Executive Summary

The history and progress of a public university are shaped by many forces: the vision and acumen of its leaders, strong governance, academic quality, demographic shifts, economic growth and retraction, and the public will. From its founding in 1908, the University of Alberta has consistently had the right leadership for each moment in history—thoughtful people making bold decisions when possible and holding steady when necessary. In this way, the U of A has built a foundation that underpins excellence in teaching and research comparable with the best in the world.

Over the last five years, the U of A has made tremendous gains—in the recruitment and retention of top faculty, staff, and students, in boosting the research capacity of the institution, as well as in renewing and increasing infrastructure needed in the 21st century. Since 2004–2005, our per-student funding from the government of Alberta has grown from approximately $10,000 per student to more than $14,000. This has enabled us to add nearly 400 new faculty positions and more than 600 additional support staff. We had a very successful Centenary Campaign in 2008, raising $580 million. We opened the Enterprise Square Campus downtown to build links with the city. Among many other capital projects, we repurposed Pembina Hall, opened the Katz Group Centre for Pharmacy and Health Research and the Li Ka Shing Centre for Health Research Innovation, and began construction of Edmonton Clinic Health Academy. The Centennial Centre of Interdisciplinary Science is nearing completion and new graduate student housing is rising in East Campus Village. Our campus is changing to meet the needs of the future.

Our committed focus on advancing the vision and mission of the university has had an enormous impact upon our reputation in the worldwide academy. We now stand 59th on the *Times Higher Education-QS World University Rankings* —a rise of 74 places in just three years. In specific subject rankings, we are consistently recognized as being among the top 100 universities in the world in the areas of engineering and information technology, life sciences and biomedicine, and natural sciences. In the social sciences, arts, and humanities, we fall within the top 115.

<table>
<thead>
<tr>
<th>University</th>
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<tbody>
<tr>
<td>McGill</td>
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<td>Illinois, Urbana-Champaign</td>
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<td>Texas, Austin</td>
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<td>Washington</td>
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<td>Minnesota</td>
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<td>Montréal</td>
<td>107</td>
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<td>Arizona</td>
<td>166</td>
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</tbody>
</table>
The hallmark of any great university is a global reputation for excellence.

Although academic rankings such as these offer an incomplete and imprecise picture of the activities and achievements of any institution and its faculty, our performance on the Times Higher Education-QS World University Rankings matters, especially to international audiences. Our rise in the top 100 ranking is an important recruitment tool among international students and a snap-shot indication of the excellence of our research capacities among potential international partners.

Throughout the last five years of progressive change, we have been guided by the vision and mission of Dare to Discover. Its four cornerstones and 28 aspirations, proposes what we, at the University of Alberta, believe will characterize a great public research university in 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.

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 expenditures.
In the last five years, the U of A’s increased strength in many of these inputs has resulted in the achievement of some of the short-term and long-term objectives outlined in Dare to Discover. We now face a period of financial restraint and we should anticipate that achievement of our goals may take longer and will most definitely require some imaginative rethinking of current practices and more effective use of resources.

Yet, over time, we should still expect significant advancement towards longer-term objectives, such as increased facilitation of both basic and applied research programs leading to breakthrough discoveries and technological innovations; a culture of lifelong learning among students, staff, and alumni; the expedition of the transfer of new knowledge into society; and the advancement of the university’s international impact and reputation. In spite of financial challenges, the U of A continues to be healthy and vibrant, and we will continue to move forward with confidence.

Analysis

The following Dare to Discover Report Card covers the period of April 1, 2009 to March 31, 2010. Looking at the quantitative and qualitative data for 2009–2010 in comparison to 2008–2009, we can see strong and vivid examples showing that units, departments, faculties, and central administration continue to be on the move, putting into place new programs, research initiatives, infrastructure, and organizational efficiencies in line with the goals and aspirations of Dare to Discover (please see appendix for reporting methodology). We still have work to do, but we have evidence that we are making good choices and that our efforts are clearly leading to the advancements we aim to achieve.

Priority: Enrichment of the Student Experience

Attracting talented students and providing them with highly competitive, enriched learning experiences are two of the University of Alberta’s key priorities. Achievement of these goals is indicated by a number of factors: admission grade average; student-to-faculty ratios; undergraduate-to-graduate student ratios; scholarship and bursaries expenditures per student; and on-campus versus commuter student residency. One of the most important factors is the amount of operating and endowment funding per student an institution is able to spend per year. At the U of A, we remain at a steady and disappointing eighth-place ranking among our peers (see Figure 16), and with recently announced changes in the provincial government funding model, future growth in this area is doubtful.

From the students’ perspective, however, 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 2010 brings our total to 32.
While the quality of student experience inside the classroom is critical, we are also keenly aware that the student experience outside of the classroom is equally, if not more, important. Studies show that co-curricular activities are essential to a well-rounded university experience; indeed, some estimate that 70 per cent of learning occurs outside of the classroom. Studies also indicate that it is often the treatment that students receive as they navigate a university’s “system” from admission to convocation that determines students’ feelings about, and long-term attachment to, their alma mater. The “system’s” treatment of students can also have a major impact on a university’s retention rates and student success rates.

In the past year, the Office of the Dean of Students has launched a major reorganization of student services in order to develop a set of best practices that will increase student uptake and improve student satisfaction and retention. Fundamental to this reorganization is the principle that student services should be student centred. Ideally, systems should be based upon and responsive to student-identified needs and wants rather than upon administrative utility.

To better understand and assess student needs and wants, the Office of the Dean of Students has built a strong relationship with the Students’ Union, which is also firmly committed to helping to ensure that the reorganization of student services results in meaningful and productive change. The university has also signed a two-year contract with Student Voice, a live-time, online survey tool through which the university can quickly solicit and measure student demand and opinion. Through Student Voice, students can highlight where problems exist, student services can respond by providing a solution, and then students can give their assessment of the change. One indication that student spirit is on the rise is the success of the first annual Dare to Dodge Campus Cup Tournament which included a record-breaking 1200-participant dodge ball game. Videos of the event were broadcast on television stations all over the world and eventually “went viral” on YouTube, collectively attracting more than 650,000 views from all over the world. (Please see page 35 for the full story.)

Finally, student experience, for both undergraduates and graduates, can be enriched by the presence of international students, who bring to classrooms, research projects, and extra-curricular activities new perspectives, approaches, and skills. Since 2004, we have steadily raised the proportion of international students on campus, from four per cent to 6.7 per cent in fall 2009. University of Alberta International, faculties, and departments have also enriched the university’s global citizenship curriculum and steadily increased the opportunities for students to study and work abroad.

Priority: Fundraising and the Endowment

As reported in the 2008–2009 Dare to Discover Report Card (see page 47), the global financial crisis led to significant losses to the university’s endowment. Fortunately, many of the University of Alberta’s donors demonstrated their confidence in us by stepping up in 2009–2010 to make additional gifts to depleted funds and to provide major new endowments.
In fact, between April 1, 2009, and March 31, 2010, the University of Alberta exceeded its fundraising goal of $88 million by $15 million, securing a total of $103 million in gifts and pledge commitments. Of this amount, $65 million was allocated for endowed funds, providing much needed support for chairs, professorships, student awards, and innovative programs.

Still, there is no doubt the unexpected economic challenges of the past few years significantly affected the state of our endowed funds and that of our peer institutions. As shown in figure 14, endowment assets per full-time student have dropped across the board. At the U of A, we experienced a drop in value from $5,188 per student, a significant drop, but one that is much lower than almost all of our peer institutions.

We are pleased to report that, over the past fiscal year, the return on investments at the U of A improved. The university’s endowments returned 23.7 per cent for the fiscal year ended March 31, 2010. The market value of the university’s endowments increased to $717.5 million, up $115 million from $602 million as at March 31, 2009 (see Figure 13). A total of $28.7 million was allocated towards the university’s endowed programs during the year.

In January 2010, the Board of Governors approved new investment and spending policies to increase the spending rate from 3.5 per cent back to 4.25 per cent over a two year period, after which future spending allocation increases will be linked to inflation.

**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, 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, such as an enriched research culture on campus, internationalized graduate education, collaborative research, and speedier technology transfer from universities to industry.

An example from the last year is our new partnership with Germany’s largest scientific organization, the Helmholtz Association, which is a collection 16 research centres with a budget of approximately three billion euros. The Helmholtz Alberta Initiative brings together a wide-range of researchers working on topics such as sustainable development of oilsands, carbon capture and storage, geothermal energy, and land and water reclamation. The initiative also opens up new opportunities for technology transfer and collaboration with business and industry. Although the partnership is in the early stages, the plan is for extensive graduate student and researcher exchanges, with two-way visiting between Germany and Canada.
In addition, the Li Ka Shing Canada Foundation gave the U of A the largest cash donation in the university's history in February 2010, which established the Li Ka Shing Institute for Virology. Part of the foundation’s donation will extend the university’s connections to Shantou University Medical College, with the launch of the Sino-Canadian Exchange Program—a joint Ph.D program between the two medical schools. With the establishment of the institute, the U of A joins the East West Alliance, a portal into a global network of medical research institutions, including Stanford University, University of California-Berkeley, Oxford and Cambridge universities in the United Kingdom, and the Institut Pasteur in France, among others.

Finally, with the establishment of the Kule Institute for Advanced Studies, the U of A will join the company of many prominent universities in North America and Europe that are home to similar institutes that promote research in the social sciences, humanities, and fine arts. These include Harvard University, the Max Planck Institute in Germany, the Institute of Advanced Study at Princeton, the Institute for Research in the Social Sciences at Stanford, and the Jackman Humanities Institute at the University of Toronto.

Priority: Research Funding, Productivity, and Recognition

While we strive to create an intellectually stimulating research culture, we are also cognizant of the fact that we need to do more to close the gap with our competitors in the areas of faculty awards, research funding, productivity and recognition. In 2008–2009, we increased our share of national and international faculty honours by 22 awards. Although we still rank 10th among our peers on this measure, we are quickly closing the gap with our nearest competitors.

While we have experienced overall success in attracting external support from a combination of government, industry, and community sources, we are still not as successful 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—as we should be. Statistics from the granting councils show that the U of A's success rate (i.e. the number of awards per total applications) is often equal to or better than the national average. Because we do not apply in the same numbers as our competitors, however, we attract fewer grants.

In 2008–2009, we were fifth among Canadian universities in the overall number of grants awarded by the Tri-Councils, a ranking we are determined to improve given our capacity and quality of faculty members (see Figure 15). While we perform comparatively well in NSERC operating grant competitions, we are not yet achieving our potential in CIHR and SSHRC competitions in particular.

To address this issue, the Office of the Vice-President (Research) has held meetings with faculties and departments to identify roadblocks and develop incentives that will...
enhance Tri-Council application rates. The key is to encourage researcher participation, and each of the three associate vice-presidents (research) is taking oversight responsibility for one granting council area. An individual has recently begun a full-time secondment working with faculty members in the faculties of medicine & dentistry as well as pharmacy and pharmaceutical sciences to increase their success rates in CIHR competitions by improving their grant applications. In addition, several departments have implemented, or are in the process of implementing, mentorship and incentive programs for first-time or reluctant applicants.

We anticipate that higher submission rates, combined with stronger applications, will lead to the securing of more awards. The VP (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.

