

UNIVERSITY OF ALBERTA



**dare**to**discover**

*report*



ACADEMIC YEAR 2007-2008

# Executive Summary

In an essay entitled “The Challenge of Establishing World-Class Universities,”<sup>1</sup> Jamil Salmi lists the three fundamental characteristics of reputable universities as talent, resources, and favourable governance.

The first two of these are self-explanatory: great universities have talented and inventive professors and students. They are also consistently funded from a variety of sources which includes a large endowment.

The third characteristic is more surprising, at least at first glance. The best universities, Salmi argues, are free of cumbersome bureaucracies, and have a supportive regulatory framework, clear vision, strong leadership, and a culture of excellence.

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Given his unequivocal support for traditional academic values, you might expect Salmi to be an academic. In fact, he is the tertiary education coordinator for the World Bank. His article is directed in the first instance to public officials who want to help university administrators bolster post-secondary institutions.

Salmi’s broad perspective on universities is helpful as we move to raise the profile, reputation, and recognition of the University of Alberta – and his characteristics suggest that, at the University of Alberta, we have a lot of the fundamentals right.

We have the vision: *Dare to Discover*. We have the plan: *Dare to Deliver*. And perhaps most importantly, we have, in both documents, evidence of the necessary connections between people and dollars; between teaching, learning, discovery, and citizenship; between the very best academic work and the freedom to pursue it. We also have excellent governance. Our bi-cameral system, with a clear delineation of responsibilities between academic and overall accountability, functions well.

The way we have articulated our vision and our academic priorities demonstrates that there is a close relationship between our engagement with the world and our students’ experiences. We know that a healthy culture is as important as healthy buildings. We see direct connections between two of the cornerstones in the foundation of our *Dare to Discover* vision: attracting and retaining “Talented People” and “Building the Transformative Organization.”

The purpose of this document is to give a snapshot of improvements that demonstrate our commitment to progressing from the institution we are to the institution we want to be. It tells the exciting story of how we are becoming a world-class university.

<sup>1</sup> Paper presented at UNESCO’s “Experts’ Workshop on Trends in Post-Graduate Education” in 2005. <http://portal.unesco.org/education/en/files/55825/12017990845Salmi.pdf/Salmi.pdf>

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The University of Alberta aims to be considered among the best public research universities in the world when we achieve our goals. This distinction will be earned on the key measures introduced in this document, as well as on reputation.

## Methodology

In 2006, after broad and in-depth consultation and discussion, the University of Alberta's faculty, staff, students, administration, and governance team created and adopted *Dare to Discover* as our vision and blueprint for advancing our position in the international league of great public research universities. Our vision is to ***inspire the human spirit through outstanding achievements in learning, discovery, and citizenship, in a creative community, building one of the world's great universities for the public good.***

A great university – as we defined it together in *Dare to Discover* – is founded upon four cornerstones.

- Talented People
- Learning, Discovery, and Citizenship
- Connecting Communities
- Transformative Organization and Support

*Dare to Deliver*, our corresponding academic plan, builds upon these cornerstones, developing the blueprint for turning this vision into reality by setting clear academic priorities and identifying institution-level commitments and initiatives for the 2007-2011 planning cycle.

In 2006, Jeffrey Simpson, columnist for the *Globe and Mail*, challenged the Alberta government, then in transition, to think big – to use its incredible resources to achieve a broadly conceived grand vision. He suggested investing in postsecondary education to advance the University of Alberta into the top 20 North American universities by 2020<sup>2</sup>.

This call to action ignited the imaginations of many, both on and off our campus. Although there is no broad consensus on the criteria which definitively identifies universities in the top 20, *Dare to Discover*, through its four cornerstones and 28 aspirations, proposes what we, at the University of Alberta, believe will be the characteristics of great public research universities in 2020 and charts a course to propel us into these ranks.

<sup>2</sup> Jeffrey Simpson presented this challenge in two separate columns appearing in the February 24, 2006 (p. A21) and November 4, 2006 (p. A23) editions of the *Globe and Mail*.

By our definition, a great university:

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

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

How will we measure our progress towards becoming a great public university by 2020? In the coming years, we will chart our progress using a number of measures and benchmarks that will indicate how we compare to 11 peer Canadian and US post-secondary institutions.

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## **Quantitative Measures**

Great public universities have a strong institutional foundation, measured by a well-defined and competitive set of input measures. Generally, top universities with favourable inputs have a competitive advantage and out-perform peers in outcomes and impact, building global reputations for pre-eminence and excellence. Input measures widely used as indicators of outstanding post-secondary institutions include:

- Recruitment and retention of outstanding faculty
- Numbers and quality of graduate students versus undergraduate students
- Student/faculty ratio
- Percentage of international and out-of-province 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
- Libraries and information technology expenditures
- Percentage of students living on campus

Strength in these inputs, we believe, will result in the achievement of both the short-term and long-term objectives outlined in *Dare to Discover*. As we accomplish increases in these key inputs, we anticipate seeing gains in short-term objectives,

such as enriching the student experience; increasing research, study abroad, and internship opportunities; improving residence life programs and support; promoting local and international extra-curricular activities; and more.

Over time, we should also see significant advancement towards longer-term objectives, such as facilitating both basic and applied research programs leading to break-through discoveries and technological innovations; fostering a culture of lifelong learning in students, staff, and alumni; expediting the transfer of new knowledge into society; advancing the university's international reputation for excellence; and more.

This report introduces 25 quantitative measures that show how key inputs at the University of Alberta compare to those at a select group of 11 Canadian and US public post-secondary institutions. This group includes four Canadian universities with profiles similar to ours:

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

The US group includes seven public research universities that are all members of the prestigious American Association of Universities, a consortium of the top 62 public and private research universities. Each of the following US universities we have selected is similar in mandate and breadth of programming as the University of Alberta, but currently is perceived to have 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 University of Alberta, 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 it lacks a medical school, the University of Texas at Austin mirrors the U of A's expertise and strength in energy research, and so comparing the U of A to it remains a valuable exercise.

Using peer institutes with similar mandates and financial structures is critical, as both factors deeply impact how each institution determines its definition of a "great" university. Our list of benchmark institutions, for instance, does not include any

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private universities because their mandates are not linked to advancing the social mobility of citizens in their regions, nor do they have an obligation to advance the local public good. Furthermore, their financial support comes not from public funds but is primarily dependent on high tuition fees and large endowments.

By contrast, public universities such as the University of Alberta 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 US universities, 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.

Public universities share a responsibility to be accountable to local populations on the one hand, and to be globally engaged on the other.

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

The 25 quantitative measures in this report provide a quick and informative view of our standing among this set of leading public universities. Our aim is not to create a new ranking system to contest or rival media rankings, but rather to develop a method of measuring our performance in key areas that we believe are fundamental to advancing the University of Alberta to the great university we desire it to be.

University	2007 FTE Enrolment
Toronto (includes colleges)	68,217
Texas, Austin	47,123
Montréal (includes Haute Études Commerciales and École Polytechnique)	43,917
Minnesota, Twin Cities	41,286
Illinois, Urbana-Champaign	40,120
Wisconsin, Madison	38,830
UCLA	38,009
British Columbia	35,861
Washington	35,727
Alberta	33,976
Arizona	33,110
McGill	27,593

The U of A is in a period of transformation, and it may become apparent as time passes that these particular 25 measures do 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 transformation in the future as well.

We are clearly one of the top four universities in Canada and widely regarded as one of the leading public universities in the world—and rising.

## Qualitative Evidence

Quantitative measures may provide a quick view of our standing, but they do not, by themselves, represent the work that is being done on our campus every day to advance progress toward our goals. The variety and magnitude of that work cannot be fully captured in quantitative measures—and if we were to limit our focus to the advancement of the 25 measures we introduce in the following pages, we would fail in our delivery of many of the core strategies of *Dare to Discover*. In other words, we would fail to advance on many of the goals that we, as a community, have decided are central to the building of a great university.

To complete the picture of our progress toward our goals, this report supplements the 25 quantitative measures with substantial qualitative evidence of initiatives undertaken and achievements reached in 2007/2008 to fulfill the cornerstones and aspirations outlined in *Dare to Discover*. The 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.

The University of Alberta has set an ambitious goal. As the following detailed report shows, we have successfully begun developing the quantitative and qualitative methodology needed to measure our progress, and we demonstrate considerable evidence that we are well on our way to meeting our expectations of ourselves—and of the world—as a great university for the public good.

## Analysis

In *Dare to Discover*, the University of Alberta established a solid foundation set on four cornerstones that provide the structure for 28 ambitious aspirations that have become our strategies for advancing the institution. In this report we provide qualitative evidence of our movement forward on each of these strategies in 2007-2008.

With this report we also introduce 25 primary quantitative measures that benchmark our standing against other great public institutions that we consider our peer set. By any measure, this is a formidable group. When we place ourselves in their midst, we find that the University of Alberta is, indeed, in the running. We are clearly one of the top four universities in Canada and widely regarded as one of the leading public universities in the world—and rising.<sup>3</sup>

Looking at this qualitative and quantitative evidence, what can we learn from our progress and benchmarks with peer institutions? In terms of the specific priorities that we have set, we can see where we are succeeding and where we need to focus more of our efforts.

<sup>3</sup> In 2008, on the Shanghai Jiao Tong University rankings, the U of A rose six places from 2007 to 106 out of 503 universities worldwide, and three places to 62 out of 180 North American universities. In the most recent *Newsweek* 2007 ranking of the Top 100 Global Universities, we placed 55.

## Priority: Enrichment of the Student Experience

Attracting talented students and providing them with a highly competitive, enriched learning experience is one of the University of Alberta's key priorities. Achievement of this goal is indicated by a number of factors: admission grade average; student-to-faculty ratios; undergraduate-to-graduate student ratios; operating and endowment funding per student; scholarship and bursaries expenditures per student; and on-campus vs. commuter student residency.

From the student perspective, the quality of the student experience depends largely on the quality of instruction and facilities and access to and engagement of their teachers—our faculty members. According to the National Survey of Student Engagement (NSSE), which is a proxy for measuring the outcomes of student experience, undergraduate students at the University of Alberta are happy with their experience.

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Figure 6 shows we score above the Canadian G-13 university average and only slightly below the average of our US peers. Our solid performance on the NSSE is in part due to the extraordinary quality and commitment of our faculty, evidenced by the outcome that U of A holds the distinction of having the highest number of 3M teaching awards for excellence in undergraduate teaching of any Canadian university.

However, we would still like to see improvement in our NSSE score. To do so, we will need to sustain teaching quality while increasing the quantity of faculty. Our current student-to-faculty ratio is 22:1, which compares with the average ratio at top universities of 15:1.

What our high ratio means is that our faculty members are coping with the demands of large classes, resulting in the likelihood that they have less time to experiment with innovative teaching techniques, provide one-on-one contact with students, or develop unique research opportunities that can enliven a student's experience in a discipline.

Thus, it is clearly imperative that U of A approach and achieve the ideal ratio of 15:1 as rapidly as possible in order to enhance our student's learning experience, to improve our student's performance and retention rates, and to move us solidly into the top tier of world-class universities.

To reach this ideal ratio, we will need to expand our faculty significantly, and this will require substantial resources. This will require growth in two other areas where measures indicate that the U of A lags behind most of our peers. We are in the lower third in both operating revenue per student and endowment revenue per student.

Although the U of A receives more operating revenue from the provincial government and tuition compared to many other Canadian institutions, we are funded at a significantly lower rate than almost all of our US competitors (Wisconsin is the exception). As a result, we are unable to hire the number of faculty members needed to lower our student-to-faculty ratio to levels that will distinguish us as a top international institution.

### **Priority: Fundraising and the Endowment**

In recent years, we have made great strides in the development of our endowment. Among other things, this will enable us to hire more faculty members. By the end of 2008, we are set to exceed our original Campaign 2008 target of \$310M by more than \$190M—raising more than \$500 million—making Campaign 2008 the largest fundraising campaign completed to date in Western Canada.

Given that fundraising has only recently become a focus at Canadian universities, our success with Campaign 2008 should not be negatively compared to our US peers, many of whom have been seriously fundraising for decades. Consequently, our endowment is also smaller and our endowment-per-student places us in the lower third, behind our Canadian and most of our US peers.

We are continually improving our fundraising and endowment building capabilities, yet we also recognize that philanthropic cultures of Canada and the US differ greatly, and celebrate the fact that we are enjoying significant fundraising success. We might even question if the substantial expenditure level needed to accelerate the growth our endowment to the levels of some of our US-leading peers would really be the most effective use of our limited fundraising resources.

### **Priority: A Culture of Access and Intellectual Opportunity**

Even with lower operating and endowment funding than many of our peers, the U of A compares very well to peers in two key outcomes, both of which play a major role in ensuring an exceptional experience for our students.

First, our average scholarship and bursary expenditure per student provides nearly the best financial support for students among the group. Only McGill University and the University of Montreal out-perform us in this area. This may not be immediately clear in Figures 20 and 21, where visually we fall in the bottom third.

However, when the cost of tuition (\$5,555) and the dollar amount of the award expenditure per student (\$2,055) is taken into account, the actual average financial benefit of a scholarship or bursary to a U of A student far outweighs that of a scholarship or bursary at University of Illinois at Urbana-Champaign, where even though 57% of tuition on average is covered by scholarship or bursary, the student is still left with a tuition bill of nearly \$6,000.

In recent years, we have made great strides in the development of our endowment.

Second, the University of Alberta has, over the last century, built an exceptional library system—the second largest in Canada—including more than 6.4M volumes. Libraries are not only at the center of the scholarly communication that characterizes excellence in research, but are also a major research tool, especially for humanities and social sciences research and discovery. Having close access to textual and archival resources can be one of the main reasons faculty and students in the humanities or social science are attracted to and remain at the University of Alberta.

The quality of our library is one indication of the rich research culture that exists at the U of A. Other indications include the recent increase in our ability to attract faculty from top institutions in the US and around the world; the growth in international and interdisciplinary research partnerships sought with the U of A by other global post-secondary institutions, foreign governments and international corporations; the expansion of state-of-the-art research facilities such as the National Institute for Nanotechnology (NINT), the Alberta Diabetes Institute, and the Centennial Centre for Interdisciplinary Science; and the increase in the number of awards and honours received by U of A faculty and students.

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### **Priority: Research Funding, Productivity, and Recognition**

However, other key measures of research intensity indicate that the U of A needs to stimulate an even richer research culture than currently exists. Although faculty awards and honours are on the rise, we still fall significantly behind our competitors in this area. Because of the reputational benefits that accrue to the university from national and international awards, it is vital that the faculty and administration actively support the submission of many more award nominations so that worthy faculty receive the recognition they deserve. This support is now available through the Office of the Vice-President (Research).

At the same time, we also need to be aware that, in comparison to our US and Canadian peers, the U of A appears in Figure 11 among the lower third of our peer group in the average number of citations received per full-time faculty. As citations are a key indicator of the strength of a researcher's work, we know we have work to do in this area, and we intend to rise to the challenge in order to achieve research results that other scholars will notice and cite.

And we need, like all great, competitive research universities, to relentlessly pursue and win increased external research funding—another area where we could be performing better. We believe that we will soon begin to see results in this regard for the following reasons.

First, the establishment of the Killam Research Fund provides much needed research funds to scholars and creative artists in the fine arts, humanities, and social sciences—a group of researchers who have been under-funded by government

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granting agencies for many years. Second, we are reorganizing the Research Services Offices to actively encourage and efficiently facilitate the submission of external funding applications. And, third, since 2006, we have seen consistent growth in research revenue of all kinds, and efforts are underway to increase our ranking in funding received from the TriCouncil agencies.

