facilitate co-curricular and extracurricular learning experiences for undergraduate and graduate students that enable their self-discovery and give them the skills to use their talents, creativity, and curiosity to contribute as future citizens and leaders.</p> | | | | |
| Strategy | Description | Expected Outcome | Expected Completion Date | CIP  Alignment |
| More residential spaces for students (Obj 8, Str i) | Increase the opportunities for all undergraduate and graduate students to experience the benefits of living on campus, including guaranteeing the offer of a place in residence to every first-year undergraduate student | An enriched student academic experience through the linkage of learning with other aspects of their lives such as a residential experience through the completion of 760 bed spaces on the Lister Hall site and in East Campus Village. Housing in on-campus residences supports student success and enhances access for rural, Indigenous, under-represented and international students. | 2018 | Accessibility P3, EO2 |
| <p>Performance Measures</p> | | | | |
| Percentage of full-time students living in purpose-built student housing where there is intentional programming | | | | Accessibility PM3 |

Objective 9: Enhance, support, and mobilize the unique experiences and cultures of all University of Alberta campuses to the benefit of the university as a whole.


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| Strategy | Description | Expected Outcome | Expected Completion Date | CIP  Alignment |
|---|---|---|--------------------------|---|
| Augustana Campus as a leading liberal arts college (Obj 9, Str i) | Facilitate and deepen inter-campus connections, communication, and collaborations with Augustana Campus, and ensure that it is strengthened as a leading a liberal arts college, and as a living laboratory for teaching and learning innovation, to the benefit of the entire university. | Development of an action plan to identify and strengthen the unique opportunities presented by our multi-campus environment through connections, communication, and collaborations. | 2020 | Coordination G15, P6, EO4 |
| Campus Saint-Jean as a destination of choice for francophone and bilingual students (Obj 9, Str ii) | Highlight and strengthen the role that Campus Saint-Jean plays in reflecting and reinforcing the linguistic duality of Canada as well as the worldwide multi-ethnic Francophonie, by positioning the university locally, nationally, and internationally as a destination of choice for francophone and bilingual students, and by progressively improving Faculté Saint-Jean students' and applicants' access to French-language services. | | | Accessibility P11 Coordination G15, EO4 |
| Enhance collaborative, community-based learning activities (Obj 9, Str iii) | Enhance collaborative, community-based learning activities and build on the relationships that have been developed through the programs offered at Enterprise Square and South Campus. | | | Coordination G15, P5, EO4 |


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| Performance Measures |
| A summary of multi-campus initiatives will be reported in the narrative section of the Annual Report accompanying this Goal. |




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| GOAL 3: EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. | | | | |
| Objective 12: Build a portfolio of signature research and teaching areas where the University of Alberta is or will be recognized as a global leader. | | | | |
| Strategy | Description | Expected Outcomes | Expected Completion Date | CIP  Alignment |
| Identify and support Signature Areas (Obj 12, Str i) | Develop a process to identify and support established and emerging Signature Areas of Research and Teaching. | Defined process identifying “signature”, as well as emerging, areas of teaching and research excellence to be nurtured and strengthened for the future. | 2017 | Quality G8, P1, EO1 |
| Performance Measures | | | | |
| Consistent with the 2016 reporting guidelines, the Research, Applied Research, and Scholarly Activities section of the university’s Annual Report will report on the launch of signature research and teaching areas and on key partnerships and research impacts. | | | | |
| Objective 13: Enable University of Alberta researchers to succeed and excel. | | | | |
| Strategy | Description | Expected Outcome | Expected Completion Date | CIP  Alignment |
| Maintain and pursue partnerships across the global | Maintain and pursue partnerships across the global academy to expand research and/or funding opportunities for our researchers | Enhancement of meaningful research partnerships between the U of A and stakeholders. | Ongoing | Quality G9, EO2 Coordination P3 |

