

UNIVERSITY OF ALBERTA



dareto**discover**

report



ACADEMIC YEAR 2008-2009

Executive Summary

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

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In the past four years, this university has benefited from a period of remarkable economic growth that has enabled the renewal of faculty and staff ranks, renovation and construction of state-of-the-art infrastructure, and investment in teaching and learning initiatives. The following *Dare to Discover Report*, covering the period of April 1, 2008 to March 31, 2009, provides a snap-shot of the strength of our current position. In the past four years, the U of A has received four consecutive six per cent increases in the provincial government's operating funding grant, renewed federal and provincial support for capital projects, federal and provincial infusions into research, and unprecedented philanthropic support. This has resulted in significant advances on the goals and priorities outlined in the university's academic plan *Dare to Deliver*. A sampling of our important achievements in the past four years include the appointment of 652 new faculty—many at the height of their careers—the redevelopment of support and administrative staff; the lowering of the student-faculty ratio; and the increase in the number of graduate students.

These gains have helped to propel the U of A up the ranks of the world's best public universities. On the *Times Higher Education* World University Rankings, we now stand 74th—a rise of 59 places in just two years. In specific subject areas, we stand among the top 50 universities in the world. In Engineering and Information Technology, we are ranked 46, and in the Life Sciences and Biomedicine, we stand at 45. In Natural Sciences, we are just outside the top 50 at a ranking of 51, and in the Arts and Humanities, we stand in the top 100 at 88. While it is clear that our international peers recognize our contributions in several areas, our international ranking in the Social Sciences at 113 is not as strong as in other areas. This is one indication of how critical it is that we continue to work hard to secure the resources needed to foster and fund research in the social sciences, humanities, and fine arts.

Although academic rankings provide a quick assessment of a university's international reputation, they often offer an incomplete and imprecise picture of the activities and achievements of any institution and its faculty. Yet, how we perform on the *Times Higher Education* World University Rankings matters, especially to international audiences. Our top 100 standing is an important recruitment tool among international students and an indication of the excellence of our research capacities among potential international partners. And it has, perhaps, never been

more important for the U of A to have a strong international reputation than now, as we enter a period of uncertainty resulting from the global economic crisis.

In contrast to many of the U of A's national and international peers, we face these financial challenges from the very strong position we have developed during the last five years of growth. Even as we must deal with decreases to our revenue streams, we remain in a position to make strategic decisions to the benefit of the institution. Over the coming year, the university community will engage in a new round of strategic planning for the years 2012-16, refreshing the academic plan in continued alignment with the mission and vision outlined in *Dare to Discover*. We will also be developing a new fundraising case, *Dare to Dream*, to support our new and revised initiatives.

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As we plan and decide goals for the future, a mindset of optimism rooted in reality will underlie our discussions. We can be optimistic because of strong and compelling evidence of our capacity to foster and achieve excellence in learning, research, administration, and governance—evidence outlined in the following report. We can also have confidence in the strength of the U of A's historical foundations—foundations that have often weathered difficult times with undiminished strength. But, in the coming year, we will also be realistic and prudent, aware of our obligation as a public university to manage public funds and philanthropic gifts strategically and thoughtfully for the public good.

Methodology

Dare to Discover, through its four cornerstones and 28 aspirations, proposes what we, at the University of Alberta, believe will characterize a great public research university in the 21st century.

By our definition, a great university:

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

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

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

- Recruitment and retention of outstanding faculty
- Numbers and quality of graduate students in relation to 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

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

Yet, over time, we should still expect significant advancement towards longer-term objectives, such as increased facilitation of both basic and applied research programs leading to break-through discoveries and technological innovations; a culture of lifelong learning among students, staff, and alumni; the expedition of the transfer of new knowledge into society; and the advancement of the university's international impact and reputation.

Quantitative Measures

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

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

The U.S. group includes seven public research universities that are members of the prestigious American Association of Universities, a consortium of the top 62 public

and private research universities. Each of the U.S. universities we have selected is similar in mandate and breadth of programming to the U of A, but all currently enjoy a stronger international reputation:

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

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

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

University	2008 FTE Enrolment
Toronto (includes colleges)	65,775
Texas, Austin	47,047
Montréal (includes Haute Études Commerciales and École Polytechnique)	45,348
Minnesota, Twin Cities	41,332
Illinois, Urbana-Champaign	40,812
Wisconsin, Madison	39,602
British Columbia	39,206
UCLA	38,772
Washington	36,872
Alberta	33,674
Arizona	33,942
McGill	28,153

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

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

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

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The 23 quantitative measures in this report provide a quick and informative view of our standing among this set of leading public universities. Our aim is not to create a new ranking system to contest or rival media rankings, but rather to develop a method of measuring our performance in key areas that we believe are fundamental to advancing the U of A to the great university we desire it to be.

As the U of A evolves and advances, it may become apparent that a particular measure does not accurately or fully capture the changes that we see happening or desire to make happen at the U of A. In that sense, this document is, itself, a work-in-progress, subject to change. For example, you will note that there has been a change in this 2008-2009 document from 25 measures to 23. Figure 13 in last year's report, which showed the percentage of alumni making gifts to their alma mater from 2000-2005, was first prepared for *Maclean's* university rankings issue. However, since *Maclean's* is no longer collecting these statistics from Canadian universities, Figure 13 can no longer be reproduced and has been removed from this report. Under the leadership of the new Associate Vice-President (Alumni Affairs), a new metric illustrating the link between alumni engagement and alumni giving will be determined for inclusion in next year's report. In addition, as is explained within this report (see page 32), the Office of Public Affairs changed the methodology, rational, and system for measuring media coverage in the middle of our reporting period (November 2008). Due to differences in data collection methods, Figure 14 in last year's report could not be reproduced. A new metric will be developed in the coming months.

Qualitative Evidence

While quantitative measures, similar to international rankings, may provide a quick view of the U of A's standing, they do not, by themselves, represent the totality of the work that is being done on our campus every day to advance progress toward our goals. The variety and magnitude of that work cannot be fully captured in quantitative measures—and if we were to limit our focus to the advancement of the 23 measures we use in the following pages, we would fail to show how we are delivering on many of the core strategies of *Dare to Discover*.

To complete the picture of our progress toward our goals, this report supplements the 23 quantitative measures with substantial qualitative evidence of initiatives undertaken and achievements reached between April 1, 2008, and March 31, 2009, to fulfil the cornerstones and aspirations outlined in *Dare to Discover*. This report also includes a sampling of vignettes that powerfully illustrate the impact these initiatives and achievements have upon faculty, students, alumni, staff, and the wider community.

Analysis

Looking at the qualitative evidence for 2008-09 in comparison to 2007-08, we can see strong and vivid examples showing that units, departments, faculties, and central administration continue to be on the move, putting into place new programs, research initiatives, infrastructure, and organizational efficiencies in line with the goals and aspirations of *Dare to Discover* and *Dare to Deliver*. We still have much work to do, but we have evidence that we are making good choices and that our efforts are clearly leading to the advancements we aim to achieve.

Priority: Enrichment of the Student Experience

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

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From the student perspective, the quality of student experience depends largely on the quality of instruction and facilities, and students' access to and engagement with their teachers—our faculty members. The U of A continues to lead the country in 3M Teaching Fellowships for Excellence in Undergraduate Teaching, with the addition of two more awardees in 2009. We have also succeeded in lowering the student-faculty ratio from 22:1 in last year's report to 21:1 this year. We are headed in the right direction but still have a way to go before reaching our goal of 15:1. As faculty hiring slows in the next few years, achievement of this goal will likely take longer than hoped. However, we will remain focussed on improving student experience through innovations in teaching and the use of technology.

In the past three years, the Office of the Provost and Vice-President (Academic) has put in place a number of committees and initiatives to advance the teaching and learning agenda. In the research area, the Teaching and Learning Enhancement Fund (TLEF) was established in 2006. Since its inception, TLEF has generated 57 projects and research grants exploring innovations such as the use of e-portfolios, e-pedagogical strategies, Science 100, choral conducting, writing-to-learn, and preceptorship.

The Teaching, Learning and Technology Council, an advisory council to the Provost, was also established to foster the integration of teaching and learning and the appropriate use of technology. One of its key accomplishments was the hiring of an academic director of University Teaching Service, Dr. Heather Kanuka, a decision which brings the U of A in line with many of our G13 peers across Canada where academics have long been leaders in similar units. In the area of governance, the Committee for the Learning Environment has generated two task forces: Integration

of Teaching and Research, and Teaching Evaluations. The U of A has been awarded the prestigious Carnegie Academy for the Scholarship of Teaching and Learning in the area of undergraduate research and the integration of teaching and learning.

An area of particular concern is the U of A's performance on the National Survey of Student Experience (NSSE), an annual survey of North American college and university students measuring their participation and engagement in learning. On a scale of one to four, senior U of A students in 2008 rated their overall learning experience at 2.94 (see Figure 6), a slight decrease from last score of three (denoted in the survey as "Good"). The teaching and learning initiatives mentioned above exemplify our aim to earn a higher rating from our students in the future. In addition to those, over the next year, Tony Chambers, Associate Vice-Provost of Students at the University of Toronto and specialist in student engagement in higher education, has been invited to the U of A to speak about engagement and lead a symposium on learning spaces as a key driver for engagement. Faculties have also been instructed to begin developing strategies to increase their NSSE scores. The Office of the Provost will survey and inventory these strategies, and then use the results to design a workshop to give faculty members the opportunity to share, exchange, and collaborate on ideas.

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Finally, student experience, for both undergraduates and graduates, can be enriched by the presence of international students, who bring new perspectives, approaches, and skills to classrooms, research projects, and extra-curricular activities. Since 2004, we have consistently raised the proportion of international students on campus, from four per cent to 5.7 per cent in 2008. Interaction with international students is increasingly becoming a critical part of any student's preparation for the workplace, as all employment sectors become more international and multicultural with each passing year.

Priority: Fundraising and the Endowment

In recent years, we have made great strides in our fundraising activities. Campaign 2008 closed on December 31, 2008 with a total of \$581.7 million, significantly exceeding the original goal of \$310 million. The funds raised during Campaign 2008 have enabled us to work toward the fulfillment of several critical *Dare to Discover* and *Dare to Deliver* goals:

- \$105 million has been invested in chairs and professorships (18%)
- \$109 million in student support (19%)
- \$181 million in research and teaching (31%)
- \$186 million in capital projects (32%)

The establishment of the Alberta government's Access to the Future Fund provided a great incentive for our donors and helped us attract numerous significant contributions. The Access to the Future Fund has yet to be fully funded; currently we have in excess of \$182 million in donations that are eligible to be matched through this program.

We need to do more to close the gap with our competitors in the areas of faculty awards, research funding, productivity, and recognition.

Throughout the campaign, we were successful in securing gifts for the U of A's endowment and, at one point, hit a high of \$750 million. In recent months, due to the global economic downturn, our endowment has experienced losses. As of March 31, 2009, the market value of the University's endowment dropped by approximately 20% to \$602 million. As a result, the Board of Governors approved a one-year cutback to the spending rate to 3.5% from 4.25% for the 2010 fiscal year. This temporary reduction in the spending rate for our endowments will be monitored and evaluated as more financial information is received over the coming year. Although the current situation is not ideal, in contrast to many of our peer institutions, we are still able to continue to meet our commitments to donors, endowed chairs, and scholarship recipients.

In spite of our challenges, many of our donors have told us they understand the current economic reality and that, although they are exercising caution in the short term, they are not turning away from the U of A. In fact, the very opposite is true. Some donors have been proactive in recognizing potential shortfalls in funding to endowments and have demonstrated their confidence in us by stepping up to make additional gifts to affected funds, ensuring student scholarships can be awarded and academic programs can continue without interruption.

Priority: Fostering a Rich, Intellectual Research Culture

One indication of the rich research culture that exists at the U of A is the exceptional quality of U of A's libraries and museums collections—both leaders in Canada and both recipients of major awards in the past year. Many other indications are detailed in the following report. Major examples include the recent increase in our ability to attract faculty from top institutions in the U.S. and around the world; the growth in international and interdisciplinary research partnerships with the U of A sought by other global post-secondary institutions, foreign governments and international corporations such as the Aga Khan University and the Indian Institute of Technology-Bombay; the construction of state-of-the-art research facilities such as the Centennial Centre for Interdisciplinary Science; and the increase in the number of awards and honours received by U of A faculty and students.

Priority: Research Funding, Productivity, and Recognition

While we strive to create an intellectually stimulating research culture, and often succeed, we are also cognizant of the fact that we need to do more to close the gap with our competitors in the areas of faculty awards, research funding, productivity, and recognition.

Because of the reputational benefits that the university accrues from national and international awards, it is vital that the faculty and administration actively support the submission of award nominations so that worthy faculty receive the recognition they deserve. This support has now been available through the Provost's Office and the VP (Research) for more than a year. With that support, an increasing number of

nominations are being prepared in the faculties and we are beginning to see very positive results. In 2008-2009, we increased our share of national and international faculty honours by 20 awards. Although we still rank 10th amongst our peers by this measure, we are quickly closing the gap with our nearest competitors.

We also experienced significant gains in the number of citations of papers published by U of A faculty. We increased from an average of 48.1 citations per full-time faculty member per year to 57.3. As citations are a key indicator of the strength of a researcher's work and the quality of the institution as a whole, we must continue to work in this area and demonstrate to the international community the global impact of the research done at the U of A.

In last year's report, we noted how important it is that we increase our success rate in winning external research funding. In the past year, according to Research Infosource, the U of A attracted the second highest amount of total external research funding among Canadian universities, following the University of Toronto. This ranking marks a significant increase in our success rate in this area; in the previous year, we ranked fifth.

While we have experienced overall success in attracting external support from a combination of government, industry, and community sources, we are still not as successful at winning grants from the Tri-Councils—the Natural Sciences and Engineering Research Council, Social Sciences and Humanities Research Council, and Canadian Institutes of Health Research—as we should be. If the U of A aspires to be home to cutting-edge research, then as an institution we should be performing very well in Canada's most elite, peer-reviewed granting systems. In 2008, we were fifth among Canadian universities in the overall number of grants awarded by the Tri-Councils, a disappointing ranking given our capacity to do much better. While we perform comparatively well in NSERC competitions, we are not yet achieving our potential in CHIR and SSHRC competitions in particular.

To address this issue, the Office of the Vice-President (Research) has held meetings with faculties and departments to identify roadblocks and develop incentives that will enhance Tri-Council application rates. The key is to encourage researcher participation. Statistics from the granting councils show that the U of A's success rate (i.e. the number of awards per total applications) is often equal to or better than the national average. However, because U of A researchers do not apply in the same numbers as our competitors, we attract fewer grants. Thus, we anticipate that higher submission rates will lead to the granting of more awards. To encourage more participation, several departments have implemented, or are in the process of implementing, mentorship and incentive programs for first time or reluctant applicants. In addition to helping faculties implement these strategies, the VP (Research) is investigating ways to help researchers develop and pursue interdisciplinary and/or collaborative projects that will lead to increased applications to the growing number of major team grants available from the Tri-Councils.

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Priority: Graduate Students

Another strategy for enriching the research culture of the U of A is the recruitment of top graduate students. Graduate students are a vital resource for the university and society at large. Universities with a higher proportion of graduate students in relation to the undergraduate population attract and develop world-leading research programs that not only enrich the undergraduate learning experience, but also enhance the institution's overall capacity to produce patents, licenses, and spinoff companies.