## Priority: Graduate Students

We are also working to strengthen the research intensity of University of Alberta's learning and discovery environment by increasing our graduate student population. Universities with a higher proportion of graduate students in relation to the undergraduate population attract and develop world-leading research programs that, not only enrich the undergraduate learning experience, but enhance the institution's overall capacity to produce patents, licenses, and spinoff companies.

The presence of graduate students on campus pushes forward faculty teaching and research and creates a knowledge energy that propels a university to the forefront of innovation, especially in engineering and science. In their own research, graduate students are working at the very edge of the future, pursuing original ideas and experimenting with the newest technologies.

In the long-term, graduate students are also drivers of provincial and national economies, and in the future, as the skills and knowledge needed to generate scientific and technological innovation become increasingly sophisticated, graduate students will become even more important in ensuring that Alberta and Canada maintain competitive economies, able to sustain the quality of life we currently enjoy.

As Figure 3 shows, our undergraduate-to-graduate student ratio currently ranks last among our peers. And while Figure 9 shows us in the middle of the pack in the number of spinoff companies formed in the last five years, we also produced the fewest new licenses and options in the same period.

We have undertaken several initiatives to boost our ability to take our research discoveries to market, but these statistics indicate that our difficulties in this area stem, at least in part, from low graduate student enrolment. To address these concerns, we are in the process of making a case to the Alberta government for targeted funding that will lead to a sharp increase in graduate student enrolment over the next seven years as well as a corresponding increase in faculty to supervise and train them.

This is a daring proposition. However, as many of the quantitative measures and qualitative details in the full report that follows indicate, if the University of Alberta aims to be among the top public universities in the world by 2020, then it must also be one of the best graduate institutions in the world.

# Conclusion

The comprehensive report that follows demonstrates that many key initiatives are already underway at the University of Alberta to address the above priorities. We selected these priorities for focus in the short term because they provide the foundation for moving our performance and reputation forward and upward among our set of peer institutions. They are the prerequisites for entering the league of the top world-class universities and define excellence in meeting the expectations held of a great public research universities locally, nationally, and globally.

Because a large public research university is an extraordinarily complex organization, our priorities—like our cornerstones and aspirations—are integrally interconnected. For example, to enrich the undergraduate experience, we also need to improve the research intensity of our campus. To do a better job of bringing our research innovations to the marketplace, we need to provide access to the new knowledge we generate through global scholarly discourse. To ensure our library collections are as rich and diverse as possible, we must focus on advancing our fundraising and endowment. And to ensure that a U of A education is as accessible to students as possible, we must focus not only on fundraising and endowments, but also on resource acquisition through government and corporate sources for scholarship and bursary support. The balancing of these—and many more—interconnections and the strategizing required to advance our priorities in a way that delivers optimal benefits to all sides of the balance constitute our daily work.

Yet, for our accomplishments in advancing these shorter-term priorities to be sustainable, we must also take a longer view, because the standing of a leading international public research university must be maintained and continue to rise not only to 2010, or 2015, or 2020, but well beyond into the 21st Century—the University of Alberta's second century. And our second century is shaping up to be a highly competitive one for universities that are setting their sights to be the best among the best in the global arena.

First and last, it should not go without saying that achieving steady progress into this top league will take expanded resources to fund new initiatives and sustain performance. Thus, our mission going forward—one requiring the engagement and support of all constituent groups in the University of Alberta family—is to work tirelessly and innovatively to identify every opportunity for our university to secure additional funding sources, both internally and externally, to invest in our progressive climb to the top.

The University of Alberta is a great university. We are on the path of becoming even greater. Our challenge and our commitment is to meet our own high expectations for excellence and to earn our reputation as one of the world's top public research universities through our achievements and service to the province, the nation, and the world.

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# *our* **cornerstones**

**Talented People**

**Learning, Discovery, and Citizenship**

**Connecting Communities**

**Transformative Organization and Support**

## talented **people**

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

# Initiatives and Achievements

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

The University of Alberta currently attracts the best students from Alberta. The U of A's admission grade average from high school increased by three per cent from fall 2000 to fall 2007. Given that our current student population is largely from Alberta, this indicator shows that we are drawing an increasing number of Alberta's top students.

We are not as successful in attracting students from the rest of Canada. The percentage of Canadian students attending the U of A from other provinces is only 11.81 per cent, and much lower from the metropolitan cities of Vancouver, Toronto, and Montreal (less than one per cent in total). We are working on improving our effectiveness. The recruitment team in the Office of the Registrar continues to expand on-site conditional admission, student awards, and registration workshop offerings. On-site application services are very popular with our prospective students and their parents, resulting in more than 1,000 applications in total for the past recruitment cycle. In 2007-2008, on-site workshops were offered in Edmonton, Calgary, Vancouver, Victoria, Kelowna, and Vernon. There are plans to expand on-site application workshops into Ontario in the upcoming recruitment season, especially with our Maple Leaf international students. Our recruiters also offer on-site admission as an in-office service year round to all students who book campus visits, and our recruiters will be taking applications for admission as part of the annual September Open House. Recruiters are also working very closely with all new applicants to proactively solicit updated interim and first-term grades so that we are able to offer applicants conditional admission as early as December or January. This enables them to engage in course registration when it becomes available in early April. Coming up to the opening of course registration, U of A recruiters host a number of registration workshops across Canada to show students how to plan their timetable and use Bear Tracks.

## **Best in Class**

In 2003, when Marcia Reinhart was named a Rhodes Scholar, headlines bragged about "the first Rhodes Scholarship for the University of Alberta in 10 years." Then Jeeshan Chowdhury earned one in 2005, and Travis Murdoch in 2006. The U of A is developing and attracting talent throughout its student body. We have one of only 15 Trudeau

Fellows in all of Canada and four of the nation's 24 Julie Payette NSERC Research Scholarships. Two doctoral students, Dean Eurich in Public Health Sciences and Colin Cherry in Computing Science, were awarded the Governor General's Medal in fall 2007 for outstanding academic achievements. Our MBA students won the *Financial Post* MBA Portfolio Management Competition, and a team of Computing Science undergraduates won the "Cluster Challenge" at the premier international supercomputing 2007 conference. As our own students might say: Awesome!



We have seen positive growth in international undergraduate enrolment (see Figure 1), and our success in attracting international undergraduate students exceeds that of our American benchmarks, but we lag behind our Canadian peer institutions. We have set a target of 15 per cent international students in the undergraduate population by 2010, which would position us as one of the top two universities in Canada.

To achieve this goal, we have undertaken a number of measures. The scholarship program for international students has been changed so that scholarships can become targeted recruitment tools; the application process for international students has been reviewed and adjusted; and a systematic program has been built for interaction between international sponsors and the students they are funding at the U of A.

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

Graduate student enrolment has increased at the University of Alberta from 5,882 in 2004 to 6,383 in 2007 and, in the same period, the proportion of international graduate students has grown from 14 per cent to 22 per cent.

We need to continue our efforts to increase growth in both of these areas. Other leading research-intensive public universities generally have a 3:1 ratio of undergraduate to graduate students, while our ratio is 5:1 (see Figure 3). This situation reflects two major issues: first, we lack the amount of competitive graduate scholarship funding needed to attract more graduate students, and second, we do not have adequate numbers of faculty to supervise students.

To address this limitation, more scholarship top-up funding has been provided for distribution in 2008, and efforts are also being directed at attracting more externally funded international graduate students. For example, we have signed an agreement with DAAD (the German Academic Exchange Service) to bring German graduate students to the U of A. We are collaborating with the Saudi government to bring sponsored students to Alberta; 68 students have already applied to this program. Plus, we have signed agreements with additional funding organizations to bring students from Mexico and China (COLFUTURO, CONACYT, China Scholarship Council).

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

In many areas of research, advances depend heavily on the contributions of top-notch postdoctoral fellows. The number of postdoctoral fellows at University of Alberta has increased from 237 in 2005 to 488 in 2007. In May 2003, the university formed an association for postdoctoral fellows and officially launched the Postdoctoral Fellows Office (located in Triffo Hall) in November 2007, to provide support and information to current and prospective postdoctoral fellows. The U of A was recognized as one of the "Top 10 Best Places to Work for Post Doctoral Fellows" in 2008 by the magazine *The Scientist*.

**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.**

The number of Aboriginal students at the University of Alberta has been steadily increasing. The U of A has 48 self-identified Aboriginal students in the Faculty of Medicine & Dentistry, 16 in the Faculty of Law, and 57 in the Faculty of Engineering. Total Aboriginal student enrolment has increased from 787 in 2005 to 875 in 2007.

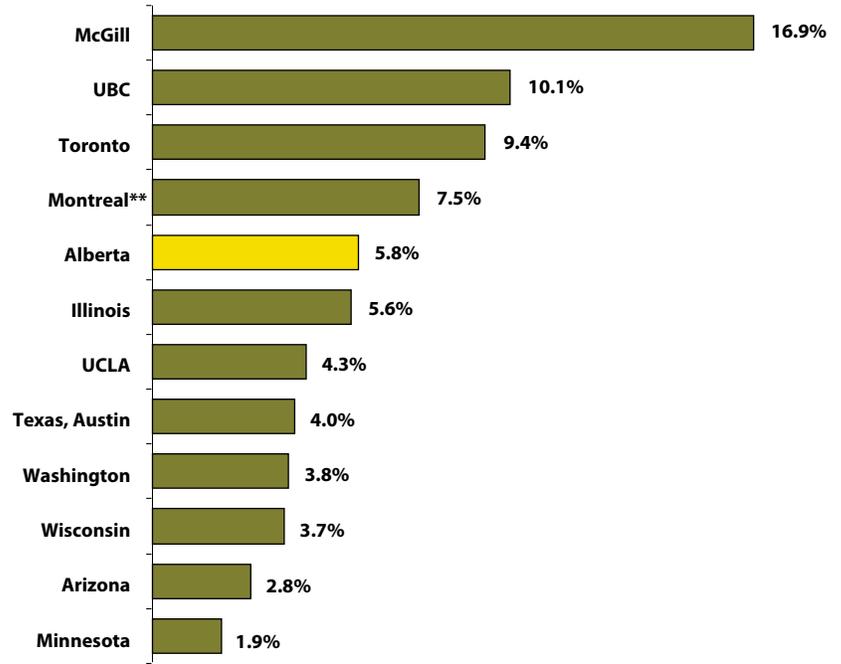
To further increase our understanding of Aboriginal issues, we agreed to establish the Aboriginal Initiatives Council. This council will be co-chaired by the Provost and Chancellor and will have representation from all stakeholders. It will be launched officially in September 2008. Three Aboriginal champions have also been engaged to guide the creation of the university's new Aboriginal Gathering Place.

## international students:

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

Figure 1

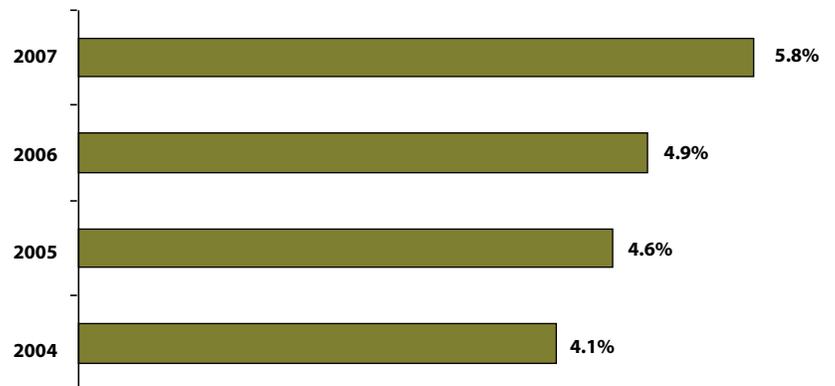
### International\* Proportion of Undergraduate Enrolment (headcount), University of Alberta and Selected Peers, Fall 2007



\*Canadian proportions reflect visa students. U.S. proportions reflect full-time "non-resident alien" students.  
 \*\*Montreal is an estimate and includes HEC and École Polytechnique.  
 Sources: Canadian universities websites and U.S. Common Data Sets 2007-08.

Figure 2

### International\* Proportion of University of Alberta Fall Undergraduate Headcount Enrolment (2004 to 2007)



\*Defined as visa students.

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

A hallmark of a great university is its ability to recruit and retain outstanding faculty from institutions with world-class reputations. This requires competitive start-up funding and the availability of endowed chairs and named professorships.

With the assistance of the Office of the Provost, the University of Alberta has hired 220 new faculty in the past 15 months. This represents a net increase of 121 faculty from fall 2006 to fall 2007, with the remainder of the positions being replacements for the 40 retirements and 20 resignations that occurred between July 2007 and July 2008. The net increase of 121 faculty has resulted in a modest improvement in our student to faculty ratio to 22:1 (see Figure 4). In order to be among the top public research universities, we are aiming to further reduce that ratio to 15:1 by 2015, which will require significant government investment and fundraising for endowed chairs.

In addition to hiring 220 new faculty, U of A was able to retain 39 faculty members due to contributions, totalling \$406,000, from the Faculty Salary Adjustment Fund.

To continue to advance our ability to recruit and retain faculty, we have improved the Housing Loan Program, abolished mandatory retirement, and ratified Article #13, whereby the President's Review Committee ensures faculty evaluation councils maintain consistency and high standards in tenure and promotion decisions across the university.

**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.**

## Global Magnetism

The University of Alberta attracts faculty from all of the best universities in Canada, the United States, and the world. In 2007 alone, we recruited faculty from the following US Ivy League institutions: Yale, Cornell, Harvard, Columbia, and Princeton, as well as from the following private American universities: Duke, MIT, Johns Hopkins, and Washington University in St. Louis. We also attracted faculty from the best US public universities, including the University of California at Berkeley, the University of Michigan, the University of Illinois at Urbana-Champaign, and University of Wisconsin, among others. Internationally, new appointments came to us from the Universities of South Africa; Hong Kong; Otago (New Zealand); Queensland (Australia); Hohenheim, Wurzburg, and Karlsruhe (Germany); Manchester, Sheffield, Bath, Canterbury, Leeds, and University College London (UK); Nanyang Technical University in Singapore; and the National Central University in Taiwan.

