



dareto**discover**
report card

ACADEMIC YEAR 2010-2011

Executive Summary

In periods of uncertainty and change, a vision for the future is essential. The University of Alberta has such a vision: to be one of the world's top public universities for the public good. This vision is tied to the future, a knowledge-based future characterized by blurring international boundaries, intensifying economic competition, and pressing global challenges. Yet, this vision is also deeply rooted in the history and traditions of the University of Alberta. More than 100 years ago, President Henry Marshall Tory used his first convocation address to commit our institution to the uplifting of the whole people.

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President Tory's promise highlights the role that the University of Alberta plays in communities across the province, the nation, and the world. As the flagship institution in the Campus Alberta system, we co-operate with our partner institutions to create pathways to learning for all Albertans. Groundbreaking research conducted at the university contributes to a more diversified and environmentally sustainable Alberta economy as well as an enhanced quality of life. Most importantly, the quality of teaching and learning at our institution equips our students with the tools to be active and engaged citizens and leaders.

In 2010, as the process of academic planning for the next five years began, the university community reaffirmed the vision, mission, and values of *Dare to Discover*, first created in 2004. The four cornerstones and 28 aspirations continue to define the characteristics we, at the University of Alberta, believe to be the qualities of a great public research university for the 21st century.

By our definition, a great university:

- is a global magnet for talent;
- educates scientifically literate, socially conscious, creative citizens;
- undertakes cutting-edge research that advances the economic and social well-being of the region and nation;
- effects societal change by serving as a source of new ideas and knowledge generation through its public intellectuals;
- embraces the responsibility of helping to solve global challenges;
- builds transformative organizational structures and infrastructure; and
- is a bridge between the local and global.

Above all, we believe that the hallmark of any great university is a global reputation for excellence.

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Generally, top universities are recognized by a well-defined and competitive set of inputs. Universities able to attract the following human and financial resources also often have a competitive advantage and out-perform peers in terms of outcomes and impact, namely the:

- Recruitment and retention of outstanding faculty;
- Numbers and quality of graduate students versus undergraduate students;
- Student/faculty ratio;
- Diverse mix of local, provincial, national, and international students;
- Numbers and contributions of post-doctoral fellows;
- National research funding per faculty;
- Operating revenue per student;
- Scholarship and bursary expenditures per undergraduate and graduate student;
- Endowment per student;
- Capital expenditures; and
- Libraries and information technology infrastructure.

As this 2010–2011 *Dare to Discover* Report Card shows, we have continued to build substantially towards the fulfillment of our vision, even as we dealt effectively with serious financial challenges. Highlights include the development of the new *Dare to Deliver: Academic Plan 2011–2015*, the establishment of the Li Ka Shing Institute for Virology, the expansion of the Helmholtz-Alberta Initiative, the appointment of four Canada Excellence Research Chairs, the achievement of historic philanthropic gifts, and the completion of key infrastructure projects. These outstanding successes, and many more detailed throughout this report, reflect the dedication, ingenuity, and creativity of our faculty, students, staff, and partners.

Analysis

The following *Dare to Discover* Report Card covers the period of April 1, 2010, to March 31, 2011. This is the fourth iteration of this report card, and while the format and content of the report remains consistent with reports of the past, there have also been some important changes.

In 2010, President Samarasekera established a committee to review all performance measures presented in several of the reporting documents produced by the university, including the annual report to the Government of Alberta and this *Dare to Discover* Report Card. The aim was to establish a consistent set of measures that will be used in multiple documents wherever possible and appropriate. The Strategic University Measures and Metrics (SUMM) committee reviewed several aspects of measures currently in use, considering such questions as: Does this measure provide information of value in relation to our goals and objectives? Can the measure be reliably reproduced year after year using consistent data and sound statistical methods? Does the measure provide an accurate or effective picture of how the institution is progressing on an annual basis?

The University
of Alberta's
reputation is
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the academic
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programs.

Based on discussions at SUMM, modifications were made to the performance measures formerly included in the *Dare to Discover* Report Card so that they align more clearly with university priorities. For example, the fundraising chart in last year's report focused on only alumni charitable giving, a very small area of the entire fundraising enterprise, whereas the current fundraising chart provides a measure of overall fundraising activities and achievement (see Figure 11). Another notable example is the chart relating to external research funding. In the past, the chart focussed solely on Tri-Council funding, but now the chart has been revised to show total sponsored research funding from the full range of external funding sources (see Figure 14). This change provides a much more complete picture of the U of A's capacity attract top research dollars. As SUMM continues its work, expect further refinements as measures are reviewed and revised to reflect the dynamic environment that is the U of A.

Priority: Building Reputation

In an age in which international university rankings dominate public perceptions of universities, and special magazine and newspaper editions focus on higher education, the advancement, enhancement, and when needed, protection of a university's reputation is critically important. Reputation underpins all of the U of A's efforts to secure resources for the institution, from sources such as government, foundations, donors, and alumni. In addition, reputation is a critical factor in recruiting top students from Alberta, other parts of Canada, and further abroad. Research conducted on a regular basis shows that the U of A's current reputation is firmly rooted in the academic mission, with strength in groundbreaking research, top faculty, and a wide range of high-quality programs.

Winning four of the 19 appointments in the first round of the Canada Excellence Research Chair competition in the spring of 2010 is an indication that our reputation for research excellence is very strong. To celebrate this success—and to enhance the reputational value of the appointments—President Samarasekera hosted a gala event in Ottawa to thank government and introduce most of the new CERCs and their cutting-edge research programs to high-level government and business officials. The event itself was a tremendous success and drew attention to the U of A as a major player within Canada's research system.

Within this report, you will find a number of other initiatives that have also been undertaken or put in place in 2010–2011 with the aim of enhancing reputation. Of note is our increasing ability to attract media coverage in some of Canada's and the world's most prestigious media outlets (see page 30), the presentation of the highly successful Festival of Ideas, and the growing influence of President Samarasekera as a thought-leader at prestigious national and international events, such as the World Economic Forum.

Priority: Enrichment of the Student Experience

An outstanding student experience is at the heart of an outstanding university, and attracting talented students and providing them with highly competitive, enriched learning experiences are two of the University of Alberta's key priorities. During 2010–2011, consultation and collaboration across our campuses resulted in the creation of a new, student-centred academic plan, *Dare to Deliver: Academic Plan 2011–2015*.

As a research and teaching-intensive university, the University of Alberta is well positioned to offer exceptional learning opportunities to undergraduate and graduate students, opportunities equal to those of the best public universities in the world. In *Dare to Deliver 2011–2015*, we reaffirm the importance of providing all students with the opportunity to participate in research and creative activities as part of their learning experiences. Innovative new programs approved by Alberta Advanced Education and Technology this past year include masters degrees in financial management, native studies, and health sciences education; bachelor degrees in environmental studies and natural resources, energy and the environment; and a combined BSc/BEd with Augustana Campus and the Faculty of Education for students interested in teaching science in rural communities.

To ensure that our students understand and learn all they can from the assessment of assignments and examinations, provost fellow Bob Luth is leading a cross-discipline examination of assessment and grading policies and procedures. Undergraduate and graduate students as well as faculty have contributed much time and expertise to the review, which will yield a proposal for new policies and procedures for consideration by General Faculties Council in the coming year.

Excellence in teaching is a priority that we continue to address. From the students' perspective, the quality of their experience depends largely on their access to and engagement with their teachers—our faculty members. The U of A continues to lead the country in 3M Teaching Fellowships for Excellence in Undergraduate Teaching; the addition of two more awardees in 2011 brings our total to 34.

While recognizing that intellectual and creative engagement occurs first and foremost in the classroom, studio, laboratory, or field, we are also equally committed to providing outstanding co-curricular opportunities for students. To that end, the dean of students successfully piloted a new Co-Curricular Record, which recognizes students volunteer work and leadership activities on their transcripts.

As global citizenship becomes an increasingly important aspect of a well-educated person, focus on the internationalization of the undergraduate and graduate student experience continued to gain momentum this year. A review and renewal of procedures to ease transfer of credit for study abroad students, new scholarship support for studying languages abroad, and new collaborative programming with foreign universities were developed to foster opportunities for students to acquire an international experience during their studies. For international students who have come to the U of A, we are expanding our successful bridging program

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to support their English-language skill development and cultural transition. To encourage an increasing number of well-qualified international students to choose the U of A, we are also increasing the number of undergraduate programs in which students begin their studies in their home country and then move to the U of A after one or two years to complete their degrees on campus.

While we are making every effort to enrich student experience in a variety of ways, challenges remain. The most critical is the difficulty we face in lowering the student-to-faculty ratio. Access to professors is a critical part of students' learning and our aim is to reduce the student-to-faculty to 15:1, similar to many of our peer institutions. Due largely to the financial challenges of the last year and difficult budgetary decisions that led to the reduction of faculty positions, the U of A student-to-faculty ratio increased in 2010–2011 to 21.9:1 from 20.9:1 the year before (see Figure 3). In order to be able to compete for top researchers and instructors in line with other universities nationally and globally, increases to the operating budget will be required.

Priority: Fundraising and the Endowment

In 2010–2011, the University of Alberta had a record year in fund development, raising more than \$111 million from individuals and organizations. The intended goal of \$94 million was surpassed by 18 per cent, and for the third consecutive year, the development team raised more than \$100 million. The year was highlighted by five gifts of \$9 million and greater.

Overall, the university's endowment fund returned 9.2 per cent during the year. The market value of the endowments increased to \$783 million as of the end of fiscal 2011, up \$66 million from \$717 million in 2010. Despite this positive performance, the value of the endowment fund still trailed the inflation-adjusted contributions by \$13 million as of March 31, 2011, due to the magnitude of the loss in fiscal 2009 and 2008.

The investment goal of the endowment is to preserve the value of the assets in real terms over time and to do so with an acceptable level of risk, in order to provide the same level of support to future generations as current beneficiaries receive. This implies that the real, long-term rate of return must equal or exceed the rate of spending. The spending rate was increased from 3.50 per cent to 3.80 per cent during the year, and provided \$30.4 million for program spending; the spending rate will move back to 4.25 per cent for fiscal 2012.

Priority: Fostering a Rich, Intellectual Research Culture

In order to foster and enrich the research culture at the University of Alberta, we have actively sought and established a number of centres, institutes, and partnerships that extend the U of A's involvement in the international research community. Recently, we have initiated a new type of international partnership that involves multiple avenues for exchange and collaboration, such as joint degrees,

Several examples of international, interdisciplinary, industry, and public sector research partnerships are evident within the activities of all faculties.

two-way internships, joint research projects, and collaborations with related industries and other private sector organizations. The aim is to deepen and broaden the points of connection to produce multiple outcomes: an enriched research culture on campus, internationalized graduate education, collaborative research, and speedier technology transfer from universities to industry.

For example, developments continue apace at the Li Ka Shing Institute of Virology. The official opening of the institute took place on April 23, 2010. Michael Houghton, Canada Excellence Research Chair in Virology, was featured as a speaker, along with Lorne Tyrrell, director of the institute. Seven researchers from the Helmholtz Infectious Diseases group met with institute faculty members at U of A in June, and four themes were identified for co-development. A meeting with the vice-president of Fudan University during the Canada-China Academic Forum laid the groundwork for discussions regarding collaboration with Fudan. Several faculty members, including the vice-president (research), have travelled to China since the forum to continue planning and discussions. In January 2011, the U of A was advised it had been selected by China's Ministry of Science and Technology to develop a collaborative project with Chinese researchers.

Several other examples of international, interdisciplinary, industry, and public sector research partnerships are evident within the activities of all faculties and are detailed throughout this report.

Another strategy for enriching the research culture of the U of A is the recruitment of top graduate students. Universities with a higher proportion of graduate students in relation to the undergraduate population attract and develop world-leading research programs that not only enrich the undergraduate learning experience, but also enhance the institution's overall capacity to produce patents, licenses, and spinoff companies. As Figure 2 shows, our undergraduate-to-graduate student ratio has improved measurably in the last six years, moving from 4.8:1 to 3.6:1. We are moving closer to our 3:1 goal but cannot become complacent in the global competition for the best and brightest graduate students.

Priority: Research Funding, Productivity, and Recognition

Acknowledging and celebrating research, teaching, and leadership excellence is very important to the University of Alberta. Major awards enhance the learning, discovery, and citizenship of the institution by increasing its profile and developing institutional pride. Recognition of excellence also reflects positively on the university's numerous partners. Yet, in spite of these benefits, the U of A is not yet performing up to its potential in winning national and international awards. In 2010–2011, we increased our number of national and international awards received by only nine per cent, and we still lag significantly behind our peer institutions (see Figure 6).

In order to address this issue and enhance the process for U of A awards nominations, the President's Research Awards Advisory Committee was formed in October 2010. The committee's main responsibilities are to provide strategic advice

and guidance, generate nominations for various awards, and oversee the internal review of nominations, so that both the quality and quantity of research award nominations is increased.

Over the last three years, a concerted effort has also been underway to increase the U of A's success at winning grants from the Tri-Councils—the Natural Sciences and Engineering Research Council, the Social Sciences and Humanities Research Council, and the Canadian Institutes of Health Research.

While each faculty continues to refine its strategies for enhancing Tri-Council funding, in 2010–2011, the Office of the Vice-President (Research) jointly funded and tested a pilot project designed to improve the quality of CIHR applications in two faculties: the Faculty of Medicine & Dentistry and the Faculty of Pharmacy and Pharmaceutical Sciences. Previous weak showing in CIHR operating grant competitions has helped focus the faculties' attention on this issue. The pilot project was very successful and is being expanded to all faculties that draw upon CIHR funding (nearly all U of A faculties). A pilot project is underway in relation to SSHRC applications as well.

The aim of these initiatives is to help U of A researchers submit more high-quality applications, and help them secure the number of funding awards appropriate to an institution of our calibre. The vice-president (research) is also investigating ways to help researchers develop and pursue interdisciplinary and/or collaborative projects that will lead to increased applications to the growing number of major team grants available from the Tri-Councils and other agencies.

Priority: International Initiatives

Throughout this report, strong evidence is on display of the University of Alberta's aspiration to be a leading global institution, one which can lead and facilitate research and teaching with international impact and influence. We believe that Alberta needs and deserves the benefits that a globally recognized institution brings to its citizenry, who move internationally, and its industries, which engage globally. As the province's flagship university, the U of A is helping Alberta to capitalize on strategic opportunities to create unique, interdisciplinary partnerships, to find effective solutions to issues of provincial interest, and to provide leadership in areas of international importance.

Our internationalization activities are targeted and strategic, focused on six main regions: India, China, the United States, Germany, Mexico, and Brazil. Several examples outlined in the following report illustrate how many faculties across campus are engaging with other universities, organizations, and governments in our target regions to create research partnerships of mutual interest and opportunities for students to study or work abroad, and to share our expertise in setting up and implementing post-secondary programs.

A global university is not only a competitor on the international stage; more importantly, it is a contributor to and leader in the global community. International

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organizations such as the World Economic Forum and the United Nations continue to remind us that many of the most critical risks and challenges we face—such as climate change, resource scarcity, food security, disease, and armed conflict—cannot be defined by national borders or solved by one country alone. These require collective, international efforts across economic, political, academic, and business sectors to find solutions quickly and efficiently. Several faculty, staff, students, and alumni of the University of Alberta are engaged with the WEF and the UN, contributing to the global dialogue. Through their efforts and others, the U of A is poised to make a leadership contribution—especially in strategic areas such as energy, water, food security, and health.

Looking Forward

Consistent and strong advocacy will be required as new leadership within the provincial government begins the work of setting new priorities.

Our mission going forward—one requiring the engagement and support of all constituent groups in the University of Alberta family—is to work creatively with government, corporate, and community partners to identify every opportunity for the U of A to continue fulfilling the priorities set in *Dare to Discover* and to secure the human and financial resources needed to make it possible.

The U of A's recent successes in attracting top talent, creating innovative programs, and building state-of-the-art infrastructure is in large part is due to the tremendous support of provincial and federal governments. In particular, past increases in provincial operating funding were instrumental in building our capacity to compete on a global scale, as have been investments in facilities, large-scale research projects, and merit and needs-based student financial assistance. However, annual funding increases of three to four per cent are necessary to maintain the current complement of services due to increases in costs. Consistent and strong advocacy will be required as new leadership within the provincial government begins the work of setting new priorities. It is crucial that the U of A be central to that planning.

In addition, to supplement government funding, we must significantly enhance fundraising activities over the next few years to leverage public dollars, and become even more innovative in seeking other sources of revenues and finding administrative efficiencies.

