Executive Summary

Alberta, Canada, and the world benefit from the learning and discovery that occurs daily at the University of Alberta.

The lifeblood of all universities is human curiosity, imagination, creativity, and action, borne out of a genuine desire to know and understand the world and humanity more clearly and accurately. These ideals may be lofty but the results are tangible, with measurable benefits befalling not only students, staff, and faculty, but also the broader communities of which they are a part. Alberta, Canada, and the world benefit from the learning and discovery that occurs daily at the University of Alberta.

What are those benefits? Advances in knowledge, better health, increased social cohesion, and economic growth. A highly skilled workforce. Spinoff companies. Leaders and innovators with vision and skill. A large majority of U of A graduates choose to live and build their careers within the province. Both the historical and the current record show that U of A alumni and faculty have provided essential leadership in every sector of society—whether we speak of the province’s vibrant theatre community, its strengths in health care, or its world-leading K–12 educational system. Given that Alberta projects a labour shortage of 114,000 workers over the next decade—62,000 of whom will require a post-secondary education—it is clear that the U of A is filling an essential role in society.

We are doing so because of our sustained commitment to excellence and to our goal of building a great university equal to the best public universities in the world. Even as we face significant financial challenges and recognize the need for change, the boldness of our vision is undiminished. As the following 2012–2013 Dare to Discover Report Card demonstrates, we continue to be guided by our Dare to Discover and Dare to Deliver strategic objectives. We continue to develop and implement a wide range of initiatives, projects, programs, and supports that enable world-class research and provide continuous improvement to undergraduate and graduate experience. This report’s overview of the many
and diverse initiatives undertaken by faculties, departments, and units between April 1, 2012, and March 31, 2013, is not intended to be exhaustive but rather representative of the full extent of the work that is ongoing across the U of A’s five campuses.

In addition to the qualitative indications of our progress contained in this report, there are also included 17 quantitative measures, all of which remain consistent with the last five iterations of the report card. These measures show how the U of A compares with 13 peer institutions in Canada and the United States in terms of critical inputs and outcomes. A full account of the methodology used is available in the appendix of the report (p. 53).

Since the inception of the *Dare to Discover Report Card* in 2009, we have based our comparisons on the assumption that universities able to attract the following human and financial resources often have a competitive advantage:

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

Because of that competitive advantage, universities rich in these resources also tend to outperform peers in terms of key outcomes and impact such as:

- Quality and influence of research/publications;
- Number of companies that are formed out of research and are successful;
- Faculty awards and honours; and
- Fundraising dollars earned.

Taken together, the qualitative data and quantitative content of the 2012–2013 *Dare to Discover Report Card* show that the U of A continues to perform across most of these measures, and although challenges remain, the faculty, staff, and students are consistently making significant progress and continuously striving to create an intellectual community dedicated to the public good and the uplifting of the whole people.
Priority: Extending International Reach

Year by year, the University of Alberta is gaining a reputation for devising the kind of innovative, multi-levelled international partnerships that make sense today. In an increasingly interconnected world, universities around the globe are coming to realize that serious problems and challenging research questions faced locally are often similar to those faced by communities far beyond local borders. Given today’s speed of innovation and increased opportunities for sharing knowledge, universities are quickly realizing that we can achieve major research advancements faster if we combine resources and talent.

On November 6, 2013, Prime Minister Stephen Harper formally launched the India-Canada Centre for Innovative Multidisciplinary Partnerships to Accelerate Community Transformation and Sustainability, or IC-IMPACTS. Funded by $30 million in federal dollars, this initiative is the latest major partnership that includes the U of A as one of its central players. IC-IMPACTS brings together scientists from the universities of Alberta, British Columbia, and Toronto with 11 leading institutions in India to conduct research focused on water safety, water-borne disease prevention and treatment, and safe and sustainable civic water infrastructure. The centre will also support the development, deployment, and commercialization of new technologies as well as the training of graduate students and other researchers.

The U of A’s involvement in this project is the culmination of years of dedicated partnership-building in India with colleagues in higher education, government, and industry. It is also indicative of our growing stature among Canada’s top research-intensive universities as a partner with the human and physical resources and capacity to be a leading contributor in projects of global significance.

What’s next?

Going forward, we will continue to look for and, where possible, seize opportunities to be involved in major international partnerships such as IC-IMPACTS. At the same time, we will steward and continue to strengthen the partnerships currently in place with organizations such as Helmholtz in Germany, the Aga Khan and Li Ka Shing foundations, and India’s institutes of technology. We will do so by expanding on areas of joint research, adding internship and exchange opportunities for students, developing joint degrees, and organizing international conferences. Our goal? Being the home of vibrant, active, and leading international networks engaged in the most challenging questions and problems facing the global community.
Priority: Strengthening Undergraduate Student Experience

An outstanding student experience is at the heart of an outstanding university, and attracting talented students and providing them with highly competitive, enriched learning experiences continue to be two of the University of Alberta’s key priorities. Throughout this report card are examples of significant changes that will enhance our students’ experience, from the moment they first visit our web page, through to their admission into a program and eventual graduation. More effective services are now in place to support students’ success, especially when they encounter academic, financial, and mental health difficulties.

Changes to Lister Hall that were begun last year will be fully implemented in fall 2013, with the goal of making Lister an intentional learning environment predominantly for first-year students. Residence Life Services aims to double the number of residence assistants (student staff), who will be responsible for implementing new curricula and residence life programs focused on identified learning outcomes. Some of other changes at Lister Hall include having community social workers and faculty located in residence. The restorative justice program for community-based resolution of problems and repairing harms will be reviewed a second time this summer, but we anticipate continuing the program as uptake of restorative justice processes increased dramatically over the last year.

Although a few universities in Canada bring some students to campus early, ours is the first that deliberately schedules a full week of programming for students in residence prior to the launch of classes. This year, roughly 1,000 students will attend BaseCamp, led by Residence Services in partnership with colleagues from across the student affairs spectrum to make this transition to university a success. A week-long orientation program, BaseCamp lays the foundation of student success by improving their transition to university, ensuring they have knowledge of and access to the tools they may need to succeed, and helping them to establish connections within both their new residence communities and the wider Edmonton community.

In addition to these changes in residence life, the Office of the Registrar has been preparing to launch Student Connect, a new one-stop student service centre that will transform how the Registrar’s Office previously served students. It includes an open concept, central point of contact, queuing system, and new student service technologies. These changes will help to reduce the time students spend seeking assistance and ensure that they have an improved experience no matter their request. Services available at Student Connect include student records and registration, admissions questions, enrolment
An enriched graduate student experience at its best should provide mentorship, inspiration, and support for original, innovative research.

**Priority: Enriching Graduate Student Experience**

Since the inception of *Dare to Discover*, the recruitment of high-quality graduate students from Alberta, Canada, and the world has been a priority for the University of Alberta. An enriched graduate student experience at its best should provide mentorship, inspiration, and support for original, innovative research—research with the potential for revolutionizing old ways of thinking and tired methods of approaching major questions and challenges. To achieve this kind of environment, we need to recruit major talents and create the right mix of undergraduate and graduate students. Our long-term target is to achieve the undergraduate-to-graduate student ratio of 3:1 that is common among our peer institutions (see Figure 2 for our progress).

Our graduate student population has increased by more than 40 per cent in the past 10 years, and our international graduate student population is now the largest among Canada’s U15, with that growth occurring mostly in the last five years. The number and breadth of graduate programs has also expanded to meet emerging needs and demands from students and employers. For a number of reasons, more of our graduate students are pursuing non-academic careers.
The landscape for graduate education has shifted, and our institutional systems must adapt.

This situation is not unique to the U of A. Many Canadian institutions, including the universities of British Columbia, Toronto, and Waterloo, to name a few, are developing and implementing strategies to support and expand graduate student programs, so that their graduate offerings are competitive and their students are successful over the long term.

In the last year, the U of A’s acting provost named a special advisor to consult departments, faculties, and graduate students to understand the current state of graduate studies on campus, including its successes and pressures, and to identify the changes needed to ensure the success of our students, programs, research, and teaching. Between November 2012 and early January 2013, more than 220 people were interviewed, including 44 departments, 18 faculties/schools, 15 central administrative offices, and more than 40 graduate students. The internal consultation was paired with visits to Toronto and Waterloo, in order to understand the evolution of graduate programs at other Canadian institutions and gain insight and understanding from their experiences of change.

What’s next?

The U of A will now translate the results and recommendations of the graduate education consultation process and develop an institutional vision and strategy for graduate education that defines, broadly speaking, the attributes of a successful graduate student experience, the educational and research goals for our students, and the institutional supports for achieving these, so that our students are prepared for leadership, whether they choose academic or non-academic careers. As is the case with our university peers across Canada, we need to look at how we develop and support our graduate programs both administratively and strategically, and develop a defined action plan that will sustain our competitiveness in this critically important area.

Priority: Stimulating Innovation and Entrepreneurship

Graduate students matter because they often play a critical, entrepreneurial role in the discovery of innovations that lead to the development of new businesses and industries. The University of Alberta is committed to integrating a research-intensive educational experience with specialized training and opportunities that enable both students and faculty to pursue entrepreneurial paths, if they

...
choose, and to become leaders in business, industry, non-profit, and public service sectors.

The university’s tech-transfer engine—TEC Edmonton—was formed in 2006 as a joint venture with the Edmonton Economic Development Corporation. Since then, TEC Edmonton has provided advice and expertise to take research discoveries from proven ideas to viable businesses. In 2012–2013, TEC Edmonton was named the 17th best university business incubator in the world by the University Business Incubator Index. The UBI's Global Benchmark Report 2013 is a global index assessing and benchmarking the performance and best practices of university business incubators. UBI established comparative criteria based on value delivered to local economy, value to startup company clients, and post-incubator performance of startup companies. Having developed 10 benchmark indicators and 50 performance indicators, the UBI Index team then assessed 150 leading university-associated incubators in 22 countries, ranking TEC Edmonton 17th among the group—a significant achievement in only seven years of operation.

The U of A also has a long-standing suite of undergraduate and graduate programs aimed at enhancing students’ entrepreneurial capacity for technological, business, and social innovation. These include a Bachelor of Commerce degree in entrepreneurship and family enterprise, an MBA in technology commercialization, an Executive Management Program, a Senior and Executive Managers’ Development Program, and a Citation in Entrepreneurship. In 2012–2013, two new programs were launched: a Master of Arts in Community Engagement, which trains professionals who are working, or who will work, in community settings in roles that include program evaluation, leadership, social entrepreneurship, program development, and community capacity-building; and a Citation in Social Entrepreneurship, which empowers participants by providing the skills and knowledge to think innovatively, to anticipate and solve problems, and to engage and interact with business communities.

What’s next?

Plans are now underway for the Peter Lougheed Leadership Initiative, a collaboration between the U of A and the Banff Centre to nurture and inspire next-generation leaders in all sectors of society. The vision at the U of A is to offer a dedicated series of courses and other learning opportunities across the full range of disciplines, that incorporates academics, research, co-curricular activities, international study, and community service. Interested students will build their knowledge base, skills, and capacity for innovation through mentorship by renowned faculty and other national and international thought leaders.
leaders. Over the coming months, we will work with students, faculty, and staff, along with our partners at the Banff Centre, supporters from the philanthropic community, and all levels of government to take this initiative from vision to fully realized and funded program.