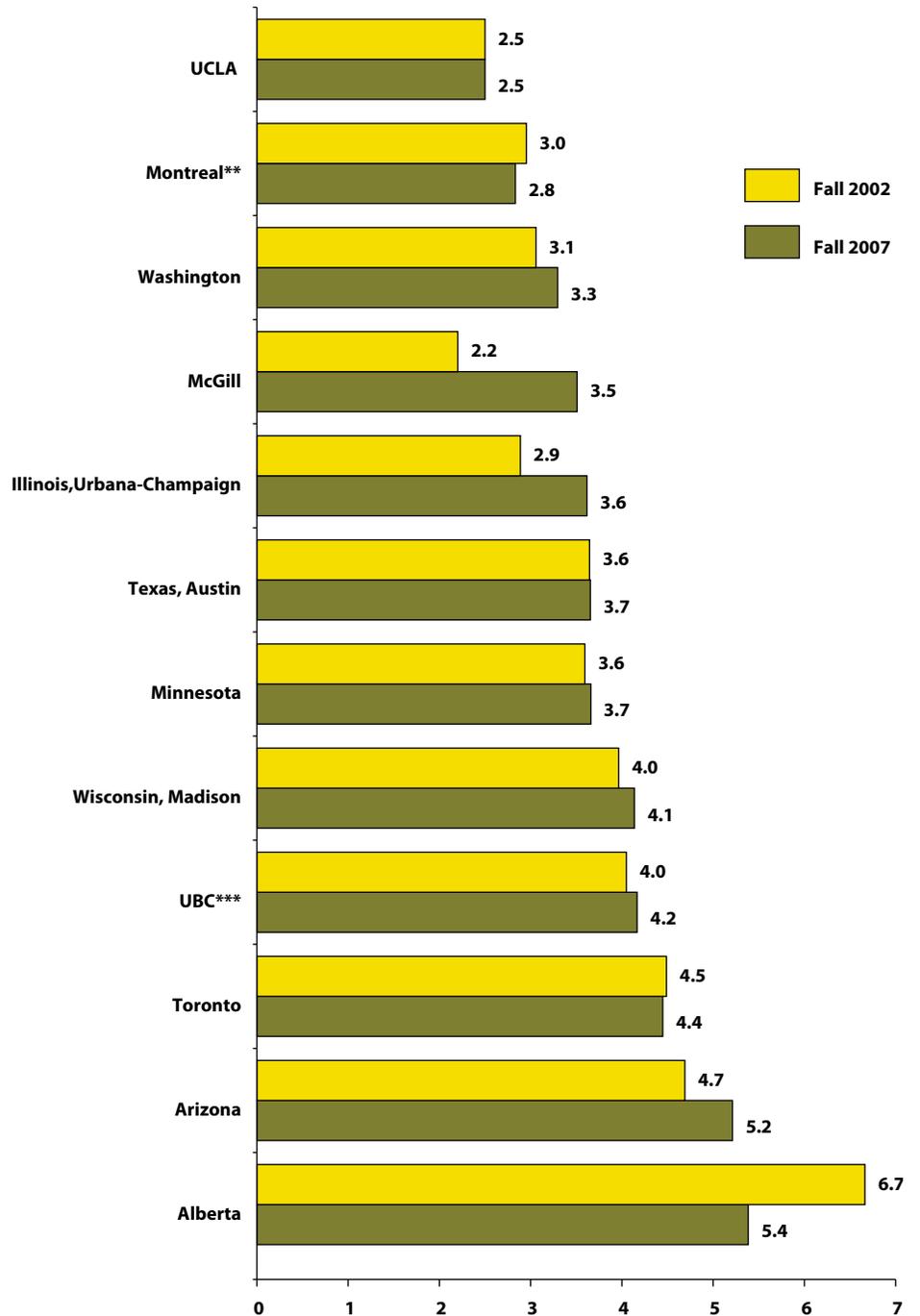
The new Human Resources Services Plan 2007-2011 has been approved and provides the University of Alberta with direction for future initiatives that address recruitment and retention, staff engagement, professional learning and development, and improved communications.

In the past year, U of A recruited 106 new administrative and professional officers, librarians, and faculty service officers, and 395 continuing support staff. More than 80 APOs were trained in facilitative leadership.

The recently established Enhanced Recognition Program acknowledges the contributions of U of A staff and faculty through a number of individualized recognition awards.

Figure 3

**FTE\* Undergraduate to FTE\* Graduate Student Ratio, University of Alberta and Selected Peers, Fall 2002 vs. Fall 2007**



student ratios:

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

\* Full-time equivalent, which is calculated by adding all full-time students to 1/3 of part-time students.

\*\* Montreal data includes HEC and École Polytechnique.

\*\*\*UBC data reflects fall 2003 and fall 2007 enrolment.

Sources: U.S. Common Data Sets; University of Alberta Data Book; University of Toronto enrolment reports; McGill Enrolment Reports; UBC Planning and Institutional Research Office website; and Université de Montréal enrolment reports.

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

The University of Alberta has had a long history of enhancing the global perspective of its community through International Week, initiated in 1985. This past year's theme was "Addressing Global Challenges," and the week's 53 events included several high profile speakers and performers. International Week 2008 attracted 7,200 people.

International House continues to foster global citizenship, socially responsible leadership, and enduring friendships. Nearly 100 events and educational programs were organized in the past year to promote social and cultural understanding. The university hosted the International House's Worldwide Directors Conference in June 2007.

As part of the U of A's Centenary celebrations, Mary Robinson, former president of Ireland and former UN High Commissioner for Human Rights, delivered the 10th Annual Lectureship on Human Rights.

## An Illuminating Network

In June 2004, Wendy Caplan, co-ordinator for Flexible Delivery in Nursing, and JoAnne Davies, at that time her e-learning counterpart in education, noticed that they were addressing the same technological and pedagogical issues from across their administrative and disciplinary divides. Wondering if they could stop duplicating efforts, they asked e-learning colleagues across campus whether they would be interested in meeting to share information and strategies. Thus was created the Online Program Support Group (OPSG), a community of e-learning practitioners that meets regularly (and deliberately) outside of official governance structures. Membership has grown to 80 members from four campuses. In fall 2007, this group was awarded a University of Alberta Teaching and Learning Enhancement Fund grant to host E-Learning Days, a massive display during the Celebration of Teaching and Learning at the Jubilee Auditorium. In spring 2008, because of OPSG's work, the U of A earned the title "Illuminate Centre of Excellence." The U of A is the only Canadian university to achieve this designation.

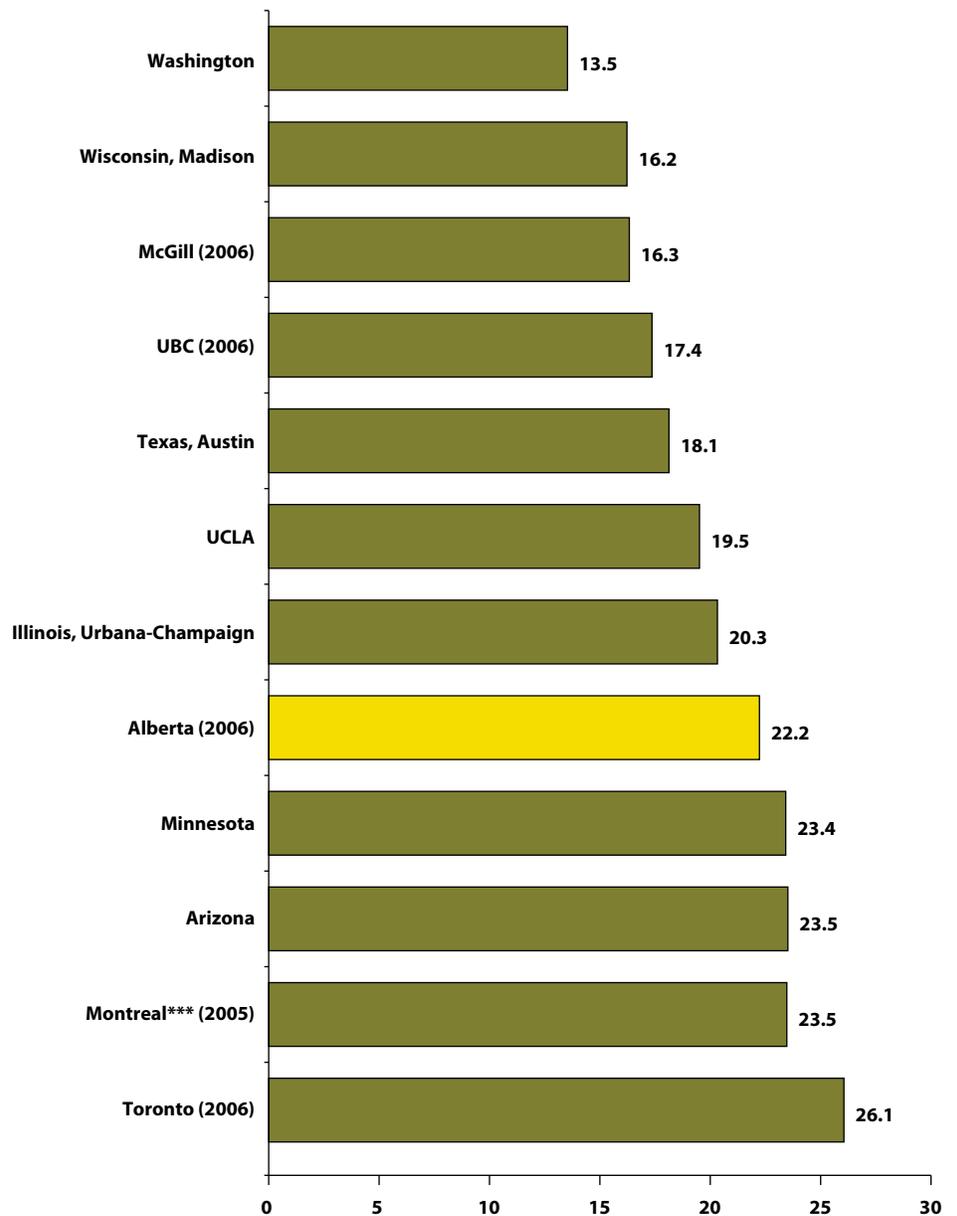


## student ratios:

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

Figure 4

### Student-Faculty\* Ratio\*\*, University of Alberta and Selected Peers, Fall 2007



\*U.S. teaching faculty and Canadian full, associate and assistant professors.

\*\*Ratio = Fall FTE student enrolment/full-time faculty for fall 2007 unless otherwise noted. Ratios are calculated and are not the same as the student-faculty ratio listed in the U.S. Common Data Sets.

\*\*\*Montreal data includes HEC and École Polytechnique.

Sources: U.S. 2007-08 Common Data Sets and Statistics Canada's *Salaries and Salary Scales of Full-time Teaching Staff at Canadian Universities 2005-06 and 2006-07*.

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

Great universities stimulate learning and discovery that is cutting-edge, generating new knowledge, innovations, and discoveries that transform everyday life.

The world-class university of tomorrow—that the University of Alberta aspires to be—will contribute to scientific, social, and cultural structures of global society in ways that will allow them to change and grow, creating and sustaining prosperity and well-being for future generations.

# Initiatives and Achievements

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

A number of initiatives were launched in the past year to enrich the student learning experience at the University of Alberta. The Discovery Learning Network was established to foster, support, and promote the creation and implementation of innovative approaches to teaching and learning on campus. The recommendations set out by the Writing Task Force were implemented, resulting in the opening of the Centre for Writers in February 2008. And, the inaugural Festival of Teaching was such a success that we now have plans to make this an annual event to celebrate and recognize creative teaching initiatives.

University of Alberta International (UAI) and the Faculty of Education launched a global citizenship curriculum development project, which will enhance the role of global citizenship at the U of A and develop curricula and methodology for the entire university. One of very few in Canada, the project will help prepare students to be active, responsible citizens, engaged in the democratic process and aware of their capacity to effect change in their communities, society, and the world. It will also serve the increasing number of students interested in obtaining global experience. In the past year, we saw a 35 per cent increase in participation in study abroad programs and a 285 per cent increase in participation in international research and internships.

The Faculty of Education also provides international opportunities for students to engage in community-service learning through its Global Education Network. In summer 2007, 18 U of A education students enrolled in "The Global Citizenship Field Experience Course in Ghana,"

a course that took them to Ghana, where they visited small rural schools, helped with teaching, and trained teachers working in a Liberian refugee camp.

## Sustainable Learning

Faculties at the University of Alberta have taken learning, discovery, and citizenship to heart. As just one example of the rich environment for students, consider the new BA in Environmental Studies that will be offered jointly by the Faculty of Agricultural, Life, & Environmental Sciences and the Faculty of Arts in September 2009. Every graduate of this program will have an experiential learning opportunity. Through volunteer placements or paid internships with organizations such as the Alberta Environmental Network, the Edmonton Environmental Advisory Committee, Sierra Club, Canada Parks and Wildlife Society, and the Pembina Institute, students will graduate from this program versed in communications, fundraising, and politics as well as in the science behind sustainable environmental stewardship.



In 2007-2008, Augustana Campus had more than 200 students registered in courses or programs involving a significant international or wilderness experience. This included doing field work in Costa Rica, travelling in India, studying in Cuba for a semester, completing Arctic expeditions by canoe and dogsled, and participating in the model UN Assembly in New York. The Puebla-Alberta community service exchange at Augustana Campus was also enhanced.

A small but growing number of faculty members provide summer research opportunities for undergraduate students. Roger S. Smith Undergraduate Student Research Awards support undergraduate

social science and humanities research, while the ongoing development of Science 100 focuses on critical thinking, research, and communication abilities. Our goal is to expand research opportunities for U of A undergraduates so that they can gain experience in developing and testing questions and hypotheses and be well-positioned for graduate studies or higher level employment after graduation.

**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.**

Extra-curricular activities continue to enrich student life at the University of Alberta. The Faculty of Physical Education and Recreation is particularly active in this regard. During 2007-2008, Campus Recreation attracted 23,990 participants in more than 55 programs, including group fitness classes, intramural sports, and special events, such as the Turkey Trot. The Play Around the World program was expanded to include partnerships with 17 institutes of physical education, including the Thai Sport Authority and Srinaharinwirot University in Bangkok.

In formal athletics, U of A Bears Hockey and Bears Volleyball teams won two national championships in 2007-2008. Many of our student athletes also excel in the classroom; in 2006-2007, 102 student athletes were awarded Academic All Canadian status, bringing the U of A's total to 1,466, the second highest in the country.

## Learning In the Community

When community-service learning instructors want their students to learn about the oil economy, they don't just bring information and analysis into the classroom; they take their whole class up to Fort McMurray for a week to learn firsthand how communities are experiencing the boom. "Oil and Community: The Art & Science of Sustainability" is an immersive six-credit community-service learning course created in 2007 and team-taught by faculty members from the Faculty of Arts, Augustana Campus and the Faculty of Education. In addition to providing readings and presentations on the Alberta oil economy, the course trains students in qualitative research methodologies and then teams them with community organizations. In 2007, the course projects were devoted to youth and employment and to immigration and settlement; in 2008, the community projects focused on the struggle to adequately support learning and employment for marginalized populations. Students make a contribution to the difficult challenge of social sustainability in the face of development, and come out of the class with firsthand experience of the Fort McMurray phenomenon that augments their study of oil as a commodity.



In the Faculty of Engineering, support was provided to the U of A chapter of Engineers Without Borders, a national movement that enhances the global perspectives and opportunities of students and faculty. As a result, the U of A chapter significantly increased its membership and activities on campus, and was named the national chapter of the year.

In the Faculty of Science, computing science students won the "Cluster Challenge" at the 2007 supercomputing competition—the U of A team was the only Canadian team entered in the competition. Another interdisciplinary team of science students, calling themselves the Butanerds, took first prize in the energy category in an international genetic engineering competition at MIT.

In the Faculty of Medicine & Dentistry, "Open Wide," a free dental clinic for people who cannot afford dental care, provided dental students and hygienists with hands-on experience in a professional context.