In the coming decades, as the skills and knowledge needed to generate scientific and technological innovation become increasingly sophisticated, graduate students will become even more important to provincial and national economies, and to our collective quality of life.

As Figure 3 shows, our undergraduate-to-graduate student ratio has sharply improved in the last year, moving from 6.7:1 to 4.9:1. We anticipate continued improvement in this area due to three main factors: first, in the past year, we have increased our financial support for graduate students (see Figures 20 and 21) and now offer one of the most attractive funding packages for masters students (second) and doctoral students (third) in Canada. Second, with the advent of the federal government Vanier Canada Graduate Scholarship program, the U of A will have another important graduate student recruitment and retention tool. Third, with the recent appointment of several senior, world-renowned faculty will come increasing interest from graduate students who wish to study with them here at the U of A.

However, we must do more to increase our graduate student population. We will continue to inform government on the value of graduate students and graduate-level training. At the same time, as we are attempting to do with faculty researchers, we also aim to provide better support for our graduate students as they apply for awards from the Tri-Councils. We receive only 5.1% of these awards while McGill receives 7.7%, UBC 10.4% and Toronto 16.1%.

Conclusion

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. 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 resource

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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 our priorities to be sustainable, we must also take a longer view. 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. Even before the advent of the global financial crisis, our second century was shaping up to be a highly competitive one for universities striving to be the best in the global arena. Now, as global institutions face a scarcity of financial resources, the competition is even greater—but so are the opportunities.

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The U of A faces some difficult financial challenges in the short term, but, as much of the data in this report indicate, we face them from an enviable position of strength. We have a clear and inspiring vision and a well-laid academic plan, both of which are leading to the development of exciting new programs, research projects, and partnerships. Faculty, staff, and administrators are striving to create a culture of innovation in all that they do—in teaching, research, governance, facilities development, and administration. This creativity, enthusiasm, and vision has earned strong government support over the last four years—support that has been critical in building the foundation that will help us minimize the difficulties and maximize the opportunities that lie ahead. As we continue to prudently and strategically manage our resources, we will continue to earn the support of our government partners, who, along with us, remain convinced that a strong, globally-relevant post-secondary sector is vital to the future economic and social well-being of Albertans and Canadians.

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

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

our **cornerstones**

Talented People

Learning, Discovery, and Citizenship

Connecting Communities

Transformative Organization and Support

talented **people**

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

Initiatives and Achievements

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

The University of Alberta's admission grade average from Alberta high schools remains very high (at 86% in national comparison terms), after increasing by three per cent since fall 2000. Given that our current student population is largely from Alberta, this indicator shows that we continue to draw a leading share of Alberta's top students.

While recruitment efforts in Alberta have consistently led to good results, we continue to develop strategies to attract students from the rest of Canada where we have not been as successful. While some faculties such as Law achieve as much as 30% out-of-province enrolment, the overall percentage of Canadian students attending the U of A from other provinces is approximately 12%, and much lower from the metropolitan cities of Vancouver, Toronto, and Montreal (less than one per cent in total). The recruitment team is building targeted goals to improve our effectiveness in these cities.

Undergraduate Research Leader

Have you ever wondered why there is more matter than anti-matter in the universe? It's a question that has long perplexed physicists around the world. In early 2009, Samara O'Hagan, a top third-year math and physics major from Augustana Campus, won the opportunity to play a small part in searching for the answer. One of only five students across Canada to be awarded a prestigious TRIUMF undergraduate summer research award, O'Hagan is part of the team working on a project at Canada's national laboratory for particle and nuclear physics that could ultimately explain why the universe is composed mainly of matter rather than anti-matter. Aside from having the undergraduate opportunity to participate in high-level research, O'Hagan notes the important side benefits of "learning how to work as part of a team and make complex research questions interesting and clear to outsiders," all critical skills as she plans for a career teaching high school physics. As Gerhard Lotz, the Augustana associate professor of physics who recommended O'Hagan for the award, says, "We desperately need excellent high school physics teachers, especially ones with this kind of research experience."



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 2008-09, 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 application and admission 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. Thanks to the efforts of recruiters and admissions advisors, early admission was extended to a large number of applicants in late fall (1,755 offers by December 2008). Our recruiters are also working closely with all new applicants to proactively solicit updated interim and first-term grades for those applicants not yet receiving early admission. 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 hosted registration workshops across Alberta and Canada to show students how to plan their timetable, use Bear Tracks, and register for courses.

Aiming at attracting more top students from across Canada and the world, the Office of the Registrar is reviewing out-of-province and international high-school curricula for alignment with U of A admissions standards, collaborating with faculties (most recently Campus Saint-Jean and Augustana Campus) to identify potential targets for flexible admissions processing, and developing a "self admit" feature for targeted applicants so that they can receive an

immediate early admission offer based on self-declared grades. This last initiative will begin after the university's integration with Apply Alberta, a centralized website and interface for application to all of Alberta's post-secondary institutions.

In the last year, we have seen modest growth in our international enrolments, attracting a total of 3,290 graduate and undergraduate students, the vast majority of whom attend full-time (see Figure 2). In relation to our peer institutions (see Figure 1), we still rank favourably against most of our U.S. comparators and behind our Canadian competitors. The University of Illinois experienced a significant increase in international enrolments, leap-frogging ahead of us in the rankings. We continue to work towards our target of 15% international students in the total undergraduate population; a major re-organization of U of A International toward recruitment in six targeted regions should begin to reap results in the next two years.

The Faculty of Engineering engages in very active recruitment/engagement activities with students in grades 1 to 12 in order to ensure that a suitably large, diverse pool of qualified applicants will be available each year. Among numerous initiatives, Engineering hosts a large number of students each summer in week-long Discover E camps that expose students to the excitement of engineering, technology and science. As a result of such recruitment initiatives, Engineering undergraduate enrolment is at a record high (for the 13th consecutive year) and is in the top five per cent by size (and quality) out of over 400 engineering faculties in North America.

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 slightly at the University of Alberta from 6,383 in 2007 to 6,693 in 2008, with the percentage of international graduate students remaining steady at just over 22%. As Figure 3 shows, however, we have shown remarkable improvement in our undergraduate to graduate student ratio, moving from a ratio of 6.7:1 to 4.9:1. We have now moved ahead of the University of Arizona, but we will need to continue our efforts to increase graduate student growth to meet our target of 3:1, the undergraduate to graduate ratio common at other leading research-intensive public universities.

We also continue to work to ensure a high level of retention of undergraduates across all programs, through highly successful programs for new students such as the Transition to University (T2U) Program, for prospective students and their parents, and Beyond Transitions, for new international students. Attracting 257 participants in 2008-09, T2U functions in collaboration with various units on campus: Undergraduate Student Services, Office of the Registrar, Students' Union, Residence Services, Academic Information and Communications Technology, Augustana Faculty, Campus Saint-Jean, University Athletics, and U of A International. Plans are in place to expand the program targeting specific groups, including international students, parents, transfer students, and graduate students.

Beyond Transitions organized 12 follow-up workshops for new international students throughout 2008, covering topics such as the Alberta immigrant nominee program, communicating with graduate supervisors, examination preparation and essay exam writing, financial planning tips, plagiarism, and study strategies.

Enrolment in graduate programs in the Faculty of Engineering in particular has increased due to the renewal and expansion of faculty, and growth in research programs. The ratio of undergraduate students to graduate students in engineering has steadily declined from a ratio of

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 2008

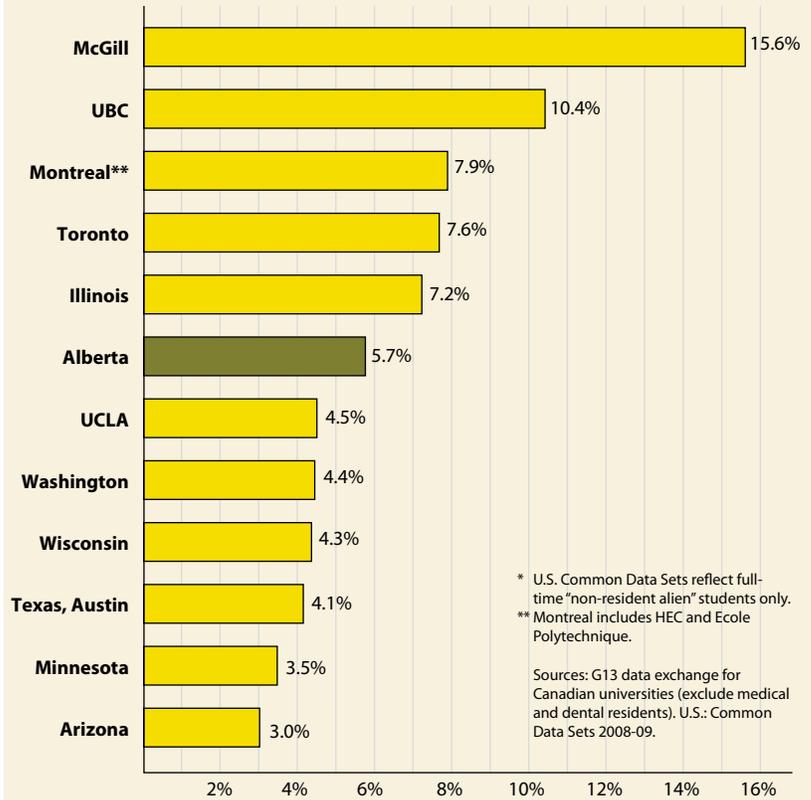
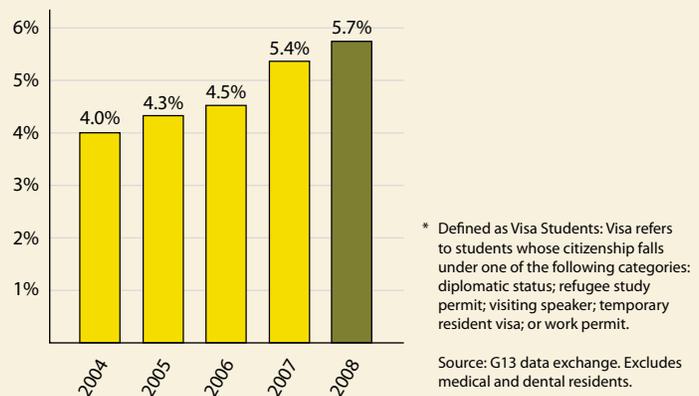


Figure 2

International* Proportion of University of Alberta Fall Undergraduate Headcount Enrolment (2004 to 2008)



nearly 6:1 in 1995-96 to just over 3:1 in 2008-09. Seventy-three per cent of graduate students in engineering have an international background, with 44% holding student visas and a further 29% being permanent residents of Canada.

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 conducted at the University of Alberta, advances depend heavily on the contributions of highly productive postdoctoral fellows. Between fall 2007 and 2008, the U of A experienced a normal fluctuation of postdoctoral fellowships, moving from 488 in 2007 to 442 in 2008.

Our ability to attract unique visiting scholars had some outstanding results this year. We attracted poet Derek Walcott, Nobel Laureate for Literature, and singer-songwriter Susan Aglukark to our campus as Distinguished Scholars in Residence. Aglukark began her residency in July 2008; Walcott accepted his in March 2009 and will begin September 2009.

The Faculty of Education hosted approximately 50 visiting scholars over the last year including Dr. Nigel Bennett, Open University, UK; Dr. Zhang Hua, East China Normal University, Shanghai, China; Dr. Rebecca Luce-Kapler, Queen's University, Ontario; and Dr. Bob Jickling, Lakehead University, Ontario.

Making History in 1,000 Ways

"I wanted to exceed anything that's been done in the history of science. That was the point," says Gane Ka-Shu Wong, iCORE Chair in Biosystems Informatics. "One hundred wouldn't have been impressive and 1,000 is the next order of magnitude." Cross-appointed to both the Faculty of Medicine and Dentistry and Faculty of Science, Wong was recruited by the U of A from the U.S.



to spearhead his 1,000 Plants Initiative in Alberta. He is a founding member of both the University of Washington Genome Centre and the Beijing Genomic Institute. The 1,000 Plants Initiative aims to study the gene sequences of

1,000 plants. Roughly half of pharmaceutical drugs are derived from plants, Wong says, so others could well be discovered through his research. This project is meant to be a head-turner in the scientific community in the hopes it will bring more talent and collaboration to the U of A. Under Wong's leadership, the \$2 million Alberta 1,000 Plants Initiative is part of a four-year, \$4 million research program.

In 2008-2009, teaching, learning, and research activities in the Faculty of Engineering were supported by the efforts of 78 post-doctoral fellows, 37 research associates and several visiting faculty. In most cases, engineering PDFs and research associates are participating in large, well-funded research programs such as NSERC Industrial Research Chairs, iCORE Chairs, AIF Scholars, etc.

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.

University of Alberta recruitment initiatives directed specifically at rural students continue to be immensely popular. Rural Discovery Day—a recruitment event targeted at rural students—was fully booked in both fall of 2008 and spring of 2009.

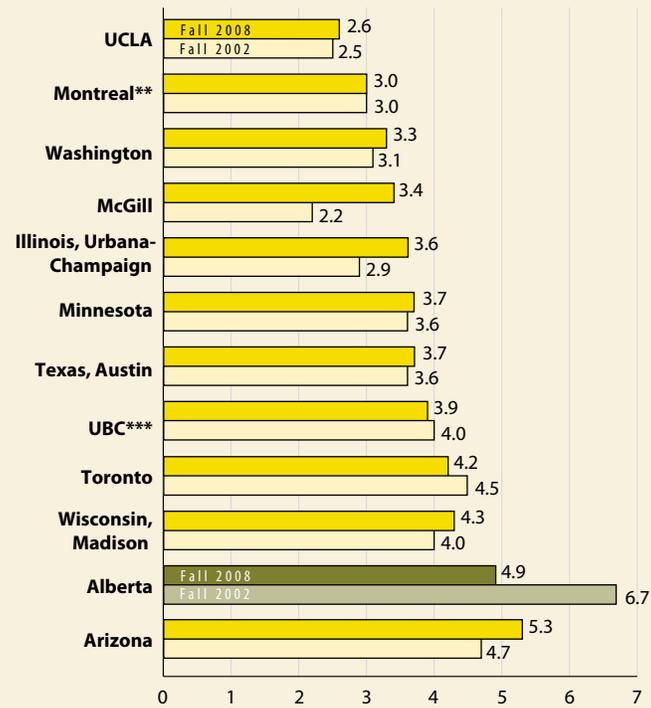
Enrolment of self-identified undergraduate Aboriginals dropped in the last year, from 843 to 768, while graduate enrolment increased from 87 to 90. The arrival of Susan Aglukark in fall 2008 as Distinguished Scholar in Residence (mentioned above) is an important element in our continued efforts to enrich the experience of undergraduate Aboriginal students and boost Aboriginal enrolments across the university.