**Priority: Graduate Students**

Another strategy for enriching the research culture of the U of A is the recruitment of top graduate students. Graduate students are a vital resource for the university and society at large. 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 3 shows, our undergraduate-to-graduate student ratio has measurably improved in the last year, moving from 4.9:1 to 3.9:1. However, we remain in 11th place among our peer competitors, so it is vital that we continue to focus on graduate student recruitment. Careful readers will note that the figures in the fall 2008 iteration of figure 3 differ from those in this 2009–2010 report. The differences result from a change in reporting methodology among our U.S. peers that has altered all statistics to the positive. Professional students in medical, dentistry, and law have been shifted from the undergraduate pool to the graduate student pool, along with master’s and doctoral students. This shift improves the undergraduate-to-graduate student ratios across the board.

In terms of master’s and doctoral students in particular, the U of A increased their numbers by 443 in the last year. Further improvement in graduate recruitment should be forthcoming due to three main factors. First, graduate student funding at the U of A increased more than $8 million from 2007–2008 to 2008–2009 (the latest available statistics). The U of A now has the highest average master’s funding and the second highest average doctoral funding among peer Canadian institutions (see Figures 20 and 21). Second, the Faculty of Graduate Studies and Research launched a renewed website in August 2009 that has new prominent, targeted messaging for the prospective student audience. And, third, in February 2010, FGSR set up a redesigned, more user-friendly online application for graduate admission.
Its success has been signalled by positive feedback and a significant drop in calls to the helpdesk during the application period.

The Faculty of Graduate Studies and Research has also made a concerted effort to increase U of A students’ success rates in external government scholarship competitions. Currently, we receive only 5.1 per cent of Tri-Council graduate awards, while McGill receives 7.8 per cent, UBC 10.5 per cent and Toronto 16.7 per cent (see Figure 22). To improve our performance, the faculty implemented a new requirement that holders of multi-year, doctoral FGSR recruitment scholarships must apply for Tri-Council awards (if eligible) before renewing their FGSR award. While the central aim is to increase the U of A’s success rate in Tri-Council competitions, the initiative should also free-up recruitment scholarship funds for other students.

While our performance in Tri-Council graduate scholarship competitions has remained static over the last few years, in 2010, the U of A improved its success in the Vanier Canada Graduate Scholarship competition, capturing 15 out of 174 Vanier Scholars (8.6 per cent of total). In the previous 2009 competition, the U of A earned 12 out of 166 (7.2 per cent of total).

Looking Forward

The 2009–2010 fiscal year marked the end of four consecutive six per cent increases to the university’s operating grant from the provincial government. Going forward into the 2010–2011 budget year, the provincial government has informed all Alberta post-secondary institutions that no further increases will be forthcoming.

In addition, the February 2010 provincial budget contained further changes to the funding model for post-secondary institutions that will have a significant impact on the University of Alberta’s budget. The result of this consolidation of funds is an overall reduction in provincial funding for the U of A for 2011 by 4.5 per cent or $27 million in addition to other major losses in revenue, amounting to $59 million dollars.

Through a broad-based collective effort, the university community worked throughout 2009–2010 to address these challenges. Because of hard-won commitments made by many groups and individuals, a balanced approach was achieved. Both staff associations agreed to furlough days, and many faculty and staff have also participated in an additional five-day voluntary personal leave program. The university introduced a successful voluntary retirement incentive program. Finally, faculty, staff, and students worked tirelessly to identify new sources of revenue and administrative efficiencies across the organization.
Overall, we have made much progress, but at the same time, we have had to reduce spending across the university by an average of five per cent to achieve a balanced operating budget. This reduction affects every budget in every unit on campus. With no increases in government in the short-term, there is no doubt that the next two years will present significant financial challenges.

At the same time, we have many reasons to be optimistic. As mentioned above and demonstrated in the following report, we have had extraordinary success in attracting major external funding from government, industry, and donors in the last several years. We attract support because what we do at the University of Alberta is of tremendous value to society. In spite of financial challenges, faculty and staff remain dedicated to providing excellent educational opportunities and experiences for students, and U of A students and graduates continue to make valued contributions on campus, in the workplace, and in local, national, and international communities.

Thus, our mission going forward—one requiring the engagement and support of all constituent groups in the U of A family—is to work creatively with our 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 University of Alberta is a great university. We continue on the path of becoming even greater. Our challenge—our commitment—is to meet 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
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 the superstars.
Initiatives and Achievements

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

In 2009–2010, University of Alberta’s recruitment materials featured a new theme: Dream Big. The approach highlights that the U of A makes a big impact locally, nationally, and internationally, and features the many benefits that a large institution has to offer students. This theme was incorporated into Open House promotions, Student Awards entrance posters, print, television, and radio advertising, and the Registrar’s Office website. Feedback has been very positive.

The U of A integrated with ApplyAlberta in November 2009. ApplyAlberta is a new web-based application and transcript system for undergraduate applicants to Alberta public postsecondary institutions. The U of A continues to be a leader among Alberta post-secondary institutions in the development and implementation of the system. More than 13,000 applications have been received by the U of A through ApplyAlberta so far – approximately 70 per cent of all new applications received since integration.

With a goal of increasing acceptance from top high-school students, the Office of the Registrar implemented a pilot of Early Final Admission for fall 2010. Top Alberta high-school students applying to specific faculties with a minimum average of 90 per cent, on a combination of Grade 11 and Grade 12 courses, are eligible for the pilot. Fifty-six students have been admitted through the pilot so far.

In an age of globalization, universities around the world—especially those in the top tier—are recognizing the benefits of having international students among their student populations and have launched aggressive recruiting campaigns aimed at increasing international enrolments. Since we began tracking the international student enrolments at our peer institutions, we have seen a marked increase in the numbers in almost all of the institutions. As a result, even as the U of A moves closer to our goal of 15 per cent of total student population being international students, our peer institutions are also increasing their numbers. In the last year, we gained a full percentage point, attracting a total of 3,935 international graduate and undergraduate students, the vast majority of whom attend fulltime (see Figure 2). However, our leading competitors gained at an even greater rate, which indicates that we are, indeed, in a very competitive international student marketplace (See Figure 1).

In an effort to boost our international recruitments efforts even further, University of Alberta International and the Office of the Registrar collaborated on a new strategic international scholarship and award approach that aligns with U of A priorities for international student recruitment. Centenary Scholarships, Select School Scholarships, and First Year Excellence Scholarships were created to enhance the diversity of our student body by recruiting international students. Of the 166 Canadian and international graduate students who were awarded one of last year’s Vanier Canada Graduate Scholarships, the U of A’s Viktoria Reischwech-Dapp was the only winner who is a musical performer. Reischwech-Dapp is an international student whose project focuses on French composer Erik Satie’s 12 short musical pieces—pieces which, in turn, reflect illustrations by his fellow countryman and artist, Charles Martin. In 2011, Reischwech-Dapp plans to flesh out her performance of the piano music with staging, video and computer technology, and actors, who will interpret the music onstage alongside her. She aims to challenge her audience out of its complacency with her ambitious and innovative project. “Usually during a performance of classical music, after a few minutes, people close their eyes and hear the music and forget that there is a person playing. Multimedia is used in theatres, but hardly ever in music, and I want to provide an experience that opens the audience’s eyes and hearts,” said Reischwech-Dapp.

Vanier Winner

Of the 166 Canadian and international graduate students who were awarded one of last year’s Vanier Canada Graduate Scholarships, the U of A’s Viktoria Reischwech-Dapp was the only winner who is a musical performer. Reischwech-Dapp is an international student whose project focuses on French composer Erik Satie’s 12 short musical pieces—pieces which, in turn, reflect illustrations by his fellow countryman and artist, Charles Martin. In 2011, Reischwech-Dapp plans to flesh out her performance of the piano music with staging, video and computer technology, and actors, who will interpret the music onstage alongside her. She aims to challenge her audience out of its complacency with her ambitious and innovative project. “Usually during a performance of classical music, after a few minutes, people close their eyes and hear the music and forget that there is a person playing. Multimedia is used in theatres, but hardly ever in music, and I want to provide an experience that opens the audience’s eyes and hearts,” said Reischwech-Dapp.
scholarships were created for our target countries (China, India, Mexico, Germany, and the U.S.) and for Maple Leaf international students. Additional international scholarships and awards were either created or redefined to allow for more flexibility in the recruitment of top students to the U of A. As of February 2010, undergraduate applications from China have increased eight per cent, while those from India have grown 33 per cent. All international graduate applications are up by 29 per cent over the previous year.

A 2009 national survey of international students conducted by the Canadian Bureau for International Education shows that international students are pleased with the services that the U of A offers. The survey results indicate that:

» 94 per cent of U of A international students were satisfied with the services provided by an international student advisor. This compares to a national satisfaction rate of 54 per cent.

» 62 per cent of U of A respondents attended an orientation, with 98 per cent saying it was useful or very useful, compared to 47 per cent of university respondents at the national level attending orientation, with 91 per cent saying it was useful.

» 60 per cent of U of A respondents used the International Student Handbook (ISH), compared to 45 per cent at the national level of university student respondents. Ninety-five per cent of U of A students who used the ISH were satisfied or very satisfied with it, compared to 88 per cent at national level.

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

Graduate student enrolment (including all full-time and part-time registrants) has increased at the University of Alberta from 6,688 in 2008 to 7131 in 2009, with the percentage of international graduate students rising to approximately 30 per cent. As figure 3 shows, we continue to show improvement in our undergraduate to graduate student ratio, moving from a ratio of 4.9:1 to 3.9:1 in the past year. Our aim is 3.1:1 and we will need to maintain our efforts to increase graduate student growth to meet our target.

In the last five years, graduate student enrolment in the Faculty of Rehabilitation Medicine has grown by approximately 30 per cent. Five new academic positions have been filled in response to the increase. The faculty is attracting very strong candidates; in 2009, rehabilitation medicine students received a total of $652,000 in scholarships and awards from university, provincial, and national sources, an increase of 60 per cent from the previous year.

Graduate student enrolment has also increased in the Faculty of Pharmacy and Pharmaceutical Sciences, from 38 (13 MSc, 25 PhD) in 2007 to 55 (12 MSc, 43 PhD) in 2009, an increase of nearly 45 per cent.

In the Faculty of Agricultural, Life and Environmental Sciences, 496 graduate students were registered in September 2009, an increase of 12 per cent over the previous year. Of these, 45 per cent are PhD students.

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 2009–2010, the U of A is host to approximately 500 post-doctoral fellows.
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* Proportion of Undergraduate*** Enrolment (Headcount), University of Alberta and Selected Peers, Fall 2009

<table>
<thead>
<tr>
<th>University</th>
<th>Proportion</th>
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<tbody>
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<td>McGill</td>
<td>18.4%</td>
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<td>UBC</td>
<td>11.8%</td>
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<tr>
<td>Toronto</td>
<td>10.7%</td>
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<tr>
<td>Montreal**</td>
<td>9.7%</td>
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<tr>
<td>Illinois</td>
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<td>Washington</td>
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<td>UCLA</td>
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<td>Texas, Austin</td>
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<td>Arizona</td>
<td>4.2%</td>
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* Canadian figures are for visa students. U.S. Common Data Sets reflect full-time “non-resident alien” students only.
** Montreal includes HEC and Ecole Polytechnique.
*** Undergraduate enrolment excludes DDS, LLB and MD students, following new U.S. standards.

Source: G13 data exchange for Canadian universities. Common University Data Set 2009–10 for each U.S. institution.

