

UNIVERSITY
OF ALBERTA

2023 - 2026



IGNITING PURPOSE

The Student Experience Action Plan

CONTENTS



The University of Alberta, its buildings, labs and research stations are primarily located on the traditional territory of Cree, Blackfoot, Métis, Nakota Sioux, Iroquois, Dene and Ojibway/ Saulteaux/ Anishinaabe nations; lands that are now known as part of Treaties 6, 7 and 8 and homeland of the Métis. The University of Alberta respects the sovereignty, lands, histories, languages, knowledge systems and cultures of First Nations, Métis and Inuit nations.

MESSAGE FROM PROJECT CO-SPONSORS 4

HOW WE GOT HERE 5
 Co-Creation 8
 The SEAP Principles 10

OUR COMMITMENT TO STUDENTS 11
 Student Experience Vision 11
 Student Experience Commitment 11
 Indigenous Worldview 11

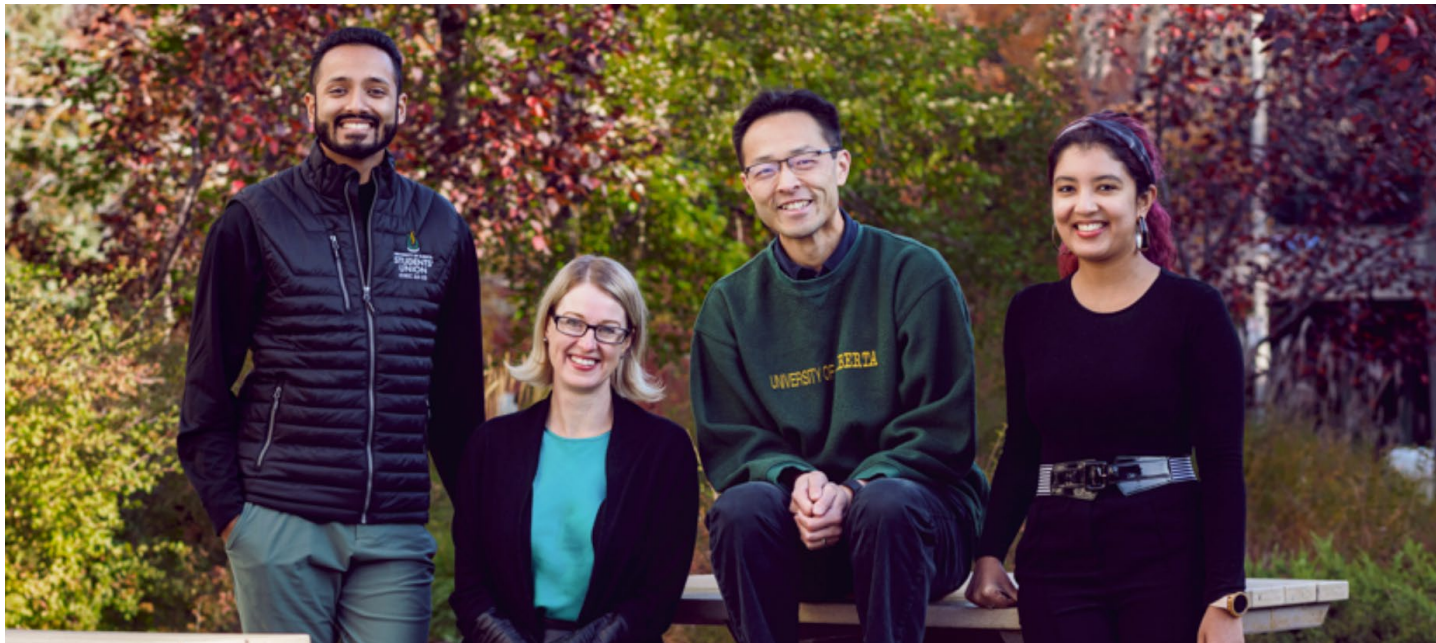
LISTENING AND LEARNING 12

THEMATIC AREAS OF IMPORTANCE TO STUDENTS 14

- 1. Creating Safe, Accessible and Connected Campuses 18
- 2. Demonstrating Transparency and Affordability 25
- 3. Enabling Academic Agency and Flexibility 29
- 4. Fostering a Student-Centred Learning Environment 37
- 5. Prioritizing Student Success 41
- 6. Relationships, Connection and Belonging Matter 48
- 7. Supporting Transitions Into and Out of Study 54

MOVING FORWARD 60
 Shared Accountability 61

ACKNOWLEDGEMENTS 62



→ **From left to right:** Abner Monteiro, President, Student's Union (2022-2023); Melissa Padfield, Deputy Provost, Students and Enrolment; Dr. Leo Wong, Associate Dean, Education, Alberta School of Business; Monisha Vinod, Vice President Student Services, Graduate Students' Association, 2022-2023

MESSAGE FROM PROJECT CO-SPONSORS

We are thrilled to share the University of Alberta's inaugural Student Experience Action Plan (SEAP). The development of this plan is a significant step, bringing an integrated student focus to *Shape: A Strategic Plan of Impact* as well as many other plans and initiatives across the university.

A result of extensive engagement and co-creation activities with students, instructors and staff from January to August 2023, the plan outlines the university's commitment to students and our shared purpose and priorities in fostering an outstanding U of A student experience. It will guide and support our individual and collective efforts and decision-making over the next three years to ensure our communities of students are engaged to learn, explore and pursue customized experiences during their university journey.

We are extremely grateful for the contributions and counsel from the over 8,500 students who were involved in this important process. The co-creation process has been continually praised by students, staff and instructors as "what engagement should look like".

It revealed how multifaceted and individualized student experiences are while looking further to see what community members across our institution and at every level of the university can do to exceed students' expectations.

We are excited to work with our students, instructors, staff and community partners to implement the recommended actions in the plan and ultimately ensure that every student can ignite their purpose during their university journey and beyond.

Sincerely,

- **Abner Monteiro**, President, Students' Union, 2022-2023
- **Melissa Padfield**, Deputy Provost, Students and Enrolment
- **Dr. Leo Wong**, Associate Dean, Education, Alberta School of Business
- **Monisha Vinod**, Vice President Student Services, Graduate Students' Association, 2022-2023

HOW WE GOT HERE

As a collective university community, we shape our future potential. The Student Experience Action Plan (SEAP) is about how we can do that in the most intentional, informed and inspired ways.





As the U of A grows, we will make tangible investments in high-impact areas that support success for all students, both undergraduate and graduate. Taking steps to enhance an already positive student experience, driven by student data, is critical to delivering on *Shape's* pillar of "Education with Purpose".

Shaped by Transformational Times

The SEAP was initiated in January 2023, three years into the COVID-19 pandemic and midway through major institutional restructure and transformations.

Within this context of significant challenges and amazing opportunities, we consistently witnessed hope, enthusiasm and pride for the initiation of the SEAP and the intentional planning being done around the future U of A student experience.

Accessible Opportunities for All

U of A students arrive on campus¹ with rich lived experiences, knowledge and gifts to share. Just like our instructors, staff and alumni, students make the university a better place simply by being present. Supporting and encouraging their learning journeys through positive experiences is a core commitment of ours.

Creating a positive student experience calls for awareness and action across all areas of the institution. This includes how we can proactively design dynamic opportunities that support student growth and success across all facets of their lives and challenge institutional norms. The university must thoughtfully scaffold opportunities with minimal barriers to participation and access, while students must be encouraged to engage in opportunities to enrich their overall experience. This, in part, requires the U of A to organize and direct our energies to be as responsive to student-led priorities as possible.

The Importance of Interconnectedness

Above all, the SEAP engagements consistently underscored relationships, connection and belonging as essential to positive student experiences and success. Students recognized the significance of relationships in every facet of their experience, showing deep appreciation for how these connections introduced them to diverse people, places and perspectives, enriching their overall learning.

Subsequently, when we proactively shape the learning environment through lenses of equity, diversity and inclusion, particularly in relation to Indigenization and reconciliation efforts, everyone's experience is elevated.

¹The term "campus" extends beyond physical spaces into virtual spaces, communities and globally. SEAP's engagements focused on three campuses: North Campus, Augustana Campus and Campus Saint-Jean.

The University of Alberta has a number of strategic plans and actions that will help to enhance aspects of student life as we grow enrolment to 60,000 students.

- 01 *Shape: A Strategic Plan of Impact 2023-2033* sets the stage for a dynamic and vibrant environment for all members of the community to increase our impact.
- 02 The SEAP was also guided by the many student-focused actions in *Braiding Past, Present and Future, the University of Alberta's Indigenous Strategic Plan*.
- 03 Additionally, the work of the *Strategic plan for EDI* and the forthcoming *Integrated EDI Action Plan* anchor much of what we heard in our engagements about a U of A experience that is meant for every student.
- 04 *Forward with Purpose: A Strategic Plan for Research and Innovation* brings greater focus to our research, innovation and creative activities.
- 05 *A Culture of Care*, with its holistic focus on safety in the workplace, envisions an environment where everyone feels physically, culturally and psychologically safe.
- 06 The inaugural *People Strategy* is an ongoing plan that recognizes our people as the foundation of all the work we do, and ensures that the university is a place where our employees can thrive and flourish.