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 3

FTE* Undergraduate to FTE Graduate Student Ratio, University of Alberta and Selected Peers, Fall 2002 vs. Fall 2008



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

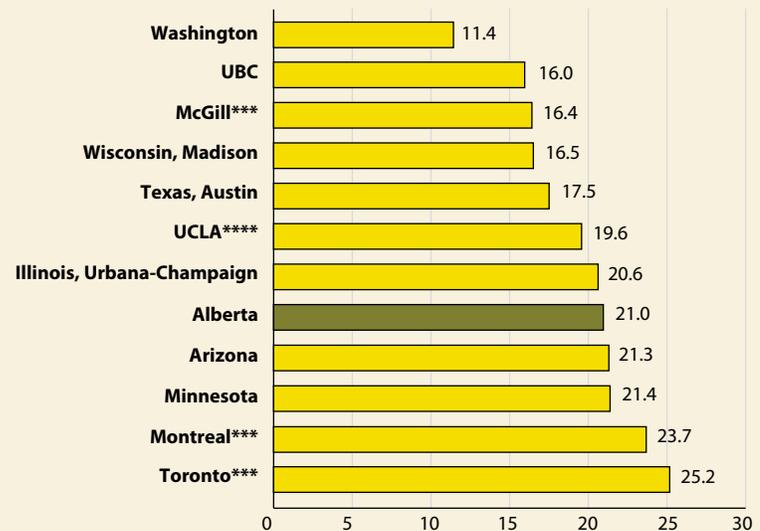
** Montreal includes HEC and Ecole Polytechnique.

*** UBC enrolment reflects Fall 2003 and Fall 2008

Sources: G13 data exchange for Canadian Universities (medical and dental residents are excluded). Common University Data Set 2008-09 for each U.S. institution.

Figure 4

Student-Faculty* Ratio**, University of Alberta and Selected Peers, Fall 2008



* The teaching faculty information for the U.S. universities comes from respective Common Data Sets.

** Ratio = Fall FTE Student / Full-time Faculty for Fall 2008 unless otherwise noted.

*** Faculty numbers are obtained from G13 2007-08 Fact Book. Montreal includes HEC and Ecole Polytechnique.

**** UCLA reflects Fall 2006 number.

Sources: G13 data exchange (Canada Universities exclude medical and dental residents). G13 Fact book 2007-08. Common University Data Set 2008-09 for each U.S. institution.

At Augustana Faculty, the new position of Aboriginal Student Advisor has also recently been filled, and Aboriginal student space and programming in the Faith and Life Centre has been launched. As a result, an eagle feather ceremony was held for Aboriginal graduates from Augustana and new partnerships with First Nations communities located near Camrose are developing.

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

A hallmark of a great university is its ability to recruit and retain outstanding faculty. For the 2008-2009 academic year, University of Alberta hired 171 new faculty. This represents a net increase of 105 non-contingent and contingent faculty, with 38 retirements, 24 resignations, and four other terminations. As a result of the recruitment of nearly 400 new faculty in the last two and a half years, we can see important improvement in our student faculty ratio, moving from 22.2:1 in 2007 to 21:1 in 2008 (see Figure 4).

On March 19, 2009, the Office of the Vice-President (Research) sponsored the University of Alberta's first Celebration of Research and Innovation to honour our outstanding academic staff, postdoctoral fellows, graduate students, undergraduate students and support staff.

The U of A is home to 91 Canada Research Chairs worth \$13.2 million annually. In February 2009, the following CRCs were awarded or renewed:

- » Economics professor Ujjayant Chakravorty, Tier 1 CRC in Natural Resource Economics, Faculty of Arts and Alberta School of Business (new);
- » Chemistry professor Jillian Buriak, Tier 1 CRC in Inorganic and Nanoscale Materials, Faculty of Science and NINT (promotion from Tier 2);
- » Biochemistry assistant professor Joanne Lemieux, Tier 2 CRC in Membrane Protein Structure and Function, Faculty of Science (new);

Attracting Global Talent

The arrival in July 2008 of historian Aloka Parasher-Sen, the first Saroj and Prem Singhmar Chair in Classical Indian Polity and Society, signals a new direction in learning and discovery at the U of A. Recruited from the University of Hyderabad in India, Parasher Sen is playing a vital role in the Faculty of Arts' efforts both to enhance programs and research relating to Indian history, culture, and religion, and to connect with India's vast community of university students and academics. In addition to devising courses, workshops, and other collaborations that will bring India much closer to those studying and working at the U of A, Parasher Sen will develop opportunities for her U of A students to travel to India in order to enhance their studies. "I really firmly believe that India should not simply be the object of study; it should also be the site of study," she says. "We all have to be aware that there are cultural and ideological milieus that are different from ours. To be aware of them is critical in the way you look at the world."



- » Marketing associate professor Gerald Häubl, Tier 2 CRC in Behavioural Science and Electronic Commerce, Alberta School of Business (renewal); and
- » Biological sciences associate professor Andrew Waskiewicz, Tier 2 CRC in Genetics of Vertebrate Development, Faculty of Science (renewal)

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

In the past year, the University of Alberta recruited 38 new administrative and professional officers, librarians, and faculty service officers, and 344 new continuing support staff.

The performance review, evaluation, and professional development system (PREPD)—a new mandatory APO performance evaluation process—was put in place in winter 2009 and is now being implemented campus-wide. The institution of PREPD ensures that all APOs receive equitable, complete, and meaningful annual evaluations of performance in line with agreed upon institutional, departmental, and personal goals.

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

International House continues to foster global citizenship, socially responsible leadership, and enduring friendships among International House residents by providing social, cultural, and educational programming and opportunities for community service. In fall 2008, residents and staff organized 107 events, including encounters with high-profile visiting guests, as well as President Samarasekera.

International Week 2009, “Hungry for Change: Transcending Feast, Famine & Frenzy,” included 52 lectures and workshops, as well as numerous exhibits and performances. With 7,100 attendees from the university and wider community, the program included representation from 24 U of A units, 13 student groups, 18 community organizations, and 14 performing groups, as well as participation from government, other universities, and international institutions such as the World Bank and the International Development Research Centre. Presenters came to the U of A from elsewhere in Canada, the U.S., Ukraine, Israel, India, Uganda, China, and Uruguay, as well as by video conference from the United Kingdom.

The Global Citizenship Curriculum Development initiative, a joint U of A International/Faculty of Education project, continues its work. An international conference, “Global Citizenship Education and Post-Secondary Institutions: Policies, Practices and Possibilities,” was held in October 2008 with keynote speakers from Brazil, the U.S., and New Zealand. Working groups, which include representatives from all faculties, are conducting deliberative dialogues and research interviews to define the knowledge, skills, and attributes of global citizenship. The Association of Universities and Colleges of Canada has featured the GCCD as a case study of best practices in internationalizing the curriculum.

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 Achievement

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

Through activities such as the Provost's Advisory Task Force on Student Engagement and other campus activities, significant efforts are underway to improve the student experience at the University of Alberta.

Antarctic Classroom

In February 2009, university classes were held in Antarctica for the first time in history, and 16 U of A students and one alumnus attended. Under the leadership of Marianne Douglas, Director of the U of A's Canadian Circumpolar Institute, students from ALES, Science, Saint-Jean, and Augustana took part in a 10-day field school onboard the M.V. Ushuaia, along with 37 other undergraduate and 17 high school students and their teachers from other parts of Canada and around the world. After surviving the dreaded Drake Passage—nicknamed the “Drake Shake” because of its notorious rough seas—students spent their days mainly on or around the Antarctic Peninsula, engaged in experiments relating to oceanography, glaciology, geology, biology, and Antarctic tourism. Close encounters with penguins and their young became commonplace, while sightings of leopard seals and humpback whales

were life-changing. As U of A geology student Ashley Peter-Rennich noted of her experience, “I brought back an environmental conscience from this expedition to Antarctica that I can include in my life and career.”



An active participant on the Provost's Advisory Task Force on Student Engagement, the Office of the Dean of Students is involved in developing a model of student engagement at the university; planning an online community to create a “one-stop shop” for students; speaking with specific cohorts of students to better understand their experiences and expectations; and working with Ancillary Services to better understand the experiences of students living in residences (current focus on Lister Centre).

High levels of interest and participation in the second annual Festival of Teaching in January 2009 illustrated its effectiveness in celebrating and promoting pedagogical excellence and innovation—innovation that ultimately enhances student experience. The festival showcased more than 70 posters, displays, and multimedia presentations, many coming from work funded by Teaching and Learning Enhancement Fund (TLEF) grants, which provide money to support projects that enhance teaching and learning at the University of Alberta.

To improve support for teaching and learning, Learning Services re-structured faculty–librarian relationships, creating eight “embedded librarian” positions. Embedded librarians have offices within their assigned departments, hold office hours, and have direct, specialized contact with faculty and students. Learning Services also recruited 11 librarians; notably, all have completed or near-completed PhDs, indicating the quality of librarians the U of A now attracts.

A new Writing Studies program was established following the presentation of the Writing Task Force report; it falls under purview of the Faculty of Arts' Office of Interdisciplinary Studies. This program will provide courses to faculties and departments across campus to help students and faculty members develop writing skills within their respective disciplines.

In June 2008, the U of A signed an MOU with Tata Consultancy Services (TCS), India's largest private company and one of the world's largest multinational conglomerates. The partnership agreement has three elements: to provide student internship

and co-op education placements within TCS; to create research collaboration and exchange between the university and TCS researchers; and to expand Canada-India relations.

The Faculty of Agricultural, Life and Environmental Sciences launched a residential cohort program in which ALES students live together in residence and are offered specialized residence programming to enhance their first-year student experience.

In the Faculty of Engineering, undergraduate programs have been expanded and developed in key areas demanded by students and employers (energy, biomedical, and nanoengineering). Beginning in 2008-09, all final-year undergraduate students (more than 700 students) in Engineering are required to undertake a major capstone design experience that harnesses imagination, creativity, learning, and discovery. Students typically choose to carry out their capstone design projects in teams, developing their teamwork and leadership skills. Students are able to integrate all previous learning into a creative, iterative, open-ended process.

After a successful pilot program funded by a Teaching and Learning Enhancement Fund grant in August 2007, the Faculty of Science decided to continue running INTEL, an intense English language course for international graduate teaching assistants, at its own cost. INTEL is designed to train international students for teaching assistantships. All participants are paid a one-month teaching assistant's stipend while attending their English classes. Both instructors and students report that the course is a valuable experience.

Inviting Public Examination

Producing a dissertation that is original can intimidate even the best graduate students. Not Val Napoleon. From the beginning of her PhD studies in law and native studies, she aimed to shake up traditional thinking about law and Aboriginal society in Canada. By the end of her studies, she had also shaken up the whole process of writing and defending a dissertation. Instead of taking a traditional approach, investigating how Canadian law treats the Gitksan Nation, she focused on Gitksan law, legal order, and legal theory itself. And then she took her research right to the community in April 2009 and invited them to challenge her work along with the rest of her PhD examining committee. "The magic of it all was being able to present the dissertation and look directly at the Gitksan people and talk to them about it," Napoleon says. "They were able to ask questions in addition to the questions that were asked by the committee so they were absolutely a part of the whole process."



After a two-year review process, Augustana Faculty Council strongly endorsed a new core curriculum that identifies five key categories for students. Three reflect pedagogical priorities: Experiential Learning, Integrating Knowledge, and Creativity and the Imaginative Process. The other two—Environmental Sustainability and Global Studies—expose students to some of the most compelling issues of our times.

Science 100, an integrated multidisciplinary course for first-year science students, welcomed its inaugural class of 25 students in September 2008. The program uses a mix of old (whiteboards), new (clickers, new media) and "new again" (LMS, projectors and visualizers) technologies to create a cutting-edge learning environment currently being explored around the world. It is also one of the first science programs to include Writing Studies 101: Exploring Writing as a co-requisite.

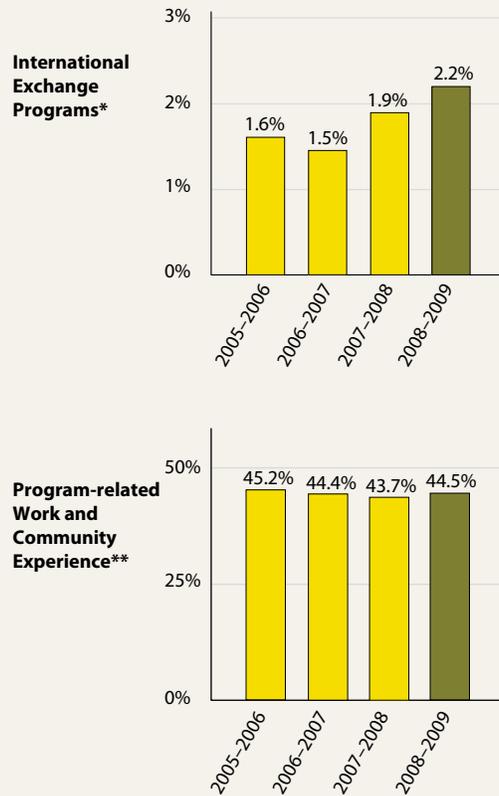
Responding to industry's stated need for specialized, interdisciplinary personnel, the Faculty of Science will launch a new course-based masters program in Integrated Petroleum Geosciences in September 2009. Professor David Potter, formerly Anadarko Chair in the the Insitute of Petroleum Engineering at Heriot-Watt University, Scotland, has been hired to direct the program.

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, 2005–06 to 2008–2009

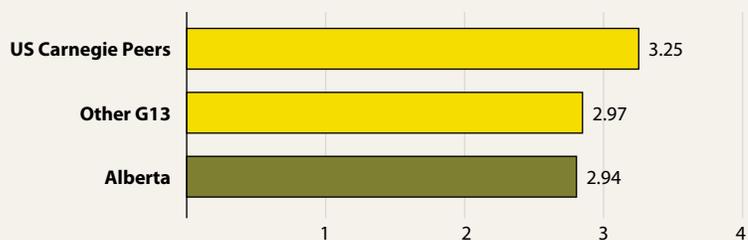


* Proportion of fall full-time enrolment.

** Proportion of graduates; 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, 2008



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

Source: NSSE 2008: National Survey of Student Engagement - University of Alberta Means and Frequencies Report.

In the Alberta School of Business, team-based learning is being built into all facets of programming. For example, Business 201 now randomly assigns all 450 students into teams of four. Each team is required to present a business plan and do case competitions. This team-based approach has enhanced students' presentation and teamwork skills. The feedback from employers and students to this initiative has been overwhelmingly positive.

In the winter of 2008, the Faculty of Law participated for the first time in the Law School Survey of Student Engagement and achieved outstanding results. In particular, 89% of U of A law students rated their entire educational experience as "excellent."

Building on the success of their current degree programs, the Faculty of Law's new PhD program is now operational, with plans to admit one or two students commencing in September 2009. A dual degree program (LLB/JD) has also been established with the University of Colorado Law School. The first prospective student, from the U of A, is now in the application process.

In January 2009, the Faculty of Native Studies launched NS 404: Aboriginal Governance Capstone. This course is a culmination of the Aboriginal Governance and Partnership certificate program, which awarded its first two completed certificates in spring 2009. Part of the course involves an overview of Aboriginal governance in Canada and elsewhere. In addition, a community service learning component enhances the interplay of theory and practice of governance.

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

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

The Faculty of Physical Education and Recreation is particularly active in this regard, with Campus Recreation attracting more than 24,000 participants to 55 programs during 2008-09. Activities included group fitness classes, intramural sports, non-credit instruction, activity clubs, and special events such as Turkey Trot, Sunday Night drop-in program, and Family Fun Sundays.

In competitive athletics, both the U of A Bears Hockey and Bears Volleyball teams won national championships in 2008-09. In addition, both men's and women's teams claimed Canada West Conference Championship banners in hockey and volleyball. Terry Danyluk (men's volleyball), Howie Draper (women's hockey), and Eric Thurston (men's hockey) were each named CIS Coach of the Year. Many of our student athletes continue to excel in the classroom; in 2008, 126 student athletes were awarded Academic All-Canadian status, bringing the U of A's total to 1,604, second only to McGill University.

