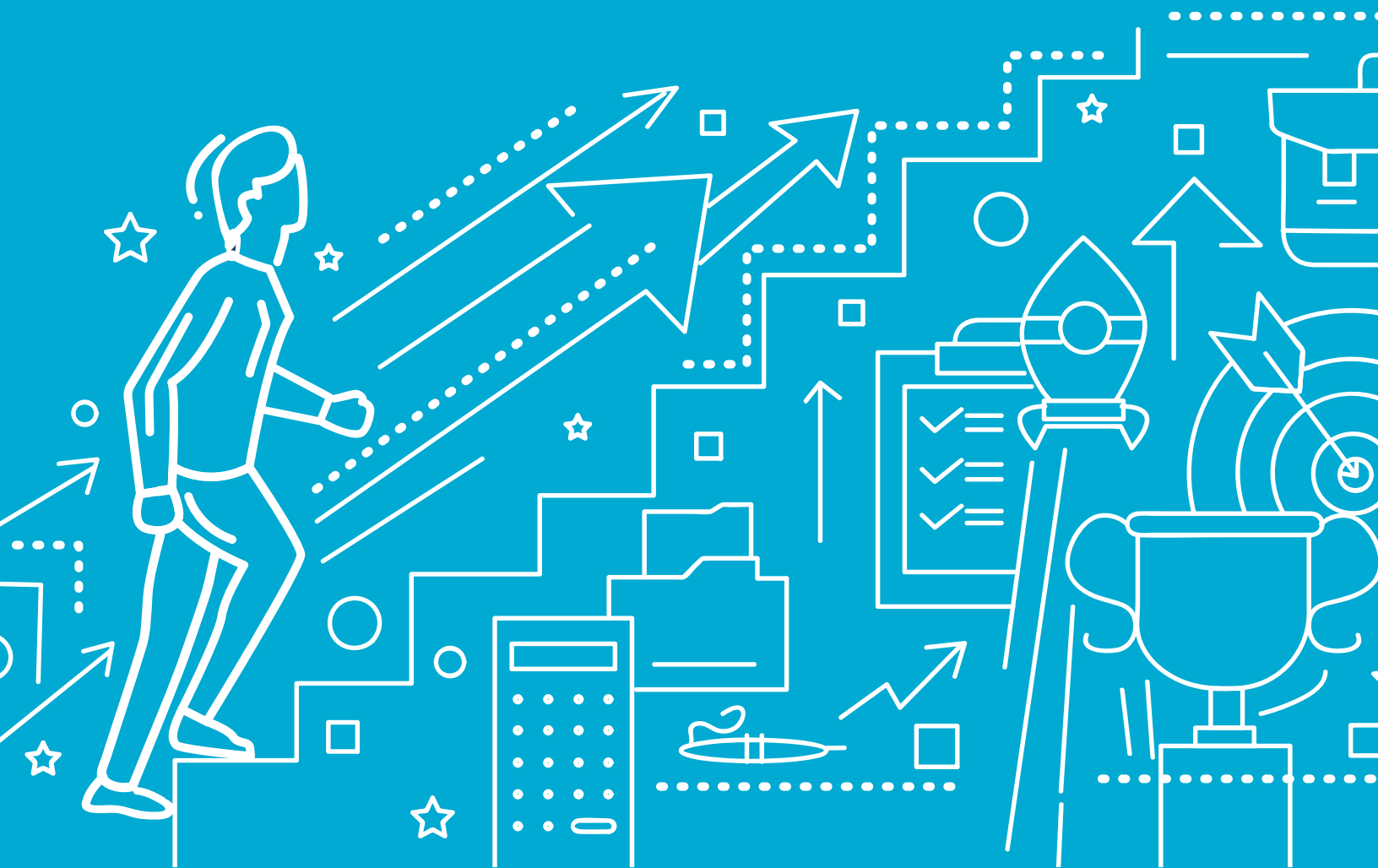


Alberta 2030: building skills for jobs

What We Heard – engagement summary



Alberta 2030: What We Heard

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Introduction

The world is changing, jobs are changing, and our post-secondary education system must change, too. Status quo is not an option.

Over the past year, the COVID-19 pandemic, amplified by a global recession and a crash in oil prices, has accelerated a substantial economic transition for Alberta. As our government takes bold action to get people back to work, build infrastructure and diversify our economy through Alberta's Recovery Plan, the province will need a talent pipeline of leaders and job creators, now and in the future. It has become increasingly clear that Alberta will require a progressively more educated and skilled citizenry and workforce that meets the changing needs of industry and ensures that our province is globally competitive in the 21st century economy.



While COVID-19 has disrupted many of our business, research and learning models almost overnight, these changes can be seen in the context of key trends that are reshaping post-secondary at a global level. By examining how the economic landscape and higher education is being disrupted around the world, we have learned that a lot is changing, and quickly. Learner demographics are changing, international enrolment has increased, key issues such as mental health are growing in priority, and financial pressures have increased for some students and their families. Remote and online learning has become the standard overnight, creating advancements in delivery and growing investment in technology. Automation and digitization are changing the future world of work and the types of skills that will be needed, such as higher cognitive skills. To keep pace with change, this presents many opportunities, including to pursue reskilling and upskilling pathways. While research spending has increased, it has not kept up with Gross Domestic Product in many countries, Canada included, which is shining light on possible opportunities for government and the private sector. Finally, available public funding is declining in many jurisdictions, amplifying revenue difficulties for institutions that have been further impacted by COVID-19, drawing attention to ways volatility could be reduced and financial sustainability could be strengthened.

¹ Developed as part of Alberta's International Student Strategy (February 2020)

Here at home, our post-secondary system is also being impacted by several forces of change. Resource revenues that have historically supported substantial investment in post-secondary are no longer as abundant, and the COVID-19 pandemic has even further exacerbated our province's fiscal challenges. With our critical economic situation in mind, now more than ever, investment in post-secondary needs to be prudent, sustainable and demonstrate a return for all Albertans. In addition, the last substantive and inclusively developed review of our post-secondary system, A Learning Alberta, was well over a decade ago. While A Learning Alberta captured many desired outcomes for our system, these outcomes were not fully realized, and much has changed in the world of post-secondary education since then.

Most recently, assessments from the Auditor General have focused on ways strategic commitments to collaboration could benefit from enabling supports. The MacKinnon Panel on Alberta's Finances has found that our post-secondary system has lacked overarching direction and accountability for outcomes, has not been demonstrating value for investment relative to comparable jurisdictions, and that Alberta needs one of the most educated and skilled workforces in the world to secure our future prosperity.

It has become clear that Alberta's post-secondary system is at a critical juncture. To stay competitive, it is time for Alberta to build a culture of public sector innovation and launch a refreshed and reimagined vision for post-secondary education. In response to calls for change and to ensure Alberta's resilience despite the powerful forces reshaping post-secondary education and our economy, the Ministry of Advanced Education initiated the Alberta 2030: Building Skills for Jobs review.

The review and resulting strategy will position Alberta to address current challenges, compete with the world, and realize the vision of post-secondary education as innovative, driving growth and prosperity, now and for the future. Put

simply, the Alberta 2030 initiative was designed to transform the post-secondary system to focus on providing the high-quality education, skills and training needed to get Albertans back to work, meet current and future labour market demands, and drive innovation to make Alberta competitive in the 21st century global economy.

Alberta 2030's diverse engagement activities have complemented the diagnostic analysis and allowed us to create a detailed picture of our post-secondary system, including where it shines and where there is room for improvement. It has also helped us give name to the aspirations Albertans have for post-secondary education, and how it will prepare current and future graduates for success as highly skilled and resilient workers and citizens. This inclusive and iterative approach to engagement is a model for how our system could work together in the future and accelerate innovations to improve outcomes. It will be by working in this agile and collaborative way that we will address our post-secondary systems' great challenges, and position it to drive long-term competitiveness and prosperity in our province.