Figure 2

International* Proportion of University of Alberta Fall Undergraduate** Headcount Enrolment (2004 to 2009)

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<th>Year</th>
<th>Proportion</th>
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<td>2004</td>
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<tr>
<td>2009</td>
<td>6.7%</td>
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* Defined as Visa Students: Visa refers to students whose citizenship falls under one of the following categories: diplomatic status; refugee study permit; visiting speaker; temporary resident visa; or work permit.
** Undergraduate enrolment excludes DDS, LLB and MD students, following new U.S. standards.

Source: G13 data exchange. Excludes medical and dental residents who registered a 12-month-period program.
Because of post-doctoral fellows’ important role in university research, the U of A worked with G13 colleagues to call for an internationally competitive, federal post-doctoral fellowship program to increase Canada’s competitiveness among world universities. As a result of this advocacy, the federal government has allocated $45 million over five years to create new post-doctoral awards worth $70,000 per year for two years.

In addition to post-doctoral fellows, the U of A welcomed many distinguished visiting scholars in 2009–2010, including philosopher Michael Naasm, from DePaul University, Chicago; historian Albert van Helden, from the Netherlands; artistic director and actor James Sanders from Realwheels in Vancouver; and Donald Lopez from the Department of Asian Languages & Cultures, University of Michigan.

Faculties also continue to invite visiting faculty to share their knowledge and expertise with students at the U of A. For example, the Faculty of Science Visiting Scholar Initiative brought in distinguished scientists from the University of Frankfurt, Peking University, the French National Centre for Scientific Research, and Brunel University to deliver lectures and meet with faculty and students.

The Faculty of Native Studies also welcomed its third Fulbright Scholar, James Grijalva, Kenneth and Frances Swenson Professor of Law and Director of the Tribal Environmental Law Project from the University of North Dakota. While at the U of A, Grijalva taught courses in native studies and law and gave a Fulbright Law Lecture on “Environmental Justice for North American Indigenous Peoples.”

The records of the Royal Society include the signatures of the greatest minds of science: Isaac Newton, Charles Darwin, Albert Einstein, Stephen Hawking. Those records now include the signature of University of Alberta researcher John Vederas. In July 2009, the professor in the Department of Chemistry was named to the United Kingdom’s national academy of science, along with 43 other scientists recognized for their exceptional contributions to science, engineering and medicine. “Our new fellows are at the cutting edge of science worldwide,” said Martin Rees, president of the Royal Society. “They join an outstanding group of over 1,400 fellows and foreign members of the Royal Society, and all rank among the international leaders in their field.” With Vederas’s entry, the Royal Society now includes five U of A faculty; the four others are Brian Sykes, David Schindler, Michael James, and Werner Israel.

**Worldwide Recognition**

**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 availability to bursaries and scholarships.

Total enrolment of self-identified undergraduate Aboriginals at the University of Alberta increased from 768 in 2008 to 799 in 2009, while graduate enrolment increased from 90 to 110. A total of 223 new self-identified Aboriginal students began their studies at the U of A in September 2009.

To continue the university’s improvement in Aboriginal student enrolment, a new initiative called Aboriginal Discovery Day was introduced in March 2009. This event gives prospective Aboriginal students the chance to visit various faculties and participate in hands on learning activities. Students also hear from a panel of current students about their experiences at the U of A. The inaugural Aboriginal Discovery Day was attended by 45 students from Edmonton and surrounding areas, which led to a second successful event in March 2010, involving approximately 140 prospective students. At this year’s event, the Faculty of Native Studies showcased current research projects and presented mini lectures from professors. Distinguished Scholar in Residence, Susan Aglukark, also met with students to discuss entrepreneurship and her mentorship program.
student ratios:

Most top-ranked institutions have relatively low undergraduate-to-graduate student and student-to-instructor ratios, indicative of a high-quality learning environment in which students have ample access to instructors and the learning opportunities they offer.
In another initiative targeted at an under-represented group, Faculty of Medicine & Dentistry students worked with their Political Advocacy Committee and the MD Ambassador program’s Social Outreach Committee to increase representation of individuals from low socio-economic backgrounds in the medical school. Outreach programs, including mentorship opportunities and summer camps for lower-income students, were created. In addition, successful lobbying of the provincial government helped to make medical school more affordable through student loan increases.

**THE STRATEGY:** Recruit and retain outstanding and diverse academic staff through endowed professorships, competitive start-up 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. For the 2009–2010 academic year, the University of Alberta hired 127 new full-time faculty. This represents a net increase of 37 faculty, with 40 retirements, 45 resignations, and five other terminations. Our faculty/student ratio increased slightly to 21.7:1 in fall 2009 (see Figure 4). We are holding our place among our peer institutions, and it is important to note that we have scored some major recruitment successes through the Canada Research Chairs and Canada Excellence Research Chairs programs.

The U of A is currently home to 92 Canada Research Chairs, with funding worth $13.2 million annually. In early 2010, five new CRCs were awarded to the U of A; 10 were renewed, and one CRC holder was promoted from Tier 2 to Tier 1.

On March 30, 2010, the Office of the Vice-President (Research) sponsored the U of A’s second annual Celebration of Research & Innovation to honour outstanding academic and support staff, post-doctoral fellows, graduate students, and undergraduate students. About 40 research award recipients crossed the stage, and more than 1,000 other recipients were recognized in the program. The event featured performances from the departments of music and drama, as well as displays from the Department of Art and Design.

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**Support Staff Research Excellence**

“It is important for the university to celebrate our most precious resource—our people,” said Lorne Babiuk, vice-president (research) at the 2010 Celebration of Research and Innovation. At this year’s ceremony, members of U of A’s support staff were recognized for their contributions to research at the university with two new awards. Elizabeth French (linguistics) and Allan Lindoe (biological sciences) received the inaugural Support Staff Research Enhancement Awards. During French’s seven years as a research grant administrator, she has efficiently and creatively managed more than $4.5 million worth of research grants in the Department of Linguistics. In the Department of Biological Sciences, Lindoe has carefully collected and curated hundreds of thousands of fossil specimens for more than 40 years. Many fossils have been named after him by scientists recognizing him for his contributions to the field. These new staff awards recognize that a rich research culture cannot be created without the outstanding service and leadership as well as the ideas and innovations of the U of A’s talented support staff.”
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.**

In the past year, the University of Alberta hired 80 administrative professional officers, 30 of whom were recruited to the university from other organizations. Nine faculty service officers (two new to the university), 12 librarians (four new to the university), and 224 continuing support staff (127 new to the university) were also added to staff ranks.

Human Resource Services continues to increase opportunities that engage staff members and enable professional development. The first U of A Human Resources conference was held, with 120 attendees from across campus. APO School was also developed and implemented as a vehicle for leadership development. Enhancement of the Service Recognition Program has also been put in place to help foster a culture of achievement and excellence among staff.

Evidence of U of A staff members’ commitment to the institution can be seen in the sustainability innovations they have initiated. For example, the Facilities and Operations utilities group saved the U of A more than $500,000 per year in penalty and filing costs by leading an initiative to exempt Alberta’s post-secondary sector from new industry sustainability rules and regulations. Ideas such as these, generated by staff working on energy management and sustainability measures, is one of the main reasons why the U of A was named as one of the top 30 Green Employers for Canada in 2009.

In October 2009, the U of A was also listed in Mediacorp Canada’s 2010 Alberta’s Top 50 Employers for the second year in a row. Free membership to our onsite fitness facility, transit subsidies, bike parking, shower facilities for bicycle commuters, and a parental leave top-up benefit to new fathers and adoptive parents were some of the reasons cited in the award. The U of A also helps employees transition to retirement with phased-in retirement work options and financial planning assistance.

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

International Week 2010, with the theme “To Boldly Go: Charting Our Common Future,” drew 7,250 people to more than 60 events ranging from poetry jams and anti-racism workshops to expert panels and lectures dealing with global issues. With more than 200 presenters, exhibitors, and performers, the program featured 29 community organizations (as well as an NGO Fair), four government departments, 17 student groups and 42 university units from a wide range of faculties. Exciting new additions to International Week included an open blog that had more than 1,000 hits; video broadcasts involving Queen Elizabeth High School in Edmonton and hundreds of high school students across Canada, the U.S., and Mexico; and a panel discussion involving speakers and an audience at Kwara State University in Nigeria. In November 2009, International Week received the Canadian Bureau for International Education’s Award for Outstanding Program in International Education.

International House also continues to foster global citizenship and socially responsible leadership by providing intensive leadership training, multicultural team building, educational programming, and coaching. The Global Citizenship Certificate pilot project was launched in September 2009 with six workshops. A staff-led leadership retreat was held in the spring and residents initiated and conducted a second leadership retreat at the beginning of the winter term. Residence of I-House also initiated and carried out 67 events independently and in collaboration with staff. Special guests this year included James Loney, former hostage in Iraq; Susan Aglukark, Juno Award-winning performer and mentor; and His Excellency Iyorwuese Hagher, Nigeria’s High Commissioner to Canada.
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.

The Faculty of Education received approval for a new master’s degree program in health sciences education that will launch in fall 2011 with a cohort of 15 to 18 students. The program was developed in collaboration with the health science faculties and is a critical component of the academic plan for the Edmonton Clinic Health Academy. The MEd in HSE program will extend the knowledge and skills of health sciences educators in the areas of educational pedagogy, educational research, and inter-professional leadership. The program is flexible and designed to be taken part-time.

In September 2009, the Science Cohort Program, aimed at easing the transition from high school to university, placed first-year science students in groups that attended the same classes and orientation. The program attracted first-year students from around the world, including China, Bermuda, Qatar, the United States, and Canada. In addition, the Science Residence Cohort placed undergraduate students living in residence on the same floor, with a program co-ordinator who planned activities.

**U of A’s Global Citizens**

If you had $10,000 to spend strengthening world peace, what would you do? That’s the challenge issued annually by the Davis Projects for Peace initiative. U of A students living in International House have successfully met this challenge in the last three years. In addition to past winners, in March 2010, Laura Brookbanks, Dunia Joulani, Yilang Karen Kang and Dilshan Samarakoon were awarded a $10,000 grant to expand a medical clinic in Santa Cruz, Guatemala, devoted to the health of mothers and babies. Matthew Jeppesen also received a grant to build a computer lab in Peru for children with little access to education. This is the first year that more than one grant has been awarded to the same I-House outside the U.S.

“I-House has the mandate of fostering socially responsible leadership, global citizenship and enduring friendship,” says Nancy Hannemann, director of global education. “Our program teaches students about moral responsibility, not only to our immediate communities but also to communities that we’re connected with worldwide.”

Under the aegis of the School of Energy and the Environment, and in collaboration with the Department of Earth and Atmospheric Sciences, the Faculty of Engineering and the Alberta School of Business, the Faculty of Law created a new interdisciplinary undergraduate course called Fundamentals of Energy, Environment, and Sustainability, which will commence in September 2010.

In response to students’ need for a higher level of clinical skills, the Faculty of Pharmacy and Pharmaceutical Sciences hired their first director of experiential education to enhance the experiential component of the curriculum for both the BSc and the PharmD programs.

The Interdisciplinary Health Education Partnership project was launched as a three-year joint initiative between the University of Alberta, NorQuest College, MacEwan University, NAIT, and Alberta Health Services. The aim is to help students in health programs at all of these institutions learn how to communicate and collaborate with each other. Students from all institutions have been participating in learning bootcamps that are conducted using one of three simulation tools: standardized patients, mannequins, and virtual worlds (such as Second Life.) These three standardized interdisciplinary learning modules will be assessed to determine which experience gives students the greatest learning impact.