In the current context of economic uncertainty and political change, the University of Alberta's clear vision, and concrete plan for realizing that vision, make it possible for us to adapt to changing realities without losing sight of our purpose.

The University of Alberta is a great university. We will continue on the path of becoming even greater. University of Alberta faculty, staff, and students, together with the support of partners in government, business, and the broader community, are committed to meeting our own high expectations for excellence and to earn our reputation as one of the world's top public research universities through our achievements and service to the province, the nation, and the world.

our **cornerstones**

Talented People

Learning, Discovery, and Citizenship

Connecting Communities

Transformative Organization and Support

cornerstone 1

talented **people**

The world's most talented faculty, most promising students, most dedicated staff—the world's most creative thinkers, most prolific researchers, most innovative teachers—seek a university that offers the support, facilities, and commitment to excellence they need to thrive. The right environment is essential if the University of Alberta is to become a supermagnet for superstars.

Initiatives and Achievements

THE STRATEGY: **Attract outstanding students from Alberta, Canada, and the world.**

As the province's flagship post-secondary institution, the University of Alberta is the destination of choice for hundreds of Alberta's top high-school students each year. Total student enrolment for 2010–2011 was 38,291, with 24,380 student coming from Alberta. Our provincial recruitment success, however, is not matched on the national level and too few of Canada's top students are aware of all the U of A can offer. As a result, the Office of the Registrar has consulted extensively across the faculties to produce an agreement outlining a central national recruitment strategy and action plan. As a part of this initiative, the national recruitment team engaged deans of direct entry faculties through a series of meetings over the summer of 2010 and also participated in vigorous discussions about U of A recruitment at Dean's Council and PEC 2015.

In one targeted initiative, recruitment activities were increased in the Greater Vancouver area by 36 per cent over the previous year. Recruitment efforts included six specially arranged school visits by President Samarasekera in October 2010.

On the U of A North Campus, approximately 8,000 prospective students attended Open House 2010 in October, the highest attendance on record. The majority of students came from Alberta,

but visitors from as far away as Ontario also travelled to the event. In addition, this was the first year that "on the spot" admission was offered, a service that became one of the most highly used components at Open House.

In another effort to increase acceptance from top students, the Student Awards Office reviewed the Academic Excellence Scholarship competition. Working closely with recruiters and faculties, they changed the format of the competition from an application-based process to automatic consideration, based on final admission average. All students with a final admission average of 85 per cent or greater are now guaranteed a minimum of \$1,000. In addition, students receiving early final admission to the university are now offered a scholarship with their offer of admission.

In an age of globalization, universities around the world recognize the benefits of a diverse student population. Since

we began tracking international student enrolments at our peer institutions, we have seen a marked increase in the numbers at almost all of the institutions. At the U of A, we continue to see increases year over year. In September 2010, 1,497 new international students began their studies at the University of Alberta, with an additional 71 students starting in January 2011. Within the undergraduate population, eight per cent of our students are from outside of Canada (see Figure 1), while our graduate rates are considerably higher. Within the graduate student

Exceptional talent— exceptional experience

Not many student athletes end their university career with two international gold medals in hand. University of Alberta Panda Andrea Boras is one of them. In January 2011, she was a part of Canada's gold medal women's hockey team at the Winter Universiade Games in Erzurum, Turkey.



A biennial international sporting and cultural festival with thousands of university student athletes participating from more than 80 countries, the Universiade is considered second in importance to only the Olympics. Remarkably, Andrea's winning performance in 2011 was her second Universiade gold medal—

she was also part of Canada's women's hockey team which won gold at the 2009 Universiade in Harbin, China. "It has been a phenomenal experience," said Boras. "It's always an honour to put the maple leaf on your chest. But with the Pandas, I love it more than anything."

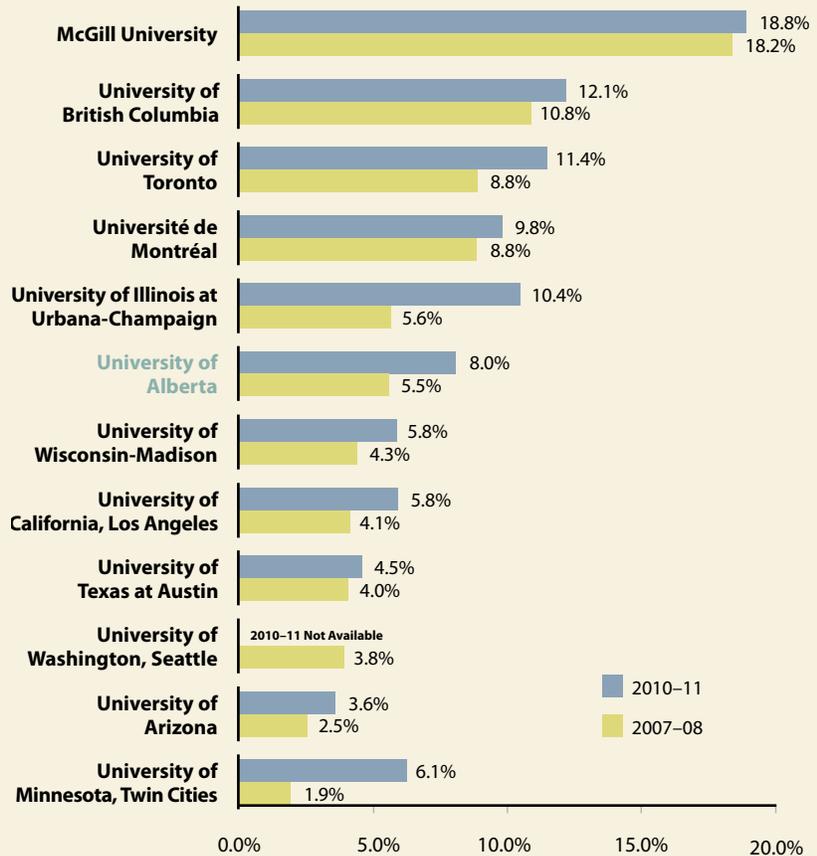
PHOTO: UMF WELZ

international students:

In a global economy, students who work and learn with those who are from outside their home country will be better prepared to succeed in diverse work environments. In addition, there are financial, cultural, and reputational benefits to internationalizing the University of Alberta.

FIGURE 1

International Student Proportion of Undergraduate Enrolment, University of Alberta and Selected Peers, 2007–08 and 2010–11



Notes: Enrolment represents headcount of all full-time and part-time undergraduate students.

Post-graduate medical education residents are excluded.

First Professional students (i.e. students in the medical, dental, and law programs) are reflected in the graduate student counts, not the undergraduate student counts.

Sources: U15 and G10 Data Exchange for 2010–11 and 2007–08, respectively, Canadian institutions' enrolment data individual web pages for U.S. institutions' enrolment data

population, international visa enrolment was at 29.1 per cent of total enrolment for 2010–2011, up from 27.3 in 2009–2010.

To help achieve our long-term international enrolment target of 15 per cent, the admissions process for international students was streamlined in the last year. Admission decisions are now made within two weeks of receiving all necessary documentation. In addition, many acceptances are now bundled with scholarship offers, residence placements, and a letter from the president of the U of A. As of January 31, 2011, 688 international applicants had been admitted, with 491 of those offers being “bundled.”

Aware of the importance of social media in international recruitment activities, University of Alberta International launched promotional videos on Tudou.com and Youku.com (video-sharing sites for prospective Chinese students), established a presence on Renren (China’s main social networking site), Orkut (social networking site for India and Brazil), and increased video posts to the U of A YouTube channel. To date, 23 videos have been uploaded, receiving 37,000 views. In addition, UAI now has eight country-specific recruitment information web pages, and has also increased posts to its Facebook page for international student recruitment. The Facebook page has more than 3,000 fans and is one of the top 10 referral sources to the UAI prospective student website.

THE STRATEGY: **Create a dynamic, discovery-based learning environment by aiming for a mix of undergraduate and graduate students typical of leading public universities.**

Many leading public research universities have a 3:1 ratio of undergraduate-to-graduate students, a mix that helps to foster a dynamic, discovery-based learning environment. The University of Alberta has an undergraduate-to-graduate ratio above that of top public four-year universities and must make a substantial investment in graduate students to reach its target. We continue to make progress (see Figure 2), moving from 3.9:1 to 3.6:1 in the last year, but the global competition to attract the best and brightest graduate students is intensifying and often linked to available funding. We will need to maintain our efforts to increase graduate student growth to meet our target.

The Faculty of Agricultural, Life, and Environmental Sciences provides just one example of strong growth in graduate student enrolment in recent years. An all-time high of 504 graduate students were registered in the faculty in September 2010—a 20 per cent increase over the last three years. Of these, 45 per cent are PhD students. The calibre of graduate-student talent in ALES is demonstrated by the number of national and international awards received in the last year: a PhD student in rural economy won PrioNet Canada’s science writing competition; two PhD students were honoured with multiple awards from the American Oil Chemists society; a rural economy MSc candidate won one of the most prestigious NSERC masters-level awards, the Julie Payette Research Scholarship; and another PhD student won first prize for the best paper at the American Association of Cereal Chemists’ annual international meeting.

THE STRATEGY: **Attract post-doctoral fellows, researchers, and visiting faculty from around the world to join the academic community already in place.**

In many areas of research conducted at the University of Alberta, advances depend heavily on the contributions of highly productive post-doctoral fellows. In most years, including 2010–2011, the U of A is host to approximately 500 post-doctoral fellows.

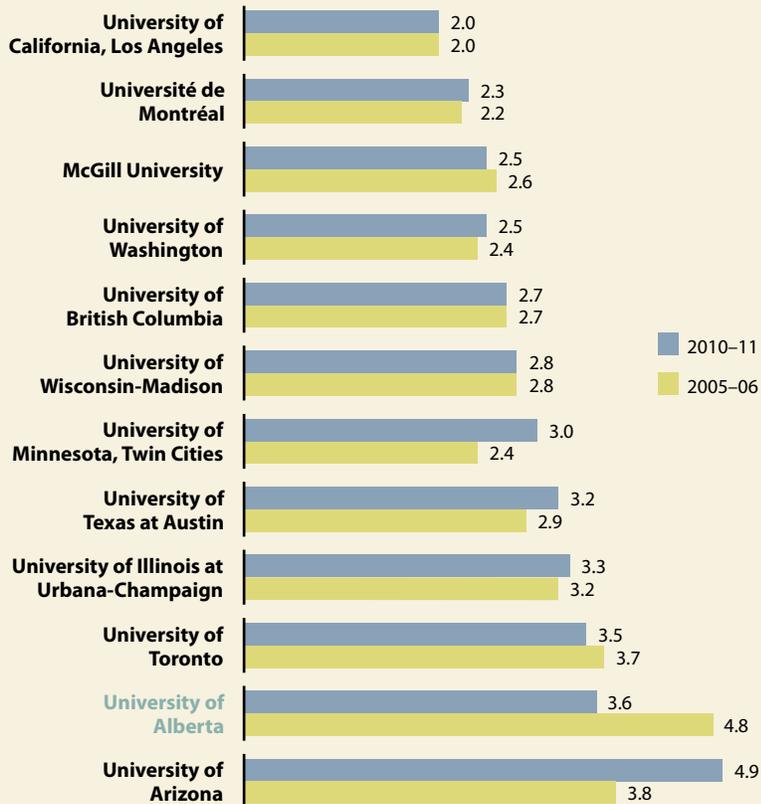
In addition to post-doctoral fellows, the U of A welcomed many distinguished visiting scholars in 2010–2011 from several international institutions including King’s College London, Juilliard School

student ratios:

Most top-ranked institutions have relatively low undergraduate-to-graduate student and student-to-instructor ratios, which are indicative of a high-quality learning environment where students have ample access to instructors and the learning opportunities they offer.

FIGURE 2

FTE Undergraduate Students to FTE Graduate Students, University of Alberta and Selected Peers, 2005–06 and 2010–11



Notes: FTE (full-time equivalent) students are calculated by adding the count of all full-time students to one third the count of part-time students. Post-graduate medical education residents are excluded. First Professional students (i.e. students in the medical, dental, and law programs) are reflected in the graduate student counts, not the undergraduate student counts.

Source: U15 and G10 Data Exchange for 2010–11 and 2005–06, respectively, Canadian institutions' enrolment data. Individual web pages for U.S. institutions' enrolment data.

FIGURE 3

FTE Student to Faculty Ratio, University of Alberta, 2008–09 to 2010–11



Notes: FTE (full-time equivalent) students are calculated by adding the count of all full-time students to one third the count of part-time students. Post-graduate medical education students are excluded.

Faculty includes: all full-time teachers within faculties; academic staff in teaching hospitals; visiting academic staff in faculties; and research staff who have an academic rank and salary similar to teaching staff. Administrative and support staff, librarians and teaching and research assistants are excluded.

The 2008-09 and 2009-10 figures have been adjusted from previously published data due to a change in the faculty count.

Sources: U of A Student Enrolment data, Dec 1 count

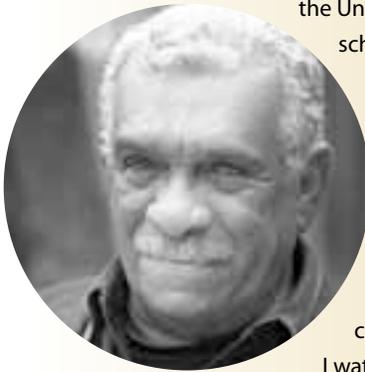
Faculty counts based on Statistics Canada: Salaries and Salary Scale of full-time staff at Canadian Universities Reports.

of Music, Ludwig Maximilian University, and Pennsylvania State University. They presented lectures, seminars, films, and concerts in disciplines as diverse as humanities computing, biology, and Inuit film production.

In addition to the university's distinguished visitors program, faculties also invite visiting faculty to share their knowledge and expertise with students at the U of A. For example, the Faculty of Native Studies hosted community members, Aboriginal leaders, and scholars for discussion throughout the year. Of note were Truth and Reconciliation Commissioners Wilton Littlechild and Marie Wilson, as well as Peter Usher, former panel member for review of the

World recognition for U of A Distinguished Scholar in Residence

Derek Walcott was speechless when he found out he was awarded the 2010 T.S. Eliot Prize for Poetry. One of the most important poetry prizes in the English-speaking world, the University of Alberta's first Nobel laureate distinguished scholar in residence won for his collection of poems,



White Egrets, a collection he partially completed while at the U of A. Walcott joined the U of A in 2007 on a three-year term, after a visit during which he was impressed with U of A students from all over the world, speaking many different languages. As a teacher, he was equally impressive. Political science professor Malinda Smith, who was instrumental in bringing Walcott to campus, explains what Walcott meant to students. "When I watched him give feedback to students, he concentrated

on each student," said Smith. "It's rare for undergraduate students to have the direct teaching access to someone like Derek, and that makes the U of A one of the few places where this rich experience can happen."

Mackenzie Valley Pipeline Environmental Impact Review. Usher's lecture and discussion was video-cast to U of A students in the Environmental Conservation Science program at Yukon College.

In the Faculty of Education, distinguished visitors came from numerous universities worldwide including Emory University, Griffith University, University of the West Indies, University of Cork Medical School, University of Queensland, University of Calgary, Queen's University Belfast, and Rochester Institute of Technology.

In October 2010, Kevin Lynch, former clerk of the Privy Council and deputy minister of finance, was on campus to deliver the 16th Eric J. Hanson Memorial Lecture. In the same month, MS Swaminathan delivered the combined Bentley Lecture in Sustainable Agriculture and Lester Pearson Memorial Lecture. "Father of the Green Revolution" in India, Swaminathan also received an honorary degree at a special convocation ceremony attended by more than 750 people.

THE STRATEGY: **Improve access for rural, Aboriginal, and non-traditional students through partnerships with colleges and by linkages with high schools across the province, and improve affordability by enhancing bursaries and scholarships.**

In September 2010, a total of 251 new self-identified Aboriginal students began their studies at the U of A. Total enrolment of self-identified Aboriginal undergraduate students for 2010 stands at 807, a slight increase over the 2009 figure of 799. Aboriginal graduate enrolment decreased over the same period from 110 to 99 in September 2010.