In partnership with CAPS (U of A Career Centre), the Faculty of Arts open its HUB Career Centre in 2008 to offer extracurricular career development services and resources specific to the needs of Arts students.

In a similar move, the Faculty of Science created the position of Student Life Advisor, whose job is to develop strategies to improve the retention of domestic and international undergraduate students and to provide career advice to undergraduate Science students.

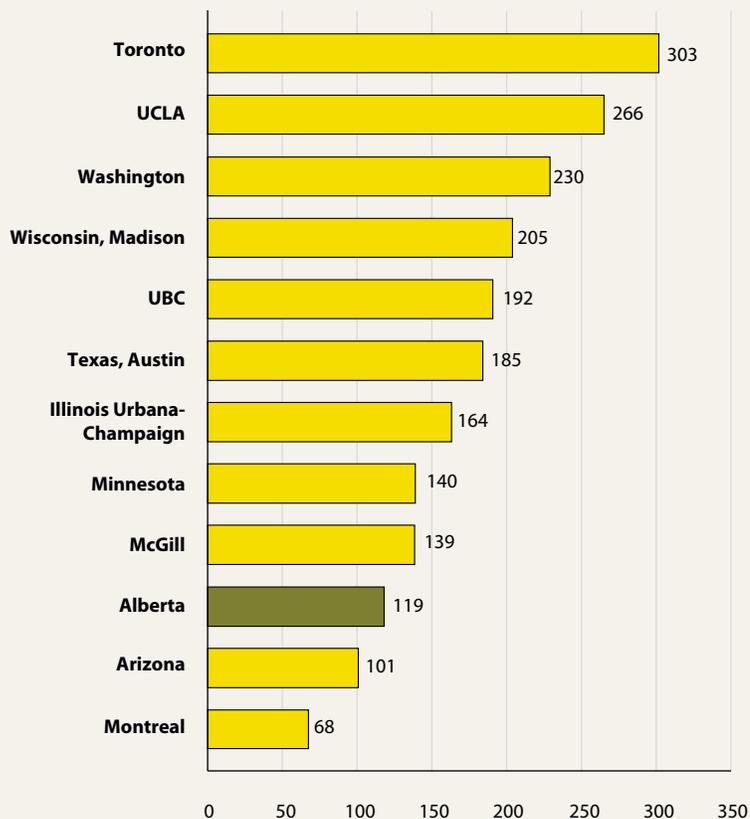
Through U of A International's peer leader program, 488 new international students were matched with partners and participated in a variety of extra-curricular activities throughout the year.

faculty awards:

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

Figure 7

Selected Faculty Awards/Honours, University of Alberta and Selected Peers, 1998–2008



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

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

Sample of Canadian Awards / Honours:

- 3M National Teaching Fellowship (1998–2008)
- CIS Coach of the Year Award (1998–2008)
- Federal Tri-Council Highest Awards (1997–2008)
- Killam Research Fellowships (1998–2008)
- Molson Prize (1998–2008)
- Royal Society of Canada Fellowships (1998–2008)
- Royal Society of Canada Awards (1998–2008)
- Steacie Fellowships (1998–2008)

Sources: Individual award website, University web sites.

In fall 2008, the U of A Institute for Sexual Minority Studies and Services (iSMSS), housed in the Faculty of Education, was officially opened. iSMSS creates a safe, secure, and inclusive community for sexual minority students and faculty. It also has an active outreach service—providing workshops to professionals in law, health sciences, social work, etc., who want and need effective training to best serve and help sexual minority clients and patients who will come under their care. iSMSS is also home of the highly successful Camp fYrefly, a camp for the development of sexual minority youth leaders.

The Alberta School of Business increased the number of outbound international exchange participants by more than a third (to more than 70) in the past year by supporting a student business club actively involved in positively mentoring students considering an exchange and by providing \$1,000 grants to all students who participate in an international exchange.

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.

Producing transformative scholarship and discovery requires funding. According to the Research Infosource 2008 report, the University of Alberta now receives the second-highest amount of total sponsored research income of Canada's top 50 research universities. In the past, we were ranked fifth, so our performance in this area shows significant improvement. Research Infosource also designated the U of A as one of three "Research Universities of the Year" for 2008, a designation earned by combined performance in earned research income and publication in leading scientific journals.

The Canada Excellence Research Chairs (CERC) program is a new federal initiative that will fund up to 20 successful chairholders with up to \$10 million over seven years to establish and conduct world-class research programs in Canadian universities. In Phase One of the CERC competition, the U of A was asked to make nine submissions in the following areas in which we have demonstrated research excellence: diabetes, experimental gaming, oil sands, clean coal, arctic resources, nanotechnology, virology, microbial glycobiology/carbohydrate chemistry, and conservation science. Five submissions were selected to move forward into Phase Two of the competition.

The U of A has initiated promising discussions with the Helmholtz Association, Germany's largest scientific research organization with an annual budget of approximately 2.8 billion euro (CAD \$4.3 billion), to develop a research institute in energy and the environment at the U of A. If established, this institute would mark the first time that the Helmholtz Association has provided funding to a foreign institution.

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

In January 2009, the University of Alberta was accepted as a member of the Worldwide Universities Network—a partnership of 14 research-led universities from Europe, North America, Southeast Asia, and Australia. The partnership promotes research collaborations across global universities in an effort to accelerate the learning and discovery needed to address shared global challenges.

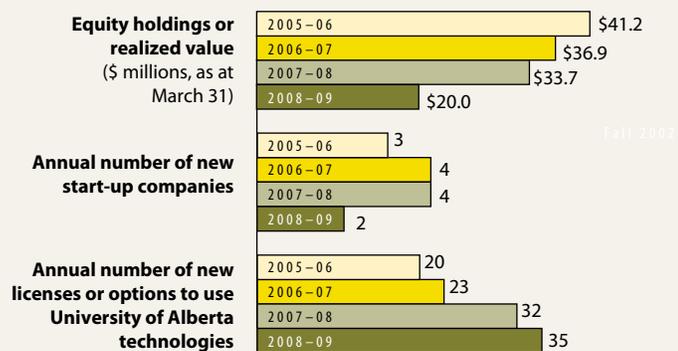
In early 2009, the Alberta School of Forest Science & Management was established in the Faculty of Agricultural, Life and Environmental Sciences. The school will provide and promote education

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 2005-2009



Source: University of Alberta data.

and research in the area of forest science and management by building and supporting effective local, provincial, national, and international partnerships.

Dr. Gane Ka-Shu Wong, who holds a joint appointment with the Faculties of Science and Medicine and Dentistry, was awarded a \$4 million iCORE Chair in Biosystems Informatics. His research ties to the Beijing Genomics Institute of China which will work jointly with him on the "1,000 plants" initiative.

Two members of the Faculty of Arts were awarded grants from the Fulbright Scholar Program, a prestigious international academic exchange program administered by the U.S. government. Lois Harder, associate professor in Political Science, was a Fulbright Visiting Scholar at the University of Hawaii and Paul Hjartarson, professor of English and Film Studies, was Fulbright Visiting Research Chair at the Woodrow Wilson International Center for Scholars in Washington, D.C.

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

One sign of the University of Alberta's success in transferring knowledge into the public sphere can be seen in the annual report of TEC Edmonton. In the year ending March 31, 2009, 32 new licenses or options were issued, four new spin-off companies created, and \$33.7 million earned in equity holdings. Reviewing Figure 8, it is clear that there has been a drop in the value of equity holdings, which is not surprising in light of the economic instability of the last year. Indeed, the fact that the U of A succeeded in sharply increasing the output of licenses and options and maintaining the number of new spinoffs is a testament to the growing strengths of TEC Edmonton.

Garnering high-quality media attention remains a priority for the U of A. Because purely quantitative measures of media exposure tell an incomplete story, the Office of Public Affairs adopted a new media analysis system, called Vocus, in June 2008. Previous media metrics provided by the Cormex Report (now defunct) and FPInfomart system only counted media placements without providing any analysis of the kind or quality of reportage the university was receiving. With the Vocus system, there is the ability to track key messages and analyze news coverage. The Office of Public Affairs is in the process of refining the news search parameters for appropriate outlets and establishing search parameters that will allow for measuring success in delivering key messages or stories around signature themes (community engagement; student opportunities; leadership development; excellence in teaching, research, and creative activity; interdisciplinary collaboration; and Northern research).

Using these new analytics, it is now possible to measure, for example, President Samarasekera's media coverage. She is a key media asset for the U of A as she is seen as a national leader on post-secondary education and on Canada's science and technology strategy. During the 2008-09, she has appeared in 97 external news stories across the country, compared to 68 last year.

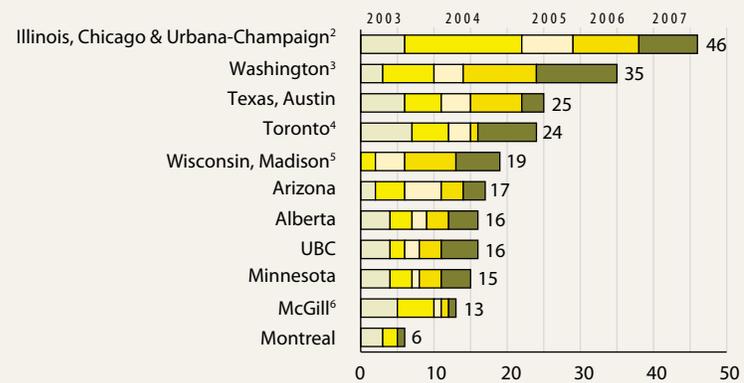
Other institutional media highlights in 2008-09 included: Susan Aglukark's appointment to the U of A (June '08); Science 100 inaugural cohort (September '08); Homecoming and the U of A's birthday (September '08); Prime Ministers Conversation Series (October and November '08); Sam Steele Collection (October '08); Festival of Ideas coverage and the newest Rhodes Scholar (November '08); Festival of Teaching (January '09).

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 9

New Spin-Off Companies Formed, University of Alberta and Selected Peers*, 2003 to 2007



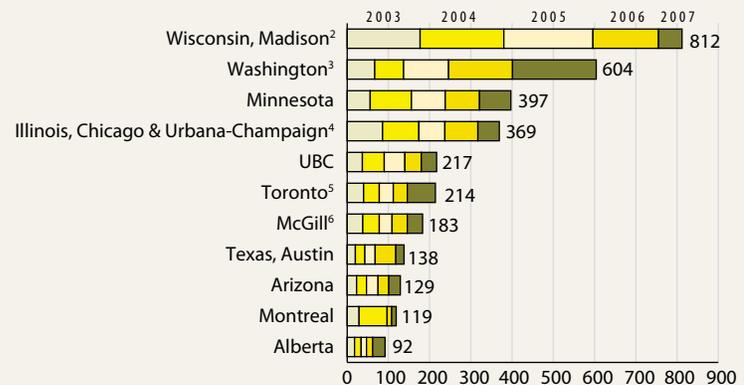
* UCLA is not represented in this chart as it does not report separately to the AUTM survey outside the University of California system.
 2. The University of Illinois data represents two of its largest campuses: Chicago and Urbana-

Champaign as reported in the AUTM Licensing Survey.
 3. Includes activities from the Washington Research Foundation.
 4. Excludes affiliated hospitals.
 5. Includes activities from the Wisconsin Alumni Research

Foundation (W.A.R.F.).
 6. Includes activities from MUHC, Douglas Hospital & Jewish Hospital Research Centre.
 Source: AUTM Licensing Surveys, 2003, 2004, 2005, 2006 and 2007.

Figure 10

New Licenses and Options Executed, University of Alberta and Selected North American Peers*, 2003 to 2007



* UCLA is not represented in this chart as it does not report separately to the AUTM survey outside the University of California system.
 2. Includes activities from the Wisconsin Alumni Research Foundation (W.A.R.F.)

3. Includes activities from the Washington Research Foundation.
 4. The University of Illinois data represents two of its largest campuses: Chicago and Urbana-Champaign as reported in the AUTM Licensing Survey.

5. Toronto excludes affiliated hospitals.
 6. Includes activities from MUHC, Douglas Hospital & Jewish Hospital Research Centre.
 Source: AUTM Licensing Survey, 2003, 2004, 2005, 2006 and 2007.

Several U of A research advancements and discoveries also received extensive media coverage. The following is a sampling of U of A research that received international media attention in 2008-09:

- Physics professor and iCORE chair Robert Wolkow's research on quantum dots received worldwide coverage, including *National Post* and *Slashdot*, a major technology media outlet.
- Clinical Epidemiology professor Terry Klaussen's work to help pediatric patients breathe easier was featured in *Forbes*, *US News & World Report*, and NBC affiliates across the U.S.
- Killam Professor of Biological Sciences David Schindler's research on climate change and the Great Lakes received coverage across North America.
- Business professor and Jarislowsky Chair Randall Morck was quoted in *The Economist* on an Indian business scandal.
- Political science associate professor and Mactaggart Research Chair Wenran Jiang spoke on China's economy on CNN.
- Physics professor John Beamish's helium research was covered in *Scientific American*.
- A National Institute for Nanotechnology team's solar cell research received worldwide attention with heavy coverage across Canada in both print and broadcast.
- Medical ethicist Tim Caulfield's work on stem-cell treatments received both worldwide and Canadian coverage, including *Maclean's*, CBC, and most major news outlets.
- Psychology professor Taka Masuda's research was covered by *Globe & Mail* science writer Anne McIlroy.
- Internal Medicine associate professor Sumit Majumdar's finding that the flu shot does not reduce the risk of death in the elderly was featured in the *London Free Press*, *London's Daily Mail*, the *Wall Street Journal*, *USA Today*, the *Boston Globe*, and Bangladesh's *Independent*, as well as on National Public Radio, CBS radio, and NBC, ABC, and Fox affiliates across the U.S.
- Behavioural epidemiologist Ron Plotnikoff's research on youth indicators for chronic disease was covered in the *National Post*, *Global TV*, and *Ottawa Citizen*.
- Professor emeritus in biological sciences Joe Nelson's analysis of dead fish from the Athabasca had worldwide hits, including *Reuters*, *National Post*, and *Globe & Mail*.
- Paleontologist Phil Currie's research received attention more than once this past year. The most recent coverage focused on his discovery of the smallest carnivorous dinosaur, a discovery covered worldwide, including BBC, Voice of America, National Public Radio, *National Geographic*, *Agence France Presse*, *International Herald Tribune*, and virtually every Canadian news market.
- U of A's economists have been phenomenal with the media, including Mike Percy, Helmut Mach, Joseph Doucet and Andre Plourde in particular.

A special September 2008 edition of the *Edmonton Journal*, focused on the U of A's second century, heightened the university's profile across Alberta and Canada when it was inserted into the *National Post* and picked up by Canwest News Service and its online portal canada.com.

From January to September 2008, a series of U of A research articles related to health were published as part of Proactive, a weekly health and wellness segment of the *Edmonton Journal* and the *Calgary Herald*. Other partners in this project were the former Capital Health and the Alberta Livestock Industry Development Fund. The U of A was the only post-secondary institution to participate in this unique project.