The Faculty of Arts has launched several new programs through innovative partnerships: a minor in theatre management with Grant MacEwan University; a joint BA in environmental studies with
the Faculty of Agricultural, Life and Environmental Sciences; two new economics certificates, one in finance and the other in the management of natural resources, energy, and the environment; a BA in planning, jointly offered with the Faculty of Science (approved in fall 2009 for implementation in 2010–11); and an annual summer workshop at the Banff Centre for advanced graduate students and post-doctoral fellows (under development for implementation in May 2011).

Students in the final year of the bachelor in fine arts (acting) degree had an once-in-a-lifetime experience of participating in the Vancouver 2010 Cultural Olympiad. The Vancouver Olympic Committee commissioned the Department of Drama and a Vancouver theatre company, Realwheels, to co-produce a new play, Spine, by U of A’s playwright in residence Kevin Kerr.

To enhance student engagement, Campus Saint-Jean established a Teaching and Learning Committee with an assigned faculty service officer managing its activities. The committee organized a one-day Faculty Symposium of Teaching and Learning highlighted by the presence of special guest speaker professor Thérèse Laferrière from Université Laval.

U of A International continues to increase and enhance students’ opportunities to study abroad. In 2009–2010, 881 students participated in outgoing exchange and study abroad programs at more than 100 post-secondary institutions in more than 40 countries. The total number of students studying abroad and going on exchanges represents 2.6 per cent of the total full-time student enrolment. Although this is a small proportion of students, student participation in international experiences continues to grow each year (see Figure 5).

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 2009–2010, more than 240 students came to the U of A.

**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 extra-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, making the grants more accessible to students and student groups that promote and undertake activities that facilitate student engagement.

Launched in March 2010, the Co-curricular Record is a pilot program involving a partnership between the Office of the Dean of Students and SU, with seed money from the Office of the Provost. Students who intentionally choose to engage in volunteer activities on campus and in the community will be recognized with official documentation outlining the key skills and competencies they have gained through their involvement.

On the weekend of Feb. 5–7, 2010, the U of A held its first Campus Cup Dodge Ball Tournament, a successful new campus community-building event. Led by members of SU, the Lister Hall Students’ Association, and the Residence Hall Association, the event included major contributions from the Office of the Dean of Students, the Alumni Association, and several other campus units. The “kick-off” for the event successfully broke the world record for the largest single dodge ball game, with nearly 1,200 participants, including students, staff, faculty, and alumni. In total, more than 40 teams participated in the tournament.
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 just 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 5
Proportion of Students Participating in Innovative Learning Experiences, 2006–07 to 2009–10

- International Exchange Programs*
  - 2006–2007: 1.5%
  - 2007–2008: 2.0%
  - 2008–2009: 2.3%
  - 2009–2010: 2.6%

- Students with Program-related Work and Community Experience**
  - 2006–2007: 44.4%
  - 2007–2008: 43.7%
  - 2008–2009: 44.5%
  - 2009–2010: 44.9%

* Proportion of fall full-time enrolment, excluding medical and dental residents.
** Proportion of graduates; excludes articling law students.

Figure 6 (no update for 2009)
Senior Student Average Rating (scale of 1 to 4) of their Overall Educational Experience, University of Alberta and Selected NSSE Groups, 2008

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<tr>
<td>US Carnegie Peers</td>
<td>3.25</td>
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<td></td>
<td></td>
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<tr>
<td>Other G13</td>
<td>2.97</td>
<td></td>
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<tr>
<td>Alberta</td>
<td>2.94</td>
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Note: 1=poor / 2=fair / 3=good / 4=excellent.

The U of A’s Golden Bears and Pandas continue to be highly competitive contenders in Canadian interuniversity sports. In 2009–2010, the Pandas Hockey team won a national championship and the Golden Bears Hockey team took silver. In field hockey, the Pandas also won silver, and in volleyball, the Bears brought home bronze. Overall, our teams won three Canada West Championships and nine teams participated in CIS championships. Many of our student athletes also continue to excel in the classroom; in 2009, 113 student athletes were awarded Academic All-Canadian status, bringing the U of A’s total to 1,718, the second highest number in Canada.

**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.

Launched in fall 2008, the federal government’s new Canada Excellence Research Chairs program provides prestigious awards to Canadian universities to help attract and support world-class researchers in four areas of strategic importance to Canada: environmental sciences and technologies; natural resources and energy; health and related life sciences and technologies; and information and communication technologies. After submitting a total of nine proposals in the first phase the CERC competition, the University of Alberta was invited in April 2009 to nominate five candidates in the second phase of the competition, four of which were successful.

January 2010 marked the establishment of the U of A’s Li Ka Shing Institute of Virology, an institute that will propel the U of A’s research and discovery capacity in virology and immunology to a whole new level. The institute secured major, endowed funding from a variety of partners: $25 million from the Li Ka Shing (Canada) Foundation and $52.5 million from the provincial Ministry of Advanced Education and Technology. Funding was also obtained from the Federal Knowledge Infrastructure Program (KIP) to fit-out the space for the institute on the sixth floor of the Katz Group Centre for Pharmacy and Health Research.

In early 2010, the Health Sciences Council initiated a novel collaborative research facilitation program that will enable interdisciplinary teams from across the university the opportunity to develop the best possible research grant applications. Letters of Intent for interdisciplinary health research will be reviewed and supported on a case-by-case basis to strengthen applications and fill disciplinary gaps. Initial response to the program has been positive.
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 American awards are open to Canadians, and there are not as many awards offered in Canada as in the U.S.

Sample of U.S. and International Awards / Honours:
- Fulbright Scholars (1998–2009)
- Guggenheim Fellowship Award (1998–2009)
- ISI Highly Cited Researchers (Inception–2009)
- Nobel Prize (Inception–2009)

Sample of Canadian Awards / Honours:
- 3M National Teaching Fellowship (1998–2009)
- CIS Coach of the Year Award (1998–2009)
- Steacie Fellowships (1998–2009)

Sources: Individual award website, university websites.
THE STRATEGY: Foster national and international research collaborations that advance understanding and generate knowledge to address global challenges.

In September 2009, an agreement to create the Helmholtz Alberta Initiative was signed by Jurgen Mlynek, president of the Helmholtz Association, and President Indira Samarasekera. The Helmholtz Alberta Initiative, funded by investments of $50 million over five years, will study the most pressing issues around environmental sustainability in Alberta’s oilsands. The Helmholtz Association is a German national organization with 16 research centres and a base budget of 3 billion euros. With Helmholtz’s extensive connections to European industries, we anticipate that the Helmholtz Alberta Initiative will lead to new, international university-industry partnerships, both on campus and off, as well as scientific collaborations in areas beyond oilsands research.

The School of Public Health has completed a series of three Joint Indigenous Summer Research Institutes in collaboration with Johns Hopkins Bloomberg School of Public Health. The institutes were supported by Health Canada and the National Institutes of Health in the U.S. and were aimed at building the health advocacy skills of indigenous people. Faculty members Fay Fletcher and Lory Laing were presented with the Deputy Minister’s Award for Excellence for their outstanding work on the institutes.

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 been seen in the annual report of TEC Edmonton. In the year ending March 31, 2010, 16 new licenses or options were issued, six new spinoff companies created, and $3.1 million earned in equity holdings. The low amount of equity earnings represents a substantial loss over the last year (see Figure 8). This loss occurred because almost all equity holdings resulting from U of A technology transfer were held in BioMS, Inc. stock. The BioMS share price fell from $3.75/share in March 2008, to $2.43/share in March 2009, to $0.35/share at March 31, 2010. Figures 9 and 10 show that we are holding steady in comparison to our peer institutions in terms of new company start-ups, new licenses, and new options executed.

Another measure of knowledge transfer is the number of times U of A faculty are cited by their peers in the vast body of scholarly literature. Since 2002, the average number of citations per U of A faculty in all fields has be steadily increasing (see Figure 11), which indicates that the research being conducted at the U of A is reaching a broad international scholarly audience, and, more importantly, is have an increasing impact upon the advancement of human knowledge and scientific research.

The U of A has consistently ranked 3rd among Canadian universities for overall national coverage for several years. That held true during the 2009-2010 fiscal year with the University of Toronto the leader at 30.3 per cent, followed by UBC at 17.2 per cent, U of A at 16.5 per cent and McGill at 15.7 per cent.
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 8**

**Technology Transfer Achievements, University of Alberta 2005–2010**

- **Equity holdings or realized value** ($ millions, as at March 31)
  - 2005–06: $41.2
  - 2006–07: $36.9
  - 2007–08: $33.7
  - 2008–09: $20.0
  - 2009–10: $3.1

- **Annual number of new start-up companies**
  - 2005–06: 3
  - 2006–07: 4
  - 2007–08: 4
  - 2008–09: 2
  - 2009–10: 6

- **Annual number of new licenses or options to use University of Alberta technologies**
  - 2005–06: 20
  - 2006–07: 23
  - 2007–08: 32
  - 2008–09: 35
  - 2009–10: 16

Source: University of Alberta data.
brining
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 9**

New Spin-Off Companies Formed, University of Alberta and Selected Peers*, 2004 to 2008

- **Illinois, Chicago & Urbana-Champaign**
- **Washington**
- **Texas, Austin**
- **Wisconsin, Madison**
- **Toronto**
- **Arizona**
- **UBC**
- **Alberta**
- **Minnesota**
- **McGill**
- **Montreal**

* UCLA is not represented in this chart as it does not report separately to the AUTM survey outside the University of California system.
2. The University of Illinois data represents two of its largest campuses: Chicago and Urbana-Champaign as reported in the AUTM Licensing Survey.
3. Includes activities from the Washington Research Foundation
4. Includes activities from the Wisconsin Alumni Research Foundation (W.A.R.F.)
5. Toronto excludes affiliated hospitals.
6. Includes activities from McGill University Health Centre, Douglas Hospital & Jewish Hospital Research Centre


**Figure 10**

New Licenses and Options Executed, University of Alberta and Selected Peers*, 2004 to 2008

- **Washington**
- **Wisconsin, Madison**
- **Minnesota**
- **Illinois, Chicago & Urbana-Champaign**
- **UBC**
- **Toronto**
- **Texas, Austin**
- **McGill**
- **Arizona**
- **Alberta**
- **Montreal**

* UCLA is not represented in this chart as it does not report separately to the AUTM survey outside the University of California system.
2. Includes activities from the Washington Research Foundation
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5. Toronto excludes affiliated hospitals.
6. Includes activities from McGill University Health Centre, Douglas Hospital & Jewish Hospital Research Centre

Because quantitative media tracking is an expensive and inexact science, qualitative analysis of placements and measures of public perception is equally, if not more, important. Key media placements in 2009–2010 were those that received national and international coverage and also reinforced the U of A’s key reputational messaging. Here is a small sampling:

» The Globe and Mail and The Chronicle of Higher Education covered President Samarasekera as a national post-secondary leader;

» Ian Mann’s space storm research and James Pinfold’s hadron collider research illustrated U of A’s research excellence;

» U of A’s role in Nunavut’s first midwife program and engineering students’ design and construction of a wheelchair for gardening demonstrated community engagement;

» The discovery of mango pits as a natural food preservative and a study on care for seniors in rural communities were both examples of graduate student research; and

» The dodge ball world record, the life story of Miyashita Tetsuto (U of A paleontology student from Japan), and the selection of four U of A students for the National Youth Orchestra exemplified enriched student experience.