Dedicated to advancing this important academic strategy, faculties across campus have been developing initiatives aimed at increasing Aboriginal enrolment. The Faculty of Native Studies, in particular, is constantly seeking opportunities to strengthen ties within Aboriginal communities that will lead to greater Aboriginal participation in post-secondary education. This past year,

the faculty offered three courses—on community health, writing from the land, and Dene governance—in partnership with the Dechinta Bush University Centre for Research and Learning located “on-the-land” southeast of Yellowknife in the Akaitcho Territory, Northwest Territories. U of A professors and Dene elders taught the courses with marked success. Two students involved in this pilot program have already been accepted for further university education in the faculty.

Activities in the Faculty of Nursing also provide an example of initiatives underway in all U of A faculties. The faculty has been providing ongoing support to Aboriginal students, honouring and acknowledging an Aboriginal knowledge system within the curriculum, and building capacity among students and faculty to provide culturally safe nursing practices. The faculty has also been developing reciprocal relationships with northern Albertan Aboriginal communities. In 2010–2011, an Aboriginal nursing co-ordinator was hired, an Aboriginal Nursing Advisory Committee established, and a memorandum of understanding signed with Aboriginal Nurses Association of Canada.

THE STRATEGY: **Recruit and retain outstanding and diverse academic staff through endowed professorships, competitive startup funding, and attractive career support, and by providing a vibrant intellectual climate that celebrates and rewards achievement.**

A hallmark of a great university is its ability to recruit and retain outstanding faculty. A major faculty recruitment success occurred in May 2010 when the U of A was awarded four Canada

Excellence Research Chairs, more than double any other institution in the country. In total, 19 CERCs were awarded nationally. U of A’s extraordinary success in this competition was the result of concerted, strategic efforts in faculties and senior administration to identify and powerfully communicate specific U of A areas of research excellence. The four U of A CERCs include Michael Houghton, CERC in Virology; Graham Pearson, CERC in Arctic Resources; Patrik Rorsman, CERC in Diabetes; and

Thomas Thundat, CERC in Oil Sands Molecular Engineering. Each CERC brings \$10 million over seven years to the U of A.

In addition to the CERC success, four new Canada Research Chairs were awarded to the U of A during 2010–2011; nine previous appointments were renewed; and one CRC holder was promoted from Tier 2 to Tier 1. This brings the U of A CRC total to 94, with funding worth \$13.4 million annually.

Celebration in Ottawa

On February 8, 2011, five cabinet ministers, including Jim Flaherty, minister of finance, and Tony Clement, minister of industry, joined President Samarasekera and nearly 90 other guests at the Chateau Laurier in Ottawa for a celebration of the landmark Canada Excellence Research Chairs program. They gathered for a panel discussion, led by David Mitchell, CEO of the Public Policy Forum, and an elegant dinner, punctuated by short presentations by 14 of the 19 CERCs appointed across Canada. The response to the event was overwhelmingly positive, with the CERCs feeling warmly received by Canadians and the other guests, and learning the tremendous potential of the program for the future development of Canada’s reputation as a global research leader and the future diversification of economy. A shining moment for the University of Alberta, the event left an impressive mark in the minds of some of Canada’s most influential leaders.



In the Faculty of Engineering, two more major NSERC Industrial Research Chair programs were approved during 2010–2011, bringing engineering's total to 14 NSERC IRCs, the highest number of any university in the country.

Several high-profile chairs were also appointed in the Faculty of Medicine & Dentistry this year. These named, endowed chairs are often funded in partnership with Alberta Health Services, the private sector, private donors, and the not-for-profit sector. The following chairs were filled this year: the Allard Research Chair in Experimental Oncology; Alberta Health Services (Capital Health) Chair in Global and Aboriginal Health; Capital Health Chair in Emergency Medicine Research; Dr. Charles A. Allard Chair in Diabetes Research; Henri M. Toupin Chair in Neurology; Gilbert Chair of Medical Education Research; and the Alberta Centennial Addictions & Mental Health Research Chair.

In total for the 2010–2011 academic year, the University of Alberta as a whole hired 36 new full-time faculty and reappointed 34 more.

While, as the data and examples above show, we have been able to continue attract and appoint new faculty—some at the most senior level—the financial challenges the university faced over the last year ultimately meant that the pace of hiring experienced in the last several years slowed significantly. As well, in order to help meet a project budget shortfall for 2010–2011, a Voluntary Retirement Incentive Program was offered to faculty and staff, which led to a higher number of retirements than usual. Overall, in spite of some major recruitment successes, the university suffered a net decrease of 28 faculty in 2010–2011 with 53 retirements, 42 resignations, and three other terminations.

In light of this decrease in faculty numbers, it is not surprising that the U of A's student-to-faculty ratio increased in 2010–2011 (see Figure 3). Provincial reinvestment in the university's operating will be needed to reverse this trend and bring us closer to our goal of 15:1.

THE STRATEGY: **Recruit and retain the best staff by fostering a culture of excellence within a healthy and safe workplace, by providing progressive career opportunities, and by rewarding leadership and outstanding accomplishments.**

The University of Alberta is a highly regarded employer. In February 2011, the university was named one of Alberta's top 50 employers. Reasons cited by the award committee include the U of A's practices of providing generous compassionate leave top-up payments for academic staff who are caring for a family member; helping all employees maintain a health work-life balance; encouraging employees to leave the car at home with transit subsidies, as well as secure bike parking and shower facilities; and helping employees prepare for life after work through a transitional work program that allows employees to gradually decrease their hours, financial planning assistance and a defined benefit pension plan (with contribution levels varying with the position).

With such policies in place, the U of A consistently attracts and retains outstanding staff members. In 2010–2011, University of Alberta filled 50 administrative professional officer positions. Twenty-three of these positions were filled with individuals who are new to the university. Throughout the administrative staff ranks, four faculty service officers and five librarian positions were reappointed or filled. On the support staff side, a total of 210 positions were filled with 131 of them being filled with individuals new to the university.

Similar to the net decrease in faculty members, the budgetary challenges of 2010–2011 resulted in a decrease of 238 full-time and part-time operating staff members. Several vacant positions were eliminated or unfilled, and the Voluntary Retirement Incentive Program, mentioned

previously, also had a significant impact upon administrative and support staff numbers. In total, 150 staff retirements resulted from the program.

THE STRATEGY: Enhance the global perspective and intercultural climate at the university by celebrating and drawing upon the diversity within it.

The University of Alberta's annual signature event, International Week, attracted more than 6,000 people in 2011. More than 60 events on the theme of "World on the Move: Unpacking Migration" were presented, including expert panels, lectures, and performances (including an international poetry slam).

Throughout 2010–2011, U of A International hosted the Global Citizens' Café lecture series and the Conscious Canvas exhibit series through its Global Education Program, providing opportunities for the public to interact with experts on international development issues and connect with international topics through visual arts. Café guests included Father Rogelio Ponselee, a peace-maker from El Salvador, and Pedro Cayuqueo Millaqueo, an Indigenous Mapuche activist. Exhibits included works by Colombian photographer Juan Pablo Gutierrez, exploring the extinction of Indigenous peoples in Colombia; photojournalist Marilyn Smith, exploring positive alternatives in India's slums; and the works of amateur photographers and artists from the Edmonton community and the U of A.

Through UAI's Peer Program, 147 current U of A students were recruited and trained as senior peers. These students were matched with 597 new international students and then they provided support and social/cultural programming to assist to their international peers in their transition to Edmonton and the university.

Students living in U of A's International House are perhaps some of the most globally engaged students on campus. In the past year, they produced more than 100 events and were awarded the Residence Services Community of the Year Award. Six students were awarded a 2011 \$10,000 Davis Projects for Peace grant for "Teaching English for Peace" in Morocco.

Excellence in sustainability

An organization's record in sustainability is playing an increasing role in recruitment, so University of Alberta's recognition as one of Canada's top 50 Greenest Employers for the second year in a row is important. The award was welcome recognition of U of A's longstanding commitment to sustainability, which includes a pioneering recycling program that dates back to 1975. Today, the U of A has an in-house recycling transfer centre to compact its recyclables and a "green demolition" program to encourage salvage and reuse of building materials. The impact of U of A sustainability efforts can be seen and enjoyed across campus due to a naturalization landscaping project that is focused on reclaiming unused and non-native vegetation areas and re-introducing native plant species that require less maintenance and water. Plus, the financial savings have been significant: a multi-year \$25 million energy management program has created savings of more than \$1.7 million in utility costs and the reduction in carbon dioxide emissions of 20,000 tonnes per year.



cornerstone 2

learning **discovery** *and* **citizenship**

Great universities stimulate learning and discovery that is cutting-edge, generating new knowledge, innovations, and discoveries that transform everyday life. The world-class university of tomorrow—which the University of Alberta aspires to be—will contribute to scientific, social, and cultural structures of global society in ways that will allow them to change and grow, creating and sustaining prosperity and well-being for future generations.

Initiatives and Achievement

THE STRATEGY: Create an exceptional and life-changing university experience for students through curricular and extra-curricular offerings that integrate learning, discovery, and citizenship to develop the intellect and the imagination, educate leaders, and enhance a global perspective.

After a major process of cross-institutional consultation, General Faculties Council approved the University of Alberta's new academic plan, *Dare to Deliver 2011–2015*, in March 2011. Highlights of the plan include fostering a collegial and collaborative research culture that involves faculty, undergraduate, and graduate students in every part of campus; developing capstone courses that enable students to work across disciplines; encouraging the pursuit of "big questions" that require multi- and interdisciplinary approaches; and creating welcome centres and spaces that bring together diverse

groups of people who want to learn from each other and envision whole new ways of thinking.

In addition to cross-institutional planning, individual faculties are constantly creating and upgrading programs that will stimulate learning and discovery and inspire engaged citizenship.

During 2010–2011, the Faculty of Engineering provided 71 undergraduate students with the opportunity to become involved in leading-edge research projects through participation in the Dean's Research Award Program. The faculty also continued to implement a major expansion of its co-operative education program. The number of work term placements reached a record level of 1,559 in 2010. Even with the difficult employment market in 2010, 94.2 per cent of the co-op students were placed in paid work terms, an incredible result due to the dedicated work of the Engineering Co-op Department staff.

In the Faculty of Arts, a special spring design studies course was held in London and Paris, where design students worked with students and visited studios in those

cities. Six undergraduate students from political science participated in a European Union study tour; five of these students took up internships in Europe following the study tour.

Over the past two years, 19 per cent of Augustana's graduating students have taken one or more courses and programs involving a significant international experience. Several of those courses involved research and service-learning components. Several more Augustana students have participated in extended outdoor experiences in the North and have taken art trips to London, New York, and elsewhere, as well as participating in other study-abroad programs.

Leadership in learning locally to act globally

Engineers Without Borders Canada held the nation's largest international development conference in February 2011, and the University of Alberta's EWB chapter returned home with the prestigious Greatest Dedication to Learning Award. With 36 student and professional chapters across Canada and only half a dozen awards handed out, there was stiff competition for each prize. The Greatest Dedication to Learning Award was granted to the U of A chapter, in part, because of its comprehensive member learning strategy, its School Outreach Program, and its work on global engineering issues. "It was really exciting," said Sierra Jensen, who, as vice-president of the U of A's EWB Member Learning, was at the conference and had the honour of accepting the award. "The EWB really values critical thinking, teamwork and making an effort to avoid complacency, which I think our chapter really embodies," said Jensen, a fifth-year electrical engineering student. She added that, before students take on international development assignments, "we put on workshops, watch films and have panel discussions to try to broaden our knowledge of international development issues."



In the Faculty of Agricultural, Life, and Environmental Sciences, 20 forestry students travelled through Mexico to learn about forest management as part of a 400-level course; 17 students participated in a three week field course in Tanzania, studying conservation and overlapping land use issues; and 15 took a one-week agriculture ecological tour of Cuba.

Augustana and the Faculty of Education have worked in partnership to develop a combined B.Sc./B.Ed. degree. This combined five-year degree program will help address the need, especially in rural Alberta, for secondary science and math teachers. The new degree received ministerial approval in February 2011.

Education also initiated a new master's in health sciences education degree in 2010. The program is a critical component of a larger academic plan for inter-professional health scholarship in the Edmonton Clinic Health Academy and will contribute to the transformation of health sciences teaching, research, and patient care in Alberta and beyond. It is anticipated that many of the students will undertake their research in the Health Sciences Education and Research Commons.

The Faculty of Pharmacy and Pharmaceutical Sciences has created a Post-Professional PharmD Program. This post-degree clinical doctoral-level program was approved by the board of governors, and submitted to the provincial government in December 2010, and students should begin enrolling in this degree program beginning in 2012.

To encourage collaborations among faculties, the Faculty of Medicine & Dentistry launched inter-faculty graduate student scholarships in partnership with the following faculties: ALES (two awards), Arts (one), Nursing (one), Pharmacy (two), Physical Education & Recreation (one), Rehabilitation Medicine (one), School of Business (one), School of Public Health (two), and Science (one). These four-year scholarships are worth \$20,000 plus regular tuition each year. Students are co-supervised by faculty members from the Faculty of Medicine & Dentistry and each of the partnering faculties.

Under the aegis of the School of Energy and the Environment, the Faculty of Law has created a new interdisciplinary undergraduate course on energy, the environment, and sustainability.

U of A International continues to increase and enhance students' opportunities to study abroad. In 2010–2011, more than 1,000 students participated in outgoing exchange and study abroad programs (up from 881 in 2009–2010) at more than 100 post-secondary institutions in more than 40 countries.

UAI also developed, supported, and managed a number of programs that bring students to study, intern, and undertake research as visiting students at the U of A. In 2010–2011, more than 160 students came to the U of A on exchange.

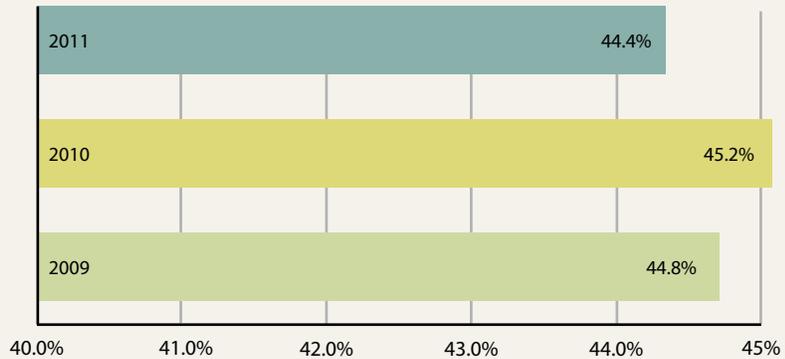
An international internship unit was established within UAI's Education Abroad office to provide an emphasis on outgoing internships. Since April 2010, the unit has managed more than 66 internships, tripled the number of students participating in both the Aga Khan University and Nanyang Technological University internship programs, launched a new internship program with Chungnam University of South Korea, and recruited and received more than 60 applications for 25 positions in the inaugural year of the Alberta-Saxony internship program (2010). The internship unit is also collaborating with Alumni Affairs to develop a network of American internships hosted by U of A alumni in the U.S.

student experiences:

Students learn most effectively in innovative teaching and learning settings that challenge and reward them. The National Survey of Student Engagement shows high levels of student satisfaction are rooted not only in social activities, but also in the variety and quality of their learning and discovery activities. Students' satisfaction with their educational experience and outcomes can lead to a productive lifelong relationship with their university.

FIGURE 4

Graduates with Practical Learning Experience

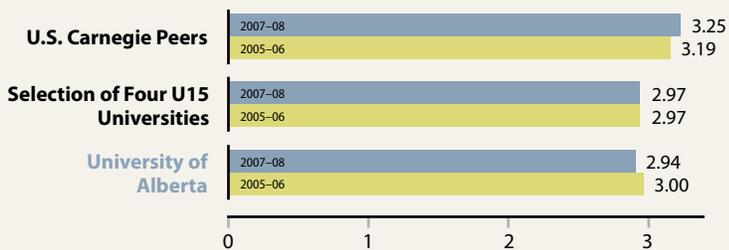


Notes: Graduates are students convocating with an undergraduate degree or diploma. Graduates with Practical Learning Experience includes students convocating with co-op or internship degrees and those convocating from programs with clinical, practicum, work, or community experience components, a conservative estimate of practical learning experiences. Further refinements of this measure are being investigated.

Source: U of A convocation data

FIGURE 5

Senior Students' Rating of their Educational Experience, University of Alberta and Selected NSSE Groups, 2005-06 and 2007-08



Notes: Senior Student Average Rating reflects the mean of final year undergraduate students' rating of their overall educational experience.

Source: U of A Means Report, NSSE (National Survey of Student Engagement), Aug 2006 and Aug 2008

THE STRATEGY: Engage students through mentorship and peer-based activities such as clubs, athletics, and social events to inspire high achievement, improve retention, and enhance graduation rates.