We sincerely thank the many participants and respondents for taking the time to help us make a more responsive and relevant strategy for the system, now and into the future. Given the importance of Alberta's post-secondary system to our prosperity and competitiveness, it has been Minister Nicolaides' aspiration for Alberta 2030 to be the most evidence-based and inclusive review of post-secondary conducted in the province in over 15 years. With the time and thoughtful engagement of everyone involved, this has been achieved. Now, a successful path forward hinges on collaboration among all players. We look forward to taking what we heard from stakeholders and putting it into action to shape our future.

This is what we heard.

Alberta 2030 Strategy

These engagement activities – combined with comprehensive issue identification, research and analysis – resulted in our final strategy, including the Alberta 2030 vision, below:

Vision

Alberta's **world-class** post-secondary system will equip Albertans with the skills, **knowledge and competencies** they need to succeed in their lifelong pursuits. The system will be highly **responsive to labour market needs** and, through innovative programming and **excellence in research**, contribute to the betterment of an **innovative and prosperous Alberta**.

Alberta 2030 Goals



Improve Access and Student Experience

Ensure all Albertans have access to high-quality post-secondary opportunities, and that the student experience is coordinated and integrated



Develop Skills for Jobs

Ensure every student has the skills, knowledge and competencies to enjoy fulfilling lives and careers, and that they have greater transparency around labour market outcomes



Support Innovation and Commercialization

Contribute to Alberta's innovation capacity by supporting post-secondary research and strengthening its commercialization potential to create new knowledge, develop future skills and diversify the economy



Strengthen Internationalization¹

Become a leading destination for top talent to drive the growth of skills, ideas and innovations, locally and globally.



Improve Sustainability and Affordability

Provide institutions greater flexibility to generate own-source revenue and strengthen student aid.



Strengthen System Governance

Modernize governance of the system to increase collaboration and drive outcomes.

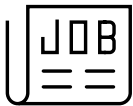
¹ Developed as part of Alberta's International Student Strategy (February 2020)

Alberta 2030 objectives



Improve Access and Student Experience

- 1 Empower learners to make informed decisions on post-secondary pathways
- 2 Ensure that students have a high-quality experience
- 3 Improve the transfer system, and foster flexible career and education pathways
- 4 Prioritize the expansion of digital infrastructure and support distance education to reach students where they are
- 5 Develop targeted strategies to strengthen the inclusion of Indigenous learners
- 6 Improve support for foundational learning and create integrated pathways for learners
- 7 Support the expansion of Open Educational Resources, such as course materials and textbooks



Develop Skills for Jobs

- 1 Become the first province in Canada to offer every undergraduate student a work-integrated learning opportunity
- 2 Expand apprenticeships in careers of the future
- 3 Reduce the skills gap by fostering the strongest employer, industry and post-secondary partnership environment in Canada
- 4 Develop strategies and approaches to measure employment-related skills in students
- 5 Develop a provincial framework to guide the development of micro-credentials
- 6 Streamline the program approval process to allow institutions greater ability to respond to labour market needs and develop innovative new programming
- 7 Strengthen the role of post-secondary institutions in the reskilling and upskilling of our workforce



Support Innovation and Commercialization

- 1 Attract and nurture world-class faculty and students
- 2 Drive Alberta's competitiveness in critical areas by aligning resources and incentives
- 3 Set a national standard for policies and practices that foster commercialization



Strengthen Internationalization¹

- 1 Attract talented international students to Alberta's post-secondary institutions and communities
- 2 Equip learners with international skills and competencies



Improve Sustainability and Affordability

- 1 Set a global bar for efficiency, transparency and accountability
- 2 Enable institutions to compete for and grow non-provincial sources of funding, while preserving access for all Albertans
- 3 Deconsolidate certain institutions to reduce red tape and strengthen innovation and entrepreneurialism
- 4 Implement a funding formula to determine funding allocations to institutions
- 5 Prioritize future student aid funding to grants and bursaries
- 6 Explore the modernization of student aid to support diverse learners and the needs of the economy



Strengthen System Governance (driver)

- 1 Establish a new and world-class governance structure to improve system outcomes, drive collaboration, depoliticize decision-making and foster continual long-term strategic planning
- 2 Simplify the current six-sector governance model.
- 3 Develop Centres of Excellence around key areas of programming and research

The Beginning

Recognizing the importance of this work to Alberta's prosperity, Minister Nicolaides ensured that Albertans shaped the vision and direction of Alberta 2030. For the vision to successfully inspire, guide and galvanize the higher education ecosystem in this call to action, it needed as broad engagement as possible.

"The MacKinnon Panel report recommended that Alberta's post-secondary system develop a clear direction for the future. With the input of our broad spectrum of stakeholders, this strategy will help shape the future of post-secondary education in Alberta by examining critical issues and identifying opportunities for generations to come. We will co-create a post-secondary system that is affordable, accessible and reflective of our economy's future demands."

- Demetrios Nicolaides, Minister of Advanced Education, news release Feb 21, 2020

Taking the time to evaluate our post-secondary system is something that Minister Nicolaides did not take lightly. In the lead up to launching Alberta 2030, he focused on understanding where our post-secondary system has come from, and how efforts over the years have shaped what we see today. For example, Minister Nicolaides spoke with former Ministers who helped shape past strategic directions, such as for research and innovation, and through A Learning Alberta (2006), the last comprehensive review that set strategic direction for the system. He wanted to hear more about what they learned from what worked and what did not, so he could better understand how things have changed and how efforts could be most effectively focused this time around.

As with all great policy work, context eventually changes and new policies and innovative approaches need to be created to meet those changes head-on. Speaking to current system stakeholders allowed us to take in the current situation, and develop an accurate picture of where our post-secondary system shines, and where improvements are needed. This document outlines the important work done to speak with as many stakeholders as possible, while also further strengthening our relationships to prepare for the work ahead.

In our next steps, we will need to work together as a system to prepare Alberta for the globally competitive economy. We spoke to as many people as possible about their ideas, concerns and hopes for Alberta's post-secondary system, now and in the future. While the post-secondary learning system includes our students, faculty and staff, and leadership, it is important to also acknowledge the deep impact that the entire system has on communities, the economy, and global partnerships.

Some of the stakeholder groups we spoke to include:

- Industry and employers
- Post-secondary presidents and board chairs
- Faculty
- Post-secondary institution staff
- Post-secondary students
- Members of the K-12 system, foundational learning and other educational providers
- Indigenous community members
- General public
- Members of the broader tertiary ecosystem within Alberta, such as First Nations Colleges, Community Adult Learning Providers and Private Career Colleges

It is of the utmost importance to the success of Alberta 2030 that our conversations are in good faith and not the final stop in our work. We all need to be active partners to effectively plan for, and bring about, our desired future. We are deeply grateful to everyone who participated in the Alberta 2030 stakeholder engagement process, and the level of dialogue has enriched the review and strategy development process significantly. Participants' thoughtful input was used along the way to help frame issues, as well as fine-tune the strategy's goals, objectives, and initiatives as development progressed.

The hope that has been expressed for a bright future is catching. Albertans have the dreams, care and can-do attitude needed to dig in, face disruption and lead improvement in our outcomes in all the ways post-secondary makes possible.

As we pause from looking at our current challenges to look over the horizon, it is clear we can pull together, build from our strengths and shape our future.

Prosperity is possible and achievable by 2030.

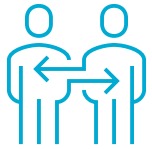
It was my aspiration for this to be the broadest engagement in over 15 years to shape the direction for post-secondary education in Alberta. I believe we have succeeded.

- Minister Nicolaides

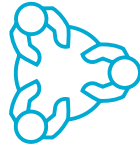
“Great that we’re starting the conversation – how do we continue the conversation over the next 10 years?”