Since mid-2009, a series of U of A research and community-service articles related to health promotion and disease prevention have been published as part of “Proactive,” a weekly health and wellness segment of the Edmonton Journal, Calgary Herald and the rural Country Asides. Partners in this program are Alberta Health Services, Little Big Run, the City of Calgary, and Pfizer. The U of A is the only post-secondary institution to participate in this unique and valued project.

Any organization’s website is a crucial point of contact and main means of communication with its various stakeholders. In late 2008, the U of A purchased a new web content management system from Sitecore to upgrade and enhance the university’s websites. Since then, Creative Services has successfully migrated and launched the websites of 15 faculties, with 53 more in progress. Examples of redesigned sites include Alumni and Donors, a partnership between Alumni Affairs and Development (www.alumni.ualberta.ca), and U of A Research (www.research.ualberta.ca). Finance and Administration also opened a new website, “Statistics About the U of A,” to serve as a focal point for information related to university accountability and performance.

Learning Services launched a new, open-access Education and Research Archive, an institutional repository that collects, disseminates, and preserves the scholarly and intellectual output of U of A staff and students, including research data, teaching modules, and learning objects.

Chris Andersen, assistant professor in the Faculty of Native Studies, wrote a report entitled “Aboriginal Edmonton: A Statistical Story,” which was commissioned by the Aboriginal Relations Office in the City of Edmonton. This work is but one demonstration of how social science research and knowledge can be transferred from university to community with the intent of aiding public policy development.

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 7, 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 beginning in 1998 has grown from 99 in 2007 to 131 in 2009.
The excellent work and achievements of faculty and staff are prominently featured in stakeholder events and communications, such as the Report to the Community, the Henry Marshall Tory Dinner (inaugurated in spring 2010), the annual Deputy Ministers’ Dinner, and others. These communication vehicles draw attention to excellence, and remind stakeholders that our strong institutional reputation is rooted in the work of our faculty and staff.

Highlights of awards and honours received by U of A faculty in 2009–10 include: five elections to the Royal Society of Canada; three appointments to the Order of Canada; and three elections to the fellowship of the Canadian Academy of Health Sciences. Notably, John Vederas (chemistry) became a fellow of the Royal Society in the United Kingdom and Robert Burrell (biomedical engineering) received the Encana Principal Award from the Manning Foundation. Three faculty members were honoured with Royal Society of Canada medals. David Schindler (biological sciences) was awarded the Sandford Fleming Medal by the Royal Canadian Institute for the Advancement of Science, and Paul Armstrong, Padma Kaul, and Robert Welsh (cardiology) received the CHIR-CMAJ Top Canadian Achievements in Health Research Award. Professor emeritus Rudy Wiebe (English and film studies) received the Lieutenant Governor Distinguished Artist Award for his outstanding contributions to Albertan and Canadian literature. Faculty and students at the U of A also received four ASTech awards and prizes.

The U of A continues to lead the country in the number of 3M National Teaching Fellowships, received for excellence in undergraduate teaching. The university’s 31st and 32nd winners, honoured by this award in March 2010, are Olenka Bilash in the Faculty of Education and Uttandaraman Sundararaj, formerly of the Faculty of Engineering. (Although Sundararaj moved to the University of Calgary in July 2009, he was awarded the 3M on the basis of his teaching career at the U of A.)

In recognition of their contribution to research excellence at the U of A, the first Support Staff Research Enhancement Awards were presented in March 2010.

University of Alberta Press authors and books won eight national and international awards in 2009 and four thus far in 2010.

Two newly minted PhD students in the Faculty of Education won top honours for their graduate research in 2009. George Georgiou, in education psychology, won the Outstanding Dissertation Award from the Canadian Psychological Association, and Catherine Adams, in secondary education, won the Harold A. Innis Award for Outstanding Dissertation in the Field of Media Ecology.

The Aging, Policies and Practice Research Program, co-led by Janet Fast and Norah Keating in the Faculty of Agricultural, Life and Environmental Sciences, was designated an International Association of Gerontology and Geriatrics Collaborating Centre, one of only two centres in Canada to receive this honour.
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 11

**Citations* in All Fields per Average Full-Time Faculty**, **University of Alberta and Selected Peers, 2003–07, 2004–08 and 2005–09**

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**Notes:**

** Average full-time faculty over five-year period. The 2009 faculty counts reflect Fall 2008 numbers.

*** Montreal includes Ecole Polytechnique and HEC.

**Sources:** The U.S. Common Data Set; UCASS reports; Thomson Reuters.
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 continues to grow. The first students to earn a certificate in Community Service-Learning convocated in Spring 2009. Students from the faculties of arts, science and education completed this innovative certificate program which is the first of its kind in Canada. In fall and winter terms of 2009-2010, 35 courses, including seven courses with graduate credit, were offered in 21 departments and five faculties: Arts, ALES, Campus Saint-Jean, Native Studies, and Physical Education and Recreation. In total, more than 300 students participated and eight students completed the non-credit Non-Profit Board Internship Program. Community service-learning students contributed more than 7000 hours to the voluntary sector and these experiences enriched their classroom learning across a range of disciplines and faculties.

In its second full year, Augustana’s Community Service-Learning program experienced significant growth in courses and student participation, with 325 students participating for credit and 15 not for credit. This is equivalent to approximately one-third of Augustana students.

Community service is also a prominent component of the Faculty of Nursing curriculum and volunteerism is high among students, staff, and faculty. Examples from 2009–2010 include 190 nursing students participating in the university’s H1N1 vaccination campaign and another 165 students working in the seasonal flu vaccination campaigns for the U of A, Alberta Health Services, and Shepherd’s Care. In addition, as part of a new partnership with Mustard Seed, students, along with faculty and staff, prepared and served meals at Mustard Seed throughout the year.

In the Faculty of Pharmacy and Pharmaceutical Sciences, all first-year students now complete 50 hours of service learning, building their communications skills through interaction with patients in the structured volunteer programs of patient-care agencies or institutions (largely long-term care facilities).

U of A at the Olympics

The 2010 Vancouver Winter Olympics was a shining moment for Canada and for a few extraordinary U of A alumni and faculty. Five U of A alumni had top-five finishes. Marc Kennedy, a member of Kevin Martin’s curling team, helped to bring home the gold. David Bissett, brakeman for the Canada 1 four-man bobsleigh, won the bronze medal, while Neville Wright with Canada 2 came in fifth. Melody Davidson, coach of the women’s hockey team, led the team to its second consecutive Olympic gold medal. Rob Krepps, who is also head coach of the Golden Bears and Pandas curling teams, was head coach of the silver medal-winning women’s curling team. Behind the scenes, U of A faculty from the Faculty of Physical Education and Recreation were hard at work: John Dunn served as the sports psychologist for the Canadian men’s and women’s biathlon teams and worked with several members of the men’s Alpine team, and Connie Lebrun was the Canadian snowboard team’s physician and medical director.
In total, 44.9 per cent of full-time students enrolled at the U of A engaged in work experience and/or community service as part of their program requirements, a slight increase over last year (see Figure 5).

The Faculty of Engineering’s DiscoverE program received the national Actua Award for Leadership and Innovation in 2009 in recognition of new programs bringing science camps to youth in rural communities and in Edmonton’s inner city communities. DiscoverE also received a second Alberta Science and Technology (ASTech) Award for Excellence in Science and Technology Public Awareness, and became the first organization to receive two ASTech awards in this category. During spring and summer 2009, the DiscoverE program reached an all-time record of 16,209 students attending, with staff providing a record 713 workshops in 147 schools in 50 communities.

The School of Public Health established the Green & Gold Community Garden in collaboration with the Faculty of Agricultural, Life and Environmental Sciences; the garden, supported entirely by volunteers, raised more than $16,000 for Tubahumurize, a Rwandan not-for-profit organization.

More than 600 students enrolled in health sciences programs joined forces with Edmonton community organizations to develop health education and volunteer training materials relevant to community needs. A partnership showcase was held in early March 2010 and generated significant positive response from the community, which appreciated the capacity and professionalism of the interdisciplinary student health team.

Undergraduates in the Department of History and Classics showed outstanding academic leadership by founding Constellations, a student-run, written, and reviewed undergraduate journal using the peer-review system equivalent to any professional, academic journal.
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 2009–2010, alumni engagement at the University of Alberta continued to increase with 260 programs creating 527,257 two-way contacts with our alumni, a 15 per cent increase over the 2007–2008 benchmark, and a strong showing at just 3.5 per cent off the record-breaking centenary year.

In particular, 20,000 alumni were engaged through special events and educational opportunities, an 11 per cent increase in participation over the 2007–08 benchmarking year. New programs such as the Vancouver Fun Casino, a Habitat for Humanity build, and the formation of a New Parents’ Group helped to engage more young alumni. Educational engagement also expanded through new programs involving a total of 2,800 registrants. The Saturday Scholar Series was launched at Alumni Weekend, drawing 769 participants; Pecha Kucha, an innovative presentation forum for young alumni, drew 600 guests; and TED Talks, noon-hour lectures targeted at 20- to 30-year-old graduates, involved 300 interested young alumni.

The “A” Photo Contest attracted 3,300 creative photo submissions featuring the U of A’s “block A” design. The contest engaged many students and young alumni and created additional traffic to the alumni and donors website. Outreach to students was another area of strategic importance this year. Through sponsorship, participation in special events, involvement in career information sessions, and mentoring, 7,000 contacts with students were facilitated during the year—with the highlight being Dare to Dodge. The Alumni Association was a proud sponsor of the record-breaking dodge ball event, providing 600 dodge balls, 1,200 retro headbands, and many alumni volunteers eager to support this exciting campus event.

**500,000 Hits on YouTube and Growing**

In February, more than 1,200 U of A students, staff, faculty, and alumni gathered together in the Butterdome to set the record for world’s largest dodge ball game, shattering the old record of 450 participants, set by San Diego State University. The U of A’s attempt at a world record was, without a doubt, a big hit, with a video of the event attracting more than half million hits on YouTube. The event originated with the Students’ Union and the Campus Residences’ Association speaking to students living in Lister Hall who suggested that a large dodge ball game would be an excellent opportunity to bring the campus community together. Before long the idea became “part of a campus-wide initiative for campus involvement,” said Brennan Murphy, one of the student organizers. Alumni, faculty, students from every faculty, students living on campus and off, and staff—the whole U of A community came out to break the record.
Electronic outreach was another important strategy used to engage alumni: a new website design, launched for alumni and donors, registered 317,530 hits, up five per cent over the 2007–08 benchmark; e-Trail reached 62,018 subscribers, a 12 per cent increase over the previous year; 2467 alumni became fans or members of the U of A Alumni Facebook pages; 6589 alumni used ualberta.net e-mail service, a 13 per cent increase over the previous year. In total, 400,000 interactions with alumni were generated through electronic services.

With support from the U of A Alumni Association and community-based partners, CAPS U of A Career Centre launched four new experiential learning programs under the umbrella name Career Discovery Through Engagement. Students and alumni are linked through several new activities, including a career information interview network, job shadowing week, career mentoring program, and non-profit internship program.