A wide variety of co-curricular activities, programs, and services continue to enrich student life at the University of Alberta and promote student success. In partnership with the Students' Union, the Office of the Dean of Students has streamlined the application process for the Student Engagement Activities Fund by combining their program with SU's Student Group Grants. As a result, grants are more accessible to students and student groups who promote and undertake activities that facilitate student engagement.

In March 2010, the Dean of Students launched a pilot program called the Co-curricular Record, (recently renamed The Bears' Den). Students who volunteer in one of 16 university or SU Services are eligible to apply for a co-curricular record that will be included on their transcripts. To date, 177 students have entered the pilot program. In the upcoming year, the co-curricular record will be integrated with CollegiateLink, a new student involvement portal, which will likely increase participation.

In the summer of 2010, the Student Success Centre opened. This new unit incorporates and provides "one-stop" access to the services provided by Specialized Support and Disability Services,

Academic Support Centre, Math and Applied Sciences Centre, and the Fresh Start Program. Although the Transition Year Program remains in the Aboriginal Student Services Centre, it has a close relationship with the Student Success Centre.

In 2010, in partnership with the Office of the Registrar, the dean to students implemented the "Dare to Dine" initiative, a luncheon hosted by the dean of students and attended by a university professor and seven or eight undergraduate students. Normally, four of

Surgery 101 goes viral



When Jonathan White began a surgery podcast for University of Alberta medical students to give them a basic understanding of specific surgical processes, he never imagined it would take off worldwide. To ensure the podcasts were easily accessible to students in the Faculty of Medicine & Dentistry, White posted them on iTunes for free as "Surgery 101." After two and a half years and more than 50 episodes, the podcast is now downloaded 400 to 600 each day and has been downloaded more than 100,000 times all over the world.

White and his resident have since expanded the podcast beyond general surgery topics. They have set up a mobile podcasting team that visits faculty colleagues to help them record podcasts on various specialties, such as heart bypass surgery. "We got such a big response that we have enough material to produce one a week for six months," said White.

the students are either first year or new to the U of A. The professor is asked to invite two students of his/her choice who are enrolled in the second, third, or fourth year of an undergraduate program. The object of the lunch is to provide first-year students with an opportunity to share their U of A experiences to date, ask questions, and seek sources of support.

Through U of A's Campus Recreation programs, 26,600 students, staff, and community members participated in fitness classes, sport leagues, recreation activities, and special events in 2010–2011.

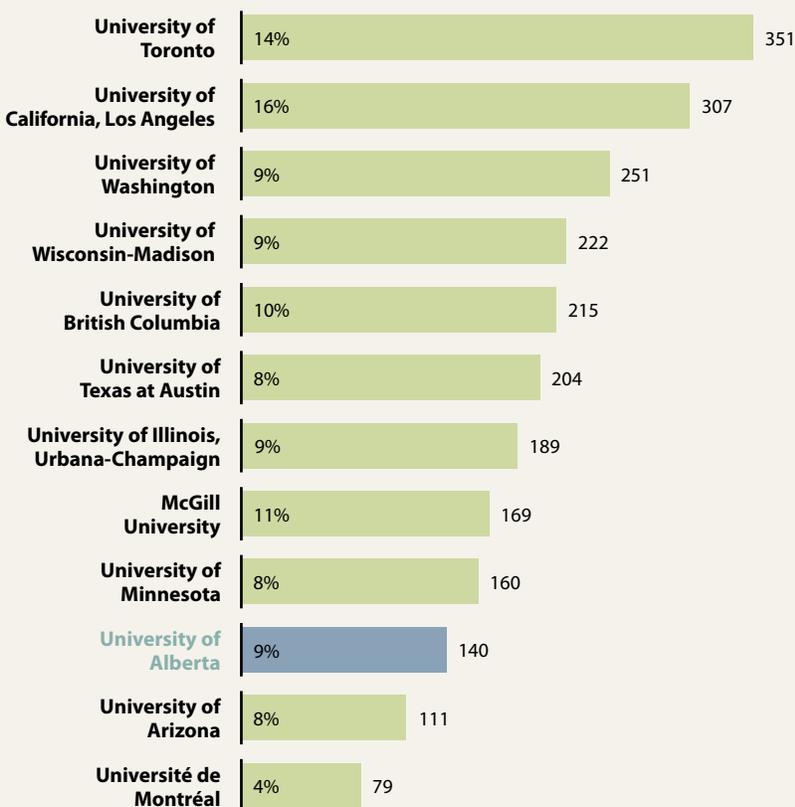
On Friday, Feb. 4, 2011, the University of Alberta successfully regained the Guinness World Record for the largest dodgeball game. The record was broken when 2,012 students, staff and alumni came to the Butterdome in full force, beating the previous record held by the University of

faculty awards:

External recognition in the form of awards and honours validates excellence in the University of Alberta faculty in a way that makes sense to stakeholders, potential students, faculty recruits, and the general public. Most universities include such awards in their “brag points” and seek out such recognition in order to position themselves effectively among their peer institutions. It should be noted that not all U.S. awards are open to Canadians, and there are not as many awards offered in Canada as in the U.S.

FIGURE 6

Selected Full-Time Faculty Awards and Honours, University of Alberta and Selected Peers, 1998 to 2010



Awards include: 3M (1998–2010), American Academy of Arts and Sciences (1998–2010), CIS Coach of the Year Award (1998–2010), Federal Tri-Council Highest Awards (1998–2010), Fulbright Scholars (1998–2010), Guggenheim Fellowship Awards (1998–2010), ISI Highly Cited Researchers (inception–2009), Killam Research Fellows (1998–2010), Molson Prize (1998–2010), National Academy of Engineering (1998–2010), National Academy of Sciences (1998–2010), Nobel Prize (inception–2010), Royal Society of Canada (1998–2010), Royal Society of Canada Awards (1998–2010), Royal Society of London (1998–2010), Sloan Research Fellowships (1998–2010), Steacie Fellows (1998–2010)

Sources: Award data from individual award websites; individual university websites
Faculty counts based on Statistics Canada: Salaries and Salary Scale of full-time staff at Canadian Universities Reports

California, Irvine with 1,745 players. Alumni Affairs and the Dean of Students Office played major contributing roles in support of the SU; most faculties also provided funding support. Close to 135 volunteers helped to make the event a success. The event enjoyed great exposure through international media, including being chosen *Life* magazine photo of the week.

The U of A's Golden Bears and Pandas continue to be highly competitive contenders in Canadian interuniversity sports. In 2010–2011, 545 athletes from 14 faculties and open studies competed on Golden Bears and Pandas varsity teams. Overall, our teams won one CIS national championship (women's wrestling—the first in U of A Pandas wrestling history), as well as one Canada West conference championship (Golden Bears hockey), and one Western Regional title (Pandas curling). Many of our student athletes also continue to excel in the classroom; in 2010, 128 student athletes were awarded Academic All-Canadian status, bringing the U of A's total to 1,973, the second-highest number in Canada.

In response to feedback and suggestions from students concerned about their future opportunities, the Faculty of Science's student life co-ordinator organized a highly successful science resource fair. Exhibitors included representatives from professional programs, student groups, departments, and career and placement services. This was followed by a very well-received lunchtime seminar series focused on careers in science.

In 2010–2011, several hundred engineering students became involved in major co-curricular international design competitions. Examples include competitions focused on heavy-lift aircraft design, SAE Formula race-car design (placing fourth overall out of 80 teams and first in the cost component of the competition), autonomous robotic vehicle design, aerial robotics (placing seventh out of 25), iGEM, and the Western Engineering Competition (two first-place finishes and one second-place finish). The U of A played host to the annual national concrete toboggan competition, an event that was featured on *CBC's Rick Mercer Report*.

THE STRATEGY: Foster scholarship and discoveries that are transformative and at the cutting edge by rewarding quality and impact over quantity, and by enhancing cross-disciplinary initiatives.

Heather Graves, from the Department of English and Film Studies, was named as the first Arts Scholar in Residence at the National Institute for Nanotechnology. She began her appointment in January 2011 and will examine how researchers in nanotechnology negotiate the ambiguities of language in their research. The aim of the Arts Scholar in Residence program at NINT is to encourage arts research in nanotechnology and to foster interdisciplinarity.

The Baikal Archaeology Project, an international team of scholars led by Andrzej Weber and joined by Rob Losey (both from the Department of Anthropology), was awarded an unprecedented third consecutive Major Collaborative Research Initiative by the Social Sciences and Humanities Research Council for their investigation of cultural dynamics among Middle Holocene hunter-gatherers. In January 2011, Clearwater Media's *Code Breakers* documentary, featuring the Baikal Archaeology Project, aired on *CBC's The Nature of Things With David Suzuki*.

THE STRATEGY: Foster national and international research collaborations that advance understanding and generate knowledge to address global challenges.

Since the establishment of the Helmholtz Alberta Initiative in 2009, much has been accomplished to stimulate collaboration: teams and delegations have met in both Canada and Germany for major workshops; the inaugural Helmholtz International Steering Committee meeting was held in Germany on Jan. 24; researchers and students have been brought on board and formed into teams and research is now underway. Significantly, other Helmholtz institutions

have indicated interest in partnering with U of A in neuroscience (a joint meeting was held in September) and virology (joint meeting held in June). As a result, the president of the Helmholtz Association has earmarked 500,000 euros (rising to 800,000 euros) over five years for investment in the life sciences in collaboration with the U of A.

The U of A significantly enhanced its profile in China by hosting the Canada-China Academic Forum on Graduate Education in August 2010. The forum drew both national and international attention, and attracted more than 100 participants of senior university leaders from both countries.

In 2010, U of A received more than 50 China Scholarship Council-sponsored students, the highest number in Canada and seventh in the world. The U of A has become an institution of choice for CSC international project collaboration.

The Faculty of Physical Education and Recreation signed two memoranda of understanding to increase international collaborative activities: the first with Beijing Sport University and the second with Norwegian School of Sport Sciences. The faculty's Play Around the World program also expanded from Thailand to include sites in Cambodia, offering students a significant international community-engagement experience.

THE STRATEGY: Demonstrate the contribution of university discovery and scholarship to public policy and enhance these social, cultural, and economic dividends by celebrating and rewarding achievements in knowledge translation and dissemination.

One measure of the University of Alberta's activity in transferring knowledge into the public sphere can be seen in the annual report of TEC Edmonton. In the year ending March 31, 2011, 23 new licenses or options were issued, four new spinoff companies created, and total licensing revenue for fiscal year 2010–2011 was \$1,301,983.

As Figures 7 and 8 demonstrate, the U of A lags behind peer institutions in successful technology transfer. Thus, it was essential that the university succeed in renewing support for TEC Edmonton from the City of Edmonton. A commitment of five million over five years (2011–2016) was secured. TEC Edmonton has completed its five year business plan and is in the process of discussing the plan with Alberta Innovates - Technology Futures to finalize funding requests for the coming year.

TEC Edmonton also took the lead in establishing a regional alliance partnership with other service providers (NINT, NAIT, NABI, Edmonton Research Park, and Business Link) to leverage programs and services. This is a co-ordinated, client-focused approach and is in alignment with the Ministry of Advanced Education and Technology's action plan, *Bringing Technology to Market*.

Another measure of knowledge transfer is the number of times U of A faculty are cited by their peers in the vast worldwide body of scholarly literature. Since 2002, the average number of citations per U of A faculty in all fields has been steadily increasing (see Figure 9), which indicates that the research being conducted at the U of A is reaching a broad international scholarly audience, and more importantly, is having an increasing impact upon the advancement of human knowledge and scientific research.

Perhaps one of the most important vehicles for demonstrating the quality and impact of research and learning to the public is through media coverage. The U of A had significant media coverage in national and international media outlets that help enhance U of A's reputation.

Overall, the most significant consistent coverage throughout the year was related to oilsands in all its respects: oilsands economics, reclamation, water pollution, extraction, and Chinese investment. David Schindler (biological sciences) was quoted or featured in dozens of publications, including *Discover*, *Canadian Living*, *Science*, *R & D* magazine, and *Oilweek*. The Royal Society oilsands panel yielded significant coverage as well, including *Globe & Mail*, *Wall Street Journal*, Reuters, and *National Post*.

U of A research on polar bears and sea ice melting was covered literally around the world in every news format, including *Science*, *New York Times*, *USA Today*, outlets across India and Asia, *The Australian*, and *The Today Show* (NBC), *TIME*, *Globe & Mail*, *National Post*, and through Reuters.

In the health sciences, the U of A received significant attention for dozens of discoveries, including, for example, research on the benefits of lifting on back pain (*Times of India*); perceptions of overweight people versus thin people (worldwide coverage, including CNBC); the benefits of outdoor play (*Chicago Tribune*, *Los Angeles Times*); duck influenza (*LA Times*, *NY Times* among others); chronic fatigue research (*Wall Street Journal*, *Discover*, National Public Radio); Type 2 diabetes' affect on the brain (*U.S. News*, *Bloomberg BusinessWeek*, essentially all Canadian media); end-of-life health-care costs (*U.S. News*, HealthDay news service, Reuters); elderly drivers (*Associated Press*, *NY Times*, *LA Times*, *Drudge Report*, *Atlanta Journal-Constitution*); and fish oil combating chemo weight loss (MSN India, *New Scientist*, dozens of outlets across Canada and the world through news services).

A definite differentiator for the U of A and source of significant international media coverage is the paleontology research by Philip Currie and others in the program, including graduate students. This includes discoveries of new species, new knowledge about *Tyrannosaurus rex*, the excavation of fossils by U of A students in Edmonton sewers, and the naming of a new dinosaur museum in Grande Prairie in honour of Currie. Outlets include *LA Times*, CBS News.com, dozens of television and radio sites, the *San Francisco Examiner*, the *Telegraph* (U.K.), *U.S. News*, Asian News International news service, and the major Australian papers. Larry Heamon's research showing that dinosaurs survived 700,000 years longer than previously believed was covered worldwide (*Washington Post*, *National Post*, *The Sun* (U.K.), Asian News International news service, and outlets across Asia, Europe, and the Middle East).

Other coverage worth noting that helps increase U of A's visibility and enhance its awareness and reputation include: Derek Walcott's profile and poem in *Globe & Mail* and his receipt of the T.S. Eliot Prize (*Globe & Mail*, *Quill & Quire*, MSN, Yahoo, CBC); Anil Walji (anatomy) featured as a *Globe & Mail* visionary; Minister Clement's visit to campus to discuss digital economy (*Globe & Mail*, *National Post*, *Macleans*, Associated Press); President Samarasekera being quoted on the Alberta budget in the *Globe & Mail*; Tim Caulfield (law) on stem-cell ethics, genome research, and the Glenbow exhibit (*The Australian*, *Scientific American*, *PostMedia*, *The Scientist*, dozens of radio stations across Canada).

THE STRATEGY: Reward and recognize the excellence of individuals in teaching, ground-breaking scholarship and contributions to community, and nation building as public intellectuals and professionals.

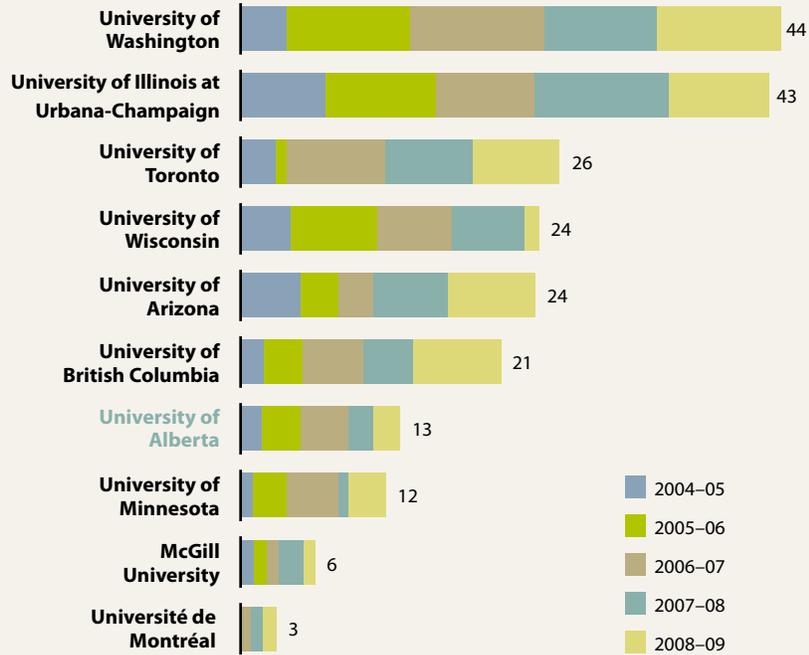
The University of Alberta is actively building a culture on campus that not only enables each individual's pursuit of excellence, but also recognizes and celebrates the value of outstanding individual contributions. Providing such recognition and reward both enhances the university's reputation and improves faculty and staff retention. As is shown in Figure 6, a dedicated drive to nominate worthy faculty members for prestigious awards has yielded significant results in recent years. The U of A's tally of select awards is 140 in 2010 (up from 131 in 2009).

bringing discoveries to market:

University-based research discoveries that have practical implications in modern society can have enormous positive impacts if successfully brought to market. They can change the quality of life for people in remarkable ways. They also can have a marked effect on local, national, and international economies. Because some agreements between companies and researchers can bypass the reporting processes used here, not all transfers to market are included.