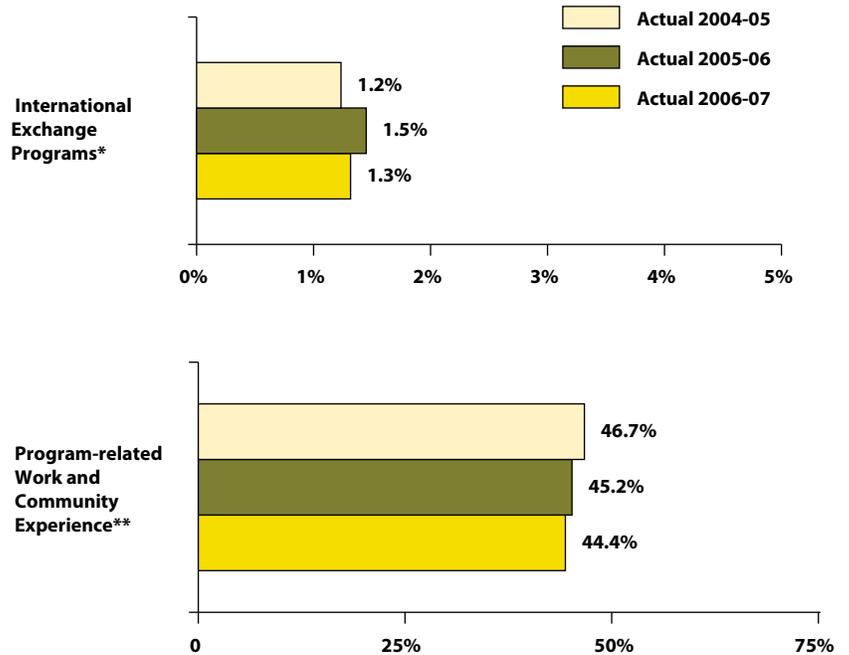
Across campus, a sustainability initiative was launched. This initiative provided funding for students to attend a Sierra Club Conference and an on-campus, two-day workshop with the executive director of Harvard's Sustainability Office in February 2008.

## student experiences:

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

Figure 5

### Proportion of Students Participating in Innovative Learning Experiences – International Exchange Programs and Program-related Work and Community Experience

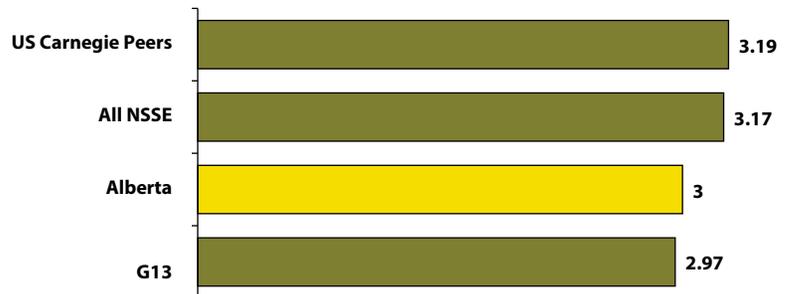


\*Proportion of FTE fall and spring/summer enrolment.

\*\*Proportion of students who have graduated; excludes articling law students.

Figure 6

### Senior Student Average Rating (scale of 1 to 4) of their Overall Educational Experience, University of Alberta and Selected NSSE Groups



Note: 1=poor / 2=fair / 3=good / 4=excellent.

Source: University of Alberta 2006 NSSE results report.

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

Since the launch of *Dare to Discover*, several initiatives encouraging transformative research have been put into place. Established in 2006, the Killam Research Fund provides vital bridge funding for researchers and creative artists in the fine arts, humanities, and social sciences. The fund provides support needed to develop successful grant applications. As a result of this support, the number of Social Sciences and Humanities Research Council (SSHRC) applications has significantly increased with nearly twice the number of applications being funded. Unfortunately, due to SSHRC's limited resources, not all approved applications are funded, so in the cases where a University of Alberta project receives 4A status (approved but not funded), the Killam Research Fund provides the bridge funding needed to proceed with the project until external funding is secured.

Since 2006, many new research and teaching institutes and centres have opened on campus: the Alberta Diabetes Research Institute; the Alberta Centre For Prion and Protein Folding Diseases; the Imperial Oil-Alberta Ingenuity Centre for Oil Sands Innovation; the Aboriginal Governance and Partnerships Program; the Institute for Space Sciences, Exploration and Technology; the Alberta Veterinary Research Institute; the Institute for United States Policy Studies; the Institut d'études canadiennes/Canadian Studies Institute; and the Canada School of Energy and Environment. The Alberta Ingenuity Centre for Carbohydrate Science was awarded \$12.5 million over the next five years in recognition of outstanding scientific progress on developing vaccines.

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

Several new cross-cultural and interdisciplinary research partnerships in a variety of disciplines have developed at the University of Alberta. The National Institute for Nanotechnology, a partnership among the U of A, the Government of Alberta and the National Research Council, is an excellent example of the collaborative and interdisciplinary nature of future research. The Government of Canada has renewed funding for NINT, providing \$36 million for the next three years.

Building on the success of the International Polar Year and the strong northern research presence on campus, a Northern Strategy Planning Team, composed of northern researchers with proven expertise and community connections, has been created to consider potential resource allocation and recruitment priorities for the Northern Strategy. They will work in partnership with northern colleges and other Arctic nations.

In 2004, the Government of Alberta, the U of A, and the Ministry of Science and Technology of the People's Republic of China signed a memorandum of understanding to encourage and stimulate co-operation and exchanges in the areas of scientific, technological, and industrial research in the public sector, private sector, and educational institutions for a four-year period. Areas of specific focus include information and communications technology, environmental protection, biotechnology, energy, cold weather engineering, transportation engineering, and high-technology agriculture. The province has provided \$350,000 and the U of A added \$170,000 for a total of \$520,000 which will provide seed funding to establish research relationships and a joint research lab in China. In 2007-2008 a total of 11 researchers received funding through this program.

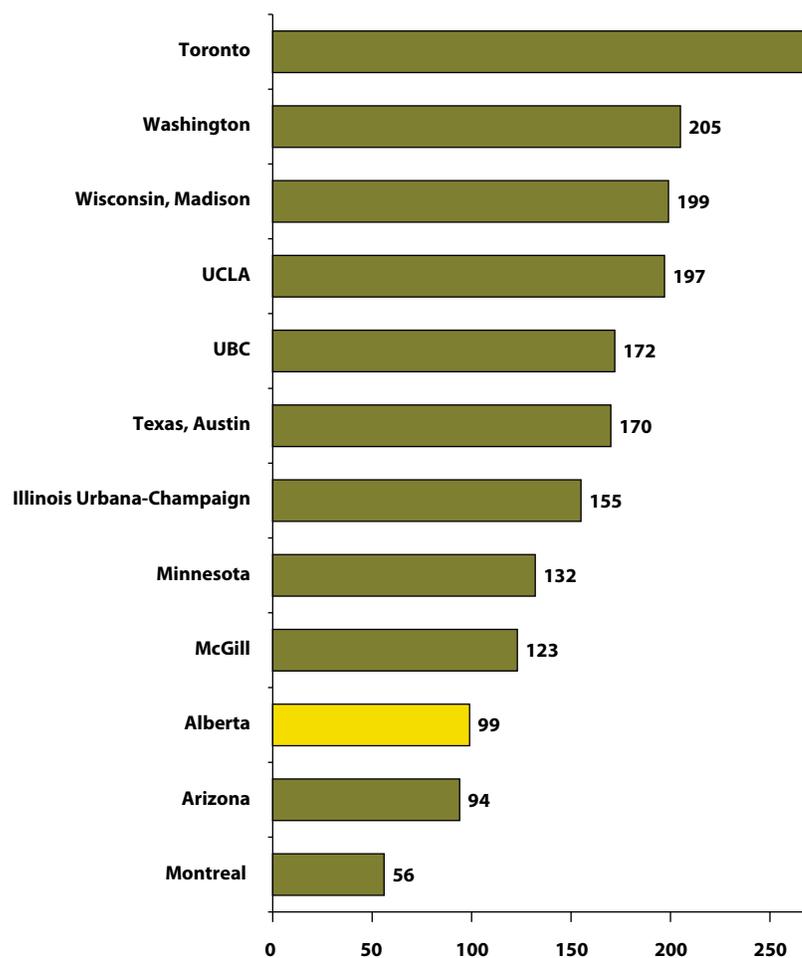
The Pan American Health Organization/World Health Organization recognized the Faculty of Nursing as a collaborating partner for 2006-2010 in a global network on nursing and mental health.

## faculty awards:

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

Figure 7

### Selected Faculty Awards/Honours, University of Alberta and Selected Peers, 1998–2007



#### Sample of U.S. and International Awards / Honours:

American Academy of Arts and Sciences (1998-2007)  
 Fulbright Scholars (1998-2007)  
 Guggenheim Fellowship Award (1998-2008)  
 ISI Highly Cited Researchers (1998-2007)  
 National Academy of Engineering (1998-2007)  
 National Academy of Sciences (1998-2007)  
 Nobel Prize (Inception-2007)  
 Royal Society of London (1998-2007)  
 Sloan Research Fellowships (1998-2007)

#### Sample of Canadian Awards / Honours:

3M National Teaching Fellowship (1998 - 2007)  
 CIS Coach of the Year Award (1998-2007)  
 Federal TriCouncil Highest Awards (1997-2007)  
 Killam Research Fellows (1998-2007)  
 Molson Prize (1998-2007)  
 Royal Society of Canada Fellowships (1998-2007)  
 Royal Society of Canada Awards (1998-2007)  
 Steacie Fellows (1998-2007)

Sources: Individual award website

**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.**

To demonstrate the value of research and graduate students to Alberta's economy, the "Knowledge Energy" public information campaign was launched throughout the province.

On the newly reconceived University of Alberta website, "signature stories" now run in rotation on the homepage and profile the impact of our interdisciplinary research, student successes, Northern research, international activities, and more.

The number of media hits that the U of A has received increased by 29 per cent from the previous year for a total of 13,489. We rank fourth among Canadian universities for total media coverage (see Figure 14).

To increase knowledge transfer locally, TEC Edmonton moved to Enterprise Square providing more opportunities for partnerships and spinoff companies. In 2007-2008 (figures as of March 27, 2008), seven new spinoff companies were created, 77 inventions were disclosed, 24 licenses were issued, 14 patents were issued, and licensing revenue (subject to adjustment up to April 10, 2008) was \$2,223,194.

The Entrepreneurs-in-Residence Program was also introduced by TEC Edmonton to inculcate an entrepreneurial culture amongst graduate students and professors. Ideally, this will lead to expanded knowledge translation, faculty member involvement in industry-university partnership programs, and spinoff company development. There are currently three EIRs, and there are plans to expand the program to seven by April 2009.

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

To stimulate the development of this culture of excellence and recognition at the University of Alberta, a new research awards program designed to increase the number and success rate of national and international research awards is being implemented. By recognizing university community members through increased submission of award nominations, the U of A aims to create a culture on campus that not only enables each individual's pursuit of excellence, but also recognizes and celebrates the value of outstanding individual contributions. Providing such recognition both enhances the university's reputation and improves faculty and staff retention (see Figure 7).

In 2007-2008, U of A faculty received a number of prestigious recognitions and awards: 12 elections to the Royal Society of Canada (out of 21 new nominations), three investitures into the Order of Canada, and two fellowships awarded by the Canadian Association of Health Sciences. One faculty member won an EWR Steacie Fellowship (out of six awarded nationally for the natural sciences and engineering). Only the University of Toronto has received more Steacie Fellowships than the U of A. The prestigious Aldo Leopold Leadership Fellowship awarded by Stanford University was given to a faculty member in the Department of Earth and Atmospheric Sciences. Two of our professors were among the *Globe and Mail's* "Top 40 under 40". We also received three ASTech awards and prizes.

# bringing discoveries to market:

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

Figure 8

## Technology Transfer Achievements, University of Alberta 2004-2007

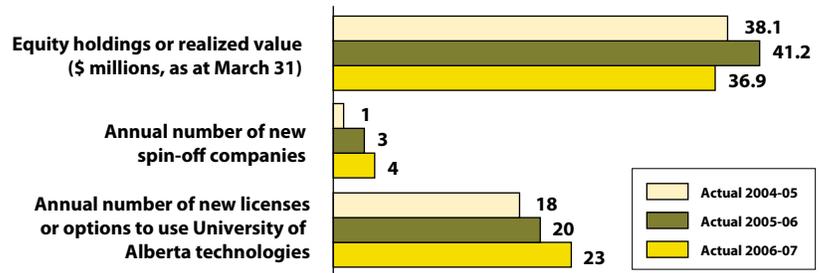
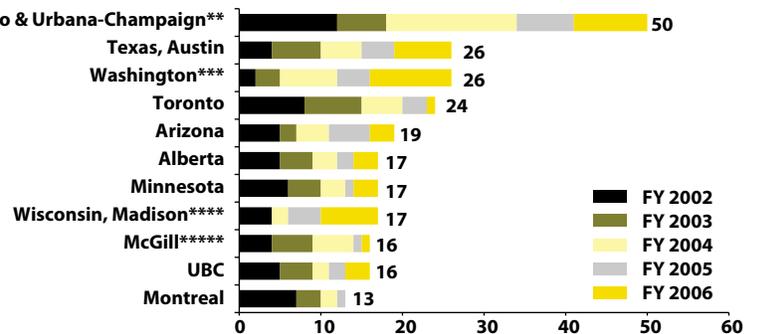


Figure 9

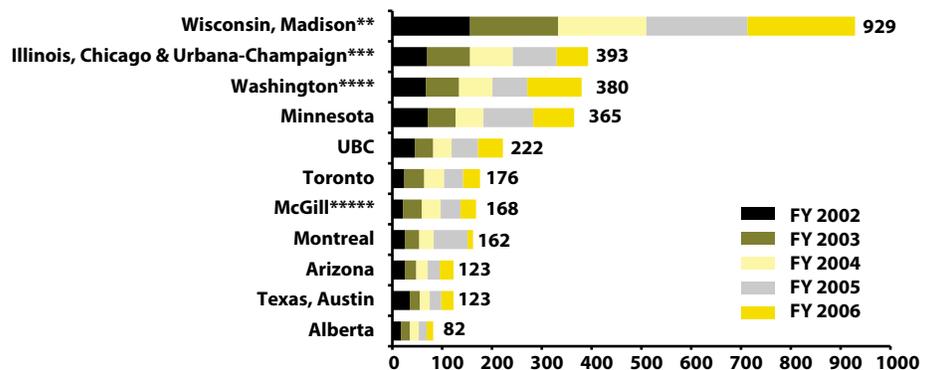
## New Spin-Off Companies Formed, University of Alberta and Selected Peers\*, 2002 to 2006



\* UCLA does not report separately to the AUTM survey outside the University of California system.  
 \*\* Figures represent the two largest campuses of the University of Illinois: Chicago and Urbana Champaign as reported in the AUTM Licensing Surveys  
 \*\*\* Reported through the Washington Research Foundation.  
 \*\*\*\* Includes the activities of the Wisconsin Alumni Research Foundation (WARF)  
 \*\*\*\*\* Includes the activities of the MUHC, Douglas Hospital & Jewish Hospital Research Centre.  
 Source: AUTM Licensing Surveys.

Figure 10

## New Licenses and Options Executed, University of Alberta and Selected North American Peers\*



\* UCLA does not report separately to the AUTM survey outside the University of California system.  
 \*\* Includes the activities of the Wisconsin Alumni Research Foundation (WARF)  
 \*\*\* Figures represent the two largest campuses of the University of Illinois: Chicago and Urbana Champaign as reported in the AUTM Licensing Surveys  
 \*\*\*\* Includes the activities of the Washington Research Foundation.  
 \*\*\*\*\* Includes the activities of the MUHC, Douglas Hospital and Jewish Hospital Research Centre.  
 Source: AUTM Licensing Surveys.

The University of Alberta leads Canada in the number of 3M National Teaching Fellowships awarded for excellence in undergraduate teaching. Two were received by U of A faculty in 2007, bringing our overall total to 28.

The Provost's Award for Early Achievement of Excellence in Undergraduate Teaching is a newly created internal award to recognize the achievement of teaching excellence by full-time continuing academic staff within five years of their first university appointment. This award creates the opportunity to publicize such excellence to the university and the wider community, to encourage teaching excellence among newly appointed academic staff, and to promote informed discussion of teaching and its improvement at the U of A.