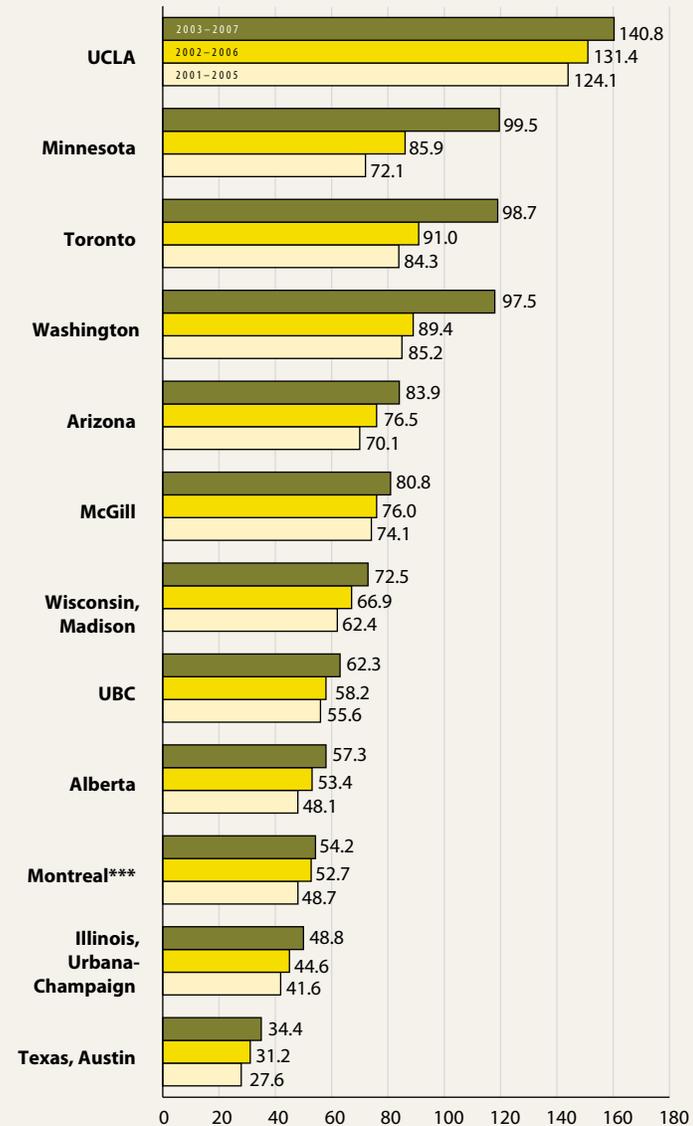
In *The Chronicle of Higher Education*, the U of A was featured approximately every other month (up from just three times per year). Stories ranged from research, teaching methods, a light item on a second University Cup, to the advent of the Espresso Book Machine.

citations:

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

Figure 11

Citations* in All Fields per Average Full-Time Faculty**, University of Alberta and Selected Peers, 2001-05, 2002-06 and 2003-07



Notes:

* Citations of papers published during five-year period of 2001-02 to 2005-06, as of 2006; 2002-03 to 2006-07, as of 2007; and 2003-04 to 2007-08, as of 2008.

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

***Montreal includes Ecole Polytechnique and HEC.

Sources: Thomson Reuters; U.S. universities websites; U.S. Common Data Sets; G13 Fact Book 2007-08.

The president, along with the Office of Public Affairs, has spearheaded an initiative that recognizes faculty members for their work with the news media. Two faculty members per month are now being identified—one based on the number of media hits, the other on additional

Accepting the Grand Challenge

To receive a no-strings-attached grant to develop your novel and untested idea is a dream come true for any researcher. But that's exactly what happened to the researchers at TheraCarb Inc., an Edmonton biotechnology spinoff co-founded by the university's Dr. David Bundle, professor of chemistry. TheraCarb's project was one of 104 grants announced by the Bill & Melinda Gates Foundation for the first funding round of Grand Challenges Explorations—an initiative to help scientists around the world explore bold, new solutions for health challenges in developing countries. The company received \$100,000 to test its promising PolyBAIT technology to fight the cholera toxin. Current global fatality rates for cholera fall between 30% and 50%, but according to the World Health Organization, proper treatment of the disease could decrease the rate to below one per cent. Phase I of the project is now nearing completion with promising results, and TheraCarb plans to apply for the \$1 million Phase II grant from the Gates Foundation. To quote Tachi Yamada, president of the Gates Foundation's Global Health Program: "Projects from this initial pool of grants have the potential to transform health in developing countries, and I will be rooting for their success."



criteria. Additional criteria might include researchers who go above and beyond the call of duty with media—responding quickly and consistently to numerous media requests even though it may take them away from their other work, for example—or who take a particularly complex story and successfully translate it into lay language. The president and researchers' dean or chair then surprise them in class with some words of thanks, a letter from the president, and a pre-paid \$100 MasterCard as a small token of appreciation. The aim of surprising them in class is to show students that they are learning from people who are truly at the top of their field. This initiative is purely a grassroots effort—it has no formal promotion.

Recent research by associate professor of Rural Economy Debra Davidson in the Faculty of Agricultural, Life and Environmental Sciences demonstrates the contributions that U of A makes to public policy. She recently concluded a provincially-commissioned three-year study on the impact of climate change on Alberta. The recommendations of her report focus on the investments that will be needed to adequately establish and maintain rural infrastructure for the future. In

particular, improvements to rural transportation and health-care systems will be needed, as will changes to agricultural policy in response to the changing landscape and climate of agricultural industries in Alberta.

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.

The University of Alberta is actively building a culture on campus that not only enables each individual's pursuit of excellence, but also recognizes and celebrates the value of outstanding individual contributions. Providing such recognition and reward both enhances the university's reputation and improves faculty and staff retention (see Figure 7).

Highlights of awards and honours received by U of A faculty in 2008-09 include: 12 elections to the Royal Society of Canada; two appointments to the Order of Canada; one election to the fellowship of the Canadian Association of Health Sciences; and two elections to the fellowship of the Engineering Institute of Canada. Dennis Hall (Chemistry) won both an NSERC EWR Steacie Fellowship and the NRC Steacie Prize; both honours recognize achievements in early career. Patricia Demers (English and Film Studies) received the Sarah Shorten Award from the Canadian Association of University Teachers for her outstanding contributions to the advancement of women in Canadian universities and colleges. Faculty and students at the U of A also received five ASTech Awards/Prizes. Medical student Peter Gill was awarded the U of A's 67th Rhodes Scholarship.

The U of A continues to lead the country in the number of 3M National Teaching Fellowships, received for excellence in undergraduate teaching. Drama professor David Barnet and Chemistry professor Glen Lopnow both received the award for 2009, bringing our overall total to 30.

U of A Press authors and books won 24 national and international awards in 2008 and one thus far in 2009.

In honour of the U of A Centenary, an unusually exceptional group of people were awarded honorary degrees at spring and fall convocation: literacy advocate Bertha Fowler, journalist Pamela Wallin, former prime minister of Finland Esko Tapani Aho, constitutional expert J. Peter Meekison, biomedical researcher Anthony James Pawson, geneticist J. Craig Venter, Governor General Michaëlle Jean, nutritionist and humanitarian Elizabeth Millard Jones, aboriginal activist John B. Zoe, singer/songwriter k.d. lang, Dene visual artist Alex Simeon Janvier, filmmaker Felix Fraser, politician Ernest Manning, and medical ethicist Bartha Maria Knoppers.

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

The University of Alberta's community-service learning program continues to grow. In 2008-09, 29 courses, including four graduate courses, were offered as CSL courses in 14 departments and three faculties (Arts, Native Studies and Education). In total, 316 students participated in CSL courses and 14 students completed the non-credit Non-Profit Board Internship Program. Community-service learning students contributed more than 7,000 hours to the voluntary sector and these experiences enriched their classroom learning across a range of disciplines and faculties.

With funds received for 2008-09, the Dean of Students was able to expand the Dare to Discover Student Extracurricular Activity Grant, adding a new granting session for these awards and categorizing the funding into four distinct awards: Discovery Learning Fund, Extracurricular Activity Fund, Community Engagement Fund, and Student Engagement Fund.

The ongoing success of EDFX 490, a summer global citizenship field experience course in Ghana, has been a highlight for the Faculty of Education, winning recognition from Alberta Advanced Education and Technology's Internationalizing the Teaching and Learning Practice: Awards of Distinction program in March 2009. The initiative includes formative research collaborations with African colleagues. In summer 2009, six nursing students will join the course and future plans include students from Engineers Without Borders.

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.**

In 2008, alumni engagement at the University of Alberta continued to increase, with 249 programs creating 546,000 two-way contacts with our alumni, a 39% increase in participation. Increases were experienced across all of the major program strategies, including events, programs, communications, and electronic services. In 2008, the university's Centenary served as the cornerstone for all messaging and alumni programming.

A Centenary Homecoming website was launched leading up to the annual alumni Homecoming celebration, receiving 86,853 hits between May and September. *New Trail* published four Centenary-themed magazines that began with an 82-page pictorial edition of U of A archival photographs celebrating 100 years. Three more special issues featured a century of outstanding alumni stories, international alumni serving as goodwill ambassadors worldwide, and a glimpse of what could develop over the next 100 years.

Programs such as the Centenary Homecoming achieved record involvement. Homecoming weekend drew 13,653 event registrations across 60 campus-wide events (a 190% increase) and was the largest ticketed event of the Centenary year. In homage to the original "Tory Tour" of 1908, the Alumni Association, Senate, and Office of the Registrar visited 10 Alberta communities, engaging 1,600 students, prospective students, and alumni.

Other Centenary year programming included the Growing Green and Gold gardening contest that saw 15,000 custom seed packets and 2,500 Growing Green and Gold signs and banners distributed to alumni. Internationally, Alumni Affairs and the Academic Awards and Ceremonies Office in the Office of the Registrar (project lead) produced a special Hong Kong Convocation and banquet on November 1, 2008, involving 525 alumni and guests from across Asia.

Students and young alumni programming continued to expand in 2008. For the Centenary year, 10,000 copies of a poster/calendar listing "100 Things to Do at the U" were distributed to students, and a variety of campus promotions and lifestyle programs reached out to 3,600 additional students and young alumni.

The Alumni Association Online Community, which has 19,541 alumni and student subscribers, was upgraded to better meet user needs. Enhanced features include a photo gallery, blogs, and increased faculty and department content. The E-Trail monthly e-newsletter has 54,482 subscribers (an 18% increase). Distribution of E-Tracks, a student newsletter, is sent out automatically to all students four times per year to promote programs and instill alumni values and culture.

Working in conjunction with Alumni Affairs, the Faculty of Law will soon launch a new online community, which will boast enhanced features to help alumni connect with each other in a private virtual environment. While the online community will be an excellent social networking tool, it will also be an important resource for promoting alumni events and important faculty news, using monitored bulletin boards and messaging systems.

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.

The University of Alberta's relationship to the City of Edmonton continues to strengthen. Several important partnerships developed over the last year, including the city's adoption of the U of A's Centenary as its annual theme; the joint bid to host the 2015 Universiade; and the establishment of a Chair in Urban Traffic Safety, endowed by the city's donation of the proceeds of red light traffic violations.

Open now for one year, the Augustana Campus Fitness Centre at the new Edgeworth Centre in Camrose has reached a very successful 1,200 university and community members. In addition, the centre also includes a university-operated exercise physiology lab for teaching and research, and East Central Health opened its Healthy Living Centre in fall 2008, offering primary-care treatment, wellness programming, and clinical placements for students.

The Alberta School of Business and its Alberta Business Families Institute received a \$1.5 million grant from the Rural Development Initiative Fund to promote small business and family enterprise throughout rural Alberta. This program had a successful start in 2008 and is now seen by the Alberta government as one of the most successful initiatives in its rural development program. Courses have been delivered in over 12 rural communities to over 300 people in the last six months.

The Faculty of Agricultural, Life and Environmental Sciences launched "The Virtual Classroom," a distance-learning initiative that brings U of A faculty and graduate students into high-school classrooms to explore environmental topics. This initiative is a partnership between the Environmental Research and Studies Centre, the Faculty of Graduate Studies and Research, and Edmonton Public Schools. Dozens of high schools and thousands of students have participated so far from Edmonton all the way to Newfoundland, Alaska, and Australia.

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 2008, \$47 million in funding was received from more than 80 Canadian companies and 20 foreign companies, an increase of \$6.3 million over the last year.

During 2008, the first non-university company, Exciton Technologies Inc., took up residence in TEC Centre at Enterprise Square. A second company is in the final stages of being integrated into the TEC Edmonton family. At the same time, TEC Edmonton has become increasingly engaged in the U of A, identifying potential researchers who may have technology ready for commercialization.

A faculty advisory committee was established in the Faculty of Agricultural, Life and Environmental Sciences consisting of 20 external representatives, with the objectives of strengthening the faculty's collaborations with industry and government; addressing key issues; and serving our community provincially, nationally and internationally.

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

In June 2008, the University of Alberta hosted a symposium for Campus Alberta. Our college partners and leaders in government were invited to review the history of Campus Alberta with us, share positive experiences of collaboration, and to identify institutional support services required at each site. Partners included: Alberta Council on Admissions and Transfer, Alberta Advanced Education and Technology, Blue Quills First Nations Colleges, Campus Alberta Quality Council, Grande Prairie Regional College, Keyano College, Lakeland College, Maskwachees Cultural College, Medicine Hat College, Olds College, Red Deer College, and Yellowhead Tribal College.

Our Campus Alberta partners also received special invitations to our teaching and learning initiatives, such as the Bologna Conference. Our Campus Alberta partners attended in significant numbers. At the Festival of Teaching on January 23, 2009, the U of A hosted a round table for our partners to discuss their concerns about teaching and learning.

In addition, the Provost's Office significantly contributed to the development of a toolkit for off-site and cross-border delivery of programs now launched on the Campus Alberta Quality Council website. This will be invaluable for developing joint degrees.

The Faculty of Engineering has established strong formal partnerships with colleges throughout Alberta, with seven institutions offering the first-year engineering program. As a result, 175 students in 2008-09 entered the Faculty of Engineering following completion of courses at these colleges.

In 2008-09, Faculty of Science personnel led two successful Access to the Future Innovation Fund proposals involving numerous Campus Alberta participants, garnering a total of \$3.5 million for the purchase of microscopes, spectrometers, and related equipment for undergraduate teaching labs.

Over the period of transition involved in the formation of Alberta Health Services, the U of A has continued to work hard to advance the many partnerships built under Capital Health and to communicate the importance of having a strong Academic Health Centre in the Edmonton Capital Region. In particular, we continue to move forward with Alberta Health Services as committed partners in the development and construction of Edmonton Clinic.

As well, in collaboration with the Royal Alexandra Hospital/Alberta Health Services, the Faculty of Nursing opened an innovative hospital-based clinical learning unit (CLU). The CLU is a sustainable teaching and patient care environment where faculty, staff, and students collaboratively translate ethics, evidence, and other learning into good practice, effective teamwork, and quality patient care. Research data from the CLU will be used to implement similar units in other institutions and for interdisciplinary teaching.

The Alberta Ingenuity Centre for Machine Learning in the Department of Computing Science also formed a strategic alliance with Alberta Health Services to apply its advanced artificial intelligence technology to crucial problems faced by AHS/Capital Health and AHS/Alberta Cancer Board.