FIGURE 7

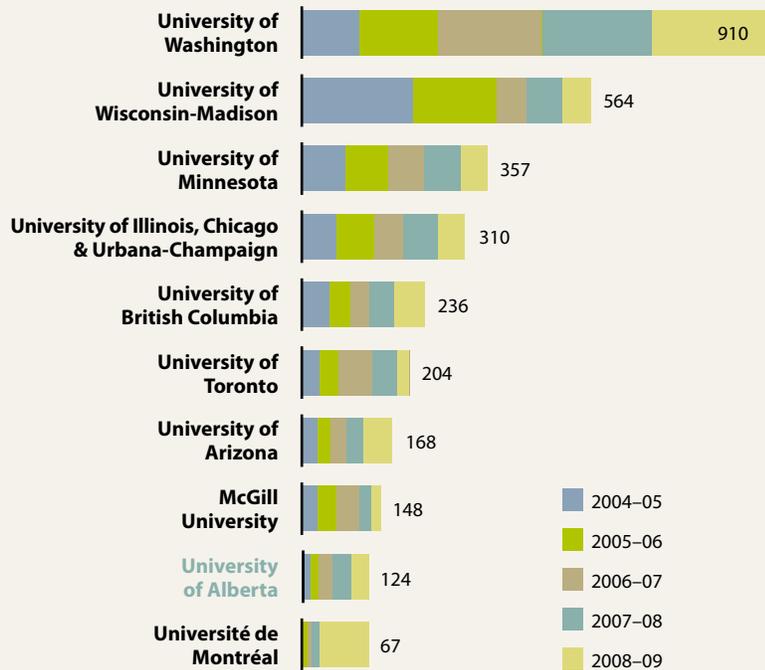
New Start-up Companies, University of Alberta and Selected Peers, Fiscal Years 2004–05 to 2008–09



Source: AUTM Licensing Surveys, fiscal years 2003–04 to 2008–09 (most recent data available as of July, 2011)

FIGURE 8

New Licenses and Options Executed, University of Alberta and Selected Peers, Fiscal Years 2004–05 to 2008–09



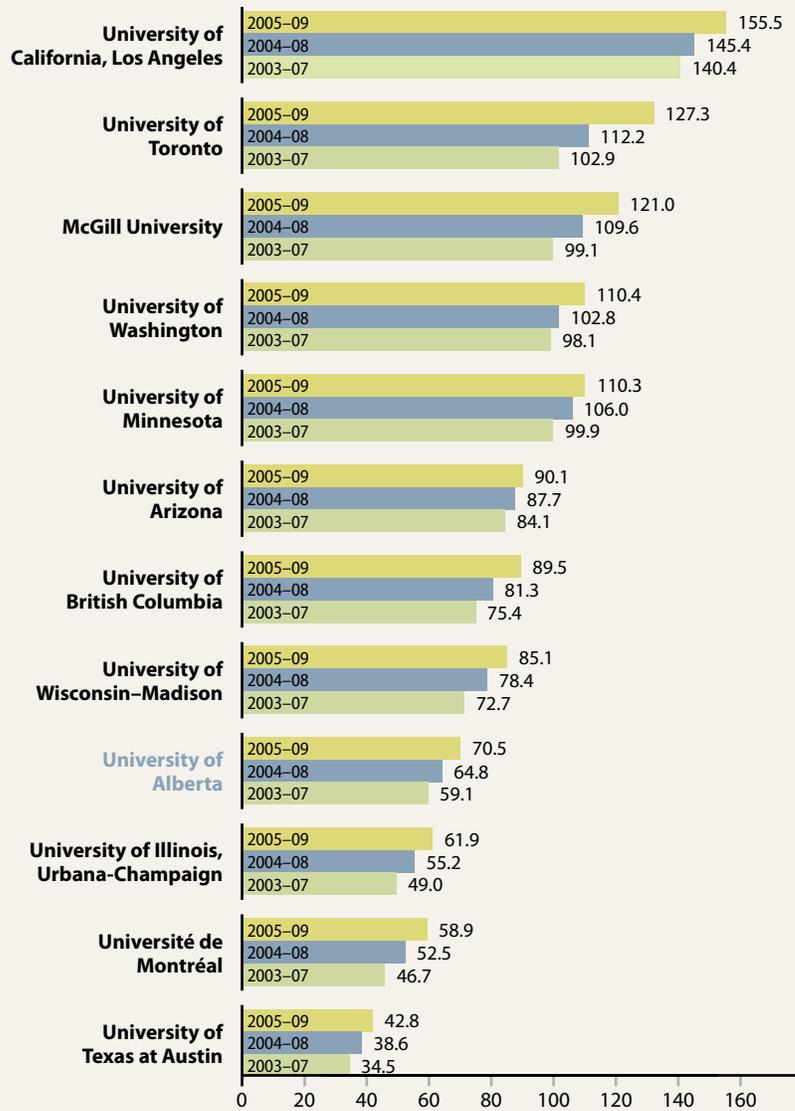
Source: AUTM Licensing Survey, fiscal years 2004-05 to 2008-09

citations:

The number of times a faculty member's work is cited by peers is strong validation of excellence. Top universities use citations as a key indicator of productivity, relevance, and quality.

FIGURE 9

Citations in All Fields per Average Full-Time Faculty, University of Alberta and Selected Peers, 2003–2007, 2004–2008 and 2005–2009



Notes: Citations of papers published during five-year period of 2003 to 2007, as of 2008; 2004 to 2008, as of 2009; and 2005 to 2009, as of 2010.

Average full-time faculty is based on the same five-year periods as the citations.

Sources: The U.S. Common Data Set; UCASS reports; Thomson Reuters

Highlights of awards and honours received by U of A faculty in 2010–2011 include three elections to the Royal Society of Canada, two appointments to the Order of Canada, and four elections to the Canadian Academy of Health Sciences. Notably, Jacob Masliyah (professor emeritus, chemical and materials engineering) became a foreign associate of the United State's National Academy of Engineering; Todd Lowary (chemistry) became a fellow of the American Association for the Advancement of Science; Lorne Tyrrell (medical microbiology and immunology) was inducted into Canadian Medical Hall of Fame; and Janine Brodie (political science) was awarded a Trudeau Fellowship. Philip Currie (biological sciences) and Robert Steadward (professor emeritus, physical education and recreation) were awarded the Alberta Order of Excellence; Mark Lewis (mathematical and statistical sciences/biological sciences) won the CRM-Fields-PIMS Prize; Onookome Okome (English and film studies) received the Humboldt Research Award; and Robert Burrell (biomedical engineering) was the recipient of the national Jonas Salk award. Alexander Litvak (mathematical and statistical sciences) won a EWR Steacie Memorial Fellowship. Faculty and students at the U of A also received five ASTech awards and prizes.

The U of A continues to lead the country with 34 3M National Teaching Fellowships, received for excellence in undergraduate teaching. Scott North, professor in the Faculty of Medicine & Dentistry, and Billy Strean, professor in the Faculty of Physical Education and Recreation, were recognized for exceptional achievements in teaching. This is the second time since 2009 that the U of A has had two winners in the same year.

The fourth annual Festival of Teaching, held in March, celebrated the excellent teaching that our students encounter daily was expanded to four days across three campuses. Professors opened the doors of more than 130 classrooms, studios, and labs to other instructors to observe and learn from the engaged, innovative, and diverse methods of teaching that their colleagues

offer. In addition, the Teaching and Learning Enhancement Fund awarded financial support to 12 new major projects to enhance the learning experience in a variety of ways and settings, as well as professional development opportunities for 36 instructors.

One of our distinguished scholars in resident, Nobel Laureate Derek Walcott, was awarded the T.S. Eliot Prize for Poetry in February 2011 for his collection of poems, *White Egrets*, which was partially completed during his time at the U of A.

Inspirational teachers provoke outpouring of recognition and thanks

This year's Festival of Teaching inspired an amazing outpour of recognition for University of Alberta teachers. It all started when a couple of U of A alumni and staff members were inspired by the events of the 2011 Festival of Teaching to "tweet" about their favourite U of A professors. This triggered a response throughout the Twitter world which was instantaneous, spontaneous, and unfiltered.

Hundreds of U of A students and alumni expressed their heartfelt and thoughtful thanks to the professors who had touched their lives in lasting ways. Kudos for professors ranged from those who have been long retired to those still teaching, and included full-time and sessional faculty, teaching assistants, and graduate students. "It's thrilling to know that our students, alumni, and staff have such enthusiasm for their teachers and this institution," said Anne Naeth, Festival of Teaching co-chair.



THE STRATEGY: Inspire students, faculty, and staff alike to engage in activities that develop leadership, foster social, and moral responsibility, and contribute to the further development of our society and its institutions.

The University of Alberta community service-learning program celebrated its fifth anniversary in fall 2010 with record enrolment. More than 450 students participated in CSL courses in 2010–2011, up by more than 170 students from the previous year. Thirteen students graduated from the Non-Profit Board Internship Program and many of them are continuing to serve on their boards. A total of 15 students, including nine from Augustana, completed the Certificate in Engagement and Service-learning, which requires participation in five courses with a CSL component. To encourage even more participation in CSL, a pilot Peer Mentor Program ran from November to April of this year in which CSL peer mentors engaged and spoke with students from a variety of classes about their CSL placements.

In September 2010, biological sciences professor David Schindler presented his research findings that resulted in the Government of Alberta striking a panel of scientists to review the state of downstream watershed in the oilsands.

In Minas Gerais, a province of Brazil, scientific evidence provided by U of A scientists—led by Earth and atmospheric science researcher Arturo Sánchez-Azofeifa—convinced the Superior Court Justice of Minas Gerais to unanimously overturn a law that would have removed 16.1 thousand square kilometres of tropical dry forests from protection.

Economics professor Bev Dahlby was appointed a member of Canada's Research and Development Review Expert Panel, a six-member panel of distinguished experts that will lead a comprehensive review of all federal support for research and development.

Lise Gotell (women's studies) worked with a group of local sexual-assault centres, the Edmonton Police Service, and the City of Edmonton to launch a social marketing campaign to combat alcohol facilitated sexual assault. Launched in November, the innovative "Don't Be That Guy" poster and ad campaign gained local, national, and international attention.

With support from the Canadian Literature Centre and the Office of the Vice-President (Research), a new national magazine, *18 Bridges*, was launched in November 2010.

connecting **communities**

Can one of the world's great universities be at once exclusive, yet inclusive? Exceptional, yet accessible? The University of Alberta's goal is to be recognized not only for being great, but also for being good: for effectively contributing to the communities that rely on us for solutions, for assuring that our students understand the value of volunteering, and for cultivating the diversity of thought, mind, and character that are essential to modern society.

Initiatives and Achievements

THE STRATEGY: **Engage alumni in a mutually beneficial lifelong relationship with the University of Alberta, enlisting their support to achieve the university's vision, and to assist us in connecting to communities around the world.**

In 2010–2011, the Office of Alumni Affairs continued to sustain its program growth, facilitating almost 550,000 connections with alumni through electronic communications and special events. This represents a 15 per cent increase in outreach activities over the previous year.

In the past year, electronic alumni communications expanded through the use of Facebook, Twitter, and the addition of YouTube videos, which celebrated and promoted campus events. Combined, these strategies resulted in a 300 per cent increase in engagement via social media.

A new Alumni Ambassadors program was launched to involve alumni in recruitment and mentorship activities. Since the launch, 48 alumni have registered to assist with student recruitment efforts with the registrar's office and University of Alberta International. Fifty-nine alumni and 122 students have registered to assist with or participate in student mentorship programs including CAPS online career mentoring and job shadow programs. The Alumni Ambassador program was awarded a bronze medal for Best Alumni Initiative by the Canadian Council for the Advancement of Education.

Student outreach by Alumni Affairs doubled during in the past year, largely due to expanded promotions during fall orientation and Week of Welcome. Two new promotions—Kick to Win your Tuition and Shoot to Win Your Tuition—significantly increased student attendance at athletic events and increased the profile of the Alumni Association among the student body.

Long-running education programs operated by Alumni Affairs have been re-branded under the "Educated" umbrella. The "Educated Palate" and "Educated Wallet" were launched in February 2011

and seven of the nine events sold out to full capacity. This new branding has already resulted in a 22 per cent increase in participation. In total, 2,680 alumni were involved with a variety of alumni educational program offerings.

Knowledge that's not for scholars alone

Over the past decade or so, 12 academics and alumni from the Department of Renewable Resources have written an astounding 102 nature guides, most issued by a single Canadian book company. "The sheer volume of nature books produced



by the students and professors of the department speaks to their incredible talent, creativity, and knowledge about the natural world," said John Spence, chair and professor of renewable resources. The guides are colourful user-friendly books about fish, birds, animals, and plants of North and South America. Ian Sheldon, a graduate with a master's degree in wildlands management, has illustrated or written 27 of the nature guides. "One of my favourite books is *Bugs of Alberta*," he says. "One lady told me she and her six-year-old son read one bug bedtime story a

night—I just loved that. That boy, you never know, could end up becoming someone who is passionate about nature and changing our future in terms of conservation issues."

THE STRATEGY: **Build strong partnerships with the capital region, the cities of Edmonton and Camrose, other urban and rural Alberta communities, and all orders of government, in order to fulfil our responsibility as Alberta’s university, a leader on the national stage with global connections.**

Augustana Campus, located in Camrose, celebrated its centenary throughout 2010–2011. The opening of the spectacular Forum and Library was a highlight of the celebrations. However, the centenary also provided occasions to tell the campus story through a series of display panels, student research projects, and special events. A lecture series, “The Next University,” featured speakers on such subjects as the future of the liberal arts, public memory, technology, and courage. Not least, the centenary was the occasion for Augustana to host the University of Alberta’s annual Round Dance, attracting 1,000 participants and 60 singers/drummers. An elder presented the honour of an eagle feather to Aboriginal degree graduates from the campus, a tradition dating back to the late 1980s.

Augustana was an active community partner in a number of other initiatives as well. Three Augustana student interns were placed for the first time in east-central Alberta communities under a multi-year project supported by the Alberta Centre for Sustainable Rural Communities and Alberta Agriculture and Rural Development. The project is designed to match student skills and energy with municipalities and community organizations. The ACSRC and Augustana also hosted more than 100 researchers and community partners from across Canada in a SSHRC-funded workshop. The workshop focused on rural sustainability issues.

The U of A, in collaboration with five other Edmonton post-secondary institutions, hosted the annual Canadian Association of College and University Student Services Conference from June 20–23, 2010. A record number of delegates (more than 650) from across Canada, the United States, and China attended. The U of A’s innovative programming and planning practices have been adopted as a model for the planning of future CACUSS conferences.

THE STRATEGY: **Foster partnerships with business and industry to advance mutual goals for supporting talented people by creating employment and internship opportunities for our students, by providing access to lifelong learning, by identifying research challenges, and by translating and disseminating our research outcomes.**

The amount of external funding received through University of Alberta partnerships with industry and business indicates that these partnerships remain solid even in an insecure financial climate. In the fiscal year 2010–2011, \$41.5 million in funding was received from both national and international companies, a slight decrease from \$42.2 million the year before.

In an effort to encourage industry-government-university partnerships, a series of tripartite dialogues with the Ministry of Advanced Education and Technology, specific Canadian corporations, and the U of A were initiated to develop co-managed research funds. As a result, the first co-managed fund was established and an memorandum of understanding signed with Johnson and Johnson, Inc. Additional projects being discussed with Roche, IBM, Olympus Canada, and Amgen.