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| academy (Obj 13, Str ii) | and thus increase their capacity for success. | | | |
| Funding for the operation and evolution of research facilities (Obj 13, Str iv) | Secure and sustain funding for the continuous evolution and operation of research facilities and resources to meet the changing needs of our broad-based research community. | Through partnerships with the Federal and Provincial governments, undertaking laboratory renewal projects that will modernize the facilities to support the research and learning environments on the Augustana Campus and at Campus Saint-Jean (supported by the Post-Secondary Institutions Strategic Investment Fund (SIF)). | 2017 | Quality G9, P9, EO2, EO6 |
| Performance Measures | | | | |
| Sponsored research funding: total and U15 rank (all sources and Tri-Council) Citation impact Research and teaching awards (Canada Research Chairs and 3M Teaching Awards) | | | | Quality PM2, PM3, PM4 |
| Objective 14: Inspire, model, and support excellence in teaching and learning. | | | | |
| Strategy | Description | Expected Outcome | Expected Completion Date | CIP  Alignment |
| Foster innovation in teaching (Obj 14, Str i) | Foster, encourage, and support innovation and experimentation in curriculum development, teaching, and learning at the individual, unit, and institutional levels. | Increased instructor access to training and mentorship, and uptake of new models for instructional design, assessment, and teaching by the professoriate. | 2020 | Quality G13, P5, EO8 |
| Provide tools and | Provide robust supports, tools, and | Implementation of a Good | 2018 | Quality |

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| supports to assess teaching quality (Obj 14, Str iii) | training to develop and assess teaching quality, using qualitative and quantitative criteria that are fair, equitable, and meaningful across disciplines. | Supervision awareness campaign and Graduate Student Management System encouraging collegial models of supervision and mentorship. | | G13, P6, EO3 |
| Performance Measures | | | | |
| <p>Student-reported experience with faculty (National Survey of Student Engagement – NSSE) and graduate student satisfaction (Canadian Graduate and Professional Student Survey – CGPSS)</p> <p>Note: NSSE is currently administered on three-year intervals; the next administration will take place in 2017. This administration will be used as a baseline for setting future targets.</p> <p>A qualitative report on significant teaching innovation and supports will be provided in the university’s Annual Report.</p> | | | | Quality PM5 |
| Objective 15: Foster a culture of excellence by enriching learning and professional development opportunities for staff, faculty, and post-doctoral fellows. | | | | |
| Strategy | Description | Expected Outcome | Expected Completion Date | CIP Alignment |
| Access to professional development (Obj 15, Str i) | Expand access to professional development programs and learning opportunities for staff, faculty, and post-doctoral fellows. | Enhanced professional development supports the delivery of high quality academic and administrative functions by improving employee engagement and retention. | 2020 |  N/A (does not correspond to CIP Guideline principle definitions) |
| Performance Measures | | | | |
| Employee engagement data is not currently available, pending the development of an employee engagement survey instrument through the implementation of <i>For the Public Good</i> . | | | | |

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| GOAL 4: ENGAGE communities across our campuses, city and region, province, nation, and the world to create reciprocal, mutually beneficial learning experiences, research projects, partnerships, and collaborations. | | | | |
| Objective 16: Enhance, increase, and sustain reciprocal, mutually beneficial community relations, community engagement, and community-engaged research and scholarship that will extend the reach, effectiveness, benefit, and value of our university-community connections. | | | | |
| Strategy | Description | Expected Outcomes | Expected Completion Date | CIP  Alignment |
| Engage with partners to address shared challenges (Obj 16, Str iii) | Engage with government, community, industry, business, and the post-secondary sector to address shared local, provincial, national, and global challenges, building on the success of collaborative projects like the Future Energy Systems Research Initiative (FESRI). | Development of mutually beneficial projects that strengthen reciprocal relationships with external stakeholders through community engagement (including formal partnerships with provincial government bodies and the City of Edmonton, ongoing relationships with over 150 community service-learning partners, and expanded alumni outreach to graduates from the past decade). | 2020 | Coordination G16, P4, EO3 |
| Welcome community access (Obj 16, Str v) | Welcome increased community access, participation, and engagement at all University of Alberta sites, such as our downtown campus at Enterprise Square and our sports facilities at South campus. | Development of shared infrastructure to foster the health, talent, skills and creativity of Edmonton's people, benefitting both the university and its community partners. Exploration of opportunities for expanding art, design and music education and | 2021 | Coordination G16, P5, EO5 |