Indigenous Roundtable Participant

How did we gather input?



115+
One-on-one
interviews



31
Roundtables



10
Guiding Coalition
meetings



6
Telephone
Town Halls



5,600+
Online Survey
Responses



200+
Online Workbook
Submissions

Alberta 2030 was designed to be an innovative, responsive and iterative engagement process from the beginning.

Engagement kicked off in August 2020 with our post-secondary leaders welcoming the opportunity to play a leadership role, in close collaboration with the Government of Alberta, to create a system-level, long-range and vibrant strategic direction that brings together the collective efforts of our post-secondary institutions. In particular, the board chairs and presidents of our 26 publicly funded post-secondary institutions and other key stakeholders participated in several rounds of in-depth interviews that helped us, in combination with comprehensive research, identify initial issues, opportunities, key values and needs for our system.

Guiding Coalition

Advanced Education and Minister Nicolaidēs's commitment to an engagement process informed by diverse perspectives meant that a cornerstone of the engagement process was the Alberta 2030 Guiding Coalition, which took part in the Alberta 2030 initiative during the summer and autumn of 2020.

Representing an array of experiences and sectors, the Guiding Coalition offered valuable thought leadership, while overseeing the initiative's development, ensuring the process remained focused on key priorities, and testing emerging ideas in our strategy's development. They created a safe space for diverse perspectives and generative dialogue on an array of complex issues, proving to be an invaluable way to thoughtfully lead change. Members included leaders from post-secondary institutions, student leaders, faculty members, industry leaders, and higher education thought leaders. This group helped fine-tune Alberta 2030 throughout the process, giving direct critique and challenging ideas to make our analysis and options continuously better. The ministry is grateful for the time and participation of each of the following members:

- Jonathan Bilodeau, Executive Director, Alberta Students' Executive Council
- Dr. Ian Brodie, Professor of Political Science, University of Calgary
- Dave Collyer, Chair, Bow Valley College Board of Governors
- Sir John Daniel, Chancellor, Acsenda School of Management (Vancouver)
- Ken Heather, Vice President External, Alberta Colleges and Institutes Faculties Association
- Whitney Issik, MLA for Calgary-Glenmore
- Kevin Kane, President, Confederation of Alberta Faculty Associations
- Laura Kilcrease, CEO, Alberta Innovates
- Adam Legge, President, Business Council of Alberta
- Rowan Ley, Chair, Council of Alberta University Students
- Ruby Littlechild, Indigenous and Community Engagement, SNC-Lavalin
- Omer Moghrabi, Mayor, Lac La Biche County
- Mary Moran, President and CEO, Calgary Economic Development
- Dr. Robert W. Murray, President and CEO, Grande Prairie Regional College
- Terry O'Flynn, President, Prism Flow Products and Chair, Alberta Enterprise Group
- Dr. Tim Rahilly, President and Vice Chancellor, Mount Royal University
- Dr. Val Walker, CEO, Business + Higher Education Roundtable

Preliminary discussions helped us sort through all the important research, analysis, and trend reports to highlight strengths and diagnose the most important issues for Alberta to kick-start possible options for the strategy. Listening closely, key priorities and potential solutions evolved as we learned more through the entire engagement process.

The Guiding Coalition was a new and innovative approach to leading change, building in continuous engagement of diverse voices to work through complex issues. The time and commitment of this team allowed us to keep a finger on the pulse of post-secondary in our province and dream up an ambitious yet thoughtful future.



Diverse Engagement

Early on in the review process, we created the Alberta 2030 engagement website and email address to provide information on what was happening, as well as highlight ways to participate in the process and directly provide input. This email address collected many direct submissions from members of the post-secondary system and beyond, which helped enrich the diverse perspectives and ideas informing the Alberta 2030 review process. These submissions came from members of industry and the business sector, student organizations, faculty associations, institutions, coalitions of organizations focused on economic recovery and prosperity, and more.

The Alberta 2030 engagement activities contributed more than just feedback. The active participation in this project illuminated the challenges Alberta is facing and guided the evolution of the Alberta 2030 vision, goals, objectives and initiatives. The series of roundtables in September and November of 2020 firmed up our key issues, framing them into articulated problems that we can work to address. The roundtables addressed particular issues, ranging from skills for jobs, to innovation and research, to governance. Participants included students, industry members and employers, Indigenous community representatives, faculty, and post-secondary leadership. The discussions at these sessions also gave valuable feedback on initial draft versions of the strategy.

To reach even more voices, online surveys and workbooks were made available to students, employers and the general public from September to November of 2020. Participants raised important concerns, highlighted strengths, and gave us further evidence around which to base our strategy. The

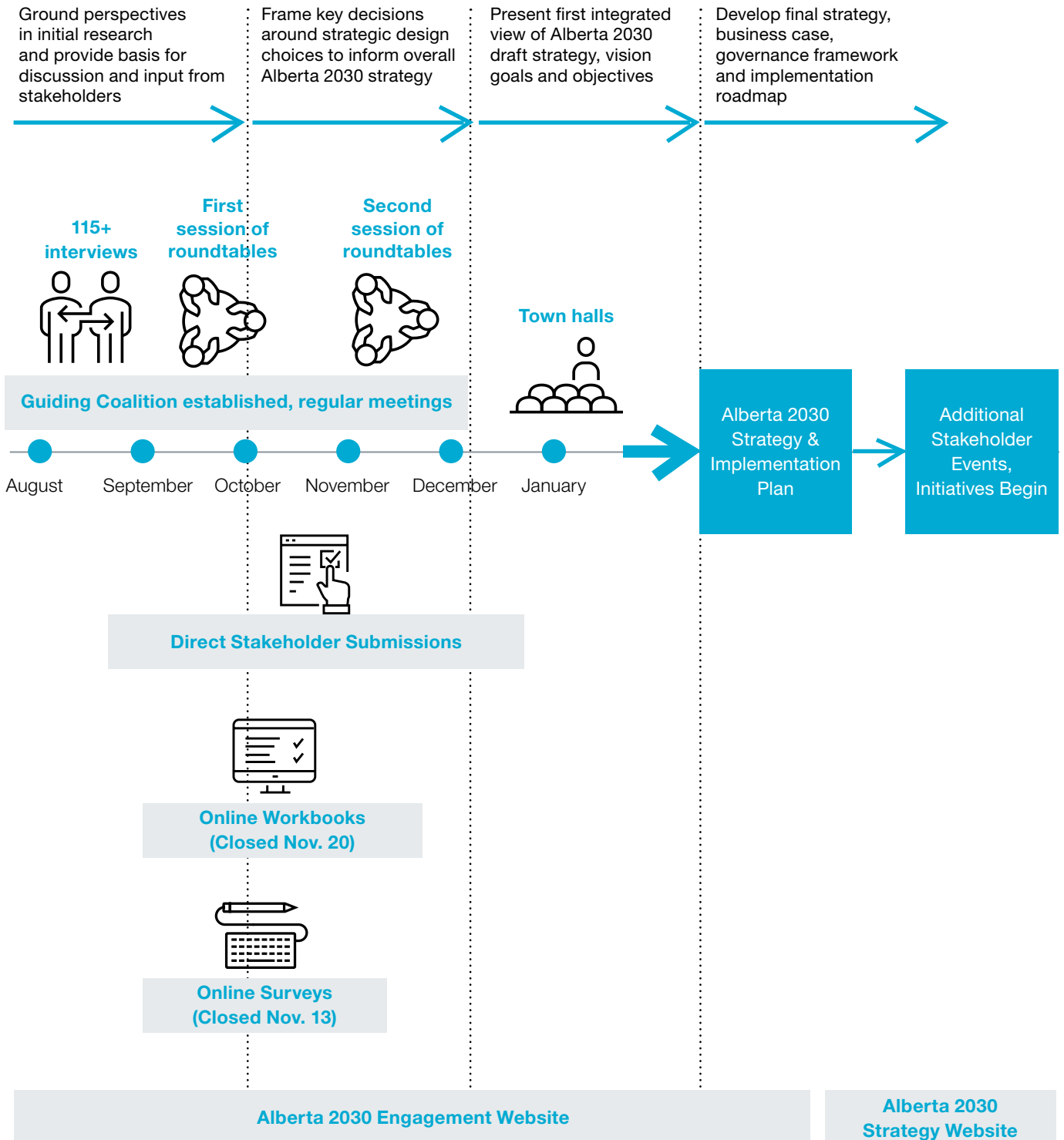
frank discussions and innovative ideas that came through the surveys and direct submissions have been highly valuable. In January 2021, telephone town halls provided stakeholders with the opportunity to view the first integrated version of the draft strategy, and give further guidance and questions that were used to refine the final list of goals, objectives and initiatives. Guided by Minister Nicolaidis, participants reviewed draft strategic themes, options, and gave us their impressions and feedback. The input and questions that Minister Nicolaidis brought back from these discussions helped us identify key pieces to refine and further investigate. We also value our cross-ministerial relationships, which facilitated work on economic recovery and diversification, as well as priorities related to innovation, labour, Indigenous perspectives and secondary education. We are grateful that our cross-ministry partners approached Alberta 2030 as a whole-of-government priority and we look forward to continuing the collaboration through implementation.