Conclusion

Although the university’s financial circumstances changed with the March 2013 provincial budget, the U of A remains committed to its chief strategic goal to be a leader among the world’s best public comprehensive, research-intensive post-secondary institutions. The university also remains committed to its short- and long-term plans and goals as outlined in Dare to Discover and Dare to Deliver. The U of A is a resilient institution that has emerged from difficult periods in the past and maintained a steady upward trajectory of increasing national and international reputation for academic leadership.

To preserve, strengthen, and effectively support the U of A’s core mission of excellence in teaching, research, and service, the university has developed a three-year action plan, focused on four strategic objectives: academic transformation, sustainable financial models, efficient administration, and culture change. Particular areas of focus will include establishing sustainable compensation and benefits packages, attracting and generating new sources of revenue, reducing duplication in both administrative functions and academic programming, simplifying processes, and pursuing high-impact initiatives, among others.

The University of Alberta is a great university. We will continue on the path of becoming even greater. U of A faculty, staff, and students, together with the support of partners in government, business, and the broader community, are committed to meeting our own high expectations for excellence and to earning 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.
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 superstars.
Strategies and Achievements

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

The University of Alberta is the destination of choice for hundreds of Alberta’s top high-school students each year. However, the university is aware that students have choices and complacency is not an option. In September 2012, more than 80 current students and approximately 350 staff hosted Open House, one of the university’s largest annual events. With its highest attendance to date, approximately 10,200 students, parents, and community members (an increase of more than 3,000 guests) were present, and 215 prospective students were given early admission.

The Campus Ambassadors program continues to grow in scope, with 50 student volunteers providing tours and other on-campus experiences to more than 3,500 guests since May 2012. This marks a 35 per cent increase in guests from this time last year. Campus Ambassadors also provide leadership at various university-wide events, such as Alumni Weekend, Aboriginal Student Services’ annual Round Dance, and the inaugural Pride Week celebrations in March 2013.

In addition to these recruitment efforts, the Registrar’s Office, working with students and partners across the campus community, has been developing a dynamic student-focused space, both physical and virtual, to provide exceptional student service from recruitment through convocation. The cross-functional student service centre, Student Connect, will open July 15, 2013. In an effort to simplify information and referral processes for students, Student Connect is founded on the idea of one:
- One service counter/one point of contact
- One continuous interaction with the student (providing a seamless service experience)
- One request being asked by the student once (no need for repeated explanations or requests)
- One recording of the interaction and information (by creating an environment and knowledge base from which staff can work and learn)

Two faculties, science and engineering, attracted and admitted an all-time-high number of undergraduates. The Faculty of Science welcomed 6,700 undergraduate students in fall 2012, including a 23 per cent increase in international students. The Faculty of Engineering had more than 3,200 applications for approximately 900 first-year positions; with an 81 per cent or higher

Prestigious Rhodes Scholarship

For many, the world of Oxford University seems as far away and fantastical as the shire described in J.R.R. Tolkien’s Lord of the Rings series. However, for one U of A graduate student and Tolkien fan, the halls of Oxford are about to become a very tangible reality. Since the age of 15, Megan Engel has dreamed of attending Oxford University, where her literary hero Tolkien served as a professor. In the fall of 2012, as she launched a master’s project focused on Parkinson’s disease, she learned that this dream would come true, when she was awarded a prestigious Rhodes Scholarship. Established in 1903, the Rhodes Scholarships are considered to be among the world’s most prestigious graduate scholarships, awarded to those select individuals who, according to the Rhodes Trust, “demonstrate a strong propensity to emerge as ‘leaders for the world’s future.” Engel is the 68th U of A student to be honoured with this prestigious scholarship.
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.
high-school average required for admission, the 1,059 students in the first-year engineering program are the most highly qualified group of new students for any direct-engineering program at any post-secondary institution in Alberta.

The U of A’s international student recruitment continues to strengthen. In 2012–2013, total undergraduate international enrolment, which includes permanent residents, increased by 18 per cent (2,789 to 3,300). Of those, 783 arrived from outside of Canada, a 16 per cent increase in this particular pool. Similarly, new graduate international students increased by 14 per cent (565 to 645), bringing the overall total number of international graduate students to 2,493 from 2,288.

Overall, international students now comprise 11.1 per cent of the total undergraduate population at the U of A (see Figure 1). This marks an increase of nearly 1.5 per cent from 2011–2012.

University of Alberta International has also completed a year-long, multi-office collaborative effort to build a U of A virtual campus tour. Initiated by UAI, the project included more than 40 staff from UAI, University Digital Strategy, Registrar’s Office, Marketing and Communications, Campus Saint-Jean, Augustana Campus, the Faculty of Arts, and students who narrate the guided tours. The tour is on the university home page and will soon be available on Facebook and in a mobile version for iPhone and Android. Integrating an array of existing university visual assets into one location, the tour aims to raise the university’s profile, generate leads from prospective students around the world, and encourage physical campus visits.

To take advantage of new international student markets with high growth potential, UAI has developed an Emerging Market Strategy (2012–2018) focused on Brazil, Chile, Kuwait, Kenya, United Arab Emirates, Malaysia, Vietnam, Indonesia, and Singapore. In 2012, the U of A succeeded in recruiting 61 Brazilian undergraduate students through Brazil’s Science Without Borders scholarship application process. This raises the number of Brazilian students on campus by 142 per cent.

The U of A’s Bridging Program, which helps qualified international students gain the language skills they will need to succeed in their degrees, continues to grow and is now the most successful bridging program in Canada. As of January 2013, the program had welcomed 458 new students, an increase of 150 students from 2012.

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

Many leading public research universities have a 3:1 ratio of undergraduate to graduate students, a mix that helps to foster a dynamic, discovery-based learning environment. Over the last year, the University of Alberta’s undergraduate-to-graduate student ratio has remained steady at 3.6:1 (see Figure 2). As has been mentioned in past report cards, the global competition to attract the best and brightest graduate students is intensifying, and the U of A should be more successful in attracting the best.

Over the last year, we have engaged in a major review of graduate student experience, which included broad consultation of stakeholders across campus. The consultation focused on the following issues: streamlining administrative systems to better support students and programs; developing clear and consistent institutional strategies and goals for graduate education; improving communication between administration, the Faculty of Graduate Studies and Research, departments, faculties, and students; clarifying roles, responsibilities, and accountabilities for the graduate student experience; and developing and delivering high-quality professional development programs.
In 2012–2013, U of A International partnered with the Faculty of Graduate Studies and Research to implement the U of A Research Experience (UARE)-Canada program. The program’s objective was to recruit top undergraduate students from across Canada for summer research internships beginning in 2013. The target is to place 75 Canadian students over spring/summer in both 2013 and 2014, with the long-range goal of increasing graduate applications from Canadian students in future years.

UARE is also part of the U of A’s international graduate student recruitment strategy. In 2012–2013, UAI successfully managed, developed programming, and evaluated 69 research interns from Brazil, China, India, Korea, Germany, New Zealand, and the United States. In addition, 18 interns from Brazil, China, and India were welcomed to the U of A through the MITACS Globalink program.

**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 2012–2013, the U of A hosted 593 post-doctoral fellows—an increase of 6.8 per cent from the previous year, most from outside of Canada.

In addition to post-doctoral fellows, the U of A welcomed several international visitors in 2012–2013 through the Distinguished Visiting Scholar Program from institutions as diverse as Cornell University and Wayne State University in the United States, Universiteit Antwerpen in Belgium, Leiden University in the Netherlands, and Jawaharlal Nehru University in India.

The Faculty of Nursing welcomed a number of international guests, including seven visiting undergraduate students from Brazil and Yonsei University, Korea; international visiting scholars from Brazil and Israel; and graduate students from Brazil, Thailand, and Chile. Post-doctoral fellows also joined the faculty from South Africa and Pakistan.

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

**A Legal Pioneer**

University of Alberta law professor Catherine Bell is changing Canada. She is a legal pioneer, protecting First Nations heritage and culture, and Métis rights. Bell is also a charter faculty member of the Akitsiraq Law School (Nunavut), training Inuit lawyers. Eleven graduates now practise within Nunavut and the Northwest Territories. The Canadian Bar Association awarded Bell the 2012 Ramon John Hnatyshyn Award for Law, recognizing her profound contributions to the study and practice of Aboriginal law. “[This] is not just the result of my efforts,” says Bell, “but also of those who have worked collaboratively with me on indigenous rights.”

In fall 2012, a total of 277 new self-identified Aboriginal students began their studies at the University of Alberta, resulting in a total enrolment of 916 self-identified Aboriginal undergraduate students, an increase of 48 students since 2011. Aboriginal graduate enrolment decreased over the same period from 134 to 109 in fall 2012.
Most top-ranked institutions have relatively low undergraduate-to-graduate student and student-to-instructor ratios, which are indicative of a high-quality learning environment where students have ample access to instructors and the learning opportunities they offer.

Notes: FTE (full-time equivalent) students are calculated by adding the count of all full-time students to one third the count of part-time students. Post-graduate medical education students are excluded. First Professional students (i.e., students in the medical, dental and law programs) are reflected in the graduate student counts, not the undergraduate student counts. 2007-08 numbers for Canadian institutions have been restated. Source: U15 Data Exchange for Canadian institutions’ enrolment. Individual web pages for US institutions’ Common Data Set enrolment data for respective years.

Notes: All student data is based on information in effect on December 1 of the reported year. Post-graduate medical education students are excluded. FTE (full-time equivalent) represents the number of full-time students plus one third the number of part-time students, and is based on the number of individual students within each reporting category. Staff data is based on information in effect on October 1 of the reported year. Sources: Student enrolments based on Acorn Data Warehouse. Faculty counts based on U of A Human Resources data as reported in staff census extracts from PeopleSoft for indicated years as calculated by Strategic Analysis Office, (previously from UCASS extracts, which have been discontinued by Stats Canada).
To improve Aboriginal recruitment and retention at Augustana Campus, an advisory Aboriginal Engagement Committee has been created, which consists of faculty, staff, and students. Its purpose is to foster connections and interactions between Aboriginal and non-Aboriginal students, staff, and faculty; raise awareness of Aboriginal cultures; and strengthen connections between Augustana Campus and outside Aboriginal communities.

The U of A’s Aboriginal Student Services Centre and CAPS collaborated to offer a student/employer mixer for Aboriginal students. Forty-three employers attended the event held in February 2013, a 20 per cent increase from the previous year; student attendance increased by more than 50 per cent.

To enable more Aboriginal learners to qualify for and achieve placement in undergraduate degree programs, the Transition Year Program—designed to prepare Aboriginal students for university study—and the Faculty of Native Studies collaborated to develop a winter admission pilot project in addition to the usual fall cohort.

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

In 2012–2013, the University of Alberta hired 77 new operating funded full-time faculty (57 assistant professors, five associate professors, and 15 full professors) and reappointed or promoted 93 more. In addition, 18 trust funded faculty were appointed (12 assistant professors, three associate professors, and three full professors).

Balancing these gains is a nearly equal number of departures. Seventy-six operating funded full-time faculty left the U of A (27 resignations, 41 retirements, and eight other terminations). Among trust funded faculty, there were 20 resignations, one retirement, and three other terminations.

While faculty numbers have held steady, student enrolment has continued to increase. As a result, the U of A’s student-to-faculty ratio has marginally increased in 2012–2013 to 21.8:1 from 21.4:1 (see Figure 3). We remain committed to our long-range goal of 15 students to one faculty member, but in the current financial climate, we expect to see further erosion in student-to-faculty ratios in the immediate future.