On a national level, the U of A signed three notable MOUs. First, an agreement was signed among Education programs at Campus Saint-Jean, Simon Fraser University, and Collège universitaire de Saint-Boniface to offer collaborative Masters of Education. Second, the U of A will partner with the Canadian Institutes of Health Research to host the Institute of Aboriginal Peoples' Health, and third, Campus Saint-Jean's Canadian Studies Institute has joined the federation of 21 national and multinational Canadian studies associations in the International Council for Canadian Studies.

Researchers in the Faculty of Extension initiated a project examining knowledge of emergency procedures at three Canadian universities: U of A, University of New Brunswick and Simon Fraser University. Results from the study have been used in the implementation of emergency notification procedures at the U of A.

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.

To strategically focus the university's international engagement activities, the President's Executive Committee formed the International Co-ordinating Council in fall 2008. Under the umbrella of the ICC, regional committees will coordinate activities in six targeted regions: China, India, Germany, Mexico, the U.S., and the developing world.

Artistic Connections

Art contains the power to connect people and places separated by vast distances of space and time. Standing before one of the 17 exquisite artworks of "Brilliant Strokes: Chinese Paintings from the Mactaggart Art Collection," the viewer is immediately connected with the art and artists of ancient Chinese dynasties. When that experience is extended through the creation of a travelling exhibit, the art's ability to connect people and places takes on another meaning.

Curated by Ka Bo Tsang of the Royal Ontario Museum in partnership with U of A Museums and Collections, "Brilliant Strokes" was first exhibited in Gallery A of the TELUS Centre. In February 2009, it travelled to the ROM where it is on display until September. For the ROM's thousands of Canadian and international visitors, the exhibit illustrates the exceptional quality of the U of A's museum collections. Hundreds more will be connected to the U of A through "Brilliant Strokes" when reading the critically acclaimed companion book published by U of A Press. It was selected for the Association of American University Press's prestigious 2009 Book, Jacket, and Journal Show in the Trade Illustrated category.



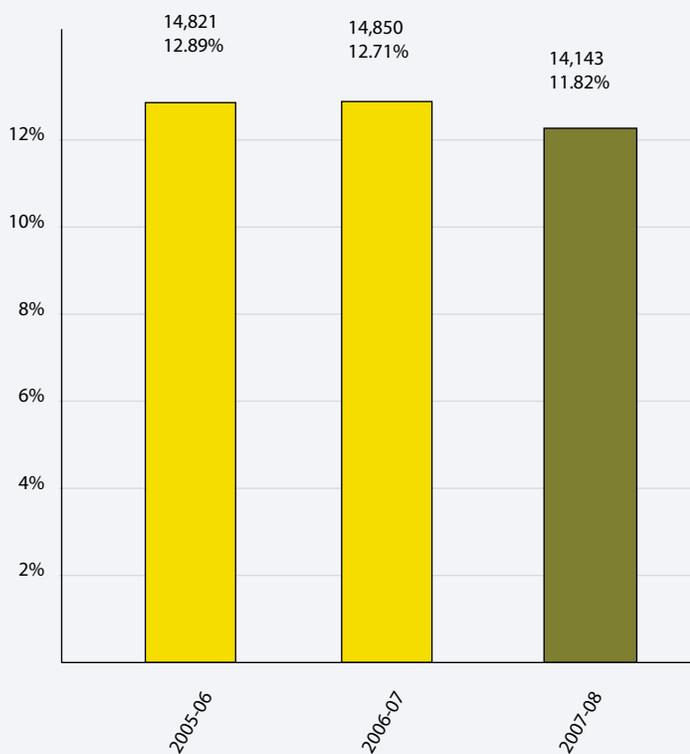
Image courtesy Mactaggart Art Collection ©2008 University of Alberta Museums.

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



Source: University of Alberta data.

University of Alberta International identified and expanded strategic university partnerships that go beyond individual interaction and covered a broad range of disciplines and interactions. MOUs signed in 2008-09 include Aga Khan University (Pakistan and Kenya), RWTH Aachen University (Germany), Tsinghua University (Beijing), Zhejiang University (China), Shantou University (China), Nanyang Technical University (Singapore), Indian Institute of Science (Bangalore), and Indian Institute of Technology (Bombay).

Voices Making Connection

It's been quite a year for Campus Saint-Jean's Chorale Saint-Jean. The first hint of things to come appeared when a song written by one of the choir's choristers, France Levasseur-Ouimet, was adopted as the theme song for the university's Centenary. Later that summer, the choir was one of only two Canadian choirs outside of Quebec to participate in Quebec City's official 400th anniversary celebrations. And if that experience wasn't a reward in itself, the choir's voyage to Quebec City was the subject of a National Film Board documentary, "Le chœur d'une culture/Together in Harmony." "Our experience in Quebec was simply incredible," says associate professor Laurier Fagnan, the choir's artistic director.

"The audience was so appreciative. They were completely amazed, blown away, by the fact that there were francophones in western Canada, and I think we really opened up their eyes and hearts." This poignant moment in the meeting of two cultures with a common link will live on in the NFB documentary and continue to bringing them together.



In co-operation with the Office of the Provost, UAI hosted the "Canadian Perspectives on Bologna Process" Conference in March 2009. The Bologna Process aims to create and sustain a higher education area across Europe; this conference explored how the process is proceeding, what impact it is having on global higher education, and how Canadian universities can respond and more effectively participate in the globalization of higher education.

The Faculty of Nursing continues to be active on the international scene. Its well-established programs include a visiting scholar program with four Thai and two Brazilian universities (supervisory opportunities, co-teaching opportunities, co-sponsorship of international conferences, and research collaborations); formal agreements with universities in eight countries; and the Pan American Health Organization/World Health Organization Collaborating Partner designation in Nursing and Mental Health (2006-2010) which provides a global network that opens up opportunities for faculty members in nursing and mental health. The Faculty of Nursing also offers clinical placement opportunities that give students experience working outside of Canada. In the 2008-09 academic year, 15 students completed clinical placements in Ghana, and one in Georgia, U.S.

The Faculty of Arts negotiated a three-year agreement on academic exchanges with the Chinese Academy of Social Sciences. In addition, the first cohort of

undergraduate students with the Faculty of Arts' five-year International Partnership Program with China Foreign Affairs University (Beijing, China) arrived at the U of A in September 2008.

Such examples of international engagement run through each of the four cornerstones of *Dare to Discover* and the academic plan *Dare to Deliver*. A full road map for realizing the vision is available in *Connecting with the World*, our plan for international engagement (<http://www.uofaweb.ualberta.ca/provost>).

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

Throughout 2008, the University of Alberta promoted community pride and participation in the university through its Centenary celebrations. In total, the U of A held 75 Centenary events and exhibits, attracting an astounding 100,000 participants, including thousands who have no formal affiliation with the university.

The signature events of the Centenary included International Week, *While We're Young*, Choir of Choirs (Edmonton and Calgary), the Visiting Lectureship in Human Rights (Mary Robinson), the Mixed Chorus Northern Lights Tour, Charter Day Dinner, Canadian Arctic Summit, We Are What We Wore at the U of A, Eric J. Janson Memorial Lecture (David Dodge), keynote address of the Louis D. Hyndman Lecture Series (Jane Goodall), Homecoming 2008, 100th Birthday Party, Mel Hurtig Lecture (Margaret Atwood), Festival of Ideas, Prime Ministers Conversation Series, and Centenary Road Trips.

At the Choir of Choirs, Chorale Saint-Jean premiered "Je te retrouve," a song commissioned for the occasion and composed by chorister and professor emerita France Levasseur-Ouimet. Due to its beauty and popularity, it was later named the official Centenary song of the U of A.

During the Festival of Ideas, a special edition of Science Saturday was held which attracted more than 500 children and 300 parents and involved 80 student/community volunteers.

Another Centenary event, "Brilliant Strokes: Chinese Paintings from the Mactaggart Art Collection," brought in 3,500 visitors and engaged with new audiences in Edmonton and area Chinese communities. Eighteen U of A classes in History and Classics, East Asian Studies, English and Art and Design were taught by visiting lecturers/curators. In February 2008, this exhibit travelled and opened at the Royal Ontario Museum in Toronto for a period of six months.

The "Against the Grain" Japanese Woodblock Exhibition, consisting of prints from the University Art Collection, attracted an additional 1,334 visitors to the Mactaggart Gallery. Programming included a family day, printmaking workshops, grade 8 social studies classes, and a Grade 7/8 Haiku contest, which received 257 submissions.

Throughout 2008, the U of A Press hosted many public events to introduce authors and their publications. Of special note was the launch of Rod Macleod's *All True Things: A History of the University of Alberta 1908-2008* before a large crowd gathered in Enterprise Square on September 18, 2008, and the publication of *Lois Hole Speaks: Words that Matter* by the late Lois Hole, edited by Mark Lisac. The book appeared on the *Edmonton Journal* bestseller list.

In October 2008, the Faculty of Medicine and Dentistry, the Health Sciences Council, and Alberta Health Services cosponsored the "2008 Centenary Health Sciences Symposium: Health in the 21st Century." The symposium featured keynote speakers Joe Martin and Michael Adams and was hosted by CBC personality Rex Murphy. Approximately 350 health care providers, researchers, and members of the public attended. The Health Sciences Council includes the following faculties and schools: Medicine and Dentistry; Nursing; Pharmacy and Pharmaceutical Sciences; Rehabilitation Medicine; Physical Education and Recreation; Agricultural, Life and Environmental Sciences; Augustana; and Public Health.

For 2008-09, the Augustana Campus theme was “Food: From Field to Fork.” In addition to an ambitious program of lectures, panels, a common book, and other hands-on food-related events, the theme had a direct impact on food services operations. Augustana entered into a partnership with Alberta Agriculture on an institutional pilot project to increase local and regional sourcing of food. The project highlighted the skill and creativity of cafeteria staff and received newspaper and radio coverage. As well, a \$150,000 donation enabled the hiring of research support for the project and the establishment of an endowment to support ongoing food-based projects.

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

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

Opening a New Gateway to the U of A

On the corner of 5th Ave and 3rd Street in downtown Calgary, the University of Alberta Calgary Centre officially opened on January 28, 2009. In view of thousands that walk by every day, the Calgary Centre is visual reminder of the U of A’s significant presence and impact in Calgary and the Southern Alberta region—impact generated by more than 20,000 alumni, 13,000 individual donors, and 1,500 corporate donors. It is also a



gateway to the intellectual, social, and creative community of the U of A. A gateway for prospective students and their parents, showing them the educational advantages the U of A offers. A space where alumni, donors, and faculty

can gather to build new friendships and partnerships. A destination for lifelong learning and professional development opportunities. “You walk into the place and right away you feel like, ‘Hey, I’m back home again,’” says Neil Camarta, a 1975 graduate of the Faculty of Engineering who attended the opening. “It’s like an embassy. You know you’re at the U of A.”

At Campus Saint-Jean, plans are progressing on the establishment of the College Saint-Jean. Affiliated with Campus Saint-Jean, the college will offer French-language credentials in tourism, office administration, and communications.

The Faculty of Rehabilitation Medicine launched a certificate program in Francophone Practice for Speech Language Pathologists in collaboration with Campus Saint-Jean. The program will provide professional speech language pathologists with the specific skills needed to work with clients who communicate and/or learn in French.

To support the development of First Nation College Libraries, U of A Learning Services launched the First Nations Colleges “Information Connection Initiative,” an initiative that facilitates the sharing of resources through a website and unified catalogue.

Faculty of Extension researchers, working in collaboration with the U of A’s School of Public Health, community representatives, and practitioners from health, education, social services, and economic development, are designing an educational initiative to meet the health education needs and further the self-sufficiency of Aboriginal communities. The ultimate goal is an on-going, accredited program for health promoters working in rural and remote communities, conducted via a combination of face-to-face and online delivery.

The U of A has established a Northern Council of Deans with the objective of establishing the U of A as the lead institution in shaping a northern strategy for Canada. Immediate goals include engaging the community in strategic planning aimed at securing funding from the federal government. Discussions with the three Northern colleges are well advanced, and they are in support of the U of A playing this lead role. This has been made possible because of our previous investments in the Canadian Circumpolar Institute, the International Polar Year, and the University of the Arctic.

Detailed discussions continue among the U of A, City of Edmonton, and the TELUS World of Science to create an internationally recognized Canadian Circumpolar Science Centre. The proposed centre will operate under a partnership involving these three entities plus other orders of government and northern partners. A major planning summit for this innovative concept is scheduled for April 2009. This will further strengthen links between the city and the university, as well as help to attract federal support for northern strategy initiatives.

Through his Northern Chair program, Dr. John England, NSERC Northern Research Chair in the Department of Earth and Atmospheric Sciences, has several formal educational partnerships with Aurora Research Institute (ARI) and Aurora College, Inuvik, as well as with Nunavut Arctic College, Iqaluit. Each November, he takes up residence at ARI, providing several public lectures on his Arctic research while also formally teaching in the Natural Resources Technology Program offered by Aurora College. England has been in discussion with Aurora College to determine how the U of A might more effectively bridge with and diversify this program.

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.**

On December 31, 2008, the University of Alberta successfully completed Campaign 2008. Launched in 2004 with an initial monetary goal of \$310 million, Campaign 2008 was the most ambitious fundraising campaign ever undertaken by the university. Because donor support for students, teaching, and research was strong, the campaign goal was increased to \$500 million in November 2006. By the end of the campaign, \$581.7 million was raised.

Major highlights from the last year of the campaign include the largest gift of land made to a Canadian university (800 acres) by the Bocock family for the St. Albert Research Station, and an art collection donated to the Faculty of Education by Ted Harrison as a gift “to the children of Alberta.”

The global economic crisis has unfortunately resulted in substantial losses for most long-term investors, including the U of A. The U of A's loss of 19.2% has created challenges, but many other university endowments are dealing with the consequences of substantially larger losses. Currently, our per student endowment funding of just over \$21,000 ranks 10th (see Figure 14) relative to our peers as at June 30, 2008. The primary long-term objective is to maintain the real value of the endowments while providing for a sustainable level of program support. The spending allocation on endowments has been temporarily reduced to help begin restoration of endowment value. In the coming year, a comprehensive review of both endowment spending and investment policies will be completed. We plan to increase our endowment to \$1.5 billion by 2020, increasing our per student endowment funding to \$40,000.

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 continues to secure increased funding from both provincial and federal governments. In 2009, the university received its fourth consecutive six per cent increase to its provincial operating grant, not including separate funding provided to the university in support of enrolment growth. Over the four-year period from 2005-06 to 2008-09, the university's operating grant has increased from \$356 million to \$485 million. This reflects the provincial government's continuing support of higher education as a priority investment for the province. However, our total operating grant per student remains low at \$20,296 (see Figure 16), placing us at a steady eighth among our peers. A priority of the university remains that of investing in graduate student enrolment growth. The goal is to secure the necessary funding from government enabling the university to move toward a ratio of undergraduate to graduate students of 3:1.

Capital grants from all sources have increased significantly from \$43 million in 2005-06 to \$413 million in 2008-09.

Research revenues from federal government sources increased from \$151 million in 2003-04 to \$175 million in 2008-09. This increase includes Tri-Council funding and research revenue from other agencies. Based on 2007-08 Tri-Council figures, we rank fifth across all three councils (see Figure 15), but not from each individual council: third from NSERC, seventh from CIHR and eighth from SSHRC. The goal is to rank fifth or higher in funding from each council. Total external

research funding for 2008-09 increased to approximately \$500 million from \$492 million in 2007-08, the second highest amount of total research funding in Canada.