In the Faculty of Pharmacy and Pharmaceutical Sciences, a pilot pharmacy student mentorship program involving alumni was launched. The program’s purpose is: to ease the transition of senior undergraduates from student life to professional working life; to create a mutually beneficial partnership that encourages professional development, socialization into the profession, and self-confidence; to give students access to people who have dealt with similar transitions; and to strengthen ties between alumni and the faculty.

In addition to providing support through mentorship and volunteering, alumni also form the foundation of philanthropic giving at universities. As shown in the top chart in figure 12, the overall number of alumni giving to the U of A is in decline—a common trend for public universities across North America. However, it is also critical to note that the revenue generated by U of A alumni through annual giving appeals increased in 2010, as did the overall amount of the average gift from alumni (see bottom chart of Figure 12). In fact, revenue derived from alumni giving through appeal campaigns increased by 22 per cent this year.

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.

The University of Alberta is proud to be the City of Edmonton’s partner in preparing a national bid for EXPO 2017. The proposed theme for EXPO 2017, Energy and Our Planet, engages the U of A’s strengths as a university. The infrastructure developed for EXPO 2017 will be an important legacy for our campus that will be put to immediate, sustainable post-Expo use as the future home for the faculties of physical education and recreation and agricultural, life and environmental sciences, as well as other academic and research endeavours.
In addition, the Faculty of Physical Education and Recreation is collaborating with the City of Edmonton and GO Centre representatives to support the construction of the GO Community Centre, a new multi-sport field house at South Campus. The centre has funding from municipal, provincial, and federal governments in place. Construction commenced March 2010.

In March 2009, the City of Edmonton and the university also announced the establishment of an endowed chair in urban traffic safety. Funding for the chair includes a $1.5-million commitment from the city, which will be raised through the collection of red-light enforcement fines. The research chair will provide research expertise presently available to the city only through consultants and professional-development opportunities for City of Edmonton transportation engineers.

The Faculty of Extension’s liberal studies and professional programs both launched lunchtime learning events in the atrium of Enterprise Square for downtown workers: Workout Wednesdays and Knowledge@Noon, respectively.

The Community-University Partnership for the Study of Children, Youth, and Families in the Faculty of Extension was chosen in a provincial competition to lead a project to study and map early childhood development throughout Alberta ($11.9 million over five years). The Early Childhood Development Mapping Project involves a partnership with Alberta Education and consortium of 22 agencies.

A major part of U of A International’s local outreach activities, the International Student Speakers for Global Awareness group made 92 presentations to schools and organizations in Edmonton and rural Alberta communities.

Learning Services opened eplGO in the Cameron Library in partnership with Edmonton Public Library. EPL borrowing privileges have been extended to students at no membership charge, enabling students to request EPL items online and pick them up at Cameron Library.

A memorandum of understanding was signed with TELUS World of Science-Edmonton in January 2010. This agreement will allow for the joint development of a Circumpolar Science Centre at TWoSE in partnership with Canadian territorial interests.

**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 relatively strong. In the fiscal year 2009–2010, $42.2 million in funding was received from both national and international companies, a slight decrease from $47 million the year before. Due to losses experienced by industry and business during the global financial crisis, this decrease is not surprising.

In July 2009, the Faculty of Science established the Hitachi Electron Microscopy Products Development Centre, which will include a $14 million state-of-the-art Hitachi electron microscope housed in the National Institute for Nanotechnology. This partnership will open the door to innovation and application to all researchers on campus.
In 2009–2010, the Imperial Oil – Alberta Ingenuity Centre for Oil Sands Engineering received a new commitment of $10 million from Imperial Oil and has now secured in excess of $50 million in cash and commitments.

**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 2009–2010, the Faculty of Medicine & Dentistry and Alberta Health Services were partners in a number of important clinical research initiatives. The FOMD-AHS Grant Initiative has funded eight multidisciplinary research teams ($100,000 per year for three years) studying blindness, schizophrenia, Alzheimer’s disease, cardiovascular disease, diabetes in pregnancy, and kidney disease. A second competition was recently launched that will support seven to eight teams in the areas of cancer, women’s health, and health of children and youth. The Women and Children’s Health Research Institute, the University Hospital Foundation, and the Allard Foundation are also key partners in this initiative. In addition, 10 teams with faculty members serving as leads or co-leads were invited to submit full proposals for the Alberta Heritage Foundation for Medical Research team grants competition. It is anticipated that four or five of these will be funded with up to $1 million per year per team.

The School of Public Health engaged multiple external partners in the Alberta Policy Coalition for Cancer Prevention, funded by the Alberta Cancer Board and Population Health Innovative Intervention. An innovative joint academic position was also created with Alberta Health Services for a director of public health practice, strengthening links and expanding our collaborations with provincial public health services.

The Alberta Ingenuity Centre for Machine Learning in the Faculty of Science received $10 million in continued funding to build on its work in health care and health analytics. Through partnerships with Alberta Health Services and the Alberta Cancer Board, AICML is using advanced data analysis to change the way health information is used in Alberta.

The Faculty of Engineering also secured major financial support from Alberta Ingenuity by securing $36.8 million to establish the Ingenuity Nano-enabled Biomaterials for Sustainable Living Accelerator.

Two other new ingenuity centres were established in the Faculty of Agricultural, Life and Environmental Sciences in 2009–2010: The Alberta Ingenuity Centre for Livestock Genomics Technology and the Alberta Ingenuity Centre for Performance Oilseeds and Bioactive Oils. In addition, Agriculture and Agri-Food Canada funded the establishment of two Agricultural Policy Research networks led by faculty members in renewable resources, one focused on consumer and market demand and one on linking environment and agriculture. An MOU signed with the Canadian Forestry Service and Alberta Sustainable Resource Development will soon establish a Western Centre for Wildland Fire Science.

Two new memorandums of understanding were signed with Yukon College over the winter. The first establishes the collaborative delivery of a bachelor of science in environmental and conservation sciences degree, with the U of A providing university-level instruction in third and fourth year at Yukon College. The second establishes the necessary protocols to enable collaborative research activities between the college’s Yukon Cold Climate Innovation Centre and the university’s Canadian Circumpolar Institute.
alumni giving:

Alumni donations are an important aspect of fundraising at universities. In addition, many external post-secondary rankings consider the percentage of alumni who give to the university as an indicator of alumni satisfaction. Alumni giving may also be considered by other external funding agencies, such as corporations and foundations, when deciding whether or not to support the university.

**Figure 12**

Alumni Who Make Charitable Gifts to the University of Alberta, from 2005–06 to 2009–10

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Source: University of Alberta data.

**Annual Giving Appeals – Total Dollars**
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 2009–2010, 93 agreements were signed with 65 institutions in 23 countries. Notable memoranda of understanding were established with the Alexander von Humboldt Stiftung/Foundation, Helmholtz Association of National Research Centres, and Technische Universität Dresden in Germany; the Fulbright Foundation and Lawrence Berkeley National Laboratory (LBNL), University of California in the U.S.; the Indian Institute of Technology, Bombay, in India; and Tsinghua University and Zhejiang University in China.

Play Around the World, housed in the Faculty of Physical Education and Recreation, marks its 10th anniversary in 2010. Doctoral student and PAW’s senior programs advisor, Song Truong, was awarded the Canadian Bureau of International Education’s student leadership award for internationalization.

Several professors and staff in the Faculty of Physical Education and Recreation worked with Canada’s athletes at the 2010 Olympic and Paralympic Games in Vancouver:

» John Dunn is a sport psychologist with the men’s and women’s biathlon teams, and members of the Canadian Alpine team. This was his second Olympic Games.

» Connie Lebrun, sports medicine physician and director of the Glen Sather Sports Medicine Clinic, was on the medical team for Canada Snowboard.

» Rob Krepps, curling manager at Saville Sports Centre, was one of the coaches for the women’s curling team.

» Michael Kennedy, athlete health professor and former national team member in cross-country skiing, worked as a technician with blind cross-country athlete Brian McKeever.

In September 2009, the Faculty of Education’s first ever cohort of undergraduate exchange students arrived from Gyeongin National University of Education. All five students in the elementary route of the BEd program spent a full year taking courses in the faculty.

To stimulate educational and research exchange opportunities, the School of Public Health negotiated memoranda of understanding with the University of Zambia medical school, the Kaunas Medical University in Lithuania, and the Public Health Foundation in India.

As a result of Campus Saint-Jean professor Roger Parent’s recent appointment as Invited Fellow at the University of Avignon, a memorandum of understanding was signed.

International Student Ties

When Natasha Kedia arrived at the University of Alberta in September 2009, she wasn’t quite sure what to expect. A recent graduate of Dhirubhai Ambani International School in Mumbai, India, she had never been to Canada and she didn’t know a single person in Edmonton. Undaunted, she threw herself into her new life. Before long, she had begun to build connections in residence, in class, and beyond. She quickly became president of a club devoted to the politics of the Indian subcontinent. But politics wasn’t Natasha’s only focus. She also brought together students of diverse ethnic backgrounds for an evening of dance and cultural celebration. When President Samarasekera visited India in February 2010, she was the guest of honour at a recruitment event organized by Natasha’s parents in Mumbai. Natasha is just one of thousands of international students who come to the U of A each year—connecting Edmonton to their home communities and enriching life on campus.
between that university and the University of Alberta. CSJ also renewed an agreement with Université Saint-Joseph in Beirut and will be receiving one of their master’s level students in September 2010.

In February 2010, U of A students, faculty, and administrators participated in the Japan-Canada Academic Consortium Student Forum on the environment and sustainable innovation. U of A students joined those from other Canadian institutions in Tokyo through funds supplied by the Prince Takamado Fund. Several U of A students were on the winning research team, presenting their results as a part of the forum. U of A will host the consortium in 2010–2011.

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

The Faculty of Physical Education and Recreation promotes community pride and participation in the University of Alberta throughout the year. In 2009, 8,483 Edmonton and area children and youth registered in sport and activity camps, including free camps for inner city children, as well as the highly-successful Green and Gold soccer academy program, which provided 472 children and youth with national and international soccer experience. The Golden Bears and Pandas volleyball and wrestling teams also hosted major junior/senior high-school volleyball and wrestling tournaments, each involving more than 1,000 students from 100 schools across the western provinces.

Hosted by Alberta Health Services, the City of Edmonton, the U of A, and many other community partners, the Little Big Run fosters health through physical activity for children and adults in Edmonton. In 2009, 4,800 youth and children took part in the Little Run, as well as 2,550 adults in the Big Run.

Planning for a second Festival of Ideas began in fall 2009 and an institutional commitment was made to continue the festival on a biennial basis into the future. The theme for the 2010 Festival, *Truth and Lies: Trust Me*, is a broad and provocative one. Under the leadership of an advisory board from the U of A, the City of Edmonton, and the community, the program will include performers, writers, visual artists, scientists, and public intellectuals interacting with the general public in artistic productions, panel discussions, forums, and family-friendly events.

**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 2009, the first cohort of rehabilitation medicine students graduated with their certificate in Francophone Practice for Speech Language Pathologists, a graduate certificate program run in collaboration with Campus Saint-Jean. This certificate provides professional speech language pathologists with skills specific to clients who communicate and/or learn in French. Work is underway for two more collaborative certificates in pain management and stroke rehabilitation that will be launched in 2010–2011.