**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.**

As part of the University of Alberta's Centenary celebrations, the president's office organized the Prime Ministers Conversation Series to showcase the importance of public leadership in Canada and to learn from the experience and knowledge of our past and current leaders. Involving conversations with all former and current Canadian prime ministers, this is the first such series ever organized in Canada.

For the first time in more than 30 years, the Royal Society of Canada--now known as RSC: The Academies--held its annual general meeting, symposium and induction ceremony in Western Canada at the U of A. The events brought some of the nation's elite leaders and scholars to Edmonton and their work to the attention of the U of A community.

Outstanding leadership is also recognized and promoted on campus through the biannual conferring of honorary degrees. The U of A has a long history of recognizing the extraordinary contributions of individuals in every field of endeavour, including the sciences, arts, education, medicine, business, government, volunteerism, social activism, and the law.

## A Day of Discussion

Each year Augustana Campus selects a topical, interdisciplinary theme that becomes the focus for visiting scholars, faculty colloquia, and other events.

In 2007-2008, the theme "Boom and Bust" brought the exemplary public intellectuals David Schindler and William Rees to the Camrose campus. Classes were suspended for a day so that academics, activists, students, professors, staff, and elected officials could debate and discuss the public policy challenges facing Alberta.

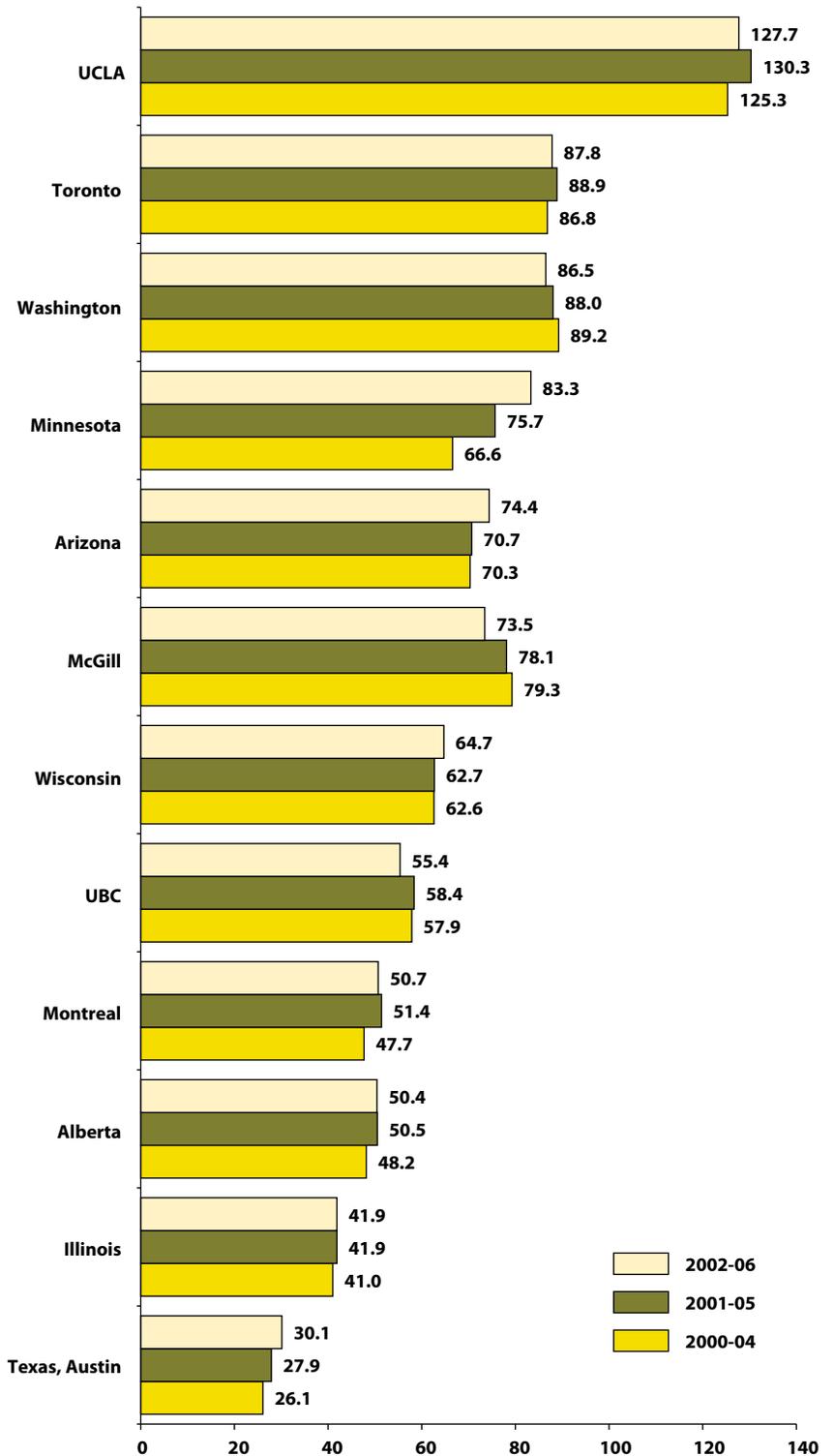


In 2006, the Faculty of Education was selected by UNESCO to be the only North American partner in the "Teacher Training Network for Iraq," an international consortium of six universities whose aim is to promote educational leadership by helping to modernize and re-build post-secondary education in Iraq. A memorandum of understanding was signed in May 2007, and in October, 15 teacher educators from Iraq visited the U of A for professional and leadership development.

In the Faculty of Law, a goal was set and achieved to host approximately 50 visiting speakers this past year, all of whom demonstrate legal leadership from around the world. This year's visitors included Richard Goldstone, former judge of the Constitutional Court of South Africa and war crimes prosecutor; Chief Judge Joe Williams of the Maori Lands Court in New Zealand; Justice Marshall Rothstein of the Supreme Court of Canada; and Professor of Law Jed Shugerman of Harvard University.

Figure 11

**Citations\* in All Fields per Average Full-Time Faculty\*\*,  
University of Alberta and Selected Peers,  
2000-04, 2001-05 and 2002-06**



citations:

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

\*Total citations of papers published during five-year period from 2000-01 to 2004-05, as of 2005; 2001-02 to 2005-06, as of 2006; and 2002-03 to 2006-07, as of 2007.

\*\*Average full-time faculty over five-year period. Some universities average faculty is based on fewer years, using publicly available data.

Sources: Thomson Reuters; U.S. Common Data Sets and Statistics Canada's *Salaries and Salary Scales of Full-time Teaching Staff at Canadian Universities, 2001/2002 to 2006/2007*

## connecting **communities**

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

# Initiatives and Achievements

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

Alumni engagement at the University of Alberta continues to increase. In 2007, 223 programs of engagement were facilitated (a nine per cent increase) and all of the major program strategies, such as events, programs, communications, and electronic services, achieved notable increases. For example, our new Committee on Campus Open Spaces includes membership from Alumni Affairs, the Alumni Association, professors emeriti, senate, faculty, staff, and students. The committee is developing a vision of our campus for the future, which will include developing campus way-finding through pathways and spaces that highlight associations with U of A's history and traditions.

Several Centenary initiatives have a strong focus on engaging alumni: the "Growing Green and Gold" challenge; Centenary issues of *New Trail*; Homecoming 2008; Centenary Road Trips (through March 31, 2008, there has been a total of 1,455 attendees); and Centenary-focused alumni events in Lethbridge (61 attendees) and Toronto (240 attendees, maximum capacity). Centenary scholarship awards have collected \$11,781 through March 31, 2008.

The online alumni community is growing, reaching 19,010 members (a nine per cent increase), and *E-Trail* monthly e-newsletter now has 48,285 subscribers (an increase of 21 per cent). In 2007, the "Alumni in the News" monthly listserv was launched to feature notable alumni and their achievements. The goal is to share alumni accomplishments in brief as well as to collect new names from those receiving and forwarding this electronic publication.

Students and young alumni, in particular, have been engaged through campus promotions and lifestyle programming events, resulting in 5,543 new participants (a 321 per cent increase). Electronic initiatives, including the *E-trek* newsletter and a U of A Alumni Facebook group

targeting students and young alumni, have generated an additional 4,000 participants. A web-based "Find-a-Friend" service was also launched.

## Singapore Alumni Give Back

When University of Alberta alumni living in Singapore received word that President Indira Samarasekera was coming for a visit, enthusiastic offers of help quickly began arriving in Alumni Affairs. Singapore alumni wanted to ensure that the president's first visit would be memorable. In late November 2007, 115 alumni gathered for the president's dinner where they shared memories of their years at the U of A—years many of them credit with having made a huge difference in the direction their lives have taken. The evening ended with an exciting announcement and challenge: the Singapore Alumni Centenary Fund was established with an initial gift of \$150,000 USD by alumna Natalie Loh (BCom '74) and her husband, James Loh. The Singapore chapter's ambitious goal is to raise one million Singapore dollars (\$650,000 CAD) by 2010.

In spite of growth in alumni engagement, alumni giving remains low relative to our peer institutions (see Figures 12 and 13). Strategies are being developed to increase alumni giving. In fall 2008, a review of our annual giving program will be conducted in preparation for revision and improvement. One of the expected outcomes of this review will be the development of strong messages promoting the impact of annual giving that will be used by university development and alumni professionals and other stakeholders. In addition, our online giving website will be upgraded, making it significantly more user-friendly and allowing us to capitalize on the major upward trend in online giving reported by our peer institutions.

**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 fulfill our responsibility as Alberta's university, a leader on the national stage with global connections.**

As a major visible sign of the University of Alberta's commitment to building partnerships with the City of Edmonton, Enterprise Square was opened in January of 2008, providing a venue for engagement with the downtown business, arts, and culture communities.

The U of A also launched Inner City Summer Camps in 2007, aimed at providing quality physical activity opportunities to disadvantaged children. The program complements the full range of summer sport and activity camps provided by the U of A that engage more than 6,000 children in the Edmonton area.

## Connecting Locally

Walk into the old Hudson's Bay Company building in downtown Edmonton and you can be forgiven for feeling uncertain: are you in an art gallery? a business centre? or a teaching facility? The huge open spaces hint at symposia or performances; the hum of computers suggests cutting-edge technology; and floor after floor of glass-walled offices show how much hard work is going on. You are at the University of Alberta's new downtown campus, Enterprise Square, the building that provides collaborative opportunities for community and economic development; strengthens the university's ties with the downtown business, arts, and cultural community; and contributes to downtown revitalization.



"There's a Heifer in Your Tank" is an innovative project that is both a part of the core course requirements of Animal Science 200 and an excellent community outreach tool. Undergraduate students are challenged to solve problems facing Alberta livestock and poultry producers and then present their results through skits and songs in a public forum, located in different rural communities each year.

The U of A's Women in Scholarship, Engineering, Science and Technology (WISEST) is a key vehicle for introducing young women in grades 6 and 11 to science as a possible career choice. A small number of male high school students also attend the WISEST Summer Research Program, experiencing non-traditional areas of activity such as nursing and human ecology. WISEST is currently exploring additional programming that will further promote non-traditional career choices.

Outside the Edmonton area, the U of A is actively engaged in the Alberta Rural Development Network. The objectives of the network are to:

- Help rural communities articulate their needs and shape the future;
- Promote and coordinate research, knowledge transfer, and skills and leadership development related to the well-being of rural people and rural communities;
- Facilitate effective links among member institutions and rural communities; and
- Draw together and give a stronger public profile to the relevant strengths, interests, community connections, and institutional mandates of the network.

Due to the strategic efforts of Government Relations, the U of A is perceived by all levels of government to be the national leader and agenda-setter for universities. This has resulted in invitations to participate in elite commissions and forums, and the U of A has grown to become the most significant political presence at the federal level of all Canadian universities. As a result of this advocacy, the federal budget announced increased funding to the granting councils as well as the creation of 500 top-funded Vanier Doctoral Fellowships for Canadian and international students and 20 Global Excellence Research Chairs.

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

The amount of external funding received through University of Alberta partnerships with industry and business indicates that these partnerships remain strong. In the fiscal year 2007, \$35 million was received from more than 80 Canadian companies and 20 foreign companies. Some of the largest came from Alberta Crop Industry Development, Alberta Livestock Industry Development, AVAC, Astellas Research Institute of America, Canadian Natural Resources, Suncor, and Syncrude.

The Faculty of Engineering implemented a major expansion of its cooperative education program. The number of work placement terms increased from 1,148 in 2005 to 1,493 in 2007, a 30 per cent increase in two years.

The Alberta Business Family Institute Outreach Program offers research-based educational programs to assist business families in Alberta. This unique partnership between the Alberta Business Families Foundation and the School of Business now provides business families with the opportunity to obtain knowledge and skills needed to build on their success.

**THE STRATEGY: Foster excellent relationships with Capital Health, the Alberta Cancer Board, 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 relationship with Alberta Health Services/Capital Health continued to expand in 2007-2008, enriching our capacity for teaching and research. The recently opened Mazankowski Alberta Heart Institute, a \$217 million institute operated jointly with the health region, was built by the provincial government to bring together heart specialists and researchers in complex cardiac care. It will serve people across Western Canada and the far North and is one of few heart institutes in North America to handle both adult and paediatric heart patients.

The School of Public Health's Alberta Centre for Injury Control and Research has undertaken several initiatives of note: the Alberta Seniors Falls Prevention Network, the Alberta Injury Control Teleconference, and the Fire and Injury Prevention Network. A major research project with 10 Edmonton public schools was initiated to provide full-time community health intervention with the aim of changing the eating patterns of Edmonton's youth.

The *Edmonton Journal* Little Big Run, which the U of A co-founded in 2007 in partnership with Capital Health and the City of Edmonton, engages more than 3,000 people throughout the Edmonton area in a variety of fitness-oriented activities. It is the first city-wide event to foster health through physical activity for both adults and children in Edmonton.

We have also expanded agreements within the post-secondary sector. For example, the Universities of Alberta, Calgary, and Lethbridge held a retreat to discuss a joint provincial government strategy and next steps for the Canada School of Energy and Environment. In addition, memorandums of understanding have been signed with the following colleges to deliver collaborative programs in the Faculty of Nursing and Faculty of Education: Blue Quills College, Grande Prairie Regional College, Keyano College, Lakeland College, Maskwachees College, Medicine Hat College, NorQuest College, Olds College, Red Deer College, and Yellowhead Tribal College.

**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.**

International engagement at the University of Alberta is a team effort, developing in a number of different directions at once and inspired by the multiple possibilities of welcoming the world to the university and the university to the world.

A sample of our international activities include opening an India office in 2007 to facilitate partnerships and recruitment; contracting an agency to co-ordinate advertising of U of A activities in Europe; and signing a memorandum of understanding with Alexander von Humboldt Foundation to have its Canadian liaison office located at the U of A.

Augustana Campus was accepted as the first Canadian member of the US Council of Public Liberal Arts Colleges. There are 25 members in COPLAC. The School of Public Health formed a partnership with the Johns Hopkins School of Public Health to undertake a joint Indigenous Summer Research Institute. And, U of A students can now apply for internships through the Washington Centre in Washington, DC.

We also identified and expanded strategic university partnerships with the following institutions: Aga Khan University (Pakistan); Ludwig Maximilians Universität (Germany); Aachen (Germany); Tsinghua (China); Nanyang Technical University (Singapore); the Indian Institute of Science and Indian Institute of Technology at Bombay (India); and University of Colorado (US).