The U of A continues to achieve important success in attracting and retaining top scholars. Eight new Canada Research Chairs were awarded to the U of A during 2012–2013: five Tier 2 chairs and three Tier 1 chairs. Fourteen previous appointments were renewed and three CRC holders were promoted from Tier 2 to Tier 1. This brings the total number of CRCs active during 2012–2013 to 96. The total value for the year of these awards was $13.7 million.
In July 2011, 16 new Campus Alberta Innovation Program (CAIP) Chairs were created by Advanced Education and Technology to attract and recruit top research talent to the province. The U of A received seven of these chairs. Over the last year, six of the seven chairs were recruited; discussions continue with the possible candidates for the seventh chair.

In addition to the CAIP chairs, six new Alberta Innovates – Health Solutions Translational Chairs were awarded to the U of A in 2012. The first chair has been successfully recruited and appointed in family medicine. Discussions are well advanced with three other candidates in epigenetics, waterborne disease, and health outcomes/knowledge translation. Administrators are at the early stages of identifying possible candidates in the area of cardiovascular disease.

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

The University of Alberta consistently attracts and retains outstanding staff members. In 2011–2012 (most recent available data), the U of A filled 67 administrative officer positions. Forty-six of these positions were filled with individuals who were new to the university. Throughout the administrative staff ranks, five faculty service officers and three librarian positions were reappointed or filled. On the support staff side, a total of 265 positions were filled, 221 of which were filled by individuals new to the university.

Balancing these gains is a nearly equal number of departures in 2011–2012. Fifty-three operating funded full-time faculty left the U of A (26 resignations, 23 retirements, and four other terminations). Among trust funded faculty, there were 11 resignations and one retirement.

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

In January, the University of Alberta broke attendance records during International Week 2013, attracting 7,400 people to a variety of events including lectures, films, exhibits, and performances. Under the theme "Conscious Culture: Finding Paths to a Better World," I-Week featured more than 70 events in collaboration with 30 university and 30 community partners.

Throughout the year, U of A International’s Global Education Program facilitated 16 intercultural relations workshops and joined with campus and community partners to host more than a dozen events focusing on global issues. Highlights included the following:

- For Alberta Culture Days, International House received a provincial grant to provide programming for a weekend cultural festival to which community members were invited.
- The Visiting Lectureship in Human Rights was presented by Lesléa Newman, an award-winning author, poet, and lesbian and gay rights activist.

In collaboration with the national Institute for Canadian Citizenship, a community citizenship ceremony was held on campus March 11, 2013, involving community service-learning students and members of the U of A Senate and Board of Governors. In addition to 76 new Canadians becoming citizens, the day included a discussion on the values of citizenship.

UAI also created 16 new YouTube videos profiling international students, campus life, and services for international students. For example, one video featured eight international students explaining the key elements of a Canadian tax return. All 16 videos have garnered a combined 13,338 views in 2012–2013.
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.
Strategies and Achievements

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

Faculties and units across the University of Alberta are in a constant state of evolution in response to the changing needs of students and society more broadly. Additions and changes to degree programming, increased opportunities for experiential learning and international study, and improved student services are all integral to the university's mission of educating citizens and leaders of the future.

Several new degree and certificate programs were approved or launched in 2012–2013:

» BA in Planning/BSc specialization in planning (first intake September 2012)
» MA in Native Studies (first intake September 2012)
» Master of Financial Management (in China; first intake May/June 2013)
» PhD in Drama – Performance Studies (first intake September 2012)
» PhD in History of Art, Design and Visual Culture (first intake September 2013)
» MBA/BSc in Pharmacy (first intake September 2012)
» MBA/Master of Library and Information Studies (first in Canada; first intake September 2013)

On January 1, 2013, the new Department of Women’s and Gender Studies was formally launched in the Faculty of Arts.

A new Certificate in International Learning, a joint initiative of the Faculty of Arts and the Global Education Program, is now open to students in undergraduate programs across the university. The embedded certificate will recognize international knowledge and skills acquired by students during undergraduate studies. Certificate requirements include coursework, a significant intercultural experience—such as studying, working or interning in another culture, second language learning, or intercultural communication training—and reflection on learning experiences through a capstone project.

To better understand the U of A’s potential for growth in digital learning technologies, President Samarasekera struck an Online Learning Visioning Committee in the spring of 2012. The committee’s findings showed that the U of A is uniquely positioned to make major advancements in this area. Our instructors have long been teaching courses wholly or partially online; the U of A has considerable strength in computing technology and educational research; and we are home to the Alberta Innovates Centre for Machine Learning, one of the top five such centres in the world. In order to harness this opportunity, the Digital Learning Pilots: R&D group was established. The group is running three digital learning pilot projects: creating massive open online courses (MOOCs) in the Faculty of Science, designing and developing blended delivery models for large section courses in the Faculty of Education, and undertaking related research projects in computer-based assessment. The lessons learned from these pilots will help enrich teaching across the academy.

Science Citizenship was delivered for the first time in 2012–2013, with 299 students participating. Working in groups, students research the science behind a global issue, then prepare a proposal to obtain seed funds for implementing a local solution and present it to the university community. Students develop professional skills in oral and written presentation, research methods, scientific judgment, leadership, and policy and governance.
Students learn most effectively in innovative teaching and learning settings that challenge and reward them. The National Survey of Student Engagement shows high levels of student satisfaction are rooted not only in social activities, but also in the variety and quality of their learning and discovery activities. Students’ satisfaction with their educational experience and outcomes can lead to a productive lifelong relationship with their university. U15 universities include University of Alberta, University of British Columbia, University of Calgary, Dalhousie University, Université Laval, McGill University, McMaster University, University of Manitoba, Université de Montréal, University of Ottawa, Queen’s University, University of Saskatchewan, University of Toronto, University of Waterloo, and Western University.

FIGURE 4

Percentage Of Senior Students Indicating They Have Done the Following Applied Learning Activities

- Practicum, internship, field experience, co-op experience, or clinical assignment
- Community service or volunteer work
- Study abroad

<table>
<thead>
<tr>
<th></th>
<th>University of Alberta</th>
<th>U15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>46%</td>
<td>47%</td>
</tr>
<tr>
<td>Internship</td>
<td>12%</td>
<td>13%</td>
</tr>
<tr>
<td>Field experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-op experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Study abroad</td>
<td>63%</td>
<td>57%</td>
</tr>
</tbody>
</table>

Note: During the time period represented, U15 was referred to as G13 (Group of 13).

FIGURE 5

Percentage of Senior Students Rating Their Educational Experience as Good or Excellent

<table>
<thead>
<tr>
<th>Year</th>
<th>U of A</th>
<th>U15</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>77.2%</td>
<td>75.9%</td>
</tr>
<tr>
<td>2011</td>
<td>76.5%</td>
<td>78.6%</td>
</tr>
</tbody>
</table>

Note: Senior Student designation represents students in their fourth year, or in the year that they are normally expected to graduate. During the time period represented, U15 was referred to as G13 (Group of 13).
The Health Sciences Education and Research Commons, in collaboration with the Faculty of Education, offers a Master of Education in Health Sciences Education (MEd in HSE) via a blended online and in-class format. The program extends the knowledge and skills of health sciences educators in the areas of educational pedagogy, educational research, and interprofessional leadership. The first cohort of 15 students will graduate in 2013.

The Faculty of Pharmacy and Pharmaceutical Sciences will welcome the first class selected for its Post-professional Doctor of Pharmacy (PharmD) in September 2013. Graduates of this program will have developed leadership and evidence-based practice skills that better enable them to contribute to team-based collaborative care and to educate patients, caregivers, team members, and health-care professional students about drug therapy.

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

A wide variety of co-curricular activities, programs, and services continue to enrich student life at the University of Alberta and promote student success.

Student success and wellness go hand-in-hand. The Dean of Students continues to develop programming to ensure students have the supports they need while earning their degree, including SoAR, the Mental Health Centre, and Unwind Your Mind.

**Blended Learning**

Teaching music can be complicated. Teaching teachers to teach music is even more so. Now imagine trying to do the whole thing online. This is the challenge professor Amanda Montgomery faced when she switched her Curriculum & Pedagogy in Elementary School Music class to a blended-learning format. Blended learning offers students a mix of in-class and online sessions, allowing students to choose when they watch lectures while benefiting from face-to-face learning. A growing number of University of Alberta faculty members are adopting the blended format. “Students use the online environment on a daily basis,” says Montgomery. “Why wouldn’t we extend learning beyond classroom walls?”

The Success on Alternate Routes Task Force reviewed how the institution helps academically at-risk students. Primarily focused on improving retention, the task force recommendations help to improve programming consistency, clarity, efficiency, and effectiveness. SoAR has been so successful, some faculties are adopting the concept.

The Community Social Work team was established in the fall of 2012 by the Office of the Dean of Students. Four social workers provide mental health training and services to faculty, staff, and students. Their aim is to increase awareness of mental health issues and to help community members identify and respond to people at risk. The team also runs the Community Helpers program, which provides outreach to more than 5,500 students during orientation; trains all Residence Services Co-ordinators and student staff; runs workshops for student volunteers in the Peer Support Centre and student services staff at the Student Advisors’ Conference; and provides two-day training courses.

Unwind Your Mind creates healthy, supportive environments for students during the stressful exam season. A variety of stakeholders, including the Health & Wellness Team, U of A Libraries, Recreation Services, Alumni Association, Sobey’s, and international students, work in partnership to bring healthy resources to more than 1,000 students when they need it most. Activities
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 to position themselves effectively among their peer institutions. It should be noted that not all U.S. awards are open to Canadians, and there are not as many awards offered in Canada as in the U.S.


Sources: Award data from individual awarding organizations. Faculty counts based on Statistics Canada: Salaries and Salary Scales of Full-time Teaching Staff at Canadian Universities, 2001-2002 through 2010-2011: Final Reports.
include free, healthy late-night snacks, drop-in yoga classes, "pet therapy," tea and conversation, and stress-management workshops. Unwind Your Mind is now in its third year, and organizers plan to double its reach and transform it into a year-round, university-wide campaign.

Over the past few years, the evolution and growth of the Institute for Sexual Minority Studies and Services (iSMSS) in the Faculty of Education has been remarkable. Camp fyrefly, for example, started as an outreach project focusing on sexual and gender minority youth. Today, the four-day retreat takes place in Edmonton, Calgary, and Saskatchewan, and its new fyrefly in schools programs, which take youth into our K–12 classrooms, are helping to challenge stereotypes and reduce prejudice and discrimination. Other iSMSS initiatives such as Safe Spaces and the first-ever Pride Week at the U of A in March 2013 are sharing a very important message of safety, inclusion, acceptance, and appreciation of the diversity that makes our institution so strong. Projects like NoHomophobes.com, launched in September 2012, are building awareness of the prevalence and significance of the use of casual homophobic language online.

Sustainability Awareness Week 2012 presented 49 workshops, tours, and events. Co-ordinated by the Office of Sustainability, the event was made possible through the commitment, enthusiasm, and hard work of volunteers from 35 campus and 23 community organizations.

Through the U of A’s Campus Recreation programs, more than 31,176 students, staff, and community members participated in fitness classes, sport leagues, recreation activities, and special events. South Campus programs increased year-on-year enrolment by nearly 30 per cent, and the sports club program increased enrolment by more than 38 per cent due to the addition of the Outdoors Club in fall 2012, plus growth from other clubs such as powerlifting.