Experience is Everything

The SEAP chronicles the vital importance of students feeling like they belong, not only within the U of A community, but also in their program, peer group and culture. Throughout the co-creation process, we witnessed the tremendous amount of care and fierce dedication with which students, staff and instructors uplift one another in service of a positive experience. This was seen in seemingly small moments, such as a

shared smile after a tense classroom presentation, and big moments, like a student convocating with the first degree in their family's history.

No matter the size, these moments fuel the U of A community to continue innovating, pursuing academic excellence and pushing the boundaries of knowledge to shape a better future across all disciplines.

The institution simply doesn't exist without an engaged student population committed to learning, connecting, challenging and growing.

CO-CREATION

Co-creation is an intentional design choice that moves beyond consultation to meaningfully involve community members throughout the entire process. Working together with U of A students, staff, instructors and alumni in the co-creation of the SEAP ensures the foundations of belonging, collaboration and respect for various perspectives and experiences are embedded in its very essence.

Throughout more than 100 engagement sessions held with students, student representative associations and student groups, staff, instructors and alumni, we

witnessed a deeply held pride and commitment to the U of A's existing student-centred approach, which strives to develop students who are prepared to tackle local and global challenges, current and forthcoming.

As a living initiative, the co-creation process will extend beyond the development of the plan to its implementation, evaluation and ongoing revision. Every member of the U of A community is responsible for co-creating a positive student experience, ensuring all students can achieve their full potential.



SEAP PRINCIPLES



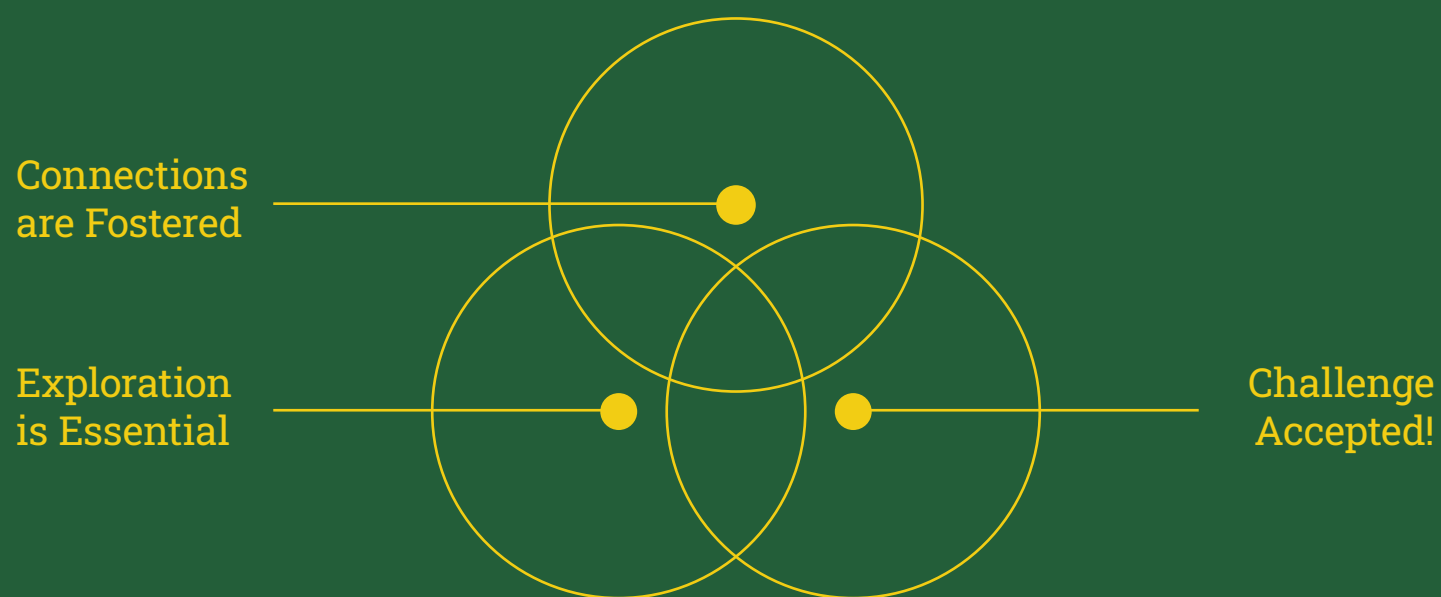
COMMITMENT STATEMENTS



THEMATIC AREAS

SEAP PRINCIPLES

Informed by the extensive engagement and co-creative process underpinning the SEAP, the following three principles are foundational to the university community's commitment to continually shaping an exceptional student experience.



Connections are Fostered

Students are supported by a community that values and respects all perspectives, histories and worldviews. Through connecting with community members on and off campus, students enjoy a rich, transformative experience that inspires personal, academic and professional success.

Exploration is Essential

A vital benefit of belonging to the expansive and diverse U of A community is the opportunity for students to have dynamic experiences, engage with new and differing perspectives and explore the parts of themselves that will support them in pursuing self-defined success.

Challenge Accepted!

The U of A offers a space to learn, grow and develop, potentially beyond what a student thought possible. However, challenges in life are inevitable. While navigating academic and interpersonal difficulties throughout a student's experience provides invaluable life and problem-solving skills to take into the rest of their lives, challenges should exist in the right places. The U of A is committed to minimizing barriers throughout the institution, ensuring our students' energy is dedicated to the pursuits of fostering relationships, achieving academic and professional success and finding enjoyment in the journey.

OUR COMMITMENT TO STUDENTS

The following aspirational statements were co-created with extensive community input from over 100 engagements yielding over 1,000 data points and were further validated in the student survey and instructor feedback form. When shared with the U of A community, there was enthusiastic agreement that these statements represent the direction we should aspire to in order to foster exceptional student experiences.

Student Experience Vision

As a student-centred community, we all listen, learn and act to deliver exceptional student experiences.

Student Experience Commitment

Together, we nurture experiences where students explore and expand their knowledge, skills and networks, connecting with local and global communities, to act with purpose.

Indigenous Worldview

We are all interrelated and interconnected, living, learning and working together for a balanced, supportive and healthy community with the land and with each other.

An Indigenous worldview is a cornerstone of the action plan that goes beyond the inclusion of people who identify as First Nations, Métis and Inuit and instead provides a commentary on the vision for a healthy student experience from an Indigenous perspective. An Indigenous worldview arose out of initial feedback from students that recognized the most positive aspects of the U of A student experience were in harmony with notions of kinship, balance, interconnectedness and community. As feedback grew more analytical, many identified principles of the Cree concepts of Wâhkôtowin and Miyo-pimâtisiwin, which encapsulate notions of healthy communities in the Cree worldview and helped to shape

parts of the more multi-national Indigenous worldview sculpted for the plan. The SEAP staff sought feedback from Indigenous leaders on campus through teas, including thoughtful conversations with the Indigenous Advisory Council, which led to insights on ecological balance, ethics and ancestral knowledge that helped to solidify and ground the worldview. An Indigenous worldview affirms the vision and commitment of student experience through an Indigenous perspective familiar to those from Treaty 6, 7 or 8 territory and should resonate across cultures.

The vision, commitment and Indigenous worldview statements are underpinned by our three principles (Connections are Fostered, Exploration is Essential and Challenge Accepted!) that emerged after the first co-creation workshop and encompass the desired future state of student experiences at the U of A.

We recognize that within these principles, student experiences vary, and for some students, **exceptional experiences are only attained after systemic barriers to equity and access are addressed.**

LISTENING AND LEARNING

When designing engagement methods, the SEAP project team aimed to meet students, partners and community members where they were. We began our co-creation journey by inviting students to tell us what about their experiences was exceptional, what needed improvement and what actions they thought the university needed to take in order to be leaders in the area of student experience and set graduating students up for success. At each juncture in the process, we hosted co-creation workshops where we immersed participants in our recent findings and challenged them to co-design aspects of this plan for us to test and further iterate with the community. Our approach allowed us to have constructive conversations, question whose voices were missing and brainstorm how we might remove barriers to participation.

Our proactive and responsive approach informed all interactions that took place while developing the SEAP. A variety of engagement methods were used in order to highlight as many voices in the final SEAP document as possible, including those that may be equity-denied.

07

THEMATIC AREAS OF IMPORTANCE TO STUDENTS

The SEAP team's engagement yielded several thematic areas of importance, reflecting the key concerns and highlights of students' experiences.



01 Creating Safe, Accessible and Connected Campuses



02 Demonstrating Transparency and Affordability



03 Enabling Academic Agency and Flexibility



04 Fostering a Student-Centred Learning Environment



05 Prioritizing Student Success



06 Relationships, Connection and Belonging Matter



07 Supporting Transitions Into and Out of Study



It is important to acknowledge both the deep intersections that exist between the themes and the unique role students' identities play within various themes. Further, there are tremendous nuances that exist within each theme when interpreted by different campuses, specific student groups or individually.