We made a commitment to engage as comprehensively as possible and, as the numbers below illustrate, this broad outreach was successful. Our engagement activities included:

- 115+ interviews to gather initial hypotheses, perspectives and concerns
- 10 Guiding Coalition meetings
- 5,600 online survey responses
- More than 200 workbook submissions
- Almost 1,500 participants in six telephone town halls
- 31 roundtables
- Numerous direct stakeholder submissions

Without the rich feedback and insights from these participants, we could not have created a vision and plan for Alberta's future that reflects all stakeholders' aspirations.

Engagement Journey



What we heard

Many participants and respondents took time to learn about the purpose of this process and shape Alberta 2030 into a more responsive and relevant strategy. A successful path forward hinges on deepening our understanding of what is happening and building collaboration among everyone who has a stake in our post-secondary system achieving the vision and goals of Alberta 2030

Setting the Stage

Advanced Education is thankful for the dynamic collaboration and input that helped adapt the strategy as it moved along its development. In particular, to complement early research and analysis, our initial conversations with post-secondary education leadership and the Alberta 2030 Guiding Coalition created a solid foundation from which the issues and opportunities were framed to shape the review. Members of our Guiding Coalition met throughout the project to give us honest feedback and challenged us to develop a strategy that meets system and stakeholder needs and effectively responds to trends, in a way that was made for Alberta. These conversations, and the ones that followed with other stakeholders – such as students, employers and industry leaders, Indigenous community members, faculty and staff, and researchers – helped to frame the issues and opportunities in Alberta’s post-secondary system. Stakeholders helped us pinpoint some of the main areas of focus for transformational improvement of outcomes, including:

- Stagnant overall enrolment despite a changing mix of post-secondary learners;
- Alignment between program completion and market demand in the face of a seven per cent drop in employment;
- Research translation into real-world tech and products and capital attraction to support innovation; and
- Accelerated fiscal challenges for Alberta and its post-secondary institutions

Discussion around these issues and opportunities revealed that many Albertans and stakeholder organizations hold a shared sense of purpose and are interested in working together to achieve a return to prosperity. Stakeholders agreed that educated, skilled and knowledgeable people, technology, and innovation are the main drivers of economic growth, productivity and prosperity. The consensus was clear: it would be worthwhile for Alberta’s post-secondary system to rally behind the aim to shift from “good to great.”¹

Vision

Throughout the initiative, the Alberta 2030 vision underwent comprehensive and continuous evolution to arrive at its final state. Valuable feedback sculpted the vision into the guiding force behind our path forward. The summary of input provided below does not entirely capture the complex and nuanced conversations throughout this project, but reflects a high-level overview of some key pieces and crystallizing moments that shaped our vision.

¹ In 2011, Jim Collins coined the phrase “good to great” in his book *Good to Great: Why Some Companies Make the Leap...And Others Don't* (Harper Business, 2011).

Alberta's world-class post-secondary system...

The Blue Ribbon Panel on Alberta's Finances has previously identified that Alberta's future depends on having one of the most highly skilled and well-educated populations in the world. Throughout our engagement, we heard about Alberta institutions' high-quality education and research activities, and the diversity in programming and choice offered to our learners. By building on our strengths and focusing on our vision and goals, a world-class post-secondary system is within our reach, a system where we work together to compete like never before with the rest of the world. The Government of Alberta shares the desire to further support our strengths and make our post-secondary education system even better, fit for meeting the needs of today and tomorrow.

...will equip Albertans with the skills, knowledge and competencies they need to succeed in their lifelong pursuits...

Our system should encourage lifelong learning and acknowledge that the skills we develop have value in our lives, beyond how they impact employment. The people we talked to emphasized that the post-secondary system, including learning and research, have inherent value outside of what they contribute to the economy or to industries and employers. They also identified the potential for post-secondary education to positively impact the quality of life and personal wellbeing of our stakeholders. At the same time, a high proportion of students expressed their concern that they saw post-secondary education and skills development as an investment in their future; improving their career prospects often motivated their choices. Business leaders observed that Alberta's economy is rapidly changing, creating an urgent need for post-secondary to respond. They identified the many roles that post-secondary institutions can play in being adaptive to resiliency, curiosity, learning, upskilling, reskilling and continuous learning models as skill needs quickly evolve and continue to be shaped by technological advancements.

The system will be highly responsive to labour market needs and through innovative programming and excellence in research, contribute to the betterment of an innovative and prosperous Alberta.

Stakeholders wanted a statement that incorporated our sense of citizenship and collaboration, underlining how we belong to a society together and should contribute meaningfully to that society. Participants asked for language that emphasized the contribution that post-secondary education makes to our province, which helped us better imagine the innovative and thriving Alberta we want to have in 2030. Many stakeholder submissions and conversations focused on prosperity. Stakeholders believe that if Alberta's post-secondary institutions can drive excellence, innovation, talent and socio-economic growth, there would be a ripple effect toward sustained prosperity. This would be underpinned by a bold vision that builds on Alberta's many advantages and reimagines its role and reputation in a globalized world.

Throughout the development of Alberta 2030, stakeholders helped us to define and evolve the six goals of the Alberta 2030: Building Skills for Jobs strategy. The following are examples of the responses we received, and summaries of what we heard from all of the informative discussions that shaped these goals.

Goal 1: Access and Student Experience Engagement Input:



Faculty Submission

To attract students... “Government needs to assure that our [post-secondary institutions] are places faculty can build careers. Across our province, we are encountering a generational problem where increasing proportions of academic staff are in precarious, contingent contracts.”



Student Submission

“Taking a number of indicators into consideration, the total cost of education is outpacing the Alberta rate of inflation. Should this trend continue, advanced education will become unaffordable, unpredictable, and inaccessible for future generations.”



Indigenous Roundtable Participant

“My dream is for all Indigenous people to have access and find a way to succeed, where we support them to succeed.”



Institution Executive, Roundtable Participant

“Support intentional transfer. People find that choice can be overwhelming, so make it a priority to help with choice, so that the unintentional can be more intentional.”



Student Association Submission

“Invest in infrastructure to improve rural broadband capacity and speed.”



K-12 Roundtable Participant

“Students’ understanding of multiple pathways into post-secondary is critical for their success and transition rates.”



Online Survey Analysis

50% of students attempted to transfer credits.

45% of transfer students repeated learning because they were unable to get transfer credit.