Although the U of A ranked eighth in the receipt of SSHRC funding in 2008, it is important to note that Faculty of Arts researchers were awarded \$1.7 million in SSHRC standard research grants—the largest amount in the faculty's history.

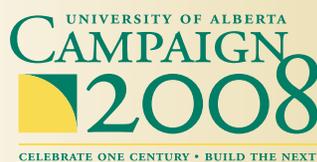
In order to successfully recruit and retain the best young global talent, Canada needs scholarships comparable to the Marshall and Rhodes scholarships in the U.K. and U.S., respectively. President Samarasekera played an instrumental role in advocating for the establishment of a scholarship program of this stature in Canada. Announced in Budget 2008, the federal government's new Vanier Canada Graduate Scholarships target top domestic and international doctoral students with funding of up to \$50,000 for three years.

Philanthropy Makes History

December 31, 2008, marked the end of U of A's Campaign 2008, the second-largest completed campaign in Canadian history and the largest in Western Canada. What have \$581.7 million and 90,000 donors made possible for our university?

- 1,114 scholarships;
- 50 endowed chairs and eight professorships;
- 13 new facilities, representing more than 1.3 million square feet of additional research and educational space;
- six research institutes;
- five lectureships, including the Human Rights Lectureship;
- and an endowed playwriting residency.

"The numbers tell the incredible story of a committed and caring culture of philanthropy. This is what success looks like," said President Indira Samarasekera at the official close of the campaign. Because of the visionary acts of philanthropy of individuals, families, community foundations, corporations, and industry, the U of A is moving quickly to enrich the scientific, social, and cultural education of students and researchers, instilling the habits of lifelong learning and the leadership mindset that will sustain and advance community development here at home and around the world.



In September 2008, the U of A announced a gift of \$1 million from TD Bank Financial for interdisciplinary scholarship and research grants. Half of the gift will endow the TD Bank Financial Group Grants in Health Sciences Interdisciplinary Research Fund.

In October 2008, Borden Ladner Gervais LLP (BLG) announced the extension of the BLG Fellowship program to promote legal research, with a new, expanded five-year commitment of \$1.2 million in funding for research projects across Canada.

In 2008-09, 15% of students in the Faculty of Rehabilitation Medicine received scholarships and awards from university, provincial and national sources valued at almost \$400,000.

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 \$81.3 million in 2008-2009 from \$73 million in 2007-2008, which places us ninth relative to our peer institutions per student FTE.

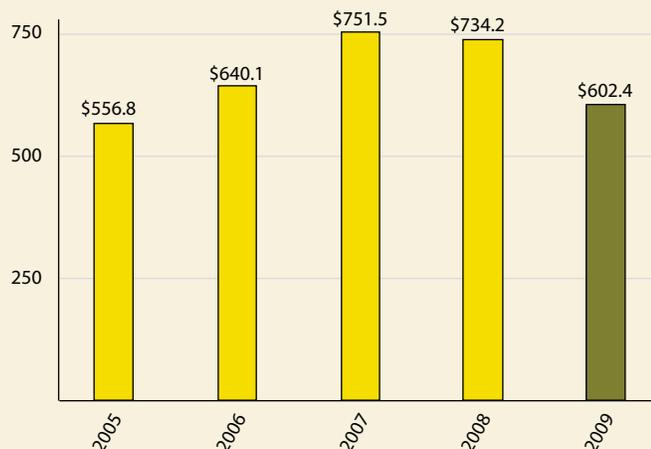
In 2008-2009, the U of A improved its graduate student funding packages, increasing our ability to compete with other Canadian research institutions. We currently rank second in funding for master's students and third in funding for doctoral students. Our improvement can partly be explained by a graduate student recruitment and funding strategy that was established in 2007-2008. It included the distribution of "top-up awards" to all winners of Tri-Council doctoral scholarships.

endowment:

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

Figure 13

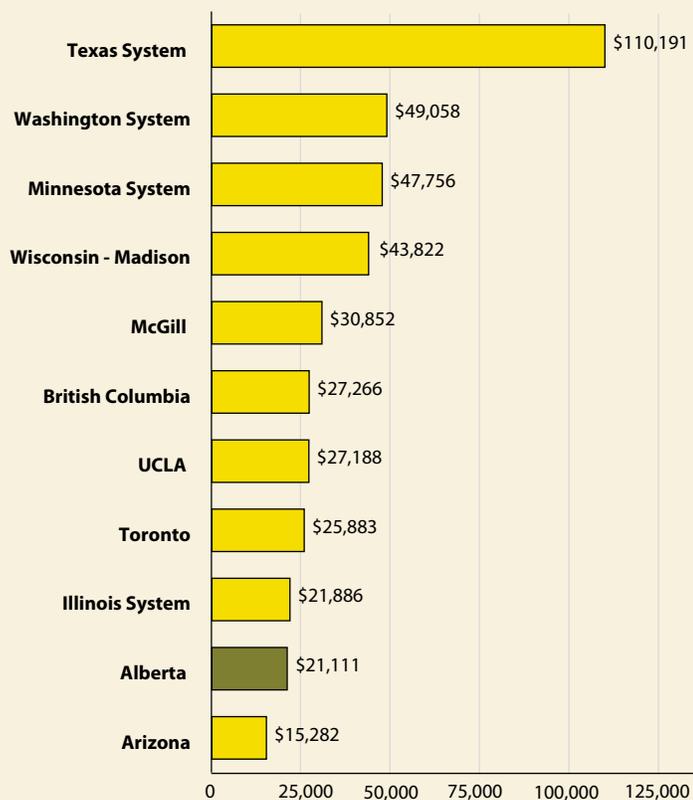
Market Value of Endowment at the University of Alberta (CAD, millions) End of Fiscal Year (March 31)



Source: University of Alberta data

Figure 14

Endowment per FTE Student* (USD), University of Alberta and Selected Public Peers, 2008-09



*Medical and Dental Residents are excluded from Canadian universities.

Source: NACUBO 2008 Endowment Report

In honour of the university's 100th anniversary, Centenary Awards at the undergraduate and graduate level were created and funded. These awards will primarily recognize those students who engage in exceptional volunteer work on and off campus.

One half of the \$1 million gift from TD Bank Financial (mentioned above) will endow the TD Bank Financial Group Health Sciences Student Awards Fund, which will issue eight \$2,000 scholarships annually.

As part of the Faculty of Law's Campaign 2008, \$4.2 million was raised to endow new scholarships and bursaries for LLB and graduate students in law. Starting in September 2009, the renewed BLG program (mentioned above) will award a total of 20 grants worth \$12,000 each year to law students who have completed their first year. Fellowship recipients will be chosen by individual law schools based upon their academic achievements. The U of A has been awarded two of these grants.

The Future of Health Care

Canada's population is aging, a fact that will soon present major challenges to the health-care system. Preserving seniors' quality of life while living with chronic disease will be of paramount importance. How can it be done? The answers may lie in the Smart Condo, a learning facility designed to mimic the home of a fictional family with long-term health concerns such as Type 1 diabetes or multiple sclerosis. Created by a fall 2008 interdisciplinary universal design course, the Smart Condo has wireless sensors imbedded throughout the 800-square-foot space—on walls, countertops, appliances, furniture, and doors of the living room, kitchen, bedroom, and bathroom—allowing information about movement and vibration within the condo to be transmitted to a 3-D virtual world such as Second Life. A resident or patient in the space appears online as an avatar whose general movements can be monitored without intrusion into their private life. By observing users of the Smart Condo, health sciences students will learn how best to treat everyday symptoms and problems, on the one hand, and discover how technology can be used to



provide quality care to people in their homes rather than in long-term care facilities, on the other. "The long-term vision is to build a space that will enable the disabled or elderly to live independently longer," according to Dr. Lili Liu, chair of the Department of Occupational Therapy, Faculty of Rehabilitation Medicine.

The Student Awards Office is engaging with U of A International (UAI) to increase and retain international student attendance at the U of A. The Registrar's International Student Scholarship continues to be offered and Student Awards is working with UAI on development of region-specific scholarships to tie in with institutional recruiting goals.

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.

In May 2008, the Health Sciences Education and Research Commons (HSERC) demonstration space in the TELUS Centre was officially opened. It is being used to pilot and evaluate innovative health teaching technologies and is intended to become a part of the Edmonton Clinic in the future. The HSERC space in the TELUS building includes a sophisticated A/V recording and playback system that allows for recording and debriefing activities in three separate rooms. The rooms include a new learning and teaching space called the "Smart Condo," a flexible clinical consultation room, and a debriefing and training room.

In the Faculty of Law, the Fraser Milner Casgrain classroom, fully equipped with state-of-the-art technology, was completed in summer 2008.

federal research funding:

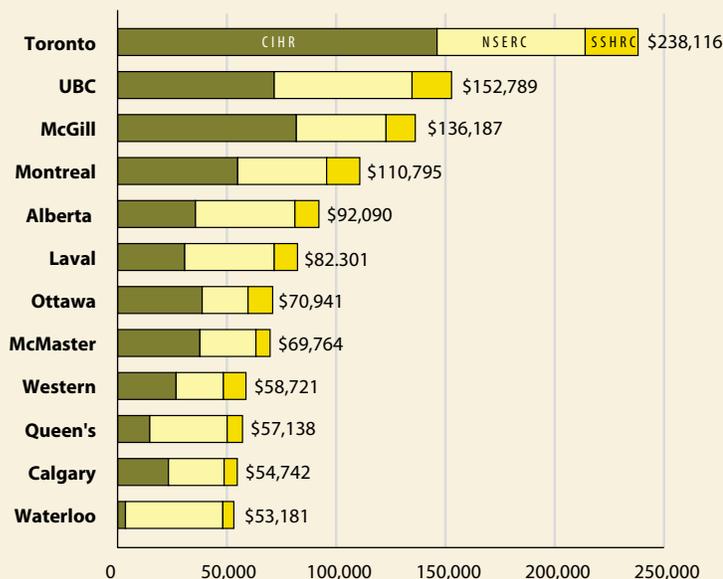
Federal funding through the Canadian Institutes of Health Research, the Natural Sciences and Engineering Research Council, and the Social Sciences and Humanities Research Council—typically referred to as Tri-Council funding—supports both basic and applied research. Universities receiving ample federal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

operating revenue:

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

Figure 15

Tri-Council Funding* (CAD, millions) at Top Canadian Universities, 2007-08

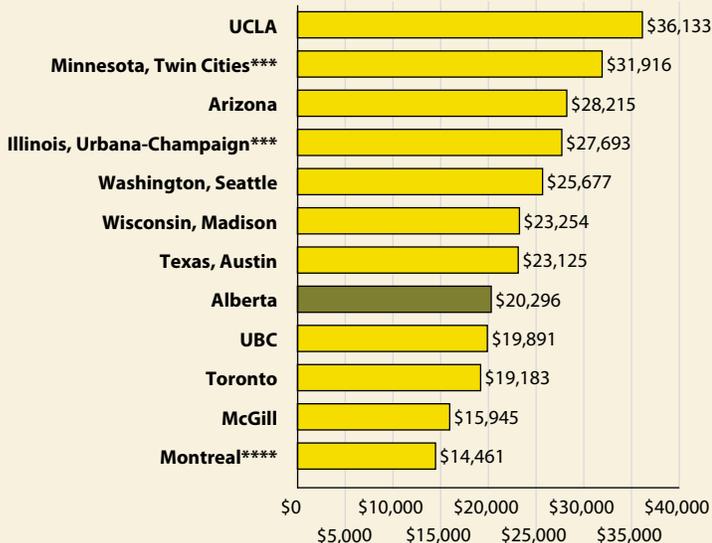


* Includes affiliated institutes as well as NCE funding

Source: Tri-Councils data

Figure 16

Operating Revenue from Province or State Sources and Tuition Fees per Fall FTE Student*, 2007-08, University of Alberta and Selected Peers, CAD**



* FTE student = Full-Time + 1/3 Part time. It does not take into account the different student program mixes. Canadian universities exclude Medical and Dental Residents.

** U.S. universities's financial figures have been converted to Canadian dollar with OECE's 2007 Purchasing Power Parity (=1.21 CAD/USD)

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

**** University of Montreal includes HEC and Ecole Polytechnique.

Sources: For Canadian universities: 2007-08 CAUBO Financial Information and respective 2007-08 university enrolment reports.

For U.S. universities: respective 2007-08 university financial statements and Common Data Sets 2007-08.

In late fall, the Frank and Beverly MacInnis Centre was also finished. This renovated space now includes Student Services, Career Services, Indigenous Academic Services, and Admissions. It also includes four seminar rooms, two smart classrooms, a duplication centre, as well as new offices for legal research and writing instructors, and communications, alumni, and development staff. New spaces were also made available for the Law Student Association, the Indigenous Student Association, summer student researchers, and future graduate students.

The Rewards of an Acquisitive Mind

Although the last 22 years have been full of events and achievements of note, this past year has been one of the most exciting in librarian Merrill Distad's distinguished career with University of Alberta Libraries. Now Associate Director of Libraries (Research and Special Collections Services), Distad's mark can be seen throughout the library system, from the libraries' collection preservation and disaster contingency programs, to the design and construction of BARD (the Book and Record Depository) to the acquisition of several large and unique special collections. But, in Distad's view, the "most exciting thing I've ever acquired" was added to U of A's collection this past year. The Sam Steele Collection—a body of thousands of never-before-seen papers—is destined to become a major resource for historians of the Canadian west, the RCMP, and the British military. For this, and all of his contributions to collections development, the rare book trade, and the University of Alberta libraries, Distad was awarded the Canadian Library Association/YBP Award for Outstanding Contribution to Collection Development and Management in July 2008.



The U of A is completing its plan to support mobile learning for its students across campus. Approximately 67% of the University Wireless Service has been implemented. This project is on schedule with a forecasted completion date of March 2010.

Learning Services drafted a business case to build a new Book and Record Repository for off-site preservation and storage which was approved by Executive Planning Committee in June 2008. Learning Services also secured the purchase of Major General Sir Samuel Benfield Steele Family Archive and Military Collection, a pre-eminent western history archive. Overall, the U of A's collections continues to rank highly: 2nd in Canada and 16th in North America (see Figure 17).

In March 2009, Museums and Collections was awarded the Canadian Museum Association's Award for Outstanding Achievement in Research. This award celebrates and encourages excellence within the Canadian museum sector, and recognizes the U of A Museums' work with the Mactaggart Art Collection Eureka Project, which includes the collection and its accompanying research, exhibition, and storage facilities.