The actions listed are not an exhaustive list and are meant to share key initiatives that will enhance most or all student experiences. The SEAP calls on all areas of the university to reflect on how their portfolio, unit or team can interpret these goals and centre students' experiences in their short and long-term planning.

This shared accountability represents and reinforces how we all contribute to positive student experiences.

Timeline and Engagement Data Collection

The three-year timeline indicates in which academic year the work related to each action will begin. The actions that show the 2023-24 academic year denote the work has recently been initiated.

We held over 100 engagement sessions with the university community between January and August 2023 which included a student survey yielding over 8,000 responses.



ACRONYMS

The following is a list of the acronyms used in the charts:

AVP&CIOIST	Associate Vice-President and Chief Information Officer, Information Services and Technology
AVPOCE	Associate Vice-President Online and Continuing Education
AVPSE	Associate Vice-President, Student Experience
CBIE	Canadian Bureau for International Education (survey)
CCR	Campus and Community Recreation
CGPSS	Canadian Graduate and Professional Student Survey
CoSA	Council on Systemic Ableism
CTL	Centre for Teaching and Learning
DHSE	Director, Health, Safety and Environment
DPSE	Deputy Provost Students & Enrolment
ESSI	Enrolment Systems & Service Innovation
F&O	Facilities and Operations
FGPS	Faculty of Graduate and Postdoctoral Studies
FPH	First Peoples' House
GSA	Graduate Students' Association
IST	Information Services and Technology
New SX Survey	Potential new U of A specific student experience survey tool
NSSE	National Survey on Student Engagement
PAIR	Performance Analytics and Institutional Research
RO	Registrar's Office
SSC	Student Service Centre
SU	Students' Union
UAI	University of Alberta International
URI	Undergraduate Research Initiative
VPAVPI	Vice-Provost & Associate Vice-President International
VPCL	Vice-Provost and Chief Librarian
VPDOS	Vice-Provost and Dean of Students
VPEDI	Vice-Provost Equity, Diversity, & Inclusion
VPER	Vice-President External Relations
VPF&O	Vice-President Facilities & Operations
VPLI	Vice-Provost Learning Initiatives
VPRO	Vice-Provost and Registrar

01



CREATING SAFE, ACCESSIBLE AND CONNECTED CAMPUSES



WHAT WE HEARD

We heard our community defines welcoming campuses as being clean with adequate, available spaces to meet the needs of all students. Students, instructors and staff commonly cited the reduction of cleaning services as negatively impacting their overall experience. The frequent calls to support cleanliness on campus were matched only by students expressing concern for physical, cultural and psychological safety, particularly using public transit. Safety concerns relating to transit use is of particular note, given the U of A's high commuter student population. Students shared how their safety concerns are increasingly impacting their choices, specifically the times of day and night they feel unsafe coming and going from campus.

Accessibility

While the physical accessibility of campuses is paramount to support our diverse campus community, "accessibility" is understood by students in a variety of ways. Ensuring access to essential spaces on a day-to-day basis is crucial. Essential spaces include everything a student needs to make it through the day: readily accessible and affordable food, recreation facilities, prayer spaces, quiet spaces to decompress and study spaces available at all hours to collaborate with classmates or finish an assignment. For students who access formal accommodations, we heard calls for improvements in the overall process, along with a culture shift to one that recognizes the mutual responsibility held across the university in creating equitable learning environments.

Understanding an "accessible campus" as one that is also easily navigable online means reduced bureaucracy for course selection and enrolment, accessing the wide array of services the U of A offers and being able to locate information easily when one needs it.

Safety

Similarly, safety extends beyond physical security on campus to cultural and emotional safety in all U of A spaces. The university's *Culture of Care* strategy outlines the commitment to safety in the workplace in all its forms: physical, psychological and cultural. Being able to be one's whole self on campus is essential to a positive experience and success. While physical safety is often top of mind, being able to practice culture on campus through prayer, food, celebration, dress and other forms of engagement is crucial to ensuring a positive experience.

Participants in the talking circle for Indigenous and racialized students reflected on the importance of cultural and emotional safety on campus, which is individualized depending on a student's identity. Their reflections align with data from our student survey, indicating that international students (92%) and students belonging to a visible minority (90%) are the two groups who identified safety as more important when compared to the overall student population (87%). Supporting safety in multiple aspects of a student's life was a core request from multiple student co-creators in the SEAP co-creation process, as physical, cultural and emotional safety underpins every aspect of a student's experience.

Community Connections

Though the majority of U of A students study in Edmonton, students studying remotely or at Augustana Campus (Camrose, Alberta) spoke with pride about their local contexts. Augustana students spoke animatedly about community-centric events and volunteering opportunities; being able to leave the campus grounds and interact with the Camrose community made them feel a greater sense of belonging. Many student co-creators expressed gratitude for the chance to study in

a vibrant city like Edmonton, particularly those coming from abroad. Having the U of A prioritize community integration is highly beneficial to our students and to the greater Edmonton community.

Campus Saint-Jean connects French speaking students to local community events and resources to enrich students' experiences with the vibrant Francophone community in Edmonton and surrounding areas. Given Edmonton's winter context, activities that take advantage of Edmonton's beautiful natural environments and winter fun are also highlights.



“We pay such high fees and yet the quality of cleanliness on campus is still very poor.”

“When I needed accommodations... I didn't know where to start that process and it felt very overwhelming.”

“Without safety and security throughout the campus, at campus events, on the LRT/all areas to do with transportation, the [SEAP] vision is impossible. Safety and security are EVERYTHING.”

88%

of respondents say feeling safe on campus at all times of day or night is very important or essential to their student experience.

↳ This is higher for students who are deaf (93%).

79%

of respondents say facilities that meet their study, social and other needs are very important or essential to their student experience.

↳ This is higher for international students (84%) and non-binary students (86%).

78%

of respondents say clean and well-maintained campus spaces are very important or essential to their student experience.

↳ This is more important to international students (82%) and students who are deaf (86%).

WHAT DOES THIS MEAN?

- Accessibility of the learning environment must be thought about holistically. Enhancements must be made in the student accommodation process along with physical and online spaces to ensure accessibility and navigability for students to meaningfully participate and thrive.
- The cleanliness of campus has a direct impact on how cared for instructors, staff and students feel about their work and learning environment.
- Safety and security look different to everyone and must be supported in multi-faceted ways, including considerations for how existing security mechanisms may impact Indigenous and racialized students.
- Student experiences flourish when connections to communities are present.

THEME GOALS AND ACTIONS WE ARE TAKING

The following goals will guide actions across U of A campuses in the next three years:

Goals	Actions	Accountabilities	2023-24	2024-25	2025-26
1.0 Work to eliminate discriminatory barriers to create accessible and responsive environments where all students can meaningfully participate.	1.1 Develop a mechanism to identify and remove discriminatory barriers from all U of A learning environments.	VPEDI, VPF&O, VPDoS, DPSE		✗	
	1.2 Improve the student accommodation process by embedding the idea of mutual and collaborative responsibility across all levels of the organization.	VPEDI/CoSA, VPDoS, Instructors		✗	
2.0 Support learning and participation for all students by maintaining consistent care, cleanliness and renovation of buildings, furniture and outdoor spaces prioritizing accessibility, sustainability and functionality.	2.1 Increase the awareness and availability of flexible spaces that students can use to meet their various needs (e.g., lactation spaces, practice their faith, etc.).	VPF&O, VPER, SU, VPEDI, VPCL		✗	
	2.2 Seek new institutional funding to raise the University's Association of Physical Plant Administrators (APPA) standard of cleanliness from level 4 to level 3 or higher (across the board) by 2025.	VPF&O	✗		
3.0 Commit to a community-centred and equity-informed approach to improve safety for all students on all campuses.	3.1 Situate student voices and experiences in the application of all safety initiatives by implementing the key actions of the University of Alberta Safety and Security Committee's 2023 Security Report that is guided by a holistic approach to security and public safety.	VPF&O (UAPS), VPEDI, VPDoS	✗		
	3.2 Take holistic, complementary and multi-pronged approaches to improve safety and security, including:				
	3.2a) Recognize the critical link between safety and relationships, connection and belonging by incorporating relational pathways (i.e. regular listening circles) that create conditions for a supportive and vibrant learning environment.	VPEDI, VPDoS, FGPS	✗		
	3.2b) Support initiatives under the <i>Culture of Care</i> that acknowledge the interconnectedness of students, instructors and staff in creating a safe workplace that leads to a safe learning environment for students.	FGPS, VPEDI, VPDoS, AVPSE, DHSE			✗



SECTION 01 • Creating Safe, Accessible and Connected Campuses

HOW PROGRESS WILL BE MEASURED

Key Indicators:

1. Percentage of students who feel affirmed in their identities in all campus learning environments.
2. Percentage of students who accessed accommodations and who felt:
 - a. Their learning needs were met
 - b. Safe throughout the accommodation process
 - c. They could easily understand what was expected of them to access accommodations and
 - d. They could navigate the process without difficulty.
3. Student satisfaction with campus spaces that meet their various needs, including library seating capacity.
4. Student satisfaction with the care and cleanliness of campus facilities and spaces.
5. Percentage of students who feel safe on campus, including physical, emotional and cultural safety.