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| | | research in the core of Edmonton. Development of the South Campus Community Twin Arenas project will provide needed space for academic, varsity and recreational sport activities. | | |
| Performance Measures | | | | |
| Student-reported citizenship development (NSSE) Note: NSSE is currently administered on three-year intervals; the next administration will take place in 2017. This administration will be used as a baseline for setting future targets. | | | | Coordination PM1 |
| Delivery of capital plan priorities: South Campus Community Twin Arenas; scoping to meet Faculty of Arts needs through renewal and/or development of “urban village” concept in downtown Edmonton. | | | | Coordination PM2 |
| Objective 17: Facilitate, build, and support interdisciplinary, cross-faculty, and cross-unit engagement and collaboration. | | | | |
| Strategy | Description | Expected Outcome | Expected Completion Date | CIP Alignment  |
| Foster interdisciplinary collaboration (Obj 17, Str i) | Identify and remove systemic barriers to interdisciplinary, and where necessary, expand or create policies, resources, infrastructure, and strategies to encourage and reward academic and administrative partnerships and collaborations. | Development of an action plan for supporting and expanding interdisciplinary activities, beginning with an inventory of successes and challenges, an environmental scan, and a review of best practices. | 2020 | Quality G10, P4, EO7 |
| Performance Measures | | | | |
| Key activities will be reported in the Research, Applied Research and Scholarly Activities section of the university’s Annual Report, as per the 2016 reporting guidelines. | | | | |

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| Objective 18: Seek, build, strengthen and sustain partnerships with local, national or international research agencies, governments, government ministries and agencies, universities, Indigenous communities, libraries, not-for-profits, industry, business, and community organizations. | | | | |
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| Strategy | Description | Expected Outcome | Expected Completion Date | CIP  Alignment |
| Leadership within the post-secondary sector (Obj 18, Str i) | Provide leadership in Alberta's post-secondary sector and support integration, collaboration, and partnership across the province's six-sector model to the benefit of all Albertans, through collaborations including but not limited to: project management support for Norquest college capital expansion; hosting of Olds College PeopleSoft financial system; coordinated commercialization activities between TEC Edmonton and NAIT. | Identification of opportunities for new and/or enhanced shared administrative services through discussions with the Government of Alberta and Campus Alberta institutions. | Ongoing | Coordination G14, P1, EO1 |
| Engage provincial partners and government agencies (Obj 18, Str v) | Work closely with key provincial partners and government agencies, including members of Campus Alberta, Alberta Health Services, Alberta Innovates, The Alberta Library, NEOS, etc., to undertake mutually beneficial research, and where possible, coordinate, streamline, and deliver shared systems, services, and | Enhancement of research partnerships supporting resource management, environmental stewardship, and healthy communities (see Appendix C) | 2019 | Coordination G14, P3, EO2 |

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| | processes to the benefit of all Albertans. | | | |
| Performance Measures | | | | |
| A qualitative report on key partnership initiatives will be provided in the university's Annual Report. | | | | |

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| GOAL 5: SUSTAIN our people, our work, and the environment by attracting and stewarding the resources we need to deliver excellence to the benefit of all. | | | | |
| Objective 19: Prioritize and sustain student, faculty, and staff health, wellness, and safety by delivering proactive, relevant, responsive and accessible services and initiatives. | | | | |
| Strategy | Description | Expected Outcome | Expected Completion Date | CIP Alignment |
| Institutional health and wellness strategy (Obj 19, Str i) | Develop an integrated, institution-wide health and wellness strategy, which increases the reach and effectiveness of existing health, mental health and wellness resources, programs, and services, and promotes resilience and work-life balance. | Infuse health into everyday operations, business practices and academic mandates through the launch of an integrated health and wellness strategy to support the health, wellbeing and safety of the university community. | 2017 |  Accessibility G1, P1, EO1 |
| Performance Measures | | | | |
| An overview of relevant initiatives, activities, partnerships and programs in this area, including a report on the status of university wellness initiatives, will be reported in the narrative section of the Annual Report accompanying this Goal. | | | | |
| Objective 20: Continue to build and support an integrated approach to social, economic, and environmental sustainability that incorporates teaching and learning, research, outreach, capacity building, and the operations that support them. | | | | |


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| Strategy | Description | Expected Outcome | Expected Completion Date | CIP  Alignment |
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| Integrate sustainability into teaching, learning, and research (Obj 20 Str i) | Integrate sustainability into teaching, learning, research, and outreach in ways that fosters critical, interdisciplinary, long-term, and systems thinking on sustainability. | Continued advancement of the three pillars of sustainability – environmental, economic, and social – through action to “green” UofA activities, to reduce energy demands, and to promote sustainability across all university activities. | 2020 | Affordability G7, P3, EO2 |
| Performance Measures | | | | |
| STARS Rating The Sustainability Tracking, Assessment and Rating System (STARS) is an integrated assessment of institutional sustainability. The university targets a Gold rating. | | | | Affordability PM2 |
| Objective 21: Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals. | | | | |
| Strategy | Description | Expected Outcome | Expected Completion Date | CIP  Alignment |
| Improved transparency, consultation, and communication (Obj 21 Str i) | Encourage transparency and improve communication across the university through clear consultation and decision-making processes, substantive and timely communication of information, and access to shared, reliable institutional data. | Transparency and communication, and timely and effective access to services and systems, support the engagement of the university’s full range of intellectual diversity in advancing university goals. | 2020 | Affordability P2 Coordination G17 |
| Access to university services and systems (Obj | Facilitate easy access to and use of university services and systems; reduce duplication and complexity; | | Ongoing | Coordination G17, P7 |