Workbook Submission

“Students need clear communication on where programming can take them--types of jobs and opportunities, salaries, etc.”



Institution Submission

“To ensure a labour force that meets labour demand, Alberta needs to increase the participation rate in the post-secondary system. This includes increasing accessibility to diverse and under-represented populations.”



Online Survey Analysis

Top three barriers listed by the general public respondents to pursuing additional formal education training:

Affordability

Lack of funds

Current employment is not flexible enough to allow enough time

Input that led to...

Goal 1:

Improve Access and Student Experience: Ensure all Albertans have access to high-quality post-secondary opportunities and that the student experience is coordinated and integrated.

Our stakeholders celebrated the system's strengths in supporting access, participation and student experience. As such, this is an area where we can keep moving from good to great. We heard that it is very important to our stakeholders that our system remains accessible and our learners are supported throughout their learning.

They told us that the diversity of programming and institutions, and the flexibility of options available, all work together to support our learners, providing the type of education that suits them best. Goal 1 maintains such high-quality education opportunities in Alberta.

Our stakeholders also told us about opportunities to better mold our system into an even more inclusive and attractive place for learners. To increase access to educational opportunities, our system can better understand and break down financial barriers for learners, improve the transfer system, increase availability and access to training information, and innovate ways to meet the multi-faceted needs of our learners.

Throughout our engagement processes, we were asked to strive for stronger coordination and collaboration among all system players. For example, Indigenous students reported that financial barriers can be significant, and funding supports at the federal level may not be keeping pace with the increasing costs associated with accessing post-secondary education. It is imperative for us to consider the interconnected experiences that our learners and all stakeholders experience.

Students indicated that finances and job prospects are their most common concerns while pursuing education. Our Indigenous and rural learners face unique challenges to attend post-secondary and were encouraged by the prospect of authentic efforts to listen, innovate and improve although would appreciate broader understanding and solutions within historic and current context and ways of knowing. For Albertans who have not attended post-secondary education, primary barriers included work, family obligation and affordability. Advanced Education is dedicated to removing barriers to education experienced by those seeking to participate in post-secondary and students continuing their education.

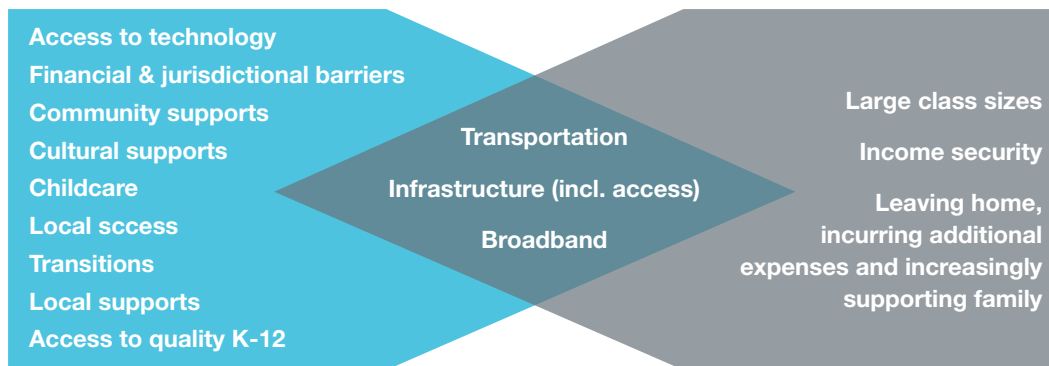
Both the students and the general public surveyed believe non-repayable aid should be based on financial need.

62% of students & **68%** of public

50% of respondents to the general public online survey strongly agreed that they knew where to look for relevant training.

Barriers Reported by Indigenous Stakeholders during Engagement

Barriers Reported by Rural Stakeholders during Engagement



How we listened:

We tailored objectives to focus on providing information on the variety of pathways that are available, as well as making sure that post-secondary education is inclusive, affordable, offers a diversity of flexible pathways, and expands digital and distance education to reach learners.

Given the interrelated issues and opportunities that learners experience throughout their learning journeys, we need an array of initiatives that are similarly sophisticated and able to reach a myriad of learner types and needs. Accommodating the different ways and reasons that people access post-secondary education is the best way to position learners to succeed throughout their lives. As a result, we developed initiatives with the diverse learner in mind, such as expanding Indigenous students’ access to grants for transition programming, expanding access to digital infrastructure for online learning in rural and remote communities, and increasing non-repayable needs-based aid.

Below are key initiatives that seek to address the concerns that our stakeholders raised, increasing access to educational opportunities and ensuring that learning experiences are inclusive and world-class:

Empower informed learner decisions...

- Expand dual credit and the Registered Apprenticeship Program.
- Simplify post-secondary application process.

Ensure inclusivity and affordability...

- Double non-repayable needs-based aid.
- Expand Indigenous students’ access to transition programs.
- Address sexual violence.

Foster multiple, flexible pathways...

- Improve the transfer system, reducing transferability challenges for learners.
- Recognize prior learning.

Expand digital and distance education...

- Develop more rural and remote digital infrastructure.
- Develop online teaching/learning centre of excellence.

Goal 2: Skills for Jobs Engagement Input:



Student Survey Response

“Alberta needs innovative thinkers from a large variety of backgrounds. Just focusing on the jobs of today will not help Alberta in the long run.”



Student Association Submission

“We believe the government’s role is to support and incentivize what [post-secondary institutions] do best: providing students with the necessary personal, interpersonal, analytic, creative, and technical skills to find success.”



Online Survey Analysis

57% of employers report their organization currently collaborates with Alberta’s post-secondary system to develop and offer a program to produce skilled workers.



Online Survey Analysis

Only **17%** of student respondents are involved in research with faculty.



Workbook Submission

“In the past our advanced education system has produced very well situated graduates that met the demands of our job market.”



Industry Roundtable Participant

“In Alberta, it is not enough to just talk about skills for jobs. It is important to add the word ‘entrepreneurial’ to this goal.”



Faculty Roundtable Participant

“From an education perspective, how can we avoid issues from industry-led curriculum development, which may have us pushing for a fad or fashion rather than delivering what we really need?”



Student Roundtable Participant

“Work integrated learning needs to be tied to definitive outcomes that are interwoven with course material and there needs to be options to weave learning into existing work arrangements – as we get more people upskilling/reskilling we should find opportunities to help people integrate new skills/knowledge into existing work.”



Alberta Colleges Economic Recovery Task Force Submission

“Identify skills gaps in Alberta’s existing and prospective workforce. Workforce data exists in many platforms at federal, provincial and municipal levels, however, coordinated analysis is needed when it comes to connecting this information with assessing reskilling/upskilling/skills shifts.”



Online Survey Analysis

“How can industry, institutions and faculty leverage what we have and work together?”

Input that led to...

Goal 2:

Develop Skills for Jobs: Ensure every student has the skills, knowledge and competencies to enjoy fulfilling lives and careers, and that they have greater transparency around labour market outcomes.

Respondents to the survey and workbooks agreed that the post-secondary education system should prepare learners for careers, while also focusing on broadly applicable skills, such as problem-solving and communication. A majority of the students and general public responding to our online survey indicated that the purpose of post-secondary is to develop a broad base of skills. Only a slight majority perceived Alberta's current performance as good or excellent, signifying that we have room for improvement when it comes to building skills for jobs.

Stakeholders told us how the system should ensure that both learners and institutions are aware of the labour market data, as well as emerging skill and learning needs to make informed decisions about their futures. We incorporated this feedback into initiatives that support increasing awareness of the variety of programming options, as well as labour market outcomes for each program.

In the online survey, students told us that while they are concerned about employment, they more commonly select their current pathway or program based on interest, rather than job prospects. The other top ranking factor that influenced their decisions included their ability to get into the program.