The U of A’s Golden Bears and Pandas continue to be highly competitive contenders in Canadian Interuniversity Sport (CIS). This past season, our Golden Bears wrestling team won its first CIS national championship. Other achievements include seven Canada West Conference or Western Regional championships (tennis; women’s rugby, wrestling and curling; and men’s hockey, curling, and wrestling).

Many U of A athletes also excel academically. In the 2012–2013 season, 137 athletes—a third of all eligible student-athletes—were named Academic All-Canadians, a title denoting that the athlete has maintained an average of 80 per cent or better while competing on a varsity team.

The Augustana Athletics program assumed responsibility for and delivered Camrose’s Middle School Hockey Academy, working with local athletes three times a week. Because of these community connections, Camrose Minor Hockey adopted the Augustana Vikings logo for all its teams. There are now hundreds of young people wearing Vikings apparel around Camrose.

**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.**

Science and engineering undergraduate students teamed up to compete in the International Genetically Engineered Machine (iGEM) competition at the Massachusetts Institute of Technology. The nine students won first place in the entrepreneurship category for the startup biotech company, Upcycled Aromatics, which proposes to turn paper that cannot be recycled into high-value specialty chemicals including shikimic acid, a key ingredient in the flu-busting prescription drug Tamiflu. The team projected it would earn $4.5 million in annual revenues, using waste paper from the Edmonton Waste Management centre.
THE STRATEGY: Foster national and international research collaborations that advance understanding and generate knowledge to address global challenges.

A joint proposal submitted by the University of Alberta, University of British Columbia, and University of Toronto was selected by the federal government to establish the India-Canada Centre for Innovative Multidisciplinary Partnerships to Accelerate Community Transformation and Sustainability, or IC-IMPACTS. With $17.5 million in federal funding, the centre will work in three areas of strategic importance to both India and Canada: integrated water management, sustainable and safe water infrastructure, and water-borne disease prevention and treatment. These areas also align with the U of A's Water Initiative. Research findings will be disseminated with help from local governments, NGOs, trade organizations, and the public sector in both India and Canada. Partners in India include India Institutes of Technology in Delhi, Roorkee, and Bombay; the Birla Institute of Technology in Pilani; the Vallabhbhai Patel Chest Institute, and the International Centre for Genetic Engineering and Biotechnology.

In spite of the withdrawal of Helmholtz scientists from one stream of oilsands-related research, the Helmholtz-Alberta Initiative, a major partnership between the U of A and Germany's major research institutes, continues to expand into new areas, including infectious diseases, neurodegenerative diseases, and ecosystem and resource informatics.

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

One measure of the University of Alberta's activity in transferring knowledge into the public sphere can be seen in the annual report of TEC Edmonton. In the year ending March 31, 2013, TEC Edmonton worked with 20 U of A spinoff companies, five of which were new in 2012–2013, and 12 U of A pre-incorporated projects. TEC Edmonton contributed to the U of A's technology portfolio by adding 103 inventions, filing 56 patent applications, and executing 24 licences/options. Figure 7 shows that the U of A, in partnership with TEC Edmonton, is among North America's leaders in creating long-term, sustainable spinoff companies.

In fact, TEC Edmonton has been named the 17th best university business incubator in the world by the University Business Incubator Index for 2012–2013. The UBI's Global Benchmark Report 2013 is a global index assessing and benchmarking the performance and best practices of university business incubators. UBI established comparative criteria based on value delivered to local economy, value to startup company clients, and post-incubator performance of startup companies. Having developed 10 benchmark indicators and 50 performance indicators, the UBI Index team then assessed 150 leading university-associated incubators in 22 countries.

A second 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 2006, the average number of citations per U of A faculty in all fields has been steadily increasing (see Figure 8), which indicates that the research being conducted at the U of A is reaching a broad international scholarly audience and, more importantly, is having an increasing impact upon the advancement of human knowledge and scientific research.

The research contributions of the Alberta School of Business were recognized in the Financial Times of London’s 2013 ranking of the top 100 business schools worldwide; in the ranking, the Alberta School of Business was ranked ninth for its research among all publicly funded business schools worldwide and 33rd overall. The school’s marketing group was also recognized
in the top 10 of the University of Texas, Dallas’s World Ranking of Business Schools based on research contributions.

Two professors in the School of Business—Tony Briggs and Jennifer Jennings—published the first in a series of reports that measure the various impacts the U of A has on the broader society. In this report, their research shows that the U of A had an estimated $12.3-billion impact on the province’s economy in 2009—equivalent to five per cent of the gross domestic product or 135 NHL hockey teams. U of A research over the last 30 years has had an indirect annual impact of $5.7 billion, making it a major player in the long-term economic prosperity of the province.

The Faculty of Medicine & Dentistry also unveiled its first economic impact study, demonstrating an impact of $2 billion on the provincial economy in 2012. The report showed that the faculty creates and supports jobs for more than 13,500 Albertans and has graduated 28 per cent of the family doctors and physician specialists caring for patients in the province. About 52 per cent of the dentists and 40 per cent of dental hygienists registered in Alberta are U of A graduates. The faculty also trains on an annual basis almost 25 per cent of all medical laboratory technologists working in the province.

Perhaps one of the most important vehicles for knowledge translation and dissemination is media coverage. An average of about 250 unique new stories relating to the U of A appear each month and an average of 50 to 60 requests for expert opinion are received each month. More than half of our coverage appears on the Internet, where readers increasingly prefer to go for news. Among the universities of Toronto, British Columbia, McGill, and Calgary, the U of A ranked third in media mentions for 2012–2013.


Finally, in February 2012, University Relations launched the What’s Next campaign in three target Canadian cities: Vancouver, Toronto, and Calgary. The campaign—featuring the stories of six inspiring U of A researchers—included both paid advertising and earned media components. Most of the researchers’ profiles received earned media exposure in a range of media outlets. Professor David Ley scored a major hit for humanities and fine arts interdisciplinary research with his discovery of the therapeutic effect of vibrators on tired and strained vocal cords.
University-based research discoveries that have practical implications in modern society can have enormous positive impacts if successfully and sustainably brought to market. They can also have a marked effect on local, national, and international economies.

![FIGURE 7](Image)

Continuing Spinoffs 1991-2012

<table>
<thead>
<tr>
<th>University</th>
<th>Spinoffs</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Washington, Seattle</td>
<td>132</td>
</tr>
<tr>
<td>University of Toronto</td>
<td>127</td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>93</td>
</tr>
<tr>
<td>University of Illinois, Urbana-Champaign</td>
<td>84</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>72</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>63</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>47</td>
</tr>
<tr>
<td>McGill University</td>
<td>38</td>
</tr>
<tr>
<td>University of Minnesota, Twin Cities</td>
<td>28</td>
</tr>
<tr>
<td>Université de Montréal</td>
<td>10</td>
</tr>
</tbody>
</table>

Notes: Startups still in operation reflect companies started at any time during the report period that are still in operation as of the most recent AUTM Licensing Survey.

Source: AUTM Licensing Surveys.
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 not only enables each individual’s pursuit of excellence, but also recognizes and celebrates the value of outstanding individual contributions. Providing such recognition and reward both enhances the university’s reputation and improves faculty and staff retention. As is shown in Figure 6, a dedicated drive to nominate worthy faculty members for prestigious awards has yielded significant results in recent years, bringing us in line with many of our peer institutions with six per cent of U of A faculty receiving major honours and awards.

Highlights of the awards and honours received by U of A faculty in 2012–2013 include four appointments to the Order of Canada, four elections to the Royal Society of Canada, and three fellowships in the Canadian Academy of Health Sciences.

Other select honours include the following:

» Michael Houghton (Medical Microbiology & Immunology) was selected but declined to receive the Canada Gairdner International Award.

» John Davis (Physics) and Juli Gibbs-Davis (Chemistry) were the first U of A professors to be awarded the highly prized Sloan Research Fellowship in more than 40 years.

» Marcello Tonelli (Nephrology) earned the Canadian Institutes of Health Research-Canadian Medical Association Journal Top Canadian Achievements in Health Research Award.

» Two members of the Faculty of Arts (Jeff Pelletier/Philosophy and Robert Nichols/Political Science) and one member of the School of Business (Gerald Haeubl) won prestigious research awards from Germany’s Alexander von Humboldt Foundation.

» John Acorn, faculty service officer in Renewable Resources, was awarded the McNeil Medal by the Royal Society of Canada for excellence in the promotion of science.

» Catherine Bell (Law) was lauded for her lifetime contributions by the Canadian Bar Association’s top honour, the Ramon John Hnatyshyn Award.

» Historians Sarah Carter and Pat MacCormack’s *Recollecting: Lives of Aboriginal Women of the Canadian Northwest and Borderlands* won the 2012 WILLA Literary Awards, the Armitage-Jameson Prize, the Canadian Historical Association's Canadian Aboriginal History Prize, as well as the Scholarly and Academic Book Award at the Alberta Book Awards.

A proven leader in undergraduate teaching, the U of A continues to be recognized by the 3M National Teaching Fellowships competition. Two professors—Heather Zwicker (English and Film Studies) and Kim Fordham Misfeldt (German Language and Literature/Augustana)—won the top award for excellence in undergraduate teaching. This bring the U of A’s overall total to 40.

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’s community service-learning program, which sends students into a variety of community organizations as part of their course requirements, continued to grow in 2012–2013. Nine hundred forty undergraduate and graduate students actively engaged with community projects, up 18 per cent from the previous year. Fifty instructors were involved, which represents a 14 per cent increase, and more impressively, the participation of community partners grew by 61 per cent. More than 160 community partners welcomed community service-learning students into their organizations. At Augustana Campus, an additional 461 students participated in 28 community service-learning courses.
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.
Organized by the Dean of Students in conjunction with Residence Services and the Students’ Union, the Emerging Leaders Program is designed to develop and enhance leadership and citizenship skills and knowledge among student leaders. In 2012, 18 students received a non-credit certificate and in 2013, 28 students received a non-credit certificate. The Green and Gold Student Leadership and Professional Development Grant, also administered by the Dean of Students, continues to support students in developing professional and leadership skills. For the 2012–2013 fiscal year, 126 students applied for funding and 63 were approved.

The Alberta School of Business launched a new Leadership Certificate with success. A small cohort of students was afforded the opportunity to develop their strengths in leadership, by meeting with numerous members of the community to gain insight into leadership and develop their own leadership style.

In the Faculty of Law, the Gerald Gall Global Community Service Grants were established to recognize the outstanding commitment to community service of the late professor Gerald Gall, OC. Three students received grants of $5,000 each to assist them in pursuing summer projects in Ghana, Toronto, and Vancouver.

Students in the Faculty of Pharmacy and Pharmaceutical Sciences received the top prize for student pharmacist fundraising in Canada. They raised more than $17,000 from the “Mr. Pharmacy” event for prostate cancer. By comparison, the second-place team raised $2,500 for their charity of choice.

In January 2013, the third annual Student Sustainability Summit brought post-secondary students from across Edmonton together to participate in session with local community leaders. Panel topics included social justice, sustainable food systems, change management, and local economies.