02



DEMONSTRATING
TRANSPARENCY AND
AFFORDABILITY



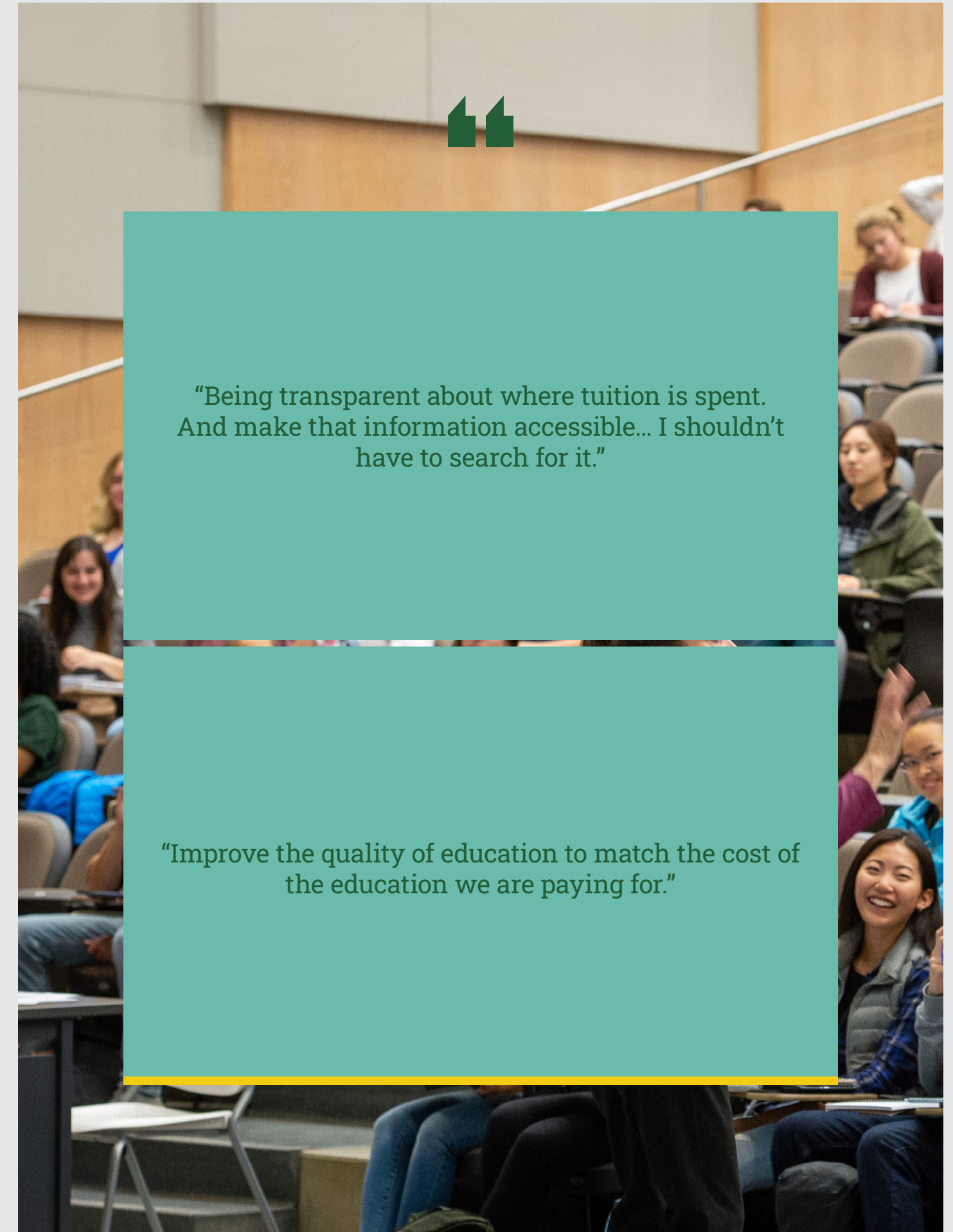
WHAT WE HEARD

With the increase in tuition fees and overall cost of living, student co-creators consistently pointed to their investment while attending the U of A as one of their biggest financial challenges. A large proportion of student co-creators reflected positively on receiving scholarships or awards, and the corresponding support they felt from the staff and institution alongside the financial support, though the majority of comments about transparent and affordable costs constituted low points in a student's experience. Student co-creators want transparency concerning the spending of their tuition fees and the investment they are making in their future.

Interestingly, international students who completed the SEAP survey shared that while they care about affordability and transparency of costs, factors relating to cost are not as important to them as they are to domestic students.

WHAT DOES THIS MEAN?

- Increasing transparency of tuition and fees would have a positive impact on students' agency and choice regarding their financial investment.
- Ensuring financial resources are devoted to improving the student experience among the themes mentioned is a priority for students from all demographics.



“Being transparent about where tuition is spent. And make that information accessible... I shouldn't have to search for it.”

“Improve the quality of education to match the cost of the education we are paying for.”

THEME GOALS AND ACTIONS WE ARE TAKING

The following goals will guide actions across U of A campuses in the next three years:

Goals	Actions	Accountabilities	2023 -24	2024 -25	2025 -26
4.0 Increase transparency of the breakdown and utilization of student tuition and fees to illustrate the value of students' investment in education.	4.1 Increase transparency of the breakdown of student tuition and fees by proactively communicating the information to students and partners.	DPSE, VPRO, FGPS, College Deans, Deans	X		
5.0 Continue to practice responsible and effective stewardship of financial resources across the university in ways that prioritize student success.	5.1 Ensure the ongoing review of budgets to find ways to optimize the cost of student tuition and fees.	DPSE, VPRO, GPS	X		
	5.2 Develop and take actions to increase the affordability of class materials, including aiming to increase textbook affordability by having 35% of courses and class sections use the Zero Textbook Cost initiative by 2026.	Chairs, Instructors	X		
	5.3 Make financial literacy support and programming available to all students.	VPRO		X	

03



ENABLING ACADEMIC AGENCY AND FLEXIBILITY

SECTION 02 • Demonstrating Transparency and Affordability

HOW PROGRESS WILL BE MEASURED

Key Indicators:

1. Total amount of needs-based support distributed.
2. Total number of financial needs-based applications.
3. Total amount of merit-based funding distributed.
4. Percentage of courses and class sections using the Zero Textbook Cost (ZTC) initiative.



WHAT WE HEARD

Current levels of academic support and quality of teaching and learning were cited as a strength of the U of A, but improvements in academic advising and maintaining levels of flexibility that were present during the pandemic were seen as potential areas for improvement.

Academic Planning and Agency

Student co-creators repeatedly identified that our current approach to academic advising is not working as well as it should, particularly for students who may not have previous experience navigating post-secondary bureaucracy or program planning, and who may not have the existing family or social network to support them in doing so. For all students, ensuring proactive and relationship-centred academic advising to guide them through the process of completing an academic program in concert with a complement of online resources to allow them independence in exploring, planning and navigating their academic journeys is paramount.

Flexibility

Flexibility of learning can be of particular benefit to commuter students, those with familial commitments or who live in more remote locations, those with unique learning needs and those who simply could not access post-secondary education without a high degree of flexibility. Student co-creators did not advocate for online learning opportunities to replace in-person classes (since the benefits of connecting with professors and classmates in person were positively highlighted), but purpose-built online learning was another clear call to action resulting from the SEAP engagements.

Exploring Academic Possibilities

University is an essential time for personal growth and self-exploration. The ability to explore multiple areas of study and potential careers was also reflected as a highly positive facet of student experiences. Undergraduate and graduate students spoke enthusiastically about moments that changed their outlook on their education, such as joining a research team, engaging in experiential learning, connecting with professors or students outside their home department, or discovering an area of passion they hadn't previously considered. It is these moments that solidify a positive experience for students as they are able to pivot their academic or professional goals to align with their interests and passions — a process that requires the university to scaffold academic flexibility into each and every program.



“In my second year, I reached out to a professor about coursework. After discussing my work and interests, I ended up joining her lab! From there, I got involved with research and pursued many different guided studies courses! This interaction fundamentally changed my university experience for the better.”

“My ability to access research courses in the final year or two in my degree has given me a sense of hope and ambition that I’ve never known previously.”

“I don’t think students should just ‘explore their passions’. They should be exposed to things they never imagined before. That is the nature of discovery and learning. Come to university. Get blown away by amazing facets of knowledge. Ignite new passions.”
(Instructor)

90%

of respondents say clear communication of degree requirements is very important or essential to their student experience.