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| 21, Str iv) | and encourage cross-institutional administrative and operational collaboration. | | | |
| Accountability measures (Obj 21, Str v) | Develop a set of equitable, meaningful, and relevant measures to monitor our progress towards strategic goals and develop the tools required to report on them. | Enables the university to satisfy accountability requirements and expectations for key stakeholder communities. | 2018 | Accountability P1, EO1 |
| Performance Measures | | | | |
| Any major initiatives will be reported in the narrative section of the Annual Report accompanying this Goal. | | | | |
| Objective 22: Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals. | | | | |
| Strategy | Description | Expected Outcomes | Expected Completion Date | CIP  Alignment |
| Seek and secure resources (Obj 22, Str i) | Seek and secure resources needed to achieve and support our strategic goals. | Continued optimization of the university's financial resources, including the management of endowments, to support long-term institutional sustainability. | 2018 | Affordability G6, P1 |
| Sustainable budget model (Obj 22 Str ii) | Ensure a sustainable budget model to preserve and enhance our core mission and reputation for excellence in teaching, learning, research, and community engagement. | Demonstration of strong financial stewardship through the implementation of a revised budget model to demonstrate the alignment of financial resources with university objectives. | 2019 | Accountability P3, EO2 |
| Responsible stewardship (Obj 22, Str iii) | Ensure responsible and accountable stewardship of the university's resources and demonstrate to government, | Demonstration of strong financial stewardship through the implementation of a revised budget model to demonstrate the | 2019 | Accountability G19, EO2 |

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| | donors, alumni, and community members the efficient and careful use of public and donor funds. | alignment of financial resources with university objectives. | | |
| Performance Measures | | | | |
| <p>Net Operating Revenues Ratio This is a core measure of financial sustainability and provides an indication of the extent to which the university is generating positive cash flows. The university’s Audited Financial Statements and accompanying analysis are the foundational reporting mechanisms for goals and initiatives related to financial stewardship.</p> | | | | |
| Objective 23: Ensure that the University of Alberta’s campuses, facilities, utilities, and information technology infrastructure can continue to meet the needs and strategic goals of the university. | | | | |
| Strategy | Description | Expected Outcomes | Expected Completion Date | CIP  Alignment |
| Secure and sustain funding optimize the use of campus infrastructure (Obj 23, Str i) | Secure and sustain funding to plan, operate, expand, renew, and optimize the use of campus infrastructure to meet evolving teaching and research priorities | <p>Provision of new teaching, academic and administrative space at the heart of the North Campus through the renewal of the historic Dentistry/Pharmacy building, allowing the university to reuse a significant asset that is currently unoccupied due to its condition.</p> <p>Pursuit of a solution to meeting program outcomes in Faculty of Arts through one of two identified alternatives: renovation and repurposing of existing space combined with construction of purpose-built space on North Campus; or location of Music and Arts and Design with the “Urban</p> | 2028 (multi-phased) | Affordability G5 |

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| | | Village” concept in downtown Edmonton, a project that is being led by the Edmonton Galleria Foundation. | | |
| IT solutions and enhancements (Obj 23, Str iii) | Provide effective IT solutions and enhancements that enable secure and reliable delivery of high-quality programs and services. | Launch of key IT solutions and enhancements that enable secure, efficient and reliable delivery of high-quality programs and services, including analytics, budgeting and planning, student, financial, and human resource management. | 2018 | N/A |
| Performance Measures | | | | |
| <p>Major infrastructure investments will be reported in the Capital Plan section of the university’s Annual Report, as per the 2016 reporting guidelines.</p> <p>Major enhancements in the university’s information technology and data infrastructure will be reported in the Information Technology section of the university’s Annual Report, as per the 2016 reporting guidelines.</p> | | | | |