Biotech Entrepreneurs

Nine University of Alberta students have discovered a way to turn garbage into $4.5 million by transforming waste paper into vital chemicals used in pharmaceuticals, artificial sweeteners, and perfume. They took their “trash-to-cash” idea to a competition at the Massachusetts Institute of Technology where they took home first prize for entrepreneurship. Seeing an opportunity in the fact that the Edmonton Waste Management Centre currently pays to dispose of its non-recyclable paper, the students put their biotech smarts into finding a new use for it. The result is a potential biotech startup called Upcycled Aromatics. Biotech is one of the newest and fastest-growing sectors in Alberta’s dynamic health and bio-industry, and this kind of student entrepreneurship feeds right into it. Of the more than 60 companies that compete in Alberta’s biotech field, nearly half of them are less than a dozen years old.
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 ensuring that our students understand the value of volunteering, and for building partnerships and networks that link Alberta to the world.
Strategies 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.

The Office of Alumni Relations has facilitated sustained growth, achieving a 40 per cent increase in engagement over four years and surpassing the record-setting 2008–2009 University of Alberta centenary year activity levels. Growth in outreach activity can be attributed to increases in social media (LinkedIn, YouTube, and Facebook), new programming strategies, and increased efforts to engage students from the first day they arrive on campus.

Creating a stronger platform for marketing and communications has been foundational for expanding engagement efforts. The Alumni Association launched its new brand and wordmark to help promote and sustain the emotional connection alumni have with their alma mater. As well, the design and content of New Trail continued to improve, with the magazine receiving numerous awards from professional advancement organizations and national magazine competitions.

Involving volunteers has continued to be a major area of focus. At the end of the fiscal year, the “Do Great Things” campaign was officially launched with a goal of 2,015 volunteers by the year 2015. During the initial quiet phase of the campaign, 767 volunteer experiences were facilitated (38 per cent of the total goal). In addition to the volunteer campaign’s success, the Alumni Association welcomed two new volunteer-driven chapters, the Ismaili Alumni Association and the Pride Chapter, both of which are geared to engage and involve specific alumni communities.

Post-event surveys showed that 48 per cent of participants rated activities as excellent (a six per cent increase over the previous year) and 94 per cent of respondents rated programs as good to excellent. Another positive indicator was that many of the programs offered to alumni were sold out, including six of 11 lifestyle-related Educated programs, five of the six Educated Luncheons featuring U of A lecturers, and each of the five family events offered in Edmonton and Calgary.

Robust performance has also been maintained in the student engagement portfolio, which facilitated 11,780 connections with students. This year a number of new and creative programs were offered, including Gateway advertorials featuring notable alumni, a Grad Fair co-ordinated

Nightmare on Main Street

“Nurse Sue” is a nightmare. She’s disaster-prone, she’s dangerous, and she’s teaching health-care students to identify and address patient safety concerns. She’s part of Nightmare on Main Street, a fun simulation event created by the Health Sciences Education and Research Commons, in partnership with the Canadian Patient Safety Institute and the University of Alberta Health Sciences Students’ Association. “It’s important to find creative ways to integrate patient safety into health students’ curriculum,” says CPSI’s Diane Aubin, “so they can help prevent patient safety incidents.” This collaborative program is helping to improve patient outcomes for Albertans.
with the Registrar’s Office, a speed networking event co-ordinated by the Ismaili Alumni Chapter, and a sold-out lecture by Daily Planet host and alumnus Dan Riskin (’07 BSc), who spoke to 500 students and alumni about his passion for science and his appreciation for the U of A.

Fundamental to our ability to offer an extensive slate of programming to our alumni is the capacity of the Alumni Association to generate revenue from strategic partnerships. In 2012–2013, alumni affinity programs generated $1.5 million in revenue, an 11 per cent increase. Of note, the alumni travel program experienced a 25 per cent increase in revenue and, for the first time this year, the partnership with TD Insurance Meloche Monnex netted over $1 million to fund Alumni Association programming.

As well, alumni continue to support the university through their gifts, with 20.4 per cent of total gifts to the university coming from alumni this past year. Of particular note, an analysis of Alumni Association program participants has shown that they are about four times more likely to give than the general population—an important indicator and point of validation for Alumni Association programming.

On September 21, 2012, the Faculty of Law began its centenary celebrations with a successful gala dinner, hosted by U of A board chair Doug Goss, at the Shaw Conference Centre. More than 820 alumni, faculty, staff, students, and friends of the faculty gathered to hear the Right Honourable Beverley McLachlin, Chief Justice of Canada, ’65 BA, ’68 MA, LLB, ’91 LLD(Honorary).

**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 an important economic driver for the province, connecting communities and enhancing Alberta’s international reputation.

The university continues to enrich and improve lives in rural Alberta. During the 2012–2013 academic year, the Faculty of Education made 2,548 student teaching field placements; 449 of these were rural placements.

The Faculty of Agricultural, Life and Environmental Sciences partnered with Olds College and industry partners to complete a $945,000 genomics research project under the NSERC University-College Ideas to Innovation Program.

Augustana’s Alberta Centre for Sustainable Rural Communities (ACSRC) created a public online database of community sustainability plans. ACSRC works with, and not just for, rural communities by linking, partnering, and brokering relationships in Alberta, across the country, and internationally. Activities include:

» hosting a visiting scholar from China;
» contributing to the design of the Nebraska Rural Futures Institute;
» financially and administratively supporting the national Rural Research Workshop;
» linking dozens of Canadian rural research centres and communities via Tri-Council and related funding applications;
» providing rural policy and development content via conference presentations, keynotes, edited volumes, and journals; and
» working with more than 50 communities on collaborative projects and efforts.
Augustana’s head librarian also joined forces with a research team from Augustana, Red Deer College, MacEwan University, and Mount Royal University to improve the development of information literacy skills among rural undergraduate students.


The Faculty of Law is contributing to rural development by encouraging first-year law students from smaller communities to return home after graduation. In co-operation with the Canadian Bar Association, Alberta Branch, and the Faculty of Law at the University of Calgary, the faculty hosted events in Grande Prairie and Medicine Hat, welcoming students entering law school in the fall of 2013 and introducing them to members of the legal profession in their communities.

The Faculty of Science’s new Planning Program was enthusiastically embraced by political and industry leaders alike, with Edmonton Mayor Stephen Mandel kicking off the launch. The first cohort consists of 21 students who will earn either a BSc with a specialization in environmental planning or computer technologies in planning, or a BA majoring in urban and regional development. The program’s inaugural director, Sandeep Agrawal, was recruited from Ryerson University, which has one of Canada’s biggest and best planning programs.

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 revenue received through University of Alberta partnerships with industry and business decreased slightly in the past year. In the fiscal year 2012–2013, $57.9 million was received from more than 280 national and international companies—a small decrease of $1.5 million.

In contrast, the U of A leveraged new technologies to create greater opportunities for students to learn, intern, and find employment. The Dean of Students career centre, CAPS, recently launched a new web-based system for employers to register and post jobs and for students to search for jobs. The new system, called CAPS Connections, was developed by Academic Information and Communication Technologies, with the five pillars of the university’s 2012–2016 Information Technology Roadmap in mind (mobility, green computing, open data, operational excellence, and best practices). The system can be accessed using a smartphone or tablet, and students can link job postings to their social media sites as well as upload their resumes.

Nearly 8,000 learners took part in the Faculty of Extension’s diverse range of programs in 2012–2013, highlighting the value of the faculty’s lifelong learning and professional development courses, programs, and opportunities.

The Faculty of Engineering’s undergraduate co-op program had an all-time record of 1,669 co-operative education paid work terms with a placement rate of 99 per cent. This represented a commitment of approximately $25 million to $30 million in salary and benefits funded by approximately 400 employers involved in the program.

The Faculty of Engineering also approved three new, large Natural Sciences and Engineering Research Council Industrial Research Chairs (NSERC IRC), bringing the faculty’s total to a country-leading 18 NSERC IRCs. Two NSERC IRCs were renewed in 2012–2013, and eight additional new
NSERC IRCs are under active development. During 2012–2013, the faculty also had the largest number of NSERC Collaborative Research and Development (CRD) grants in Canada. Through these programs, the Faculty of Engineering has established the strongest and largest number of connections with the industrial community relative to any other engineering faculty in Canada.

**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.

The University of Alberta's Faculty of Nursing continues to be leader in quality of service and care. Olive Yonge was appointed by the Alberta government as the new chair of the Campus Alberta Quality Council in December 2012. The faculty received seven-year national accreditation for all undergraduate nursing programs, the maximum term possible. This is a voluntary process that recognizes excellence of programs and academic units.

The Faculty of Medicine & Dentistry has collaborated with Alberta Health Services to develop Strategic Clinical Networks (SCNs) and Operational Clinical Networks (OCN). The SCNs will be responsible for developing improvements in a range of areas such as children's health, primary care and chronic disease management, mental health and addictions, obesity, and diabetes. The three OCNs involve emergency medicine, surgery, and critical care. The faculty’s rural/regional Family Medicine Residency Program expanded into Fort McMurray as of July 1, 2012; further expansion of the program is planned for 2013–2014.

The Faculty of Medicine & Dentistry also recruits research chairs in partnership with Alberta Health Services (AHS), the private sector, private donors and the not-for-profit sector. There are currently 37 filled chairs, of which six were appointed this year in the following specialities: mental health research, cardiac sciences, primary care research, transplantation, ovarian cancer, and women’s health research.

Dr. Michael Bullard, professor of emergency medicine, has contributed significantly to the development and refinement of the national standard for emergency triage in his role as co-chair of the Canadian Triage and Acuity Scale National Working Group. Dr. Bullard has a leadership role in the transfer and uptake of the CTAS methodology and ongoing collaborations with the emergency medicine community in Taiwan, Japan, Trinidad and Tobago, Turks and Caicos, Costa Rica, Barbados, and most recently Korea and Hungary.

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**Supporting the Innovations of Tomorrow**

*Live within your means + Work hard + Save = $5 million.* This is the math Tony and Paulette Lashuk used to build one of the largest planned giving bequests made to the University of Alberta. The alumni couple endowed an “innovation fund” in the faculties of engineering and science with $5 million. This gift will enable the university to fund innovative research that delivers practical outcomes. “Engineers and innovative people are in short supply,” says Tony, “so we wanted to do our part to ensure there are more of them in our society in the future.” Paulette agrees: “Alberta is very fortunate—we’ve got a lot of resources, but that may not always be the case. This gift is our way of encouraging diversification of our economy.”
In January 2013, the province of Alberta announced a dedicated research grant to learn how seniors’ centres can better meet the changing needs of their members in sustainable ways. The Faculty of Extension’s Kyle Whitfield is leading the research, and building upon her previous work and research in planning, health services, aging, and hospice care, as well as her excellent relationship with the Seniors Association of Greater Edmonton and the Alberta Association of Seniors Centres.

In June 2012, Faculty of Extension professor Maria Mayan’s team produced the Social Determinants of Health for Aboriginal Families, written in response to a request from the Alberta Ministry of Human Services and the Alberta Centre for Child, Family and Community Research.

The Office of the Registrar continues to increase transfer students in the health fields, by implementing changes to transfer credit practices that benefit transfer students from Campus Alberta universities, providing a web page for clarity about transfer credit practice, and developing a manual on assessing transfer credit from Alberta institutions.

The Faculty of Law, Alberta Justice, and the Law Society of Alberta renewed the founding agreement of the Alberta Law Reform Institute housed at the U of A. The institute is supported by more than $1.5 million in grant funding from Alberta Justice and the Law Foundation of Alberta and its recommendations are implemented at the highest rate of any law reform agency in the Commonwealth.