↳ This was slightly higher for students with a disability (91%) and who are deaf (92%).

70%

of respondents say the ability to get help from professors and Teaching Assistants (TAs) on coursework outside of class time is very important or essential.

↳ This was slightly higher for students who are international (73%), Indigenous (71%), or who are a visible minority (74%).

WHAT DOES THIS MEAN?

- The university must make investments in the academic advising ecosystem including the availability of information, support for students to independently navigate the system and proactive in-person advising support.
- Opportunities to learn from other disciplinary areas, community-based individuals, and to incorporate experiential learning opportunities such as engaging in research or international experiences within degree requirements provide high-impact experiences. The university must improve the accessibility and navigability of these experiences so that students can understand how to integrate them into their programs.

THEME GOALS AND ACTIONS WE ARE TAKING

The following goals will guide actions across U of A campuses in the next three years:

Goals	Actions	Accountabilities	2023 -24	2024 -25	2025 -26
6.0 Encourage students with proactive, holistic advising to facilitate their academic journey and pursuit of individual goals.	6.1 Implement a tool ("My Schedule Builder") that will support students to more easily build class schedules that align with program requirements and balance their co-curricular and extra-curricular activities.	Chairs, Deans, AVP&CIOIST, ESSI, VPRO	X		
	6.2 Implement a syllabus management tool that will ensure syllabi are provided in a consistent format to effectively communicate course expectations, learning objectives, assignments and deadlines to students.	VPLI, Chairs, Instructors		X	
	6.3 Proactively provide students with information regarding their program and degree requirements in a way that is easily understandable and accessible.	Managers of Student Services, Faculty General Managers, Graduate Program Administrators, Deans	X		
7.0 Excel in experiential learning, including robust research opportunities, by partnering with communities to expand safe, accessible and supported opportunities for student participation.	7.1 Continue to improve upon the provision of research opportunities for undergraduate and graduate students in alignment with <i>Forward with Purpose: A Strategic Plan for Research and Innovation</i> to foster scholarly skill development relevant to multiple disciplines.	College Deans, Deans, Associate Deans Research at the College & Faculty, Chairs, VPRI, URI, Graduate Coordinators, Principal Investigators	X		
	7.2 Increase awareness and usage of the online platform (campusBRIDGE) for students and alumni to access work and experiential learning opportunities.	Career Centre, VPER	X		
	7.3 Promote experiential learning (EL) opportunities through central structures (e.g., Go Abroad, Undergraduate Research Initiative, Career Centre) and unit-specific activities (faculty-specific work, integrated learning), and provide support for students to understand the benefits and pathways to integrating EL into their academic program.	VPLI, College Deans, Deans, Career Centre, UAI, AVPSE			X

CONT.

The following goals will guide actions across U of A campuses in the next three years:

Goals	Actions	Accountabilities	2023 -24	2024 -25	2025 -26
8.0 Support and increase students' agency to design and direct their learning by providing various academic programming and scheduling options within a responsive learning environment.	8.1 Establish shared definitions to distinguish the various delivery modes for online learning, empowering students to make informed scheduling decisions.	AVPOCE, VPRO		X	
	8.2 Complement in-person learning with online purpose-built learning delivered in bichronous, asynchronous, synchronous and blended/hybrid modalities to enable mixed-modality scheduling to support student flexibility and agency.	AVPOCE	X		
	8.3 Develop and expand purpose-built online course and program options that provide new learning opportunities to current and future students.	AVPOCE, Chairs	X		
	8.4 Audit and uplift existing online courses to focus on best practices in online learning pedagogy and accessibility.	AVPOCE, Chairs	X		
	8.5 Implement a renewed learning management system (LMS) to support on-campus and online learning.	VPLI, AVPOCE, AVP&CIOIST			X
	8.6 Increase awareness of and access to flexible space on campus that is suitable for online learning.	VPER, Libraries, VPF&O, AVP&CIOIST			X

SECTION 03 • Enabling Academic Agency and Flexibility

HOW PROGRESS WILL BE MEASURED

Key Indicators:

1. Student satisfaction with the ease of the registration experience.
2. Student confidence in the understanding of their degree requirements.
3. Student satisfaction with the availability and effectiveness of academic advising.
4. Number of undergraduate students participating in research.
5. Number of graduate students participating in research.
6. The degree to which participating in research impacted a student's:
 - a. learning,
 - b. overall student experience and
 - c. future career paths.
7. Student awareness of how to learn about and engage in experiential learning opportunities.
8. Number of students who participate in experiential learning.
9. Impact of experiential learning opportunities on:
 - a. overall student experience,
 - b. next steps upon graduation and
 - c. student satisfaction with the ease and accessibility of fitting it into their program requirements.
10. Number of students who experienced a barrier to participation in experiential learning.

04



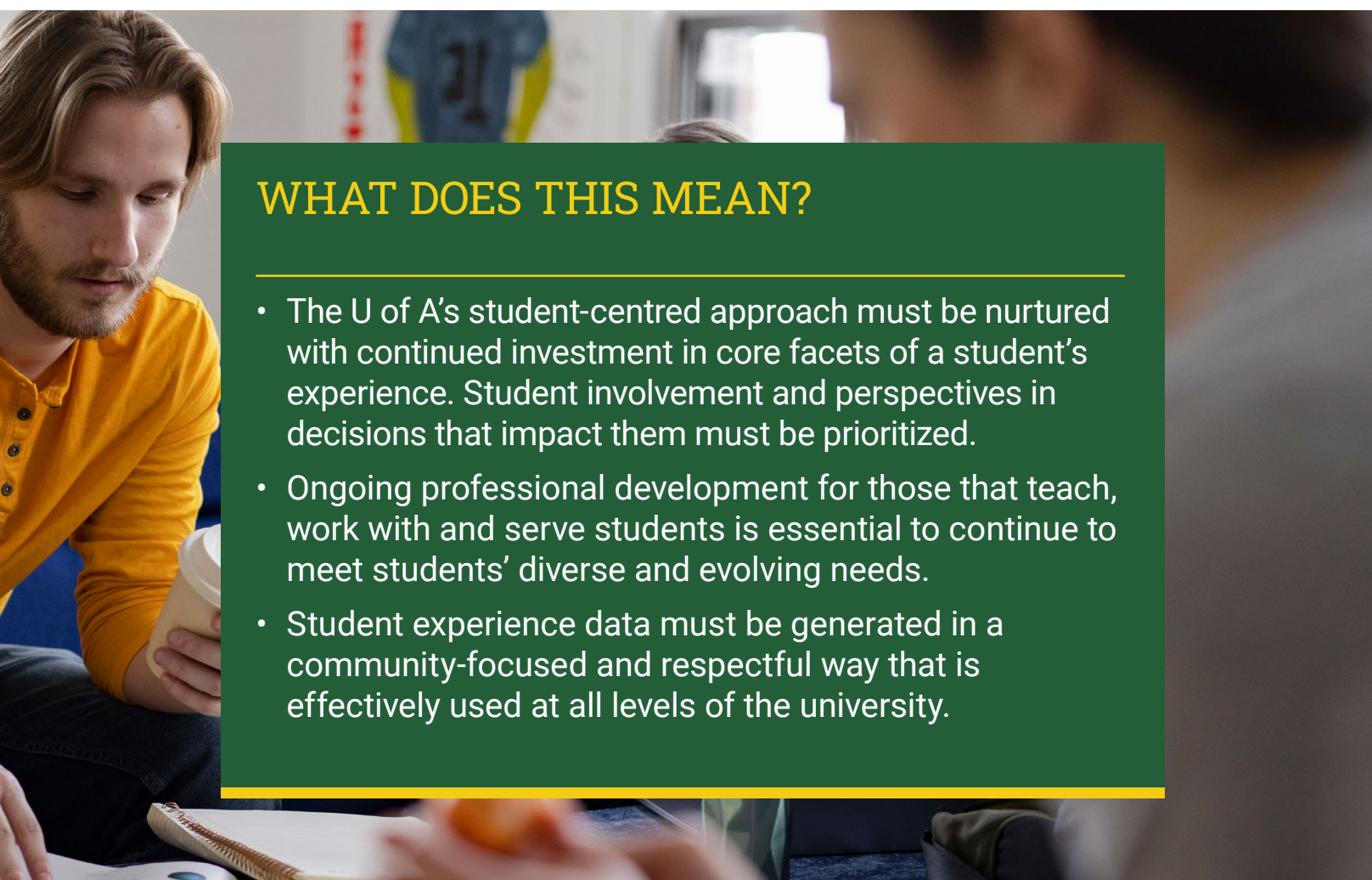
FOSTERING A STUDENT-CENTRED LEARNING ENVIRONMENT



WHAT WE HEARD

During engagements with instructors, alumni and staff, the immense pride they feel in the U of A's student-centred approach was evident. A student-centred learning environment requires regular professional development and learning to ensure instructors and staff have the necessary tools to meet evolving student needs both inside and outside of the classroom. These can range from being leaders in technology advancements such as artificial intelligence usage to feeling prepared to address geo-political crises that impact our students.