Our Global Development unit established contacts in the US, Southeast Asia, India, the Middle East, and the United Kingdom. Through this, the university has secured a \$2.25 million gift from a donor in China for undergraduate scholarships.

Such examples run through each of the four cornerstones of *Dare to Discover* and the academic plan *Dare to Deliver*. A full outline of a road map for realizing the vision in "Connecting with the World," our plan for international engagement, is progressing through governance approval.

## Partners in UNESCO

In the wake of the US-led war in Iraq, the United Nations Educational, Scientific and Cultural Organization established a network to link Iraqi universities with international academies to share the experiences, expertise, knowledge, and know-how so crucial to the national development process. The University of Alberta is the only North American member of the consortium, and assistant professor George Richardson was elected chair. In November 2007, 15 teacher educators from Iraq visited the Faculty of Education for 17 days of professional development in math, science, and technology training.



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

Centenary celebrations, designed to foster pride and community connection, are well underway with an estimated 580,000 contacts in the first quarter of 2008. The signature Centenary events up to March 31 included the Centenary Opening Address; two of the Prime Ministers Conversation Series; the Choir of Choirs; "What We Wore," an exhibit presented by the Department of Human Ecology in conjunction with Museums and Collections Services; the Studio Theatre world premiere of "While We're Young" by the inaugural Lee Playwright in Residence; and four legs of the Centenary Road Trips. A Centenary convocation and celebration will be held in Hong Kong on November 1, 2008 to engage our alumni across Asia.

## alumni giving:

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

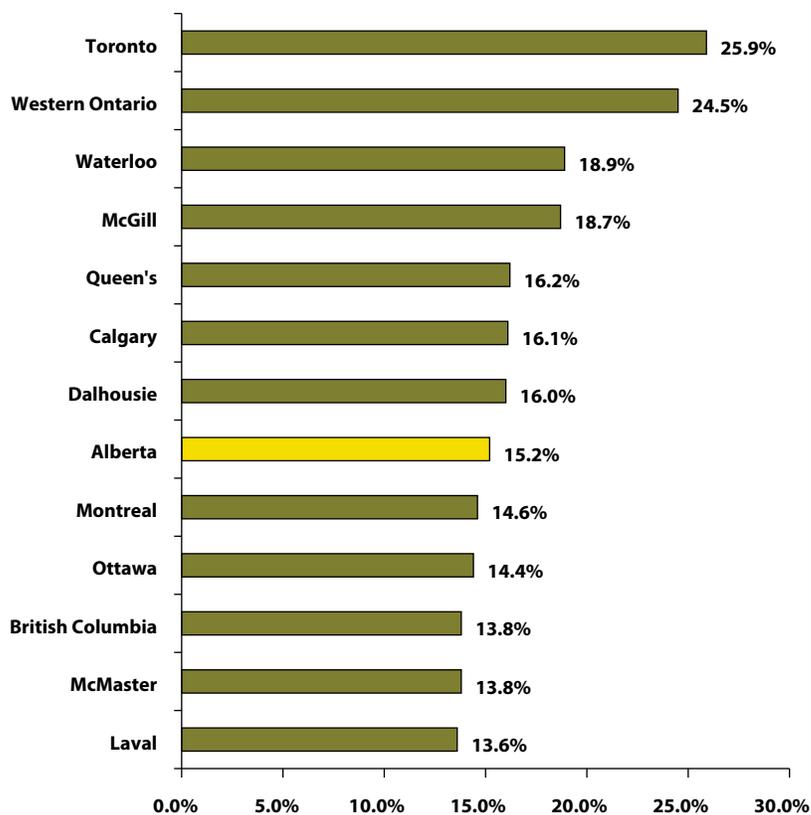
Figure 12

### Alumni (with good addresses) Who Make Charitable Gifts to the University of Alberta, over time



Figure 13

### Percentage of Alumni Making Gifts to their Alma Mater from 2000-01 to 2004-05



Source: Maclean's University Rankings, November 2006.

The *Edmonton Journal* published 410,000 copies of a 60-page special insert magazine entitled "The University of Alberta at 100: Past-Present-Future." This was distributed in Alberta through the full run of the *Edmonton Journal* and the *Calgary Herald*, and to all major national markets through the *National Post*.

A Centenary website was launched and two special Centenary issues of *New Trail* were published featuring archival photographs celebrating the U of A's history. The first Centenary issue of *New Trail* resulted in a 320 per cent increase in letters to the editor, with an overwhelmingly positive outpouring of thanks.

**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 plays a unique role in Western Canada in francophone post-secondary education, a role that will be enhanced beginning in fall 2009. This year, the Board of Governors voted to establish College Saint-Jean, in affiliation with Campus Saint-Jean. The college will offer French-language credentials related to tourism, office administration, and communications, and anticipates it will serve up to 500 students within its first five years. Courses will likely begin in the fall of 2009.

## Aboriginal Engagement

Aboriginal engagement is gaining momentum across campus. The Faculty of Law set aside the week of March 3, 2008, for its Aboriginal Law Speakers' Series, in which leading speakers from as far away as New Zealand delivered talks.

In February 2008, medical student Daniel McKennitt organized the University of Alberta's first-ever Aboriginal Health Awareness Week to highlight the challenges that Canada's First Nations peoples face in accessing and receiving effective healthcare. The Faculty of Native Studies' new course, "Aboriginal Gangs," drew students and guest experts from native studies, criminology, urban and reserve organizations, and the Edmonton Aboriginal Gangs Prevention Group. The Office of the Registrar has hired an Aboriginal recruitment co-ordinator to work closely with Aboriginal communities and the Aboriginal Student Services Centre to ensure that recruitment is effective.



We also continue to build programming to serve Aboriginal and northern communities. The Faculty of Law supported an Aboriginal speaker series, in which leading speakers from as far away as New Zealand delivered talks. There are currently 16 self-identified Aboriginal students in Law.

In 2007, the Faculty of Engineering ran DiscoverE workshops in Inuvik, Aklavik, Tuktoyaktuk, Yellowknife, Fort McKay, Fort McMurray, Fort Chipewyan, Peace River and Grande Prairie. These 241 workshops reached 5,270 students. As a result, the Faculty of Engineering has attracted students from 222 communities in Alberta, including 54 Aboriginal students, up from eight Aboriginal students just a few years ago.

The Alberta Rehabilitation Institute is being established in collaboration with community based partners throughout rural and urban Alberta as a centralized presence for rehabilitation services, education, research, public awareness, and rehabilitation policy.

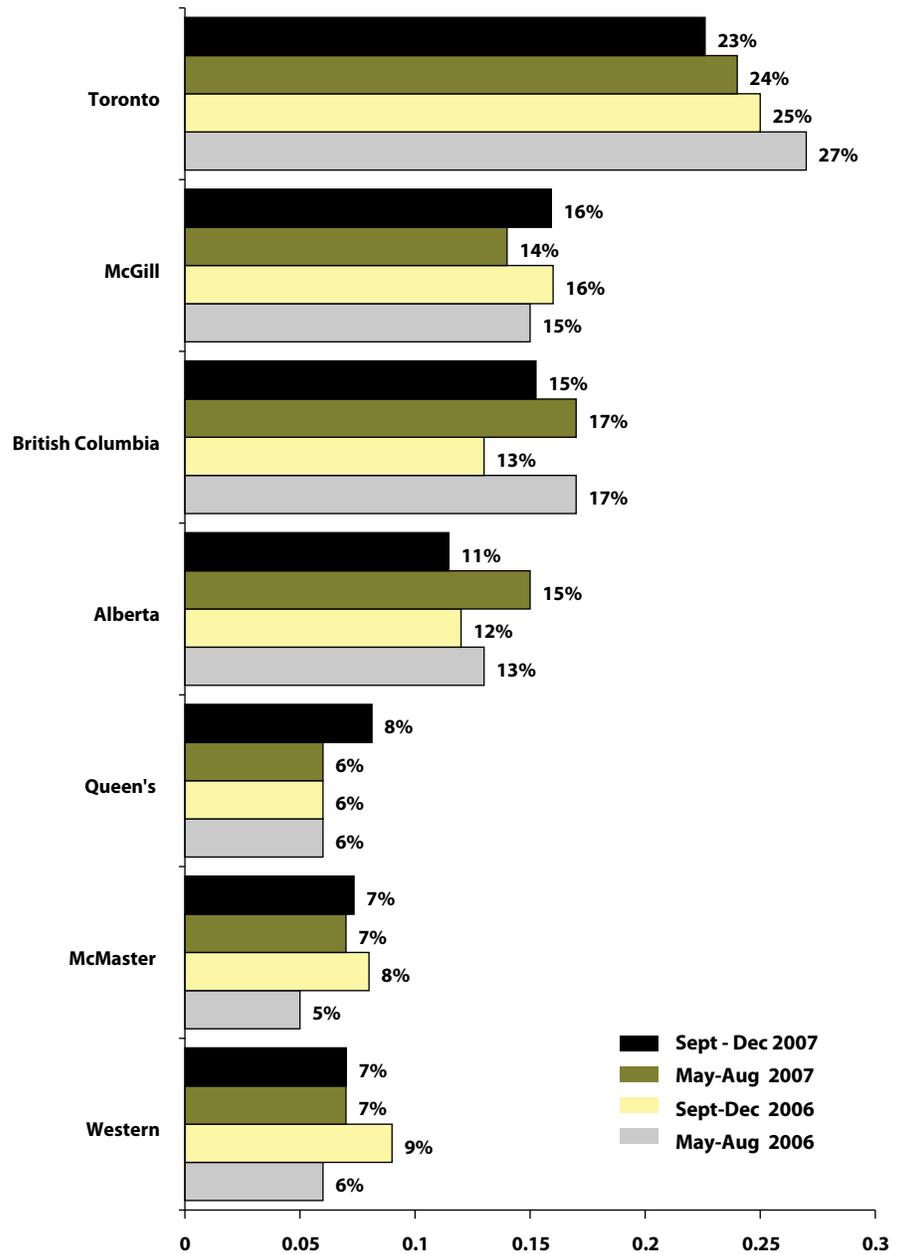
The Chester Ronning Centre at the Augustana Campus organized seminars on "rebuilding community," and the Augustana Campus was a major partner in the development of the Edgeworth Centre, a state-of-the-art facility for sport and wellness in Camrose.

## media coverage:

Media coverage can provide “third-party validation” of announced achievements and accomplishments, fostering a sense that important and relevant things are happening at a university. It can also reach and tell the university story to people who might otherwise not learn of it, thereby raising visibility and enhancing reputation among audiences not directly reached through other means of communication. It is one measure of whether our story is being distributed and whether media value our expertise.

Figure 14

### University of Alberta's Share of Media Coverage among Canadian Universities (during three-month periods)



Source: Cormex Research

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

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

# Initiatives and Achievements

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

The University of Alberta continues to surpass fundraising targets. In the 2007-2008 fiscal year, we set an annual target of \$75 million to position us to meet our new Campaign 2008 goal of \$500 million. However, we exceeded this target and raised a total of \$94.6 million, which suggests we will also surpass our goal for the whole campaign. Campaign 2008 is the largest post-secondary capital campaign in the history of Western Canada.

Currently, our per-student endowment funding ranks ninth (see Figure 16) relative to our peers. We plan to increase our endowment to \$1.26 billion by 2015, increasing our per student endowment funding to \$32,190.

**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 has secured increased funding from both provincial and federal governments. The provincial government operating grant funding increased from \$403 million in 2007 to \$442 million in 2008, a positive sign of strong provincial support. However, our total operating grant per student remains low at \$18,621 (see Figure 18), placing us eighth among our peers. We are developing a case to present to the provincial government to increase our per-student operating funding by \$5,000 over the next seven years.

Capital grants from all sources have increased significantly from a three-year rolling average in 2006 of \$108 million to \$227.6 million in 2008.

Federal government revenues increased from \$150 million in 2003-2004 to \$164 million in 2007-08. This increase includes TriCouncil funding and research revenue from other agencies. Based on 2006-2007 TriCouncil figures, we rank fourth in NSERC funding, sixth in CIHR funding and fifth in SSHRC funding (see Figure 17). Efforts are underway to elevate our ranking into the top five universities in funding received from each of the granting councils. Total external research funding for 2007-2008 is estimated to increase to \$490 million from \$481 million in 2006-2007.

We have targeted budget allocations of \$18.4 million for university-wide initiatives that support *Dare to Discover*, *Dare to Deliver* and the Senate Task Force on Student Experience.

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

Overall, scholarships and bursaries at the University of Alberta have increased to \$73 million in 2008 from \$69 million in 2007 which places us eighth relative to our peer institutions per student FTE (see Figure 21).

The U of A currently ranks second in funding for masters students and fourth in funding for doctoral students. To improve our ranking, a graduate student recruitment and funding strategy was established in 2007-2008. This includes a recommendation to distribute “top-up awards” to all winners of TriCouncil doctoral scholarships. Awarding of these funds starts in September 2008.

**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.**

Since 2006, a variety of major capital projects have been completed at the University of Alberta. The TELUS Centre was repurposed to house the Mactaggart Art Collection. Belcourt Brosseau House and other individual houses within East Campus Village were updated to accommodate the needs of our Aboriginal community members. St. Albert and Kinsella Ranch lands were also acquired for agricultural and herd research.

We have also been able to build our library collections. The U of A acquired the Cuthbert Science Fiction Collection, the Prairie Postcard Collection, and the Rosenberg Quilt Collection. The U of A has been playing a leadership role in two major library initiatives, one at the provincial level (the Lois Hole Campus Alberta Digital Library) and the other at the national level ([www.Canadian.org](http://www.Canadian.org)). Both have been established to increase digital access to a vast array of Canadian information resources. With more than six million volumes and more than 10 million items in our entire library collection, the U of A’s collection is ranked second largest in Canada and 13th in North America (see Figure 19).

A number of other projects are underway. For example, the Centennial Centre for Interdisciplinary

Science is well under construction, aiming for completion in 2011 and providing space for an additional 1100 undergraduates, 500 graduate students, postdoctoral fellows, and faculty. As well, the first-phase of a major renovation of Cameron Library is in progress.

With the partnering agreement for Edmonton Clinic signed with Capital Health, utility expansion plans for South Campus and Edmonton Clinic are now in place. The parkade is now under construction. As construction of the Edmonton Clinic continues to unfold, we will develop operating principles, revise cross-lease agreements, and continue to provide executive oversight.

We received new operating funding of \$1.5 million for previously unfunded buildings and \$2.6 million in operating funding for new facilities. We also received badly needed deferred maintenance funding, an expected \$60 million in one-time-only money, in addition to our annual Infrastructure Maintenance Program grant of \$12.5 million. However, although deferred maintenance funding has significantly improved this year, the very nature of the work will require it to be spread over two to three years.

## Award-winning Support

Supplying classrooms, laboratories, and libraries with state-of-the-art equipment and tools is critical to providing students with an enriched learning experience, but transformative support is about more than infrastructure. It is also about people providing the kind of extraordinary personal support that students need to achieve their best. In 2007, Excellence in Learning Support Awards were inaugurated to recognize and encourage this kind of transformative support at the University of Alberta. Nominated by appreciative students, the first two winners of this award—Christie McDermott, student advisor in the Department of Chemistry, and Ron Koss, assistant curator and lab co-ordinator in the Department of Biological Sciences—were lauded for the genuine respect, compassion, and concern they routinely extend to students.

Although on paper they fill non-teaching roles, McDermott and Koss are continually teaching, advising, and mentoring students in the myriad life-skills needed for academic and professional success—helping students transform their own lives.