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.**

The University of Alberta continues to strengthen and extend our ties with international partners throughout the world. During 2011–2012, the university hosted more than 40 delegations of government and institutional dignitaries, supported 20 outgoing missions, and signed more than 75 agreements with approximately 66 distinct organizations and institutions in 35 countries.

U of A International is leading the Alberta Abroad initiative, an externship program launched by the Government of Alberta that sees up to 40 recent Alberta post-secondary graduates placed in international organizations for work placements of up to a year. In 2012–2013, UAI managed the recruitment, selection, placement, and monitoring of participants from across the province. The program aims to increase international awareness, enhance intercultural understanding, and create a global mindset—all critical skills for Alberta’s workforce and future leaders of Alberta. Selected participants will also raise the profile of Alberta during their externship placements.

UAI, along with the Office of the Vice-President (Research), implemented the Sino-Canadian Energy and Environment Research Initiative agreement with Tsinghua University in China on September 14, 2012. This initiative will advance research on clean energy, with a key focus on effectively and responsibly utilizing energy resources for social, environmental, and economic benefit. This initiative will support a broader international research collaboration involving affiliated units, industry, and other stakeholders from Canada and China. A funding proposal for this initiative has been submitted to the Alberta government.

The Alberta School of Business also continues to strengthen its business, political, and academic relationships in China. The school launched a Master of Financial Management program with Xi’an Jiaotong University in Shanghai and Shenzhen, with a planned start date of September 2013.
The Faculty of Agricultural, Life and Environmental Sciences signed agreements with Seoul National University’s College of Agriculture and Life Sciences to increase research collaboration in food safety and animal nutrition; New Zealand’s University of Auckland to develop a major food-for-health initiative; and Anand Agricultural University and Jawaharlal Nehru University in India.

The Faculty of Arts launched a new semester abroad program in Taiwan, which enabled 11 students to participate in a program of Chinese language study at the National Taiwan Normal University in combination with U of A courses.

The Faculty of Medicine & Dentistry developed a bilateral international student exchange agreement for medical students with the University of Munich, Germany’s top-ranked university. The faculty also received a $4.4-million grant from the Canadian International Development Agency to develop a maternal and child health project in Ethiopia.

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

International students from the U of A were able to connect to the wider university and Edmonton communities through celebratory events and programming, including a Thanksgiving dinner held in partnership with Edmonton Economic Development (878 international students attended). In December, a new Share the Holiday Cheer program brought together 31 university faculty and staff with 80 students for dinner celebrations over the winter holiday season. In addition to these celebratory events, international students made 80 presentations to local schools and community groups through the Bridges Student Speakers Program.

The Faculty of Engineering’s DiscoverE program continued to grow. During the spring and summer of 2012, staff provided more than 800 workshops in 163 schools in 70 communities, with a record 19,000 students participating. This included 70 remote northern communities, involving 9,000 students. In total, approximately 40 per cent of participants were female and 20 per cent were Aboriginal.


Leading international public intellectuals Thomas Homer-Dixon, Raj Patel, and Adria Vasil addressed packed houses as part of the Sustainability Speakers Series. They encouraged dialogue on issues of food security, health and wellness, and energy transition.

Discovering the Seeds of the Universe

University of Alberta physicists have been integral to what is being called the discovery of the century. In July 2012 at the European Organization for Nuclear Research (CERN), scientists confirmed the existence of the Higgs boson. This discovery may explain how the universe came to exist.

“The Higgs boson is a fundamental piece of the DNA of the universe,” says professor James Pinfold. Part of a team of 3,000 scientists, University of Alberta physicists helped build the ATLAS collider.

“Understanding how the universe works is the next chapter in scientific research,” explains Department of Physics chair Mauricio Sacchi, “and ATLAS will help establish what type of Higgs boson has been found.”
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 committed to supporting and enriching our northern, francophone, multicultural, and Aboriginal communities. Last year, the university made exceptional strides in improving the level of access and the quality of experience for Aboriginal students.

In June 2012, the Faculty of Native Studies signed a memorandum of understanding with the Métis Nation of Alberta. In September, Dr. Chris Anderson was appointed as the new director of the faculty’s Rupertsland Centre for Métis Research, a centre dedicated to research issues of concern to the Métis Nation.

A range of successful events and opportunities for Aboriginal students included the TAWOW Welcome, a pre-orientation gathering for students and faculty hosted by the Global Nursing Office, U School sessions for Aboriginal junior-high and high-school students, and Aboriginal Student Discovery Day.

The Faculty of Science hired a new International and Aboriginal adviser who works with students to ensure their academic success.

In the Faculty of Law, key recommendations from the external review of its Indigenous Academic Program were implemented. The faculty created a permanently funded position providing academic and cultural support to Aboriginal students. The faculty was also able to increase its Aboriginal law course offerings by creating a new seminar in First Nations – Industry Negotiations.
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 reassessing ourselves and committing to new standards of excellence can the University of Alberta continue to grow and thrive.
Strategies and Achievements

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

Last fiscal year, the University of Alberta recorded its second-highest fundraising year in history. Together, 20,187 individuals, foundations and corporations donated more than $119 million, second only to the previous year’s record of $162.7 million. The total was fuelled by unprecedented levels of donations to the faculties of medicine & dentistry and arts.

Of special note are 4,700 first-time donors. These results come as the university has increased its commitment to engaging with alumni and donors, and deepening and broadening its philanthropic outreach efforts over the past few years.

Planned giving, in which people leave gifts to the university in their will, contributed $29.1 million to the overall total. Especially notable was a $5-million gift from alumni Paulette and Tony Lashuk to the faculties of science and engineering. The money will go to the newly created Science Creativity and Innovation (SCI) fund. The SCI fund also received a separate pledge bequest of $1 million.

Last year also saw the development of the university’s award-winning case for philanthropic support, **Together We Can**, which profiled the ways that philanthropy has helped fund extraordinary achievements, innovation, and research discoveries. Examples include the Edmonton Protocol for diabetes treatment and increasing opportunities for Aboriginal students. Donations also enable global student programs like Play Around the World, offered by the Faculty of Physical Education and Recreation, which places U of A students in Thailand and Cambodia to provide opportunities for play and recreation in underserved populations.

The university also launched a $5-million fundraising campaign in March 2013 to support the Institute for Sexual Minority Studies and Services, which is conducting groundbreaking work that is leading social change and helping build a more just society for everyone.

Donor contributions to endowed and annually funded chairs and professorships enable faculty and researchers to pursue exploration and discovery across disciplines. Financial resources provide the means of attracting world-class talent—researchers, teachers, and top students. Those talented people attract others. Together they solve problems, make breakthroughs, and change the world.

By providing support for programs which foster creativity and discovery, our donors are making a difference.

For the fiscal year ending March 31, 2013:

» The market value of the endowments increased to $880 million, an increase of $80 million from $800 million as at March 31, 2012. The real value of the endowments increased by 6.2%. This increase was composed of a change in market value of 12.2% on the investment assets less total expenditures of 5.0% and inflation of 1.0%.

» Renewed economic growth in the United States, abatement in the European sovereign debt crisis, and continued monetary stimulus by most major central banks all contributed to a positive environment for assets.

» During the year, a major asset allocation study was completed with the assistance of a pre-eminent U.S.-based endowment consultant. Recommendations from the study will be incorporated into a proposed new University Funds Investment Policy for consideration by the Investment Committee and the Board of Governors in fiscal 2014.
A full copy of the U of A Investment Committee’s annual report to the Board of Governors is available online at www.financial.ualberta.ca under “Investment Reports.”

On October 1, 2012, the Faculty of Engineering announced the creation of a $3-million endowed Xstrata Chair in Mining and Mineral Process Engineering. The first of its kind in Canada, it will focus on sustainable and responsible energy and mineral development.

The Faculty of Medicine & Dentistry increased the dollars pledged by more than 75 per cent. Last year’s total pledges reached $55.8 million compared with $13.3 million in 2011–2012. This includes a $25-million, 10-year commitment by the Heart & Stroke Foundation of Canada in support of medical research and $8.7 million raised through two estate pledges.

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.

The University of Alberta’s total operating and tuition fee revenue per student increased to $24,412 in 2011–2012 (latest available comparable data) from $23,473 in 2010–2011. The increase reflects the two per cent increase in the 2011–2012 Campus Alberta grant and CPI increase in tuition. Among our peers, we continue to rank sixth (see Figure 11).

In 2011–2012 (most recently available comparable data), total funding in support of U of A research was $452.4 million compared with $536 million the year before (see Figure 13). The U of A’s sponsored research income per full-time faculty member correspondingly decreased from $337,082 to 275,372 in the same time period (see Figure 12).

The decrease was mainly due to reduced grants from the government of Alberta and the Canada Foundation for Innovation. Because funding from CFI comes in blocks and the major projects awarded in 2009 have been completed, no new funding occurred in 2012. As a result, matching support from the Government of Alberta was not required. The next cycle of grants for CFI has just been submitted for initiation in 2014. Because the Edmonton Clinic Health Academy, the Katz Group Centre for Pharmacy and Health Research, the Li Ka Shing Centre for Health Research Innovation and the Centennial Centre for Interdisciplinary Science were completed, there were also lower capital contributions for research in the past year.

Research revenues from federal government sources, in particular, increased slightly to $188 million in 2011–2012 from $186.2 million in 2010–2011. This amount includes Tri-Council funding as well as research revenue from other agencies.

Expanding Mental Health Support

Students on campus last winter and spring may have made a few new and furry friends during their finals, as the University of Alberta’s Health and Wellness Team welcomed some four-legged care providers to campus. Puppy therapy was introduced as a part of the team’s Unwind Your Mind, a mental health initiative designed to help students across campus cope with the stress that can often be brought on during the end of the semester. Events such as Unwind Your Mind’s puppy therapy should become more frequent following the provincial government’s announcement of a $3-million investment in the U of A’s mental health programs. This new funding will allow the Office of the Dean of Students to place mental health practitioners in faculty offices, where they’ll be able to provide students with more immediate support in their own environments and home faculties.
Endowment:

Endowments are essentially measures of a university’s wealth. They are valued, in part, because of their enormous potential for return on investment. Their greatest value, however, lies in the support they provide to students and faculty in the form of research chairs, centres and institutes, scholarships and bursaries, as well as programs and co-curricular activities.
The Faculty of Agricultural, Life and Environmental Sciences has had tremendous success in royalty generation in recent years, reaching $1.16 million over the past five years. Last year alone, ALES researchers generated 15 reports of invention and six patents. The faculty has also increased its research funding by 60 per cent over the last five years. Last year, ALES research funding per faculty member was $435,000.

Alberta Innovates – Health Solutions has made more than $37 million in new funding available to the Faculty of Medicine & Dentistry via the Collaborative Research and Innovation Opportunities program. This program will support 18 new interdisciplinary research teams working in areas relevant to the health of Albertans. This funding is allowing Lorne Tyrrell and Michael Houghton to continue the development of a vaccine for hepatitis C virus through early-stage clinical trials directed at protecting at-risk populations from HCV infection.

**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, the University of Alberta offers about $92 million in student support in the form of scholarships and bursaries. In 2012–2013, 85 new scholarships and eight endowed bursaries were created with a total value of just over $1 million. Support for graduate students continues to be well above the average (see figures 14 and 15). However, we must focus efforts on improving federal doctoral scholarship success rates, an area where we have seen no improvement in recent years (see Figure 16).