In 2005, a bachelor of nursing after-degree program was developed at Augustana campus that focuses on rural nursing. The goal of the program is to prepare nurses for practicing in a rural environment. Four years into the program it appears to be a success with a significant portion of the graduates stating that they plan on remaining in rural settings to practice.
To enhance social and academic support systems and engagement with the Aboriginal community, the Faculty of Law hired a new director of indigenous academic services. For 2009–2010, the faculty received 21 Aboriginal applications and made 15 offers, nine of which were accepted. For the 2010–2011 academic year, Aboriginal applications increased from 21 to 27, resulting in 12 offers and eight acceptances. The IAS director is responsible for a new peer mentoring program, available for all students, but with a focus on Aboriginal students. The Faculty of Law also established an advisory committee for Indigenous Academic Services.

Augustana Campus hired Lars Hallstrom, the first director of the Alberta Centre for Sustainable Rural Communities, a joint initiative with the Faculty of Agricultural, Life and Environmental Sciences. The centre has worked with Alberta Agriculture and Rural Development and Augustana’s Learning and Beyond office to create a summer employment program focused on rural capacity-building in students.

In 2009, the university became the host for the Canadian Institute of Health Research’s Institute of Aboriginal Peoples’ Health, and the Faculty of Nursing signed a memorandum of understanding with the Aboriginal Nurses Association of Canada to co-operate on initiatives relating to Aboriginal health and education.
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.

Between April 1, 2009, and March 31, 2010, the University of Alberta exceeded its fundraising goal of $88 million by $15 million, securing a total of $103 million in gifts and pledge commitments. Of this amount, $65 million was allocated for endowed funds, providing much needed support for chairs, professorships, student awards, and innovative programs.

This year, the Faculty of Rehabilitation Medicine received $750,000, its largest donation ever, to establish the David Magee Chair in Musculoskeletal Rehabilitation. In addition, two graduate student scholarship endowments were funded by private donors.

The Faculty of Nursing also established and recruited a new Nursing Research Chair in Aging and the Quality of Life.

During 2009–2010, Faculty of Engineering’s fundraising efforts resulted in commitments of over $16 million, of which approximately $13 million is being directed to endowments to support chairs, professorships, scholarships, and other initiatives.

In the Faculty of Arts, a number of major gifts were secured in 2009–2010. The Kule Institute for Advanced Study was established with a $4 million donation from Peter and Doris Kule. A gift from the Lodge family established the Henry Cabot and Linnea Lodge Scandinavian Professorship to support the strong Scandinavian program in the Department of Modern Languages & Cultural Studies. In addition, the Faculty of Arts established an endowed lectureship in Lebanese Studies as part of the Islamic Studies program, through the support of the Mahkzoumi Foundation (Lebanon).

**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 2009–2010 fiscal year, the University of Alberta received the last in a series of four consecutive six percent increases to its operating grant from the provincial government. Over the five period, 2005–2006 to 2009–2010, the university’s operating grant has increased from $356 million to $518 million. However, when we compare total U of A operating and tuition fee revenue per student to our peer institutions, we remained fairly low at $22,554 in 2008-2009, the latest year for which data is available (see Figure 16). This places us at a steady eighth among our peers.
In 2009–2010, capital grants from all sources topped $349 million, an expected decrease of $64 million from 2008–2009. Over the coming years, as the university’s major building projects, such as the Centennial Centre for Interdisciplinary Science, Edmonton Clinic Health Academy, and the two health innovation research facilities come to completion, our capital funding will decrease accordingly because most of the funding for existing projects has already been received. For 2010–2011, we are currently tracking to our capital budget expectations. For the 2010–2011 budget, we budgeted another significant decrease of at least $100 million.

In contrast, major research funding continues to grow. Research revenues from federal government sources have increased from $151 million in 2003-04 to $185 million in 2009–10—this represents a $10 million dollar increase over the last year. This increase includes Tri-Council funding as well as research revenue from other agencies.

Based on 2008–09 Tri-Council figures, we rank fifth across all three councils (see Figure 15), but our ranking differs according to each council: third for NSERC and seventh for both CIHR and SSHRC. The goal is to rank fifth or higher in funding from each council.

Total external research funding for 2009–10 amounted to $513.5 million, compared with $527.9 million in 2008–09 (which had been augmented with $20.3 million from endowment cumulative capitalized income). The U of A remains among the top five institutions in Canada in attracting research support from a range of Canadian and international sponsors.

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 $89.5 million in 2009–2010 from $81.3 million in 2008–2009. From April 1, 2009, to March 31, 2010, approximately 120 new awards and scholarships were approved by the registrar’s office. While we are seeing growth in this area, we still lag significantly behind the majority of our peer institutions in providing substantial financial support to students. Figures 18 and 19 show how scholarship and bursary expenditures break down per full-time student. The U of A ranks fifth in terms of scholarship and bursary expenditure as a percentage of tuition and fees revenue. Support for graduate students is considerably stronger; the U of A provides support that is well above the average (see Figures 20 and 21). 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 22).

The Faculty of Physical Education and Recreation endowed several new scholarships in 2009 for graduate and undergraduate studies, and student-athletes:
• Art Quinney Kinesiology Scholarships (one graduate and two undergraduate awards)
• Tim and Nancy Muzyka Awards (graduate awards)
• Larry Hooper Pandas Basketball Student-Athlete Scholarship
• Jerry Saik and Family Award in Pharmacy and Athletics
• George Thomlison Scholarship for Student-Athletes
• Reagan Williams Swim Scholarship

Resulting from Faculty of Engineering fundraising efforts, engineering undergraduate students received more than $3.5 million in total scholarships in 2009. This was an approximate tripling of the scholarship funds over the past six years.
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.
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.

The University of Alberta’s investments in international calibre research facilities continue to reap benefits. New research laboratories and core facilities have opened in the Katz Group Centre for Pharmacy and Health Research, the Li Ka Shing Centre for Health Research Innovation, and the Centre for Prions and Protein Folding Diseases. The new labs are providing expanded and improved capacity for our existing and newly recruited faculty members to conduct their research activities. The fit-up of laboratories in the Health Research Innovation Facilities East (Alberta Diabetes Institute) and West (Katz Group Centre for Pharmacy and Health Research) continues to progress as funding becomes available. The pace of occupation will accelerate over the next several months as researchers funded by the federal government’s Canada Foundation for Innovation (CFI) move into their new spaces. This will allow groups, such as the Project to Restore Movement, the Centre of Excellence in Viral Hepatitis Research, the Alberta Transplant Applied Genomics Centre, and the Institute of Biomolecular Design to make proper use of the research infrastructure funded by CFI and thus optimize their overall research efforts.

On March 31, 2010, the University Wireless Services project was completed. This project successfully deployed wireless access across all five campuses. The project came in within budget, on time, and with extended scope. The project took one year to plan and three years to deploy. The services have been enthusiastically embraced by all segments of the university community.

The Faculty of Law opened its new MacInnis Centre in October 2009. The faculty also completed renovations on the first floor of the Law Building, which included building two smart classrooms, a computer lab, a research area for graduate students, and an area for student services.

Augustana Campus celebrated the opening of its new library in September 2009. With its striking design, window views, differentiated group study spaces, and information commons, the library has quickly become the hub of campus, especially for a new generation of serious but social students. Together with the new Forum, the library is changing perceptions on campus, in the community, and among prospective students about what Augustana is and aspires to be. Landscape work begun in the summer of 2009 is enhancing the visual appeal of the campus. The Augustana Library received an Innovation Award from the Association of College and Research Libraries for its work in information literacy instruction. (See Figure 17 for total growth of U of A library holdings in 2009–2010.)

As well, all classrooms at Campus Saint-Jean have now been upgraded to smart classrooms.
federal 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. Universities receiving ample federal funding are better able to undertake and sustain relevant, groundbreaking research. Because funding is issued on a competitive basis, receipt of Tri-Council funding enhances reputation.

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

The University of Alberta’s South Campus Master Plan is progressing well. EXPO 2017 site discussions continue with the site forming a major component of the overall proposal strategy. In conjunction with site development planning, we initiated a sustainability review by the Urban Land Institute to ensure that best practices were being incorporated and that technology trends were being considered. The ULI workshop was completed in partnership with Alberta Energy and Alberta Environment, for which we received 60 per cent of the required workshop funding from government.

Preparations for the 2011 opening of the Edmonton Clinic Health Academy are well underway. The Health Sciences Council secretariat has convened an ECHA Administrative Processes Working Group to plan, co-ordinate, and implement decisions regarding the operations of the facility. Mock-up tours were conducted to get user input into furniture needs and to build understanding of the principles and philosophies of the academy. More than 100 staff toured the mock-up space. In March and October 2009, students from various health student associations also toured the space and met with the university architect, the academy’s project management office, and the vice-provost (HSC) to participate in the development of student life planning and student association space. KCI (Calgary) has been secured as a consultant to develop a Feasibility Study and Case for Support for the ECHA. Their development strategy is expected to be in place by summer 2010.

In January 2009, the federal government announced in its budget the creation of the Knowledge Infrastructure Program for post-secondary schools across Canada. With the assistance of Government Relations, the U of A was able to respond with upwards of $120 million in potential project funding requests, and was successful in securing $62 million. We combined this with existing provincial capital funding already received by the institution in previous budgets. Projects incorporated into the KIPs funding program include HRIF/Katz Group buildings ($40 million), CME retrofit ($10 million), FAR projects ($2 million) and Bio-Sciences/Chem West retrofits ($10 million).

The various fit-up projects within HRIF/Katz Group buildings are progressing very well, with excellent tendering results allowing us to leverage the federal KIP funding of $40 million to an even greater extent. All KIP-related projects are on track for completion on or before the March 2011 federal government cut-off date.

Occupancy of the Centennial Centre for Interdisciplinary Science, on the north end of the Quad, is on schedule for spring 2011. This leading-edge facility will increase access to advanced education in science by providing new, state-of-the-art classrooms and teaching laboratories, and providing additional benefit of reducing the deferred maintenance liability. It will also consolidate key research initiatives from five separate sites on campus, facilitating research collaboration across traditional scientific disciplines within the Faculty of Science. The centre will achieve LEED Silver designation.
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. Resources held at top research libraries are considered credible and reliable in a world in which all types of information compete for the user’s attention.

Figure 17

Total Library Volumes* Held and ARL Rank, University of Alberta and Selected Peers, 2008–09

Montreal (74) 3,180,763
McGill (42) 4,128,321
Arizona (24) 5,794,299
UBC (19) 6,312,477
Wisconsin (12) 8,310,732
Washington (14) 7,549,765
Alberta (16) 7,066,429
Minnesota (17) 6,975,576
UBC (19) 6,312,477
Wisconsin (12) 8,310,732
Washington (14) 7,549,765
Alberta (16) 7,066,429
Minnesota (17) 6,975,576
UBC (19) 6,312,477
Arizona (24) 5,794,299
McGill (42) 4,128,321
Montreal (74) 3,180,763

*“Volumes” exclude microforms, maps, nonprint materials, and uncataloged items.
THE STRATEGY: Establish high standards of service based on best practices to achieve and maintain good stewardship of financial resources and capital assets.

In response to an increased awareness of several assessment tools of student engagement (e.g., National Survey on Student Engagement [NSSE], etc.), the Office of the Dean of Students is leading the development of an assessment program to better understand the University of Alberta student experience and to ensure that our programs and services reflect the needs of students. The dean’s office has partnered with Residence Services and the Office of the Registrar and Student Awards to implement this program. As well, a service contract with Student Voice, a recognized system used throughout North America, has been engaged to facilitate this program.