## endowment:

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

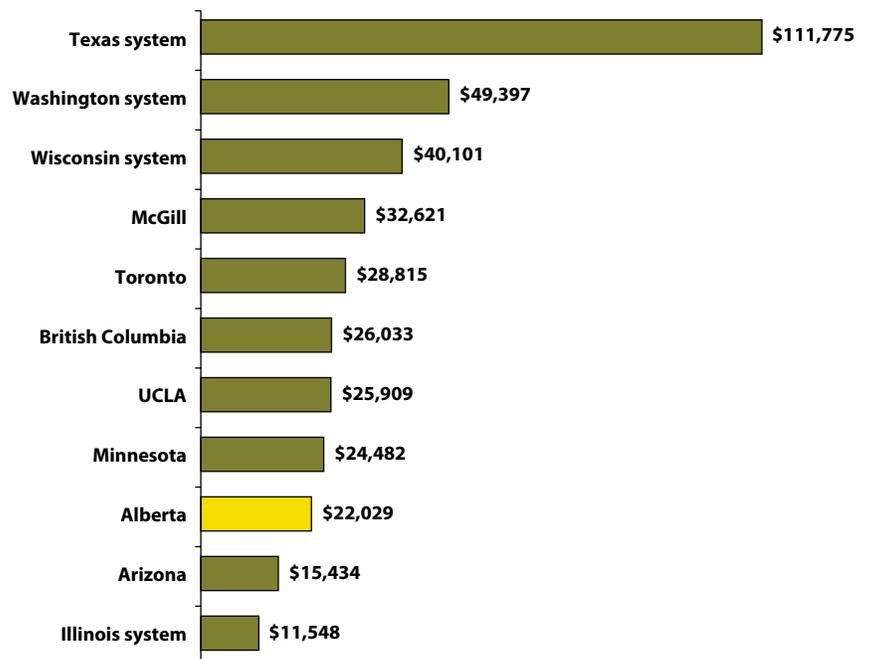
Figure 15

### Market Value of Endowment at the University of Alberta (\$CAD, millions) End of Fiscal Year (March 31)



Figure 16

### Endowment per FTE Student (\$US, as of June 30, 2007), University of Alberta and Selected Public University Peers



Source: NACUBO 2007 Endowment Report

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

The federal government granted \$15 million in order to establish the Canada School of Energy and Environment, an innovative educational and research collaboration involving the Universities of Alberta, Calgary and Lethbridge. It draws on the diverse knowledge, resources, and expertise at the three universities to create and advance research and teaching programs related to sustainable energy development and environmental management.

The University of Alberta's lease for 60 hectares south of Ellerslie Road, used predominately for soil, crop, forestry, and environmental research, will expire in 2011. The purchase of approximately 780 acres in St. Albert for a fraction of the market value from the Boccock family by the Faculty of Agricultural, Life & Environmental Sciences was approved in December 2007 by the Board of Governors. This timely gift will ensure the future of research lands for the U of A.

Other important infrastructure planning has been put into place. We have developed short- and long-term strategies for university residences and the Aboriginal Gathering Place. Redevelopment plans for the U of A quad have been completed to provide three distinct zones for staff, student, and visitor enjoyment, and we are seeking funding under a legacy ask to move forward with these plans.

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

Improving student services is one of the University of Alberta's key strategies for enriching undergraduate experience. As a result, administrative and structural reviews in the student services portfolios (Dean of Students, Office of the Registrar and Student Services, and Faculty of Graduate Studies and Research) were done, revealing that a realignment of Student Services is needed. As a result, interim deans have been appointed to the positions of Dean of Students and

Dean of the Faculty of Graduate Studies and Research. The term of the Vice-Provost and University Registrar has been extended by two years. This will allow the Provost to realign the student services portfolios to ensure that the service units address student engagement.

The U of A has also been a major participant in establishing the Alberta Post-secondary Application System. APAS will provide a single-source, multi-institution, online service to enable students to apply to academic programs in public post-secondary institutions in Alberta. The primary goal is to provide students with easier access to essential information, services, and admission to Alberta's post-secondary institutions. Funding has been received for this initiative.

To ease students' transportation issues, the Universal Transit Pass was started in September 2007 to provide eligible students with unlimited access to regular Edmonton, St. Albert, and Strathcona County transit services for fall and winter academic terms. The U-Pass is a partnership between the U of A, the Students' Union, the Graduate Students' Association and the City of Edmonton.

## Small Changes— Big Transformation

Sometimes transformation comes about through an accumulation of measures that, though individually small, add up to a whole new way of doing things. A few examples: the University of Alberta bookstore implemented the Espresso Book Machine, one of four in the world and the only one in Canada, to deliver custom-ordered books. The U of A library established "Cameron Help," a service that summons staff to help students at any workstation in the library. The Faculty of Graduate Studies and Research is piloting electronic thesis submission. Alumni Affairs has launched a monthly electronic publication highlighting notable alumni achievements. For the busy instructor, the frustrated undergraduate, the off-site graduate student, and far-flung alumni, changes like these are transformative.

## federal research funding:

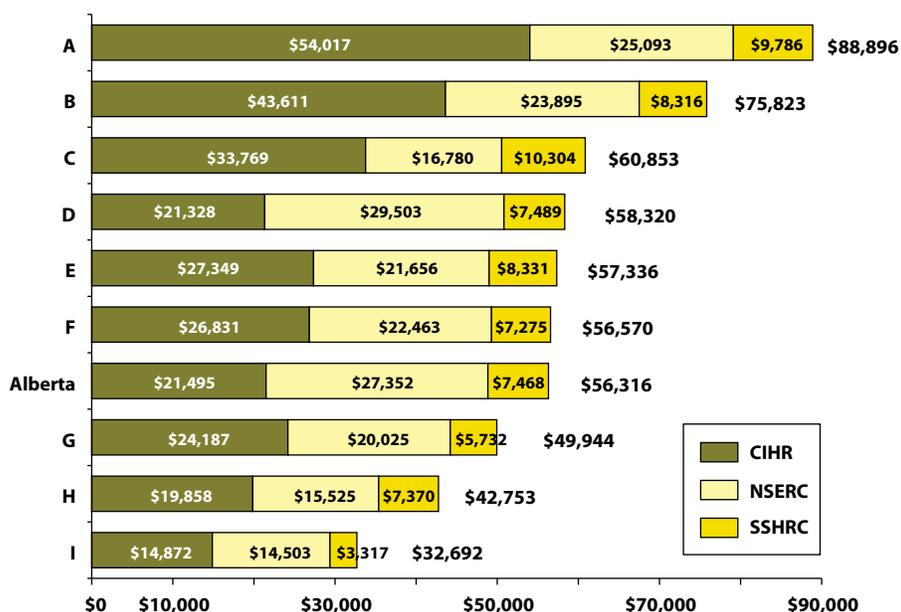
Federal funding through the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council, and the Social Sciences and Humanities Research Council—typically referred to as TriCouncil funding—supports both basic and applied research. Universities receiving ample federal funding are better able to undertake and sustain relevant, ground-breaking research. Because funding is issued on a competitive basis, receipt of TriCouncil funding enhances reputation.

## operating revenue:

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

Figure 17

### TriCouncil Funding\* per faculty\*\* at Top Canadian Universities, 2006-07



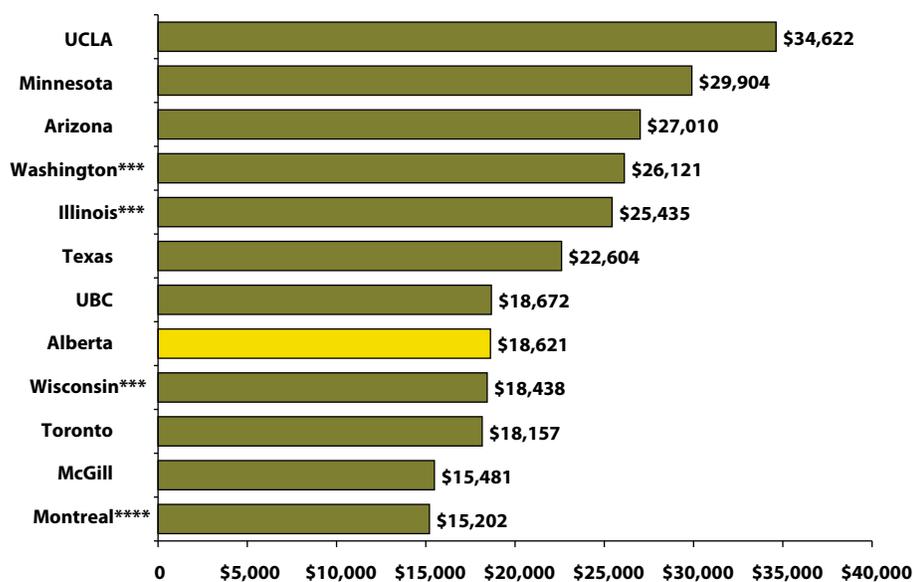
\*Includes affiliated institutes as well as NCE funding.

\*\*Total Full-time Headcount (includes medical clinicians) data from G13 Data Exchange.

Note: Under the Group of 13 Universities (G13) Data Exchange protocol, G13 data is confidential and requires permission for public use of institution-specific figures, therefore university data aside from the University of Alberta has been coded. The G13 universities are: UBC, Alberta, Calgary, Western Ontario, McMaster, Toronto, Waterloo, Ottawa, Queen's, Laval, McGill, Montreal and Dalhousie."

Figure 18

### Operating Revenue From Province or State Sources and Tuition Fees per Fall FTE Student\*, 2006-07, University of Alberta and Selected Peers, CDN\$\*\*



\* Fall FTE student is calculated by adding full-time + 1/3 part-time. It does not take into account the student body mix at the different universities.

\*\*US\$ converted to \$CAN using OECD's 2006 purchasing power parity of 1.23.

\*\*\* Approximations based on student enrolment proportions of the University of Washington, Seattle campus; University of Illinois, Urbana-Champaign campus; and University of Wisconsin, Madison campus..

\*\*\*\*Montreal includes HEC and École Polytechnique.

Sources: For Canadian universities CAUBO's Financial Information of Universities and Colleges, 2006-07; McGill Enrolment Reports; UBC Planning and Institutional Research Office website and University of Toronto Enrolment Reports. For U.S. universities: respective 2006-07 university financial statements and Common Data Sets 2006-07.

L-Pass, a program established for all university employees with a valid ONEcard, was implemented to facilitate travel required in conducting university business. Employees may travel any time on the LRT between Health Sciences and Churchill Square for no charge, facilitating integration of the downtown Enterprise Square campus into the university.

In addition to improving student services, several other units on campus have been working to streamline systems and increase efficiencies. Examples include:

- In Central Development and Advancement Services, the transition to a specialized services model has enabled a tighter focus on specific outcomes to support the strengthening of the campus development program and increase philanthropic support.
- The Risk Management Office was established to provide support services to campus in areas of health and safety, emergency planning, reporting on compliance, and insurance.
- An emergency master plan has been developed and phase 1 & 2 of the Emergency Preparedness & Business Continuity Program will be implemented by all administrative units, faculties, and departments.
- Human Resources implemented SmartForms as a way to streamline recruitment and appointment processes as well as reduce error rates.
- A hazardous waste tracking system was implemented to manage all hazardous waste created by the U of A and its affiliates.
- An energy management program was established, with expected savings of \$25 million over seven years. Currently, we are achieving \$3 million savings annually.
- The Research Service Office launched their Grants 2.0 module in June 2008, resulting in increased speed and efficiency of grant set-up and tracking of grants and contracts, and improved turnaround times for readying grants and contracts for signing.

To increase the efficiency of ethics reviews, the Health Research Ethics Boards (HREB) are helping populate the current development of the Human Ethics Research Online (HERO) database, with the aim of reducing the number of research ethics boards to five or less. HERO will be piloted with the Faculties of Education, Extension, and Augustana in May 2008, with another pilot planned for the Biomedical Panel of HREB in October 2008.

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

An active and relevant academic environment is created through constant reflection and review of practices and programs. The following academic, administrative, and/or structural reviews of the following University of Alberta units have been completed and are now in the recommendations and follow-up stage: Law, Native Studies, Graduate Studies and Research, Campus Saint-Jean, Student Services, Devonian Botanic Gardens, and Athletics.

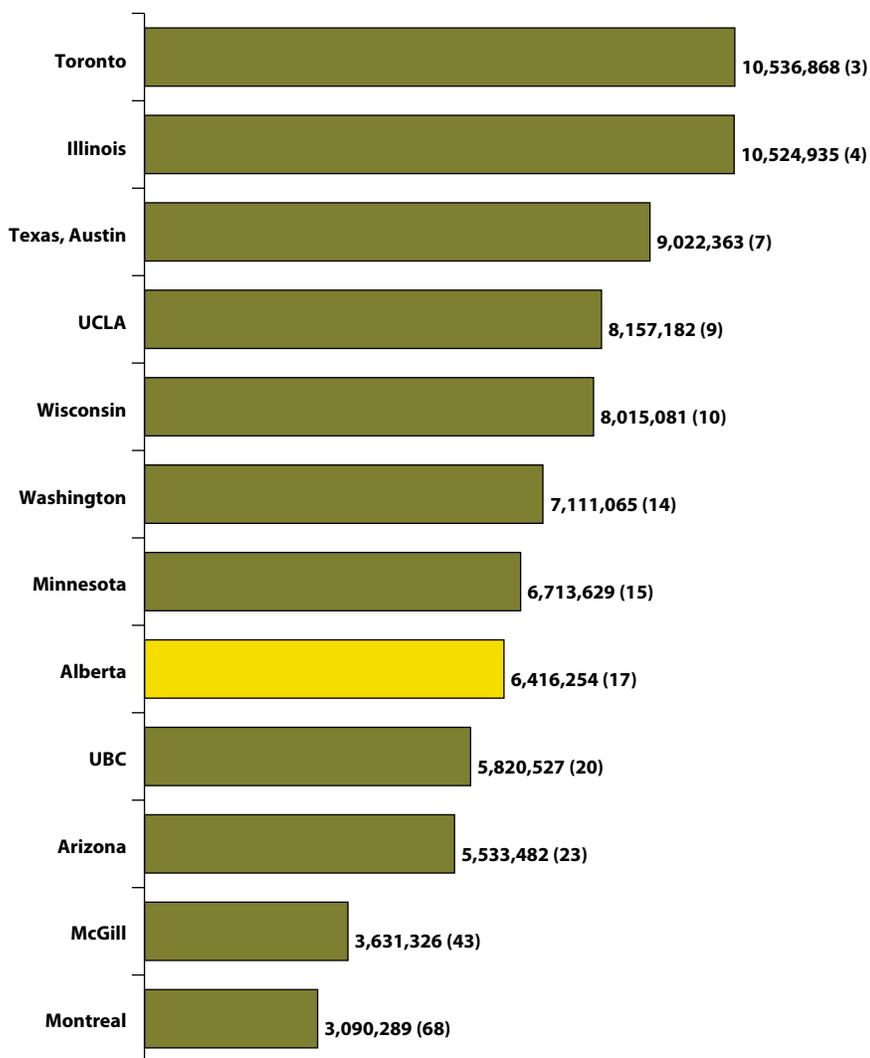
The Faculty of Agricultural, Life, & Environmental Sciences, formerly the Faculty of Agriculture, Forestry & Home Economics, engaged in a major review and re-organization of academic and research priorities, now reflected in its new name.