The Office of the Registrar has developed and implemented a new web-based application system for entrance awards. Prospective students can apply online for scholarships, determine the status of their application, and learn of their award funding three weeks earlier than they previously could.

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

Technology is also changing the way we learn, and the way we teach. The University of Alberta continues to integrate technology into the learning experience to ensure our students

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**Highlighting Student Life**

With nearly 39,000 students spread across the U of A’s five campuses, creating a shared sense of community can be a daunting task. Although programs like Orientation work to connect students to their school and to one another, there have been few U of A-run outlets for students to share and celebrate their experiences with each other. The introduction of YouAlberta, the U of A’s first official student life blog, has provided students with a new forum to connect and to tell their stories. The blog, which is run by the University Relations Office, is staffed by student communicators who write about everything from what it’s like to live in a mall to study tips. Since its launch in March 2013, the blog has attracted more than 21,000 hits.
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 characterizes the best universities.

### FIGURE 11

**Provincial/State and Tuition and Fees Operating Revenue, per FTE Student, University of Alberta and Selected Peers**

<table>
<thead>
<tr>
<th>University</th>
<th>Tuition and Fees per FTE Student</th>
<th>Province Grants/State Appropriation per FTE Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California, Los Angeles</td>
<td>67%</td>
<td>$30,698</td>
</tr>
<tr>
<td></td>
<td>41%</td>
<td>$30,365</td>
</tr>
<tr>
<td>University of Minnesota, Twin Cities</td>
<td>60%</td>
<td>$29,632</td>
</tr>
<tr>
<td></td>
<td>40%</td>
<td>$30,106</td>
</tr>
<tr>
<td>University of Washington, Seattle</td>
<td>79%</td>
<td>$26,826</td>
</tr>
<tr>
<td></td>
<td>55%</td>
<td>$24,770</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>65%</td>
<td>$25,903</td>
</tr>
<tr>
<td></td>
<td>55%</td>
<td>$22,643</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>67%</td>
<td>$24,447</td>
</tr>
<tr>
<td></td>
<td>42%</td>
<td>$23,785</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>31%</td>
<td>$24,412</td>
</tr>
<tr>
<td></td>
<td>29%</td>
<td>$20,296</td>
</tr>
<tr>
<td>University of Toronto</td>
<td>54%</td>
<td>$22,425</td>
</tr>
<tr>
<td></td>
<td>51%</td>
<td>$19,183</td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>48%</td>
<td>$21,535</td>
</tr>
<tr>
<td></td>
<td>38%</td>
<td>$19,891</td>
</tr>
<tr>
<td>University of Texas at Austin</td>
<td>72%</td>
<td>$21,082</td>
</tr>
<tr>
<td></td>
<td>64%</td>
<td>$19,494</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>54%</td>
<td>$20,361</td>
</tr>
<tr>
<td></td>
<td>47%</td>
<td>$19,415</td>
</tr>
<tr>
<td>McGill University</td>
<td>39%</td>
<td>$17,755</td>
</tr>
<tr>
<td></td>
<td>37%</td>
<td>$15,945</td>
</tr>
<tr>
<td>Université de Montréal</td>
<td>32%</td>
<td>$16,268</td>
</tr>
<tr>
<td></td>
<td>19%</td>
<td>$14,461</td>
</tr>
</tbody>
</table>

*Notes: Figures do not represent total operating revenue. FTE (full-time equivalent) students represent the count of full-time students plus one-third of the count of part-time students. Post graduate medical education residents are excluded. Dollar values are presented in CAD. American universities’ financial figures have been converted with the Bank of Canada average exchange rates for September 2007 = 1.02 CDN per USD, whereas figures for 2011-12 were taken on par. University of Illinois at Urbana-Champaign financial figures are estimates based on the student proportions of their university system. Sources: For Canadian universities: CAUBO Financial Information and U15 Data Exchange. For U.S. universities: respective financial statements and their respective Common Data Set.*
receive an excellent education. The School of Library and Information Studies in the Faculty of Education is improving access to ongoing professional development for Alberta’s municipal librarians. The school joined the RiSE Network, a video-conferencing network linking all provincial public libraries, thus enabling it to deliver programming to contribute to the development of library services in the province. In partnership with SMART Technologies, the Faculty of Education has also provided more than 350 students with level 1 and level 2 SMART training. This expertise helps set our graduates apart from other BEd graduates as they move into kindergarten to Grade 12 schools and must teach their own students using 21st-century classroom technologies.

Smart technologies are also critical to our own classrooms. The Office of the Registrar’s Examinations and Timetabling Division and Academic Information and Communication Technologies completed phase two of the Fasttrack Project, upgrading older smart classrooms with newer technology. Thirty-seven classrooms across campus received upgrades throughout the summer of 2012, and were ready for the start of classes in the fall.

The Alberta School of Business opened a new “finance lab” to allow undergraduate and MBA students to hone their financial market skills, manage significant portfolio funds, and gain experience trading.

The following capital projects were completed and opened in fiscal year 2012–2013:

» Edmonton Clinic Pedways: Connecting the Kaye Edmonton Clinic, Edmonton Clinic Health Academy, and the Walter C. Mackenzie Centre via an overhead pedway system was the last, but critical, component to the original program of the Edmonton Clinic facilities. This pedway network provides a connection to the city of Edmonton LRT platform, which will allows students, staff, and general public to travel easily between the three facilities, with the added benefit of reducing ground-level 114th Street crossings.

» Medical Isotope and Cyclotron Facility: The Medical Isotope and Cyclotron Facility is a partnership between the University of Alberta, Alberta Health Services, Alberta Enterprise and Advanced Education, Alberta Infrastructure, Alberta Health, Natural Resources Canada, and Advanced Cyclotron Systems. It is a stand-alone, medium-energy cyclotron facility with an integrated radiopharmacy. This facility will be used as a research and academic facility that houses both University of Alberta and Alberta Health Services teams working on medical isotope research and the production of medical isotopes.

» Glen Sather Clinic and Dentistry Clinic: With the recent completion of the Kaye Edmonton Clinic, the University of Alberta’s Glen Sather Clinic and Dentistry Clinic were relocated and opened. This new space enabled these two programs to expand clinical services and collaborations, and ease patient access to their facilities.

» Li Ka Shing and Katz Buildings: Work completed this year covered a variety of department fit-outs along with several special build initiatives. The areas of development included Dentistry/Ophthalmology, Hydroclave/Helium Recovery, Biobank, BSL2, and Pharmacy Phase 1/WCHRI. Each of the fit-outs moved the university closer to the overall completion of the program development within the two buildings.
sponsored research funding:
The amount of sponsored research funding a university receives is one measure of its scholarship excellence because most external funding is won through peer-reviewed competition. Universities receiving ample federal funding are better able to undertake and sustain relevant, groundbreaking research. U15 universities include University of Alberta, University of British Columbia, University of Calgary, Dalhousie University, Université Laval, McGill University, McMaster University, University of Manitoba, Université de Montréal, University of Ottawa, Queen’s University, University of Saskatchewan, University of Toronto, University of Waterloo, and Western University.

<table>
<thead>
<tr>
<th>University</th>
<th>2011–12</th>
<th>2010–11</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Toronto</td>
<td>$434,196</td>
<td>$391,190</td>
</tr>
<tr>
<td>McGill University</td>
<td>$296,097</td>
<td>$330,100</td>
</tr>
<tr>
<td>Université de Montréal</td>
<td>$280,049</td>
<td>$279,611</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>$275,372</td>
<td>$337,082</td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>$246,194</td>
<td>$246,212</td>
</tr>
<tr>
<td>University of Ottawa</td>
<td>$245,474</td>
<td>$230,285</td>
</tr>
<tr>
<td>McMaster University</td>
<td>$239,437</td>
<td>$255,444</td>
</tr>
<tr>
<td>Université Laval</td>
<td>$223,952</td>
<td>$221,966</td>
</tr>
<tr>
<td>Queen’s University</td>
<td>$209,485</td>
<td>$206,417</td>
</tr>
<tr>
<td>University of Western Ontario</td>
<td>$187,042</td>
<td>$179,090</td>
</tr>
<tr>
<td>University of Calgary</td>
<td>$186,648</td>
<td>$193,136</td>
</tr>
<tr>
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<td>University of Waterloo</td>
<td>$140,211</td>
<td>$159,903</td>
</tr>
<tr>
<td>University of Manitoba</td>
<td>$132,793</td>
<td>$146,216</td>
</tr>
</tbody>
</table>

Dare to Discover Report Card

Federal funding through the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council, and the Social Sciences and Humanities Research Council—typically referred to as Tri-Council funding—supports both basic and applied research. In addition, the university attracts substantial research funding support from other international, regional, and private sector partners. This measure demonstrates the University of Alberta’s success in attracting all types of research funding relative to Canada’s other U15 universities.

FIGURE 13
U15 Sponsored Research Income by Type

<table>
<thead>
<tr>
<th>University of Toronto</th>
<th>2011–12</th>
<th>2010–11</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>$1,038.2 M</td>
<td>$915.4 M</td>
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<tr>
<th>University of British Columbia</th>
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<th>2010–11</th>
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<tr>
<td></td>
<td>$585.2 M</td>
<td>$575.2 M</td>
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<table>
<thead>
<tr>
<th>Université de Montréal</th>
<th>2011–12</th>
<th>2010–11</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>$526.2 M</td>
<td>$523.5 M</td>
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<table>
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<tr>
<th>McGill University</th>
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<th>2010–11</th>
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<tbody>
<tr>
<td></td>
<td>$483.5 M</td>
<td>$510.0 M</td>
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<th>University of Alberta</th>
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<tr>
<td></td>
<td>$452.4 M</td>
<td>$355.9 M</td>
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<table>
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<tr>
<th>University of Alberta</th>
<th>2011–12</th>
<th>2010–11</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>$325.2 M</td>
<td>$325.9 M</td>
</tr>
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<table>
<thead>
<tr>
<th>Université Laval</th>
<th>2011–12</th>
<th>2010–11</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>$302.8 M</td>
<td>$288.8 M</td>
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<tr>
<th>University of Ottawa</th>
<th>2011–12</th>
<th>2010–11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$302.2 M</td>
<td>$276.1 M</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>University of Calgary</th>
<th>2011–12</th>
<th>2010–11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$282.8 M</td>
<td>$286.4 M</td>
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<table>
<thead>
<tr>
<th>University of Saskatchewan</th>
<th>2011–12</th>
<th>2010–11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$166.7 M</td>
<td>$203.2 M</td>
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<table>
<thead>
<tr>
<th>University of Manitoba</th>
<th>2011–12</th>
<th>2010–11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$159.2 M</td>
<td>$165.7 M</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Dalhousie University</th>
<th>2011–12</th>
<th>2010–11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$140.0 M</td>
<td>$132.3 M</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>University of Waterloo</th>
<th>2011–12</th>
<th>2010–11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$136.9 M</td>
<td>$146.6 M</td>
</tr>
</tbody>
</table>

Notes: Income from Tri-Council includes: Social Sciences and Humanities Research Council; Natural Sciences and Research Council; and Canadian Institute of Health Research (CIHR). Other Government income reflects income from all government departments and agencies—grants and contracts, less Tri-Council and includes foreign government income. Donations, non-government grants and contracts, and investment and other incomes, are reported in each respective category on the CAUBO report. Université de Montréal includes École Polytechnique de Montréal and HEC Montréal.