Instructors and staff responded with excitement to the student data that SEAP shared along its journey. There is an eagerness to establish a culture where student experience data is embedded in our annual strategic planning and accessible at all levels. Committing to a culture where student data is embedded in decision-making helps to reinforce regular listening, participation and co-creation with students going forward and also ensures our focus is on the key drivers of student success.



WHAT DOES THIS MEAN?

- The U of A's student-centred approach must be nurtured with continued investment in core facets of a student's experience. Student involvement and perspectives in decisions that impact them must be prioritized.
- Ongoing professional development for those that teach, work with and serve students is essential to continue to meet students' diverse and evolving needs.
- Student experience data must be generated in a community-focused and respectful way that is effectively used at all levels of the university.

THEME GOALS AND ACTIONS WE ARE TAKING

The following goals will guide actions across U of A campuses in the next three years:

Goals	Actions	Accountabilities	2023 -24	2024 -25	2025 -26
9.0 Celebrate a student-centred culture that listens to students as members of the community and prioritizes exceptional student experiences at all levels of the university.	9.1 Strive to maximize diverse student participation, feedback and experiences in all programs, services and initiatives that impact students.	DPSE, FGPS, Deans	✗		
	9.2 Intentionally design and choose methods of student consultation that invite the highest level of participation possible.	DPSE, FGPS, VPDoS	✗		
	9.3 Prioritize a student-centred approach to how we organize and communicate information on all platforms (e.g., websites, Bear Tracks, eClass, etc.).	VPER, AVP&CIOIST, VPRO, FGPS, VPLI, Deans, VPAVPI	✗		
10.0 Encourage a culture of learning and development that educates staff and instructors in ways that continually enhances their ability to create conditions where students can foster connections, engage in opportunities for exploration and be successful in addressing challenges.	10.1 Offer and promote regular and accessible professional development and training opportunities for staff and instructors that enhance education and understanding around unique student experiences, future-focused programs and services and healthy workplace cultures.	Deans, DPSE, VPEDI, FGPS	✗		
	10.2 Offer regular opportunities for staff and instructors to learn about the different programs and services within the student services ecosystem that also foster relationships across units and ensure exceptional service to students.	VPDoS, AVPSE, VPAVPI, FGPS, DPSE, Deans	✗		
	10.3 Intentionally highlight and celebrate contributions and successes that enhance students' experiences (e.g., awards, profiling initiatives, etc.).	DPSE, College Deans, Deans			✗
11.0 Commit to a culture that is informed by different types of student experience data that guides decisions and ongoing improvements to student programs, services and resources.	11.1 Establish clear student experience performance indicators and develop an assessment approach that focuses on the top drivers of positive student experiences, informed by current data and understandings of multiple student experiences. Develop clear accountabilities for this work.	DPSE, SEAP Team		✗	
	11.2 Engage in integrated enrolment planning to develop a roadmap that thoughtfully considers and guides how student programs and services are scaled to respond to the enrolment growth targets of 60,000 students by 2033.	DPSE, VPRO	✗		
	11.3 Establish a "One University" approach to sharing the student experience-related enhancement initiatives that are planned and executed throughout the university.	VPER, DPSE			✗

SECTION 04 • Fostering a Student-Centred Learning Environment

HOW PROGRESS WILL BE MEASURED

Measurement tools include ongoing data collection from individuals across campus, most importantly from students, to quantitatively and qualitatively track how the university is progressing on key measures of positive student experience.



“Show students that the university cares about them. Professors just asking students how they are doing would improve the experience massively. It’s the little things that go a long way.”



05



PRIORITIZING STUDENT SUCCESS



WHAT WE HEARD

In order to foster positive student experiences, personal, academic and professional aspects of success must be prioritized, and each student has agency to determine what success looks and feels like to them. Many students cited the positive academic supports they can access at the U of A, including the Decima Robinson Centre, the Writing Centre and individual peer study groups as improving their overall experience. Success outside of the classroom includes improving access to services that bolster mental and physical well-being and an abundance of easily navigable information so students can find the supports they need, no matter the circumstances. Students shared stories that included frustration with long wait times to access counselling services and concerns with decreased access as student enrolment increases.

Individualized Support

As our institution continues to grow and students from all around the world choose to attend the U of A, it is essential that **effective mental health and academic supports** are available for students. International students invest significant time, energy and resources by choosing to call the U of A “home”. Ensuring they are able to successfully navigate their academic journey is necessary to a positive student experience. Graduate students reported that being able to learn from other disciplinary areas and connect with peers throughout the university as positively impacting their experience, particularly as they position their research and knowledge within academic and professional landscapes.

Overall, students who identify as Indigenous, as belonging to a visible minority and international students ranked factors regarding academic success and the tools to facilitate that success slightly higher than other students. This tells us that supports for those who have historically been excluded from post-secondary education are particularly impactful, and upholding the university’s mission of “creating and sustaining a vibrant learning community” (*Braiding Past, Present, and Future, 2022*) necessitates robust academic support for students of all backgrounds.

Caring Communities

It is clear students, staff and instructors exhibit immense commitment and care for student success at the U of A.

When asked what the most negative part of their student experience was, graduate and undergraduate students largely spoke about one-off emergencies or changes in personal circumstances that required additional information, flexibility, or guidance from the U of A. The negativity stemmed not from the instance itself but from information or support that was unavailable, incorrect, or where there was a missed opportunity for human-to-human support. Ensuring students have sufficient resources at their fingertips, including institutional guidance, to navigate challenging circumstances can have the transformative power to change these negative instances into experience-defining turning points.



“The most positive moment of my U of A experience was being connected with my awards coordinator and my course advisor who supported me through my difficult situation and made it possible for me to keep my scholarship. They both helped me feel secure in my position here at the U of A.”

“The Indigenous profs at the U of A go above and beyond and I learn so much while being engaged and implementing what I learn into real life.”

69%

of respondents say clear and easily searchable online information about on-campus support services is very important or essential.

- This is more important for Indigenous (74%) and international (76%) students and students with disabilities (77%).
- This is more important for students who identify as transgender (75%), non-binary (85%) and Two-Spirit (89%).

66%

of respondents say prompt or reliable access to supports (e.g., mental health supports, Campus Food Bank, University Health Centre) is very important or essential.

- This is more important for Indigenous (74%) and international (76%) students, students with disabilities (75%), students who identify as transgender (71%), non-binary (86%) and Two-Spirit (89%).

WHAT DOES THIS MEAN?

- Improving student experiences are co-created processes that require engagement from students to take advantage of opportunities that would enrich their experiences alongside investment by the U of A staff, instructors and community.
- Providing clear, concise and accessible information backed by caring student affairs professionals can turn negative life circumstances into opportunities for growth and flourishing.
- Accessible and affordable food, mental health services and culturally appropriate support were all repeatedly noted by student co-creators as components of their non-academic success that are essential to their positive student experience.
- Linking students to supports in their local community external to campus while investing in resources available on campus creates an uplifting network of support, contributing to long-term professional and personal success.



THEME GOALS AND ACTIONS WE ARE TAKING

The following goals will guide actions across U of A campuses in the next three years:

Goals	Actions	Accountabilities	2023 -24	2024 -25	2025 -26
12.0 Nurture a learning environment that uplifts, cares for and empowers students and considers their unique context and needs where balance, health and well-being are prioritized.	12.1 Implement the recommendations and actions identified in the U of A's Action Plan for the National Standard for Mental Health and Well-Being for Post-Secondary Students.	VPDoS	✗		
	12.2 Improve availability and access to a continuum of mental health and wellness supports that are diverse and culturally appropriate.	VPDoS, Chaplains, SU, GSA, Campus Saint-Jean, Augustana, Faculties, Campus Services, VPF&O, GPS	✗		
	12.3 Invest in Counselling and Clinical Services to enhance access for all students by increasing the number of clinicians along with the adoption of a new stepped care model.	VPDoS	✗		
	12.4 Implement the Inkblot Student Assistance Program at Augustana to provide students with access to a wide range of mental health practitioners.	Augustana	✗		
	12.5 Ensure all student support services are accessible and approachable through a transparent process of continuous improvement.	VPDoS, Chaplains, SU, GSA, Campus Saint-Jean, Augustana, Faculties, Campus Services			✗
13. Provide seamless and intuitive resources so all students, regardless of their previous knowledge or experience with higher education, can easily access and navigate the information and services they need.	13.1 Improve communications (specifically webpages) to ensure optimal accessibility, accuracy and navigability of student-related information.	VPER	✗		
	13.2 Ensure "How To Help" resources for instructors and staff are proactively provided and available.	VPDoS, VPEDI		✗	
14. Ensure students' academic interests and challenges are supported by all members of the university community, fostering agency and responsibility in them.	14.1 Increase awareness and access to academic support services for all students.	Faculties, GPS, Academic Success Centre	✗		

SECTION 05 • Prioritizing Student Success

HOW PROGRESS WILL BE MEASURED

Key Indicators:

1. Student satisfaction with support services.
2. Student retention data.
3. How a student's experience was impacted by accessing various services.
4. Counselling clinical load data (percentage of students accessing clinical services and the percentage turned away).
5. Student satisfaction that support services meet their unique needs.
6. Student awareness of academic support services.