A number of changes were made in the Student Awards area to provide better service for students. Student Awards increased its presence at recruiting and orientation events to ensure prospective and new students had better access to awards information. Award communication materials were also strategically redesigned to increase student awareness of existing award opportunities. Posters and brochures were given a unified look and were distributed across campus through orientation events, information sessions, and fairs. Award applications were redesigned, making it easier for students to apply online or download the appropriate form. And, finally, notice of awards and donor thank-you cards sent to Campus Saint-Jean students are now produced in French.

The Office of the Vice-President (Finance and Administration) created the Office of Quality Management in Clinical Research in August 2009 as an oversight mechanism for human research activities conducted at the U of A.

The Faculty of Graduate Studies and Research launched electronic thesis submission in summer 2009, eliminating much of the duplication and paper costs incurred by students. The change has been used by a large majority of students, with 84 per cent of them submitting their final thesis electronically for the fall 2009 convocation and 90 per cent of them submitting their final thesis electronically for the spring 2010 convocation.

Risk Management Services co-ordinated the U of A’s response to the H1N1 pandemic, including 237 days of continuous tracking and managing of the Public Health Response Team’s mandate. Nearly 4,000 people, including 951 staff, were immunized at H1N1 Immunization Clinics on campus. Staff immunization increased 24 per cent from the prior year. The U of A also hosted a major higher education H1N1 Symposium for provincial institutions with more than 60 participants.

Keeping H1N1 in Check

In April 2009, news of a new influenza virus started to make headlines around the world. Risk Management Services and the University Health Centre were listening and quickly put into action the U of A’s Public Health Response Plan. The results of long-term planning and quick on-the-ground emergency action were remarkable. More than 4,100 staff and students were inoculated in just a three-day period, thanks to the collaborative efforts of health centre employees, the Students’ Union, risk management personnel, the H1N1 communications team, and 100 student volunteers from the Faculty of Nursing. Staff flu immunization increased 24 per cent from the prior year. The U of A also hosted a major higher education H1N1 Symposium for other Alberta colleges and universities, with over 60 participants eager to know how we were managing everything from new sick notes policies to H1N1 information campaigns.
Two of the goals outlined in the 2007 Travel Demand Management Study were met over the last year. In January 2010, Facilities and Operations' ancillaries services unit successfully introduced the Hertz Connect system, which offers hourly car rentals at no financial risk to the university. A surface parking lot was also completed on the South Campus, which links staff and students to the South Campus LRT station, and by extension, to the U of A's North and downtown campuses as well. Traffic on 114 St. is thus reduced while staff and students also benefit from lower parking rates at this lot.

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 continues to ensure that the learning and research environment is relevant and accountable through the constant reflection and review of practices and programs. In 2009–2010, an academic review was completed for the Faculty of Science and an administrative review was completed for the University Health Centre; both are now in the recommendation and follow-up stage. Reviews have also now been completed for 17 departments and units within the Faculty of Arts.

In November 2009, the Academic Information and Communications Technology E-Learning Group and University Teaching Services were merged to form a new unit called the Centre for Teaching and Learning, which will provide one-stop shopping for faculty and students with regard to use of information technology and pedagogy used to enhance teaching and learning.

A new governance model was developed for the National Institute for Nanotechnology, along with a new vision and revised council composition proposal.

Grants 2.0, a new software system designed to enhance the university's research administration, was launched on June 23, 2009.
### Scholarships and Bursaries:

One factor that distinguishes a great university is the quality of its students. Scholarships, distributed on the basis of academic performance, are instrumental in any university’s ability to attract and retain the best applicants and students, while bursaries, usually distributed on the basis of a combination of academic performance and financial need, can be essential to a student’s ability to meet the financial obligations of tuition, fees, and other living expenses. While the value of scholarships and bursaries can be compared by a simple dollar amount, it is also important to note that the true “value” of scholarships and bursaries will increase or decrease according to the percentage of tuition that it covers at any particular institution.

#### Figure 18

<table>
<thead>
<tr>
<th>Scholarship &amp; Bursary Expenditures per FTE Student*</th>
<th>Tuition and Fees Revenue per FTE Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Washington, Seattle</td>
<td>$18,043</td>
</tr>
<tr>
<td>Illinois, Urbana-Champaign***</td>
<td>$16,940</td>
</tr>
<tr>
<td>UCLA</td>
<td>$16,898</td>
</tr>
<tr>
<td>Minnesota, Twin Cities***</td>
<td>$16,568</td>
</tr>
<tr>
<td>Texas, Austin</td>
<td>$16,037</td>
</tr>
<tr>
<td>Arizona</td>
<td>$13,675</td>
</tr>
<tr>
<td>Wisconsin, Madison</td>
<td>$11,147</td>
</tr>
<tr>
<td>Toronto</td>
<td>$10,686</td>
</tr>
<tr>
<td>UBC</td>
<td>$7,830</td>
</tr>
<tr>
<td>Alberta</td>
<td>$6,339</td>
</tr>
<tr>
<td>McGill</td>
<td>$6,024</td>
</tr>
<tr>
<td>Montreal****</td>
<td>$3,080</td>
</tr>
</tbody>
</table>

* FTE student = Full-time + 1/3 part time. It does not take into account the different student program mixes. Canadian universities exclude medical and dental residents.

** U.S. universities’ financial figures have been converted to Canadian dollar with OECD’s 2008 Purchasing Power Parity (≈1.23 CAD$/US$)

*** Approximations based on student enrolment proportions of state system for University of Illinois, Urbana-Champaign campus and University of Minnesota, Twin City Campus.

**** University of Montreal includes HEC and Ecole Polytechnique. McGill and Montreal tuition and fees are based on 2007–08 results.

One factor that distinguishes a great university is the quality of its students. Scholarships, distributed on the basis of academic performance, are instrumental in any university’s ability to attract and retain the best applicants and students, while bursaries, usually distributed on the basis of a combination of academic performance and financial need, can be essential to a student’s ability to meet the financial obligations of tuition, fees, and other living expenses. While the value of scholarships and bursaries can be compared by a simple dollar amount, it is also important to note that the true “value” of scholarships and bursaries will increase or decrease according to the percentage of tuition that it covers at any particular institution.

### Figure 19

**Scholarship & Bursary Expenditures per Fall FTE Student*, University of Alberta and Selected Peers, (CAD)**, 2008–09

<table>
<thead>
<tr>
<th>Institution</th>
<th>CAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois, Urbana-Champaign***</td>
<td>$7,073</td>
</tr>
<tr>
<td>UCLA</td>
<td>$6,464</td>
</tr>
<tr>
<td>Arizona</td>
<td>$5,742</td>
</tr>
<tr>
<td>Texas, Austin</td>
<td>$5,486</td>
</tr>
<tr>
<td>Washington, Seattle</td>
<td>$5,309</td>
</tr>
<tr>
<td>Minnesota, Twin Cities***</td>
<td>$5,112</td>
</tr>
<tr>
<td>McGill</td>
<td>$2,789</td>
</tr>
<tr>
<td>Wisconsin, Madison</td>
<td>$2,619</td>
</tr>
<tr>
<td>Alberta</td>
<td>$2,415</td>
</tr>
<tr>
<td>Toronto</td>
<td>$2,229</td>
</tr>
<tr>
<td>UBC</td>
<td>$1,641</td>
</tr>
<tr>
<td>Montreal****</td>
<td>$1,653</td>
</tr>
</tbody>
</table>

* FTE student = Full-time + 1/3 part time. It does not take into account the different student program mixes. Canadian universities exclude medical and dental residents.
** U.S. universities’ financial figures have been converted to Canadian dollar with OECD’s 2008 Purchasing Power Parity (=1.23 CAD$/U.S.$)
*** Approximations based on student enrolment proportions of state system for University of Illinois, Urbana-Champaign campus and University of Minnesota, Twin City Campus.
**** University of Montreal includes HEC and École Polytechnique. McGill and Montreal tuition and fees are based on 2007–08 results.

scholarships and bursaries:

These three charts compare average graduate student support at the University of Alberta to that of G13 Canadian universities, not the U.S. and Canadian comparisons used in other figures. Data for those benchmarks are not available. G13 universities include: University of Alberta, University of British Columbia, University of Calgary, Dalhousie University, Université Laval, McGill University, McMaster, Université de Montréal, University of Ottawa, Queen’s University, University of Toronto, University of Waterloo, and University of Western Ontario.

Figure 20
Average Financial Support per Doctoral Student, University of Alberta and G13 Universities, 2008–09

Figure 21
Average Financial Support per Research Masters Student, University of Alberta and G13 Universities, 2008–09

Figure 22

Notes: For doctoral scholarships from the federal granting councils, percent share based on total cumulative counts (Canada Graduate Scholarships—Doctoral: CIHR n=1,093; NSERC n=1,496; SSHRC n=2,330. Vanier Scholarships: CIHR n=56; NSERC n=55; SSHRC n=55.) SSHRC William E. Taylor Award n=4 in Canada (outcome not yet available for 2009). NSERC André Hammer Prize n=5. Doctoral dissertation awards: NSERC Doctoral Prize n=72, CAGS/UMI n=28.

Source: University of Toronto’s 2009 Performance indicators for governance.
Appendix

Methodology

Quantitative Measures

As a record of our progress, the Dare to Discover Report Card, now in its third 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 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.

<table>
<thead>
<tr>
<th>University</th>
<th>2009 FTE Enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toronto (includes colleges)</td>
<td>67,969</td>
</tr>
<tr>
<td>Texas, Austin</td>
<td>48,041</td>
</tr>
<tr>
<td>Montréal (includes Haute Études Commerciales and École Polytechnique)</td>
<td>47,551</td>
</tr>
<tr>
<td>Minnesota</td>
<td>42,616</td>
</tr>
<tr>
<td>UBC</td>
<td>41,817</td>
</tr>
<tr>
<td>Illinois, Urbana-Champaign</td>
<td>41,211</td>
</tr>
<tr>
<td>Washington</td>
<td>41,029</td>
</tr>
<tr>
<td>UCLA</td>
<td>39,051</td>
</tr>
<tr>
<td>Wisconsin, Madison</td>
<td>39,014</td>
</tr>
<tr>
<td>Arizona</td>
<td>34,993</td>
</tr>
<tr>
<td>Alberta</td>
<td>34,545</td>
</tr>
<tr>
<td>McGill</td>
<td>29,107</td>
</tr>
</tbody>
</table>
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 22 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. For example, you will note that figure 23, “Percentage of Full-time Students Living on Campus,” is no longer a part of this report. The data used to compile this chart in the past has been unreliable and difficult to replicate, and thus did not provide a useful measure for capturing the quality of student experience at the U of A. In addition, there is no update for 2009 from the National Survey of Student Experience (Figure 6). To reduce expenditures, the U of A participates in this survey in alternating years rather than every year.

There has also been a change in how undergraduate and graduate students are counted in U.S. Common Data Sets, one of our main sources of data on U.S. institutions. Students in professional programs (medicine, dentistry, and law) are now counted as graduate students rather than undergraduate students. As a result, we have had to revise the data for all previous years in all charts relating to undergraduate and graduate enrolment (Figures 1, 2, and 3) in addition to this year. Canadian G13 data on full-time faculty is not available for 2009 and so Figure 4 has been revised to show the change in student/faculty ratio at the U of A over the last five years.

**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 22 measures we use in the following 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 22 quantitative measures with substantial qualitative evidence of initiatives undertaken and achievements reached between April 1, 2008, and March 31, 2009 to fulfill 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.