THE STRATEGY: **Foster excellent relationships (agreements) with Alberta Health Services and other provincial health organizations, the post-secondary sector, the public sector, and non-governmental organizations to further enhance the quality of life in our society.**

In 2010–2011, the Faculty of Science launched two new institutes on topics of strategic importance: the Institute for Land Use Innovation and the Canadian Centre for Isotopic

Microanalysis. The latter provides Canadian and international researchers in academia, government, and industry access to one of the most advanced isotopic microbeam technologies in the geosciences. A \$13 million grant provided by the Canadian Foundation for Innovation, plus support from the Alberta Science and Research Investments Program, the U of A, and various industry sources, enabled this world-class initiative.

The Faculty of Pharmacy and Pharmaceutical Sciences took the lead in establishing an interdisciplinary toxicology research group involving individuals from the faculties of pharmacy, sciences, medicine and dentistry, and engineering, as well as researchers from Alberta Innovates - Technology Futures.

Alberta Innovates - BioSolutions committed \$4.5 million to the establishment of two centres in the Faculty of Agricultural, Life, and Environmental Sciences. The first, Phytola, is working to improve the quantity and quality of oil in crops such as canola and flax, while the second, Livestock Gentec, is looking at ways to produce healthier cattle, and better beef and dairy products.

In January 2011, the Faculty of Medicine & Dentistry initiated a new provincial plan on physician professional development. Launched with the University of Calgary, the two faculties will share an associate dean for continuing medical education/continuous professional development. The faculty also worked closely with the U of C and Alberta Health Services to develop a vision and proposal for an Alberta Academic Health Network. The network proposal has been approved by the both universities and AHS, and has been incorporated into the AHS Research and Innovation Strategy.

THE STRATEGY: **Enhance relationships with other nations to create learning opportunities for students, research collaborations to address global challenges, and initiatives that foster mutual understanding, global peace, and prosperity.**

University of Alberta International identified and expanded strategic university partnerships that cover a broad range of disciplines and foster multiple types of interactions between individuals and groups. In 2010–2011, 80 new and 39 renewed agreements were signed with 88 distinct institutions and organizations in 32 countries, such as China, Tanzania, Brazil, Iraq, Syria, Germany, and Vietnam.

The U of A in Nepal

Cataracts are a chronic problem for the impoverished people of Humla, Nepal. After leading tours in and around Nepal for more than a decade, Wanda Vivequin, communications manager in the Faculty of Science, decided she wanted to give back to the people she had come to know. But how? When she learned that they needed to be able to protect their eyes from the sun and that sunglasses weren't really the answer, Vivequin began collecting caps—thousands of them. In 2008, she delivered 10,000 hats to Humla and noticed an impact almost immediately. "When we started coming back down into the valley after our Himalayan trek, we started bumping into people with University of Alberta hats; it was surreal," said Vivequin. The legacy of Vivequin's project continues. In spring 2011, a documentary about the logistics of transporting the hats to such a remote region of the Himalayas was screened, and raised almost \$10,000 for a cataract surgery camp to further help the people of Humla.



The U of A, Université Laval, Dalhousie University and the University of Ottawa have agreed to collaborate in international graduate and post-graduate studies under the banner of the CALDO Consortium. UAI organized and led two trips to Chile with CALDO members to promote the consortium, to meet with potential sponsored students and partner universities, and to enter negotiations with Comisión Nacional de Investigación Científica y Tecnológica and Becas Chile. A CALDO executive director was recruited and he visited the U of A to gain a better understanding of U of A capacities in graduate education.

In an effort to enhance ties to the United States, UAI systematically engaged with applicants in the U.S. and hosted the first-ever Alberta Counsellor Fly-in Program in August 2010, bringing in 12 high-school counsellors from target schools in the U.S. for advising workshops. As a result, undergraduate applications from the U.S. are up 34 per cent from last year.

UAI also administered a pilot summer-research internship program in 2010 for a select number of students from Indian Institute of Technology-Bombay and Indian Institute of Technology-Kharagpur; nine students successfully participated. The program has been expanded for summer 2011 to select partner institutions in India and China, including 25 internship positions for students from IIT Bombay, IIT Kharagpur and University of Hyderabad and 10–12 internship positions for students from Tsinghua University, Zhejiang University, and Fudan University. Nearly 300 applications were received for the India internships.

A delegation from the U of A, led by Canada Research Chair in Space Physics Ian Mann, traveled to Norway in February to sign a formal agreement, launching a rocketry program with the University of Oslo, called the Canada–Norway Sounding Rocket Program, or CaNoRock. Funders for the program include the U of A's Teaching and Learning Enhancement Fund, which contributed \$120,000 over three years, and the Canadian Space Agency, which contributed \$300,000 over three years.

The School of Public Health finalized memoranda of understanding with the Kaunas Medical School in Lithuania, University of West Indies, and the Public Health Foundation of India.

Researchers in the Faculty of Agricultural, Life, and Environmental Science are constantly enhancing the faculty's international activities in a number of areas. For example, researchers are partners in three International Development Research Centre/Canadian International Development Agency projects in India, South Africa, and Tanzania. The faculty's ongoing collaboration with Inner Mongolia Agricultural University also piloted an exchange of academics, with two professors teaching at IMAU in 2010 and 11 IMAU faculty members spending the winter semester at the U of A. Plus, 22 research scientists and policy makers from Vietnam spent two weeks in Alberta to learn about sustainable forest management practices.

In the Faculty of Law, there has been a significant increase in the number of exchanges undertaken by students with 30 outgoing exchanges in 2010–2011. Students went on one- or two-term exchanges to universities in Australia, New Zealand, Norway, Singapore, United Kingdom, Netherlands, and Chile. Of note was the first summer/spring intensive program in July 2010 that was co-sponsored with the University of Wollongong, Australia. Two members of the faculty and 14 students participated in the program.

THE STRATEGY: **Promote community pride and participation in the university through its physical and intellectual openness, and opportunities for ongoing dialogue and discussion.**

In November 2010, the University of Alberta held its second Festival of Ideas in partnership with the City of Edmonton and the festival's founding sponsor, Capital Power. Over five days, the

festival welcomed 40 of the world's most interesting thinkers, scientists, writers, and artists—all exploring the theme: "Truth and Lies: Trust Me." They came from Edmonton, other parts of Canada, the U.S., England, Australia, Nicaragua, Turkey, the Netherlands, and the Vatican. The events were held in performing and visual-arts facilities in the heart of Edmonton, as well as on the University of Alberta's North and Augustana campuses. Approximately 6,500 people attended the festival; many of the events were sold out or nearly so, and some of the festival's free events drew in capacity crowds. On Jan. 16, 2011, 125,000 Canadians tuned in to CBC radio to listen to the conversation between one of the festival's most-heralded stars, Ayaan Hirsi Ali and Eleanor Wachtel, host of "Writers and Company". Key community partnerships with Edmonton Public Library, Alberta Playwrights' Network (Calgary), the Art Gallery of Alberta, the Friends of the University of Alberta, and the University of Alberta's Office of the Vice-President (Research), were essential to the festival's success.

The Faculty of Physical Education and Recreation promotes community pride and participation in the U of A throughout the year. In 2010, Golden Bears and Pandas volleyball teams hosted approximately 1,000 students from 100 schools across Alberta in a junior/senior high-school volleyball tournament. Our wrestling teams collaborated with the Edmonton Wrestling Club to host 736 students from more than 100 schools across the western provinces for a junior/senior high-school wrestling tournament. Golden Bears Soccer head coach, Len Vickery, also ran the highly-successful Green and Gold Soccer Academy in 2010, providing 415 children and youths with soccer experiences.

During the spring and summer of 2010, the Faculty of Engineering's DiscoverE program reached an all-time record number of community participants. DiscoverE staff provided a record 738 workshops (each of 90 minutes duration) in 150 schools in 65 communities with 16,844 students participating. In addition, a total of 96 camps were offered in more than 15 communities to 2,036 students.

More than 400 students from Edmonton-area high schools participated in the 2011 High School Model United Nations, an event largely organized by undergraduate students from the Department of Political Science in the Faculty of Arts.

The Strategy:

Engage with, serve, and draw strength from the diversity of our external communities, in particular Aboriginal, Franco-Albertan, multicultural, rural, and Northern communities.

The University of Alberta is strongly committed to playing an instrumental role in the preservation, development, and enhancement of Alberta's francophone, Aboriginal, and Northern communities.

In 2010–2011, the Faculty of Native Studies engaged the Métis Nation of Alberta and the Rupertsland Institute to the draft a proposal for the creation of a Centre for Métis Research, which is currently under review in the university.

The Faculty of Agricultural, Life, and Environmental Sciences and Faculty of Native Studies launched a new bachelor of science environmental and conservation sciences degree program in partnership with Yukon College. The first students were accepted in January 2010 and 17 registered for the fall 2011 semester.

The Faculty of Physical Education and Recreation partnered with the Faculty of Native Studies to create a certificate in Aboriginal sport and recreation that will be launched September 2011.

The Faculty of Law has given Aboriginal issues and culture greater visibility through an Aboriginal speakers series and the incorporation of a drum ceremony during first-year orientation.

A new Aboriginal Teacher Education Program cohort was initiated by the Faculty of Education through Portage College in both Lac la Biche and Cold Lake in fall 2010. A unique collaboration has also begun including Alberta Education, Advanced Education and Technology, Northern Lakes College, and Northlands School District to support a four-year cohort of students in completing this new program through Northern Lakes College in Slave Lake.

The Faculty of Medicine & Dentistry's engagement with Aboriginal communities has been increased via the recruitment of the inaugural Endowed Chair in Aboriginal Health. The chairholder, Sangita Sharma, is an internationally known expert in dietary assessment and nutritional risk factors for disease in unique populations spanning the globe, from the Canadian Arctic to the Caribbean.

U of A Libraries has also implemented several initiatives to enhance service to Aboriginal students, faculty, and community members. Forty-five university libraries staff participated in a Traditional Knowledge Aboriginal Culture Program to enhance their knowledge and appreciation

of indigenous culture. Libraries worked with Cree elders to develop this four-part program, which includes participating in Cree ceremonies such as the pipe ceremony, and spending a night in a tipi on traditional lands. Participating staff gained knowledge and understanding of Cree culture, and have been inspired to continue their learning by attending other Aboriginal cultural events on campus.

Growing healthy choices

Ask a young child today about vegetables in a box and they'll likely point to a veggie-fruit juice box. The elders of the Alexander First Nation want to change their perspective. With growing concerns about the increasing rate of childhood obesity within their nation, the elders approached University of Alberta researchers with their concern. The result? Twenty-five Earthboxes (vegetables grown in a box) were installed in classrooms at Kipohtakaw Education Centre with the aim of teaching school children about the joys of growing and eating their own vegetables. The dill, tomatoes, carrots, and beets grown in the boxes will be harvested and used in the school's hot lunch program while the importance of proper nutrition will be discussed in the classroom. Says David DyckFehderau, project co-ordinator of U of A's First Nations Child Health project: "The children will come closer to understanding where their food comes from. We hope they'll learn about plants, gardening, and nutrition by working with the Earthboxes in class, by talking with elders about traditional gardening and plants, and by talking with teachers about nutrition."



transformative **organization**
and **support**

A great university is characterized by, and recognized for, effective governance, strong leadership, and a commitment to helping each member of the university community achieve his or her potential—as scholars, as employees, in their professions, and in their lives. Only by constantly re-assessing ourselves and re-committing to new standards of excellence can the University of Alberta continue to grow and thrive.

Initiatives and Achievements

THE STRATEGY: Develop an endowment comparable to the best public research universities in the world.

In 2010–2011, the University of Alberta had a record year in fund development, raising more than \$111 million from individuals and organizations. The intended goal of \$94 million was surpassed by 18 per cent, and for the third consecutive year, the development team raised more than \$100 million. The year was highlighted by five gifts of \$9 million and greater.

For example, in fall 2010, the U of A received the largest gift of land to a Canadian university from Edwin and Ruth Mattheis, two U of A alumni. Their ranch, now named the University of Alberta Rangeland Research Institute - Mattheis Ranch, adds to the agricultural research infrastructure of the university, placing it in a leadership position in North America in rangeland ecology and management research.

Also, Sandy and Cécile Mactaggart donated their beloved Edmonton home, Soaring, to the university, capping a philanthropic legacy they began building many years ago. Their remarkable gifts, including the \$35-million Mactaggart Art Collection and the resulting matching funds from the Alberta government, equal an unprecedented \$100 million in donations and gifts in kind to the university.

In early 2011, Alan Markin pledged \$15 million to the APPLE Schools project, an innovative project headed by the School of Public Health that promotes healthy eating and physical activity in schools. This gift allowed the program to expand across the province. By September 2011,

APPLE Schools will be operating in 41 urban, rural and First Nations, Metis, and Inuit schools in Alberta.

Alumni leave their mark

Names matter. When chosen well, they can encapsulate the personality and character of a person or the vision and mandate of an organization. Many North American business schools adopt the name of a donor to represent their strengths and brand the quality of education they offer. At the University of Alberta, a group of core donors and alumni took a different route. They launched a fundraising campaign in 2008 to name our school the *Alberta* School of Business, in recognition of its history and roots in Alberta's communal pioneering spirit. "For us, there was never the thought of adopting the name of a single individual," said Mike Percy, dean of business. "This school is owned by its alumni; it's owned by its community." Over the two years of the campaign, Percy, campaign chair Stanley Milner, and committee members raised more than \$20 million from donors and alumni to mark the Alberta School of Business as Alberta's own.



In addition to gifts to specific initiatives such as these, nearly \$29 million was added to the university endowment in support of scholarships, bursaries, chairs, professorships, and international student experiences.

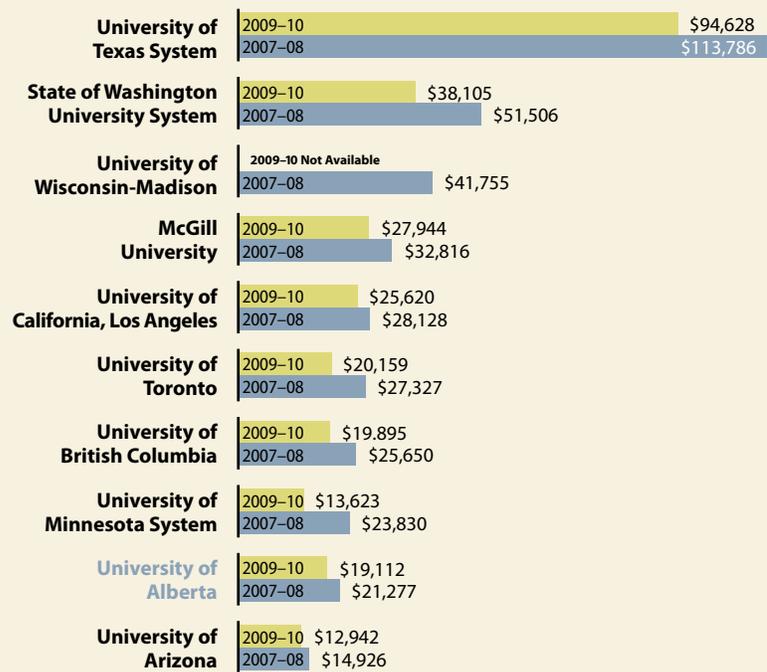
Gifts from alumni and friends continue to provide the U of A with a critical source of funds. Since 2006, overall giving has risen by 58 per cent (see Figure 11). During that same period, unrestricted expendable support to the Annual Fund increased by 76 per cent. While annual alumni participation has declined steadily (largely due to increasing class sizes), the average gift per alumnus is up 56 per cent.

endowment:

Endowments are essentially measures of a university's wealth. They are valued because of their enormous potential for return on investment. Both in terms of endowment per student and in terms of the income-generating potential, Canadian universities lag behind their U.S. peers, in part because this is a relatively recent area of focus among Canadian post-secondary institutions.