RELATIONSHIPS, CONNECTION AND BELONGING MATTER



WHAT WE HEARD

Interwoven into nearly every piece of feedback on the SEAP is the fundamental need for positive relationships and connection. While students are drawn to post-secondary education to expand their knowledge, critical thinking skills and work towards a credential, there is an undeniable facet of social development that students strongly identify as a positive aspect of their overall experience.

Graduate student co-creators consistently reflected on seemingly small moments of connection that ended up producing large social or professional impacts. We must consider the unique context of graduate student work and support them with multiple opportunities for connection. Our graduate students make immeasurable contributions through their scholarship, research and work. Setting them up for success means ensuring they have ample opportunity to foster a professional network and have a positive experience while they call the U of A home.

Interestingly, students that began pre-COVID, online during COVID, and after the return to in-person classes did not show any difference in prioritizing relationships as a crucial component of their overall experience.

As the U of A's student body continues to grow and diversify, it is noteworthy that relationships were cited as most crucial by first-year, visible minority and international students. Connection to communities locally, nationally and internationally also enrich student experiences and minimize feelings of isolation by fostering relationships between individuals and groups in ways post-secondary learning is uniquely positioned to provide.

Indigenous Perspectives

Indigenous and racialized students have a more relational point of view on community and connection that is more closely related to camaraderie. For Indigenous students, the Cree concept of Wâhkôtowin was brought up to articulate the balance and interconnectedness of Indigenous students on campus, while Black and other racialized students identified their social groups,

clubs and organizations as feeling more attuned to their unique sensibility. All Indigenous and racialized students mentioned the need for the institution to invest, support and protect specific student groups and supports to allow their camaraderie to flourish safely.

Student co-creators of all backgrounds also spoke about the importance of learning the traditional history of the land the U of A sits on and connecting with Indigenous peoples (students, instructors, Elders, Knowledge Keepers and community members). Several Indigenous student co-creators spoke highly of the U of A's ability to help them (re)connect to their own culture, as learning from Indigenous scholars and alongside Indigenous students who share an ancestral background supports their own cultural growth. All students benefit in multiple ways from foregrounding Indigenous ways of knowing, being and learning at the U of A, and student co-creators call for a continued reimagining of the U of A as a site of uplifting truth and reconciliation.

Francophone Vibrancy

Campus Saint-Jean embeds connection with the Francophone community at local, national and international levels, providing the key to educational opportunities that uplift their overall experience while broadening their network of bilingual peers and colleagues. We heard from co-creators that maintaining fulsome access to Francophone courses, scholars and community connections is a core facet that enhances their experience. A cross section of students from all U of A campuses have found opportunities to study at Campus Saint-Jean, making it a crucial hub for broadening the Francophone community and providing opportunities to all students for rich learning embedded in Francophone culture and language.

69%

of respondents say clear and easily searchable online information about on-campus support services is very important or essential.



“I want a sense of community, to meet new people and try new things.”

“Without my relationships, I wouldn't have made it.”

WHAT DOES THIS MEAN?

- Wherever you go, there you are! Students bring with them a wealth of lived experiences and existing knowledge (academic, cultural, practical) and the U of A needs to invest in resources, processes and opportunities that allow students to learn from and alongside one another while honouring their existing knowledge and perspectives.
- The university benefits from having multiple campuses with learners in diverse cultural and geographic contexts. Finding and fostering strong relationships enrich student experiences more than any other facet reported by the SEAP co-creators.



THEME GOALS AND ACTIONS WE ARE TAKING

The following goals will guide actions across U of A campuses in the next three years:

Goals	Actions	Accountabilities	2023 -24	2024 -25	2025 -26
15.0 Strive to provide an abundance of diverse curricular and extracurricular opportunities for students to meaningfully connect with members of the university community, along with local and global communities.	15.1 Host regular, broadly inclusive events that facilitate inter-campus connection.	SU, GSA, VPDOS, AVPSE, Athletics, VPF&O (CCR and Campus Services), UAI, FPH, VPEDI	X		
	15.2 Continue to improve the accessibility and inclusivity of all events by developing university-wide strategies to support events at local and institutional levels.	VPEDI, VPDoS, SU		X	
	15.3 Promote small- to medium-sized opportunities that facilitate meaningful connections for students with peers and instructors both within their program/faculty as well as across disciplines.	Deans, Departments, FGPS, Faculty student associations; VPDoS	X		
	15.4 Support student clubs in meaningful and tangible ways.	DPSE, Deans, SU, GSA, VPF&O (CCR), Student Group Services	X		
	15.5 Streamline student group administration by transitioning student administrative processes, including the review of proposed events, from the university to the Students' Union.	AVPSE, SU		X	
	15.6 Ensure all students have the opportunity for an international experience during their university journey.	VPAVPI, UAI, Deans	X		
16.0 Develop welcoming services, facilities and engaging events that create a sense of enjoyment on campus, where students can interact, build meaningful relationships and foster a close-knit and lively on-campus community.	16.1 Continue building connections between all campuses, keeping in mind the unique needs of Campus Saint-Jean and Augustana students.	DPSE, VPRO, FGPS, VPAVPI, VPDoS, AVPSE		X	
	16.2 Explore ways to address the transportation gap for students travelling between Camrose and Edmonton.	VPF&O, DPSE		X	

SECTION 06 • Relationships, Connection and Belonging Matter

HOW PROGRESS WILL BE MEASURED

Key Indicators:

1. Percentage of students who feel they are a part of a community at the U of A.
2. Percentage of students who feel the U of A values them.
3. Percentage of students who feel safe and comfortable attending university events.
4. Percentage of students who feel connected to peers or to instructors within their program.
5. Percentage of students engaged in clubs, athletics, or extracurricular activities.
6. Percentage of students who participate in an international opportunity as part of their program.
7. Impact of participating in an international experience on students' overall student experience, personal development and future career path.



07



SUPPORTING TRANSITIONS INTO AND OUT OF STUDY



WHAT WE HEARD

Finding footing socially and academically was cited as a poignant moment by numerous survey participants. Student co-creators repeatedly spoke about adjusting to the campus environment and navigating detailed program requirements while locating a circle of friends as substantial challenges when beginning their journeys at the U of A. The U of A's current approach to orientation, where students may participate in many different orientations, was considered by students to be disorganized and overwhelming and may be a missed opportunity to help foster initial connections with peers and the university. Importantly, Indigenous and racialized students called for the institution to take an enhanced role in helping them navigate social norms of a university community.

Survey respondents also spoke strongly about the uncertainty that comes with life changes or transitioning out of university given the significant investment of time and resources invested in their education. Of the student survey respondents, 76% said that support with preparing for transition to the workforce was very important or essential, with it being higher for international students

(80%), visible minorities (82%) and students who are deaf (86%). Both undergraduate and graduate students recognize that solid relationships, connection and a sense of belonging play a core role in transitions in and out of university, and leave the U of A with happier, more engaged alumni.





“Entering university was difficult because I am a first generation university graduate and had little to no support in planning my classes or preparing for school.”

[When asked about the most positive part of their experience] “Receiving guidance about registering for my professional body and resources to transition into the workforce from my instructors. I felt I was listened to and provided timely and correct information on how to go about furthering my career in my chosen field.”

WHAT DOES THIS MEAN?

- As university is an inherently transitory time period for most people, being able to confidently enter into and exit from post-secondary education is essential.
- Inspiring critical thinking, building skills to transition to a meaningful career and fostering a personal and professional network are all core components of a positive experience.