Major projects that are now launched and ongoing in 2012–2013 include:

» Innovation Centre for Engineering: To address a continued and pressing need to develop additional program space for the Faculty of Engineering, the university continues to advance on the construction of the base shell and core of this facility. This facility will provide a contiguous home for the administrative office of the faculty, as well as necessary research and collaborative space for the faculty’s graduate students.

» Physical Activity and Wellness Centre: Construction of this facility began in late 2012 in response to growing demand for additional recreation and fitness space as well as research and programming in the Faculty of Physical Education and Recreation. This project is funded in partnership with the Students’ Union, Graduate Students’ Association, Alberta Lotteries, private donors, and institutional dollars.

» East Campus Village: Construction of approximately 250 beds within East Campus Village has commenced and will be ready for occupancy this fall. These new residences provide housing for undergraduate, international, and graduate students.

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

Several major capital planning initiatives and priorities were launched by the Office of the Vice-President (Facilities and Operations) in 2012–2013 including, but not limited to, the following:

» Gathering Place: In partnership with many of our Aboriginal partners, the university has completed an initial functional program and site study for a gathering place on our North Campus. Its primary focus will be to support the cultural functions of Aboriginal students, the University of Alberta, and the greater community at large. It is also intended to function as an interdisciplinary centre of learning to facilitate a high-quality dialogue between Aboriginal students and staff across all academic disciplines of the university.

» Student Housing: The university’s goal to house up to 25 per cent of its full-time enrolment in purpose-built, supportive housing remains, and the university continues to develop plans and business cases for further development. Activities are taking place simultaneously (LRDP amendment, sector planning of Michener Park, housing partnerships and modernization studies) to aid us in a development program that will provide the context for future development.

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

The University of Alberta Bookstore, under the purview of the Dean of Students, continues to improve operational efficiency and effectiveness, including eliminating a large historical backlog of inventory, closing branch locations in HUB Mall and Enterprise Square, and consolidating services at the main SUB location.

The Office of the Registrar has used technology to streamline both the application process and the student grading process. The Electronic Grades Submission Project was completed in April 2012. Final grades are submitted and approved electronically, eliminating paper grades processing and resulting in students receiving final grade results earlier.

Applicants are now better able to share their electronic transcripts with Alberta’s post-secondary institutions. As part of the U of A’s ongoing partnership with ApplyAlberta, the Office of the Registrar is in the final design and implementation stage of a project that will facilitate direct sharing of student transcripts via Campus Solutions. Faculties and departments will be able to directly access student transcripts through the university’s Electronic Document and Records Management system, eliminating the need for photocopying and mailing.
The faculties of arts and science have streamlined processes to improve the student experience. The Faculty of Science created online registration webinars for rural and international students. The webinars help applicants better understand the value of a science degree, find the right curriculum, select classes, and finalize their admission. The Faculty of Arts conducted a major administrative reorganization in 2012–2013, resulting in a strong and sustainable support structure for teaching and research.

The U of A’s Mental Health Centre is reconceptualizing its service delivery model to enhance mental health services and augment student wellness. The provincial government committed $3 million ($1 million/year) to fund additional psychologists, social workers, and psychiatric nurses, as well as health promotion initiatives. A new team lead and two contract psychologists were hired in the centre, numerous presentations have been delivered across campus, and service reorganization is being implemented. The 29th Student Advisors’ Conference, It Takes a Campus: Supporting Student Mental Health, attracted an over-capacity audience.

Augustana Campus has also developed an Early Feedback System, designed to allow faculty and advising staff to identify and provide guidance to at-risk students, especially first-year students. Early identification is the key to early intervention, which in turn is intended to promote higher rates of academic success and retention.

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

The University of Alberta, in its commitment to ensure quality in all activities in its mandate, regularly conducts peer reviews to examine elements related to the quality of teaching, research, and administration. In 2012–2013, academic reviews were completed for the School of Public Health and the Faculty of Engineering.

As a result of that review, the School of Public Health became the first accredited school of public health in Canada in October 2012. The school received accreditation from the Council for Public Health after a three-day on-site assessment of the school’s instructional programs, research activities, personnel, and organization. The school voted to become a non-departmentalized faculty.

**Building a Healthier Community**

On November 5, 2012, the campus community came together to break ground on the Physical Activity and Wellness Centre, a project that has become a symbol of co-operation and healthy community living at the U of A. The university has worked closely with the Students’ Union to develop the plans for the PAW Centre, which would never have been possible without the financial contributions of the SU, the province, and an anonymous donor. Kerry Mummery, dean of the Faculty of Physical Education and Recreation, points out that the centre represents the “culmination of years of hard work and a shared belief in the importance of maintaining a healthy, active lifestyle.” It will be among Canada’s top physical activity facilities, set to stand in a class all of its own thanks to the construction of a 66-foot climbing wall. As Mummery explains, this is “not just about building a fitness centre, but is instead about “building a healthier community.”
The Office of the Registrar’s Student Connect Project, opening in summer 2013, not only introduces administrative efficiencies, but also creates a dynamic student-focused space that provides exceptional service. Student Connect is a cross-functional student service centre for prospective and current students, providing seamless transition assistance to service providers across campus.

U of A International has introduced several new initiatives to promote administrative efficiency, including providing a pre-departure risk management orientation to 401 international students and registering 545 people in UGo, the university’s off-campus travel registry, in advance of their education abroad activity. This represents 100 per cent compliance on UAI-managed programs and an estimated 28 per cent of faculty-managed programs. UAI partnered with Risk Management Services to offer a half-day symposium to staff covering policy, resources and best practices in risk management for education abroad programming.

Finally, UAI launched a front-line Client Relationship Management database to capture and utilize prospective students’ data. This CRM will greatly improve efficiency and effectiveness in international student recruitment and marketing work, informing future recruitment strategies and providing targeted marketing abilities.
graduate scholarships:

These three charts compare average graduate student support at the University of Alberta with that of U15 Canadian universities. U15 universities include University of Alberta, University of British Columbia, University of Calgary, Dalhousie University, Université Laval, McGill University, McMaster University, University of Manitoba, Université de Montréal, University of Ottawa, Queen’s University, University of Saskatchewan, University of Toronto, University of Waterloo, and Western University.
FIGURE 16
Percentage Share of Canadian Doctoral Scholarships from Federal Granting Councils, University of Alberta and U15 Peers, 2003 to 2012

- University of Toronto: 16.2%
- University of British Columbia: 10.8%
- McGill University: 7.8%
- Université de Montréal: 6.3%
- University of Alberta: 5.0%
- University of Western Ontario: 4.1%
- Université Laval: 3.9%
- University of Ottawa: 3.9%
- McMaster University: 3.9%
- Queen’s University: 3.5%
- University of Calgary: 3.5%
- University of Waterloo: 3.5%
- Dalhousie University: 2.2%
- University of Manitoba: 1.7%
- University of Saskatchewan: 1.0%

Notes: Percent share based on the total cumulative counts.
Source: University of Toronto’s 2012 Performance Indicators for Governance
libraries:

At research-intensive universities, the quality of library services and the quantity of resources available are important indicators of excellence. Libraries are at the centre of the scholarly communication that characterizes excellence in research, drawing in top students and faculty members. Vibrant libraries also enhance teaching and learning.

University of Alberta Libraries consistently rank second in Canada and are among the top 15 in North America.

FIGURE 17
Total Library Volumes Held, University of Alberta and Selected Peers

<table>
<thead>
<tr>
<th>Library Name</th>
<th>Volumes Held 2011–12</th>
<th>Volumes Held 2007–08</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>13,590,094</td>
<td>11,686,060</td>
</tr>
<tr>
<td>University of Toronto</td>
<td>13,191,609</td>
<td>11,186,488</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>8,393,910</td>
<td>11,382,009</td>
</tr>
<tr>
<td>University of Texas, Austin</td>
<td>10,184,945</td>
<td>9,447,434</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>8,497,401</td>
<td>8,059,335</td>
</tr>
<tr>
<td>University of Washington</td>
<td>8,031,452</td>
<td>7,409,221</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>7,733,315</td>
<td>6,890,679</td>
</tr>
<tr>
<td>University of Minnesota, Twin Cities</td>
<td>7,402,453</td>
<td>6,877,699</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>6,529,233</td>
<td>5,722,280</td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>6,305,288</td>
<td>6,040,261</td>
</tr>
<tr>
<td>McGill University</td>
<td>5,926,669</td>
<td>4,498,389</td>
</tr>
<tr>
<td>Université de Montréal</td>
<td>4,851,298</td>
<td>3,183,053</td>
</tr>
</tbody>
</table>

Notes: “Volumes” exclude microforms, maps, nonprint materials, and uncataloged items. University of Washington includes Library branches of UW Seattle, UW Bothell and UW Tacoma. Université de Montréal includes École Polytechnique de Montréal and HEC Montréal.

Appendix A

Comparator Institutions

Quantitative Measures

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

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

As well, the comparator group includes seven U.S. public research universities that are members of the prestigious American Association of Universities, a consortium of the top 62 U.S. 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, so comparing the U of A with it remains a valuable exercise.

Using peer comparators with similar mandates and financial structures is critical, because 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.

<table>
<thead>
<tr>
<th>University</th>
<th>Fall 2012 Total FTE*</th>
</tr>
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<tbody>
<tr>
<td>University of Toronto</td>
<td>72,334</td>
</tr>
<tr>
<td>University of Texas at Austin</td>
<td>49,389</td>
</tr>
<tr>
<td>Université de Montréal (includes Haute Études Commerciales and École Polytechnique)</td>
<td>51,684</td>
</tr>
<tr>
<td>University of Minnesota, Twin Cities</td>
<td>43,232</td>
</tr>
<tr>
<td>University of British Columbia</td>
<td>45,743</td>
</tr>
<tr>
<td>University of Illinois at Urbana-Champaign</td>
<td>41,976</td>
</tr>
<tr>
<td>University of Washington, Seattle</td>
<td>38,823</td>
</tr>
<tr>
<td>University of California, Los Angeles</td>
<td>40,716</td>
</tr>
<tr>
<td>University of Wisconsin-Madison</td>
<td>39,627</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>36,551</td>
</tr>
<tr>
<td>University of Alberta</td>
<td>36,258</td>
</tr>
<tr>
<td>McGill University</td>
<td>31,820</td>
</tr>
</tbody>
</table>

*FTE (full-time equivalent) students represent the count of full-time students plus one-third of the count of part-time students. Post-graduate medical education residents are excluded.
Sources: Canadian universities: U15 Data Exchange. For U.S. universities: respective Common Data Sets.
By contrast, public universities, such as the U of A and the others in our list, share a responsibility to be accountable to local populations on the one hand, and to be globally engaged on the other. Achieving a balance between these demands presents challenges to public universities that private universities do not face.

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 institutions’ differences in vision, mission, and emphasis.

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

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

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. There was only one significant change to the 17 measures included in this year’s report card: Figure 8 in last year’s report has been removed. This information was added in the 2011–2012 report, but the reaction of readers indicated that it did not successfully convey meaningful data and so we have discontinued its use.

**Qualitative Evidence**

Although 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 being done on our campus every day to advance progress toward our goals. The variety and magnitude of that work cannot be fully captured in quantitative measures—and if we were to limit our focus to the advancement of the measures we use in the preceding pages, we would fail in showing how we are delivering on many of the core strategies of Dare to Discover.

To complete the picture of our progress toward our goals, this report supplements the quantitative measures with substantial qualitative evidence of initiatives undertaken and achievements reached between April 1, 2012, and March 31, 2013. 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.