FIGURE 10

Endowment per Student, University of Alberta and Selected Public University Peers, Fiscal Years 2007–08 and 2009–10

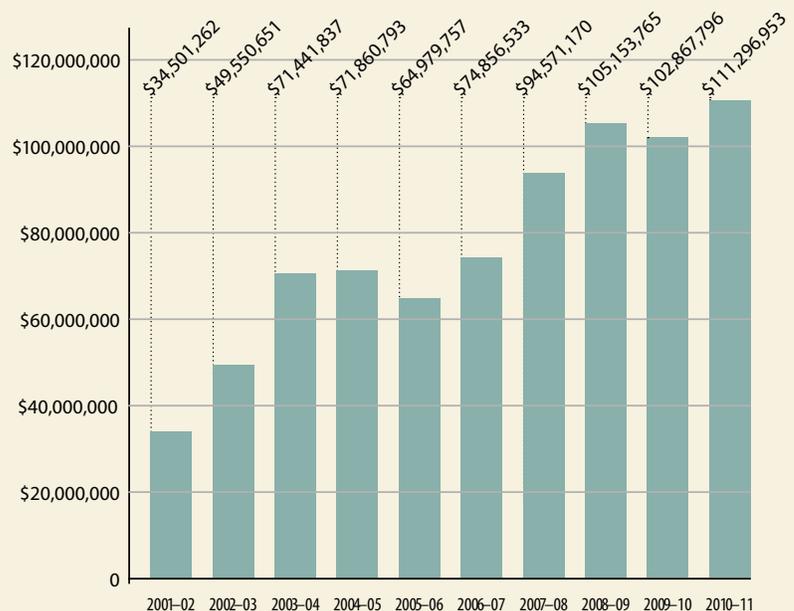


Notes: University of Wisconsin-Madison 2009–10 figures are not available; University of Minnesota and Illinois figures are preliminary. Endowment figures in USD.

Source: The 2010 NACUBO-Commonfund Study of Endowments Final Report, National Association of College and University Business Officers and Commonfund Institute, (fiscal years 2008–09 to 2009–10, most recent data available as of July, 2011)

FIGURE 11

Fundraising Achievement, Latest 10 Fiscal Years, 2001–02 to 2010–11



Source: University of Alberta Advance System

THE STRATEGY: Secure resources to provide the best education for our students, to support world-class research and creative activity and its dissemination and translation, and to foster citizenship.

For the 2011 fiscal year, the University of Alberta faced a number of challenging budgetary factors. First, the university did not receive an increase in the operating grant funding (from 2010 operating grants funding levels), and second, the enrolment planning envelope grant program was eliminated. These changes in provincial funding created a significant budget gap that the university addressed through a combination of revenue enhancements, cost containment measures and operating efficiencies across the university. Some of these initiatives had an immediate impact on the current year, such as:

- » \$19.5 million reduction in salary expense from a mandatory furlough program and optional personal leave program.
- » \$10.9 million increase in revenue from the Common Student Space, Sustainability, and Safety fee. This new fee helps fund a range of student support services.

In addition to current challenges, when we compare total U of A operating and tuition fee revenue per student to our peer institutions, we stand at \$23,587. We are now in sixth position up from eighth among our peers, which is mainly an indication that the U of A was able to weather the economic crisis more ably than some of our American peers due to very deep cuts in public spending in many U.S. states (see Figure 12).

In spite of challenges relating to the operating budget, the university continues to attract an increasing number of research funding dollars. From 2008–2009 to 2009–2010 (the most recent available data), the U of A increased its total sponsored research funding from \$507 million to \$513 million. For the last several years, the university has alternated between second and third place amongst the G13 universities, with a minimal difference in total dollars separating our total research income from our nearest competitor in any one year (see Figure 14). Total research income depends, in part, on the number of faculty members. Given our numbers relative to other larger G13 universities, such as the University of Toronto, the U of A's goal is to consistently rank second in total research dollars (see Figure 13).

Research revenues from federal government sources, in particular, increased to \$186.2 million in 2010–2011 from \$165.8 million in 2009–2010. This increase includes Tri-Council funding and research revenue from other agencies. For example, the U of A received nearly \$5.5M in matching dollars for CFI-funded infrastructure to support scholarship in areas of both institutional and provincial priority.

Due to concerted efforts to improve their success rate in winning Tri-Council grants by faculties, major improvement can be seen across campus. In the School of Public Health, for instance, Tri-Council funding has increased from \$930,000 in 2007 to \$1,956,000 in 2010. Research awards to faculty include a CIHR New Investigator Award, an AIHS Population Health Investigator Award, a CRC renewal, and a Killam Annual Professorship.

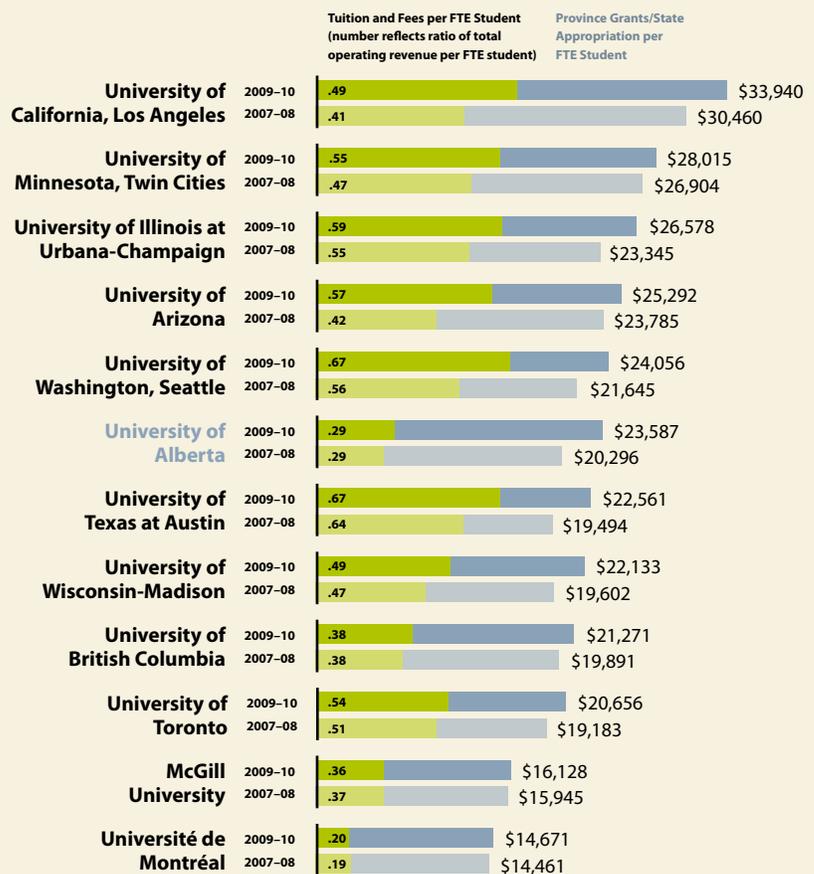
In the Faculty of Education, research funding has doubled between 2003–2010, from \$2.4 million to \$4.3 million. In 2010, the faculty members achieved a 40 per cent success rate for the Standard Research Grants competition, well above the national average. In the same period, education graduate students received 44 per cent of the Social Sciences and Humanities Research Council doctoral fellowships and 33 per cent of Canadian Government Scholarships awarded at the U of A.

operating revenue:

Top universities typically have among the highest levels of per-student funding from government and tuition fee sources. Per-student funding from these sources is directly related to the university's capacity to create the needed number of faculty positions and provide the level of academic support that characterize the best universities.

FIGURE 12

Operating Revenue from Province or State Sources per FTE Student and Tuition, University of Alberta and Selected Peers, 2007–08 and 2009–10



Notes: FTE (full-time equivalent) students represent the count of full-time students plus one-third of the count of part-time students. Post-graduate medical education residents are excluded.

Dollar values are presented in CAD. American universities financial figures have been converted with Bank of Canada average exchange rates for September 2009 = 1.08 CAD per USD, and for September 2007 = 1.02 CAD per USD, respectively.

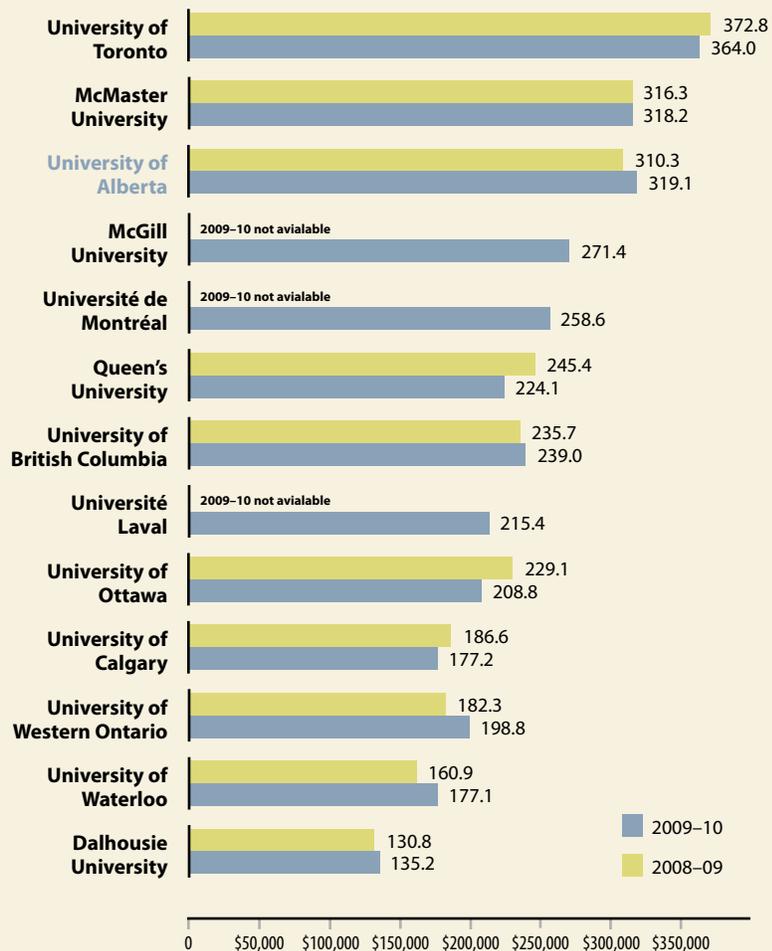
Sources: For Canadian universities: CAUBO Financial Information and respective university enrolment reports. For U.S. universities: respective university financial statements and their respective Common Data Set.

sponsored research funding:

The amount of sponsored research funding a university receives is one measure of its scholarship excellence because most external funding is won through peer-reviewed competition. Universities receiving ample federal funding are better able to undertake and sustain relevant, groundbreaking research.

FIGURE 13

Sponsored Research Income per Full-Time Teaching Faculty for G13 Universities, 2008–09 and 2009–10 (\$000s)



Notes: Full-time teaching faculty (including medical and dental) are professors, associate professors, and assistant professors.

Source: CAUBO Financial Information of Universities and Colleges, 2008–09 and 2009–10

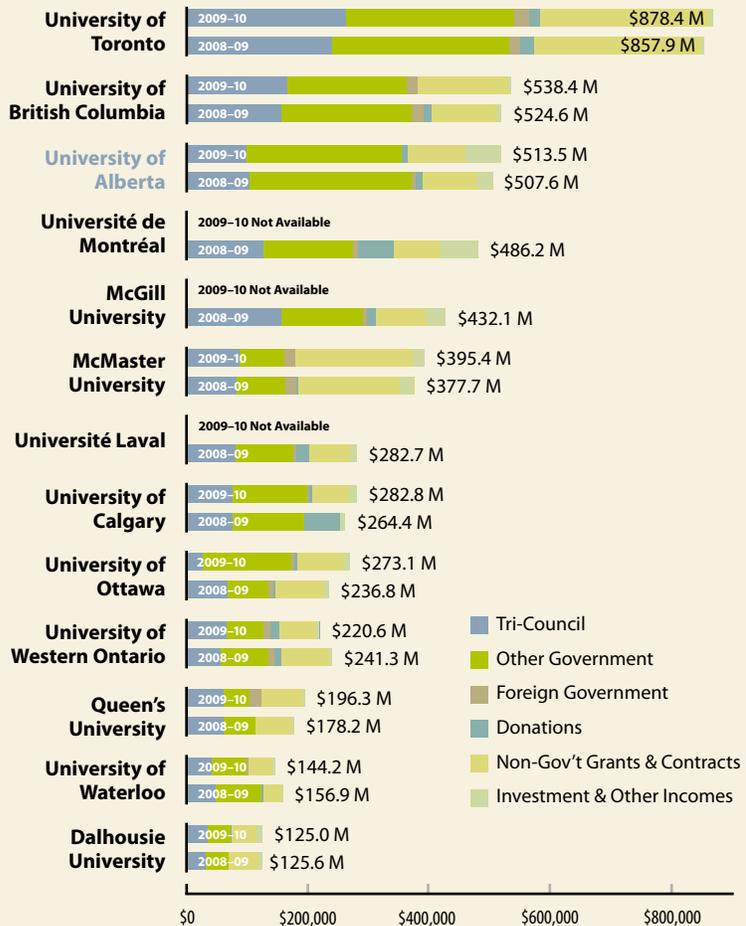
Salaries and salary scales of full-time teaching staff at Canadian Universities, 2008–09 and 2009–10: Final Reports

sponsored research funding:

Federal funding through the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council, and the Social Sciences and Humanities Research Council—typically referred to as Tri-Council funding—supports both basic and applied research. In addition, the university attracts substantial research funding support from other international, regional, and private sector partners. This measure demonstrates the University of Alberta’s success in attracting all types of research funding relative to Canada’s other G13 universities.

FIGURE 14

G13 Sponsored Research Income by Type, 2008–09 and 2009–10



Notes: 2009–10 data is not available for Québec institutions due to the province's accounting changes. Income from Tri-Council includes: Social Sciences and Humanities Research Council, Natural Sciences and Research Council, and Canadian Institute of Health Research. Other government income reflects income from all government departments and agencies, less Tri-Council and foreign government income. Sources: Statistics Canada, Canadian Association of University Business Officers (CAUBO): Financial Information of Universities and Colleges 2009–2010, Report 3.1 (most recent data available as of July 2011)

THE STRATEGY: Provide needs-based and merit-based financial assistance to increase affordability for all students and offer competitive fellowships to attract outstanding graduate students.

Overall, scholarships and bursaries at the University of Alberta have increased to \$91.1 million in 2009–2010 from \$89.5 million in 2008–2009. In terms of graduate support, the U of A continues to provide support that is well above the average (see Figures 15 and 16). However, we must focus efforts on improving federal doctoral scholarship success rates, an area where we have seen no overall improvement in recent years (see Figure 17).

In 2010–2011, the Faculty of Law undertook a review to ensure that all available scholarship and bursary monies are allocated in an efficient and effective manner in terms of recognizing academic achievement and ensuring maximum affordability. Over the year, the faculty distributed more than \$1 million in faculty specific scholarships, awards, and bursaries to undergraduate students and nearly \$120,000 in awards for graduate students.

THE STRATEGY: Build, enhance, and maintain classrooms, laboratories, libraries, and museums, as well as athletic, social, and residential facilities to provide a transformative university experience.

Opening Augustana's Forum and Library

When the University of Alberta and Augustana merged in 2004, the aim of the merger was to give rural Alberta students access to all of the benefits of a large, flagship institution while not sacrificing the distinctiveness of a small campus. The opening of the new Forum and Library in September 2010 sends a strong signal that exceptional university education is thriving in Camrose. Augustana is known for its strong sense of community and the new buildings are a physical manifestation of its foundational community values. The Forum and Library link together all kinds of spaces—the library, the gym, the chapel, the cafeteria, and classrooms. As President Samarasekera remarked at the opening, “in a sense this new building serves the entire human being—feeding and exercising the body, the mind, and the spirit. Yet, while the Forum is a reflection and continuation of Augustana’s foundational values; it is also very much a building for the future, giving today’s rural students what they need to achieve their potential and become leaders of tomorrow.”



In 2010–2011, the Government of Alberta provided \$174.1 million in funding for several of the University of Alberta’s key capital priorities. The Edmonton Clinic Health Academy project received \$116 million in funding. Plus, various upgrade and renovation projects received \$22.1 million. The provincial government also provided \$31.1 million of Canada-Alberta Knowledge Infrastructure Program (KIP) funding for various capital projects. The university, with assistance from the provincial government, also made progress in reducing the overall amount of deferred maintenance.

The following projects were recorded as substantially completed in fiscal year 2010–2011:

- » Augustana Library and Forum was officially completed in September 2010. This project provides space for teaching and learning as well as collaborative and social interaction space.
- » The north lecture theatres in the Centennial Centre for Interdisciplinary Science were opened in January 2010 and substantial completion of the entire facility was achieved by January 2011. This project is seeking LEED silver certification.

graduate scholarships:

These three charts compare average graduate student support at the University of Alberta to that of G13 Canadian universities. G13 universities include: University of Alberta, University of British Columbia, University of Calgary, Dalhousie University, Université Laval, McGill University, McMaster University, Université de Montréal, University of Ottawa, Queen's University, University of Toronto, University of Waterloo, and University of Western Ontario.