## 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 center of the scholarly communication that characterizes excellence in research, drawing in top students and faculty members. Vibrant libraries also enhance teaching and learning. Resources held at top research libraries are considered credible and reliable in a world in which all types of information compete for the user's attention.

Figure 19

### Total Library Volumes\* Held and ARL Rank, University of Alberta and Selected Peers, 2005-06



\* Excludes microforms, maps, non-print material, and uncataloged items.  
Source: Association of Research Library (ARL) Statistics 2005-06.

The Offices of the Vice-President (Facilities & Operations) and Vice-President (Research) are conducting a comprehensive operational and business review of animal facilities on campus and have struck a working group to design an integrated model for the management of these facilities.

A review of the Office of the Vice-President (Finance & Administration) portfolio has led to improvements based on best practices from peer recommendations. Internal audit review practices are now compliant with sector standards.

Recommendations from two reviews of the Research Services Office are being implemented: the first involves the creation of a legal counsel position to handle grants and contracts; and the second involves the reorganization of Research Services Office into a client-based model, consisting of faculty-based teams conducting all pre-award, award, and post-award activities.

The Board of Governors has also been working to streamline processes. Changes include: upgrading external and internal audit functions; improving risk assessment and mitigation strategies; delegating authority and responsibility to committees consisting of both internal and external community members; establishing regular tracking of performance against agreed-upon benchmarks; and holding annual planning retreats where plans, strategies, and performance are reviewed. In recognition of good governance practices, the Board of Governors received the Conference Board of Canada Public Sector Governance Award.

Essential components of strong governance are effective policies and clear communication between units on campus. All U of A employees increasingly have better access to university policies and procedures, with U of A Policies and Procedures Online becoming the single repository and go-to point for staff and faculty.

Internal communications are also improving. To discuss areas of common interest and activity, the Community and Government Relations Committee held a joint meeting with the Senate and Alumni Council Executive. In addition, the Board of Governors and Association of Academic Staff, working together, approved a revised patent policy.

In 2007-08, the U of A upgraded to a dynamic web environment that reflects our status as a leading international post-secondary institution and advances recruitment and engagement with our stakeholders. As part of the web publishing strategy, the Centenary website was launched in October 2007, the Edmonton Clinic website was re-launched in December 2007, and the general university website was re-launched in February 2008. A template that faculties can use to integrate their websites into the U of A site was made available in April 2008.

The U of A established and received substantial support across the institution for the guiding principles defining the priorities of the Office of Sustainability.

## The Write Stuff

In February 2008, the University of Alberta's Centre for Writers opened its doors to first-year undergraduate students from all disciplines and to graduate students whose first language is not English. A student can contact a writing coach for help from the general ("how can I organize all these ideas?") to the specific ("tell me again how these citations need to go?"). All services are free to the U of A community. The Centre for Writers neatly demonstrates the close connection between "Learning, Discovery and Citizenship" and "Transformative Organization and Support": the undergraduate writing coaches at the Centre are fulfilling the community-service learning portion of Interdisciplinary Studies 325, "Introduction to Writing Centre Practice." In the fall of 2008, the centre will move to expanded space in Assiniboia Hall. As the centre grows, so will the number and type of writers it assists. Ultimately the Centre for Writers will be a space where U of A students, faculty, and staff alike can access the tools they need to improve their writing .

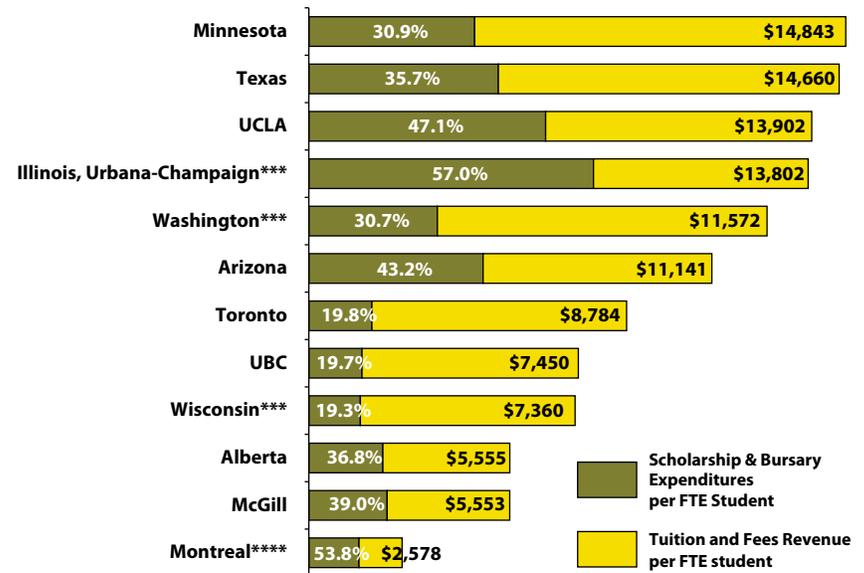


# scholarships and bursaries:

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

Figure 20

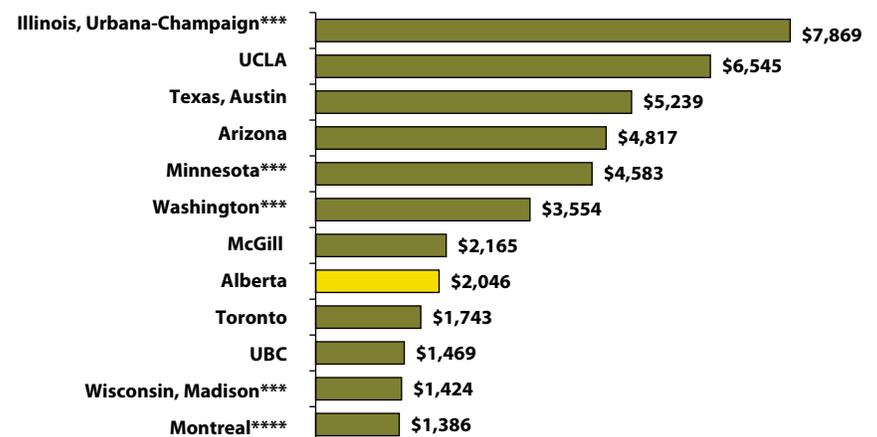
## Scholarship & Bursary Expenditures per Fall FTE Student\*, as a Per Cent of Tuition and Fees Revenue per Fall FTE Student\*, University of Alberta and Selected Peers, (\$CAN)\*\*, 2006-07



\* Fall FTE student is calculated by adding full-time + 1/3 part-time. It does not take into account the student body mix at the different universities.  
 \*\*Expenditures through university accounts. US\$ converted to \$CAN using OECD's 2006 purchasing power parity of 1.23.  
 \*\*\* Approximations based on student enrolment proportions of the University of Washington, Seattle campus; University Illinois, Urbana-Champaign campus; and University of Wisconsin, Madison campus.  
 \*\*\*\*Montreal includes HEC and École Polytechnique.  
 Sources: U.S. universities financial statements/annual reports and common data sets. Canadian universities websites and CAUBO's *Financial Information of Universities and Colleges 2006-07*.

Figure 21

## Scholarship & Bursary Expenditures per Fall FTE Student\*, University of Alberta and Selected Peers, (\$CAN)\*\*, 2006-07



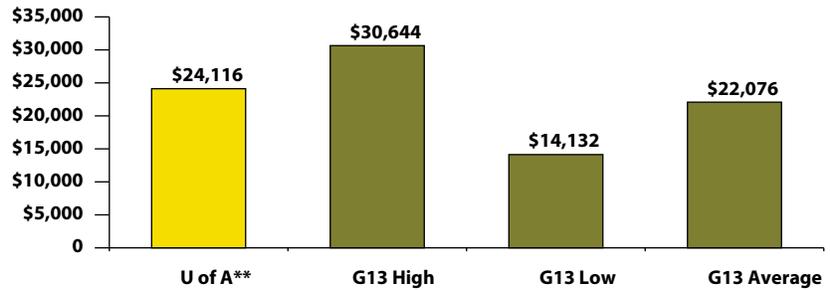
\* Fall FTE student is calculated by adding full-time + 1/3 part-time. It does not take into account the student body mix at the different universities.  
 \*\*Expenditures through university accounts. US\$ converted to \$CAN using OECD's 2006 purchasing power parity of 1.23.  
 \*\*\*Approximations based on student enrolment proportions of the University of Washington, Seattle campus; University Illinois, Urbana-Champaign campus; and University of Wisconsin, Madison campus.  
 \*\*\*\*Montreal includes HEC and École Polytechnique.  
 Sources: U.S. universities financial statements/annual reports and common data sets. Canadian universities websites and CAUBO's *Financial Information of Universities and Colleges 2006-07*.

## scholarships and bursaries:

NOTE: The following two charts compare average graduate student support at the University of Alberta to that of G13 Canadian universities, not the US and Canadian comparisons used in other figures. Data for those benchmarks is not available. G13 universities include: University of Alberta, University of British Columbia, University of Calgary, Dalhousie University, Université Laval, McGill University, McMaster University, Université de Montréal, University of Ottawa, Queen's University, University of Toronto, University of Waterloo, and University of Western Ontario.

Figure 22

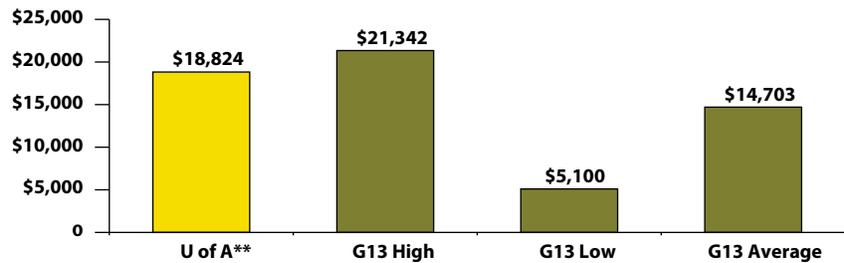
### Average Financial Support per Doctoral Student, University of Alberta and G13\* Universities, 2006-07



\* Data for the University of Calgary not available.  
 \*\* U of A ranked fourth among the 12 G13 universities represented.  
 Source: Graduate Student Financial Support data for the G13 Universities 2006-07

Figure 23

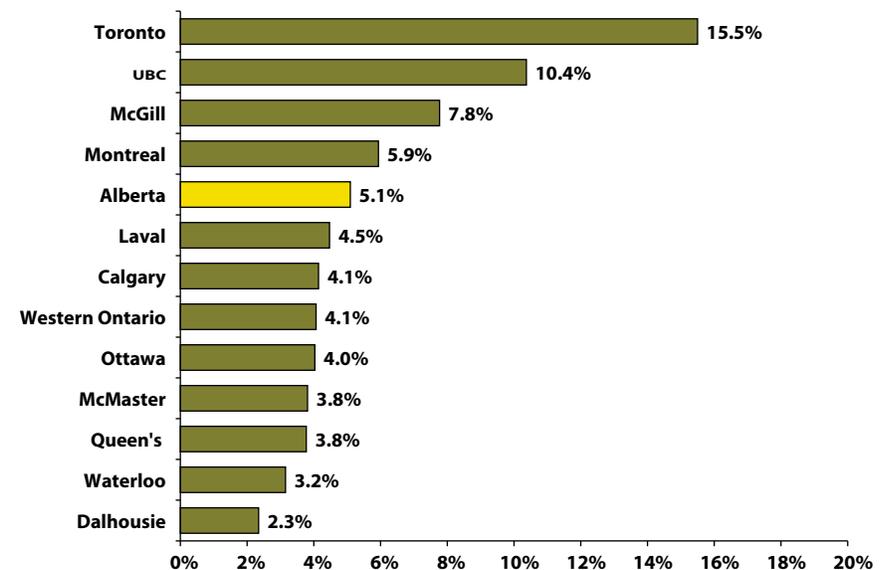
### Average Financial Support per Research Master Student, University of Alberta and G13\* Universities, 2006-07



\* Data for the University of Calgary not available.  
 \*\* U of A ranked fourth among the 12 G13 universities represented.  
 Source: Graduate Student Financial Support data for the G13 Universities 2006-07

Figure 24

### Percentage Share of Canadian Doctoral Scholarships from Federal Granting Councils, Cumulative 1996-2007, University of Alberta and G13 Peers



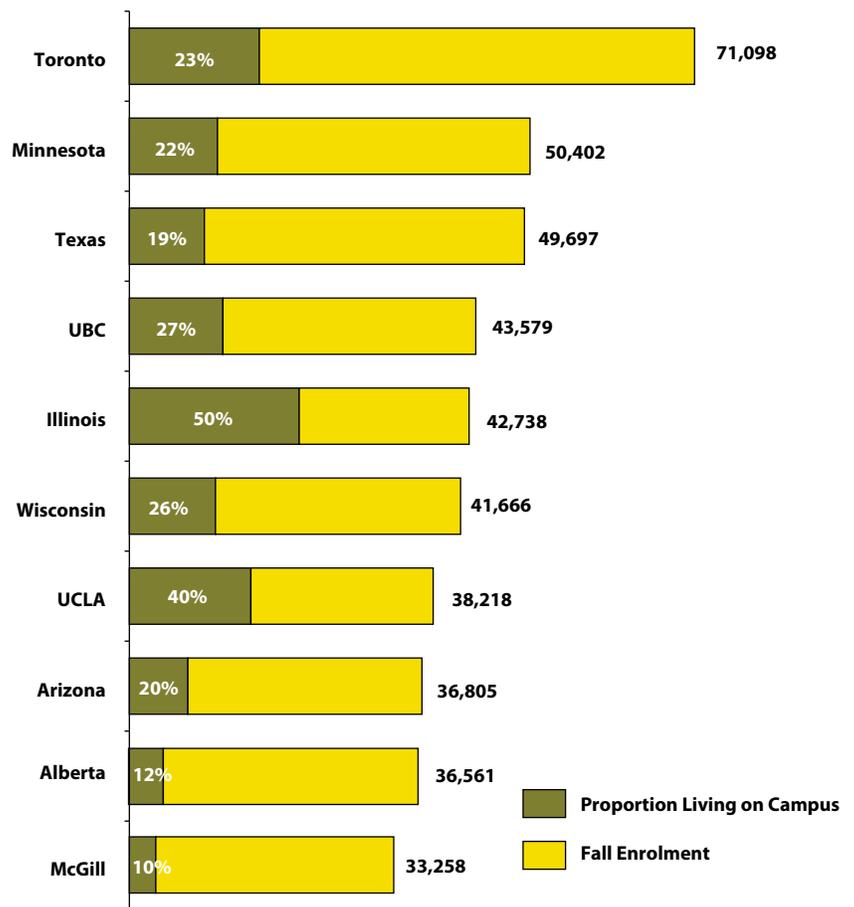
Source: University of Toronto's 2007 performance indicators for governance, based on Canadian granting council's data: to be reviewed and possibly modified.

## students in residence:

There are several advantages to both students and university when students live on campus. With close and easy access to classes, libraries, study supports, and colleagues, students who live in residence tend to achieve higher academic success, engage in a broader range of campus activities, and develop stronger bonds to the university than students who do not. Top universities are recognized for the enriched student experience they offer to students who live on campus, partly because a high residential student population can be an indication that the university has attracted and totally engaged a large number of the best students from across the country and from other nations.

Figure 25

### Percentage of Students\* Living on Campus (Fall 2006)



\*Most residence proportions are not calculated on the full Fall enrolment.  
Source: Draft report on *Transforming the Residence Services System for the University of Alberta* by Hanbury Evans Wright Vlattas & Company, Spring, 2008.

# UNIVERSITY OF ALBERTA

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