Research and engagement also highlighted the importance of experiential learning and revealed ways to more effectively embed it in all learning models. Work-integrated learning is valued by many, but in order to make sure all can afford to take part, some stakeholders recommend that students be paid when they participate. Others voiced caution in developing such opportunities for students, asking that their wellbeing and safety be maintained and that their labour not be used to displace available jobs in the workforce. However, many stakeholders recognized that, with the ever-growing integration between workplace skills and applied learning, opportunities for students to apply their skills as they learn is essential to give them a head start in careers of all kinds.

Broad skills in demand:

Critical thinking, problem solving, communication, creativity and conflict resolution

Workbook Analysis

83% of surveyed employers believe post-secondary students who have gone through work experience programs are better equipped for employment post-graduation than those who have not.

Online Employer Survey Analysis

While there appeared to be no consensus on the level of involvement that industry and employers should have in program development, there is general support for employers and institutions to work together on work-integrated learning and programming. Some stakeholders stressed the idea that a closer connection between employers and industry would keep curricula more relevant and reflective of industry needs. In particular, as skill and knowledge requirements evolve more rapidly with technological change, the integration between workplace needs and programming options may become more fluid.

How we listened:

The Alberta 2030 strategy includes a commitment to experiential and work-integrated learning, alignment with the expansion of apprenticeships to emerging careers of the future started under the Skills for Jobs Task Force, improvement of labour market information to inform strategic actions and nurturing of a strong employer, industry and institutional partnership that will benefit everyone, including students.

The final strategy includes the bold initiative to expand access for all students to work-integrated learning opportunities by 2028. Other initiatives include convening industry-led councils to assess workforce needs, providing high-quality labour market projections to institutions and students so they can make the best possible decisions.



Below are several key initiatives that are designed to prepare our learners for the future of work, facilitating the transfer of real-world skills and providing the right pathway to success:

Expand work-integrated learning opportunities...

- All students will have access to experiential learning, regardless of program.

Grow and diversify apprenticeship programming...

- New apprenticeships are being created, including in the technology sector.

Strengthen our system's partnerships with industry and employers...

- Industry-led advisory councils will share important labour market information and build strong relationships.
- Government, institutions and employers will work closely to ensure agile program development.

Goal 3: Innovation and Commercialization Engagement Input:



Alberta Colleges Economic Recovery Task Force Submission

“Support technology adoption and innovation within Alberta’s small- to medium-sized enterprises to enhance productivity and global competitiveness.”



Research and Innovation Roundtable Participant

“There needs to be more opportunities for social interaction between researchers and industry. Part of the value of this social interaction is the opportunity to do “storytelling” – conveying the value of the amazing work that is going on at post-secondary institutions.”



Faculty Representative Submission

“Any rollback or removal of the investigators/ researchers’ [intellectual property] rights would have a devastating impact on Alberta’s universities ability to attract and retain talent, and especially among top-tiered talent.”



Faculty Roundtable Participant

“What attracts world-class academic talent? The ability to conduct research in a field of their choosing, and to conduct strong, well-funded research.”



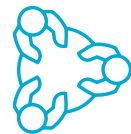
Industry Roundtable Participant

“Doing things the same way will keep us doing things the same way. Students help us take a more global view, to see what is going on elsewhere.”



Workbook Submission

“Communications with remote communities and the underlying economics related to smaller demographics within remote and rural communities present unique challenges that are not necessarily commonplace in urban settings. More work could be done to harness the benefits of combined economies of scale that are inclusive of both urban and rural markets.”



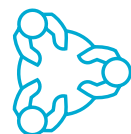
Industry Member, Research and Innovation Roundtable

“We are now in a global competition. The fastest two things that move around the world are money and talent, and we need to give that talent a reason to come and reasons to stay.”



Industry Member, Research and Innovation Roundtable

“If there is public investment into intellectual property then there needs to be public return. For all the Alberta tax dollars that are being invested, commercialization offers some way to recoup the funding that Albertans provide.”



Institution Executive, Roundtable

“We need a “Campus Alberta” approach to commercialization and tech transfer. We also need greater clarity – it is often hard for post-secondary institutions to understand the rules and policies around [intellectual property] commercialization – often very bureaucratic and unclear.”

Input that led to...

Goal 3:

Support Innovation and Commercialization: Contribute to Alberta's innovation capacity by supporting post-secondary research and strengthening its commercialization potential to create new knowledge, develop future skills, and diversify the economy.

To prepare our province to adapt to the fast-paced change that the world is experiencing, we must unleash Alberta's research and innovation ecosystem and ensure Alberta has strategic capabilities within our jurisdiction. While many stakeholders recognize that Alberta has world-class faculty and talent in our current research ecosystem, they also identified several strategies to boost our research and innovation activities and springboard commercialization of intellectual property. Some suggestions included supporting faculty with more resources (such as grant-writing support and commercialization training), and freeing up time for faculty and researchers to pursue research with minimal intervention.

Our survey identified students' lack of awareness of entrepreneurial and innovation-based programming, thus we have an opportunity for our system to increase students' knowledge about the pathways that are out there.

Some responses expressed the need for discovery research not to fall by the wayside, asking for a balance between discovery research and the innovation that leads to commercialization. We heard how stakeholders see a heavy focus on research that could lead to commercialization, but we are not seeing as much success as desired.

Stakeholders identified the need for adequate funding and key priority identification, such as greater public funding being available for innovative projects that may not attract private investment. Some participants acknowledged that diversification of funding and private sources are also important.

Our participants emphasized that collaboration is a significant factor in the research and commercialization field, and they explained that the current ecosystem is not set up to facilitate such relationships. Industry and employers experience barriers to forming collaborative relationships with institutions. Stakeholders pointed to the importance of making an effort to standardize from within organizations and across the system to make collaboration easier.

Stakeholders reported that barriers to collaboration between institutions and industry include:

- Inconsistent intellectual property policies
- Administrative processes
- Misaligned timelines, objectives and deliverables

Workbook Analysis

How we listened:

Collaboration is a key theme that runs throughout the Alberta 2030 Strategy and is key to the achievement of innovation in the public sector. Organizations can rarely achieve their aims alone any longer. Increasingly, resources are being developed that make it easier to adopt proven approaches to collaboration or innovation, such as International Organization of Standardization (ISO) for collaborative business relationships (44001) and innovation management systems (56002). While there will be work to do with key partners to clarify which resources will be the best supports to achieve needed shifts, Alberta 2030 is creating enabling governance mechanisms and incentives for innovations that will improve outcomes in the higher education system.

Collaboration is especially important to nurturing a robust research and innovation ecosystem, with strong commercialization of our most promising ideas. Our strategy for research and innovation must also be coordinated, cross-disciplinary and support the leap from research to a great business idea and business scale ups. The work to be done under this goal focuses on building that capacity and on creating an ecosystem in which innovative ideas come to mingle, evolve and find success.

Stakeholders helped us establish the following objectives in our pursuit of a successful research and innovation system: retain our top talent, drive competitiveness through incentives and aligned resources, and further explore policies and processes that foster commercialization.

Below are several key initiatives to help Alberta strengthen its innovation ecosystem:

To attract and retain world-class faculty and students...

- Attract innovative talent to our system with research fellowships.
- Establish a Premier's research award.

To increase our competitiveness in critical areas and sectors...

- Align research funding and diversification with key priorities.
- Establish incentives for commercialization and collaboration.

To foster commercialization...

- Develop a central entity to support and build capability within the system.
- Implement an intellectual property framework for Alberta.



Goal 4: Strengthening Internationalization Engagement Input:



International Student Association, Roundtable Participant

“Many recognize the importance of international students, but most fail to understand the extent of their contributions, the scale of their influence and the fact that their presence benefits Alberta’s post-secondary institutions and Alberta as a whole, economically, politically, socially and academically.”