FIGURE 15

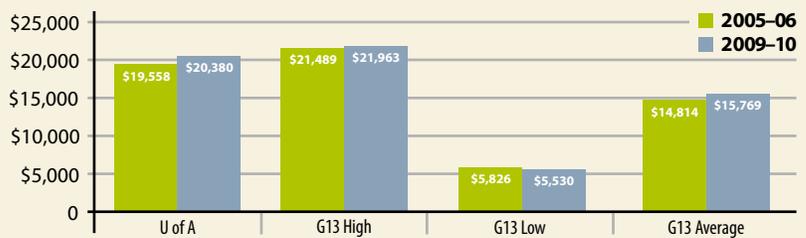
Average Financial Support per Doctoral Student, University of Alberta and G13 Universities, 2005–06 and 2009–10



Notes: Data is based on 10 universities in 2005–06 and 13 universities in 2009–10.
Source: G13 Data Exchange

FIGURE 16

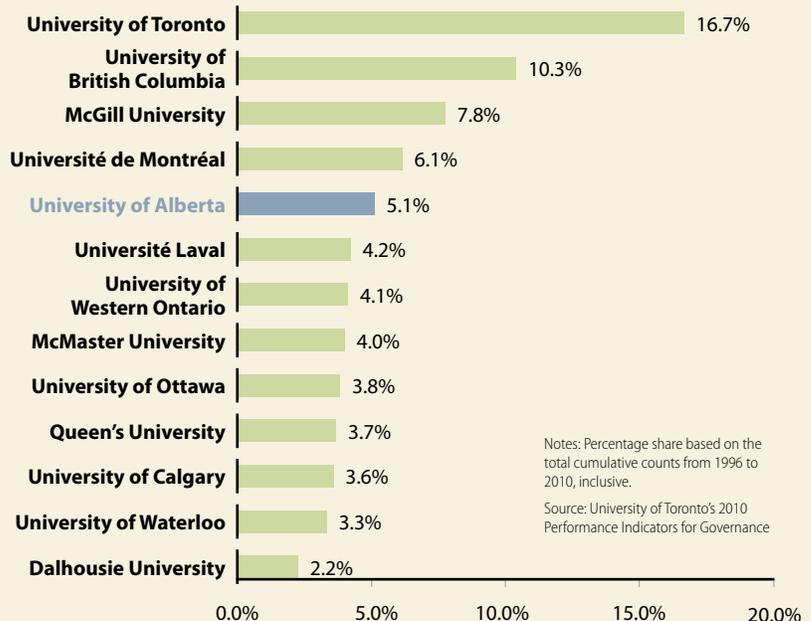
Average Financial Support per Research Masters Student, University of Alberta and G13 Universities, 2005–06 and 2009–10



Notes: Data is based on 10 universities in 2005–06 and 13 universities in 2009–10.
Source: G13 Data Exchange

FIGURE 17

Percentage Share of Canadian Doctoral Scholarships from Federal Granting Councils, University of Alberta and U15 Peers, 1996 to 2010



Notes: Percentage share based on the total cumulative counts from 1996 to 2010, inclusive.

Source: University of Toronto's 2010 Performance Indicators for Governance

- » East Campus Village Graduate Housing was opened in September 2010, with four new housing units, accommodating up to 234 graduate students. This project is also seeking LEED silver certification.

Construction of pedestrian bridges over 114 Street (connecting the Edmonton Clinic Health Academy with the Medical Sciences Building) and over 87 Avenue (connecting the Heritage Medical Research Centre to the Education Building and linking our Health Science district located south of 87 Avenue to our North Campus) is fully underway and on schedule.

THE STRATEGY: Continue to set priorities and invest in leading-edge teaching and research infrastructure.

The ultimate goal of the University of Alberta's capital planning is to create, renew, and preserve buildings that work and make sense now and in the future. Increased student demand for innovative programs that attract a variety of types of learners, including those who are part time, continues to result in an increasing strain on existing academic support space such as fitness facilities, formal and informal collaboration/social space, libraries, collection and storage, housing, and daycares. These facilities are critical to attracting and retaining students, faculty, and staff and provide an environment that promotes and aids in achieving a successful academic experience.

Several major planning initiatives and priorities were launched in 2010–2011 including, but not limited to:

The university submitted two responses to a Request for Proposal from Housing and Urban Affairs, one for the development of a residence for single undergraduate Aboriginal students and one for the development of accommodation and child-care facilities for Aboriginal students with families. Although the university was not successful in obtaining these grants, the granting agencies encouraged the institution to continue the dialogue and seek funding for these initiatives.

We continue to work with the City of Camrose and Camrose County on the development of a performing arts complex at Augustana. This facility will serve a large number of local and surrounding area groups and planned future expansion opportunities will further service Augustana's fine arts program.

The existing Chemical Materials Engineering building is in the process of being renovated and repurposed to address the pressing need for additional space for the Faculty of Engineering. Due to the success of an aggressive fundraising campaign by Engineering, the university is also proceeding to build the shell and core of a new in-fill addition to the building. Once fit out, the addition will provide a contiguous home for the administrative office of the faculty, as well as necessary research and collaborative space for the faculty's graduate students.

The Ecological Learning Centre is a new project for the Devonian Botanic Garden, which would address four current needs: renewal of existing infrastructure that has reached the end of its serviceable life, improvement in the ability of the garden to operate year round, growth of outreach programs such as the university's Green School, and support for additional research activities. The business case has been internally approved and funding is now being sought from lotteries, donations, and grants.

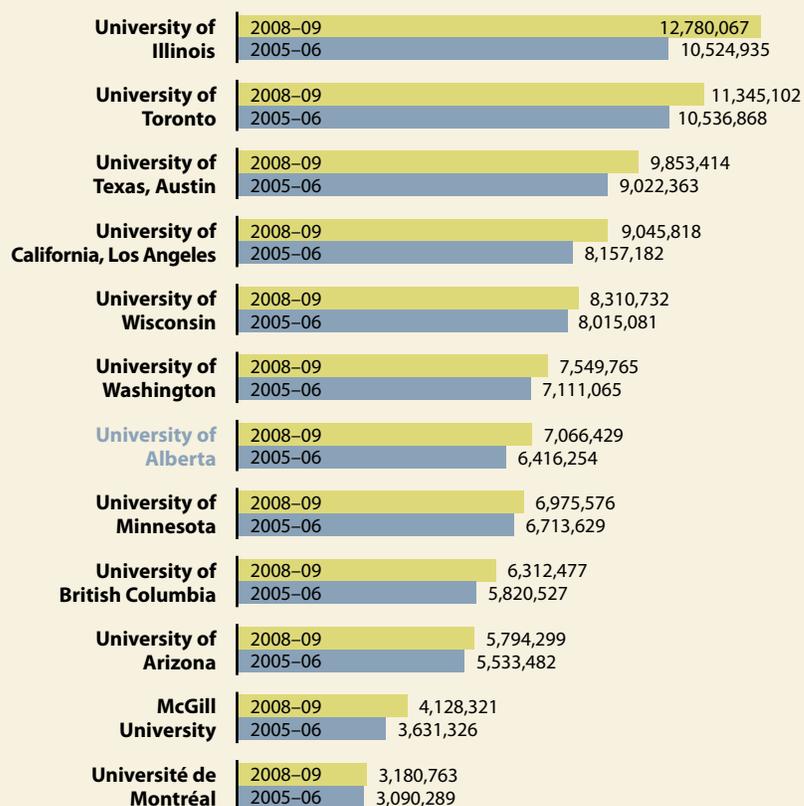
In response to the growing demand for additional recreation and fitness space on campus and space required for growing research within the Faculty of Physical Education and Recreation, Facilities and Operations has partnered with the Students' Union and the Graduate Students' Association in the programming, planning, and schematic design of the Physical Activity and

libraries:

At research-intensive universities, the quality of library services and the quantity of resources available are important indicators of excellence. Libraries are at the centre of the scholarly communication that characterizes excellence in research, drawing in top students and faculty members. Vibrant libraries also enhance teaching and learning. University of Alberta Libraries consistently rank second in Canada and are among the top 15 in North America.

FIGURE 18

Total Library Volumes Held, University of Alberta and Selected Peers, 2005–06 and 2008–09



Notes: Total Library Volumes Held exclude microforms, maps, nonprint materials, and uncatalogued items.

Source: Association of Research Libraries, ARL Statistics (most recent data available as of July 2011)

Wellness Centre. A student referendum was passed in 2010 allowing the councils of each student group to support the collection of a universal fee to support student borrowing requirements (up to \$30 million) for the facility. The university has also received an additional \$9.5 million in grants and private donations.

THE STRATEGY: Establish high standards of service based on best practices to achieve and maintain good stewardship of financial resources and capital assets.

In December 2010, the University of Alberta signed a contract with Google to provide U of A faculty, staff, and students with the use of the education edition of Google Apps. The move to Google Apps will simplify and reduce costs in the university's campus information technology infrastructure, by reducing more than 30 independent servers to a single system for all users. The Blackberry servers on campus will also be consolidated into a single system. The move to Google will allow for campus-wide calendaring and an improved emergency response system. Throughout the winter 2010 and spring 2011, 60,000 users migrated to the new services.

ISTAR branches out to Calgary

When *The King's Speech* won the Academy Award for Best Picture in January 2011, the daily struggles and hard-won triumphs of people who stutter suddenly came into the public spotlight. As the movie powerfully conveys, many people who stutter—even ones in tremendously privileged positions—lack confidence and find themselves at a



disadvantage emotionally, socially, and professionally. For 25 years, the University of Alberta's Institute for Stuttering Treatment and Research in the Faculty of Rehabilitation Medicine has been a world leader in stuttering research, offering specialized treatment in Edmonton for children, teens, and adults from all over

North America and overseas. This past year, ISTAR expanded operations and opened a clinic in Calgary, ensuring that Calgarians have close access to the treatments they need. "Stuttering affects as many as 11 per cent of preschool children. Expanding our services to Calgary and building awareness around stuttering is important. We want to serve as many Albertans as we can," says Martin Ferguson-Pell, dean of the Faculty of Rehabilitation Medicine.

In the summer of 2010, the Dean of Students launched a new initiative in University Student Services with the development of the Student Success Centre. This new centre streamlines programs and services and provides a "one-stop" shop for students to access all kinds of services, ranging from academic support to health services.

The conversion of General Faculties Council Section 66 relating to Human Research Ethics to UAPPOL was approved by the board of governors in February 2011. This massive task, which took more than a year, involved wide consultation followed by planning and implementing a reduction in the number of Research Ethics Boards at the university from seven to four, as well as ensuring compliance with the university's policies and procedures with the newly-released Tri-Council Policy Statement 2.

A simplified signature procedure for research grant applications was also approved in February following

consultation with University Research Policy Committee, the Deans' Council, and the President's Advisory Committee of Chairs. It has now taken effect and has been very well received by the research community.

In the Faculty of Physical Education and Recreation, a web-based practicum placement information site was created in order to streamline the process of posting, applying for, assigning, and evaluating student practicum experiences. Access to the site is available to students, agencies posting practicums, and supervising staff. A trial period for the 2011 winter term is in progress; the site will be fully launched in the 2011 fall term.

A unique E-portfolio collaborative pilot study (Committee on Teaching and Learning, Secondary Education, Vice-Provost Information Technology) is under way, led by the Faculty of Education. Pre-service teachers are able to develop rich and comprehensive online portfolios across the undergraduate program, providing a vital learning opportunity for young professional educators and contributing to the faculty's reputation for leadership.

THE STRATEGY: Promote administrative effectiveness and good governance by improving communication among units, enhancing collaboration, implementing transformative ideas, and revising organizational structures.

The University of Alberta, in its commitment to assure quality in all activities in its mandate, regularly conducts peer reviews to examine elements related to the quality of teaching, research, and administration. In 2010–2011, academic reviews were completed for the faculties of arts, Augustana, pharmacy and pharmaceutical sciences, and physical education and recreation. Also completed was an administrative review of Specialized Support and Disability Services, a program within University Student Services.

In May 2010, the Faculty of Medicine & Dentistry's MD Program underwent a limited site visit by visitors from the Committee on Accreditation of Canadian Medical Schools and the Liaison Committee on Medical Education. The MD program is now fully accredited through 2013–2014. Accreditation of all 52 post-graduate medical education residency programs by the Royal College of Physicians and Surgeons of Canada and the College of Family Physicians of Canada took place in February 2011. Forty-one programs were granted full six-year approval, six two-year approvals with an internal review, four two-year approvals with an external review and one program will be reviewed carefully.

Appendix

Comparator Institutions

Quantitative Measures

As a record of our progress, the *Dare to Discover Report Card*, now in its fourth iteration, uses a number of measures and benchmarks that indicate how we compare to 11 peer Canadian and U.S. post-secondary institutions. This group includes the following four Canadian universities with profiles similar to ours:

- University of Toronto
- University of British Columbia
- McGill University
- Université de Montréal

The U.S. group includes seven public research universities that are members of the prestigious American Association of Universities, a consortium of the top 62 public and private research universities. Each of the U.S. universities selected is similar in mandate and breadth of programming to the University of Alberta, but all currently enjoy a stronger international reputation:

- University of California at Los Angeles (UCLA)
- University of Illinois at Urbana-Champaign
- University of Washington
- University of Arizona
- University of Texas at Austin
- University of Wisconsin at Madison
- University of Minnesota at Minneapolis-St. Paul

Like the U of A, each of these universities has a medical school (with the exception of University of Texas at Austin) and an agricultural school (with the exception of UCLA). Although the University of Texas at Austin lacks a medical school, it mirrors the U of A's expertise and strength in energy research, and so comparing the U of A to it remains a valuable exercise.

Using peer comparators with similar mandates and financial structures is critical, as both factors deeply affect how each institution determines its definition of a "great" university. Our list of benchmark institutions, for instance, does not include any private universities because their mandates are not linked to advancing the social mobility of citizens in their regions, nor do they have an obligation to advance the local public good. Furthermore, their financial support comes not from public funds but is primarily dependent on high tuition fees and large endowments.

By contrast, public universities such as the U of A and the others in our list share a responsibility to be accountable to local populations on the one hand, and to be globally engaged on the other. Achieving a balance between these demands presents challenges to public universities that private universities do not face.

University	Fall 2010 Total Students*
Toronto (includes colleges)	68,000
Texas, Austin	51,000
Montréal (includes Haute Études Commerciales and École Polytechnique)	77,000
Minnesota	65,000
UBC	54,000
Illinois, Urbana-Champaign	44,000
Washington	41,500
UCLA	40,000
Wisconsin, Madison	42,000
Arizona	38,000
Alberta	38,000
McGill	36,000

*Data sourced from university websites; numbers are approximate.

Within our group of 11 Canadian and U.S. peer comparators, each defines its vision and mission differently, depending upon the specific needs of the region it serves. As a result, unanticipated differences may be noted on specific measures that reflect the institution's differences in vision, mission, and emphasis.

It is also important to keep in mind that differences in size among the institutions can impact the relative size of inputs and outcomes; for example, an institution with a much larger student body and correspondingly greater number of faculty may show a greater total number of faculty awards than the smaller institutions, yet the proportional outcome may be approximately the same.

The quantitative measures in this report provide a quick and informative view of our standing among this set of leading public universities. Our aim is not to create a new ranking system to contest or rival media rankings, but rather to develop a method of measuring our performance in key areas that we believe are fundamental to advancing the U of A to the great university we desire it to be.

As the U of A evolves and advances, it may become apparent that a particular measure does not accurately or fully capture the changes that we see happening or desire to make happen at the U of A. In that sense, this document is itself a work-in-progress, subject to change.

Qualitative Evidence

While quantitative measures, similar to international rankings, may provide a quick view of the U of A's standing, they do not, by themselves, represent the totality of the work that is being done on our campus every day to advance progress toward our goals. The variety and magnitude of that work cannot be fully captured in quantitative measures—and if we were to limit our focus to the advancement of the measures we use in the preceding pages, we would fail in showing how we are delivering on many of the core strategies of *Dare to Discover*.

To complete the picture of our progress toward our goals, this report supplements the quantitative measures with substantial qualitative evidence of initiatives undertaken and achievements reached between April 1, 2010, and March 31, 2011 to fulfil the cornerstones and aspirations outlined in *Dare to Discover*. This report also includes a sampling of vignettes that powerfully illustrate the impact these initiatives and achievements have upon faculty, students, alumni, staff, and the wider community.



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