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

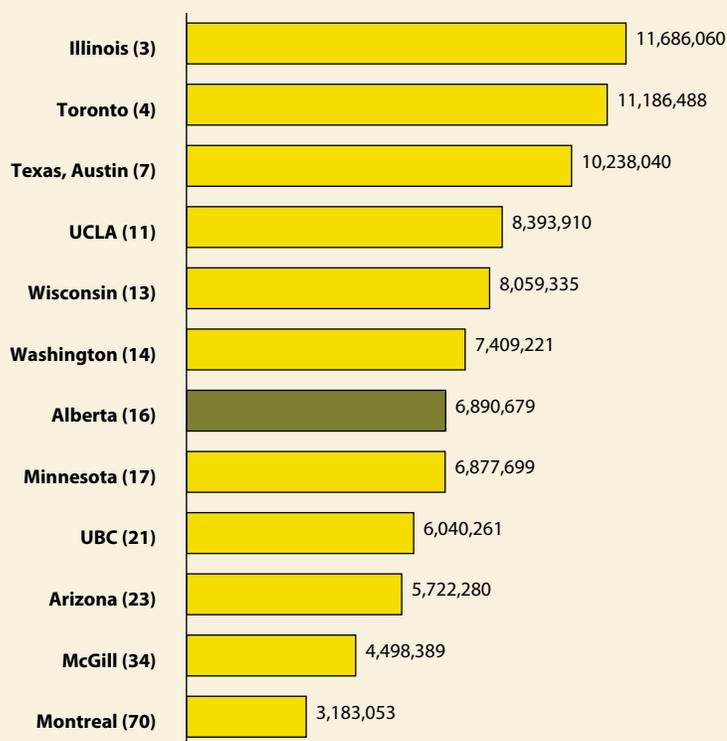
At the request of the Office of the Vice-President (Research), an external animal facilities review was completed in February 2009, which examined the proposal to integrate administration and planning of facilities for the care and use of animals in research teaching and testing at the U of A. The next step is to review the report with key internal stakeholders to get their input, and then the Vice-President (Research) will discuss it with the deans of Science, Medicine and Dentistry, and Agricultural, Life and Environmental Sciences. The goal of this initiative is to streamline the management of all resources for maximal productivity at minimal cost.

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 17

Total Library Volumes* Held and ARL Rank, University of Alberta and Selected Peers, 2007-08



*"Volumes" exclude microforms, maps, non-print materials, and uncataloged items.
Source: Association of Research Library, ARL Statistics 2007-08 Preliminary. There are 113 institutions in total.

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

To deliver a more user-friendly self-service online module (commonly known as Bear Tracks) for all users, a systems upgrade project that began in November 2007 ended one year later when version 9.0 of Oracle Campus Solutions went live on November 17, 2008. Feedback from the university community about the system's upgrades has been extremely positive. Students are so pleased that the Students' Union announced that they will retire Bear Scat, which was first developed by students to bypass the difficulties students encountered with the original version of Bear Tracks. Instructors are now able to access their own teaching and exam schedules and class rosters and to email students in their classes through Bear Tracks. Staff continue to be engaged in ongoing improvements to the new system with two further Bear Tracks releases scheduled for deployment in the spring of 2009.

In conjunction with the Bear Tracks upgrade, the university also went live with Oracle's Version 9.0 Human Capital Management/Campus Solutions software. This upgrade provided the university with significant time and labour savings and will leverage the new functionality the software provides. The university believes that the IT area can be a source of major savings and will be reviewing other projects that will revitalize business processes and transform our organization.

In November 2008, a major upgrade was also completed to the PeopleSoft ERP. The new system provides improved functionality and a better user interface.

The U of A became the first university in Canada to introduce Smart Forms, online wizard based forms within the PeopleSoft system that capture employee information and related approvals as required by the Human Resource Services department for processing support and academic staff hires, support-staff job changes, and support staff employment status changes for operating funded staff.

To improve service for students, Cameron Library established a 24/5 venue year round, which extends to 24/7 during exam periods.

In 2008, the U of A Bookstore received the National Prize from CAUBO Quality and Productivity Award for its "Refocus of Course Material Delivery" initiative. This initiative took a three-stream approach to ensure the bookstore would deliver, and would be seen to deliver, unparalleled quality and excellence, both in the delivery of course materials for students and faculty, and in the fulfillment of financial obligations. The three-stream approach consisted of improved purchasing, enhanced communication, and innovation. The U of A Bookstore sought lowest cost alternatives for students by working with faculty and supporting course packs, and through buyback, resale, and prior edition programs. The bookstore also began using the Espresso Book Machine to deliver custom-ordered books. It is one of four in the world and the only one in Canada.

Rutherford Corner, the Enterprise Square location of the U of A Bookstore, opened in September 2008, providing course material services for the Faculty of Extension and other units and programs located downtown, as well as selling U of A gear and memorabilia.

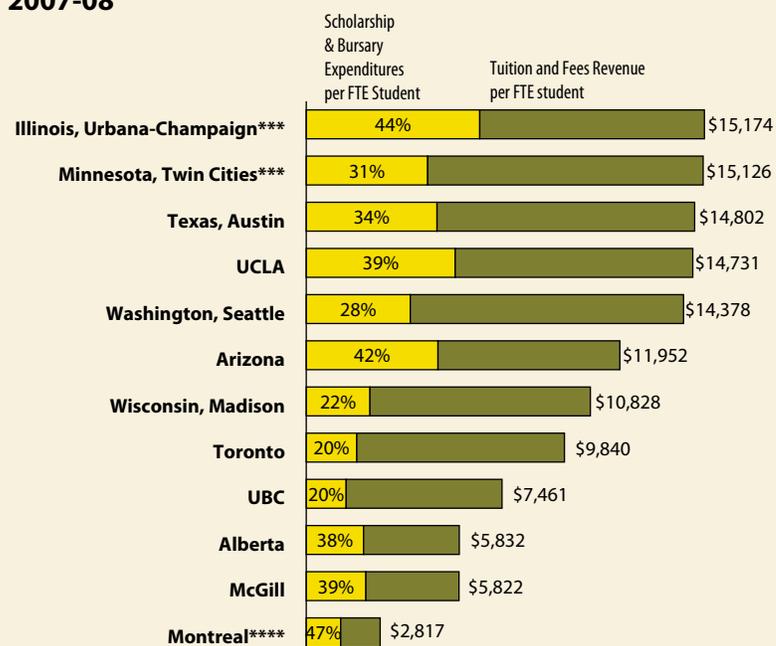
Effective July 1, 2008, the U of A discontinued the payment of tuition by credit card. The annual savings of approximately \$1.3 million in transaction fees will allow the university to put a significant amount of funding back into the classrooms and enhance the student experience.

scholarships and bursaries:

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

Figure 18

Scholarship & Bursary Expenditures per Fall FTE Student* as a Percentage of Tuition and Fees Revenue per Fall FTE Student, University of Alberta and Selected Peers, (CAD)**, 2007-08



* Fall FTE student is calculated by adding full-time + 1/3 part-time. It does not take into account the different student mixes. Canadian universities exclude Medical and Dental residents.

** U.S. universities' financial figures have been converted to Canadian dollar with OECD's 2007 Purchasing Power Parity (=1.21 CAD/USD)

*** Approximations based on student enrolment proportions of state system for University of Illinois Urbana-Champaign campus and University of

Minnesota, Twin City Campus.

****University of Montreal includes HEC and École Polytechnique.

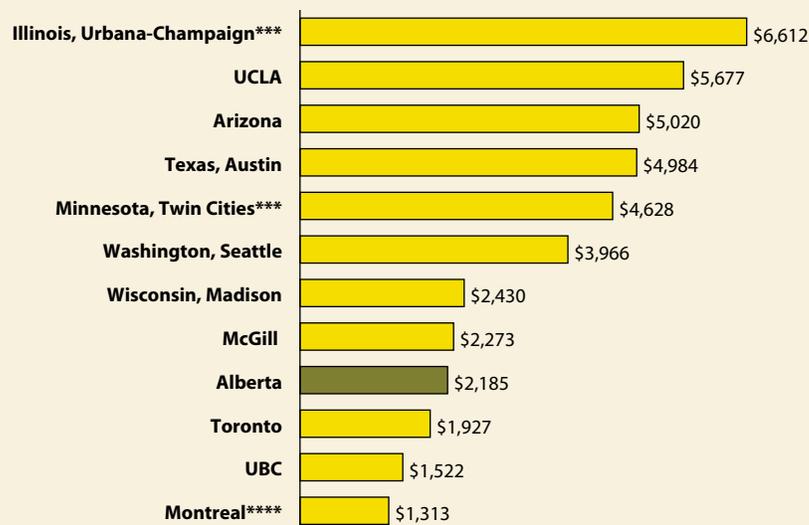
Sources: For Canadian universities: 2007-08 CAUBO Financial Information and respective 2007-08 university enrolment reports. For U.S. universities: respective 2007-08 university financial statements and Common Data Sets 2007-08.

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Figure 19

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**** University of Montreal include HECand Ecole Polytechnique.

Sources: For Canadian universities: 2007-08 CAUBO Financial Information and respective 2007-08 university enrolment reports. For U.S. universities: respective 2007-08 university financial statements and Common Data Sets 2007-08.

In September 2004, a not-for-profit company was formed to enable member post-secondary institutions to share business technology and services, to promote cost savings through leveraged purchasing power, and to develop innovative and cost-effective shared technology solutions. All start-up costs have now been paid and, to date, the university has saved over \$1 million. Cost savings are now projected at \$1 million per annum, and as additional partners join the company, additional savings will be realized.

In 2007-08, the U of A adopted an Integrated Emergency Management Program that consolidated the university's Emergency Master Plan, Crisis Communications Plan, Continuity Plans, and Public Health Strategies. A new Crisis Management Team (CMT) structure and a comprehensive training program for emergency response have been implemented. Close to 170 staff have received incident command training and 23 have received emergency operations centre training.

In conjunction with these developments, the university has implemented and tested a new emergency notification system. This fully operational system can contact students and staff through electronic means. By fall 2009, it should be integrated with a new blue phone network and upgraded building fire alarm systems.

As a follow-up to the 2002 Funding Solutions Task Force, which resulted in \$17 million in cost savings and \$12 million in revenue enhancement, the university has struck the successor Dare to Discover Task Force on Transformative Organization and Support to review potential cost and administrative (process-based) savings.

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

For the first time in many years, Alberta's auditor general did not find fault with University of Alberta's internal controls. This is a positive indication that our endeavours to steadily improve governance practices and administrative effectiveness are working.

We continue to ensure that the learning and research environment at the U of A is relevant and accountable through the constant reflection and review of practices and programs. In 2008-09, academic, administrative, and/or structural reviews of the following units were completed and are now in the recommendations and follow-up stage: Agricultural, Life and Environmental Sciences; Medicine and Dentistry; Nursing; and Academic Information and Communication Technologies.

The University's Human Rights Office was reorganized into the Office of Safe Disclosure and Human Rights. The new organization provides a single intake and triage option for all members of the university community and provides enhanced safe disclosure and human rights services on campus. All stakeholders and service providers across campus will now have more group communication and training opportunities. The delivery of SD & HR education for staff, faculty, and students has been reorganized, targeted, and enhanced. Employment Equity was integrated into Human Resource Services. The university's GFC Policy 44, the "Harassment and Human Rights and Duty to Accommodate Policy," is currently being revised and will be redeveloped as a UAPPOL policy in order to ensure that policies and procedures are up to date.

Throughout 2007-08, the Faculty of Arts held a "Critical Dialogue for the Arts in the 21st Century." This year-long, collegial, collaborative, and wide-ranging conversation among members of the Faculty of Arts and other invited participants gave the faculty a comprehensive overview of its history and current academic positioning. The final report also recommended innovative strategic directions for the faculty as it enters its second century.

scholarships and bursaries:

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

Figure 20

Average Financial Support per Doctoral Student, University of Alberta and G13 Universities, 2007-08



*University of Alberta ranked 3rd among the G13 universities.

Source: Graduate Student Financial Support data for the G13 Universities 2007-08

Figure 21

Average Financial Support per Research Masters Student, University of Alberta and G13 Universities, 2007-08

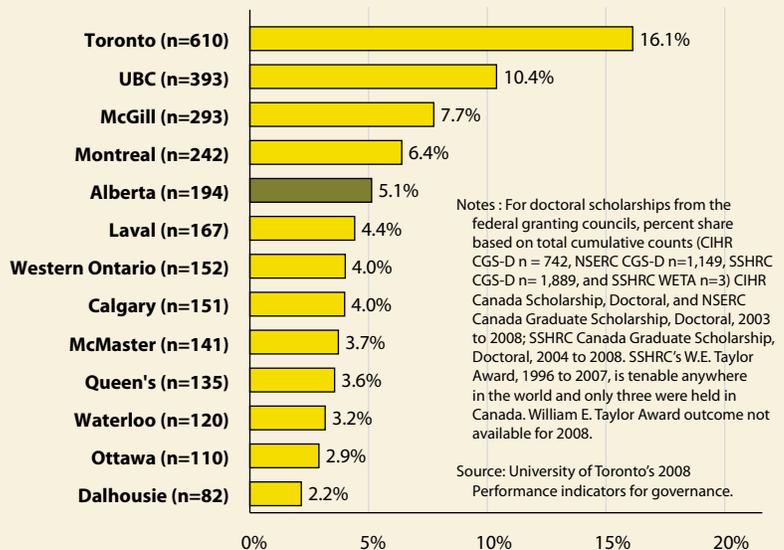


* University of Alberta ranked 2nd among the G13 universities.

Source: Graduate Student Financial Support at the G13 Universities 2007-08.

Figure 22

Percentage Share of Canadian Doctoral Scholarships from Federal Granting Councils, Cumulative 1996-2008, University of Alberta and G13 Peers

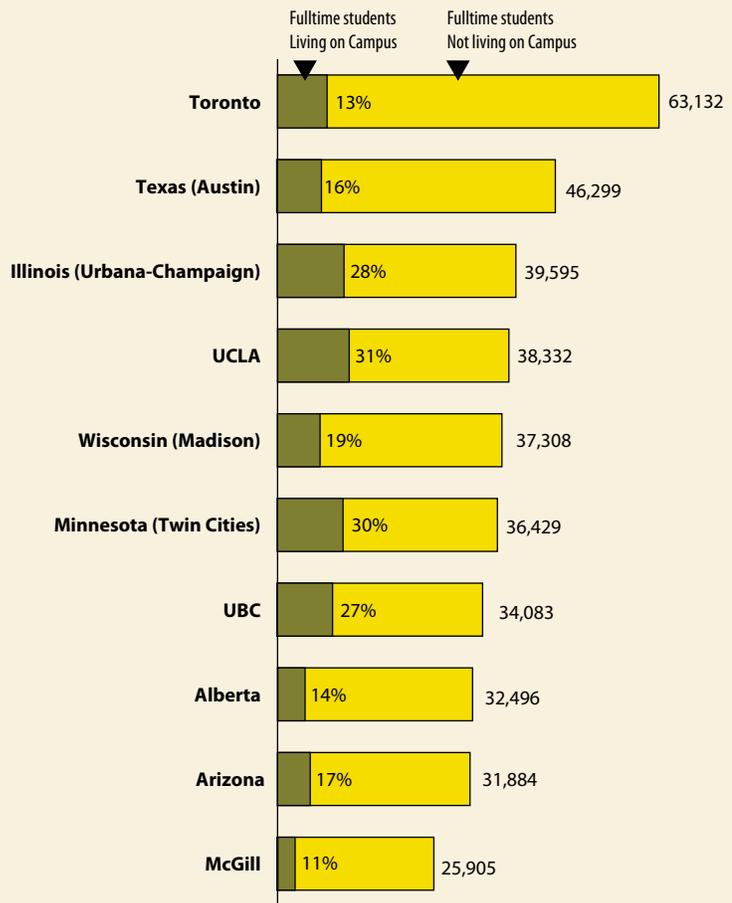


students in residence:

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 23

Percentage of Full-time Students* Living on Campus (Fall 2008)



* Students in residence or residence spaces
All Canadian institutions fall full-time enrolment numbers exclude Post-Graduate Medical Education specialists ("medical residents").

Source: University contacts for residence data; G13 Data Exchange and U.S. Common Data Set for fall full-time enrolment data.

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