Industry Roundtable Participant

“For economic transformation, it is important to provide an education with global experience and keep people in the province. Brain drain is a major challenge.”



Workbook Submission

“We can improve our reputation globally. The problem with student recruitment is that we’ve been cautious in attracting international students. International recruitment should be increased. International marketing should be increased to compete with [University of British Columbia] and [University of Toronto].”



Industry Roundtable Participant

“These days, to be competitive globally, people are pivoting their knowledge on a continual basis. This is the future of work.”



Workbook submission

“Some post-secondary institutions rely on international students for a portion of their revenue, and this impacts the qualification standard, and limited spacing for our own Albertan/Canadian students.”



Post-Secondary Executive, Roundtable

“We don’t have competitive provincial recruitment to attract international students to Alberta and to compete with other provinces.”



Industry Roundtable Participant

“Most Alberta university and college graduates have highly competitive skills, and the best are moving where the opportunity is: to the United States or the United Kingdom.”



Industry Roundtable Participant

“We are no longer in a bubble. We are in a globalized world, so we have to think about what makes Alberta attractive to those outside it. We need to figure out what the story is that we want to tell to the outside world.”

Input that led to...

Goal 4: Strengthen Internationalization¹: Become a leading destination for top talent to drive the growth of skills, ideas and innovations locally and globally.

Engagement revealed the nuanced value of our international students, describing the positive impacts they have on campuses, research and academics while contributing to our province economically, politically and socially. Stakeholders communicated that institutions' needs to diversify revenue resources should not fall solely on the shoulders of international students. Some of our stakeholders also expressed concern that reliance on international tuition revenue may reduce domestic access, although others demonstrated that the opposite often happens. From these conversations, we learned more about the unique role that international students play and how decisions surrounding their access, participation and experience deeply impact our system as a whole.

It is important to note that internationalization does not refer to students alone. Stakeholders voiced that successful recruitment of international talent is vital,

supporting the need for a more unified and collaborative recruitment strategy. As Albertans become more globally connected, we heard the wide support for students and researchers to have ample opportunities to build global experiences and connections.

Stakeholders identified an important point: to retain our top talent we must maintain the high quality of our education and research into the future. Several participants throughout our engagement asked the question, "How do we keep top talent in Alberta?" We heard that, to retain highly skilled individuals, the system needs competitive salaries, funding and stronger intellectual property rights. Much of this input could be summed up like this: a key priority must be continuing to strengthen Alberta's reputation as it strengthens our path toward sustained economic and social growth.

¹ Developed as part of Alberta's International Student Strategy (February 2020).



How we listened:

The objectives from the International Education Strategy (2020) have aligned well with what we heard in our discussions. The Government of Alberta recognizes the importance of linking our related work together, and it is important to demonstrate that our post-secondary system does not exist in a bubble. Alberta 2030 will adopt the objectives to increase our international presence as a leading destination for post-secondary education, and to equip our learners with internationally competitive skills and competencies, so they can be successful in a changing economy.

To the right are several key initiatives from the International Education Strategy that will help our system grow on the international stage:

To attract talented students to our post-secondary system...

- Market Alberta as the preferred destination for international students.
- Increase networks and opportunities to intern with businesses.

To develop international skills and competencies...

- Develop meaningful outcomes and performance measures for the post-secondary system.
- Set international student targets.

To prepare students for a global economy...

- Establish student exchange alumni ambassadors.
- Expand study abroad programs.
- Enhance international internships.

Goal 5: Financial Sustainability Engagement Input:



Institution Executive, Roundtable

“If the vision is to have a more sustainable model that draws less on public funding, then we need less government intervention and regulation – government needs to clear the way to allow post-secondary institutions to become more entrepreneurial.”



Industry Roundtable Participant

“We have a shortage of qualified people in rural Alberta and are worried about the viability of our local institutions.”



Institution Executive, Roundtable

“Performance-based outcomes: the sector needs them, but needs to think of the ramifications of what the outcomes are driving.”



Faculty Submission

“More than anything else, our system needs stability. After a decade of unpredictable funding, we need government to treat post-secondary as an investment in Alberta’s future. To achieve this, there needs to be a long-term plan for [post-secondary education] in our province – free from the instability of budgetary cycles or the whim of pre-election spends.”



Workbook Submission

“A cost-efficient system provides equitable opportunities for all Albertans, including rural and remote areas in a way that permits access to further education and employment, with required resources made available.”



Alberta Students’ Executive Council Submission

“The Alberta Students’ Executive Association calls on the Government of Alberta to amend the tuition and fees regulation, requiring institutions to provide meaningful consultation.”

Input that led to...

Goal 5:

Improve Financial Sustainability and Affordability: Provide institutions with greater flexibility to generate own-source revenue, and strengthen student aid.

Financial sustainability is a key element of any successful post-secondary system and, in the shadow of declining oil prices and the global COVID-19 pandemic, our system must have a renewed focus to ensure financial security for institutions, students, industry and the province. Stakeholders called for investment into education to ensure that high-quality instruction and other resources are student-focused, and yet some felt it was important to note that with the strong demand of a growing cohort of lifelong learners that there were opportunities. Some stakeholders felt that it is desirable for investment to focus more on instruction and less on management. We heard that some of our participants viewed education as a public good, and should be invested in as such. Others emphasized the importance of having a clear line of sight between that investment and public returns, such as improved labour market outcomes, skilled graduates, and competitive research and innovation activities.

Support for performance-based funding was split among respondents. Many participants emphasized the need for transparent funding, but they were concerned that linking funding to performance measures could create additional red tape if measures are not developed thoughtfully and responsively. Participants also suggested that carefully tailored metrics for each institution could be an effective way to ensure accountability for public investment while accommodating individual institutional needs and mandates. Some stakeholders recommended the possibility of incorporating equity metrics into our measures, such as enrolment for under-represented learners.

Our stakeholders contributed many ideas on how to increase revenue, cut costs within the system, and use the opportunities available to improve the way we learn. Some suggestions for revenue generation included finding ways to increase ancillary revenue, selling capital assets, generating new programs, expanding enrolment, enhancing delivery (e.g. micro-credentials, continuing education, online delivery), and partnering with industry in research and development. Other recommendations to increase cost efficiency comprised of eliminating redundancies (e.g., similar programs in the same region), “sunsetting” low-enrolment programs, expanding online program delivery, and addressing labour spending. Responses from online workbooks did not agree if tuition should be considered a revenue source, due to the importance of balancing access and affordability.

Possible Performance Measures suggested by stakeholders: Participation, completion, student satisfaction, employer feedback, research, and employment.

Workbook analysis

How we listened:

In the face of Alberta's current fiscal challenges, engagement on financial sustainability and affordability was particularly important to illuminate how we can best position the post-secondary system to also achieve the other goals of Alberta 2030. We acknowledge the many diverse needs of the stakeholders of our system, and the pressure to create an environment where the system can be as financially healthy as possible within this goal and its objectives.

To set up our system for long-term success, we have made our reach for excellence a global one: we desire to set a global standard for efficiency, transparency, and accountability in our post-secondary education system. We have identified many initiatives to do this, such as setting up a shared-service center, exploring streamlined procurement, and implementing a transparent performance-based funding model.

Hearing the calls for clear and equitable funding allocation for our institutions, we are working to implement a new performance-based funding model that achieves exactly this. Over the days ahead, the ministry will work with the post-secondary system to refine the outcomes and measures that will be used to know whether or not this strategy is being successful. This model will ensure clarity to leadership in our system, giving them everything they need to make the best decisions for their students, institutions and partnerships.

We understand how financial barriers impact access and participation, as well as our institutions' financial health. The ministry has listened and will be making a commitment to further work on options for affordability in the days ahead.

Below are several key initiatives that will set up our system to be financially stable and support us for years to come:

To ensure we are efficient, transparent, and accountable...