THEME GOALS AND ACTIONS WE ARE TAKING

The following goals will guide actions across U of A campuses in the next three years:

Goals	Actions	Accountabilities	2023 -24	2024 -25	2025 -26
17.0 Create opportunities for all prospective and incoming students to connect with the university to learn more about how best to prepare for their student experience at the U of A based on their individual needs.	17.1 Develop a more cohesive orientation experience that integrates existing and specialized orientation and transition programming within a holistic curriculum to support student success.	AVPSE, SU, GSA, VPF&O (Campus Services), Faculties, UAI, FPH		✗	
18.0 Increase the degree to which students feel connected to the U of A by cultivating an environment that fosters a sense of belonging for all students from admission to graduation.	18.1 Develop new and enhance existing strategies to foster a sense of connection for students in the first six to nine weeks of their university journey that reflect evidence-informed best practice.	Deans, AVPSE, FGPS, FPH, SU, GSA, UAI, VPF&O (Campus Services), Faculties		✗	
	18.2 Establish strategies to support post-secondary transfer students and U of A students transitioning between years of study, including the progression from undergraduate to graduate studies.	Deans, DPSE, FGPS, SU, GSA, Faculties, UAI, AVPSE, VPDOS		✗	
	18.3 Establish strategies to support student transition to improve retention, academic achievement, academic success, student engagement and career success, considering the specific needs of equity-denied students.	Deans, Associate Deans, DPSE, FGPS, VPLI, DoS, AVPSE		✗	
19.0 Empower students to develop the skills, knowledge, experiences and connections they need to confidently manage their next steps after university, future academic goals and careers.	19.1 Establish a more robust "One University" approach to improve coordination, access to and availability of career management services for all students.	Deans, AVPSE, Career Services, FGPS		✗	

SECTION 07 • Supporting Transitions Into and Out of Study

HOW PROGRESS WILL BE MEASURED

Key Indicators:

1. Percentage of students who participate in orientation.
2. Percentage of students who feel a sense of connection to someone or something in the first six to nine weeks of their first year of university.
3. Percentage of transfer students who felt they received support to be successful at the U of A.
4. Institutional student retention data.
5. Number of students who convocate including those graduating with distinction.
6. Student awareness of and satisfaction with Career Services.
7. Percentage of students employed in a field related to their studies two years after graduation.



MOVING FORWARD

One of the core takeaways from the SEAP co-creation process is the tangible passion, care and energy emanating through the U of A community. Student co-creators indicated a clear desire to make the most of their U of A experience, recognizing the abundance of opportunities offered by the U of A and the relatively brief time they have to make the most of it as students. Engaging fully in this transformative time period in a student's life requires ongoing dedication by the institution to create opportunities for connection, academic achievement and community involvement in physical spaces where students feel at home.

It is imperative that the SEAP recommendations be evaluated on an ongoing basis, and robust consultation continues into the future to create a permanent yet ever-evolving forum for the U of A community to contribute to this important work. Returning to the SEAP project team's five principles of co-creation, **equal ownership** and **an iterative process with open minds** represent cornerstones of this groundbreaking work. **Transparency, honesty and respect** permeated every part of the process.

The SEAP exists as a living document enacted through our ongoing commitment to shape an exceptional student experience.

The SEAP co-creation process was full of poignant reflections on what the U of A means to thousands of individuals and most importantly, how the university can better foster a student experience that honours the dynamic needs of our diverse community, now and for many generations to come.

Shared Accountability

The SEAP's focus on shared accountability is a reflection of the collective impact and responsibility all members of the campus community have with regard to the student experience. The SEAP gives a starting point with which to focus our finite resources. As our student enrolment grows, the SEAP is the mechanism with which to engage our students - both the traditional and post-traditional. As the SEAP's focus shifts to implementation, further assessment and refinement of the themes, goals and actions are planned with ongoing engagement of university community members to continue to identify and validate the key focus and drivers of successful student experiences. Implementation includes annual reporting of identified key indicators. We have an opportunity to get better while getting bigger; now it is up to us individually and collectively to do it with, and alongside, our exceptional students, instructors, staff and alumni.



**For more information,
contact seap@ualberta.ca.**

ACKNOWLEDGEMENTS

Thousands of people contributed to the SEAP in multiple ways, and the project team and co-sponsors deeply thank each co-creator for making this action plan a reality. SEAP was developed and championed by the following individuals who worked tirelessly to ensure their respective campus communities were represented while dedicating their time and expertise to welcoming in co-creators from every corner of the university.

Co-Sponsors

Abner Monteiro, President, Students' Union, 2022-2023

Monisha Vinod, Vice President Student Services, Graduate Students' Association, 2022-2023

Melissa Padfield, Deputy Provost, Students and Enrolment

Dr. Leo Wong, Associate Dean, Business Office of Education

Photography

Images used in this report were sourced from the U of A image library.

Project Team

Sarah Wolgemuth, Assistant Dean, Student Life, Office of the Dean of Students, Project Director

Gail Breum, Senior Project Manager, Enrolment Systems and Service Innovation

Trevor Phillips, Manager Indigenous Recruitment, Office of the Registrar, Project Specialist

Carmen Norris, Senior Service Designer, Enrolment Systems and Service Innovation

Chantal Delfs, Partner, Communications and Marketing

Kat Black, Undergraduate Student, Faculty of Arts

Danielle Gardiner Milln, PhD Student, Faculty of Education

Ibukun Ojo, Undergraduate Student, Faculty of Nursing

Taylor Good, Undergraduate Student, Faculté Saint-Jean, Président, Association des Universitaires de la Faculté Saint-Jean, Campus Saint-Jean

SEAP Support Team (Alphabetical)

Kumarie Achaibar-Morrison, Director, International Student and Visitor Services, University of Alberta international

James Allen, AVP Asset Management and Operations Facilities and Operations

Mariam Alozairi, Undergraduate student, Faculty of Science, Vice President External, International Students' Association

Jillian Ames, Master's student, Faculty of Science, President, Indigenous Graduate Students' Association

Jessica Andreas, Augustana Students Association President

Dr. Dale Askey, Vice-Provost (Library & Museums) and Chief Librarian

Maira Bazin, Assistant Teaching Professor, Faculty of Nursing

Kelty Heck, Student Recruitment Director and Assistant Registrar

Lori Ireland, Education Developer, Center for Teaching and Learning

Julia Jones, Manager, Internal Communications (Students)

Gloria Kannukulabil, Undergraduate Student, Faculty of Science

Dr. Shintaro Kono, Assistant Professor/Ph.D. Faculty of Kinesiology, Sport, and Recreation

Kian Kyars, Undergraduate Student, Faculty of Science

Shannon Loughran, Director, Strategic Infrastructure, Planning & Partnerships

Raymond Matthias, Director, Experiential and Work-Integrated Learning

Dr. Patricia Manns, Associate Dean Education, College of Health Sciences

Dr. Carlos 'Lobo' Cruz Noguez, Associate Professor, Faculty of Engineering - Civil and Environmental Engineering Dept, Vice Chair, Faculty of Engineering - Civil and Environmental Engineering Dept

Victor Olsen, Undergraduate student, Faculty of Education, VP Consultation & Engagement, Indigenous Students' Union

Neriah Otu, Undergraduate student, Faculty of Science, Vice President of Social Impact, University of Alberta's Black Students' Association

Harikrishna Rao Mohan Rao, PhD Candidate, Electrical and Computer Engineering, Faculty of Engineering.

Geoff Rode, Director, Residence Occupancy, Life, Education and Services

Norma Rodenburg, Acting Vice-Provost and University Registrar

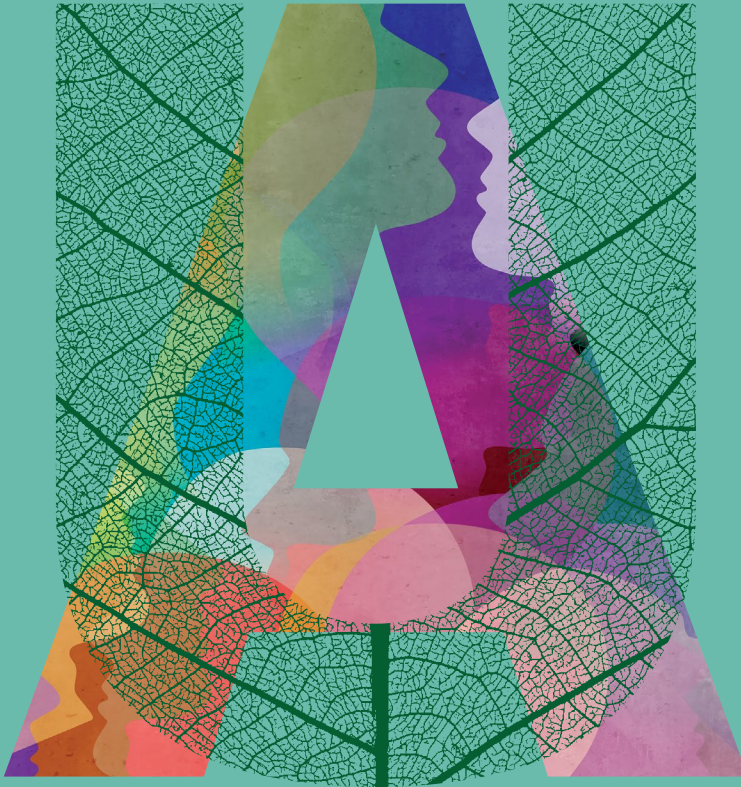
Dr. Ravina Sanghera, Vice-Provost and Dean of Students

Bobbi Schiestel, Faculty General Manager, Faculty of Graduate and Postdoctoral Studies

Prabhnoor Singh, Undergraduate Student, Alberta School of Business

Dr. Carrie Smith, Vice-Provost, Equity, Diversity and Inclusion

Megan Tipler, Indigenous Strategies Manager



**UNIVERSITY
OF ALBERTA**

**Leading
with purpose.**

The Student Experience Action Plan

uab.ca/seap