- Establish an effective performance-based funding model.
- Sponsor a shared-service centre for the system.

To support non-provincial funding...

- Deconsolidate institutions' financials.
- Provide more tuition flexibility and needs-based aid.

Goal 6: Governance Engagement Input:



Institution Executive, Roundtable

“Alberta is dealing with major reputational issues of higher education being too controlled by government.”



Student Association Submission

“We need to preserve or enhance institutional autonomy to allow for diverse learning styles and opportunities.”



Institution Executive, Roundtable

“Unleash Chairs and Presidents to collaborate as colleagues and compete internationally.”



Faculty Association Submission

“We need to not focus only on the issues of today, because over the next 10 years post-secondary is facing an existential crisis. How do we assess the appetite to use this crisis as an opportunity to accelerate innovation in higher education?”



Student Association Submission

“Incentivize institutions and their partners to explore deeper alliances with each other to solve common problems, align similar processes and systems, and share best practices.”



Workbook Submission

“Government can provide funding to create incentives to support and encourage cross-disciplinary and cross-sector collaboration. In some instances articulating particular problems in targeted growth sectors might be useful to do so.”



Faculty Association Submission

“It is our view that the Alberta university system has benefited significantly from the fact that its universities have, over the years, been allowed, and in fact encouraged, to develop and grow in ways that built on their differing strengths and histories and that left them free to vigorously grasp on opportunities for innovation and change that came their way, while preserving the core structures and programs that any comprehensive university needs.”



Board Chair Submission

“We understand that for the system in totality to thrive and efficiently contribute to Alberta that we must collaborate more. In its role of providing a cohesive vision for the system, funding and oversight, government can maximize institutional autonomy while incenting coordination and collaboration to further system governance.”

Input that led to...

Goal 6:

Strengthen System Governance: Modernize governance of the system to increase collaboration and drive outcomes.

The goal to strengthen our system governance drives the entire Alberta 2030 initiative forward and, alongside supporting financial stability, enables achievement of other goals. While the initial phases of engagement did not bring full consensus on an optimal model for post-secondary system governance, we are moving closer to a shared understanding of how systems thinking and mechanisms for working together could be applied for better results. The next phase of engagement will bring forward the important task of working together, to start the new governance model and putting shared ideas into practice.

Engagement on governance provided some of the most thought-provoking and insightful discussions, which serves to highlight its importance and how vital it is to continue listening as we prepare for implementation. Throughout our engagement sessions, stakeholders weighed in on which elements worked well in our system's governance structure and where governance was having an adverse effect on unleashing our post-secondary system's potential. The six-sector model was viewed by some to offer diversity and participation to different learners, while others believe it establishes a hierarchy that spurs institutions to extend their scope past their original intent, and perhaps grow away from providing needed supports in the community, such as foundational learning. The two-layer structure (bicameral) governing some post-secondary institutions is considered a strength by many, and there is a desire to keep this configuration where appropriate. Some stakeholders see the opportunity to increase faculty voice and engagement into this shared governance structure. Stakeholders agreed on the need for a governance structure that will enhance cross-sector collaboration and coordination to better leverage resources and improve student and system outcomes, while respecting each institution's unique community and supporting local access.

Key priorities on Governance:

- The Six-Sector Model
- Value of Autonomy
- Board Appointment and Composition
- Shared Governance
- Local Input and Perspectives

Workbook analysis

Autonomy for institutions, while an overarching theme of our stakeholder feedback, is particularly significant to the discussion around governance. Some respondents asked for fewer government appointments, as well as the introduction of applications or other methods of appointment oversight to make boards more independent and further removed from political influence. The timely appointment of board members is also important, and board turnover is currently viewed as a challenge. This underscores the need for being nimble, and autonomy is viewed as an enabler of that agility. This key element is an underlying feature of our strategy as it moves ahead.

Stakeholders overwhelmingly supported local boards and local governance to represent the needs of the community accurately and to understand the relevant challenges. Stakeholders have told us that they want diverse and local perspectives to be reflected, including in board appointments. Representation is crucial to Alberta 2030's success, and workbook respondents told us that they want diverse boards in terms of skillset and perspectives.

We heard how necessary it is for genuine engagement with our many diverse stakeholders. Stakeholders told us that we must understand how important it is to work alongside our Indigenous, rural and remote stakeholders, and their communities. This is important for any structure that is implemented. It must represent the people and communities that it serves.

How we listened:

Like our stakeholders, we want our system to be one that raises up all our goals effectively and efficiently, and with the least amount of red tape. Advanced Education undertook this complex task with much help from all stakeholders, in particular our board chairs, presidents, guiding coalition, students, faculty, industry and other community partners. Thanks to their valuable feedback, possible and more innovative approaches for governance and accountability have evolved throughout the process into their current form. One of our initiatives moving forward from this engagement will lead our ministry to explore the deconsolidation of institutions' finances from provincial reporting to enable greater flexibility for growing revenue.

Strengthened accountabilities and capabilities for system- and institutional-level outcomes give leaders in our system clarity to make the right decisions for learners, institutions and the entire post-secondary education system.

A system-level strategic council and coordinating committees that allow work among higher education ecosystem partners and communities of interest could strategically guide our ministry and accelerate implementation of system priorities and initiatives. We have heard there is a need for higher education systems leadership to lift eyes more frequently from the messy table of daily activities and look to the horizon. Options are being explored to convene systemic strategic planning, new partnerships to achieve priorities and development of policy advice and needed calls to action.

The appointment process for institutions' boards of governors can be strengthened through working alongside our institutions. Addressing both the process itself and the composition of the boards will be key elements of the improved governance and accountability framework for the ministry.

Below are just a few of the key initiatives that will set up an innovative and high-quality post-secondary system, enabling all our ambitious goals:

To establish a world-class governance framework...

- Establish an advisory council on our strategic priorities.
- Create clear accountabilities for outcomes.
- Revise board appointment and composition.
- Create coordinating committees for like institutions so they have platforms for working with the ministry to accelerate priorities.

Next Steps

Thanks to the outstanding input from stakeholders who generously shared their perspectives, we now have a vision and six-point strategy with goals, objectives and initiatives ready for the first phase of implementation. You can read *Alberta 2030: Building Skills for Jobs: A 10-year strategy for post-secondary education* online at alberta.ca/2030

As Alberta 2030 moves forward, some initiatives and projects will evolve with input from our stakeholders and as initiatives encounter real world implementation. Engagement on key implementation priorities will continue to include listening authentically, and we will welcome input from our diverse stakeholders, including students, faculty, staff, industry, and impacted communities.

Alberta 2030 addresses and advances a number of priorities as an integrated suite of initiatives to achieve a bold new vision. As Alberta strives for recovery, economic diversification and long-term prosperity, the province will require an increasingly educated and skilled workforce that meets the changing needs of industry and become the leaders and job creators of the future. Advanced Education and the Government of Alberta are devoted to the transformation of our post-secondary system, and the Alberta 2030: Building Skills for Jobs strategy is part of the roadmap to get us there. To do this, we need to continue collaboration among learners, post-secondary institutions, industry, employers, and government. Conversations that led us to this transformative leap should not end. We want to keep discussions alive, and will continue to maintain this collaborative and dynamic relationship with our stakeholders.

This strategy will not sit on a shelf. We have built momentum and a new way of working through a system-wide commitment to collaboration, listening and responsiveness. We have a much clearer idea of where we can be the best in the world, what drives our socio-economic engine, and what Albertans care about passionately. We are on the path to prosperity. We are going from good to great. Albertans are going to be empowered to achieve the audacious goals to which they aspire. Together, this is going to be an extraordinary journey.

We encourage you to stay in touch, and continue your dialogue and efforts with one another to make Alberta 2030 a reality.

Thank you for your contributions and reflection on this incredibly important pathway for Alberta's future.

